



Going for **GOLD** with faith

**Christ Church (Brondesbury)  
C of E Primary School**

**Business case for establishing an  
Additionally Resourced Provision  
(ARP)**

**May 2026**



## **Introduction**

This business case sets out the rationale for establishing an Additionally Resourced Provision (ARP) within the school in response to increasing levels of SEND need and growing pressure on specialist placements within the local area. The proposal aligns with the national direction towards greater inclusion within mainstream education and aims to strengthen local capacity to support pupils with complex needs within a high-quality, sustainable and inclusive setting.

The proposed ARP would formalise and expand the school's existing specialist provision, St Joseph's Class, which is already operating successfully as a high-support provision for pupils with additional and complex needs. The ARP would provide targeted specialist support while maintaining pupils' connection to mainstream education and the wider school community.

## **Rationale and Need**

Nationally, the number of pupils identified with SEND continues to rise alongside increasing demand for specialist placements (Department for Education, 2025). Local authorities are under significant pressure to increase inclusive provision within mainstream schools in order to reduce reliance on costly external placements and respond to increasing complexity of need.

Within the school's local context, there is clear evidence of increasing demand for specialist support, particularly for pupils with communication, interaction and literacy-related difficulties who struggle to access a fully mainstream environment without targeted intervention. Current local specialist capacity is limited, creating pressure on both schools and families.

The school has already responded proactively through the development of St Joseph's Class, a specialist provision supporting pupils with complex needs within the mainstream environment. The provision currently supports pupils aged 4 to 8 through a structured, teacher-led model with high levels of pastoral and academic support.

## **Current Provision and Impact**

St Joseph's Class has been operating successfully since September 2024 and currently supports between 8 and 10 pupils through a teacher-led provision supported by two experienced teaching assistants. The provision delivers an adapted curriculum focused on communication, emotional regulation, early literacy, numeracy and independence while maintaining strong links to mainstream learning and inclusion.

The impact of the model is already evident. Using Goal Attainment Scaling measures, 75% of pupil outcomes are currently at or above expected progress, particularly in communication, emotional regulation, engagement and independence. Academic gains are also evident, especially within early reading and maths, with pupils making measurable progress from their starting points.

The provision has also reduced behavioural and safeguarding risk, prevented placement breakdown and supported successful transitions. Several pupils have transitioned or are transitioning towards specialist placements where appropriate, while others are gradually reintegrating into mainstream classes. The model is therefore already functioning effectively as both an inclusive intervention provision and a transitional specialist setting.

## **Strategic Benefits**

The development of a formal ARP would strengthen the school's position as a high-quality inclusive provider and support wider strategic priorities. In an increasingly competitive educational environment, schools are required to demonstrate both strong outcomes and the ability to meet diverse pupil needs effectively. Developing recognised expertise in SEND provision would differentiate the school locally and strengthen parental confidence.

The proposal also supports longer-term organisational sustainability. Specialist provision can contribute stable income streams through commissioned places while enhancing opportunities for partnership working with the local authority, other schools and potential Multi-Academy Trusts. Over time, the ARP could

position the school as a centre of expertise, including opportunities to deliver outreach support, staff training and external professional development.

The proposal therefore reflects a strategic approach to resource allocation by building internal expertise and capacity rather than relying heavily on external services.

### **Educational Benefits**

The ARP would support improved outcomes through:

- Smaller, structured learning environments
- Specialist teaching and targeted intervention
- Improved emotional regulation and readiness to learn
- Increased access to pastoral and therapeutic support
- Greater consistency between specialist and mainstream provision
- Flexible reintegration pathways where appropriate

Evidence suggests that targeted and integrated support improves both academic and social outcomes for pupils with SEND, particularly when provision is aligned closely with classroom teaching and wider school systems (Education Endowment Foundation, 2021).

The provision would also strengthen whole-school practice by developing staff expertise, increasing confidence in adaptive teaching and supporting a more inclusive culture across the school.

### **Staffing and Capacity**

The school already has much of the staffing infrastructure required to operate a formal ARP successfully. The provision is currently led by a qualified SEND teacher who is undertaking the NPQ for SENCOs and is expected to qualify formally as a SENCO. This provides strong internal expertise and reduces the need for additional leadership recruitment.

The proposed staffing structure would consist of:

- 1 qualified SEND teacher / ARP lead
- 2 teaching assistants
- Strategic oversight from the Headteacher and SENCO team

This model broadly reflects the staffing structure already operating successfully within St Joseph's and would initially support approximately 10 pupils, with potential expansion to 12 places over time depending on local authority commissioning and need.

Importantly, much of the operational structure and expertise is already embedded within the school. This significantly reduces implementation risk and start-up costs compared with establishing a completely new provision.

### **Financial Impact and Sustainability**

At present, St Joseph's Class operates as an internally funded specialist provision, with the school meeting the first £6,000 of additional SEND costs per pupil from its delegated SEND budget before receiving top-up funding. This means the school is currently subsidising a significant proportion of provision costs from core funding in order to maintain inclusion and prevent placement breakdown.

Under a formal ARP model, each commissioned place would attract approximately £10,000 place funding in addition to individual top-up funding linked to need. This would create a significantly more stable and sustainable funding model.

## Estimated Capital Expenditure (One-Off Costs)

### Site Adaptations and Safety

Item	Description	Estimated Cost (£)
Electronic door access systems	Installation of additional keypad/fob-controlled locks to internal/external doors (2–4 doors typical)	£3,000 – £6,000
Fencing improvements	Repair, height adjustment or reinforcement of existing perimeter fencing and gates	£2,000 – £8,000
Safeguarding adjustments	Door alarms, soft-close mechanisms, visibility panels as needed	£1,000 – £2,500
<b>Subtotal</b>		<b>£6,000 – £16,500</b>

## Costed Staffing and Spend Breakdown

### Proposed ARP (10 places)

Cost Area	Description	Estimated Annual Cost (£)
Staffing – ARP Teacher	1 × SEND Teacher (UPS range + SEN allowance typical in Brent/London)	£55,000 – £65,000
Staffing – Teaching Assistants	2 × TAs (Scale 3–5 typical LA range incl. on-costs)	£45,000 – £55,000
Leadership / SENCo Oversight	0.1–0.2 FTE leadership capacity	£8,000 – £12,000
<b>Total Staffing Costs</b>		<b>£108,000 – £132,000</b>

### Operational and Provision Costs

Cost Area	Description	Estimated Annual Cost (£)
Specialist resources	Visuals, SCERTS/communication tools, sensory equipment	£5,000 – £7,000
Training and CPD	Autism, speech & language, behaviour, supervision	£2,000
Premises contribution	Utilities, maintenance, wear-and-tear of provision space	£2,000 – £3,000
<b>Total Operational Costs</b>		<b>£9,000 – £19,000</b>

### Overall Cost Summary

Category	Estimated Cost (£)
Total Staffing Costs	£108,000 – £132,000
Total Operational Costs	£14,000 – £23,000
<b>Total Estimated Annual Cost</b>	<b>£122,000 – £155,000</b>

## **Current model:**

- School contributes approximately £6,000 per pupil from delegated funding
- Total internal subsidy across 10 pupils: approximately £60,000 annually

## **ARP model:**

- 10 commissioned places at approximately £18,500 for each occupied place and £10,000 for each unoccupied place (based on 2025-26 arrangements)
- (This includes place funding: approximately £60,000 annually and additional top-up funding paid separately according to individual need)

This represents an overall positive financial shift of approximately £60,000 annually before top-up funding is included, moving the provision from a partially subsidised internal model to a commissioned specialist provision with significantly greater financial stability.

The provision also has capacity to expand gradually to approximately 12 places over time. At 12 commissioned places, base place funding alone would increase to approximately £72,000 annually, further strengthening sustainability and increasing local specialist capacity.

The proposed ARP would likely be located within the current Early Years area, which already contains toilets, breakout and sensory-regulation space and access to continuous provision style learning environments. This reduces the level of capital adaptation required and supports a phased and cost-effective implementation approach.

## **Risks and Considerations**

While the development of a formal ARP would strengthen long-term sustainability, there are important operational considerations that require careful management. Under a commissioned ARP model, places would be allocated through the local authority rather than directly by the school. This may reduce flexibility over admissions and limit the school's ability to prioritise pupils already known to the setting.

The transition from the current internally developed model to a formal ARP will therefore be phased carefully. The school would retain up to 25% of places for the existing cohort during the first year in order to support continuity and reduce disruption for pupils and families. The phased opening of commissioned places would also allow time for annual reviews and transition planning. Several pupils currently accessing St Joseph's already require longer-term specialist placements, including pupils with Band 7 levels of need. For these pupils, the provision is already functioning effectively as a transitional placement while longer-term specialist provision is secured.

Clear communication with families, staff and the local authority will therefore be essential throughout the process to ensure that decisions remain centred on pupil need, stability and long-term outcomes. Maintaining continuity of staffing, relationships and routines will be particularly important for pupils with communication and interaction needs.

## **Stakeholder Engagement and Implementation**

Successful implementation will require strong collaboration with stakeholders including the local authority, governors, staff, families and external agencies. The school recognises the importance of transparent communication and phased implementation to ensure that change is sustainable and well-supported.

James Kelly, Headteacher, will act as the consistent point of contact throughout the process, coordinating planning, consultation and implementation with the support of advisers and relevant stakeholders. The school welcomes opportunities for informal feedback on draft proposals, collaboration with schools that have undergone similar processes and support with wider stakeholder engagement where appropriate.

A phased implementation model will be used to refine provision, build staff confidence and ensure quality assurance before full expansion.

## **Conclusion**

The establishment of an ARP represents a strategic opportunity to respond to increasing SEND demand while strengthening the school's inclusive offer, reputation and long-term sustainability. The proposal builds upon an existing successful model of provision that is already demonstrating positive impact for pupils with complex needs.

By formalising and expanding this provision through commissioned ARP places, the school would increase local specialist capacity, strengthen financial sustainability and further develop its role as a centre of inclusive expertise within the local education system.