



# **Special Educational Needs and Disability (SEND)**

## **Policy**

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## **1. Objectives for Special Educational Needs and Disability Provision**

**To ensure that all students, at North Chadderton School, are fully integrated academically and socially, have full access to the National Curriculum and are taught appropriately with regard to their individual needs.**

We endeavour to achieve this through the following targets:

- There is differentiation to cater for individual needs – including those with a specific learning difficulty/disability, learners who require more time to access the curriculum and students with social and emotional needs.
- Statement of Educational Needs/Educational Healthcare Plan and Annual Reviews are conducted properly and SMART (Specific, Measurable, Achievable, Realistic and Timed) Targets are set.
- Student Support Profiles are devised, acted upon, reviewed and revised.
- Information is gathered from a wide range of sources, including feeder schools, support agencies, parents and the student.
- Lifeskills training and Vocational Subjects on offer supporting the needs of students with additional needs.
- Staff are aware, via information and training, of the extent and nature of special needs and disabilities.
- Each curriculum area contributes to the teaching of basic skills, including reading, handwriting, numeracy, working within a group, co-ordination and physical skills.
- Curriculum Leaders, Teachers, Teaching Assistants and other Support Staff are involved in decisions related to special needs.
- Students are involved in addressing their own special needs.
- The Special Needs Register and other documentation are updated regularly and available on the school's SIMS system and accessed by all staff.

## **2. Performance Indicators**

- There is full access to the curriculum for all.
- Students with Learning difficulties/additional needs are successful and happy members of the school.
- There is a successful whole-school drive to improve basic skills.
- There are good employment and training prospects for school leavers with special needs.
- GCSE – A\*-G (9-1) new grading system.
- Narrowing the gap between SEND and non-SEND students' performance.
- There are appropriate criteria for selecting teaching groups.
- Work within each group is appropriate and differentiated.
- Students in lower ability groups are confident and have high self-esteem.
- New students settle quickly and are supported by all staff and students.

- Progress against levels, including P levels and against KS2 data.
- Examinations/tests, both school based and external.
- Extra-Curricular activities.
- School award schemes.

### **3. (a) The School's Responsibilities**

Every LA has a special needs policy describing the philosophy, arrangements and procedures for supporting children with SEND. Within this framework the Act places a statutory duty on each school to produce, publish and report on its policy for all students with SEND. The Act has provided a Code of Practice that Governors, schools, LAs, medical and social services must follow with regard to the Identification and Assessment of Special Educational Needs.

#### **The fundamental principles of the Code of Practice are that:**

1. The needs of all students who may have special educational needs either throughout, or at any time during, their school careers must be addressed.
2. Children with special educational needs require special educational provision to ensure the greatest possible degree of access to a broad and balanced education, including access to the National Curriculum
3. The needs of most students will be met in the mainstream, and without a statutory assessment of statement of special educational needs/Educational Healthcare Plan. Children with SEND, including children with Statements/Educational Healthcare Plan should, where appropriate and taking into account the wishes of their parents, be educated alongside their peers in mainstream schools.
4. The knowledge, views and experience of parents are vital. Effective assessment and provision will be secured where there is the greatest possible degree of partnership between parents and their children with schools, LAs and other agencies.

### **3. (b) Aims**

- To secure access to a broad and balanced curriculum for all students.
- To secure the highest quality of education for students with SEND through staff training and support for staff and students.
- To raise the esteem, contribution to school life and social awareness of students with SEND.
- To establish a partnership between staff, students, parents and support agencies.

### **3 (c) Objectives**

- To identify, assess, monitor and review the special educational needs of students.
- To identify strategies and develop programmes study for students with SEND.
- To assist curriculum areas in the development and use of differentiated and flexible schemes of work; to support within the classroom.
- To teach basic skills to students and groups of students; to train and organise staff, students and parents as assistants in the teaching of reading.
- To provide CPD for the training and development of good practice in the education of students with SEND.
- To inform parents and engage them as partners.
- To liaise with primary school staff to ensure continuity and successful change of school; also with college and training agencies for school-leavers with SEND.
- To enable the successful reintegration of students from special schools including the Pupil Referral Unit.
- To liaise with external agencies - medical, social, psychological, educational welfare and other services, and act upon professional advice.
- To co-ordinate and record Special Educational Needs Assessment, to monitor and arrange Annual Reviews.
- To counsel and encourage disaffected students and develop strategies to raise esteem and achievement.
- To continue development of SEND policy, to report to governors.

### **4. Assessment of Special Educational Needs and Disability**

#### **Identification, Assessment, Record-Keeping and Review**

**We follow the ‘Assess, Plan, Do, Review’ cycle as recommended in the Code of Practice.**

Where a student is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student’s needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

See Appendix 1 for this process.

#### **Assess**

In identifying a child as needing SEN support the class or subject teacher, working with the SENCo, should carry out a clear analysis of the student’s needs. This will

draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the school's core approach to student progress, attainment and behaviour. It will also draw on other subject teachers' assessments where relevant as well as the individual's development in comparison to their peers and national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services. Schools will take into account information on how the student is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need. In some cases, outside professionals from health or social services may already be involved with the child. School and external agencies will liaise. School will also seek professional help to inform the assessments. Where professionals are not already working with school staff the SENCo will contact them if the parents agree.

The assessments may highlight the need for an application for an Educational Health Care Plan to be put in place.

#### *Plan*

Where it is decided to provide a student with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCo should agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the student should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded within Management guides accessible through SIMS.

The support and intervention provided should be selected to meet the outcomes identified for the student, evidence of effectiveness based, and will be provided by staff with sufficient skills and knowledge.

Parents will be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Information about need, the expected outcome of an intervention and progress made must be readily available to and for discussion with the student's parents.

#### *Do*

The class or subject teacher will normally remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching

away from the main class or subject teacher, they will still retain responsibility for the student. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo/Inclusion managers will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### *Review*

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date for the intervention. The impact and quality of the support and interventions will be evaluated, along with the views of the student, via the outcomes which may be in terms of a score differential on some assessments (e.g. after a reading intervention), or on anecdotal evidence for others (e.g. after interventions for anger management). Parents' views also should be sought and taken into account.

This will feed back into the analysis of the student's needs. The class or subject teacher, working with the SENCo, should revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a student has an Educational Health Care Plan, the Local Authority must review that plan as a minimum every twelve months.

We will lead the review process, and will fully inform the LA of meetings and outcomes.

### **Process for Record Keeping and Review**

On transition into the school, Primary schools will provide information of those students with any SEN. A file will be opened on that child, held within the Inspire Centre. For students who later emerge as having SEN, new files will be set up.

Copies of any relevant documentation of reports will be copied to these files, whether within school (e.g. IEPs, management Guides), from home or from external agencies (e.g. EP report, report from professional working with the child). Copies of any Statement/Educational Health Care Plan will also be filed in the child's personal SEN file.

These files are available for scrutiny.

On leaving the school, the file will be forwarded (if going to another secondary school), or archived.

### **Arrangements for Annual Review of Statemented Students/Educational Health Care Plans**

Dates are set early in the year and the LA informed; they may wish to send a representative, particularly to a Transitional Review. Other interested professionals are also informed; parents are notified at least a month before the due date.

Four weeks before the review, teaching staff are asked for a written report on the student. This will include recent educational progress (with reference to National



Curriculum levels/GCSE Grades), relationships with staff and peers, contact with parents and other matters which relate to the student's Statement.

Those invited to the meeting will depend on the nature of the student's educational difficulty. A parent will always be present. The following could be present: SENCo, Leader of Inspire, the student's assigned Teaching Assistant, Form tutor, Connexions, Educational Psychologist, Social Services, Educational Attendance Officer or other professional. The student will also be involved in their Annual Review wherever appropriate/possible.

The LAs Annual Review form is completed by the Leader of Inspire, who sends copies to the parent(s), LA and others who were present or involved in the review. Relevant staff are notified of recommendations and observations from the meeting, together with any further recommendations from the LA.

### **Transitional Review**

During Year 9 and Year 11 a Statemented student/student with an Educational Health Care Plan is subject to a Transitional Review, in recognition of the importance of this time regarding choices of G.C.S.E. options, career choices and preparations for leaving school to attend a local College or to continue at our Sixth Form. Greater emphasis is placed upon the attendance of the Connexions Representative and a Representative of the LA is more likely to attend. Additional information must be submitted to the LA.

## **5. SEND Department – Support Network**

The Special Needs Department will support the school's aims in a wide variety of ways.

### **With Departments:**

The SEND Department will liaise in the provision of appropriate materials for students with learning difficulties, and in advising on alternative methods of teaching and assessment. The SEND Department may be able to provide assistance within the classroom for a student or group of students during lessons.

Information supplied through IEPs/Student Support Profiles and at meetings with staff contributes to an understanding of the student's precise needs and most successful approaches to meeting them.

### **With Teachers:**

A whole school approach to Special Educational Needs requires that all staff are familiar with some of the advice given by the SENCo, and use the recommended techniques, for example, in the teaching of reading and spelling.



### **With the Pastoral Team**

There is a formal SEND Team Meeting at least once per half term; Members of the Raising Achievement Team meet on a weekly basis. Team members present are the Assistant Headteacher/SENCo/Leader of Inspire, Leader of Inspire, Leader of Achievement.

#### Discussions may include:

- ensuring the safety and wellbeing of our students
- parent/student voice
- promoting a positive learning environment
- attendance and punctuality
- problems with particular students or groups
- reports on meetings with outside agencies, including the Education Psychologist, Social Services and medical professionals
- strategies for tackling behaviour
- initiatives for raising standards.

### **With Students**

A working relationship between the student and the special needs staff will help the student to receive a full educational entitlement and to enjoy his or her time at school. Students are aware more than anyone of their own difficulties, and frequently of the best approaches to overcoming them. SEND staff have a role as counsellor and can mediate when problems arise. Help within the classroom, in examinations and in providing curricular materials are of direct benefit to the student.

### **With Parents**

It is vital that a child with special educational needs has the support of parents. The school day may be more taxing, and homework can present special problems for example volume of homework set. Parents will probably be keen to help with their child's education and may require practical suggestions of how they can. Demonstrations of methods can be valuable, and contracts or short-term goals can be negotiated.

### **With Support Agencies**

The SENCo will be involved in discussions with the Educational Psychologist, in their advisory role, regarding assessments and as part of the process which may lead to a Statement. There will also be contact with medical services, for example when a child has been referred by the GP to the Clinical Psychologist or Speech and Language Therapist.

Other agencies will include the CAMHS, (Child and Adolescence Mental Health Services).

Educational Welfare Officer, Social Services, QEST-Additional Needs and shorter term LA or Government initiatives.

### **With Other Schools**

Links with feeder primary schools can be of special benefit to students with special needs, for whom the transfer of National Curriculum records may not include information vital to the successful change of school. Additional information may include parental involvement, a history of illness or successful teaching strategies or those to be avoided. Such information is requested from primary schools during the visits of the Transition Learning Mentor, Leader of Achievement and by the Assistant Headteacher/SENCo or the Leader of Inspire to the main feeder primaries.

We have developed links with special schools. We have accepted students from New Bridge School, Spring Brook Special School and Kingsland School (Pupil Referral Unit) in accordance with the policy of reintegrating students into mainstream schooling whenever possible.

## **6. Identification of Special Educational Needs/Disabilities**

The Leader of Inspire and the School's Mentor with a responsibility for Transition, Leader of Achievement, Assistant Headteacher/SENCo and Assistant Headteacher for Transition, visit primary schools and obtain detailed information about students who will join our Year 7.

Primary schools also provide National Curriculum records, Key Stage 2 Assessment results and teacher assessments, samples of work, medical and other reports which will contribute to a smooth transition between primary and secondary school.

Teachers of children who have been identified as having special educational needs provide additional information. This includes:

- A description of the Learning or behavioural difficulty with recommendations for teaching methods
- Documents from the Educational Psychologist or other agencies who have worked with the child
- A record of the stages of assessment reached so far, with IEPs and reviews
- Details of support services involvement e.g. QEST.
- Social reports, which enable us to place the student among friends and away from disruptive influences

Information regarding special educational needs and medical conditions relating to the students is made available to staff at the start of the year. It is recognised that children having behavioural problems are encouraged to make a fresh start, with the situation monitored.

All information received is used to place the students in a mixed ability tutor group and an appropriate ability group. Classes consisting of students requiring the greatest support in lessons are reflected in a slight reduction in class size. These groupings continue in Years 8 and 9. In Years 10 and 11 groupings based on ability are made when numbers opting for a subject permit.

There is opportunity for movement between groups at set points of the year.

## **7. The Special Educational Needs/Disabilities Register**

The Register is maintained and regularly updated by the Assistant Headteacher/SENCo or Leader of Inspire via SIMS. Details of the stage of assessment and recommendations to staff are held on SIMS, which can be accessed by all staff. The register is updated through discussion at Student Support reviews, Special Needs meetings and negotiation with outside agencies.

## **8. Support in Lessons and Withdrawals**

It is recognised that where a student is unable to benefit fully from access to the curriculum as a result of weakness in the basic skills, steps must be taken to overcome that weakness.

All staff in every curriculum area consider it part of their teaching role to teach the basic skills. This is achieved by the differentiation, variety and type of written exercises; by offering opportunities to practise reading and spelling using agreed methods; by the use of subject-specific spelling lists and marking schemes which encourage achievement in literacy and presentation; by the careful selection of texts and homework appropriate to the student's ability. However, some students require additional support.

Frequently a single lesson of withdrawal will be sufficient. In this case a reading age may be established so that suitable texts may be provided for practice at home, or a schedule of spelling or handwriting practice drawn up.

When regular withdrawal from lessons is considered necessary, it is to be for a limited period of time and for a particular objective. A careful balance must be maintained between the necessity of improving basic skills and the avoidance of disruption to the curriculum.

The Assistant Headteacher/SENCo and the Leader of Inspire are frequently in contact with parents, to notify test findings, to discuss successes or difficulties, or in response to queries. These may arise at Parents' Evenings when there is an opportunity for parents to raise any concerns and to share their own experience of their children with us. The Assistant Headteacher/SENCo and the Leader of Inspire will follow up any queries in an appropriate way, perhaps through additional testing, discussion with the student and staff, and if necessary through referral to outside agencies. Findings are discussed with the parent and the student.

## **9. Access Arrangements- Support in Formal Examinations**

Where a student has a sensory impairment or specific Learning difficulty, the examination board will consider requests for special consideration or the use of aids, enlarged text or assistance with reading or writing, or added time. Requests must be accompanied by recent professional advice, and are made by the School's Examinations Officer in consultation with the Assistant Headteacher/SENCo.

In setting internal examinations it is important that a range of means of assessment are used in addition to the formal written examination. This particularly benefits students with a specific learning difficulty, enabling them to demonstrate their knowledge in the subject.

## **10. Continued Professional Development for Staff**

The need for in-service training of all staff is recognised, to cover:

- New techniques
- Inclusion Development Programme
- Different SEND types
- Recent legislation
- Whole-school policies and methods
- Subject-specific skills
- The needs of individual students
- The needs of Newly Qualified Staff (NQTs)

This could include:

- Input from members of the additional needs service, QEST/Educational Psychologist on teaching methods and exchange of ideas.
- External training of the Assistant Headteacher/SENCo and support staff; written advice, discussion and training pack on the role of the Teaching Assistant.
- Input from SEND Department at Departmental meetings.
- Staff meetings with visiting speakers.
- Introductory talks and materials prepared by Assistant Headteacher/SENCo for new staff, ITT students and support staff.
- Team teaching and classroom observation by Curriculum Leaders, Assistant Headteacher/SENCo or other members of SLT.

Agenda for Weekly Meetings and Departmental Meetings:

1. to pass on additional information and advice.
2. to consider the advice so far received and exchange ideas and teaching methods.
3. to determine which students should be entered on the Special Needs Register and the nature of their stated need.
4. to discuss new legislation, methods and problems.
5. to meet with speakers or representatives of support services. This may include staff training, for example in the teaching of students with hearing difficulties, or in behaviour modification methods.

## **11. Information for Staff**

**The Special Needs Register/Additional Needs Register** provides initial information, available to all staff.

Information obtainable from the SEND Register includes:

Level of Special Educational Need, based on the school's Special Needs Register, with brief information of main concerns.

**Educational advice to staff, based on:**

- History e.g. of illness where this has delayed progress, school attendance and extended periods of time off school, relevant home circumstances (with reference to named person if information is sensitive)
- Educational advice, initially from primary school, based on completion of changeover forms, primary school records and discussion with staff
- Professional advice from Educational Psychologist, Student Development Support
- Service (Learning, Behavioural or Sensory Support Teams), Social or Medical Services
- Discussion with parents
- Advice from teaching, pastoral and special needs staff, including
- Successful styles of teaching
- Desirable/undesirable seating and grouping arrangements
- Curricular strengths and weaknesses
- Additional measures being taken

**Staff Briefing/Emails** will offer immediate advice on incidents, home circumstances such as bereavements, parental illness or other situations which may affect the student and require sensitivity or a special approach.

**Further information/advice can be obtained from any of the Pastoral Team.**

## **12. Student Support Profiles (SSP)**

**A SSP will offer further guidance and information and may contain:**

**a. The nature of the difficulty** – generally (e.g. specific learning difficulty or disruptive behaviour) and more specific information (e.g. cannot spell key words or will not stay in seat).

**b. Targets and Objectives** – the expected improvement in performance or behaviour in targeted areas (e.g. to learn 5 subject-specific words per week or to stay on task for at least 20 minutes per lesson).

**c. Actions** – how we expect to achieve this objective.

**d. Outcomes – progress made** –for staff to comment on the success of these targets, and for recommendations for the next.

#### **How the system works:**

1. Information currently available (e.g. from primary school) is incorporated into the first SSP.
2. Class teachers use this SSP to assist in differentiating the work for this student in their own subject and to back-up cross-curricular targets.
3. A review date is specified on the SSP, usually after half to one term. Two or three key people meet (the Assistant Headteacher/SENCo Leader of Inspire, plus others drawn from Pastoral Leaders and Teaching Assistants, Teachers, Form Tutor) review the SSP and draw up the next Plan. Staff should return the previous SSP to that meeting, having written on it comments on the success of its proposals and recommendations for the new SSP.
4. Staff may also wish to include a copy of any work used with the student. For example an “All Must Do – Most Should Do – Some Could Do” plan shows a method of differentiation for use with all students.

#### **Notes:**

Targets should be SMART (Specific, Measurable, Achievable, Realistic and Timed). The student and parents should be actively involved in setting targets and reviewing success.

The system is a statutory obligation. However, it should be integrated, as far as possible, into the school’s general arrangements for assessing and recording progress.

#### **Resources**

The Budget provides:

1. Suitable staffing arrangements.
  - a. The administration of the department. This includes photocopying documents, requests for information, distribution of advice, purchase of assessment and INSET materials.
  - b. Support materials for the instruction of students with special needs. This



includes stationery, equipment, text books, reading books, computer software and programmes for the use of students extracted for instruction or given homework tasks.

- c. Items provided by the Special Needs Department to assist students and their teachers in the normal classroom, including worksheets, homework assignments and alternative texts.

### **13. Students leaving North Chadderton School**

When students leave North Chadderton School it is vital that their needs are met elsewhere. The Special Needs Register provides statutory and helpful information on all students, and a file on each SEND student contains a record of events during their time here and relevant documents.

The Assistant Headteacher/SENCo and Leader of Inspire works with Local Colleges, the Connexions Service and Training Agencies to assist their successful progress.

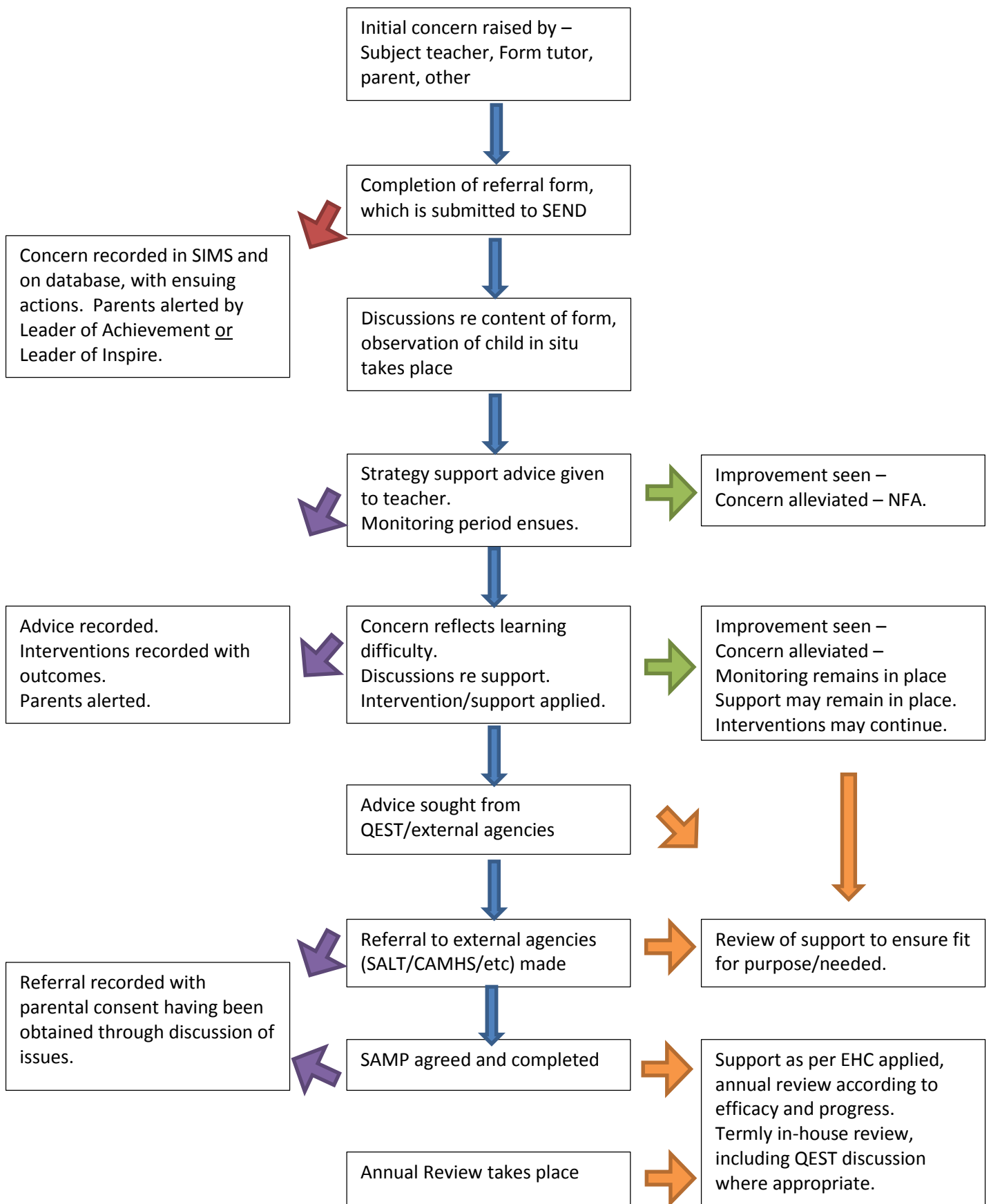
### **14. The Role of the Governors**

The Governor with responsibility for SEND will provide **yearly** reports to the whole governing body based on discussions with the Leader of Inspire and SENCo.

The whole Governing Body has a responsibility to produce an annual report which will state the number of students with special educational needs and disabilities in the school and comment on the school's effectiveness in the implementation of the SEND policy in respect of:

- i) identification of need
- ii) notification of parents of a child who is deemed to have special educational needs and disabilities
- iii) assessment of need
- iv) provision for meeting special educational needs and disabilities
- v) provision of an inclusive environment for all
- vi) methods of monitoring, recording and reporting
- vii) SEND funding and spending
- viii) Deployment of equipment, personnel and resources
- ix) The use made by school of the outside agencies and support services
- x) SEND as an integral part of the school development plan

## Appendix 1 – Process map for Referral of Concern



## **Appendix 2 – ASD Resource Base**

### **1. Overview of ASD Resourced Provision at North Chadderton School.**

An ASD resourced provision in a mainstream school provides the expertise to support the pupil's development both across the curriculum and in addressing the triad of impairments. It enables social opportunities with the peer group, supports the development of functional skills in a less restrictive environment, and helps the peer group to gain an understanding of autism.

Staff throughout the school recognise that autism is a lifelong condition and that the students will face different challenges during their time with us, which we will help them address. As well as developing their academic skills, our major focus is teaching communication and social skills in context, developing their emotional understanding, helping them deal with stressful situations and enabling them to understand and function in the world we live in to the best of their abilities and as independently as possible.

Up to twelve students at Key Stage 3 and 4 attend the new ASD resourced provision at North Chadderton School. A group of this size is large enough to allow interaction with children in the rest of the school, but small enough to allow each student to have a highly tailored individual programme of learning to cover all aspects of their development and curriculum.

### **2. Staffing**

Mrs Maya Meaden – Curriculum Leader ASD Base/Teacher in Charge

Mrs Hilary Smith - Higher Level Teaching Assistant

Mr Dean Close - Teaching Assistant Level 3

Mr Steven Poke – Teaching Assistant Level 3

Miss Zoe Hitchen – Teaching Assistant Level 3

Ms Katy Reaston – Teaching Assistant Level 3

### **3. Entry Criteria**

Students placed in the ASD resourced provision will fulfil the following criteria:

- They will have a Statement of Special Educational Needs, naming the ASD resourced provision and indicating that their primary needs are related to ASD or similar complex communication and interaction difficulties.
- There will be evidence from professionals indicating that the student would benefit from a small group environment as well as access to a wider mainstream curriculum.
- For a student who requires a Statutory Assessment and professionals agree that the assessment needs to take place in specialist provision, then a time

limited place may be allocated as an Emergency Placement for the purpose of the Statutory Assessment.

- All requests for placement in the ASD resourced provision will be considered by the Local Authority

#### **4. Integration**

ASD resourced provision in a mainstream school supports individuals through enhanced staffing ratios; specialist teaching; specific interventions and strategies; small groups for teaching and learning; discrete teaching of social skills development; individualised learning and/or a personalised curriculum, including flexible timetables; and access to Speech and Language Therapy where this is included in the Statement of Special Educational Needs.

All of the above is with the aim of supporting individuals in accessing, where appropriate, mainstream inclusion. Students in the ASD resourced provision will be included in the mainstream setting on an individual basis. Depending on the needs of the individual student on any given day, there might be a high level of inclusion, very little, or none. Individual programmes will be planned based on up to date and ongoing assessment. The ASD staff team will have regular meetings to discuss consistency in approach, strategies, and effective ways to communicate with the children.

We recognise that young people with ASD will have days when they feel confident to access all their mainstream lessons with support, and some days when they can access very little. There is no 'one size fits all' approach.

#### **5. Approaches to supporting students**

No single approach or method will be used in the base; staff will use a variety of teaching approaches and methods, depending on the needs of the student and the provision outlined on their Statement of SEN. These include:

- SCERTS (Social Communication, Emotional Regulation and Transactional Support)
- TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children)
- PEERS (Program for the Education and Enrichment of Relational Skills)
- Social Stories and Comic Strip Conversations (Carol Gray)
- The Incredible Five Point Scale (Kari Dunn Buron)
- Sulp (Social Use of Language Programme)

Students in the ASD Base will be dropped off at school at 8.25 am and will either be met at Reception or will make their own way to the Base with its separate entrance. Staff in the ASD base will assess whether each student is 'ready to learn' emotionally and organisationally. Students will register in the base and then go to

their lessons, unless they are staying in the Base for 1:1 work Social Skills group or Literacy/Numeracy interventions.

Students can choose to come to the Base at break time to sit and read a book, play a game, or talk to friends. Provision staff are always in the room at this time and the students are never left unsupervised. At lunchtime, students leave their lessons ten minutes early to eat in the Restaurant, where there will be staff from the ASD Provision allocated to eat with them. They then go to the Base, where there are staff to supervise game playing, quiet reading or chatting. At the end of the school day students return to the ASD Base to collect their belongings and get ready to return home. There is no time during the school day where students are unsupervised, unless it has been agreed by provision staff, the student and parents that they can manage lessons or social time independently.

During lessons in the ASD Base the curriculum covers a wide range of skills that a mainstream pupil may not have to be taught directly, such as emotional regulation and a range of social skills as well as how to make choices, how to make plans and then to learn from our experiences; how to express our own feelings and opinions, and how to get our needs met whilst recognising and respecting the fact that other people will have their own needs, which may be different from ours.

For students in Key Stage 4 there will be discrete life skills teaching such as road safety, use of the telephone, shopping skills, opening accounts, making appointments, using public transport, skills needed in the work place and finding your way around the local community.

We feel that pupils in ASD resourced provision who experience difficulties with communication should have as much access as they feel comfortable with to their mainstream peers and the mainstream environment. Here they will be in contact with good models of communication and language and will learn from these. Some pupils will obtain a high degree of independence in lessons and during social times at school.

## **6. Behaviour management**

Promoting good behaviour for our ASD Resourced pupils requires staff and parents to support students in managing their emotions and their behaviour effectively, both at home and at school. All staff are committed to supporting students as they learn to comply with rules and boundaries expected in North Chadderton School and in the world outside.

Staff in the ASD Resource Base will maintain a calm, low anxiety environment which supports the students in understanding and complying with the school rules and boundaries. The Behaviour Policy of the school will be adjusted to take account of the fact that students with ASD do not learn or understand the rules and boundaries incidentally as typically developing people do. Staff will be trained in techniques to

use in times of high anxiety and emotional charge, enabling them to support pupils in developing their own calming strategies. We wish to provide clear rules and boundaries and the tools to follow them within an environment where pupils can, over time, learn to develop thought processes and to be able to decide on appropriate courses of action. In requiring pupils to make choices about their responses to their own behaviour, staff aim to encourage self-reflection and personal responsibility in behaviour management. This supports the development of independence skills.

Staff in the ASD Resource Base aim to work co-operatively to use consistent language and responses to challenging and inappropriate behaviour from pupils. This approach ensures an experience of security, trust and autonomy in the learning environment. Staff aim to use their training in order to support pupils to make choices about their behaviour and shift the behaviour to one which works.

Staff aim to support pupils in clearly identifying what is the cause of their distress. This will support pupils in communicating clearly what has upset them, discussing it, making an effective choice about how to deal with it and putting right any negative results of behaviours which do not work, resolving the situation with whoever has been affected and then moving forward.

Through structured teaching programmes staff will help to develop pupils'/students' understanding, knowledge and skills relating to relaxation and calming techniques. The specific teaching programmes enable the pupils/students to learn how to relax, monitor their levels of anxiety and how to return to wellbeing during times of raised levels of anxiety and after periods of distress.

Behavioural expectations are made explicit to all students using consistent language. School rules are clearly displayed around the school and within the ASD Base. A clear choice system is used in order to empower the students in making informed choices in relation to the action they take and consequences they will experience. This is discussed within the context of what works and what does not work in life. When the student has reflected on their behaviour and whether it worked or not, staff will say "What would have worked?" This process will be made visual through the use of Comic Strip Conversations, Comic Life and Social Stories.

Research shows that students with language disorder may need to have concepts made visual and repeated to them many times before they understand and can use them. Given the social complexity experienced by people with autism, consistency and repetition of language and approach are even more important. In autism, empathy and understanding of others' feelings is often absent or incomplete. Being aware of considering others' thoughts and feelings is vital to developing this as a social skill.



All major behavioural incidents will be recorded and discussed with parents on the same day as they have occurred.

### **7. Rewards**

Stickers on daily record sheets  
Achievement certificates for good work  
'Good News' Notes home  
Star of the week and other certificates  
Computer time or time spent on a favoured activity  
Small prizes

### **8. Sanctions**

Time out using a timer  
The loss of a preferred activity, e.g. no computer time at the end of the day  
A note/phone call home  
Short, break-time or after-school detention/make-up time periods (in agreement with parents/carers)  
In the case of serious incidents or a major Health and Safety risk, a student may be excluded as appropriate.

### **9. Staff training**

Knowledge and understanding of ASD will be embedded within the school context. There will be opportunities for the ASD staff to deliver training through staff meetings and INSET. Mainstream Staff will have a raised awareness of ASD and be confident in the knowledge that strategies for students with ASD support all pupils.

Mainstream students will further develop their understanding of disability in general and ASD specifically, learning to tolerate and accept difference and to contribute to inclusive opportunities for their peers with ASD. Teaching Assistants, lunchtime supervisory staff, the premises team and Reception staff will be offered training.

Visual cues such as signs, symbols, photographs and labels will be used in the ASD resourced provision and in the communal areas of the school. Students will be given appropriate access to the use of technology for teaching and learning.

There will be regular opportunities for the Teacher in Charge to work with colleagues in the specialist provision to support their Continuing Professional Development, thereby ensuring they maintain a high level of expertise.

### **10. Student Voice/Working with Parents/Guardians**

Students will be fully included wherever possible in the community life of the school, e.g. trips away from school, school performances, and charity events. For the young people in the ASD resource, the aim is to offer a high level of experienced support so that each pupil can take advantage of the school community and activities as far as s/he feels able to do. The aim of this high level of support is so that each individual

can work towards a more independent life, acquire a degree of autonomy and self-respect, and learn to relate to others.

We recognise the importance of working in partnership with parents. We will liaise closely with families via phone, meetings, email and daily record sheets. In addition to their Annual Review each student in the base will have a less formal termly Review meeting. Parents are welcome to visit and phone. We will produce a half termly newsletter to celebrate the achievements of young people in the ASD

Resourced Provision. Student voice is important and every opportunity will be used to enable young people in the ASD Base to communicate their opinions, ideas and wishes.

We accept and value each young person and their individual qualities. We recognise their strengths and differences and understand how their needs may change over time. We work in partnership with families and promote inclusion through the creation of a safe, calm and enjoyable learning environment.

### **11. Environment**

- A base accessible from the main body of the school, with its own entrance
- Low distraction, low stimulus areas within the base to reduce sensory overload
- Teaching areas for group work, one to one work and independent work
- Access to ICT for learning
- Secure space for storage of equipment and possessions
- Quiet room with sofa, cushions and soft lighting
- Sensory areas
- Hygiene room with showers and a disabled toilet
- Kitchen with resources for life skills teaching
- A secure outside recreational space

### **12. Curriculum**

- Visual timetable for every student in the Base
- Information about each Base student to be given to all their subject teachers
- Visual cues to support personal organisation, daily routines and learning
- Support from specialist Teaching Assistants to attend mainstream classes as appropriate
- Access to a 1:1 or small group environment within the Base
- Training for mainstream teachers in meeting the needs of students with ASD
- Daily record sheets showing curriculum access, behaviour and progress
- Homework support during withdrawal time or at Homework Club

- Special examination arrangements as appropriate
- Life skills curriculum
- Support with Options choices, Connexions interviews and college visits
- Differentiation of classroom tasks by the subject teacher/TA
- Remodelling and simplification of classroom language to ensure understanding
- Withdrawal to the Base to do tests/exams and on other occasions when the student would benefit from a distraction-free environment

### **13. Behaviour and Social Skills**

- Specialist knowledge of behaviours arising from ASD
- Support at lunchtime
- Escort from transport to the ASD Base and from the last lesson to transport, where needed
- Use of stickers, certificates, Good News postcards home
- Opportunities to bring friends from outside the ASD Base to share lunchtime activities
- Differentiated sanctions, e.g. lunchtime detentions
- Students with ASD will go to lunch ten minutes early to avoid tactile contact, noise and the stress of queuing with 1500 students for lunch.

### **14. Access to outside specialists' involvement**

- Educational Psychology
- Reflections
- Speech and Language Therapy
- Connexions