

THE ST. CHRISTOPHER SCHOOL

Academy Trust - Special School

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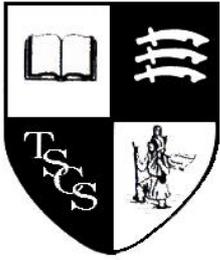
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Christopher's Cottage



A Residential Respite Care /
Sports Hall Facility

THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST PRIMARY AND SECONDARY AUTISTIC RESOURCE BASE POLICY

First Written: January 2010
Revisions: July 2012, October 2015

1. AIMS AND OBJECTIVES

Our vision is for learners to develop a positive learning community where everyone feels valued and encouraged to achieve their full potential in all aspects of life. Our curriculum puts the learner in the centre where we aim to individually fulfil the needs of the learner through appropriate differentiation and personalisation.

The Primary and Secondary Autistic Resource Bases will aim towards enabling all learners to become independent and confident individuals. All learners will be provided with a range of communication aids suited to their individual needs (including Makaton, symbols, Picture Exchange Communication (PEC's) colourful semantics, written and verbal and the use of Proloquo2go programme) to develop positive communication. All adults working within the Autistic Resource Bases will ensure that learners can access a curriculum that is enriching and tailored to the differing needs of all learners. Areas such as life skills and social skills are a great importance to the lives of the learners in the Autistic Resource Bases, therefore, individual needs and strengths will be addressed throughout the school day, and where necessary hold regular parent evenings and professional meetings to ensure consistent learning and behaviour management across all aspects of the learners life.

We aim for young people to become:

- Good communicators to be able to have their basic needs met
- Accessing a range of learning resources
- Experienced in a wide range of stimuli that each learner can access when out in their community
- Healthy individuals that are equipped with the skills to be able to care for themselves as independently as possible
- Tolerant of other people in their community to access areas of interest
- Emotionally healthy



Healthy School



SEN SPECIALIST
SCHOOLS



INVESTOR IN PEOPLE

In order to fulfil the above aims it is necessary for us to ensure:

- That all learners have access to a range of learning resources
- That their experiences are focused to enhance learning
- That cross curricular links are exploited where appropriate
- That learners attainment and progression are monitored and evaluated
- That all learners have access to a speech and language therapist to develop their communication skills
- That all staff work collaboratively to ensure smooth transitions
- That all learners have a curriculum that has appropriate coverage, whilst also adapting to the needs and learning styles of those with Autism and additional needs.

2. CURRICULUM CONTENT AND TIME

The curriculum will be delivered through a variety of teaching and learning methods (including whole class teaching, group and individual work). Across the key stages, differentiation and progression will be ensured by a variety of approaches such as same activity but different expectations of outcomes, same theme but different levels of input, allowing for different pace of working and providing variations of groupings to allow learners to transfer learned skills in different situations.

The use of the real world will be used as much as possible to ensure relevance and generalisation of skills. All learners will continue to build and develop these skills throughout the school day to enable learners to consolidate and develop independent life skills to be used in their local community. Topic approaches have been an excellent method of allowing all learners to have a flowing and consistent curriculum that embeds and generalises their knowledge.

Extension and Extra Curricular Activities

Within the Autistic Resources Bases, extension and extra-curricular activities are flexible and are linked to the individual learner, for some learners the integration outside of the Autistic Resource Base would benefit to develop their play and social skills with a range of abilities, in addition learners will be able to observe and respond to other good role models throughout the school. For those learners not ready yet to integrate outside of the Autistic Resource Base, but would benefit from good social role models, the Autistic Resource Bases will provide additional timetabled sessions which will enable learners to enhance their self-esteem in their social and play skills.

Qualifications

Where appropriate, learners will work towards nationally recognised qualifications such as ASDAN Personal Progress.

Attitudes

Equality is a fundamental right that must be allowed for all learners regardless of race, culture, gender, sexual orientation or special educational needs. Every effort will be made to ensure that all learners will play a full and active part and that no learner will be excluded from accessing the curriculum on the grounds of race, culture, gender or special needs. The nature of our learners and their difficulties mean that they will from time to time require teaching approaches that can be seen as being different from other learners in their group, these maybe due to level of functioning, understanding or for reasons of safety.

We aim to foster group work, sharing and collaboration between peers and the caring and respect for others equipment and belongings. We encourage learners to be positive in their communication and are encouraged to use aided/non aided communication to problem solve and express themselves creatively. We are multisensory in our approach to teaching learners with Autism and additional needs and continue to work collectively to ensure the attitudes of learners are considered as good role models for other learners.

3. AUTISTIC RESOURCE BASE CO-ORDINATOR

It is the responsibility of the Autistic Resource Base classroom teachers to coordinate planning and teaching appropriate activities and collectively assist each other in the development of the Autistic Resource Base curricula as well as monitoring and recording of pupil progress in all areas of development. In addition Amy Garrod has been elected as the overall coordinator to ensure continuity between key stages.

The Autistic Resource Base Co-ordinator will be responsible for:

- That formative assessment is a continuous process and that classroom teacher's use information gathered whilst working with learners, and observing learners, to inform future planning of work.
- That summative assessment takes place at the end of each school term to ensure appropriate coverage of skills are assessed to be consolidated and the introduction of new skills can be presented.
- Provide or organise termly meetings between Autistic Resource Base class teachers to collaborate on an area of development or concern to ensure up to date knowledge and effective teaching strategies.
- Ensuring that the development of learner's life and social skills are adequately evaluated and monitored to ensure progression in all areas.

Monitoring

The monitoring of the Autistic Resource Bases will enable the coordinator to gain an overview of the teaching and learning throughout the respective key stages to enable the school to self-evaluate the process of identifying areas of strength as well as those for development.

In the monitoring of the quality of teaching and learning the Autistic Resource Base Co-ordinator will:

- Scrutinise plans to ensure a full coverage of the curriculum is represented
- Observe the teaching and learning across the key stages to feedback to all about strategies and techniques that could be considered in other groups.
- Hold termly meetings with teachers and learning support assistants to ensure continuity and develop areas where necessary to increase learners overall attainment.
- Regularly review the Autistic Resource Base policy alongside all Autistic Resource Base teachers.

4. USE OF ICT

The school subscribes to a number of web-based resource sites that offer interactive activities for learners that find absorbing information difficult to retain in a social environment. iPads and cameras are used across the key stages to capture pupils at work and the pictures and videos will be displayed on Tapestry to be used as evidence to show progress and attainment.

5. RESOURCES AND BUDGET

The Autistic Resource Base budget is allocated to each class group each financial year. Time and funding is made available for maintaining and updating resources to ensure relevant curriculum coverage dictated by the needs of the learners. Resources will be used collaboratively to ensure a wide breath of resources is available to all learners needs.

6. REVIEW

Revision and updating of this policy will be updated by the class teachers in the Autistic Resource Base following discussions with the Head teacher. Revisions will be presented to the governing body for discussions and approval.

Name: Amy Garrod KS4 (Coordinator)

Ann Stafford KS4 (AST)

Tracy Churchill KS3

Amy Sparrow KS2

Michelle Harrison EYFS/KS1

Vicky Brumby EYFS/KS1

Date October 2015