

Addington Outreach Programme

2015-2016

Between September 2015 and July 2016, Addington School's Outreach Service supported 28 requests from local schools. As in previous years, a high proportion of the requests were for support with students either diagnosed with, or presenting with, conditions associated with Autistic Spectrum. Frequently, comorbidity with other conditions causes issues for which the schools are seeking advice; for example, autism may be accompanied by challenging behaviour, communication difficulties or lack of engagement in learning.

The general spread of requests for support this year has been across the following areas:

- Autistic Spectrum Conditions
- Teaching specific subjects to students with autism
- Access difficulties for children with physical impairments
- Delivery of nurture to students on autistic spectrum
- Use of manipulatives (e.g. Numicon) for children with SEN
- Sensory Difficulties
- Sensory Circuit set up and use
- Challenging Behaviour
- Curriculum Access (relating to other difficulties)
- Measuring Progress in Small Steps
- Working with children with Down Syndrome
- Supporting students with Hearing Impairment in the mainstream classroom
- Setting up an Autism Friendly Environment for a unit in a mainstream secondary school

The Outreach Service has operated in a highly flexible manner. Teaching and support staff from Addington have visited schools where that has been appropriate; they have hosted visits from individual and groups of teaching staff from other schools; and support has been offered by telephone and in

meetings between appropriate staff. We have continued to work closely with the Educational Service in ensuring that every request associated with a named pupil has been supported by an Educational Psychologist. 100% of the Outreach Requests have resulted in positive feedback, and we have also begun to receive requests from outside Wokingham.

As Outreach Co-ordinator and SEN Specialist, I have continued to liaise closely with schools in the Wokingham Primary Cluster. This has led to some collaboration and knowledge sharing, which has been beneficial to staff at Addington as well as other schools. With the changes that have occurred in levelling, advice has been sought through Outreach on how to demonstrate progression using a small steps approach. This has led to some discussions with staff in different areas and some sharing of resources. We continue to offer advice, on request, with regard to the benefits and methods of developing a structured teaching environment; the advantages of a multisensory approach; and the ways in which transitions can be managed to have minimal adverse impact on students.

In addition to providing a valuable service to other schools, the Outreach Service continues to provide Addington staff with the opportunities to evaluate and re-evaluate their own practices, approaches and strategies. This directly benefits the students we all support.

Ann Tidey MA

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