

EASTWAY PRIMARY SCHOOL

SOCIAL AND COMMUNICATION DIFFICULTIES RESOURCED PROVISION POLICY



Written: September 2018

By: C Brodie

Approved by Governors:

To be reviewed:

Social and Communications Difficulties Base Policy

Eastway Primary School Resource bases are for students with Social and Communications Difficulties including ASD. There are 2 resource bases for pupils with Social and Communication Difficulties one which teaches pupils in Foundation 2 and Key Stage One and the other which supports pupils in Key Stage 2. The students have varying degrees of Social and Communications Difficulties but all have an Education Healthcare Plan. All admissions are arranged through the LA.

This document should be read in conjunction with the following related policies and guidelines:

- Special Educational Needs Code of Practice: September 2014 (references to Code in this document appear in brackets)
- Children and Families Act July 2014
- LA Policy and Guidelines
- Inclusive Schooling - Children with SEN (2001)
- Accessible Schools (2002)
- Disability Equality Act (2010)

School specific policies on:

- Teaching and Learning
- Inclusion and Special Educational Needs
- Assessment
- Behaviour
- Safeguarding
- Equal Opportunities
- Admissions

AIMS

The school's aims for Social and Communications Difficulties Bases are:

- Children with SCD are happy at Eastway and feel that they are welcome and included at all times during the school day.
- Create a caring yet purposeful atmosphere where there is a balance of focus between welfare and achievement for all.
- That children have access to the widest range of educational experience and a relevant curriculum and appropriate learning challenges so they can achieve their potential.
- Provide a broad and balanced curriculum that is relevant and differentiated to meet both the academic and Social Communication

specific needs of each child, in an environment that supports learning and wellbeing.

- Children with SCD make progress in their Social Communication and Emotional development and the core subjects.
- Ensure the best possible progress for all SCD pupils using a holistic approach involving small group teaching, individual programmes of support and mainstream class teaching where appropriate
- Support children to develop language and communication, social interaction and life skills
- Promote independence for all children.
- Enable children to develop the necessary skills to begin accessing lessons within the mainstream school, integrating effectively alongside their peers.
- Encourage parents to understand and support their child's learning at home and at school.
- Children with SCD are equipped with strategies to succeed outside the school environment.
- Children with SCD feel prepared to make successful key stage and secondary education transitions.

Close regard is paid to the three key principles of inclusive education:

- Setting suitable learning challenges
- Responding to individual pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Equal Opportunities

The staff of Eastway Primary School believes that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

To achieve our aims we will:

- View our SCD resourced provision as an ongoing, developing process
- Provide appropriate support which enables children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage.

- Develop an effective partnership between school, parents and outside agencies
- Ensure all those involved with children with SCD work as a team to support the child's learning
- Track and monitor provision and procedures which have been put into place to ensure children with SCD make progress as they move through the school

Staffing

Ms C Brodie Key Stage 2 SCD Base Teacher and SENCO

Mrs J Smitton Foundation and Key Stage 1 SCD Base Teacher

Social and Communication Difficulties In Base Support Staff:

Mrs Z James

Mrs E Clarke

Mrs J Aspinall

Mrs S Bell

Staff in the bases are allocated to a base depending on the skills they have to meet a particular set of pupils needs. The staff team in the provision work very closely together as 'one team across all classrooms'. Staffing ratios comply with National Autistic Society suggested staffing levels with 3 staff to 8 pupils in most cases. Occasionally some of our students with more complex needs may require a higher level of staffing at times in order to enable us to meet those needs allowing them to progress in their learning. Within the provision staff are supported to continue to develop their skills and knowledge and the need for specific training and development is recognised as extremely important. The importance of a consistent staff team is also recognised as good autism practice and we strive for consistency where possible.

Approaches

The teaching philosophy in the SCD provision at Eastway School acknowledges that it is unlikely that one intervention in isolation will meet all the needs of the individual with SCD or ASD and neither will one specific approach meet the needs with all children with ASD (Jordan and Jones, 2007). We therefore employ a variety of autism specific strategies and interventions according to each pupil's individual needs. Our beliefs embody the rationale of the SPELL approach developed by the National Autistic Society; provision of a structured, positive, empathic and low-arousal environment with good links between school, home and outside agencies. Examples of some of the approaches used in the provision to meet the needs of all pupils:

- Proximal Communication Techniques
- Social Communication Groups
- Elements of the TEACCH Approach: including the use of structure, visual systems, independent work areas and routine
- Picture Exchange communication System (PECS)

- SCERTS
- Social Stories and Comic Book Conversations
- Sensory activities
- 1-1 teaching sessions
- Play and Interaction

Inclusion

Every child within the ASD classes has the opportunity for inclusion in a variety of forms, for example:

- Mainstream inclusion with support
- Reverse inclusion (other pupils from the school spend time with pupils from the SCD classes)
- Lunchtimes (where appropriate) in the dining hall and outside with the rest of the school
- Break times with the rest of the school (where appropriate)
- Assemblies with the rest of the school (where appropriate)

The SCD Base Teachers are responsible for supporting teachers in teaching children from the SCD Bases when they are integrating into lessons in main school classes.

Environment

Some children with ASD also have problems processing sensory input. This can affect any of their senses, to any degree. For example, the volume of noise or the brightness of light could be very difficult for some children with autism to cope with. They also may have difficulty processing language and understanding verbal instructions.

- A base which is part of the school, building
- Regular routine and preparation for change
- Visual timetables and schedules
- Reduction of language for instructions
- Time to process instructions and questions
- Preparation for transitions
- 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 comfortable seating and cushions
- Sensory Room
- Hygiene room with toilet
- A secure outside recreational space

Behaviour

Behaviour is often a means of communication and we endeavour to understand the function behind the behaviour. Specific strategies are used to reduce anxiety and promote feelings of well-being and to modify unwanted behaviours and promote more appropriate ones. Where necessary, pupils may, if required, have Positive Behaviour Management Plans, that are regularly reviewed and updated with parents. The provision has its own structured reward and motivation system: earning tokens for choose time. All reward systems will incorporate the individual pupil's special interests and individual communication strategies.

Partnership with Parents

The school works closely with parents in the support of all children with special educational needs. Staff in the Bases encourage an active partnership through an ongoing dialogue with parents. The use of daily conversations, home-school diary, Class Dojo and/or email is central to this. Parents have much to contribute to our support for their children and can also provide valuable information on their children's specific needs. Parent partnerships are also developed by open invitations main school events,

Transition

When a child is offered a place in the SCD base we will attend a transition meeting and staff will make a series of visits to observe them in their current setting if appropriate. The child and parent (if appropriate) can then attend the base for a series of lessons and or visits to build the confidence, in order to achieve a successful transition into our school.

We also aim to ensure the successful transition from Primary to Secondary and to continue to support the process so that Social and Communications Difficulties students move smoothly and successfully through the key stages and into Secondary education. This is achieved through good communication between parents, pupils, schools and Local Authority. The Teacher of the Key Stage 2 Base attends transitional reviews at Y6. This may be followed up by additional visits to Secondary Schools if required. Y6 pupils can then attend their secondary school for a series of lessons and or visits to reduce anxiety and build the confidence, in order to achieve a successful transition between Key Stage 2 and 3 (Year 6 to Year7).

The role of the Governing Body

The governing body of each school has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs including those with ASD.

Monitoring and Evaluation

The SENDCO monitors the progress of children with ASD throughout their time at Eastway Primary School and maintains regular contact with the Head teacher, staff and governors regarding the day to day running of the SCD Bases. The SEN Governor will visit the SCD bases periodically (at least annually) to review the work of the Base