



## De La Salle School ASD Resourced Provision

### Overview

The secondary Autistic Spectrum Disorders (ASD) Resourced Provision is based within De La Salle School in Eccleston. It provides education for pupils on the autistic spectrum who are of mainstream ability. Pupils are placed within the Provision following the Special School Panel, in consultation with the school (see Local Authority Policy). The pupils within the ASD Resourced Provision are registered within De La Salle School and are part of their year cohort. As pupils are selected from across the Borough, transport is usually provided by the School Transport Service, after application.

The Inclusion Department provides accommodation to meet the specific needs of both pupils on the autistic spectrum and for all pupils with additional needs. The secondary Provision caters for up to 20 pupils, 4 per year group, additional to the school's intake, with a staff complement appropriate to support the needs of this group across the school. The teacher in charge is Mrs Claire Bullock, and Mrs Laura Dunleavy is the lead teaching assistant. All staff are ASD trained.

Each pupil has an individual timetable based on his/her unique needs. Some time is spent within their mainstream peer group, participating in group activities and learning, whilst 1:1 programmes are also delivered to support the pupil's individual targets. Small group work that is mutually beneficial to pupils in the Provision and their peers is also delivered, to foster social interaction skills, support life skills and develop emotional literacy. Some students take part in extra sex education lessons and others have 'top up' lessons to help revisit work completed previously. The base is also available for communication activities, coursework, community work and any other time when students are unable to access the mainstream school.

### Goal of the Resource Provision

To develop and provide a broad, balanced and relevant curriculum, using mainstream inclusion where appropriate, for pupils on the autistic spectrum which is specialised, innovative, high quality and well-resourced; and to continually seek to improve and provide models of good practice which are able to be adopted into mainstream teaching practice.

### Approaches and Methodologies

- Each pupil admitted to the Resourced Provision of De La Salle School will have a detailed pupil profile outlining his/her needs and characteristics.
- Pupils on the autistic spectrum need structure and predictability. Staff will support this inline with the TEACCH approach, a methodology that provides a highly structured teaching environment, building on routine and predictability.
- Pupils on the autism spectrum have a specific difficulty with language and communication. Some of the approaches used to support communication and understanding are Social Stories, written conversations and Comic Strip Conversations. Staff also work closely with LASC.
- Social interaction is one of the areas of difficulty experienced by individuals on the autistic spectrum. Focused support helps the pupils develop appropriate social skills using social

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skills groups or 1:1 tuition. Pupils will be supported to engage with others and to participate in turn taking activities to provide positive peer interaction and further develop their skills.

- Within the ASD Resourced Provision it is our goal to support pupils to achieve independence. Whilst pupils will have 1:1 support for parts of their day, opportunities are planned for the pupil to work and socialise alongside peers independently. This promotes self confidence and self-esteem, enabling the pupil to gain the skills of independence within a safe environment.
- Resourced Provision staff work alongside mainstream staff to raise understanding of autism and to provide appropriate support to be used across the school, for example visual supports that make the day predictable and consideration of language levels within sessions.
- Each pupil has a detailed IEP, called a Pupil Profile, which sets targets related to the Triad of Impairments, sensory issues and behaviour. Pupil profiles are reviewed each year and are developed to move the pupil on in small steps. Parents are asked to contribute to the pupil profile and staff work collaboratively with parents to ensure consistency between home and school as far as possible.
- There will be times when it will be necessary to do a thorough risk assessment on a pupil. This may be related to behaviour or for identifying any risks when taking a pupil or group of pupils off-site.
- Progress will be monitored throughout the year, using observations, pupil profile reviews and records of academic achievement. This will be used to write reports for the annual reviews.
- A full transition programme is in place, for transition from Key Stage (KS) 2 to KS3, from KS3 to KS4 and on to College or Apprenticeship.
- In addition to parent/carer support undertaken by the whole school, eg journals, a range of structures are in place within the Resourced Provision to facilitate good links between home and school, such as Home-School books, email, phone calls and home visits.

### Behaviour Support

Key members of staff are Team Teach trained. The philosophy of this approach is to ensure that the environment and needs of the pupil are carefully considered to promote positive behaviour. In the event that behaviour occurs that is harmful to the pupil him/herself or puts others at risk, staff are trained to appropriately deescalate the situation and, **if necessary as a last resort**, to safely restrain the pupil.

In the same way, all pupils in the Provision are subject to the rewards and sanctions policy of the school.