

In addition to our provision at Ranges 1 to 3, we are able to offer additional provision to children with ASD Conditions who may be at range 4 or beyond. We have a RP (Resourced Provision) which provides a rich and stable learning environment for children with more complex needs. The higher level of provision which we are able to offer these children is outlined below.

Autistic Spectrum Conditions

Significant differences in social interaction, social communication and social understanding affect behaviour and need support even in known or familiar contexts. <i>Children have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum. CYP will require significantly more support than is normally provided in a mainstream setting.</i> Children may have:	Assesment & Planning	Grouping for Children	Human Resources/Staffing	Teaching Methods and Curriculum	NC LEVEL
<ul style="list-style-type: none"> • Social situations that present challenges regularly. This can lead to outbursts, withdrawal and social vulnerability and/or isolation. They can demonstrate a lack of empathy and emotional understanding • Unusual eye gaze or eye contact • Significant difficulties with understanding spoken language, what others mean and expressing their wishes and feelings. (Expressive and receptive needs). Speech may be delayed or unusual. They may repeat others language (Echolalia) • Literal interpretations of language and learning. Abstract concepts can be more difficult than expected. Higher language skills are impaired. E.g. Understanding and use of metaphor, interfering and emotional language • Issues with interpreting and understanding whole class instructions and general information • Inability to maintain focus and concentration. Is easily distracted. May not switch attention easily • Issues with imagination, empathy and play skills that can be particularly apparent in English, RE ad History or creative play. These significantly affect progress in these areas • Inconsistent patterns of behaviour which may appear impulsive or show as extreme passivity. Passivity issues affect the ability to start or move on with activities • Unusual or different behaviours or obsessions with everyday objects, people or toys. This can lead to difficulties with finishing desired activities • Anxiety to even small unplanned changes in the environment or learning tasks leading to extreme reactions of outbursts or withdrawal • Difficulties managing transition between different environments or tasks <p><i>Pupils within Designated Special Provisions will have a diagnosis of Autism Spectrum</i></p>	<p>Assessment As Range 2 and 3. Additional AS specific assessment tools/approaches are likely to inform teaching and learning is likely to include detailed assessment for PSE, life skills and sensory needs.</p> <p>Where appropriate, education staff and other agencies will offer support.</p> <p>Planning Whole school understanding of pupil's needs (for example, training such as IDP, ELKLAN Communication Friendly Schools, AET Level 2/3 training)</p> <p>Specific approaches e.g. SCERTS, TEAC CH, ABA are likely to be needed to aid planning in order to support C&YP during the school day.</p>	<p>Consideration of the need to use a variety of groupings to ensure learning, including time in a quiet, distraction free environment either 1:1 or in a small group for learning new skills and concepts</p> <p>Mainstream class for specific curriculum areas where appropriate using targeted support to enable learning</p> <p>Access to a quiet area within the classroom when needed working to offer opportunities for distraction free learning</p> <p>It is likely that an individual table/work area would be useful to help focus learning and to offer opportunities for distraction free learning</p>	<p>Availability of staff trained and experienced in working with children with AS.</p> <p>Staff in DSP trained and experienced in Team Teach approaches</p> <p>Additional training of mainstream staff to support curriculum modifications and social interaction, social communication and social understanding</p> <p>Use of support to implement specific materials, approaches and resources as appropriate e.g. Circle of Friends, Socially Speaking and Social Stories</p> <p>In addition to staff within the DSP provision, support from other agencies as appropriate. E. g. Autism Team (SEN Services), Hub schools, SALT</p>	<p>Curriculum access will be facilitated by using a structured approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties in understanding the social rules and expectations of the classroom</p> <p>One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations</p> <p>Will need enhanced PSE and SRE programmes to ensure skills embedded</p>	<p>Across the expected range but with the unusual profile showing weaknesses in some areas and strengths in others. The pervasive nature of the Autism/C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of assessment</p>