



HOPE VIEW SCHOOL

POLICY FOR PUPILS WITH AUTISTIC SPECTRUM DIAGNOSIS AND ASPERGER'S SYNDROME

In recent times the demand for placements for pupils with Autistic Spectrum Diagnosis (ASD) has increased significantly at Hope View School. Sometimes it is not immediately apparent that a pupil suffers from ASD as the symptoms can often be masked by challenging behaviour. In some cases a pupil has not received the necessary support required to manage the effects of ASD as their behaviour has taken priority. At Hope View we endeavour to address a pupil's difficulties which may be brought about by the symptoms of ASD as well as any issues arising as a result of negative behaviour.

Aims

To provide an environment which:

- Reduces anxiety
- Provides a relevant and effective communication system
- Enables pupils to understand and participate in their learning
- Develops the ability to make meaningful choices
- Fosters independence

Strategies

1. The Environment

Every effort will be made to maintain a calm, quiet environment where pupils feel secure and where they are not subjected to unnecessary noise

Consideration will be given to any sensory processing difficulties each pupil may experience whether it is sensitivity to light, noise, smell, touch or tastes

An appropriate area will be available as a work station where pupils can carry out independent work from distraction

2. Timetables

Each pupil will have an individual, timetable that gives unambiguous information as to the sequence of activities during the day. Timetables will always be accurate and will reflect what the pupil is doing next.

3. Work Systems

The class teacher in consultation with the Deputy Head, SENCO and Headteacher will devise work systems for each pupil with ASD to encourage them to work independently through a series of familiar tasks and to practise newly learned skills.

Pupils will learn to work in a systematic way until their tasks are finished.

Each classroom will have a workstation where pupils can work independently and free from distractions when necessary.

4. Curriculum

The curriculum will be adapted to meet the needs of pupils with ASD where necessary. In addition to National Curriculum subjects, activities which focus on social interaction and communication will also be incorporated.

Teaching and Learning

As will all pupils at Hope View, those with ASD are taught through a combination of individual, small group and whole group sessions. Staff recognise their need for visual support and will ensure that all learning materials have appropriate visual elements so that pupils:

- Know what the subject of the lesson is
- Are able to use materials in a meaningful way to develop understanding
- Are able to use the materials to demonstrate understanding

It is imperative that staff liaise with the, Deputy Head, SENCO, Headteacher and each other to discover and disseminate ideas and resources for individual pupils. Staff will ensure that pupils with ASD have opportunities to learn concepts through sensory, practical and concrete activities for as long as this reflects their learning needs.

Behaviour Management

Many challenging behaviours displayed by ASD pupils arise from fear, frustration and difficulties in communication and/or understanding. If they have insufficient understanding of their environment and of staff expectations of them, the anxiety induced may lead them to develop coping mechanisms. Whilst some of these may be harmless, others may involve self-

stimulating behaviours, excessive noise or violence towards themselves or others. Lack of appropriate means of expressing themselves exacerbates the situation.

Staff will aim to prevent or reduce such behaviours by:

- Providing each pupil with an appropriate means of communication and encouraging it to be used consistently throughout the day
- Ensuring that the class environment provides pupils with clear, visual, consistent information about work areas.
- Maintaining individual timetables so that pupils are always aware of the sequence of their day.
- Teaching the idea of change in a structured way so that pupils learn to cope with unexpected changes to their day.
- Use symbols or other visual means to aid understanding and to reinforce requests whenever necessary.
- In liaison with the relevant member(s) of the Senior Leadership Team, develop behaviour management strategies to control and eliminate specific behaviours and applying them consistently in all contexts.

Individual Needs

Each pupil with ASD has a very individual character, personality and needs. For this reason we do not emphasise any one strategy or approach above any other for pupils with ASD. Staff need to liaise with the appropriate member of the Senior Leadership Team to ensure that the structures outlined above are combined with a flexibility of approach to allow optimum development for all pupils with ASD.

On admission to the school, staff are provided with comprehensive notes on each pupil as well as access to their Education and Health Care Plan (EHCP) via the school's management information system platform IRIS. It is expected that all staff familiarise themselves with the needs of each individual pupil.

Training

We recognise the impact that appropriate training in ASD will have on our pupils with this diagnosis. For this reason, we aim to continue to develop the knowledge and understanding of ASD within our school by ensuring that all staff attend relevant courses on a regular basis.

Equality and Diversity

Hope View School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family

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responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.

Monitoring and Review

Policy Review Date: August 2023

Person responsible for this policy: Mrs C Lorne (Headteacher)