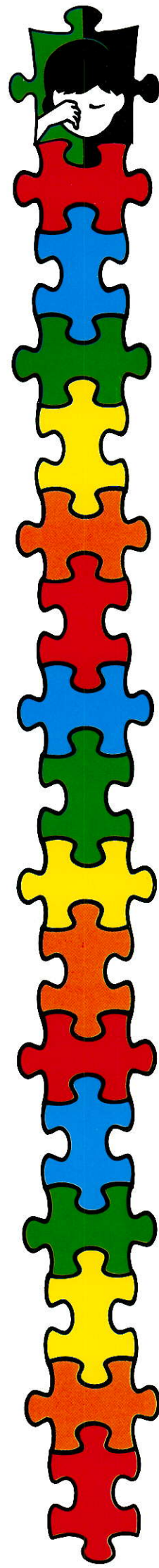


# SYBIL ELGAR SCHOOL





## **DIRECTIONS TO SYBIL ELGAR RESIDENTIAL UNIT**

### **By Rail**

Nearest underground station - Ealing Broadway. Turn left on coming out of the station and walk to traffic lights on Uxbridge Road (Nat West Bank on left-hand corner). Turn left onto the Uxbridge Road. Florence Road is 3rd turning on the right-hand side. Boarding accommodation Numbers 6 - 12 are on the right hand side of Florence Road.

### **By Road**

North Circular Road A406 to Ealing Common. From North turn right / from South turn left onto Uxbridge Road A4020. Florence Road is the 3rd turning on the left.

### **Hotel Accommodation**

The nearest hotel is the Caernarvon Hotel (telephone number 0181-992 5399), which is situated near Ealing Common - five minutes walk from school.

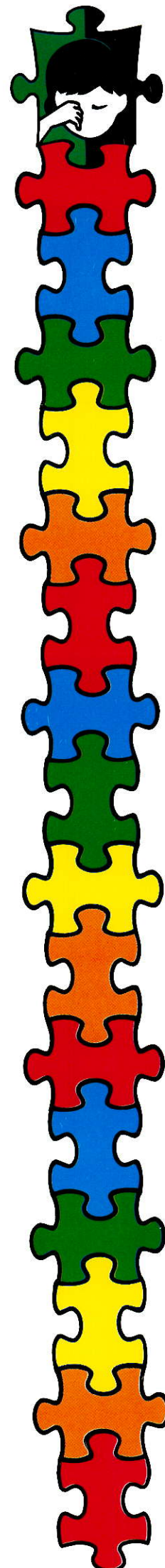
## **DIRECTIONS TO SYBIL ELGAR EDUCATIONAL UNIT**

### **Buses**

E5 to Havelock Estate or 105, 120, 195, 232 to King Street

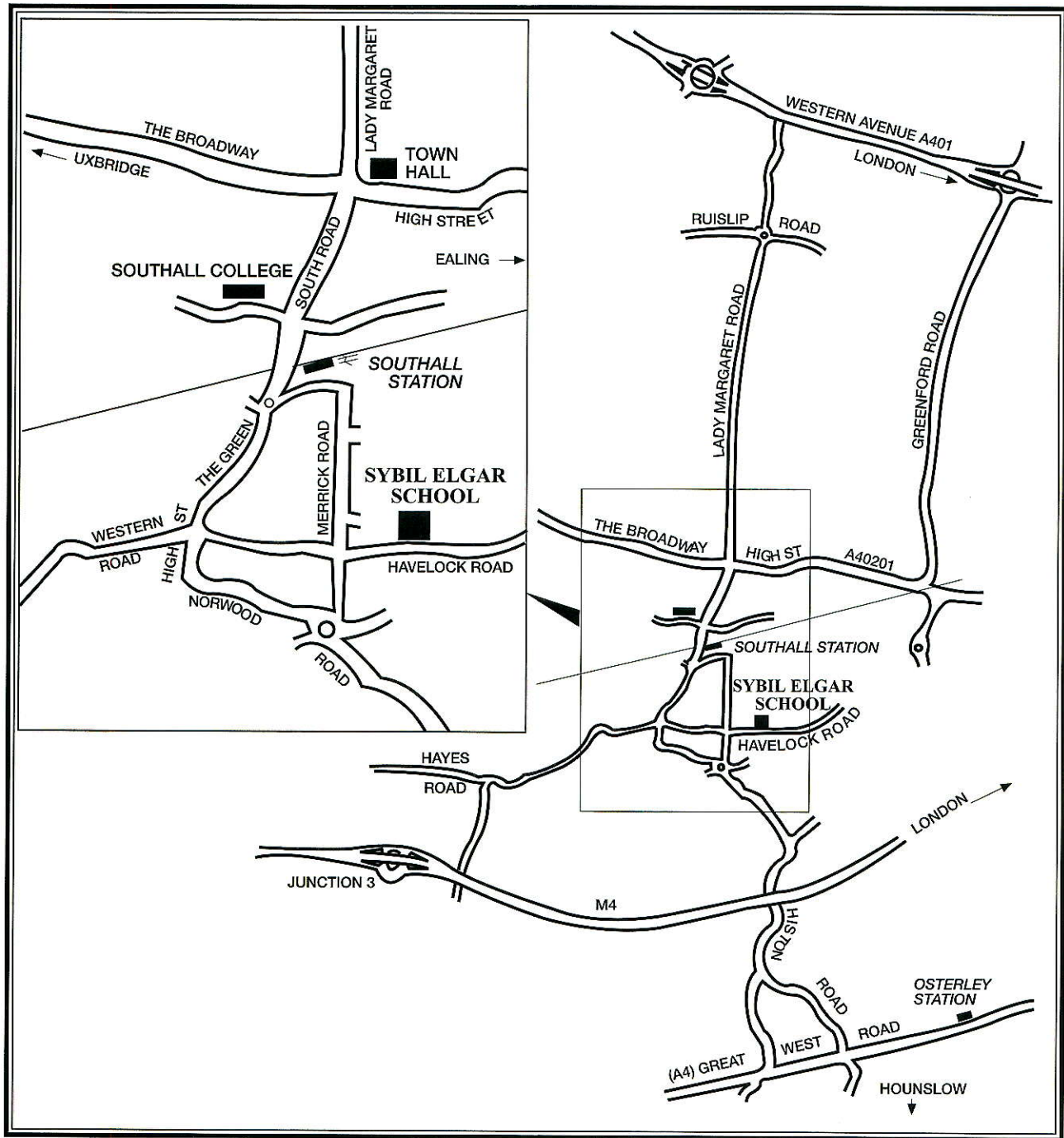
### **British Rail**

To Southall Station - turn left out of station down Merrick Road. Pass on the left: The Bombay Mix Factory, Sunshine Radio, the Mobile Garage, the cemetery, Dairy Meadows School and turn left after the second set of traffic lights. We are the second school on the left.





# LOCATION



Havelock Road  
Southall  
Middlesex UB2 4NZ

## Buses

E5 to Havelock Estate  
or 105, 120, 195, 323 to King Street

## British Rail

to Southall Station (Paddington, Ealing Line)  
with 10 min. walk

## Underground

10 Osterley Station, then by mini-cab or  
to Hounslow West Station then mini-cab or  
232 bus to King Street



# **NATIONAL AUTISTIC SOCIETY**

# **SYBIL ELGAR SCHOOL**

## **for Pupils/students with Autism**

### **Sybil Elgar School (Education)**

Sybil Elgar School, Havelock Road, Southall, Middlesex, UB2 4NR

### **Sybil Elgar School (Residential)**

6-12 Florence Road, Ealing, London, W5 3TX

Principal: Chloe Phillips

Deputy Principal: Elizabeth Fitzgerald

Head of Care: Denise Weir

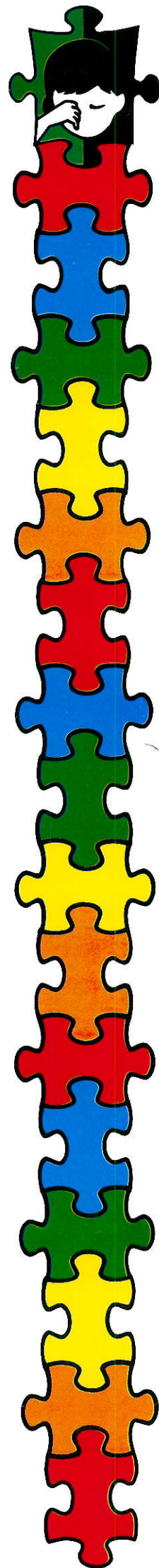
Chair of Service Support Committee: Elaine Kay

### **Head Office**

The National Autistic Society, 393 City Road, London, EC1

### **Southern Regional Office**

The National Autistic Society, Church House, Church Road, Filton,  
Bristol, BS12 7B









# THE SYBIL ELGAR SCHOOL

Approved by the Department of Education as an independent boarding school for children with autism and inspected by the local Social Services Department.

The Sybil Elgar School was opened by the National Autistic Society in 1965. From its early beginnings of 9 pupils/students in one building, it now has the facility to take up to 72 pupils/students as day, weekly or termly boarders, aged 11-19+. The residential accommodation is based in Florence Road, Ealing and the educational provision is in Havelock Road, Southall. The residential students are coached to and from Florence Road with the Residential Social Workers and/or Classroom Assistants acting as escorts. Both complexes are easily accessible by public transport.

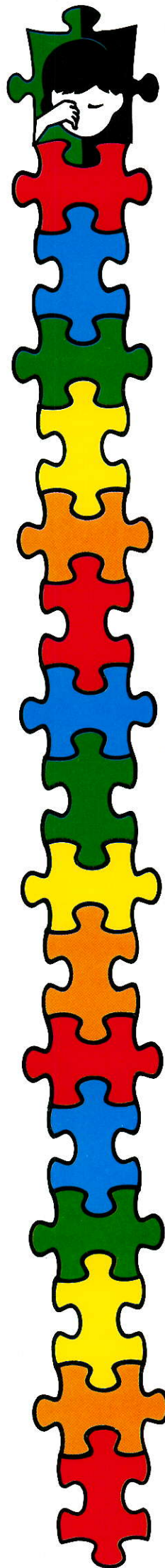
There are two separate areas:

## School Base - (Havelock Road, Southall)

The Centre was established in the mid-seventies as part of a school complex which included nursery, infant, primary and middle schools and was designed on the village square ideal, with all paths joining to meet in a central place. The original site was first used as a middle school then became a multi-cultural language centre after which it was taken over by the local tertiary college until, finally, becoming The Sybil Elgar School.

It is a single storey purpose built site with provision for wheelchairs. Facilities include: Gymnasium/Dining Hall, fully equipped Kitchen, Library, Music Therapy Rooms, Science Laboratory, Speech Therapy Room (group and single provision), Food Technology Room, Technology Room, Art Therapy Base, Visitors and Family Room, Students' Common Room, English and Maths Base as well as individual Tutor Rooms.

The school houses four recreational areas which are being developed according to the needs of the students.

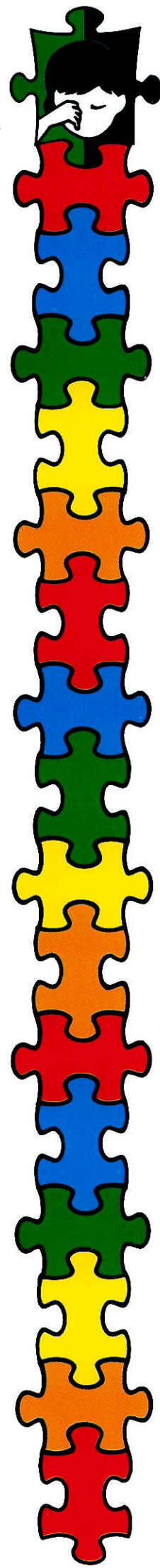




# SYBIL ELGAR SCHOOL

## (RESIDENTIAL)

6-12 FLORENCE ROAD, EALING, LONDON, W5 3TX



### Residential Accommodation - (6 to 8 Florence Road)

This is divided into 3 self contained weekly flats for up to 18 pupils / students and appropriate residential staff. It also houses a semi-independent flat for up to 3 older pupils / students.

### Residential Accommodation - (10/12 Florence Road)

Number 12 caters for up to 10 pupils / students and Number 10 caters for up to 6 pupils / students with shared accommodation with an extensive town garden and the use of facilities at 6 to 8 Florence Road.

The School operates 4 minibuses but attempts to utilise public transport as much as is possible. Extensive use of public amenities is made including libraries, swimming pool, shopping centres, local youth clubs, museums and art galleries, theatres and other places of public interest.

The School employs a large staff of over 80 people including teachers, classroom assistants, residential social workers, therapists for Speech, Music and Art, a school social worker, administrative, caretaking and domestic staff. In addition we have the services of consultants in psychiatry and psychology. The children's health is monitored by the Community Medical Officer of Health, the local dental service for schools and our local group medical practice.

Pupils/students come from over 30 Local Education Authorities who pay the fees, maintain statements on the pupils/students and are responsible for transportation of students between home and school.



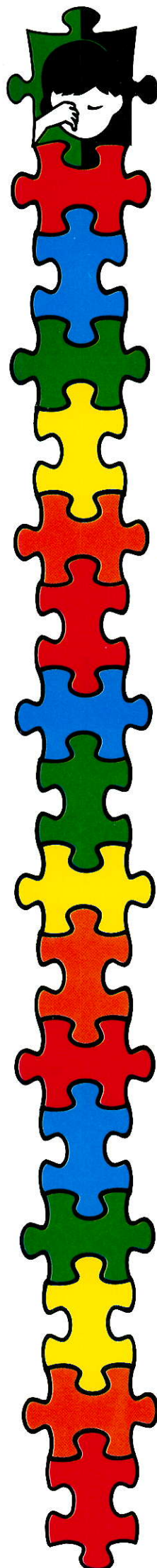
# OPERATIONAL MISSION STATEMENT

To provide and develop a range of services for children and adults with autistic spectrum disorders which are specialised, innovative, high quality and well resourced; and continually seek to improve and provide models of good practice which are internationally recognised.

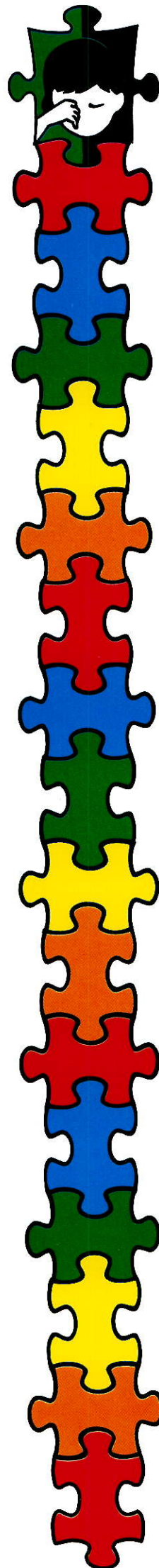
## NAS SCHOOLS POLICY STATEMENT

It is the policy of the National Autistic Society (NAS) that:

- Schools admit those pupils/students diagnosed as on the autistic spectrum. In the first instance they will be pupils/students who require special schooling but who may proceed to different levels of participation in mainstream education.
- Its schools will offer broad, balanced and relevant curriculum which will be subject to regular and continuous review and will, as appropriate, include the National Curriculum.
- Its schools will maintain an appropriate ratio of staff to pupils/students. Small group and individual teaching will ensure that pupils/students are offered education to meet their needs. Individual programmes, positive intervention and support will facilitate continuous development.
- Individual programmes will be set in the context of the school's broad curriculum and arrangements for residential care. The role of the school is regarded not just in narrowly academic terms but also for the purpose of educating pupils/students in social, practical and communication skills.
- Parents, carers and representatives of local authorities will be encouraged to become partners in the education of the children.
- The schools will implement agreed policies on sanctions, sex education and child protection.
- The school has written policies which are available for inspection.
- All NAS schools are supported by a range of acknowledged experts in the field of autistic spectrum disorders.



# STATEMENT OF THE RIGHTS OF THE INDIVIDUAL SERVED BY THE NAS ESTABLISHMENTS



The NAS and its staff will at all times seek to ensure that:

- All receivers of our service will be treated with dignity and respect.
- Individual's wishes, needs and opinions will be sought and they will be helped to express and action these within the bounds of the present extent of the understanding.
- Individual's age-appropriate, legal, civil and personal rights are at all times respected. These include:

legal, civil and personal rights as described in law

right to religious and cultural freedom and practice

a right to their own possessions, clothing, etc

the right to protection from exploitation, neglect and degrading treatment

those rights as laid down in the UN charter

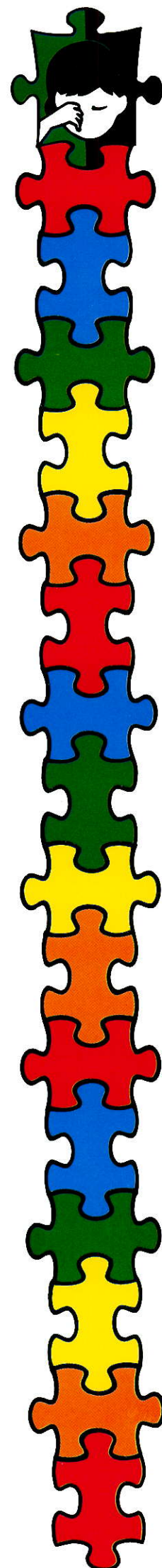
The NAS also believes that:

- Individuals have the right to expect that information recorded about them shall be considered privileged and confidential and shall be accessible to them.
- Individuals have the right to communicate, associate and meet privately with their families and persons of their own choice.
- Individuals have the right to expect that the Establishment will at all times present them in the most positive way possible.
- Individuals have the right to be free from excessive medication.
- Individuals and their families have the right to offer complaints and comments to the NAS and can expect help and support in doing this. To support this right, each person and their family will be given a copy of the Complaints Procedure and have this explained to them by the person responsible for their service.
- Individuals using NAS services have the right to represent themselves (or to be represented) in all forums where decisions about them will be made.
- Individuals have the right to services which take account of their own special personal needs and abilities.
- To help protect these rights, the NAS will only withdraw services from people after full consultation with all those involved with them and with the agreement of the Education and Care Services Manager.



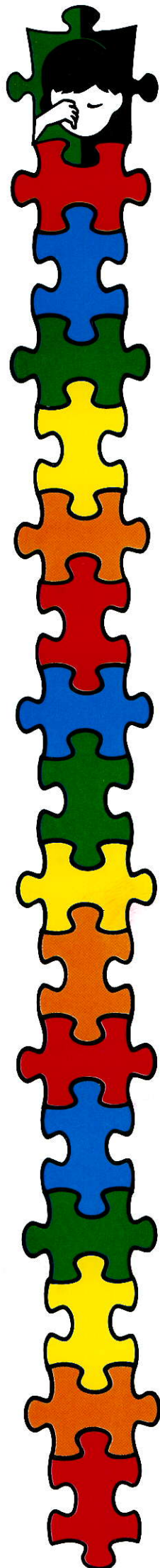
# AIMS OF THE SYBIL ELGAR SCHOOL

- To provide education for pupils/students with autism and associated disorders in a safe, positive, caring and cared-for environment in partnership with its Service Support Committee, parents, carers and outside agencies.
- For the practice to be informed by an understanding of autism which may be interpreted through the Triad of Impairment, ie:
  - (i) Impairment of social communication
  - (ii) Impairment of social relationships
  - (iii) Impairment of imagination.
- To respect pupils/students' dignity and rights as individuals, as pupils/students in the School and as members of the wider community, with reference to issues of culture, gender and religion in line with promoting the NAS Equal Opportunities Policy.
- To acknowledge the pupils/students' entitlement to access a broad, balanced, appropriate and relevant twenty-four hour curriculum including access to the National Curriculum which emphasises the particular needs of pupils/students with autism. The Sybil Elgar School curriculum is presented in a relevant and differentiated manner in which progression, continuity and achievement can be experienced.
- To "promote the spiritual, moral, cultural, mental and physical development of pupils." Education Reform Act 1988.
- To prepare pupils/students with appropriate opportunities, responsibilities and experiences of adult life.
- To recognise and plan as appropriate an integration programme into the wider community recognising the specific needs of individuals with autism (eg, mainstream school, work experience, FE link, community youth resources).
- To provide an appropriate staff:pupil/student ratio to meet the specific needs of pupils/students with autism. To ensure staff are well qualified/trained and that there are opportunities for ongoing staff development, training, support and appraisal.
- To set obtainable and realistic goals for personal achievement with the pupils/students in order to maximise their full potential and to empower them to use positive and appropriate coping strategies.
- To raise awareness of autism and the work of both the school and the NAS in the wider community and to promote the NAS Mission Statement.
- To keep abreast of relevant research and methods in the field of education and care of people with autism, implementing agreed policies and fulfilling all relevant legal requirements.



## ETHOS & PHILOSOPHY

- The philosophy of the Sybil Elgar School is to put the needs of its pupils/students first and acknowledges that they have the right to be treated with dignity and respect.
- The culture and ethos of the School is open and non-judgmental.
- School believes that compassion, tolerance and positive intervention can effect change.
- School believes in a strong partnership with parents and carers.
- The teaching approach for our children with autism is pupil/student centred and looks towards preparing them for meaningful adult living.
- The School provides access to the National Curriculum giving high precedence to the specific learning difficulties associated with autism.
- Priorities for learning are always influenced by the consideration for the relevant and functional skills needed by each individual within the context of their autism and age.
- Emphasis is placed on Social Interaction, Communication, Personal and Social Education to maximise opportunities for self confidence, personal autonomy, self empowerment, self advocacy and to enhance life chances.
- The School is committed to Equal Opportunities and all which that implies.





# SYBIL ELGAR SCHOOL

## TERM DATES 1996/1997

### AUTUMN TERM 1996

Term Begins	Wednesday 4th September 1996
Half Term	Monday 21st October - Friday 1st November 1996
Term Ends	Friday 20th December 1996

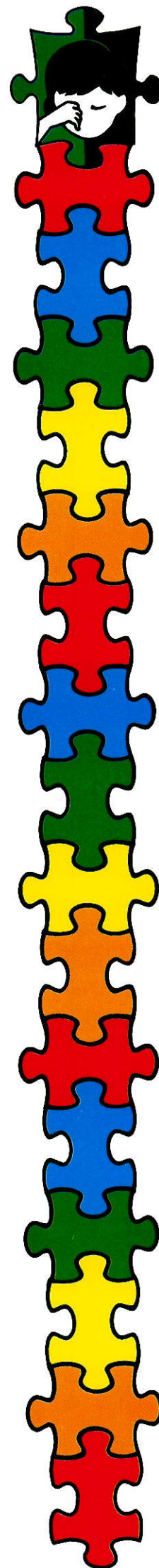
### SPRING TERM 1997

Term Begins	Monday 6th January 1997
Half Term	Monday 17th February 1997 - Friday 21st February 1997
Term Ends	Wednesday 26th March 1997

### SUMMER TERM 1997

Term Begins	Monday 14th April 1997
	SCHOOL CLOSED MONDAY 5TH MAY
Half Term	Monday 26th May 1997 - Friday 6th June 1997
Term Ends	Friday 1st August 1997

<u>Staff Training Days:</u>	Monday 2nd September 1996
	Tuesday 3rd September 1996
	Thursday 27th March 1997
	Friday 11th April 1997
	Monday 4th August 1997
	Monday 1st September 1997





# SYBIL ELGAR SCHOOL

## TERM DATES 1997/1998

### AUTUMN TERM 1997

Term Begins	Wednesday 3rd September 1997
Half Term	Monday 20th October - Friday 31st October 1997
Term Ends	Friday 19th December 1997

### SPRING TERM 1998

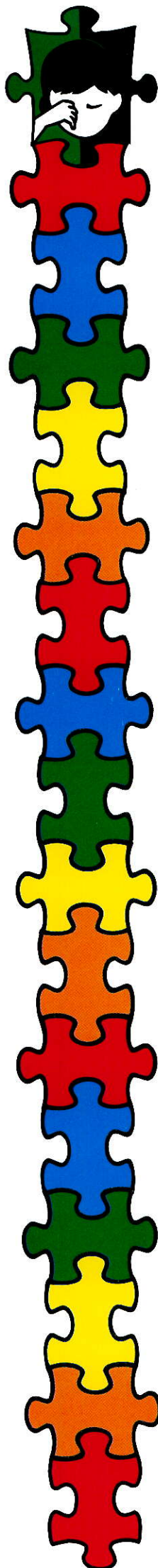
Term Begins	Tuesday 6th January 1998
Half Term	Monday 16th February 1998 - Friday 20th February 1998
Term Ends	Friday 3rd April 1998

### SUMMER TERM 1998

Term Begins	Monday 20th April 1998
	SCHOOL CLOSED MONDAY 4TH MAY
Half Term	Monday 25th May 1998 - Friday 5th June 1998
Term Ends	Thursday 30th July 1998

<u>Staff Training Days:</u>	Monday 1st September 1997
	Tuesday 2nd September 1997
	Monday 5th January 1998
	Monday 6th April 1998
	Friday 31st July 1998

Number of School Days:	190
Number of In-Service Days:	5



# SCHOOL SESSIONS

School Starts / Registration	-	9.00 am
Lessons Commence	-	9.10 am
Break	-	10.40 am - 11.00 am
Lunch : First Sitting (Years 7/8/9)	-	12.10 pm - 12.40 pm
Lunch : Second Sitting (Years 10/11/FE)	-	12.45 pm - 1.15 pm
School Ends	-	3.40 pm

## Taught Time

### AGE

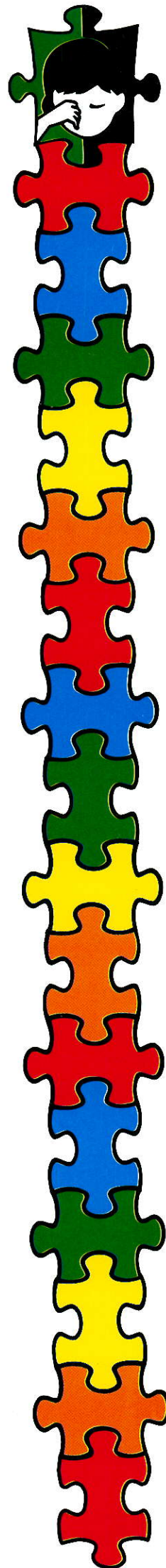
### HOURS PER WEEK

Key Stage 3 / 4	25
Further Education Unit	25

## Absence Rate (1995/1996)

Total number of pupils of compulsory school age on roll for at least one session	52
Percentage of pupil sessions (half days) missed through authorised absence	6.5%
Percentage of pupil sessions (half days) missed through unauthorised absence	8.3% *

- Of which 8.1% were accounted for by late arrivals. As a school we monitor carefully arrival times in order to ensure that our pupils get their maximum entitlement.







# CRITERIA FOR ADMISSION TO NATIONAL AUTISTIC SOCIETY EDUCATION PROVISION

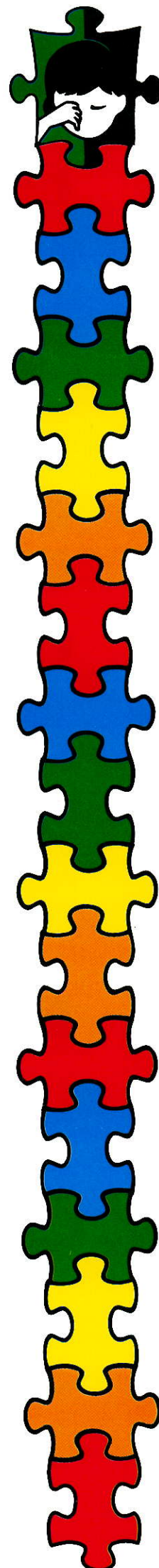
## For Consideration for Admission to School

- The child's needs should arise out of their autistic spectrum disorder. This should usually be identified on their Statement of Special Educational Needs.
- The child will have their needs recognised through appropriate funding by the sponsoring LEA.
- The child will have the commitment and support of their parents/carers to the educational approach used in National Autistic Society schools.
- The Principal will be satisfied that the needs of the child will be met.
- The Principal will decide, using admission procedures, which children are admitted to the school and will seek to ensure a balance of age, compatibility and gender.
- The full range of facilities are included in the prospectus.

Admission are made on the basis of availability of day or residential placements, taking into account the above factors, plus a child's level of functioning, learning difficulties, age and length of journey if daily or weekly boarder.

## Procedures of Admission

1. Parents are welcome to visit the school to inspect the provision which is on offer. Parents are advised to consult with the local education authority and may request that they consider approaching the school for admission.
2. It is the local authority which makes a formal application for placement.
3. Referrals are received from local educational authorities and requests for placement which follows on from an individual child's Statement of Special Educational Needs, or as part of an assessment.
4. The school will arrange, after considering the papers to contact the LEA to enquire whether they require staff to make an informal assessment visit. This is requested in writing. If received, an appointment is made to visit and observe the child who has been referred at home or, if appropriate, at the school/nursery/unit the child is presently attending. The school reserves the right to recoup reasonable costs incurred in any such assessment. At this time, for certain pupils/students, a school visit will take place before a final decision is made.
5. If it is felt that the school can meet the child's needs a report is sent to the LEA including fee level and contractual terms for the placement. The LEA is given the opportunity at this stage to indicate whether they would wish the child to be considered for admission when the next appropriate vacancy occurs. This should be in writing. The child will then be admitted accordingly, or added to a list of children who have been assessed and have agreed funding by LEA for admission to the school.





6. Children are not admitted on a 'first come, first served' basis. They are admitted when a suitable vacancy occurs in a compatible group. This also applies to children whose referral is subject to SEN Tribunal procedures and decision.

## Baseline Assessment

Children are placed within a compatible group and initially follow a six week period in which a base line assessment is carried out. During this period staff observe all aspects of the child's level of functioning, ascertain the correct grouping and have in house discussion on a regular basis as to progress or concerns which may be evident within the period. The child is assessed by school staff during this time.

In the initial six month period the pupil/student will be monitored by a National Autistic Society panel. All pupils/students and schools are supported by:

Dr Lorna Wing, Dr Judy Gould, Jo Douglas, Educational Psychologist based at Elliot House, Centre for Social and Communication Disorders, Richard Mills, Director of Services, Michael Collins and Rosemary Siddles, Education Advisors and Group Managers, The National Autistic Society.

## Review of Placement

All placements are subject to a probationary period for up to six months. During this time a review will be held to consider the needs of the child, the ability of the school to meet those needs and the level of resources necessary.

If a placement is deemed to be unsuitable, parents and the LEA will be informed and further advice offered. In some instances a decision will be deferred subject to full consultation with all appropriate parties.

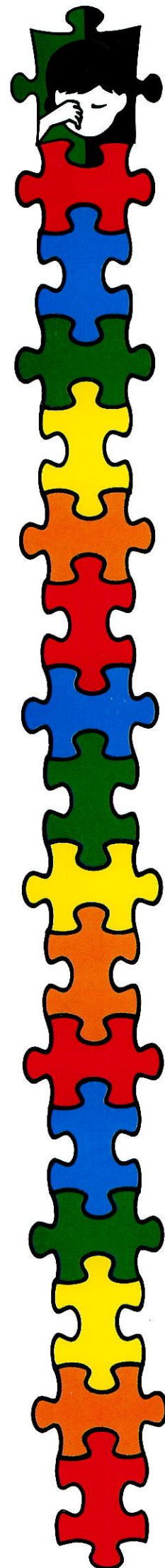
## FEES

Are paid by Local Education Authorities (joint funding may be received for a residential placement by a social services department).

Day: £24,046.95 per annum (excluding VAT)  
Weekly: £38,969.97 per annum (excluding VAT)  
Termly: £54,056.97 per annum (excluding VAT)

Fees are reviewed annually by the National Autistic Society.

Enhanced fees may be requested from a Local Education Authority for a pupil/student who challenges the service but whose needs continue to be appropriately met at the school.





## REMISSIONS POLICY STATEMENT

- A terms notice is necessary if the parents or the Local Education Authority wish to remove a pupil/student.
- In lieu of notice, one terms fees will be charged for which the Local Education Authority will be responsible.
- The Principal is entitled to exclude a pupil/student from school if there is a risk of the pupil/student endangering him/herself or other pupils/staff and in some cases property. Twenty-four hours notice will be given to the parents and the Local Education Authority. Exclusion is subject to confirmation by the NAS Director of Services and the Service Support Committee.
- If a pupil/student does not appear to be benefiting from attendance at the school, the school authorities will give at least one terms notice to the parents and the Local Education Authority that the pupil/student will have to be placed elsewhere.
- Pupils/students leaving school at the end of their school careers will be supported by the appropriate agencies, eg: Careers Officer and the School Leavers Co-ordinator. A transition plan written by the Local Education Authority after the Annual Review, following the pupils fourteenth birthday, will support the pupil/student as they prepare to leave school as an adult.
- Services available for adults with autism:

Local Colleges  
Autism Specific Adult Service  
Supported Living Schemes  
Social Education Centres

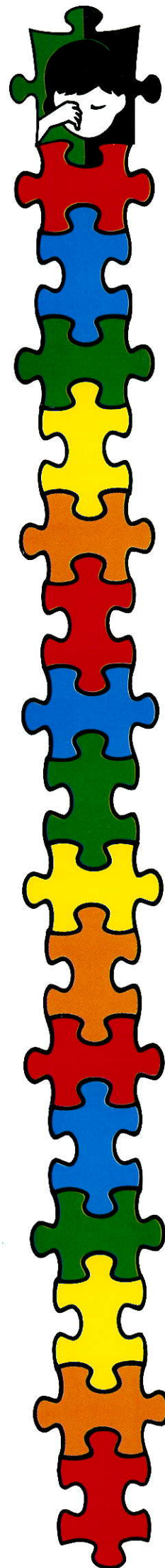
## CURRICULUM

The School Curriculum is geared specifically to the needs of pupils with autism, with particular emphasis, therefore, on communication and social skills. Individual Educational Programmes (IEPs) accommodate the wide range of ability and a high staff ratio ensures a corresponding level of quality individual attention. All pupils/students have access to a broad, balanced and relevant curriculum including the National Curriculum and where appropriate, an extended curriculum.

All pupils aged 11-16 have access to National Curriculum programmes of study at the relevant Key Stages in ways appropriate to their abilities.

Material may be selected from earlier or later Key Stages where this is necessary to enable individual pupils to progress and demonstrate achievement. Such material will be presented in contexts appropriate to the pupil/student's age.

The Curriculum is presented through clearly defined objectives related to the experiences and skills which enable pupils to develop the greatest measure of independence and personal autonomy. Emphasis is laid on learning in real life situations and time in the community is valued as providing an opportunity to practise social skills.





Individual pupil/student progress and the effectiveness of the 24-hour curriculum programme for each pupil/student is monitored for residential students through regular review of Individual Care Plans by the key worker and in addition to this and for all other day students, all staff involved with the pupil/student have regular staff discussion within class/tutor groups and departments. In addition to informal contact (through an open-door policy and contact by telephone and home-school file), parents are formally invited to attend Parents Evenings once a term when opportunity to discuss individual pupil/student's progress with his class teacher / tutor and senior staff exists and the pupil/student's current portfolio of work is available for parents to see.

### **Grouping of Pupils/students**

It is the aim of The Sybil Elgar School to group pupils/students across the day and residential services according to their age and compatibility as a group. Pupils/students are usually grouped according to their Key Stage:

Key Stage 3	age 11-14 years
Key Stage 4	age 14-16 years
Further Education	age 16-19 years

## **TEACCH**

### **Treatment and Education of Autistic and related Communication Handicapped Children**

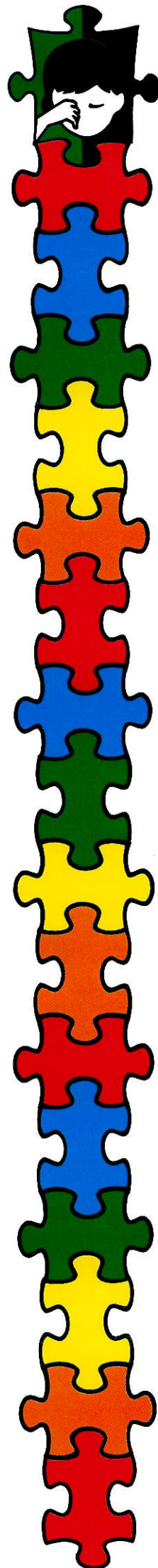
Sybil Elgar School recognises that the TEACCH approach to teaching and learning provides the structure to ensure appropriate access to the curriculum. A TEACCH programme may be designed to help the pupil/student with autism to be as independent as possible, providing pupils/students with strategies for coping and understanding their environment thus making their world a less confusing and more predictable place.

## **NATIONAL CURRICULUM SUBJECTS**

All the students follow a broad and balanced curriculum which incorporates the National Curriculum. School has identified two essential areas of curriculum which are seen as a priority areas for development in students with autism - that is Personal and Social Education and Communication and these are embraced within all teaching.

### **Personal & Social Education**

A high priority is placed on PSE to include the acquisition of independent living skills to maximise opportunities for self-confidence, personal autonomy, self-empowerment, self-advocacy and to enhance life chances. It includes aspects of Health Education including Sex Education.



## Communication

The aim of the school's Communication Policy is to provide a communication system to allow all students, to the best of their ability, to express their ideas and feelings and to enable them to understand what other people are trying to communicate to them.

In addition to PSE and Communication, students have access through Individualised Educational Programmes to the following curriculum areas of which school policy documents are available for access by parents, Local Education Authorities and their representatives.

## English

The Communication Policy is extended to incorporate the National Curriculum:

- Speaking and Listening
- Reading (to include Social Sight Vocabulary)
- Write
- Spelling
- Handwriting

## Mathematics

The functional use of Mathematics is developed to incorporate knowledge and skills required for social independence.

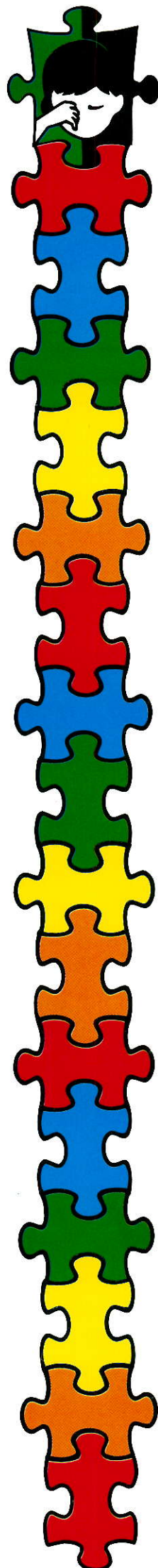
## Science

Science within school has adopted the thematic approach to teaching and learning. Topics covered include Ourselves, Electricity, Motion, Time & Space, Heat etc.

## Technology

A cross-curricular approach is adopted for the teaching of Technology. Pupils have regular access to computers and are encouraged to use technology to aid and develop learning, eg, the use of calculators, tape recorders, concept keyboards. The use of technology is also encouraged in leisure pursuits.

The curriculum encourages the understanding and appropriate use of technology in everyday life, eg the video, television, telephone, washing machine, photocopier etc. A variety of experiences are offered to encourage the development of understanding of cause and effect in realistic situations. Technology also includes Home Economics, eg basic cookery, menu planning and budgeting, food preparation, health and safety, hygiene.





## Humanities

This area is taught in a modular form which includes:

- Geography - incorporating aspects of the National Curriculum - local shopping, public transport, road safety, outdoor activities, etc.
- History - incorporating some aspects of the National Curriculum as events in the pupil/student's life.

## Modern Foreign Language

We are presently piloting Modern Foreign Language with a small group of pupils and will be seeking to offer it to a much wider range of pupils in the new academic year.

## Religious Education

Some aspects of the National Curriculum are adopted including awareness of moral issues, caring for each other and other people, raising awareness of the world's religions by focusing on the ethnic, cultural and religious backgrounds of the students. Although RE is not a statutory National Curriculum subject, it is a legal requirement and as such The Sybil Elgar School seeks to provide RE as part of the Humanities programme. Departmental assemblies are held every day. Each Friday there is a whole school assembly which provides an opportunity to discuss current issues both within school and the wider community. Certificates of Merit are presented to the students as a way of acknowledging good work achieved throughout the week.

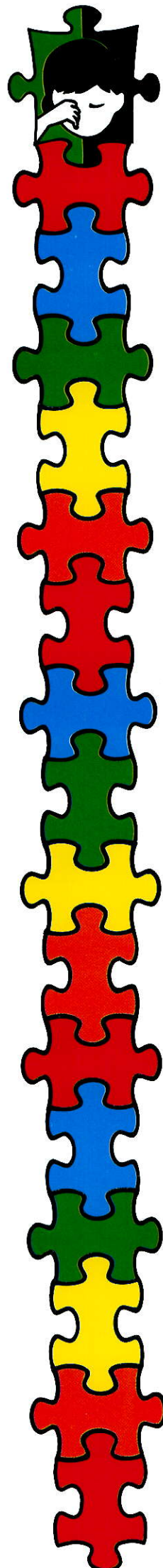
## Physical Education

All aspects of the National Curriculum are covered including outdoor pursuits, games, swimming and gymnastics. Swimming is timetabled in line with National Curriculum orders. Links with local swimming pools have developed and qualified instructors assist staff when teaching pupils to swim.

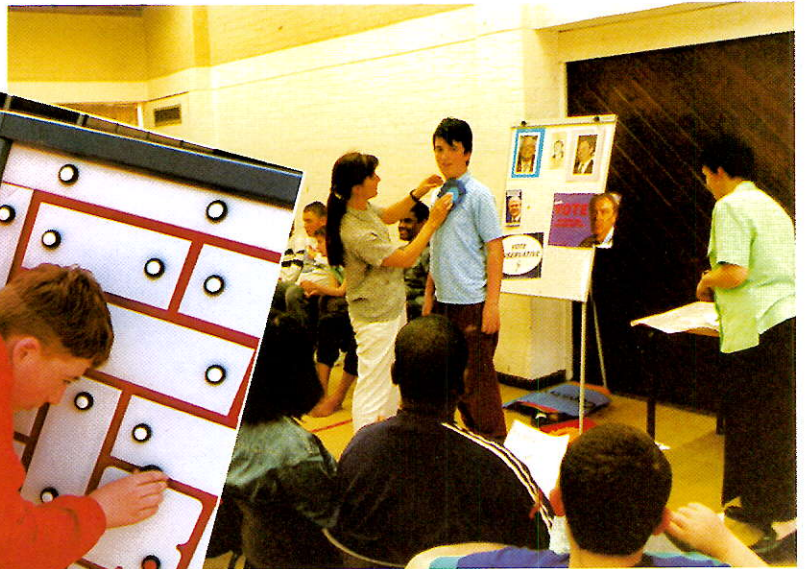
## Creative and Expressive Arts

(including Music, Art & Craft, Drama & Movement)

Some aspects of the National Curriculum are covered in Art and Music. We also recognise the benefit of therapies in such areas of Drama and Movement, Music Therapy and Art & Craft Therapy for our pupils/students and have appointed specialist staff in these areas.









# THERAPIES

## ART AND CRAFT

Art is a form of expression and a way of communicating. It can be particularly helpful for pupils/students with no, or limited, language. At Sybil Elgar we actively encourage pupils/students to express themselves using a wide array of techniques and materials.

Some of this work is done in pairs or in groups, which encourages communication and interaction and allows students to negotiate during a session. Because any decision is valid in the art medium, this not only encourages confidence but can foster greater independence of thought and expression.

Art and craft also introduces and develops a variety of skills and by breaking down processes into accessible stages, quite complex activities can eventually be mastered. Projects can, of course, be engineered towards achieving a positive result at all levels of activity.

## SPEECH & LANGUAGE THERAPY

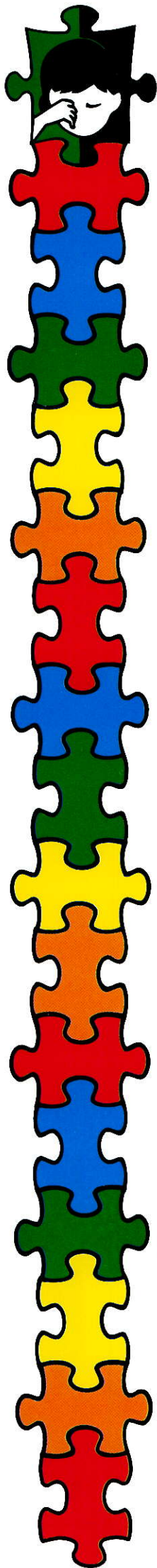
The role of the Speech/Language Therapist within the school is to be involved in the development of each pupil/student's communication skills. This includes assessment of non-verbal communication/speech/language in order to establish appropriate aims. Individual programmes are devised liaising with staff and parents.

Individual therapy sessions focus on developing the pupil/student's ability to express ideas and developing understanding of other people's communication. This will include work on language comprehension, expressive language structure, Makaton, non-verbal communication and social skills according to individual needs.

Group therapy sessions aim to develop the skills involved in being with other people in a group-taking turns, expressing opinions, listening to other people.

Communication reports are written annually and Parents Evenings attended to discuss progress and needs.

The role of the Speech Therapist also involves staff training in communication issues and establishing a positive communication approach throughout the school as part of the school philosophy.



## MUSIC THERAPY

There are two music therapists who work together at the school for three days a week. They see both individual pupils/students and class groups.

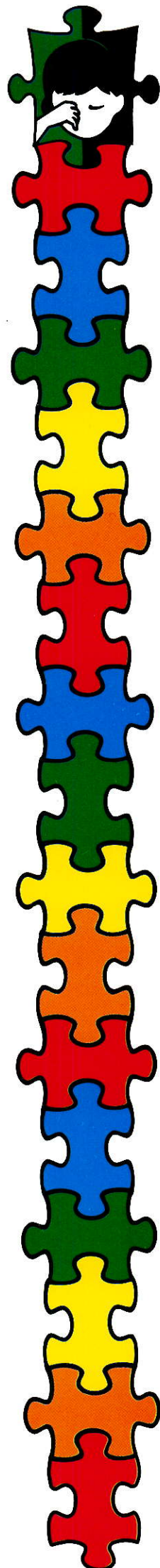
In individual therapy, the approach used is based on clinically directed improvisation. The therapist improvises music (usually at the piano) to meet the pupil/student musically, emotionally and behaviourally and to stimulate responsive musical activity. The pupil/student's responses may be vocal or instrumental and a wide range of instruments is available. Where necessary, the other therapist is also present and facilitates the pupil/student's involvement.

Gradually a musical relationship is built within which it becomes possible to encourage change and development, related to the needs of the pupil/student. An isolated pupil/student, for example, may begin to interact through the music and so become more aware of themselves and of the therapist as another person. An sensitive pupil/student may find in the music a way to express and work through their feelings. A pupil/student showing rigidly patterned behaviour can be encouraged to be more flexible and creative in their music making.

Music therapy does not depend on the pupil/student's musical skill or talent. We all have a capacity to respond to music. At a later stage, however, it may be appropriate to teach musical skills because the enjoyment and confidence which a pupil/student may gain from learning those skills can be a therapy in itself.

Group music therapy is based on the same principles but on the whole is more structured. The focus is on group interaction as well as individual responses to the music. Sessions include both free improvisation and work on pre-composed songs and arrangements.

School is at present making arrangements for employing a part time music teacher.







## ANNUAL REVIEWS

In accordance with the Education Act 1993 and the implementation of The Code of Practice on the Identification and Assessment of Special Educational Needs, parents, pupils/students and professionals are asked to submit documentation prior to the review for circulation to all involved. Pupils/students are invited to attend the review in full or part unless this is seen not to be in their best interests. Post Review Reports are distributed to all concerned thereafter.

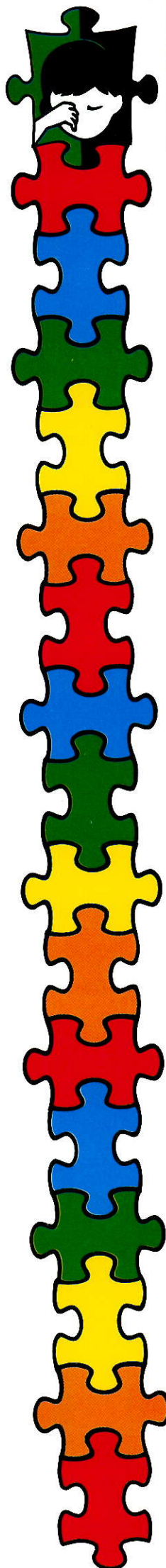
Individual Education Plans (IEPs) are devised to develop, monitor, review and record pupils/students progress. IEPs are designed to meet each pupil/student's individual needs as identified in their Statement of Special Educational Needs. The IEPs are reviewed termly as part of the Parents Evening, where all staff and therapists are available for consultation.

## INTEGRATION

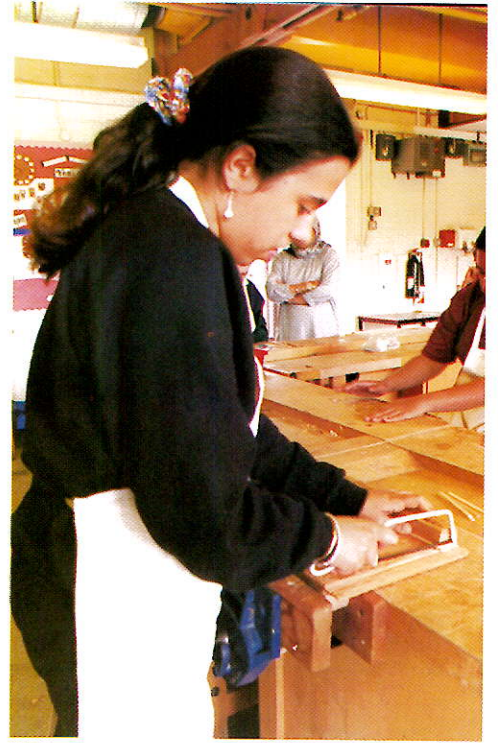
All pupils/students experience life in the local community. Integration programmes are operated, after consideration of individual children's readiness. They can take place across the 24 hour period and are designed to develop the pupil/student's academic and/or social awareness.

Some students from our Further Education Unit have been able to join link courses at their local FE Colleges.

Students from local schools, 6th Form Colleges, Colleges of Further education and Universities are encouraged to visit the school and we have regular placements from a variety of sources.









## SECONDARY DEPARTMENT

In the Lower Secondary Department, for pupils aged 11-14 years (Years 7-9), we aim to provide a broad and balanced curriculum allowing full access to all subjects in the National Curriculum. Priority is also placed on the areas of Personal and Social Education and Communication. The Department consists of 4 Tutor Groups of up to 8 pupils with a teacher and 2 classroom assistants in each.

The pupils follow a mainstream curriculum model. They are based in Tutor Groups for PSE and in ability groups for most of the National Curriculum subjects which are taught by specialist subject teachers. Subjects offered are English, Mathematics, Science, PE (including swimming), Humanities (History, Geography and RE), IT, Art, Music, Drama, Food Technology, Construction/Design & Technology, and Modern Foreign Language where appropriate. In addition to this, there is Speech Therapy input in individual and/or small group settings. Teaching methods are varied according to the situation and range from 1-1 sessions to group activities.

Personal autonomy, self-esteem and self-empowerment are considered essential goals for the all round development of the pupils. We aim to provide a highly structured, supportive and caring environment within which the pupils can develop their individual potential.

We aim to liaise with other departments and professionals working with the pupils in order to maintain a 24-hour consistency of approach and learning and a smooth transition between departments. We value parental input into the 24 hour curriculum in both planning and assessing individual programmes.

Age appropriateness is an integral aspect of the department's work, covering equipment and resources as well as attitude and approach. Multi-cultural issues and those of equal opportunities are all addressed throughout the school.

## UPPER SECONDARY DEPARTMENT

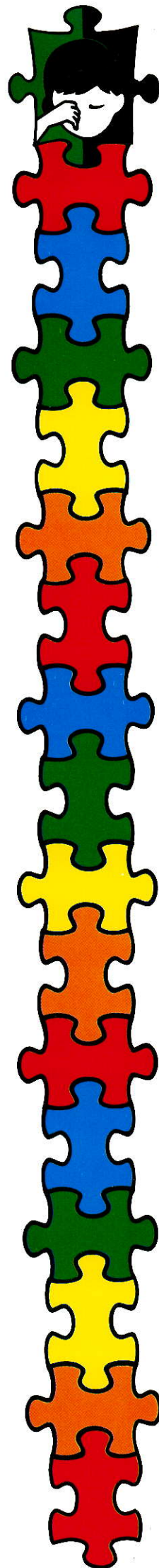
The Upper Secondary Department consists of four classes for pupils aged between 14-16 (Key Stage 4). The classes are chronologically based. There is a teacher and up to classroom assistants within each class. In the mornings all classes are tutor based, this session gives opportunity for the PSE to be delivered.

At other times throughout the timetable, pupils are introduced to integration within the department by ability grouping.

All pupils have access to National Curriculum subject areas of English, Science, Physical Education, Mathematics, Information Technology, Art and Music. Each pupil will follow a programme which is specifically designed for their own educational needs.

### COLLEGE LINK COURSES

It is the aim of the Upper Secondary Department to offer all pupils the opportunity to experience college link courses and work experience. The role of the Upper Secondary Department is to continue to prepare the pupils for adult life. The two years the pupils are in Upper Secondary will provide them with the opportunities to gain a wider experience of school, college and working life.





We are working towards all courses being accredited at GNVQ level where appropriate and to produce internal programmes and certificates which can be internally accredited and form part of the ROA.

## WORK EXPERIENCE

Whilst in Upper Secondary, pupils begin their work experience within the school environment.

These modules provide a framework for the introduction to the world of work. This will enable the pupils to involve a range of working environments.

## CAREERS

In Key Stage 4 there is curriculum planning for careers guidance which is linked to changes in the working environment and education. Careers education should provide pupils with informed choices and preparation for adult life.

## THE ROLE OF CAREERS WITHIN SCHOOL

- To provide a foundation for education and work.
- For careers education to be part of the curriculum.
- The need for regular reviews to be held concerning record keeping and assessment.

## THE FURTHER EDUCATION UNIT

Situated within the complex at Havelock Court, the Further Education Unit has discreet access to the secondary establishment and its facilities but maintains an adult centred environment in design, ethos and curriculum.

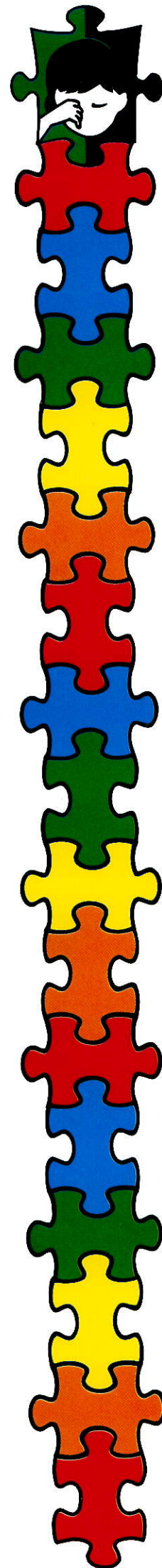
Students progress through Year 1 at 16 to year 3 at 19. Courses and modules are designed to show progression throughout the FE years. Within this modular structure, each student has an IEP which respects the student's choices and needs.

In drawing up our aims and objectives we recognise that we are offering a specialist service to a particular group of people, distinguishable from others, with special needs: people with Autism.

Courses Offered at the FEU include City & Guilds, ASDAN and GNVQ.

## GENERAL AIM

The curriculum we offer leads to the development of self-empowerment. We follow an eclectic non aversive approach to provide and sustain educational, social, vocational, emotional and psychological growth.



## PASTORAL CARE

Sybil Elgar School seeks to offer all pupils/students an environment in which they can expect to be treated as individuals, with courtesy and have their values and views respected.

Pupils/students can also expect to be taught and cared for by staff who demonstrate an understanding of autism and its effects upon the pupil/student's learning and behaviour.

## BEHAVIOUR

The school offers structure and support to pupils/students to develop appropriate behaviour by building on the pupils/students strengths and developing their confidence in their own abilities. Pupils/students are encouraged to develop interpersonal skills by an ethos of positive social relationships between pupils/students / staff and each other.

Good and appropriate behaviour is expected and this ethos prevails throughout the school with mutual respect and trust between pupils/students and staff. There is a strong emphasis on care and we use a positive approach in all learning situations.

Should any of our pupils/students present behaviour difficulties in school and the community a Positive Intervention Programme is devised for them in accordance with the School Behaviour Policy.

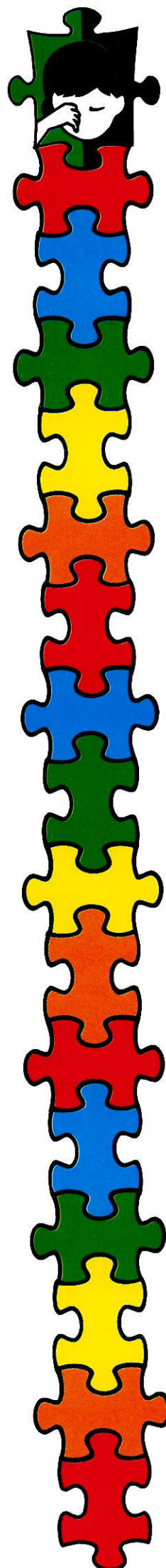
The Positive Intervention Programme must be approved by the Principal or Deputy Principal, the pupil/student's parents/guardians and the School Psychologist. The programme will be reviewed at regular intervals.

## PARENTAL INVOLVEMENT AND SOCIAL WORK SUPPORT

Parents are encouraged to visit school. We welcome parent volunteers to work with various pupil/student groups and frequently help out on school outings and accompanying groups on regular school activities such as visits to libraries, cafes and horse-riding.

Regular telephone calls are made to and from school between staff and parents. Occasional home visits will be made by staff as and when appropriate.

Every Friday a home-book file is sent to all parents/guardians with comments on the pupil/student's weekly progress and timetable. Parental response is encouraged and a summary of all comments received is given to the Principal every Monday morning for her information.





Where appropriate, homework, if requested, will also be sent home at the weekend. This may be written work but very often will be some form of recreational activity eg: needlework or a piece of craft work (collage) etc, to complete. Newsletters are sent home and we have a Parents and Friends Association who meet in school for meetings and social evenings. School holds regular termly Parents Evenings and all staff are always willing to discuss any particular pupil/student.

The School Social Worker works closely with parents to support and advise on various matters including sibling support, respite and offers of assistance in terms of entitlement to benefits, allowances etc. She also works closely with the family's allocated Social Worker and attempts to be proactive in securing social worker allocation where appropriate or if the family so requests such support. The school Social Worker is actively involved in the School Leavers Programme and securing of appropriate post-school provision. She will put parents in touch with local support groups and assist in developing self-advocacy groups. The School Social Worker is available to offer professional support and advice to both parents and professionals alike and will make home visits as necessary and on request.

Copies of the following documents are available for parents to see upon request:

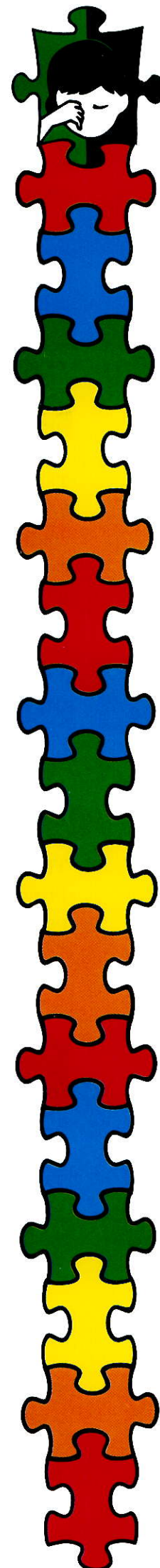
- DFEE circulars and Statutory Instruments - the curriculum and National Curriculum
- Any published OFSTED Report
- Schemes of Work and Policies
- Special Education Needs Policy
- NAS and Sybil Elgar School Child Protection Policy
- Sybil Elgar School Drugs Policy

## COMPLAINTS PROCEDURE

In relation to a complaint any parent/pupil/student/staff member should have about the school, the Principal will endeavour to act upon the complaint to the satisfaction of all involved. In the event of an informal complaint remaining unsolved an official complaint should be made. The procedure for this is set out in a policy document which is available upon request.

## MEALS

All meals are cooked on the premises using quality meat (excluding beef), vegetables and fresh fruit. A half termly rota menu is prepared by the Bursar in consultation with the Principal/Head of Care and offers a wide and varied diet of nutritious food. A choice is offered at all meal times and pupils/students' individual dietary and cultural needs are catered for. Additives are avoided.



## MEDICAL

Parents will appreciate that pupils/students will be unable to benefit fully from schooling if they are clearly unwell or are taking a prescribed medicine which effect their ability to carry out the normal everyday tasks associated with attending school. When pupils/students are on medication, parents should refer to the Sybil Elgar School Drug Policy.

It is expected in accordance with NAS policy and LEA standard procedures that pupils/students who are ill return to their family home.

## SAFETY / CARE

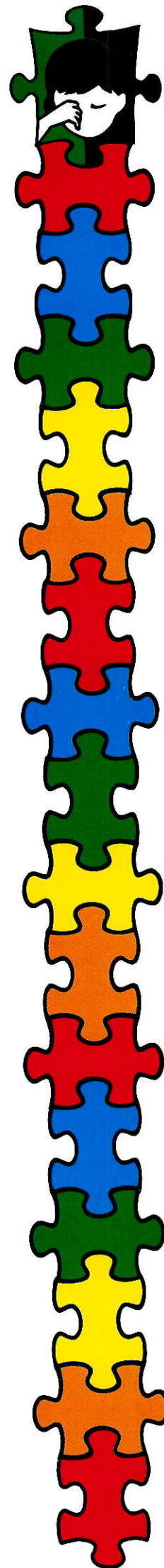
Staff endeavour to make all pupils/students feel safe and secure through a high standard of care and our Child Protection Policy. Advice regarding fire safety is received from local Fire Officer and Publications, CRONER, Building Act 1984 and the School Premises Regulation 1995 (National Health and Safety Policy) and complies with on site advice from the Fire Service.

Staff are supported in developing their understanding related to safety and care by NAS staff with the NEBOSSH qualification.

All potentially hazardous activities are formally assessed as to their degree of risk and appropriate steps taken to reduce that risk to a reasonable level.

## SCHOOL UNIFORM

There is no specific school uniform but we do expect our pupils/students to have PE kit, swimwear and a tracksuit. It is expected that pupils/students will arrive at school appropriately attired or equipped for the days activities.





# STATEMENT ON PUBLICATION OF STANDARD ATTAINMENT TASKS AND PUBLIC EXAMINATIONS

In the school year 1996-1997 pupils/students attending The Sybil Elgar School will not have taken part in the Key Stage assessment programme and therefore no results are published.

From the academic year 1997-1998 results will be included in the School Prospectus. External moderation will be provided by Ealing Education Department.

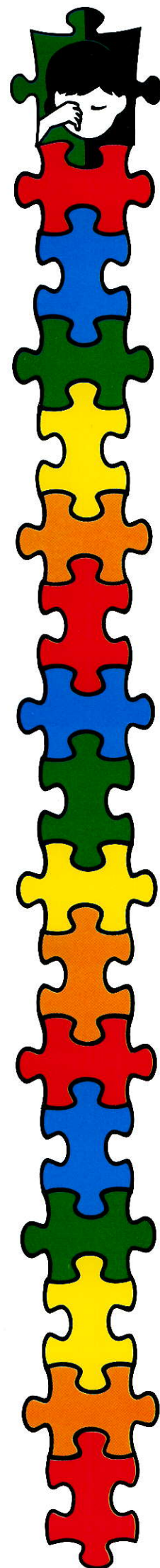
Opportunities for Post-16 students to undertake courses leading to external accreditation are as follows:

Examination	Level / Grade	Number of Students Entered	Result Pass / Fail
Sports and Recreation	NVQ Level I	3	PASS
ASDAN Workright		8	PENDING
City & Guilds Wordpower	Entry Level	5	PENDING
City & Guilds Numberpower	Entry Level	5	PENDING

This information has been produced by Sybil Elgar School in accordance with the Parents Charter (1994). School Prospectuses and Governors Annual Reports in Secondary Schools DFEE 12/1996.

This information applies to the academic year 1996/1997 and was correct at the time of printing May 1997.

There may be changes affecting the relevant arrangements during or in relation to subsequent school years.



## SEX EDUCATION POLICY: SUMMARY FOR PARENTS

The National Autistic Society and The Sybil Elgar School believe that sex education is part of the educational entitlement of all pupils. All young people, whatever their ability, develop physically and emotionally and need to be helped to understand their bodies and their feelings. Sex education helps our students' overall development, confidence and self esteem.

The law now says that a compulsory programme of sex education, including learning about HIV and AIDS and other sexually transmitted diseases, must be provided for all our pupils of secondary age (11+) whatever type of school they attend. This law also gives parents the right to withdraw their children from sex education at any age, except those parts which are in the National Curriculum.

The sex education programme we offer at Sybil Elgar has been carefully planned to take account of students' age, maturity and physical development. It will develop slowly throughout the time young people are in school, using well proven methods, which allow time for repetition, practice of relevant skills and reflection. It will be fully and constantly evaluated.

At Key Stage 3 pupils should already be prepared for puberty. Pupils will be taught in tutor groups in timetabled PSE sessions:

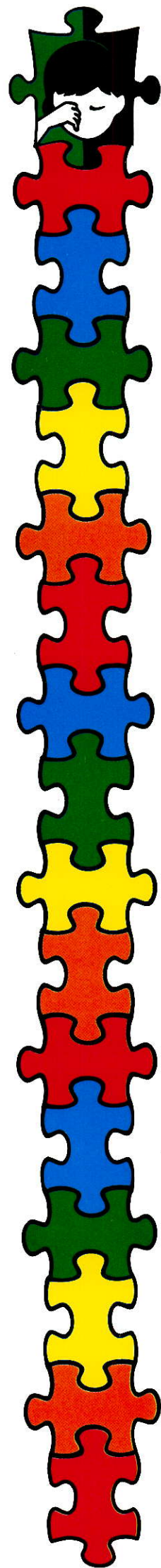
- Self-awareness. Who am I? Identifying and naming body parts, gender, family, friends. Such skills as choosing, the right to say 'No', 'Yes' appropriately, growing and changing, feelings, safety, personal hygiene, caring for myself, healthy eating, likes and dislikes, sharing, collaborating, people are different, how babies are born - how they grow.

Many of these topics will have been covered in the primary phase but need to be repeated for our students. The amount of learning and information given and in which form will need to be individual to the pupils' special needs.

As pupils progress through secondary phase, topics covered will be privacy, private body parts, develop skills in assertiveness, safety, coping with body changes, feelings, physical feelings, rules, continue to develop communication skills, friendships.

For older students, age appropriate work will be a continuation of the aforementioned. It may also encompass such subjects as sexual intimacy, sexual relationships, safer sex, sexually transmitted diseases including AIDS, pregnancy, birth and contraception.

It is important that all learning is reviewed with each individual pupil/student. As concept formation and concept bonding and whole scheme presents difficulties for our pupils, assumptions about teaching and learning should not be made without assessment.





## WHO WILL TEACH IT?

The programme will be taught by class tutors, parents and Residential Social Workers. According to the content, the programme will be taught in class groups, gender groups or on an individual basis with selected staff members.

As a process of consultation, we ask parents about the kind of sex education they would like their child to receive and whether they have any religious views they would like us to respect.

We ask you to attend a meeting to hear details of our programme and to meet teachers and view resources.

The Sybil Elgar School Sex Education Policy is available upon request.

## USEFUL CONTACTS

Richard Mills  
Director of Services

Rosemary A Siddles  
Education Advisor / Manager

Mike Collins  
Education Advisor / Manager

