

# STORM HOUSE SCHOOL

134 Barnsley Road  
Wath on Dearne  
South Yorkshire  
S63 6DQ

Tel: Rotherham 874443



The National Autistic Society  
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Chairman of the Management Committee —  
Dr. Keith Benson BSc. Ph.d.

Principal —  
Joyce D. Collins BA. C.Hons.

Deputy Principal — Lorraine Dormand B.Ed.

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## Admissions

Children from 4 yrs - 19 yrs who have been diagnosed as autistic or as having autistic tendencies are eligible. Application is through the Local Education Authority. Selection on the sole grounds that their specific needs will be met through placement at Storm House. Both day and weekly boarders are admitted.

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The school is responsible to its Management Committee, who in turn is responsible to the National Autistic Society's Executive Committee. Fees are set by the Executive and are paid by L.E.A.'s at the beginning of each term.

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STORM HOUSE is situated 7 miles from Rotherham on the A633. The school was opened in 1976 and caters for 31 children. Storm House has overall responsibility for The Manse which is situated 4 miles away from the main school.

Storm House provides education for 31 children who are diagnosed as Autistic or have Autistic tendencies. We provide weekly boarding for 14 of these children, 10 at Storm House and 4 at The Manse.

Children can be admitted from 4 years and if parents wish they can stay up to 19 years.

At 19 yrs of age students are given options of courses in Further Education or placement at Thorne Autistic Community. Students/Parents choice is always our main consideration.



# Staffing Day

<b>INFANTS</b>	7 children aged 4 - 7 1 teacher 2 classroom assistants 1 special attachment P.T.
<b>JUNIOR I</b>	7 children aged 7 - 11 1 teacher (Deputy Principal) 2 classroom assistants
<b>JUNIOR II</b>	7 children aged 11 - 14 1 teacher 2 classroom assistants
<b>POST 14</b> Housed in annex 4 miles away from main school	7 - 10 students aged 14 - 19 1 - 2 teachers 2 - 3 classroom assistants 1 special attachment P.T.
<b>RESIDENTIAL</b>	1 Head of Care 1 Senior Houseparent 3 Houseparents 1 Part-time Welfare Assistant 1 Night Nurse
<b>ADMINISTRATION</b>	Principal Secretary
<b>ANCILLIARY</b>	Cook-in-charge 2 domestic/cleaners Speech therapist, regular Music therapist, regular School nurse, regular School doctor, regular Physiotherapist Diatrician Consultative Paediatrician Education Psychologist Adviser, special needs

} on  
request

# Schools Policy Statement

It is the policy of the National Autistic Society

- (1) to select for admission to its schools those autistic children who do not benefit from integrated education. This will include the classically autistic child, the child with autistic tendencies and those children who have handicaps in addition to autism.
- (2) maintain a high ratio of staff to pupils. This will ensure that each child is offered continuity of personal integration, support, security and positive intervention which should help to make possible the process of development which is otherwise usually erratic.
- (3) that within its schools each individual child should be enabled to progress academically, socially and personally within the limits imposed by the idiosyncratic range of abilities.

The National Autistic Society recognise that autistic children may place intolerable pressures on those who live with them. It is, therefore, policy to assume that, the role of its schools is more than narrowly academic. It emphasises training in social and practical skills, encouragement of acceptable behaviour and development of communication skills. Residential provision is made where appropriate.

Great importance is placed on co-operation between home and school.

It is NAS policy to equip an autistic child for life. It is assumed that every functional skill will have to be systematically taught for his long-term future whilst not forgetting his personal daily satisfaction and every aspect of education will be deliberately designed to improve the quality of life for each individual.

# Storm House Aims & Objectives

Our overall aim for the children who attend Storm House and The Manse is:

To develop skills which will enable each pupil/student to participate as fully as possible within the framework of our society and merit the respect and dignity that is afforded to all members of our community.

Our aims are broken down into specific goals for each child. These are constantly being appraised and developed.



The major differences in the curriculum at Storm House and the curriculum offered to children with severe learning difficulties are those associated with the autistic child's impairment of social interaction. We have developed our curriculum concentrating on this specific aspect, and we endeavour to counteract this in the following ways.



## Impairment of Social Recognition

"Social recognition refers to the ability to recognise that other human beings are the most interesting and potentially rewarding features of the environment" . . . . . Lorna Wing.

This can present a severe form of aloofness and indifference to other people. We are very aware of this facet of Autism and endeavour to counteract this through building into every day's activities, ways in which the child is encouraged to look at, work with, be aware of other people in sharing tasks in the formal learning situations or sitting next to someone during breaktime/in the minibus/outside trips/making cakes/biscuits/snacks for each other.



## Impairment of Social Communication

"Impairment in this area affects the giving and receiving of non-verbal, pre-verbal and verbal social signals". . . . . Lorna Wing.

The manifestations of impairment vary and can be defined as an absence of any desire to communicate with others. Those with speech may make factual comments, but these are not part of a social exchange and are often irrelevant to the social context. For these problems we break up irrelevant conversations and attempt to draw the child into his/her immediate world, asking questions which are related to the task in hand. We try to elicit from the child a two-way conversation, with careful planning of language. Using an economy of words we work on the child's listening skills in the effort to help the child to comprehend and untangle his disorientated world.



# Impairment of Social Imagination and Understanding

"This problem affects the ability to copy other people's actions with genuine understanding of their meaning and purpose. It interferes with the development of the type of pretend play that involves the imaginative act of putting oneself in the position of another person, real or fictional, and experiencing their thoughts and feelings, as distinct from empty copying of their actions". . . . . Lorna Wing.

Imaginative play is encouraged through example and encouragement. Water play, sand play for the very young and role play, drama, movement and leisure activities involving other people, for the older pupil. Educational materials are very carefully selected to encourage the children to use their imagination and to develop their skills in the understanding and solving of problems.



The curriculum in its broadest sense comprises of area:

**COMMUNICATION SKILLS** — use of signing (MAKATON)

**LANGUAGE DEVELOPMENT** — Receptive/Expressive — Living Language and Derbyshire Language schemes.

**LITERACY** — Pre-reading, social sight vocabulary, basic literacy, individual reading schemes.

**NUMERACY** — Pre-number, realistic number, money recognition and money concept.

**TIME** — Passing of time. Analogue clock and digital clock, awareness of days, weeks, months etc.

**ORDER** — Sequencing, order of events, understanding of acceptable values, 'order of things' — when, how and the consequence of things.

**SOCIAL/LIVING SKILLS** — Self help skills - Health/Safety/Hygiene - Basic cooking - Food preparation - Shopping - Public transport - Road safety.

**AESTHETIC APPRECIATION** — Art - Music - Expressive skills - Creative skills - Flower arranging - Gardening - Environmental projects.

**RELATIONSHIPS** — Group Interaction - Social awareness - Moral issues - Manners - Coping with moods - Awareness of other peoples' feelings.

**BEHAVIOUR** — Acceptable behaviours - Coping with obsessions - Reducing anti-social ritualistic behaviours.

Each child has a specific programme of learning which concentrates on the individual child's needs.

## REVIEWS

In-house reviews are held once a week when individual children are discussed. Parents and all other agencies involved with the child are invited to attend annual reviews, in accordance with the 1981 Education Act.

## BEHAVIOUR

Many of our children present overt behaviour in the school and outside in the community. To modify/eliminate this we have in-house discussions and draw up suitable programmes based on Behaviour Modification techniques which are further discussed with parents and then operated throughout the school. These are regularly evaluated and assessed. We use a very positive approach in tackling anti-social behaviour, building on the student's strengths and developing their confidence in their own abilities.

## DISCIPLINE

Discipline is expected and prevails throughout the school with mutual respect and trust between children and staff. There is a strong emphasis on care and we use a positive approach in all learning situations.

## CORPORAL PUNISHMENT

Corporal punishment is NOT administered in any form. NAS sanctions are used to protect any child from any serious injury mainly through positive intervention and caring support.

## SCHOOL UNIFORM

There is no specific uniform, but we do expect each child to have P.E. kit, swimming suits and a track suit.

Indoor shoes are used in the main building.

## RELIGIOUS EDUCATION

Assemblies take place twice a week, they are non-denominational and children may be withdrawn from them at their parents request.

## TRANSPORTATION

Transportation is organised by the child's Local Authority.

The school has a minibus, and this is in constant use both day and evening. Children are encouraged to use public transport after undertaking a rigorous road safety programme.

## INTEGRATION

Whenever possible children are taken into other schools and establishments. Our senior students regularly attend the local 6th form college for Basketball and will join the general public in swimming. Students from 6th form colleges and colleges of Further Education are encouraged to visit the school and we have regular placements from P.C.S.C. students and N.N.E.B. students.

We use the facilities of local infant schools and intensive integration programmes are operated after consideration of individual children's "readiness".

## PARENTAL INVOLVEMENT

Parents are encouraged to visit school at any time, regular telephone calls are made to school from parents. Every Friday a home-book is sent to all parents with comments on each child's weekly progress, outings etc., and parents reply with comments on their child's weekend activities.

Newsletters and other information are regularly sent home and we have a parents and friends support group who meet in school for meetings and social evenings.

Parents can arrange to visit school at any time for advice and support for any problems they may encounter at home and staff are always willing to discuss any particular child.

We can offer education until 19 years to our pupils. Giving extra time will enable the student to participate in our school leavers programme which will prepare them for transition into the adult world.

We will continue to look at ways and means of developing the education for children and students at Storm House, following up to date research and offering a sound education for our autistic children and students.

## RESIDENTIAL

There are ten children resident at Storm House and four boys at The Manse. The overall aim of the provision is to provide a homely, caring, safe environment. There is a 'hand-over' meeting every morning and evening when staff discuss each child. This ensures continuity of programmes and a valuable means of communication and team work.

Activities planned for the children in the evening are similar to those which children living at home enjoy:-

Youth Club  
Ice Skating  
Walking  
Picnicing  
Swimming

Indoor Activities:  
Play  
Watching some TV.  
Games  
Stories  
Talking etc.

The older children who live at The Manse do participate in age appropriate activities — Adventure Clubs — Climbing, camping, walking etc., Youth Club, cinemas, etc.

All the children who are resident are encouraged to develop self help skills, i.e. dressing, personal hygiene, etc. At The Manse the older students plan, prepare and cook their own meals and are responsible for the general cleaning etc., of the house.



## MEALS

All meals are cooked on the premises. Fruit and vegetables are bought locally and only fresh meat/fish are used. Menu's are carefully drawn up between the Cook-in-charge and the Principal. They are nutritious and varied comprising of:

### Breakfast

Cereals, Fruit Juice, Cooked Breakfast, Toast/Crumpets

### Dinner

Fish/Meat/Cheese. 2 Vegetables, Salads, Potatoes, Pasta, very limited Chips.

### Teas

Cooked Tea. Salads, etc.

### Supper

Drink & Biscuits







The information has been produced by Storm House School in accordance with the requirement of the Education Act 1980 and was correct at 1st January 1988 in relation to admissions for the 1988/89 school year. Any change to existing arrangements which have already been decided and which are to take effect after 1st April 1988 are mentioned in this information. It may be necessary to make other changes, either before 1st April 1988 or during the 1988/89 school year, which could affect the information. It should not be assumed that the arrangements and details will necessarily be the same for subsequent school years.