

# **BROOMHAYES SCHOOL**

The National Autistic Society

## **PROSPECTUS**

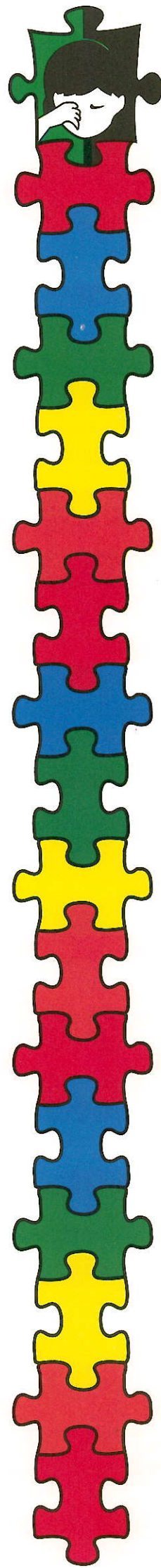
### **1998**

**Principal: Mrs. Barbara Dewar**

Kingsley House, Alverdiscott Road, Bideford  
North Devon, EX39 4PL

Tel: 01237 473830      Fax: 01237 421097

Email: [broomhayes@dial.pipex.com](mailto:broomhayes@dial.pipex.com)



Broomhayes School was founded in 1985 and moved to its current site in 1993.

Broomhayes is bordered by open countryside but only a short walk from the seaside town of Bideford.

The buildings are arranged around a central grassed area on a level site of 3½ acres.

The administrative block at the front of the school is on two floors and includes a self-contained home base for a mixed group of students.

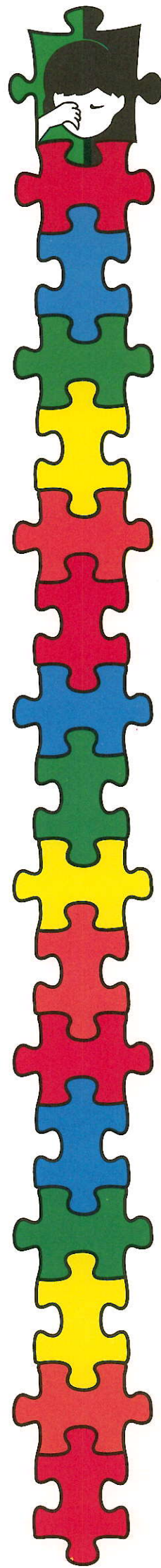
The remaining buildings are all single storey and built within the last ten years. They comprise of the main school block which includes a large gymnasium/school hall, music room, teaching kitchen and two class bases. An additional class group is based in a separate building and a further education group is based in a wing attached to the main residential block. Within this block are specialist teaching rooms for Art and Craft, Design Technology, Science, Careers and Business Studies and Communications (ICT) base.

There are 2 self-contained residential wings each with lounge/dining area, quiet room and kitchen. All students are accommodated in single bedrooms, these are personalised according to the students needs and personality.

The final block contains the school laundry and kitchen.

Additionally the school has a residential off-site unit, Saunders House, for fourteen students. Based in a local village it offers opportunities for the students to live as part of the community.

Outside there are four fully enclosed playgrounds offering a range of leisure opportunities. There is a polytunnel and area for horticulture and all students may have opportunities to enjoy gardening.





## SAUNDERS HOUSE

Saunders House is an off-site residential unit for fourteen of our students.

Based in an old vicarage in the heart of the village of Northam, it provides opportunities for our students to live as part of the community. Situated three miles from Broomhayes, the students travel to the school daily either in our minibuses or using public transport.

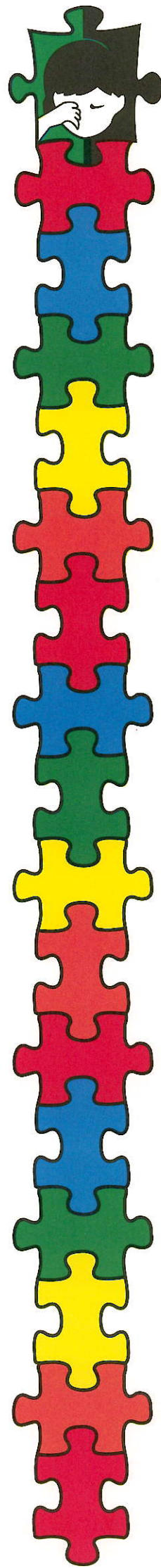
All the students at Saunders House have individual bedrooms. In addition, there are two lounges, a dining room, two conservatories and a soft play room.

Students, as in the main school, follow Individual Educational Care Plans and participate in a range of leisure and independence programmes. Each student has a keyworker who co-ordinates their programme and liaises with parents and teachers.

**HEAD OF UNIT:- MR. TONY DAVID**

**Saunders House, Fore Street,  
Northam, North Devon, EX39 1AW.**

**Tel: (01237) 479207**

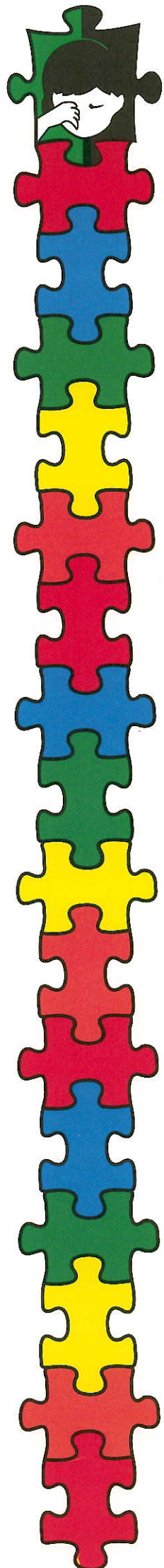


## THE SCHOOL'S AIM

The aim of Broomhayes School is to provide a specialist 24 hour, safe and secure learning environment for students with autistic spectrum disorders. Trained and experienced staff support students and their families, providing an individual structured SPELL approach, focusing on positive achievement and progression, to ensure that each student reaches their maximum potential and is prepared for adult life.

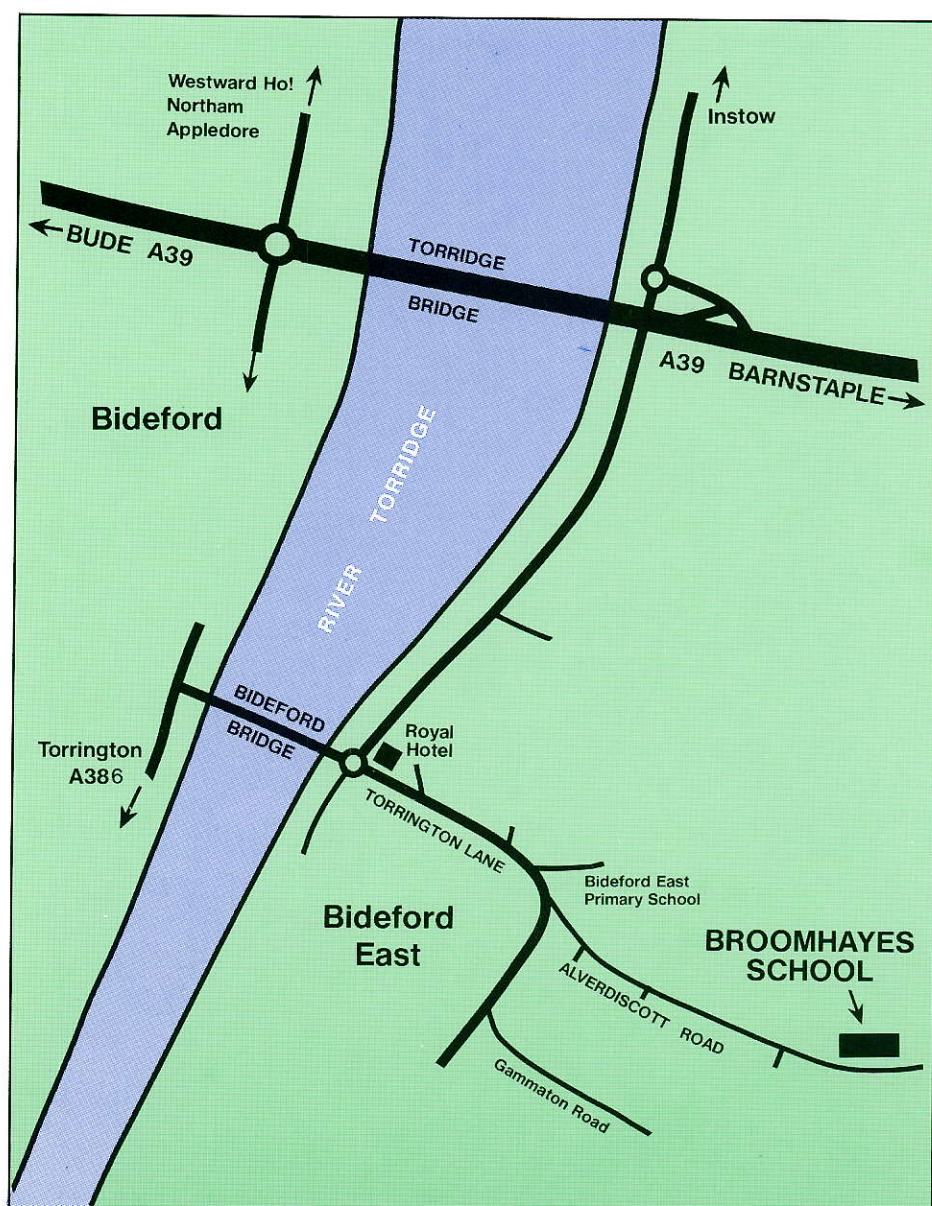
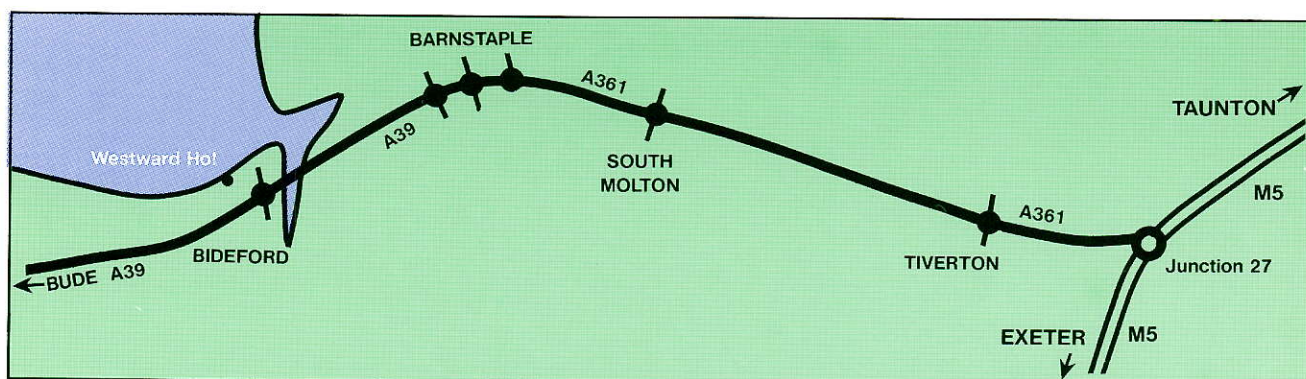
## NATIONAL AUTISTIC SOCIETY OPERATIONAL MISSION STATEMENT

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.





# Directions to Broomhayes School



## BY ROAD

Follow either the M4 or the A303 to join up with the M5. Continue on the M5 until Junction 27. Follow the A361 North Devon Link Road as far as Barnstaple. Then follow the A39 towards Bideford. Take the right turn signed to Instow just before the Torridge Bridge, then turn left at the roundabout towards Bideford East. Continue to a mini-roundabout outside The Royal Hotel and turn left up the hill to the top where Alverdiscott Road is signed off to the left. Continue along Alverdiscott Road as far as the industrial estate and Kingsley House is a little further on the left hand side.

## BY TRAIN

The nearest station is Barnstaple Station which is situated about 9 miles from Kingsley House. Taxis and buses are easily available outside of this station. Barnstaple Station is at the end of the Tarka Branch Line from Exeter St. David's Station. The stations of Tiverton and Exeter are about an hour's journey by road.

## BROOMHAYES SCHOOL

Kingsley House, Alverdiscott Road, Bideford, North Devon, EX39 4PL

Tel: Bideford (01237) 473830

Fax: (01237) 421097





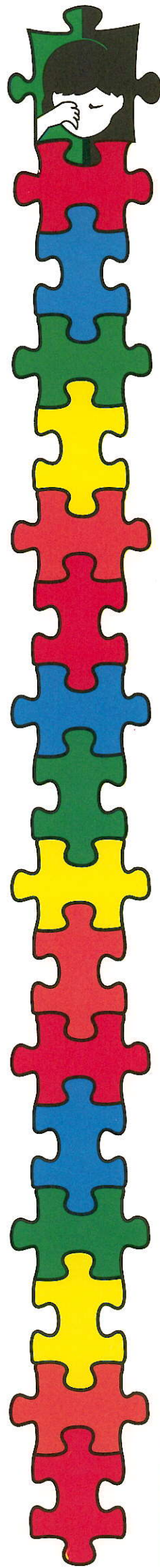
# APPROACH TO EDUCATION

## SPELL

*THIS APPROACH HAS BEEN DEVELOPED IN NAS SCHOOLS TO OVERCOME OR REDUCE THE DISABLING EFFECTS OF AUTISM BY PROVIDING A BROAD AND BALANCED CURRICULUM WHICH GIVES EXTRA HELP IN THE AREAS OF COMMUNICATION, SOCIAL SKILLS AND IMAGINATION.*

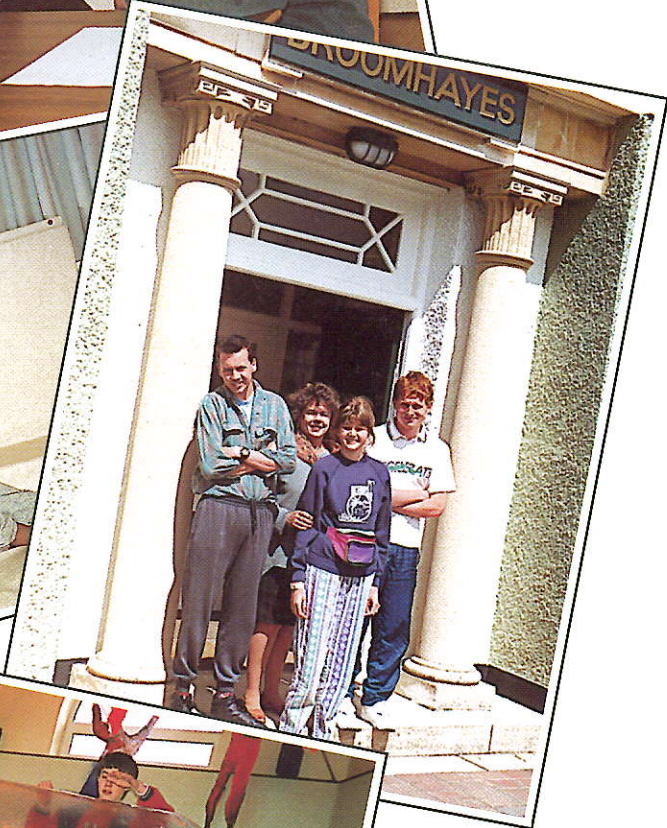
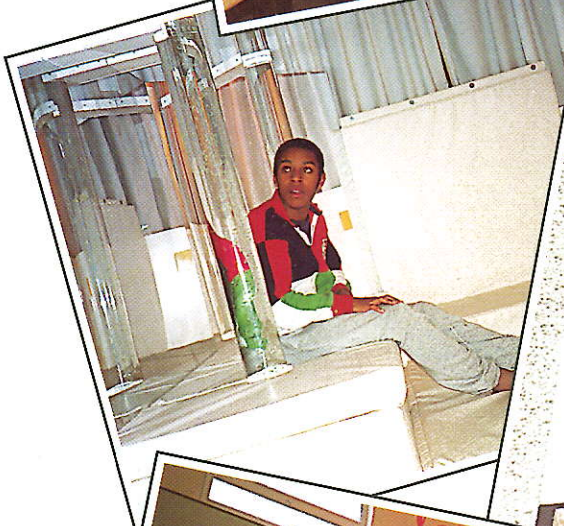
The following are all interrelated components of a specialised individual education plan for children with autistic spectrum disorders.

- |          |                    |  |
|----------|--------------------|--|
| <b>S</b> | <b>Structure</b>   | Enabling the child to predict events - routines and programme format. Reduction of anxiety. Environment and processes are modified to assist learning and communication. Recognition that open-ended choice creates anxiety. |
| <b>P</b> | <b>Positive</b>    | Approaches and expectations. Intervening in the child's autism - providing physical and educational programmes. Building on strengths. Enhancing self-confidence and self-esteem.  |
| <b>E</b> | <b>Empathy</b>     | Seeking to see the world from the child's (unique) viewpoint to enable an understanding of how the child thinks and learns. Starting from the position of the individual child.  |
| <b>L</b> | <b>Low Arousal</b> | Calm, focused, planned positive intervention - removal of clutter and distraction. Non-confrontational style - supported rehearsal of potentially aversive tasks or events.  |
| <b>L</b> | <b>Links</b>       | With parents and mainstream education. Achieved by partnership, inclusion and accessing the National Curriculum. Parents closely involved in all processes.  |





# Life at Broomhayes School

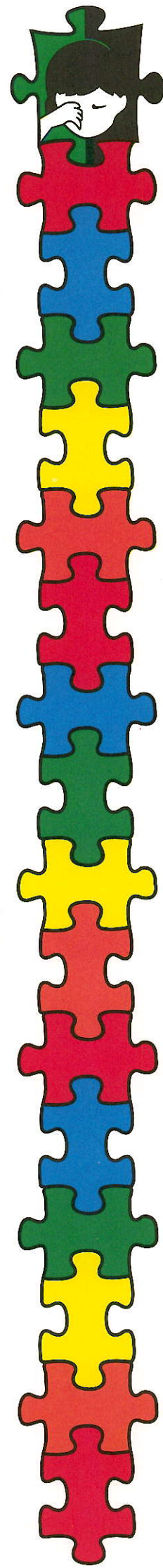




## CRITERIA FOR ADMISSION TO NATIONAL AUTISTIC SOCIETY PROVISION

**For consideration for admission to Broomhayes School a child should:**

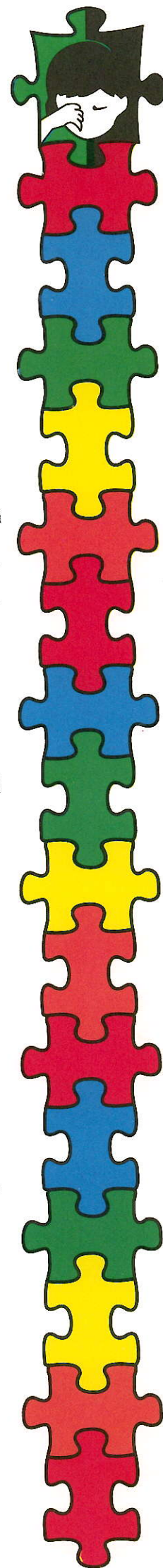
1. Have the condition of autistic spectrum disorder recognised as their prime need. This will usually be clearly identified on their Statement of Special Educational Needs.
2. Have, to varying degrees, the following:
  - \* A communication impairment. This involves difficulty in making sense of, and using, all aspects of verbal and non-verbal communication. This includes gesture, facial expression, body language and the timing of communication in addition to speech.
  - \* A social impairment. This includes a fundamental disability in developing social empathy (being able to understand something from another's point of view or perspective), thereby affecting the child's ability to make relationships with others.
  - \* A rigidity and inflexibility. This can extend to every area of the child's thinking language and behaviour. Examples of this can include ritualistic and obsessive behaviour, literal thought, insistence on sameness and difficulties with creative processes.
3. Have needs that require the support of a 52 week provision. These may be social or family needs, through family breakdown or bereavement, or due to the complexity of the students difficulties including severe challenging behaviour. Students may also board due to distance from the family home.
4. Have in addition:
  - \* The commitment and support of their Parents/Guardian/Carers to the SPELL approach used in National Autistic Society Schools.
  - \* Their needs recognised through appropriate band funding by the sponsoring authority.
5. Consideration will be given to a child's level of functioning, learning difficulties, age, compatibility with peer group.





## Procedures for Admission

1. Parents and professionals are welcome to visit the school to inspect the provision which is on offer.
2. It is the funding authority which makes a formal application for placement.
3. Referrals are received from local education authorities, Social Services or health departments and requests for placement which follows on from an individual child's Statement of Special Educational Needs, or as part of an assessment.
4. After considering the referral papers the school will contact the funding authority to enquire whether they require staff to make an informal assessment visit. This is requested in writing. On receipt of the request an appointment to visit and observe the child who has been referred will be made. The school reserves the right to recoup reasonable costs for travel/accommodation incurred in any such assessment. For certain pupils a school visit will take place before a final decision is made.
5. If the Principal is satisfied the school can meet the child's needs a report is sent to the funding authority including fee level and contractual terms for the placement. The funding authority is given the opportunity at this stage to indicate whether they would wish the child to be considered for admission when the 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 the funding authority 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 appeal procedures and decision.
7. Discussion with the funding authority based on the assessment and observations will establish a child's initial funding band using the NAS matrix of need (see Appendix 1).
8. On admission to the school, children are placed within a compatible group. During the first six weeks staff will observe all aspects of the child's levels of functioning and will have discussion on a regular basis as to progress or concerns which may evident within the period.



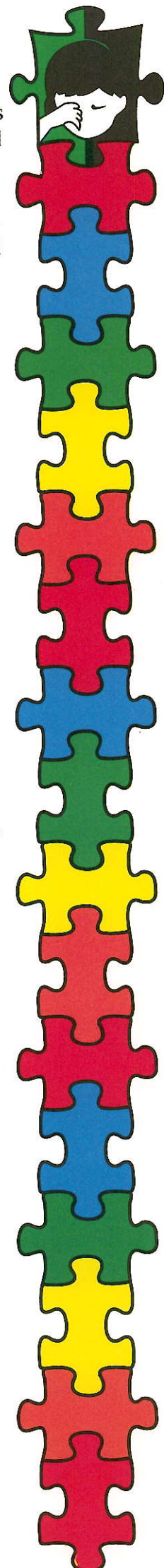
## Review of Placement

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 funding authority will be informed and further advice offered. In some instances a decision will be deferred subject to full consultation with all appropriate parties.

## REMISSIONS POLICY STATEMENT

- \* 3 months notice is necessary if the parents or the funding authority wish to remove a pupil.
- \* In lieu of notice, 3 month's fees will be charged for which the funding authority will be responsible.
- \* If a pupil does not appear to be benefiting from attendance at the school, the school authorities will give at least 3 months notice to the parents and the funding authority that the pupil will have to be placed elsewhere.
- \* The Principal is entitled to exclude a pupil from school if there is a risk of the pupil endangering him/herself or other pupils/staff and, in some cases, property. Twenty-four hours' notice will be given to the parents and the funding authority. Exclusion is subject to confirmation by the NAS Director of Services and the Service Support Committee.





## SCHOOL ORGANISATION

The students are grouped at Broomhayes according to age and individual needs. There are five tutor bases:

**K3 (Keystage 3)** Students aged 10 - 14 years. This is the youngest group in the school, where most admissions are made. This group undertake baseline assessments and establish individual educational programmes for the students. The focus is on developing learning skills.

**K4S & K4A (Keystage 4)** Both for students aged 13 - 16 years. Some students may be admitted to Broomhayes into K4. This group focuses on developing learning and academic skills alongside social and behavioural skills.

**LINKS** Students aged 15 - 17 years. This group focuses on the move from the more academic curriculum to education for later life. Vocational and independence training increases.

**ACCESS** Students aged 16 - 19 years. Our further education group focuses on accessing adult life. Through vocational training, work experience, independence training and opportunities to access the community and further education beyond Broomhayes.

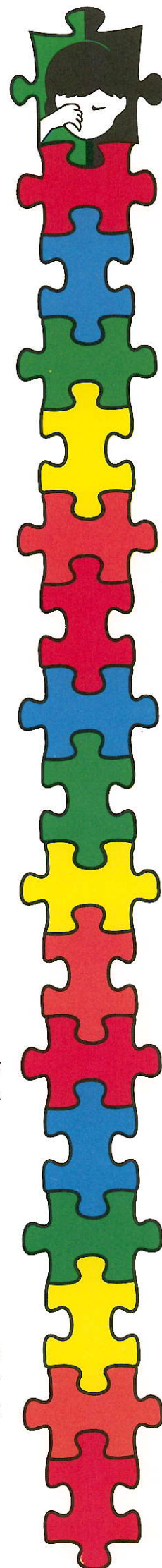
## THE SCHOOL YEAR

Broomhayes School is a 52 week provision. The students' year is divided into curriculum weeks and leisure weeks.

During curriculum weeks the students follow a detailed educational programme and timetable. During leisure weeks education continues but the students are learning about leisure skills and how to have fun! Where students are able to return home for holidays, parents are encouraged to take their children during leisure weeks. A current timetable of leisure weeks is enclosed.

## SCHOOL DAY

The formal school day starts at 9.00am (10.00am on Mondays) and ends at 3.00pm or 4.00pm, but education continues across the full day through the 24 hour curriculum. Structured programmes and detailed IECs ensure that skills learnt in the class room are generalised within the residential setting.





## REVIEWS

In accordance with the relevant legislation, Annual Educational Reviews are held at Broomhayes. Parents, pupils and professionals will be asked to submit documentation prior to the review for circulation to all concerned.

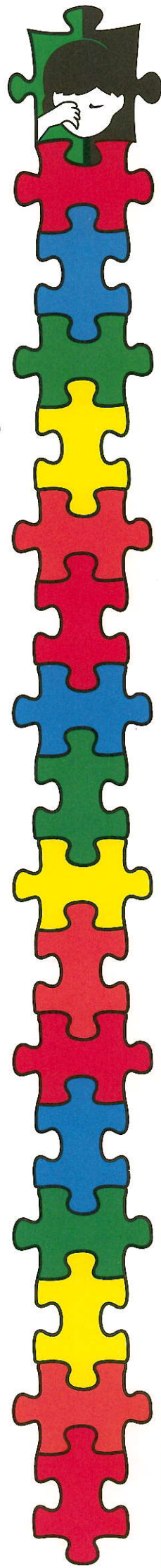
Pupils will be invited to attend the review in full or part unless this is seen not to be in their best interests. Individual Educational Care Plans (IECPs) will be devised to develop, monitor, review and record the progress of pupils. IECPs are designed to meet each pupil's individual needs as identified in their Educational Statement.

Students whose placement at Broomhayes is funded by Social Services require additional statutory Social Services Reviews. These are the responsibility of the funding Social Services but may be held at Broomhayes.

## INTEGRATION

Inclusion into Mainstream School/Further Education/Work Experience is seen as an extension of a pupil's education, providing the opportunity to teach social skills/awareness in real situations and/or extend academic attainments.

All pupils will have access to an integration programme when it is considered appropriate to their individual needs. Integration is reviewed regularly.





## CURRICULUM

Broomhayes School aims to provide a broad, balanced and relevant curriculum for students with autism. This is modified to meet the needs of individual students but will include access to the National Curriculum at a level appropriate to the students age and ability.

It is recognised that many other skills are required beyond the 'formal' curriculum including social, behavioural, personal and self help skills, self management and leisure skills. These are taught both within the class and residential setting.

### MATHEMATICS

Mathematics is taught as a relevant part of the wider school curriculum. Pupils can develop an understanding of the world around them through the teaching of mathematics.

Pupils are provided with real life opportunities and situations when using and applying mathematics across the curriculum. This is especially valuable in the areas of personal, social and health education, which provides opportunities to develop skills useful in later life.

### ENGLISH

Total communication is taught, with the verbal/spoken word where appropriate accompanied by an object, symbol, photograph or gesture. The teaching of speaking and listening embraces all aspects of communication.

The teaching of English at Broomhayes School will be meaningful and relevant to the needs of pupils with autism and is set in real, practical and concrete situations.

### SCIENCE

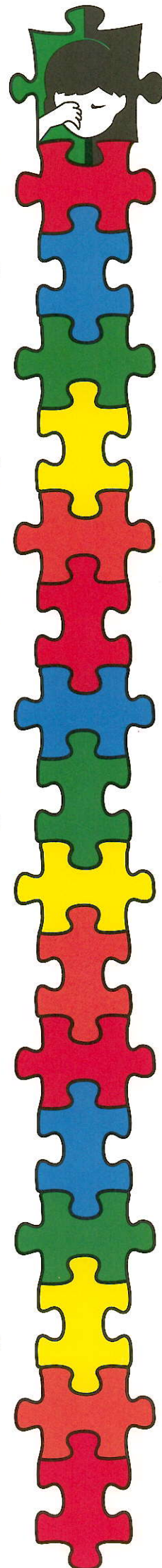
We aim to help a pupil with autism understand the world around them through the practical application of science.

Effective and relevant science teaching takes place through the teaching of self-help, living and vocational skills. These skills assist pupils to be as personally independent as possible.

### FOUNDATION SUBJECTS

The foundation subjects - history, geography, art, design and technology are taught through Topic/Integrated Studies.

Topic/Integrated Studies are taught on a five yearly cycle.





## RELIGIOUS EDUCATION

Within Broomhayes RE is seen as a positive part of the students' education for life. Through RE each student is encouraged to explore feelings and emotions and to develop an awareness of relationships with others. In class and whole school groups they will celebrate their own achievements in life and those of their peers. Each child will be given equal access to RE taking into account their own specific needs and beliefs. Although RE will be broadly Christian in nature, it will include and encourage respect for all other religions and individual beliefs.

Parents will be given a copy of the school's RE policy on their child's admission and asked to complete a form to ensure that RE reflects their wishes for their child.

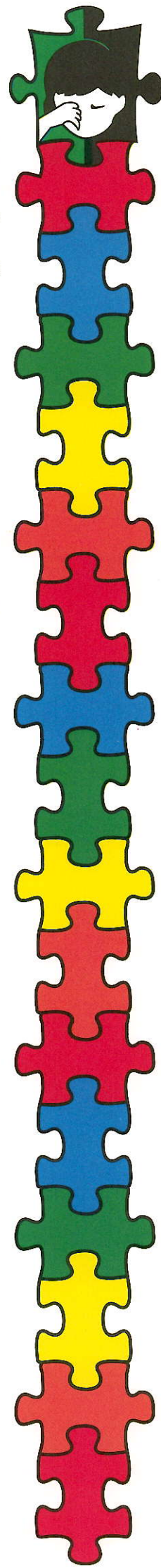
## COLLECTIVE WORSHIP

The whole school meets for an act of collective worship weekly. Through active participation students are provided with opportunities to:-

- \* develop a sense of community.
- \* develop an understanding of the importance of religious beliefs.
- \* explore and share beliefs.
- \* consider the feelings and needs of others.
- \* celebrate achievements.
- \* celebrate the festivals and customs of religions.
- \* develop listening skills and reflective thought.

Although broadly Christian in nature, opportunities will be given to explore other religious beliefs.

Parents will be given opportunity to express their wishes and students may be withdrawn from acts of collective worship.





## PHYSICAL EDUCATION

Broomhayes School recognises that Physical Education, taught in a safe supportive environment, is a vital and unique contributor to the physical development and well being of all pupils and can aid the development of self control and self management of behaviour.

A full-time Physical Education teacher leads individual programmes for each student, combining fitness training with skill and sports training. P.E. is taught within the well-equipped school hall and using local sports facilities. The nearby Tarka Trail provides a safe cycle way where students can use a variety of school bicycles and tandems to develop their fitness. All students have opportunities to attend local swimming pools weekly.

## INFORMATION TECHNOLOGY

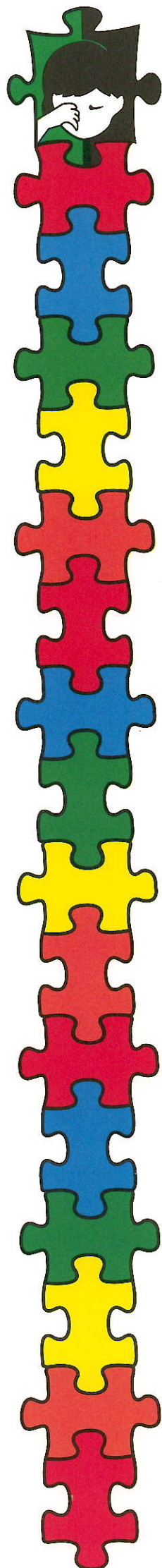
Information Technology will be used across the curriculum as an aid to learning and a variety of experiences of technology in everyday life will be provided to encourage the understanding of cause and effect in realistic situations.

## PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, Social and Health Education is seen as an important core element in Broomhayes School. The school recognises that pupils with autism have a range of emotions, feelings and needs and, like all pupils, have equal entitlement to sex education. The planning of the sex education component is tailored not only to the age but also to the understanding of the individual and is broad in both concept and content leading to a greater understanding by the pupil. Parents will be fully involved in sex education planning for their child.

## HORTICULTURE

The school has a well-equipped Horticulture section that offers a range of opportunities to all students. Through developing and maintaining a garden bed, to developing plants for sale, horticulture enriches the 24 hour curriculum.





## ASDAN

Broomhayes School offers nationally recognised external accreditation, by recording achievement and progression through the Award Scheme and Development and Accreditation Network (ASDAN).

The scheme offers an activity-based "curriculum enrichment" programme for students aged 14-19 to provide a framework of activities for developing and accrediting independent living and personal skills. The scheme supports students in negotiating and organising their own activities and learning, through a process of PLAN DO REVIEW. Progress is recorded within the framework of the National Record of Achievement (NRA), and records the use of Key Skills.

The recognition of Key Skills follow the criteria specified by the National Council of Vocational Qualifications (NCVQ), although through the award scheme competence can be recorded at pre NCVQ level 1. The Key Skills are:

- Communication
- Working with others
- Improving my learning
- Using Number Skills
- Information Technology
- Problem Solving

The ASDAN award scheme is moderated externally, which also allows teachers to exchange good practice and ideas. Due to the large number of organisations running ASDAN programmes the scheme offers a smooth transition and progression for students leaving Broomhayes. Further the scheme offers a good record of skills and levels of support needed, which is formulated into a useful record of achievement.

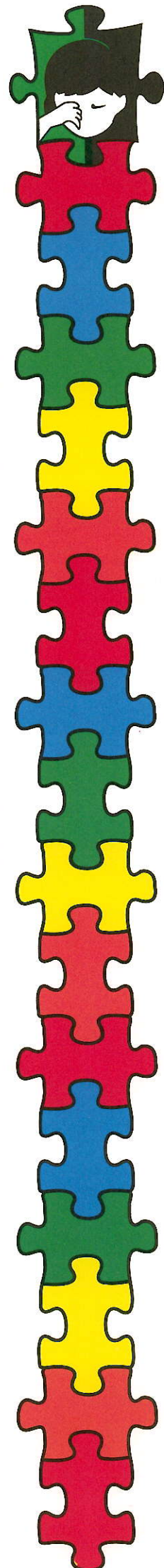
## EXTRA CURRICULAR ACTIVITIES

A range of extra curricular activities are offered as part of the 24 hour curriculum.

Activities include:

- Music group
- Horticulture
- Badminton

- Woodwork
- Horse-riding
- Snooker





## RESIDENTIAL ORGANISATION

The residential areas are divided into small home groups of between 6-7 students. Students are grouped according to social need, friendships and level of needs.

All students have their own bedroom which they are encouraged to personalise, both with decorations and toys and personal belongings. Some students bring with them their own television and video, or music system. Where necessary specialised units will be provided to protect electrical items.

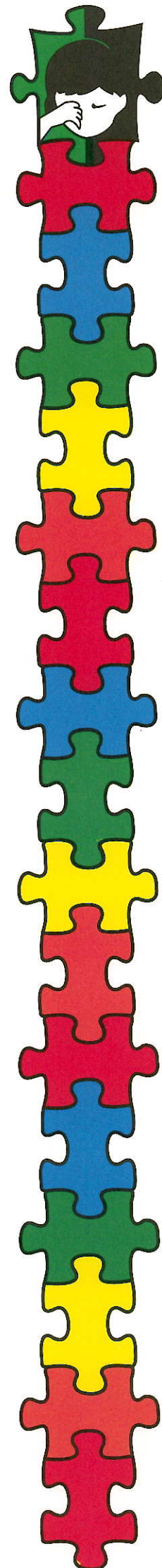
Each home base has a sitting room, dining room or dining area, quiet room and kitchen. Students are encouraged to care for the home area and learning cooking and independence skills in real life situations.

## KEYWORKERS

Students are supported within the residential setting by keyworkers. Keyworkers develop individual educational care plans in conjunction with the student's teacher, support and care for their key child and provide a link between home and school.

## RESIDENTIAL ACTIVITIES

Students are offered a range of activities within the residential setting as well as being supported during 'free time'. The students follow individual timetables which include opportunities to learn new skills, relax and have fun.



## LINKS WITH PARENTS

For students resident away from home, contacts with the members of their family are very important and every effort is made to support these links. Parents are welcome to visit the school at any time, however, a telephone call prior to the visit is requested to ensure the student will be on-site and staff available if necessary. Students are encouraged to telephone and write to their families regularly. Parents are welcome to telephone the school to speak to their child at any reasonable time. Parents may be asked to call back if the student is involved in an activity that cannot be disturbed.

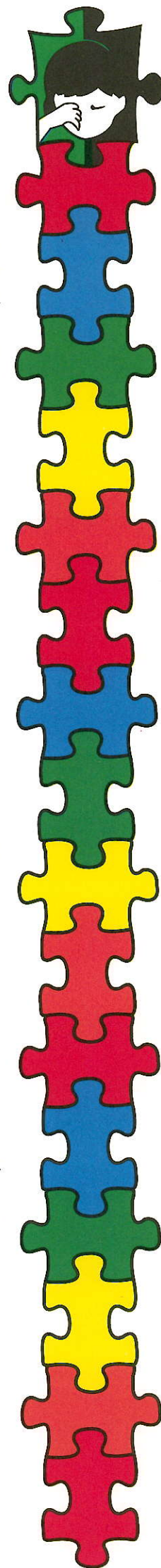
Students may visit home on a flexible basis according to their own and their families needs. These visits would generally take place during weekends or leisure weeks. Transport to and from school is the responsibility of parents or the funding authority.

## COMPLAINTS PROCEDURE

In relation to a complaint any parent/pupil/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 to be available upon request.

## MEALS

All meals will be cooked on the premises using quality meat, vegetables and fresh fruit. A six week rota menu is to be prepared by the Catering Manager in consultation with the Principal and will offer a wide and varied diet of nutritious food. A choice is offered at all meal times and pupils individual dietary and cultural needs are catered for. Additives are avoided.

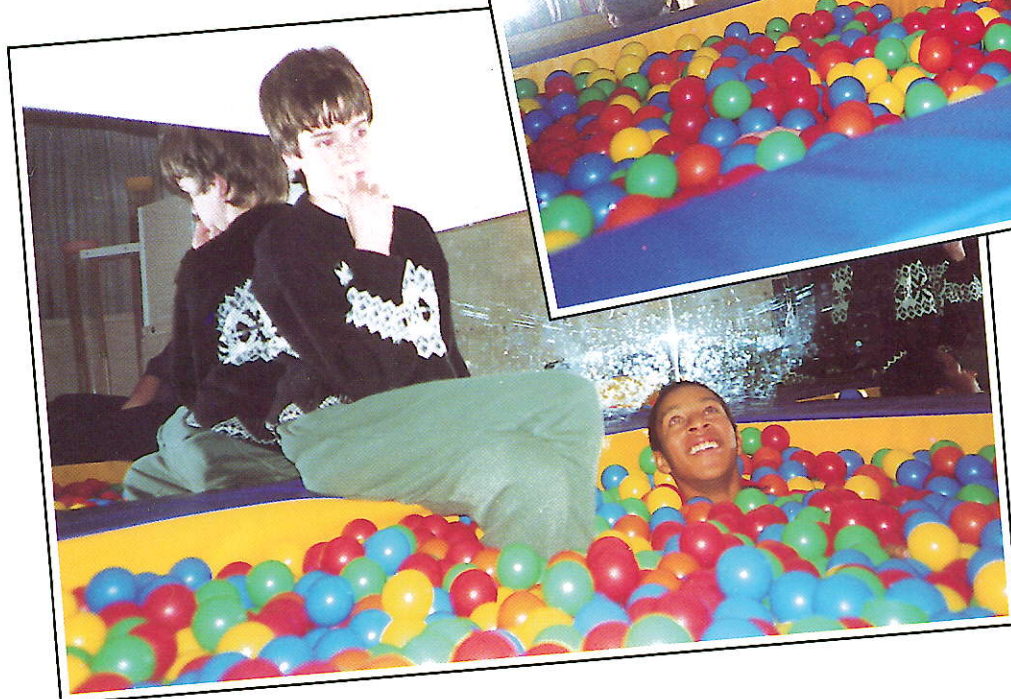




---

## Fun in Ball Pool

---





## BEHAVIOUR

Students at Broomhayes School have a Statement of Special Educational Needs and have all been diagnosed as on the autistic spectrum, having an impairment in language and communication, social awareness and imagination.

Behaviour problems are common in children with autism and are frequently and intrinsically related to their underlying social impairments and their rigid, repetitive and ritualistic nature. Frustration and anxiety are common features of the child with autism's experience. Some of the students have had previously unsuccessful educational careers prior to their arrival at Broomhayes. These can lead to the presentation of challenging behaviour.

Behaviour is managed at Broomhayes on an individual basis and always reflects a respect for the individual, their needs and difficulties. A detailed assessment is undertaken of a student's needs on admission. An Individual Response Strategy Plan is developed, providing guidelines on how to respond to the student at various stages of arousal, providing support to diffuse situations and prevent or minimise the likelihood of a serious behavioural incident.

## OPEN TIME

Often students attending Broomhayes have experienced unsuccessful educational careers prior to their arrival at the school. For some, even entering a classroom can be a distressing or challenging experience, whilst for others the presentation of "formal tasks" and activities can result in serious avoidance behaviours. The proximity of their peers, even in informal care times may cause distress to others.

By allowing off task, pressure-free periods (to be called 'Open Time') during the course of teaching sessions enables students to be maintained in the school and residential settings. Open time strategies for each student form part of the Individual Response Strategy which is created following assessment and review, with agreement by parents and guardians and funding authorities. Open time may include, for some students, voluntary withdrawal into an open room, a quiet, clear room with few distractions available in both school and residential settings.

## INTERVENTION STRATEGIES

Interventions are never used as sanctions (punishments) or deterrents. Any intervention selected must be part of the pupil's agreed programme and is appropriately recorded and reviewed.

Interventions include:-

Verbal prompts, redirection or diversion  
Environmental/situational change

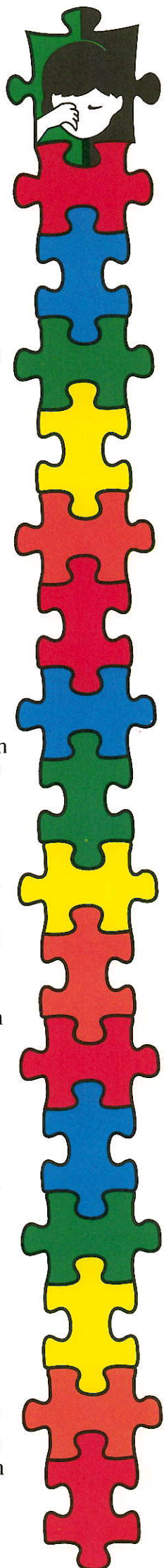
Physically blocking  
Physical escort

Where the above strategies have proven not to be possible or ineffective then the following 'last resort' strategies may have to be used to manage a student who has lost control and is behaving in a way which is resulting in or is likely to result in injury:-

Withdrawal

Physical Restraint

Seclusion





---

## Relaxing

---





## MEDICAL CARE

All students at Broomhayes School are registered with local General Practitioners. The School Medical Officer is a G.P. from this practice and visits weekly. The school employs a part-time School Nurse who monitors medication and general health issues.

Medication is administered only within the strict guidelines of the school's Medication Policy and with the consent of parents or guardians.

Regular dental screening is offered and treatment, if required, can be arranged. Access to physiotherapy, occupational therapy or specialist consultants is made through the School Medical Officer.

Dr. Morris, a Consultant Psychiatrist, visits monthly and undertakes psychiatric assessment when required. In consultation with parents and school staff Dr. Morris prescribes and monitors medication to support the management of behaviour where it is felt to be appropriate as part of a detailed behaviour programme.

## SAFETY/CARE

Staff endeavour to make all pupils 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 regular checks are undertaken of all safety equipment.

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.

Broomhayes School will meet the requirements of the D.F.E.E. in both the education and care provision. The school is part of the NAS Accreditation Scheme and as such is reviewed annually.

## USEFUL CONTACTS

Richard Mills MA (Psychol), CQSW, FRSA  
Director - Services, NAS

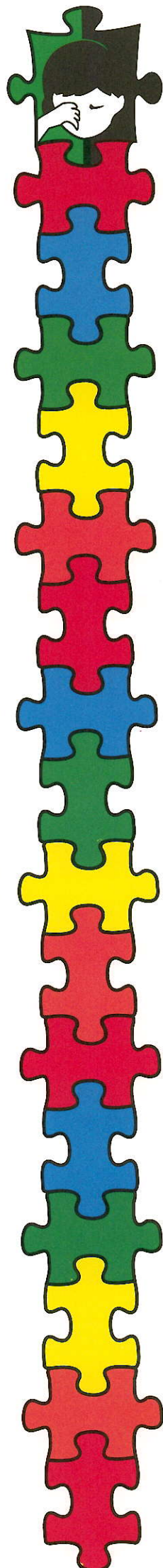
Mike Collins MA, Bed (Hons), Dip MH, Cert Ed  
Education Advisor/Manger, NAS

Rosemary A. Siddles Cert TMCh, Dip Psych CH (Birm Univ)  
Education Advisor/Manger, NAS

National Autistic Society, Church House, Church Road, Filton, Bristol, BS12 7BD  
Tel: 0117 987 2575 Fax: 0117 987 2576

**This information will apply to the academic year 1998-1999 and was correct at the time of printing May 1998.**

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

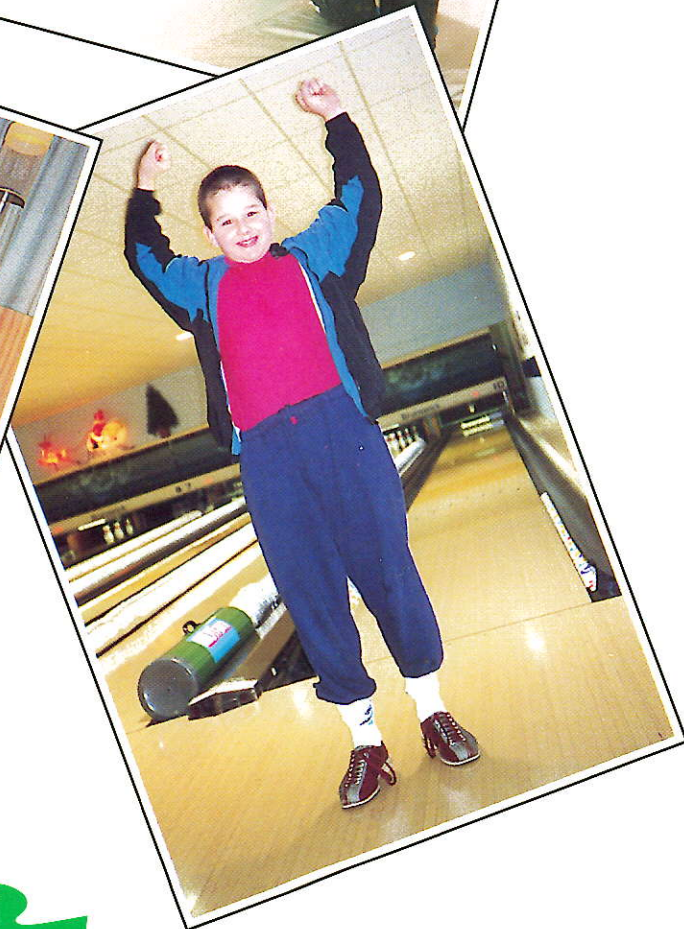
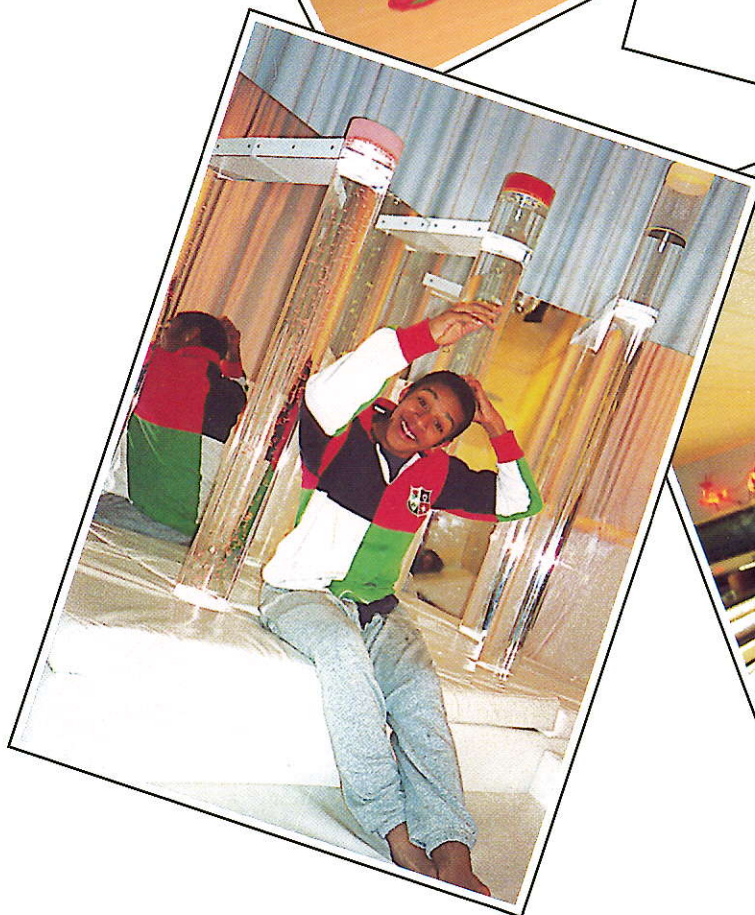
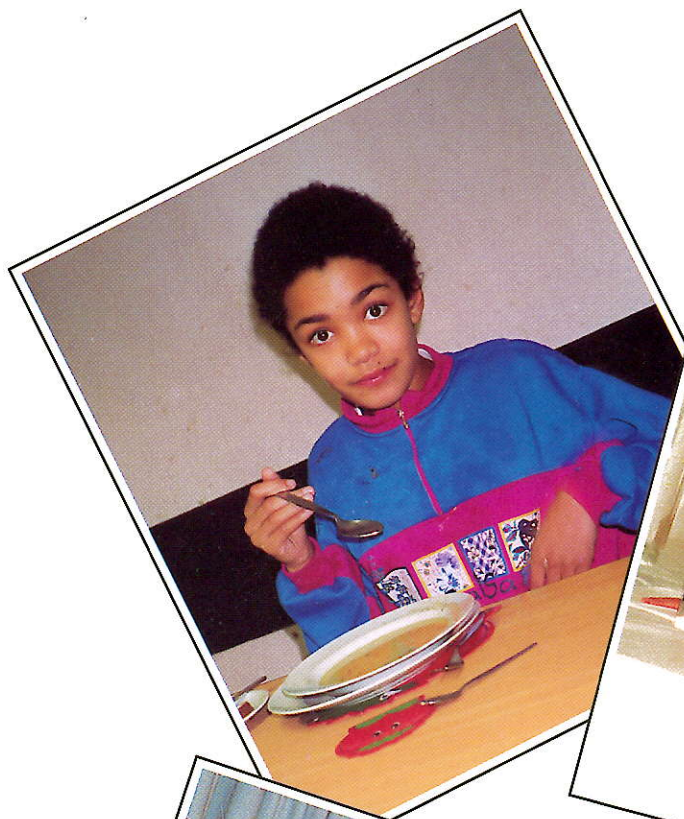




---

Happiness is...

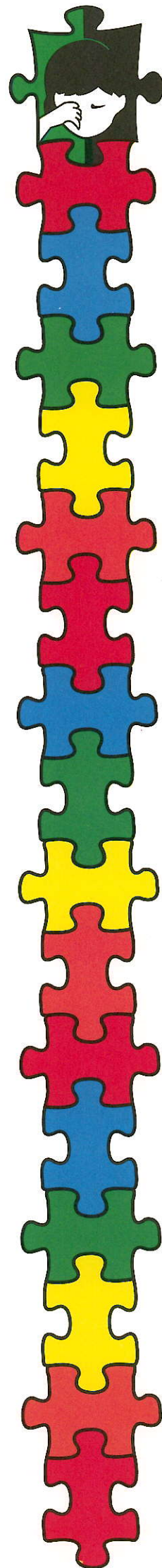
---





## LEISURE WEEKS 1998

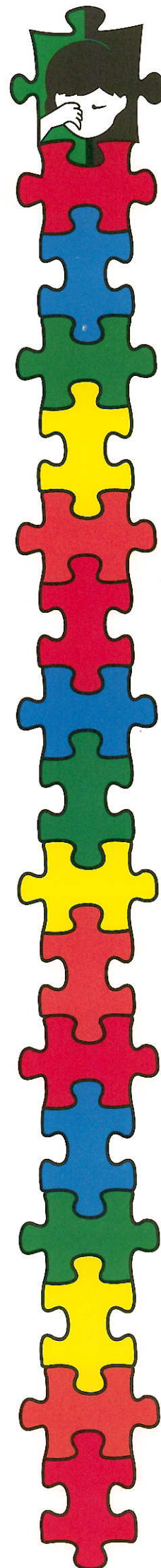
26th January	-	30th January	(1 week)
2nd March	-	6th March	(1 week)
6th April	-	17th April	(2 weeks)
18th May	-	29th May	(2 weeks)
6th July	-	10th July	(1 week)
17th August	-	28th August	(2 weeks)
28th September	-	2nd October	(1 week)
2nd November	-	6th November	(1 week)
21st December	-	25th December	(1 week)





## LEISURE WEEKS 1999

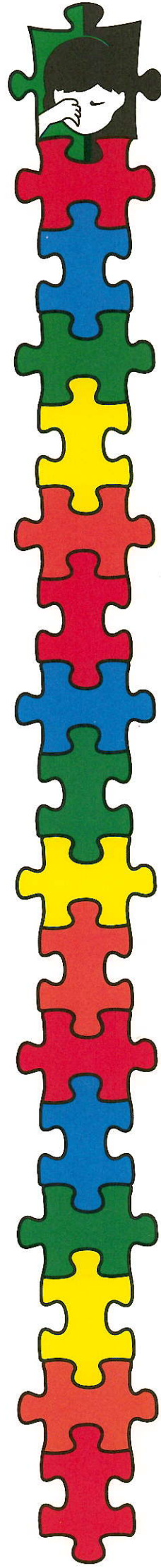
25th January	-	29th January	(1 week)
8th March	-	12th March	(1 week)
5th April	-	9th April	(1 week)
17th May	-	28th May	(2 weeks)
5th July	-	9th July	(1 week)
16th August	-	3rd September	(3 weeks)
4th October	-	8th October	(1 week)
15th November	-	19th November	(1 week)
20th December	-	24th December	(1 week)





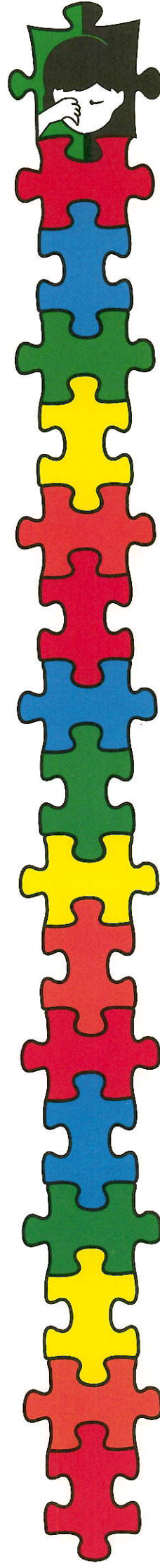
## DEFINITIONS OF BANDING

	STANDARD	ENHANCED	INTENSIVE	EXCEPTIONAL
<u>Physical Environment</u>	<p><b>School</b></p> <p>A specialist school required for a substantial portion of the child's time. Access to specialist resources, eg, sensory room, soft play, life skill environments, low arousal/safe areas. To include safe, secure physical boundaries. Possible access to a mainstream peer group as part of their educational opportunities. Controlled access to unsupervised situations.</p>	<p><b>School</b></p> <p>As for Standard Band but including for example, additional time limited access to particular resource bases may be required for the delivery of structured programmes etc. This may be from within school facilities or part of a inclusion programme in a mainstream setting. Access for some periods of time to adapted environment to provide Enhanced security.</p>	<p><b>School</b></p> <p>A specialist facility may be required, eg, a total low stimulus base within the specialist school setting, for a substantial portion of the child's time. Access to facilities sited in Standard and Enhanced. Adapted environment to provide Intensive security.</p>	<p><b>School</b></p> <p>A highly specialised environment is required for all of the time the child is in the setting dealing with a combination of complex and challenging behaviours, physical and intimate care needs. Adapted and secure environment needed at all times. Access to facilities noted in Standard, Enhanced and Intensive bands. Full time access to highly specialised small group teaching environment. An educational placement where staff are available for behaviour support. A setting where individual and small group arrangements is the norm.</p>
	<p><b>Residence</b></p> <p>If residential placement, access to autism friendly/specific environment out of school hours. To include safe, secure physical boundaries, access to a range of domestic and recreational environments (on and off site). Possible access to peer groups, eg youth clubs, etc. Controlled access to unsupervised situations.</p>	<p><b>Residence</b></p> <p>As for Standard band but including access to an adapted environment provide Enhanced safety. Access to supervised community experiences.</p>	<p><b>Residence</b></p> <p>Adapted environment to provide Intensive security and safety. Access to facilities sited in Standard and Enhanced with appropriate level of supervision.</p>	<p><b>Residence</b></p> <p>Single room occupancy which may require adapted safety and security features. Access to safe relaxation and leisure opportunities. Access to community with high level of support and supervision.</p>



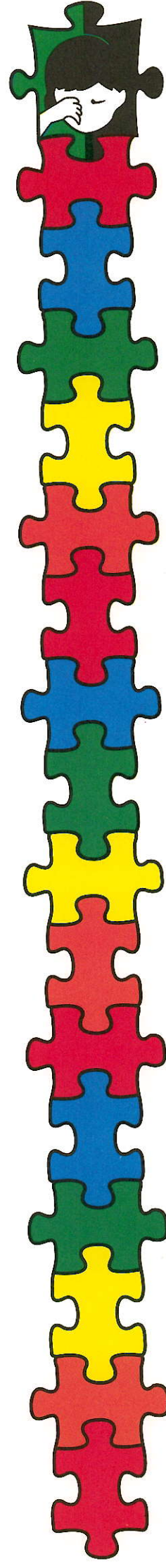


	STANDARD	ENHANCED	INTENSIVE	EXCEPTIONAL
<u>Curriculum and How it is Delivered</u>	<p>Significant differentiation is needed in one or some areas of the National Curriculum requiring structured and clearly targeted programmes in learning and/or behaviour which are subject to termly review monitored through a child's individual education programme. Delivery of curriculum would be through The National Autistic Society's SPELL approach, see attached sheet. This approach has been developed in response to the triad of impairment which affects all children with autism spectrum disorders.</p> <p>Child will have opportunity to take part in externally accredited, nationally recognised assessment, eg SATs, GCSEs, City &amp; Guilds, etc, unless dis-applied.</p> <p>Each child will have their own record of achievement.</p>	<p>Significant to substantial differentiation is needed in one or some areas of the National Curriculum requiring structure and clearly targeted programmes in learning and or behaviour which are subject to monthly review and monitored through the child's IEP. Consultation with agent(s) external to the class room on elements of individualising teaching plan.</p> <p>Opportunities to have access to external accreditation as in Standard band where appropriate.</p> <p>Each child will have their own record of achievement.</p>	<p>Very substantial and specialised differentiation is needed in wide areas of the National Curriculum requiring weekly review and consultation with agent(s) external to the classroom through an individualised teaching plan.</p> <p>Opportunities to have access to external accreditation as in Standard band where appropriate.</p> <p>Each child will have their own record of achievement.</p>	<p>The Curriculum which the child follows is radically different from that provided at other band levels requiring daily review and consultation with agent(s) within and external to the school in order to establish the pre-requisites for learning, eg, cognitive, behaviour management. The National Curriculum will be either very substantially differentiated or dis-applied. Access to an alternative curriculum based on communication, social skills, independence training and basic literacy and numeracy.</p> <p>If appropriate access to external accreditation as in Standard band.</p> <p>Each child will have their own record of achievement.</p>





	STANDARD	ENHANCED	INTENSIVE	EXCEPTIONAL
<u>Level of Child Support Required</u>	<p><b>School</b></p> <p>Supervision with controlled access to unsupervised situations where appropriate. Staffing levels 1:2 - 1:3. Up to 20% of the time in 1:1 learning situations or as part of short term behaviour support to avoid causing stress to self/others. A child will have little or no appreciation of danger, might have occasional incontinence, child will wander away if unsupervised. All children in Standard may on occasion require Enhanced support. Access to an educational placement where staff are available for behavioural support. Access to staff skilled in a range of communication and a setting where individuals and small group arrangements are the norm.</p> <p><b>Residence</b></p> <p>Conditions as above. If residential 1:3. All children in Standard may on occasion require Enhanced support. Access to a residential placement where staff are available for behavioural support. Access to staff skilled in a range of communication, a setting where individuals and small group arrangements are the norm.</p>	<p><b>School</b></p> <p>Enhanced level of individual child support, 1:1 required for up to 50% of the time, eg, behaviour support - no fear or appreciation of danger, incontinence of urine and faeces, destructive of everyday items, risk of self injury, anti-social behaviours (eg, faeces smearing, inappropriate masturbation, spitting), child will not engage on task without close prompting. May require Intensive support from time to time. Constant supervision and direction.</p> <p><b>Residence</b></p> <p>Conditions as above. In a residential setting staff pupil ratio of 1:2 in the evening, 1:3 during sleeping hours. Access to staff skilled in a range of communication and a setting where individuals and small group arrangements are the norm.</p>	<p><b>School</b></p> <p>Staffing support day 1:1, 2:1 when access in community/other facilities. Constant supervision/direction to prevent injury to self or others. Examples include no fear or appreciation of danger, seizures - Enhanced medical supervision, incontinence over 24 hours, destructive of fabric and serious anti-social behaviours (eg, vomiting at will, smearing, throwing objects). May need Exceptional support at times. This Intensive level of individual support contact will likely include primary care needs, eating, toileting, intimate care, etc.</p> <p><b>Residence</b></p> <p>Conditions as above. Evenings child to staff ratio 1:1, 1:2 in sleeping hours. Access to staff skilled in a range of communication and a setting where individuals and small group arrangements are the norm.</p>	<p><b>School</b></p> <p>Constant supervision and direction, occasional restraint required. Staffing support day 2:1, 3:1 when access in community/other facilities. Examples include serious, persistent or frequent assaulting or self-injurious behaviour, no fear or appreciation of danger, serious anti-social behaviours (eg, smearing, throwing faeces, vomiting at will), incontinence over 24 hours, destructive of fabric and furnishings, history of dangerousness (eg, arson, serious physical attack), history of vulnerability (eg, sexual or physical abuse). May need additional support in times of crisis and extended primary care needs.</p> <p><b>Residence</b></p> <p>Conditions as above. Support 2:1 evenings, sleeping hours 1:2. Access to staff skilled in a range of communication and a setting where individuals and small group arrangements are the norm.</p>





STANDARD	ENHANCED	INTENSIVE	EXCEPTIONAL
<u>Level of Specialised Resources and Facilities</u>	All children will have access to appropriate communication systems, be these symbolic (photographs, Makaton etc.), delivered and/or monitored by the school Speech and Language Communication Therapist. Behaviour management programmes supervised by a Clinical/Educational Psychologist, with overview and advice from Elliot House.	As for Standard practice but to include additional access to sensory and soft play facilities. Access to safe outside environment.	Adapted and secure environment needed with access to facilities sited in Standard and Enhanced bands. Access to protected IT equipment and other classroom apparatus and learning materials. Specialist communication systems may be required.
			Highly specialised resources, facilities or technology not normally available and deployed/ designed for the child's specific use on a continuous basis. Access to safe and protected IT equipment and learning materials.

STANDARD	ENHANCED	INTENSIVE	EXCEPTIONAL
<u>Level of Specialised Agent(s) Involvement</u>	Need identified and monitored by class teacher and supported by school's specialist, eg Clinical or Educational Psychologist, Language and Communication Therapist, Music Therapist and Art Therapist where appropriate.	Agreed monitored support and advice from agent(s) sited in Standard level on a regular basis to small groups of children by specialist agent(s) over and above learning support and engaging one or all of external agents sited in the Standard band.	Agreed, monitored and delivered support on a regular basis to small groups of children by specialist agents. Engaging one or all external agents sited in Standard and Enhanced bands. Will also include behavioural programme manager's input and supervision. Consultation with agents external to the school.
			In addition to services noted in previous bands, there will be agreed, monitored and delivered support individualised in a specialist setting with daily monitoring of behaviours.

