



**Wiltshire Centre
Enhanced Resource
Provision for Autism
Spectrum Conditions
Reviewed June
2016**



JOSEPH ROWNTREE SCHOOL AUTISM ENHANCED RESOURCE PROVISION (WILTSHIRE CENTRE).

The Wiltshire Centre is based within Joseph Rowntree School, situated on the ground floor to the right of the Reception area. The Wiltshire Centre provides an education for students with significant and complex autism, but of mainstream ability who require highly specialised and individual arrangements which cannot be practically or reasonably put in place by a mainstream school.

Students are taught curriculum subjects in mainstream lessons in the school but dependent on their need may additionally have time in the Wiltshire Centre. They take part in group work and individual work based on their own individual need. Groups cover social interaction skills, support life skills and individual needs.

Timetables are student centred and designed for individual students so they can have significant differences. Access to classes in school is dependent on the student's ability to complete the subject and so we are able to adapt timetables according to student's needs. We hope to provide a mainstream experience with ASC specific support for pupils to reduce anxiety but also to provide firm expectations and clear boundaries for our students.



Dinner arrangements:

Students can bring sandwiches or buy lunch in school. A swipe card system is used where money is credited to the card; the card is then used to pay for lunch at the till. ASC students are encouraged to eat their lunch in the Hub where they are accompanied by Autism Centre staff but are also encouraged to mix with their peers.

Contributions for out of class activities:

When students have individual programmes set up for them some activities have a cost implication, i.e. cooking and we ask parents/carers to either supply ingredients for these activities or supply the purchase cost of the ingredients and the finished product will then be sent home. Suitable containers will need to be supplied for this purpose.

Out of school activities:

Support is provided for students during normal school hours. Support cannot be guaranteed for any out of hours activities offered, parents may provide support themselves if they wish their child to attend.

Out of school activities:

During periods when students are out of lessons they may be involved with activities that take them off the school site. All activities will have been risk assessed and students will always be accompanied in school time by a member of school staff who has a current DBS check.

Autism Centre closure:

At times when Joseph Rowntree School is closed, the Wiltshire Centre will also be closed to students.



Positive behaviour management:

Positive behaviour management programmes are implemented for students with challenging behaviour – individual behaviour plan, IBP. The plans will work within the school behaviour policy but with additional layers to exemplify rules and consequences

All students in the centre will work within the school rules and reward system, layers will be added to enable them to work within the expectations

Positive handling:

Whilst it is hoped that most situations with students in school can be resolved and strategies will be in place to support the Autism Centre students with behaviour management in school there may be times when positive handling may be required. Wherever practicable this will be carried out by fully trained staff and will always involve the least invasive form of handling possible, however, staff have a duty of care to keep students safe and in order to do this there may be occasions where pupils need to be handled. Students for whom this becomes a regular occurrence will have full risk assessments carried out for their activities in school and have an agreed positive handling plan in place to describe the process by which they are managed in school.



Goal of the Wiltshire Centre:

To develop and provide a broad, balanced and relevant curriculum using mainstream inclusion, which is specialised, innovative, high quality and well resourced. To continually seek to improve and provide models of good practice which are able to be adopted into mainstream teaching practice.

Aims of the Wiltshire Centre:

- To enable students to have access to a mainstream curriculum whilst providing the right level of support in sessions, to enable them to achieve academically
- To promote and achieve independence at a level that is appropriate to the ability and needs of the students
- To provide specific social skills and life skills teaching in both small groups and individual programmes
- To broaden life experiences and provide opportunities for a range of activities that are extra to the mainstream curriculum. These will develop their skills enabling them to find out which careers could be potentially open to them in the future
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To provide opportunities to gain qualifications that are supplementary to GCSEs where appropriate

To assist teaching staff in resourcing differentiated activities that are relevant and accessible

To establish and maintain active and positive relationships with parents and those with an interest in the welfare and education of the students

To build links and relationships with the community and businesses to raise awareness of ASCs and workplace accessibility

To provide a 'safe haven' for ASC students within the boundaries of the mainstream settings



Criteria for entry:

The Autism Centre has places for a maximum of 10 students. We aim to ensure that the ethos of each year group is not distorted by the presence of challenging youngsters and is therefore robust enough to sustain and support the placement of these youngsters within mainstream classes where appropriate. Placement must be compatible with "the age, ability, aptitude or SEN of the child or young person" , and the "efficient education of others, or the efficient use of resources " (SEN Code of Practice 2014 p172).

Criteria for placement:

The Autism Centre is for students with an ASC. The entry criterion for the Autism Centre is decided through the SEN Panel at the Local Authority and with a clear diagnosis of an ASC.



The relationship of the Wiltshire Centre to the rest of the school

is:

To prepare ASC students so that they might access and thrive in mainstream classes, and thus benefit from the expertise of the teachers and peer environment

To decide when a placement in a mainstream class is in the educational interests of each ASC student, and is without detriment to others in the class

To prepare and support the teaching staff so that they can more effectively meet the needs of each ASC student

To assist the school so that it can respond flexibly to the changing needs of each ASC student

To respond swiftly to support each ASC student, the students they have contact with and the professionals who work with them, when faced with setbacks. The first task is to remove stress from the situation, prior to rebuilding the understandings needed to achieve reintegration

To develop curriculum provision for life skills



Inclusion:

Students will have full access to the mainstream curriculum.

It will be adapted to meet the needs of the individual students accessing the Wiltshire Centre. Students will withdraw from curriculum areas to meet their need for social and life skills teaching. Students may access more time in the centre than in school and vice versa, this will depend on their specific needs and abilities. These skills will be reinforced in the main body of the school by teaching staff

All teaching staff have a clear understanding of the needs of the ASC students through regular opportunities to access inset, advice and strategies given on the Provision Map and pupil profiles which are accessible on the intranet. Staff are able to access and borrow resources that are specific to the teaching and learning of students with ASC in the Wiltshire Centre library. Staff can always request an extra inset based on their needs.

A peer education programme is available to all students in the school to enable them to understand their peers who have a diagnosis. This can be done through year group assemblies, tutor groups or subject specific groups.



Main Heading

Attainment:

The Curriculum is modified to students to enable them to achieve a GCSE or equivalent /alternative qualification where appropriate.

Teaching staff are asked to differentiate work for all students who access the Wiltshire Centre but will be provided with support in terms of further differentiation and resourcing

Students are assessed on their abilities and are provided with the necessary support and extra time in all exams

Teaching and learning:

The Wiltshire Centre is part of the Inclusion Team (ASC, Behaviour , Special Educational Needs and Disability) which ensures that all students are able to access the programmes and facilities that are appropriate to their needs

Individualised and small group programmes are provided by the Inclusion department to those students who need extra support in those areas



Transition:

All students accessing the Autism Centre regardless of year group have the opportunity to access extended and structured transition programmes. This will enable the students to be comfortable and familiar with the school establishment and that transition is a positive experience

Advice and support is offered through our specialist connexions advisor for our KS4 students. Parents, school, professionals and students are all actively involved in the decision making process of the appropriate further education placements of the students

Preparation for work and independent living is one of the key foci for the centre, ensuring that they have the correct skills to cope with this transition and for work experience placements. The experiences that they will have will enable them to find a niche for their skills and with support find a career path for them to help them fulfil their potential