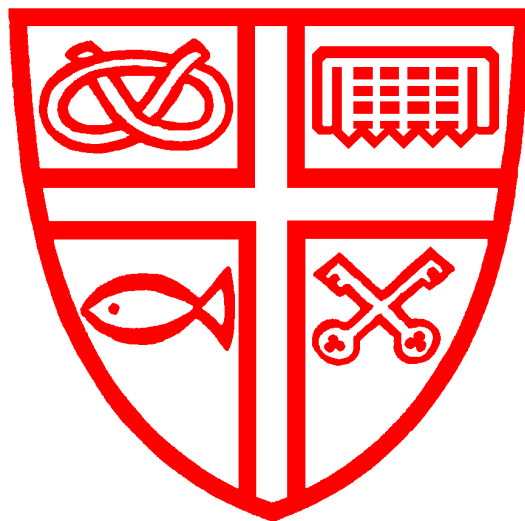


St Peter's CofE (A) Primary School

Love Christ
Love Learning
Love One Another



SEND School Policy
Appendix 2 Autism
July 2020

At St Peter's the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society. "You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:27

St.Peter's CE (A) Primary SEND School Policy Appendix 2 Autism

Autism Policy



'Equal opportunities lie at the heart of all that we do at St.Peter's. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school'.

AUTISM POLICY

1. The Provision

Pupils with an Autistic Spectrum Disorder (ASD) are included in every class throughout the school.

The primary characteristics of ASD are as follows:

Difficulties in:

- _ non-verbal and verbal communication
- _ social understanding and social behaviour
- _ thinking and behaving flexibly (rigidity of thought)
- _ sensory perception and responses.

Pupils with ASD can be affected by sensitivity to sound, touch and/or visual stimuli. Reference to 'a spectrum' of difficulties is made because there is a wide variation of difficulties and needs within the condition and as a child grows and develops these may change.

The pupils with ASD are supported by staff members who have training in aspects of Autism. In addition, many members of staff have received basic training in supporting pupils with ASD so awareness is spread across the school. Structure, visual support and individualised strategies appropriate for each individual are provided to aid a pupil's access to the curriculum.

2. Rationale

Autism Spectrum Disorder affects communication, social understanding, and flexibility in thinking and behaviour. This is known commonly as the 'Triad of Impairments'. In addition to this, there is often a strong tendency towards repetitive behaviour. All of which can result in unusual behaviour.

1. Impairment in social relationships/skills/interaction:

- _ lack of understanding others' feelings & emotions.
- _ very poor at interpreting other people's facial expressions and body language.
- _ individuals may appear aloof, stilted, rude, aggressive, forthright, shy, thoughtless, immature &/or act inappropriately in social interaction situations and consequently fail to form 'real' lasting friendships.

2. Impaired Imagination: is an inability to imagine things, which have not already been experienced, for example:

- _ New or different situations can be unimaginable and therefore perhaps frightening.
- _ Changes in routine are frightening / disorientating without the ability to imagine an alternative order of events.
- _ Do not realise/comprehend other people's mental states are different from their own. An autistic person may not appreciate that other people have their own thoughts, perspectives, plans etc.
- _ Have difficulties with generalisations.

3. Communication and Language. Autistic people have trouble with expressing and projecting themselves and difficulty understanding all levels of communication, which may manifest as:

- _ A literal understanding of language. 'Pictorial language' can be nonsensical. For example, it's raining cats and dogs, we're going '*down*' the road to the shops, get your skates on or we'll be late etc.
 - _ "Don't do that". An autistic person may not know what the word '*that*' is referring to.
 - _ People with autism have the same emotions as everybody else - but may not express them in a way that is easily understood, partly because they may fail to realise that language is one way of doing this.
 - _ They may talk to somebody without taking any notice of that person.
- In order to ensure that pupils on the autistic spectrum are able to access the broad, balanced and relevant curriculum offered to pupils throughout our school their additional difficulties and characteristics are taken into account in all aspects of their school life, including the school environment, planning, teaching and learning objectives. The emphasis is on communication, social interaction, and the independence and emotional well being of the individual pupil.

3. Individual Needs of Pupils with ASD

As with all pupils at St Peter's those on the spectrum have a Passport for learning. It will reflect their personal needs and be reviewed every term or sooner if necessary.

4. Communication

Communication is fundamental to learning and therefore seen as a key area of development for all pupils. The school approaches this by providing symbols (Communication In Print resource is available in school), as well as photographs and objects of reference if necessary, to provide clear and reinforced communication.

If appropriate, pupils will access one to one intensive interaction, where staff will encourage pupils to respond to sounds in conversation like exchanges, which

may lead to copying of words and phrases. Staff will also encourage turn taking exchanges within group situations.

5. Approaches to Teaching Pupils with ASD

A visually intensive approach (now and next board) is used to ensure that pupils understand what is expected of them, and to enable them to anticipate what comes next. This involves the use of visual timetables, and a structured environment plus consistency of approach.

There are direct 1-1 teaching times for the learning of new skills, as well as times when pupils are encouraged to work independently, or in a group with adult guidance.

Independence and emotional development of the pupils is highlighted in the PSHE element of the curriculum. Social Stories (Gray 1997) are sometimes used to aid the understanding of the feelings of others and the consequences of actions.

6. Sensory Issues

Some pupils with an autistic spectrum condition have specific sensory difficulties which can result in unusual or uncomfortable perception of one or more of the following: sound, sense, touch, sight and smell. They may become upset, distracted or react in an aggressive manner due to the discomfort or pain they feel.

We therefore try to reduce environmental anxiety and distress by providing the following:

- _ An environment which is calm and comfortable with few distractions,
- _ An environment with clear structures and routines,
- _ The knowledge that they can ask for help and it will be provided,
- _ Specific sensory support to match their needs, to help them learn.

7. Training

The IDP Autism training resources are available in school.

The Staffordshire Autism Outreach Team monitor our pupils with ASD and will suggest future strategies or train staff if necessary. The SENCo has completed the Early Bird Plus Autism training.

8. Partnership with Parents

- Parents are regarded as essential partners in helping their children to learn. A meeting to discuss their child's Passport for learning is offered every term. A SENDIASS Staffordshire Family partnership board is displayed in the school entrance with supporting leaflets for parents. Parents are welcome to arrange to visit the school, or can telephone to discuss any problems.

9. Management and Monitoring

The school SENCo monitors termly Passports for learning and supports classteachers in setting targets and implementing strategies where necessary. Extra input from the local authority advisor and individual observations can be arranged.

Progress of pupils on the autistic spectrum is monitored termly and tracked using the school's SEND tracking system.

Signed:.....

Signed:.....

Headteacher

Chair of Governors

Date:.....

Date:.....

Date of next policy review - September 2021