



THE
KINGSWAY
SCHOOL

OPPORTUNITY
ACHIEVEMENT
RESPECT

Autism Implementation Handbook

We provide guidance and advice, to help create a school community that is safe and supportive for autistic young people.

As an Inclusion and Diversity department we nurture the emotional wellbeing, promote independence, whilst developing learning skills for our young people.

Intent

At the Kingsway School, we are guided by the principles of The Autism Educational Trust (AET), to enhance and embed inclusive practices to improve long term educational outcomes for autistic young people.

We aim to provide an inclusive environment that is enriched in high quality teaching for all autistic individuals.

Our Core Curriculum Principles

Our core principles of good autism practice are:

- Understanding the individuals and their needs
- Promote independence
- Conquer barriers to learning
- Teach life changing skills
- Motivate and engage young people to achieve success.

The Kingsway Autism SEND Team

Here at the Kingsway School we understand that secondary school can be a challenge for a young person with Autism. Our sole aim at the Kingsway School is to make the young person's time here a positive and enjoyable experience.

We believe that every child/ young person deserves to have a fair and equal right to education, and it is the school's duty to make that possible. The Kingsway autism team are here to help provide the child/young person with the necessary tools and strategies to navigate their time here in high school.

Our aim is to ensure that the child/young person feels comfortable, safe and happy during their time here at The Kingsway School.

- Giving them the tools to have a successful day at school.
- Equip them with the necessary life skills for later life.
- Help them to reach their potential academically.
- Build positive relationships with peers and staff members



Mrs Tudsbury
Autism Lead



Mr McCollough
Autism Key Worker



Mrs Wheeler
Autism Support LSA



Mrs Siddal
Break Time Provision Co-ordinator

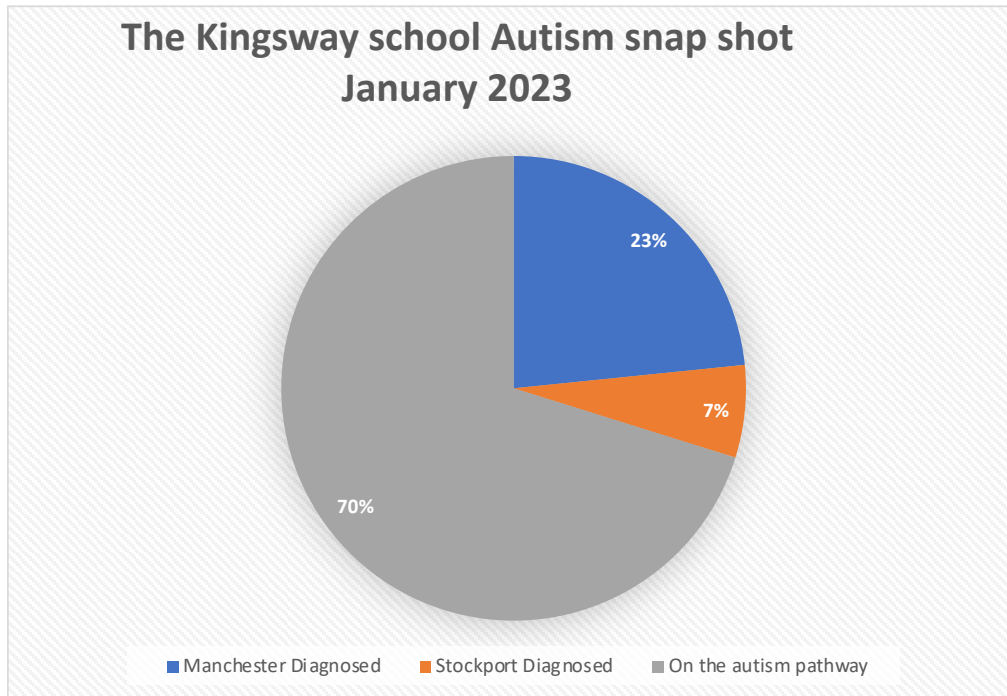
Parent/carer support

At Kingsway our support isn't limited to just the child/young person as we also offer:

- support to parent/carers once the child/young person is placed on the autism pathway
- provide 'Parents packs' that help prepare the family to understand the diagnosis so that they can better support their child

Whole School Autism Profile

By receiving training we are proactive in recognising and reporting the red flags for autism traits in order to initiate the a pathway process.



Diagnosis of Autism

35 young people from the Stockport area
12 young people from the Manchester area

On the Autism pathway

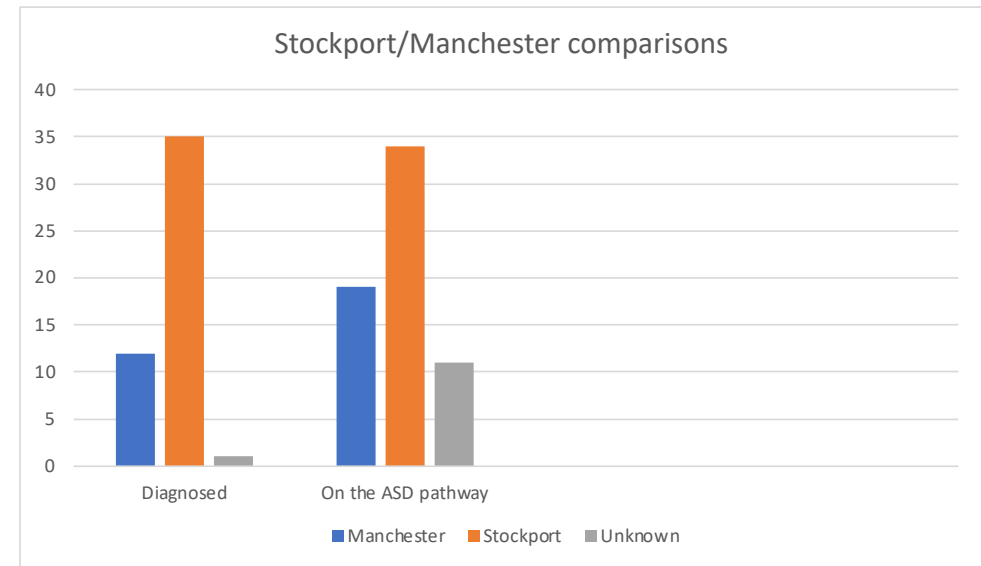
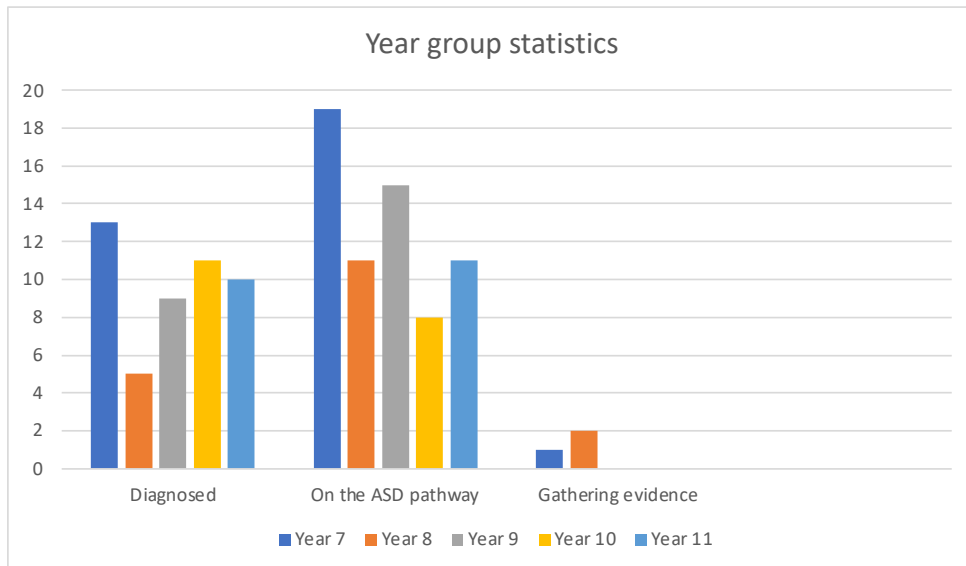
34 young people from the Stockport
19 young people from the Manchester

Overall there are 115 young people diagnosed or undergoing assessments for Autism at the Kingsway school.

Within the Autism hub of our Inclusion and Diversity department we ensure that all young people have a wide range of support for their learning and well-being.

Statistics

Working with all young people diagnosed and on the pathway we aim to give them the strategies they need to navigate their education and daily activities



Our Offer

PRINCIPLE ONE:

Understanding the strengths, interests, and needs of each autistic child.

- Year 6 to 7 SEN effective transition
- Pen portraits
- One page profiles
- Crisis safety plan
- Weekly check ins
- Liaising with family's/support

PRINCIPLE TWO:

Enabling the autistic child to contribute to and influence decisions.

- Discussing the young person's provision and how best to support them
- SEN reviews held with parents/careers and the young person.
- Team Around the Child

PRINCIPLE THREE:

Collaboration with parents/carers and other professionals and services.

- Team Around the Child meetings
- Coffee afternoons
- Post Jan 2023 prenatal course available.
- SEN reviews
- Check-ins

PRINCIPLE FOUR:

Workforce development related to good autism practice.

- Autism education for support staff.
- In house autism team
- External ASD Team
- C.A.T.C.H meetings to share good practices.
- Team meetings to discuss operate support for autistic individuals.
- Guidance card on running an inclusive classroom.

Kingsway's use of The Autism Education Trust (AET) Eight Good Autism Practice Principles.

PRINCIPLE FIVE:

Leadership and management that promotes and embeds good autism practice.

- Whole school CPD training
- C.A.T.C.H meetings on how best to communicate with the autistic individual
- Autism friendly areas
- Differentiated work set to the young person's level of understanding.
- Learning walks

PRINCIPLE SIX:

An ethos and environment that fosters social inclusion for autistic children.

- Set routines for entering a learning area
- Calming areas for social times where young people with sensory difficulties, with a member of staff to support the merge of friendships.

PRINCIPLE SEVEN:

Targeted support and measuring the progress of an autistic children.

- LSA support in the learning environment
- Provision plan for all autistic individuals.
- Pen portrait
- Access arrangements for all assessments
- SEN Reviews
- Differentiated levels of work to suit each individual's needs

PRINCIPLE EIGHT:

Adapting the curriculum, teaching and learning to promote wellbeing and success for autistic children.

- Differentiated levels of work and homework
- Access arrangements – scribes, extra time, movement breaks, readers.
- Time out passes
- Safe spaces when heightened
- Interventions for social skills, anxiety and friendships

These principles are consolidated in to four key themes:

Understanding the individual

Learning and development

Positive and effective relationships

Enabling environments

Here at the Kingsway school we take pride in building a profile of the young person along with gaining how they learn and navigate through the school day.

This is met by producing:

- Pen portrait – profile of their need.
- One-page profile – an overall picture of the young person.
- Child led one to one sessions
- 'Get to know my child' meeting with parents/carers
- Sensory profile
- Safety plan – an agreed plan for when the child/young person is in crisis.

Once the child/ young persons' needs has been recognised we can offer a selection of strategies and resources to help them navigate through the school day.

These include:

Timeout pass

Jump the queue pass

Leave 5-minute early pass
(with a buddy)

Reduced home work

Use of a fidget toy

'Please note my homework'
within my planner

De – escalation pack
(attacking the 5 senses)

Use of a down time area
(for quiet independent work)

Sensory room

Traffic light cards

Red - do not ask me a question
Amber- ask me if I would like to engage
Green - ask away I'm happy to answer

Adapted timetables,
both pocket size and with visuals

A 'please help me access my key adult' card

As a department we also pride ourselves on offering interventions and support for our young people

We offer a number of Interventions:

- Social skills
- ASD understanding
- Emotion regulation
- Friendship skills
- Social stories
- Anxiety workshop

All interventions can be run as a group or as one to one session with a trained member of staff.

The key to good learning is having the basics underpinned before we can tackle the rest!