

What does Baskerville School provide for students with Autistic Spectrum Condition and additional complex needs?

All students at Baskerville School have been assessed as having an Autistic Spectrum Condition usually with additional complex learning difficulties and some have additional social and emotional difficulties. They will all have a Statement of Special Educational Needs, now an Education Health and Care Plan (EHCP), prior to joining the school. In order to learn and make progress the students will have access to one of two levels of funding depending upon the complexity of their needs:-

Band A3 -

Students will:

- Have access to a speech and language assessment, advice and a language plan with targets and reviews
- Learn in a rich language environment to develop the student's language and communication skills
- Have access to a sensory profile and sensory advice
- Be taught in classes of six or seven students with a teacher and normally with two teaching assistants that provide opportunities for individual attention
- Have access to teaching based on highly structured TEACCH type approaches
- Have access to an assessment to identify factors that might lead to heightened anxiety and arousal that can lead to challenging behaviour, and provided with guidance and specific advice
- Have access to an individual behaviour management strategy to secure a consistent approach to moderating their behaviour
- Have an individual schedule and support for transitions where needed
- Have a planned and consistent visual support to aid understanding where needed
- Have an individual learning plan derived from the EHCP that is reviewed termly by the form tutor
- Have additional support to develop social and independence skills
- Have additional support to promote language and literacy skills
- Have a differentiated and adapted curriculum that takes account of the student's learning needs and understanding
- Be taught with consistent use of key words and phrases with an emphasis on teaching new subject specific vocabulary in lessons
- Be taught by a highly structured small step approach when learning new concepts and learning skills
- Have access to small group sessions when learning specific communication, and social interaction skills (e.g. PATHS)

- Have access to additional support to cope with changes in routines
- Have access to a calming down space
- Have access to additional visual support, symbols, Makaton, social stories and augmentative communication systems to support understanding and communication if required
- Have access to resources and activities to moderate sensory difficulties if required
- Have access to a multi-agency review of targets to ensure a coordinated approach if required
- Have opportunities to take part in extra-curricular activities and clubs

Band A4 -

In addition to the above some students may also:

- Have access to a Speech and Language Therapy assessment, a speech and language plan and termly review with a speech and language therapist
- Have access to a Sensory Profile assessment by an occupational therapist (OT) with advice, a sensory programme and access to specialist resources overseen by the OT
- Be regularly monitored for behaviour incidents with follow up actions aimed at reducing behaviour incidents
- Be provided with close and regular liaison with parents and other agencies involved in the care of the student
- Have access to a very highly structured curriculum that is adapted to take account of learning and emotional difficulties and based on practical activities to enable the student to understand the relevance of the learning
- Have access to a significant level of support to develop the students' social and independent learning skills, helping them to engage in learning
- Have access to individual mentoring or counselling sessions to help students understand the impact of their behaviour and to develop alternative social and emotional responses
- Have access to teaching that consistently uses highly structured and evidence based ASD specific approaches such as intensive interaction
- Have access to individualised simplified language use, with practise and repetition to reinforce understanding
- Have opportunities for frequent programmed breaks for calming activities to reduce build-up of stress levels
- Have access to regular planned sessions of high impact physical activities in order to reduce anxiety and stress to promote engagement in learning
- Have access to frequent one to one learning support
- Have access to additional supervision for transitions and unstructured activities
- Have access to additional staff support at times of behavioural crisis

- Have access to a highly structured small step approach to develop functional communication skills using appropriate augmentative communication systems
- Be provided a work station to create a low arousal work environment with simple focused relevant visual stimulation to supports students' concentration
- Have timely multi-disciplinary review of targets, progress and behaviour that involve all the outside agencies involved in the care of the student

Additional funding will be sought if a student has needs that are additional to those identified above, e.g. regular individual therapy from a speech and language therapist, occupational therapist or constant one-to-one staff supervision. The Local Authority will assess the needs based on the evidence submitted by the school and allocate additional funding if they see fit to do so.