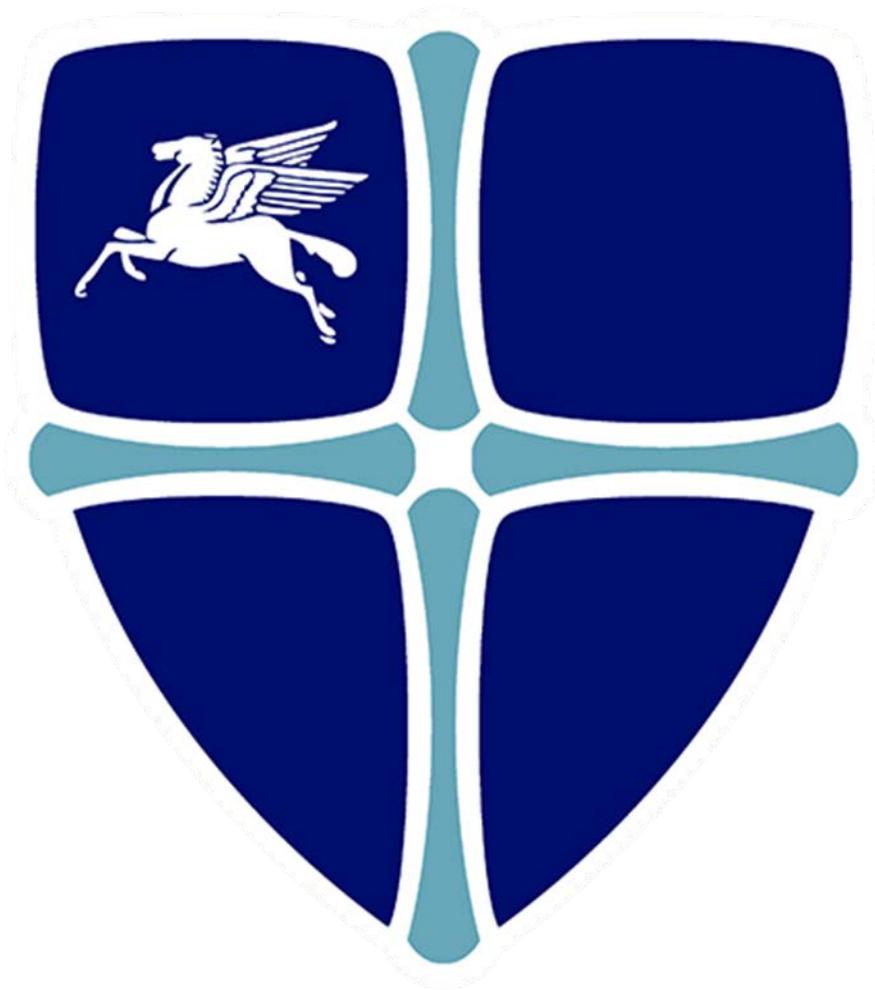


Wellfield Community School

Autism Curriculum policy

Date reviewed May 2016



**Our vision is to be a first choice school; a happy, caring learning environment, which is an exciting centre for learning. Our inclusive approach promotes learning and opportunities for all pupils.**

### **Purpose**

This policy confirms the statutory entitlement to learning for all pupils, which builds on the principles of inclusion set out in the National Curriculum.

Wellfield Community College ensures the provision of a broad and relevant curriculum for pupils, which experience an autism spectrum disorder. (ASD)

### **Values and Attributes (Autism Act 2009)**

We want our students with autism to...

- Be independent
- Be regarded and treated as individuals
- Make choices for themselves
- Be treated equal and fair
- To be treated with dignity, respect and with confidentiality
- Access specialist support, to develop and release their potential
- Receive compassionate and non – judgemental support.

### **Policy Summary**

The Education Act 2011 requires all state schools in England to provide pupils with a curriculum that:

- Is balanced and broadly based
- Promotes the spiritual, moral, cultural, mental and physical development of all pupils
- Prepares pupils for opportunities, responsibilities and experiences of later life
- Follows the national curriculum for England including religious education, as well as sex and relationships education, for secondary-aged pupils

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year

to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

To complement this, the curriculum for pupils with autism adopts a person centred approach that engages students with autism. The school curriculum aims to equip pupils with skills, knowledge and experiences they need to realise their potential, fulfil their ambitions and succeed in later life, where appropriate students will be able to access programmes which will lead to nationally recognized qualifications. It is recognised that the National Curriculum is only part of the curriculum required by students with autism, with the emphasis on an inclusive curriculum that is broad, balanced and relevantly developed to meet the needs of each individual student.

Wellfield aims to fully engage all students in learning through

- Addressing restrictive behaviours
- Working with motivators
- Focusing on students wellbeing and mental health

Curriculums will focus on developing key skills which improve learning and performance in education, work and life, and will include participation for all pupils in community –based activities. These skills include communication (including literacy), working with others and developing social skills, improving the pupil/student's own learning and performance, and problem solving. For students with autism and associated learning difficulties these skills are fundamental to participation and achievement in the curriculum and personal development including independence.

There is a significant overlap between young people with SEN and those with disabilities, all of these young people are covered by SEN and equality legislation.

Some students with autism at Wellfield may remain dependent on adults for basic needs throughout their lives and in such instances daily living skills and

personal care skills will remain priority areas of learning inside and outside school. Staff will ensure that students have as much control as possible over their own personal care and daily living activities.

Wellfield staff will develop, plan, monitor and regularly review curricula, to ensure they are inclusive, set suitable learning challenges, respond to students by overcoming potential barriers to learning and assessment, provide a stimulus to revisit and revise existing schemes of work, or provide a basis for the development of new ones. Revision and development will take account of any changes in legislation and guidance.

Teaching methods will focus on individual and small group approaches with emphasis on learning for independence, with progress systematically recorded and reviewed. A full range of teaching strategies will be set in the context of the SPELL framework ( Structure , Positive, Empathy, Low Arousal, Links) and will also include TEACCH , behaviour analysis and personalised programmes (including following the code of practice outlined in Team Teach) and therapeutic approaches. Approaches will vary according to the needs of the individual and will be regularly reviewed, with new ideas considered and introduced where appropriate teaching will be structured, with clear sequencing of activities and timetables and when required, where the content is conveyed by objects / photographs /symbols/written word and representation of start and finish as appropriate.

### **24 Hour Curriculum**

All aspects of a student's day are seen as learning opportunities with wide ranges of additional areas being taught including personal, social, behavioural and self-help skills. Joint planning by school staff, parents and other disciplines means that a consistent approach in a variety of settings while supporting students with autism to generalise and transfer knowledge and skills across groups of people or from one environment to another over a 24 hour period.

### **Equal Opportunities**

Teaching approaches and resources will enable all students to have equal opportunities to participate in the curriculum of Wellfield regardless of their culture, gender or religion

## **References**

Ofsted Subsidiary Guidance (2012)

National Autistic Society Curriculum Policy (2012)

Fulfilling And Rewarding lives: the strategy for adults with autism in England (2010)

Autism Act (2009)

Children's and Families Act 2014

Education Act (2011)

Children with special educational and complex need, Guidance for Health and Wellbeing Boards (2014)

The Special Educational Needs and Disability Regulations 2014 / Code of Practice 2015

Schools Standards and Framework Act (1998)