



**Grange  
Academy**

*Belong · Believe · Achieve*

**Article 23:** *You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.*

**Article 42:** *You have the right to know your rights! Adults should know about these rights and help you learn about them, too.*

## ASC Policy

**Policy Status:** Statutory

**Review Cycle:** 2 Years

**Owner:** Angela Morris  
Acting Head of School

**Date:** March 2022

**Approved by:** Local Governing Body (LGB)

**Date:** March 2022

**Review Date:** March 2024

## Introduction

This policy is constructed in line with the requirements set out in Part 3 of the Children and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (2014).

The autism provision at Grange Academy consists of three classes. Pupils are grouped according to age, cognition and learning, and based upon behavioural and emotional needs. Most pupil will have a diagnosis of Autism however, if a pupil's needs are such that they require an ASC approach then they will be considered for the unit.

## Purpose

The aim of this policy is to outline the provisions necessary to support pupils on the autistic spectrum, and to ensure progress enables pupils to meet their fullest potential.

## Key Principles

Grange Academy believes that all pupils are entitled to an education that:

- Plans and implements provision that is targeted specifically to meet pupils' individual needs whilst having high expectations of each pupil
- Provides an engaging, broad and balanced, and accessible curriculum for all pupils with autism which enables progress over time
- Meets the holistic needs of each pupil (e.g. academically, physical, spirituality, emotionally, mental health and wellbeing, self-esteem and confidence, etc.)
- Develops independence and prepares pupils for the transition into post-16 adulthood
- Offers a range of extra-curricular and opportunities to learn outside the classroom, to partake in community visits, and educational visits
- Does not discriminate regardless of gender, ethnicity, ability, disability or sexuality

## Objectives

The objectives of this policy are:

- To ensure that all pupils on the autistic spectrum have their educational and holistic needs met
- To ensure that all learning is assessed, planned for, implemented, and supported as required
- To ensure that a collaborative approach is promoted and established with parents/carers and professionals

## Curriculum

The ASC curriculum is predominantly underpinned by the TEACCH approach and is delivered through topic-based learning to develop understanding of the world, and has a significant emphasis on Life Skills, preparing pupils for independence in adulthood. All learning is pupil-centred and focused around pupils' individual Education Health Care Plans (EHCPs). The foundation of the ASC curriculum embeds core skills of communication and sensory regulations across subjects.

The ASC curriculum aims to:

- inspire a love for learning and to support any difficulties that may present due to autism
- instil key skills in communication, reading, writing and numeracy, and apply these skills across all subjects

- explicitly teach pupils how to generalise their learning and make connections across contexts
- build confidence and self-esteem due to successes in learning
- help pupils to become moral citizens
- develop a holistic set of core values as aligned to our Grange/British Values and UNICEF Rights Respecting Charter
- provide life changing experiences and opportunities that shape the way in which pupils interact and understand the world
- develop emotional literacy of oneself and others and to self-regulate

## **Additional Provision**

Pupils will be supported by external professionals and/or additional provision as required. Some of these provisions are listed as follows:

- Speech and Language Therapist
- Music Therapist
- Social Workers
- Early Help Team
- CAMHS
- Health care support plan
- Behavioural Plans and Risk Assessments
- Physiotherapist
- Autism Advisory Specialist Teacher
- Interventions (Maths/English/social skills/fine and gross motor skills)

## **Education Health Care Plans**

All pupils at Grange Academy will have an Education Health Care Plan (EHCP) which is reviewed annually in line with regulations. This is a legal document which outlines pupils' needs and the provision required. Parents/carers, pupils, and professionals will work collaboratively with the staff at Grange, in order to identify suitable targets for each individual pupil. The class teacher will ensure that those teaching or working with the pupil are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the student's progress during the course of a year. Progress made towards meeting targets will be monitored throughout the academic year and evaluated before the next review meeting.

## **Pupil Profile**

All pupils at Grange Academy will have a pupil profile that is updated following their annual review meeting. This document outlines key information from the pupil's EHCP, for example, diagnosis, key priority outcomes, EHCP targets, and provisions. This profile is shared across relevant staff in order to provide an overview of each pupil and their needs.

## **Spell Profile**

SPELL is The National Autistic Society's framework for understanding and responding to the needs of pupils on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism, and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

The SPELL framework recognises the individual and unique needs of each pupil and emphasises that planning and intervention be organised on this basis. Therefore, each pupil in the ASC provision at Grange Academy will also have a SPELL profile to provide staff with more information about how best to support and meet pupils' needs.

## **Monitoring Pupil Progress**

Pupil progress will be monitored and tracked in the ASC provision by:

- Progression using points on the Grange Steps
- Monitoring and evaluation of EHCP targets
- Reading assessments (to gain a reading age)
- Spelling tests (to gain a spelling age)
- Summative sheets
- Social skills assessments
- Tracking of targets from external services e.g. SALT, Music Therapy, etc.
- Autism Education Trust Progression Framework
- Planned and monitored interventions

## **Collaborating with Parents/Carers**

Staff at Grange Academy will strive to work in partnership with pupils' parents/carers in order to ensure a cohesive approach from both home and school to support pupils.

The role of parents/carers are valued and staff at Grange will support and empower parents/carers to:

- use and apply effective strategies to support difficulties due to autism
- have valuable input into their child's education and targets
- express and input views and opinions
- have access to information and entitlements as parents/carers

Grange staff will communicate with parents/carers using a home-school book throughout the week and will make phone calls home as appropriate/required.

Parents/carers will be requested to attend two parents' evening meetings and an annual review meeting each year. Furthermore, parents/carers will be invited into school to discuss any other integral matters such as putting a behavioural plan into place or attendance.

Throughout the year, the ASC team will invite parents/carers to partake in a range of coffee afternoons, and national events and religious celebrations such as World Autism Awareness Day.

## **Monitoring the Provision**

The ASC provision at Grange Academy will be monitored by the Senior Leadership Team on an ongoing basis throughout the academic year through the means of lesson observations, book scrutiny, and learning walks.

The ASC Lead will devise an action plan annually in order to identify targeted development points based upon an evaluation of the provision. This will be completed in relation to the Autism Standards outlined by the Autism Trust and evaluated annually.

## **Professional Development**

Professional development for staff is continuous and ongoing. Grange Academy will provide a wide range of varying opportunities for the staff in the ASC provision to progress their knowledge

and understanding of autism, as well as their skill set working with pupils on the spectrum. Person specific CPD can be discussed at annual Performance Management meetings.

These opportunities include, but are not limited to:

- sharing of knowledge and understanding as well as techniques/strategies amongst colleagues e.g. during ASC staff team meetings
- online learning and modules
- access to courses – professional development sessions provided by specialists including in-house specialist staff
- twilight sessions and inset day
- both self-led and school-directed courses and learning
- mandatory professional development according to updates in legislation

## **UNICEF Rights of the Child**

- Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.
- Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## **Related School Policies**

- SEN Policy
- Behaviour Policy

## **Related Guidance and Legislation**

- Keeping Children Safe in Education (2019); Department for Education
- The Special Educational Needs (SEN) Code of Practice (2014)
- Children and Families Bill (2014)