

Autism Provision Policy

Written October 2017 – Review date January 2025

1.0 Introduction

1.1 Bradford Christian School is an inclusive school.

The Autism Provision (AP) offers an enriched, individually orientated curriculum within an integrated setting where the pupil can learn alongside their peers at a pace and with the support that meets their needs. The aim of the provision is to support pupils to gain independence in both their learning and their personal, social and communication skills, whilst encouraging them to achieve their academic potential.

2.0 Framework for Inclusion

The aim of the AP is to provide an education appropriate to each pupil's needs, either within Oak and Acorn classes, or within mainstream classes with support from the Student Support Team (SST). We provide AP pupils with a range of supported groups, individual work, and whole class support with access to appropriate stages of the national curriculum. This includes access to assemblies, pupil forums, integrated playtimes with age appropriate school cohort, educational visits, and social events as appropriate.

2.1 Type and range of Provision

The AP is for students with autistic spectrum disorder which enables the development of pupils with a diagnosis of ASD by providing an additionally resourced, dedicated educational provision within a mainstream school. All pupils placed in the AP for ASD will have complex ASD within a broad spectrum and will require dedicated, specially trained provision beyond that which is normally available within a mainstream school. Pupils moving into the AP from other schools must have a diagnosis of ASD and an EHCP (Education and Health Care Plan). Up to 25 percent of each AP class may be children from our own school, who may access the AP without a diagnosis if the SENDCo and AP Head decide there is enough good cause for a placement.

2.2 Area Served

Pupils come to the AP primarily from the schools in the Bradford Authority. However, where places are unavailable at other facilities in the area, placement will be considered for pupils from outside the district.

2.3 Pupil Numbers

Current pupil numbers are limited by existing available physical space.

The total number of places in the Middle/Upper AP (currently National Curriculum Year 5 – 11) is 24 in total. **We have capacity for 12 students in the Acorn class and 12 in Oak Class, all of which are working at well below age related expectations. National Curriculum Years 5-11, working between Year 1 – 6 primary age academic levels.** The curriculum is highly differentiated to meet their specific learning needs. Students with ASD that are working in Middle school (Year 5-8) level and Upper school (Years 9-11) level within our mainstream provision, have capacity for 8 students 2 per paired year group, all working at around age

related expectations with high levels of support and a differentiated curriculum supported through the Student Support Base within main school.

The primary and EYFS AP (National Curriculum Year 1-4 and EYFS) currently has capacity for 6 students 2 per paired year group. When the Local Authority ask school to consult for a Primary AP place, each case is looked at on an individual case basis and assessed by Mrs Horton and Mrs Prothero before any final decision is agreed through SLT.

The fit for Year 5 and 6 children (Middle School) is decided on a child by child basis according to their needs and best provision placement within school. A student will either follow an Acorn/Oak pathway through Middle and Upper school or through main school supported through the Student Support Base dependent upon their learning needs.

3.0 **Specialist Resources**

3.1 **Staff**

The resource is currently staffed as following:

- Head of the Autism Provision
- Deputy Head of the Autism Provision
- Acorn Class – 1 Teacher and the equivalent of 4 full time LSA's
- Oak Class – 1 Teacher and the equivalent of 2 Full Time LSA's
- Student Support Base ASD students will have either 1:1 or 1:2 support within a small mainstream class and access to other specialist support through the Student Support Base in main school.

The AP Head, and Learning Support staff work with each of the pupils on an ongoing program of Specialist Interventions, including Speech and Language therapy, Social/Communication skills, Behaviour Management support, SEMH support and Learning engagement and access.

Support staff are allocated to pupils as considered appropriate by the AP head. Staffing numbers in the provision will change in line with the numbers and academic need of the students within the SST. The staff are trained and experienced in working with pupils with ASD. The staff undergo an ongoing training program facilitated both by in house sessions and by external providers.

3.2 **Environment**

The Student Support Team have several rooms as a base for pupils to work on specific skills requiring a quieter environment. All pupils who are part of the AP have access to these rooms either on an individual or small group basis for some part of their school day as appropriate to them. This includes breaks and lunchtimes.

3.3 **Professional Support**

The AP Head and staff team work on a Multi-Agency approach within school, including work with specialist services such as SEN Assessment Team, Autism Team, Educational Psychology, Children's Social Care, CAMHS, Adoption and Fostering Service, Specialist Speech and Language Service, School Nursing Team, Careers Services and Local Colleges.

4.0 **School Organisation**

Bradford Christian School is a privately funded, independent school with a Dedicated Autism provision covering the Bradford area. It meets the educational needs of children aged 3 to 16 years old.

4.1 **Home School Liaison**

This is vital to achieve the pupil's full potential and for continuity of approach. Staff are available throughout the day if parents/carers have concerns. Regular liaison with

parent/carers takes place through student home/school diaries, text, email and by telephone. Progress meetings are also held, alongside annual reviews.

There is also an open morning arranged termly for parents to come in and visit the AP to see the work the children have completed and allow parents/carers to meet the staff working with their children.

5.0 Main Admissions Criteria for the Autism Provision (Autistic Spectrum Disorder)

All students allocated places will have an Education Health Care Plan (EHCP). The AP is an enhanced provision where students are taught either in the Acorn/Oak classes if working well below age related expectations or in main school through the Student Support Base. The aim of the outworking of the AP is to see students access learning across school that is appropriate to the child's development and academic abilities. Placements will be sought through and formally approved by Bradford Local Authority in consultation and final agreement with the school.

5.1 Entry assessment

The local authority will send a consultation to the school for each child requesting a place. Assessment will usually take place in the child's existing school. The head of the AP will visit and observe the child in their normal learning environment and assess whether Bradford Christian school will be able to meet their educational needs and report the findings of that assessment back to the local authority offering or refusing the placement as appropriate.

If we are asked to consult on a child where it is not possible to assess the child adequately in their current setting, the school may suggest an assessment period of up to three days within our own school setting. The school will make clear the criteria to be applied in the assessment period. The school reserves the right to reduce the length of the assessment period if it is clear, during the assessment period, that it will not be possible to offer the child a place. In this instance the school will invite parents or carers into school to explain this decision. Bradford Christian School will report the findings of that assessment back to the local authority offering or refusing the placement as appropriate.

5.2 Transitions

Transition from primary school to secondary, or from another primary or secondary school, is a stressful process for pupils and parents/carers. Transitions are managed by the AP in consultation with the existing provision. Transition visits are made to the AP by the new pupil with staff from the existing provision and visits to the existing provision are made by AP staff. The number and nature of the visits is individually tailored depending on the pupils' needs.

6.0 Assessment/ Review/Monitoring

Within 6 weeks of placement in the AP an initial planning meeting is held. The purpose of the meeting is to discuss how the pupil is settling in and to plan the first year's educational arrangements in line with their EHCP. Parents meet with the Head of the AP on this occasion. A review of the pupil's EHCP takes place at least annually, in accordance with LA guidelines and the SEND Code of Practice (Sept 2014). These are held with parents/carers and Bradford Christian School and all relevant professionals are invited. Open evenings for all pupils in school take place twice a year. Additionally, parents are welcome to discuss progress at any mutually convenient time. Each pupil has an annual written report in line with school policy, along with termly progress reports and Student Passports.

7.0 Transfer to next stage

Transitions planning for post 16 starts in Yr. 9. Information about post 16 provisions is available within the AP including local colleges, sixth form provision and work options. Visits

and taster courses at local colleges can be arranged. As with transition into the AP, transition to other facilities is carefully managed in consultation with parents/carers, the pupil and other professionals involved.

For Further Information please contact


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8.0 **Review**

8.1 This policy was written in October 2017 and is reviewed on an annual basis; this latest review being completed in **January 2024**. The next review of this policy will be January 2025.

Formally agreed through SLT:	30th January 2024
Signed Jane Prothero – Head Teacher	
Review Date:	January 2025