

## Autism Provision Policy

**Rewritten January 2026 – Review date January 2027**

### 1.0 Introduction & Context

Bradford Christian School provides a high-quality, inclusive education for pupils aged 3–16. This policy outlines our specialist provision for pupils with Autism Spectrum Disorder (ASD), designed to foster independence, communication skills, and academic potential within an integrated setting.

#### Compliance Framework

This policy aligns with the *Education (Independent School Standards) Regulations 2014*, *KCSIE 2025*, *SEND Code of Practice (2015)*, and the *Equality Act 2010*. It operates alongside the school's Safeguarding, Behaviour, SEND, and Admissions policies.

### 2.0 Provision Structure & Capacity

The provision supports pupils with ASD, ranging from those requiring highly differentiated instruction to those accessing mainstream classes with support.

#### 2.1 Organization and Capacity

Provision Level	Year Groups	Capacity	Description
<b>Acorn &amp; Oak Classes</b>	Years 5–11	24 Places (12 per class)	For pupils working below age-related expectations (usually one key stage behind). Highly differentiated curriculum.
<b>Mainstream with Support</b>	Years 5–11	7 Places	Pupils working at age-related expectations accessing the Student Support Base.
<b>Primary/EYFS Provision</b>	R – Year 4	6 Places	Assessed individually by SENCO/Headteacher.

#### 2.2 Admission Criteria

- **External Applicants:** Must have a formal ASD diagnosis (or be in process) and an Education, Health and Care Plan (EHCP).
- **Internal Applicants:** Up to 25% of places may be allocated to existing BCS students without an EHCP if the SENCO determines sufficient cause following assessment.

### 3.0 Staffing & Specialist Resources

#### 3.1 Staffing Structure & Qualifications

- **Leadership:** Headteacher holds the National Award for SEN Coordination (NASENCO). SENCO works closely with head teacher
- **Teaching Staff:** All teachers are appropriately qualified.
- **Support Staff:** LSAs hold or are working towards Level 2/3 Diplomas in Supporting Teaching and Learning. Some are working above this level.
- **Ratios:** 1:12 teacher-pupil ratio in specialist classes, with additional support as dictated by EHCPs (1:1 or 1:2).

#### 3.2 Training

All staff receive ongoing training in ASD awareness, communication strategies, sensory regulation, and de-escalation strategies.

#### 3.3 Multi-Agency Collaboration

We adopt a multi-agency approach, liaising with the SEN Assessment Team, Educational Psychology, CAMHS, Speech and Language Therapy, and Social Care to support holistic development.

### 4.0 The Environment

#### 4.1 Physical Adaptations

To minimize sensory overload and support regulation, the school provides:

- **Quiet/Low-Arousal Spaces:** Access to the Student Support Base and sensory rooms for regulation.
- **Visual Structure:** Use of visual timetables, clear signage, and "Now and Next" boards.
- **Sensory Modifications:** Adjustable lighting, acoustic considerations, and individual workstations where necessary.

### 5.0 Admissions & Transitions

#### 5.1 Entry Process

1. **Consultation:** Local Authority consults the school (or parent application for internal places).
2. **Assessment:** SENCO reviews documentation (EHCP) and observes the child in their current setting.
3. **Decision:** Place offered only if the school can meet specific needs without incompatibility with the efficient education of others.

#### 5.2 Transitions

- **Entry:** Tailored transition plans include visits, social stories, and photo books.

- **Post-16 Preparation:** Begins in Year 9. Includes careers guidance, college visits, and independent living skills focuses.

## 6.0 Curriculum & Assessment

### 6.1 The Graduated Approach

We follow the *Assess, Plan, Do, Review* cycle:

- **Planning:** Initial meeting within 6 weeks of entry to set baseline and targets.
- **Review:** Termly progress reviews and formal Annual Reviews of the EHCP.

### 6.2 Curriculum Adaptations

Pupils access a broad curriculum (including English, Math, Science, Humanities, PE) adapted via:

- Visual supports and structured teaching.
- Social skills embedded in lessons and discrete interventions.
- Focus on functional skills and preparation for adulthood.
- Adjustments for processing time and sensory breaks.

## 7.0 Safeguarding & Wellbeing

*Supplementing the main Safeguarding Policy.*

### 7.1 ASD-Specific Vulnerabilities

Staff are trained to recognize that pupils with ASD may:

- Struggle to articulate abuse or neglect.
- Display behavioural changes as distress indicators rather than "autistic behaviours."
- Be more susceptible to peer isolation, bullying, and online grooming (mate crime).

### 7.2 Physical Intervention

Reasonable force is a last resort. Positive Behaviour Support plans identify triggers and proactive de-escalation strategies. All incidents are recorded, reported to parents/DSL, and reviewed.

### 7.3 Online Safety & RSE

Relationships and Sex Education (RSE) and online safety are taught using concrete, visual methods to ensure pupils understand consent, public/private boundaries, and digital risks.

## 8.0 Partnership with Parents/Carers

We view parents as experts on their children. Partnership is maintained through:

- Home-school diaries, emails, and phone contact.
- Termly progress reports and Annual Reviews.
- Open door policy for urgent concerns via the Class Teacher or SENCO.

**Complaints:** Concerns should be raised with the Class Teacher first, then SENCO, then Headteacher. Formal complaints follow the school's Complaints Procedure.

## 9.0 Monitoring & Review

### 9.1 Governance

The Proprietor ensures compliance with Independent School Standards, monitors safeguarding, and holds leadership accountable for pupil progress.

### 9.2 Review Cycle

This policy is reviewed annually or following significant legislative changes or safeguarding incidents.

## 10.0 Version Control

Date of Adoption of this Policy	23 February 2026
Date of last review of this policy	January 2026
Date of next review of this policy	January 2027
Policy Owner (SLT)	Jane Prothero
Policy Owner (Governors)	Suzanne Wells

### Related Policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Admissions Policy
- Health and Safety Policy
- Accessibility Plan
- RSE Policy
- Complaints Policy
- Online Safety Policy
- Staff Code of Conduct