

**In addition to our provision at Ranges 1 to 3, we are also able to offer additional provision to children with ASD Conditions who may be at range 4 or beyond. We have a DSP (Designated Specialist Provision) which provides a rich and stable learning environment for children with more complex needs. The higher level of provision which we are able to offer these children is outlined below.**

### Autistic Spectrum Conditions

Significant differences in social interaction, social communication and social understanding affect behaviour and need support even in known or familiar contexts. <i>Children have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum. CYP will require significantly more support than is normally provided in a mainstream setting</i> <b>Children may have :</b>	<b>Assessment &amp; Planning</b>	<b>Grouping for Children</b>	<b>Human Resources / Staffing</b>	<b>Teaching Methods and Curriculum</b>	<b>NC Level</b>
<ul style="list-style-type: none"> <li>Social situations that present challenges regularly. This can lead to outbursts, withdrawal and social vulnerability and/or isolation. They can demonstrate a lack of empathy and emotional understanding</li> <li>Unusual eye gaze or eye contact</li> <li>Significant difficulties with understanding spoken language, what others mean and expressing their wishes and feelings. (Expressive and receptive needs)Speech may be delayed or unusual. They may repeat others language (Echolalia)</li> <li>Literal Interpretations of language and learning. Abstract concepts can be more difficult than expected. Higher language skills are impaired. E.g. Understanding and use of metaphor, inference and emotional language</li> <li>Issues with interpreting and understanding whole class instructions and general information</li> <li>Inability to maintain focus and concentration. Is easily distracted. May not switch attention easily</li> <li>Issues with imagination, empathy and play skills that can be particularly apparent in English, RE and History or creative play. These significantly affect progress in these areas</li> <li>Inconsistent patterns of behaviour which may appear impulsive or show as extreme passivity. Passivity issues affect the ability to start or move on with activities</li> <li>Unusual responses to sensory stimuli e.g. bright lights, loud or sudden noises, touch. This affects access to some everyday events or activities e.g. dining halls parties or trips out</li> <li>Unusual or different behaviours or obsessions with everyday objects, people or toys. This can lead to difficulties with finishing desired activities</li> <li>Unusual body movements such as flapping, toe walking, tics, unusual posturing</li> <li>Difficulties with the concept of time and sequencing of events significantly affect everyday activities</li> <li>Anxiety to even small unplanned changes in the environment or learning tasks leading to extreme reactions of outbursts or withdrawal</li> <li>Difficulties managing transition between different environments or tasks</li> </ul> <p><i>Pupils within Designated Special Provisions will have a diagnosis of Autism Spectrum</i></p>	<p><b>Assessment</b> As Range 2 and 3. Additional AS specific assessment tools/approaches are likely to be needed to inform teaching and learning Is likely to include detailed assessment for PSE, life skills and sensory needs</p> <p>Where appropriate, education staff and other agencies will offer support</p> <p><b>Planning</b> Whole school understanding of pupil's needs (for example, training such as IDP, ELKLAN Communication Friendly Schools, AET Level 2/3 training)</p> <p>Specific approaches e.g. SCERTS, TEAC CH, ABA are likely to be needed to aid planning in order to support the C&amp;YP during the school day</p>	<p>Consideration of the need to use a variety of groupings to ensure learning, including time in a quiet, distraction free environment either 1:1 or in a small group for learning new skills and concepts</p> <p>Mainstream class for specific curriculum areas where appropriate using targeted support to enable learning</p> <p>Access to a quiet area within the classroom when needed working to offer opportunities for distraction free learning</p> <p>It is likely that an individual table/work area would be useful to help focus learning and to offer opportunities for distraction free learning</p>	<p>Availability of staff trained and experienced in working with children with AS.</p> <p>Staff in DSP trained and experienced in Team Teach approaches</p> <p>Additional training of mainstream staff to support curriculum modifications and social interaction, social communication and social understanding</p> <p>Use of support to implement specific materials, approaches and resources as appropriate e.g. Circle of Friends, Socially Speaking and Social Stories</p> <p>In addition to staff within the DSP provision, support from other agencies as appropriate. E.g. Autism Team (SEN Services), Hub schools, SALT</p>	<p>Curriculum access will be facilitated by using a structured approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom</p> <p>One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations</p> <p>Will need enhanced PSE and SRE programmes to ensure skills embedded</p>	<p>Across the expected range but with an unusual profile showing weaknesses in some areas and strengths in others. The pervasive nature of the Autism/ C&amp;I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment</p>