

BeyondAutism Schools SEN Report

BeyondAutism Schools SEN Report

Our Vision

Our vision is to empower children and young adults with Autism to lead fuller lives and to offer them a life enhancing education that enables them to reach their full potential at school, at home and in their communities.

Our Values

- Dedicated to Delivering Excellence
- Committed to ABA
- Respectful
- Proud to Challenge

Our Aims

We will achieve our vision through:

- Consistently high expectations and achievements for every individual.
- High quality, inspirational and innovative teaching and learning.
- A safe, secure, caring and enjoyable environment in which to work, learn, thrive and grow towards independence.
- Inspirational and accountable leadership at all levels.
- A personalised curriculum, fit for the 21st century.
- An ambitious drive to be the leading Autism education provider in the UK and beyond.

Our Schools

BeyondAutism Schools are part of BeyondAutism, a registered charity. We provide education, outreach, training and support to children and families affected by autism across the UK and abroad. BeyondAutism Schools run Park House School and Tram House School in Wandsworth, South West London and the schools receive children from local authorities, within a feasible commuting distance. Both schools are Ofsted graded as Outstanding.

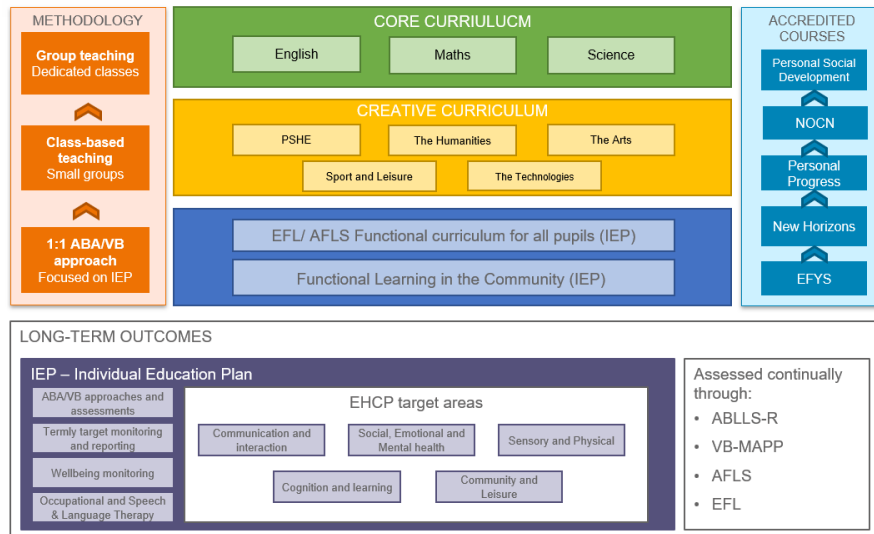
Park House School teaches children from 4-13 and Tram House School, teaches children aged from 14 to 19 years old with autism and related communication disorders. Both BeyondAutism schools are independent, non-profit day schools, registered with the Department of Education as Approved Independent Special Needs Schools.

Our student intake can be described in three ways;

- Early learners
- Intermediate learners
- Advanced learners

We use 'intensive intervention' to structure our programme, using the principles of Applied Behaviour Analysis (ABA) Analysis of Verbal Behaviour (VB). Teaching with ABA/VB reduces challenging behaviour and helps children build on their social, play and independence skills. We identify different types of reinforcement to maintain our pupil's motivation and use an intensive teaching approach using discrete teaching trials, which is supported by extensive data collection to closely monitor pupil progress and inform decision making.

Our teaching model is made up of three layers, based on the foundation of the IEP. The diagram below depicts our teaching model:



Children can achieve their academic potential with ABA/VB. By reducing challenging behaviour, through a multi-disciplinary approach involving ABA professionals, SaLT (Speech and Language Therapy), OT (Occupational Therapy) and qualified teachers. We are able to guarantee our pupils access to a broad, balanced and specialised curriculum. All pupils are assessed individually and a bespoke programme is designed and tailored to meet the needs of all learner profiles, utilising a functional communication approach and identifying preferred methods of communication for each student.

We recognise that our approaches must be age appropriate, the assessments must be fit for purpose and that we need to provide our pupils with a framework of qualifications that supports their independence, social skills and resilience to enjoy their future lives.

How does the school know if children need extra help and what should I do if I think my child may have special needs?

All of our pupils have an autism diagnosis or a related communication disorder. They also have an Education, Health and Care Plan (EHCP).

Many of our pupils have additional health needs, such as epilepsy, and additional therapy needs, such as Speech and Language Therapy and Occupational Therapy. Within the therapy team there are 2 senior Therapists, who carry out and supervise other therapist's assessments of each pupil's needs. Following assessments, the therapy team will implement a specific programme which is agreed upon by parents.

If you have concerns that your child has learning needs that are not being met, then you can discuss this with your child's school. If you have wider concerns about the progress they are making because they have a diagnosed learning difficulty, then you can discuss this with your school or your local authority's SEN team.

For more information, please refer to the SEND Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

If you have any further questions or are unsure about getting support for your child, then please visit our website: www.beyondautism.org.uk

How will school staff support my child?

Our highly qualified and experienced staff help each child with a curriculum tailored to their needs. The curriculum that we use is within the framework of the National Curriculum and ASDAN qualifications, built around:

- **Wellbeing** – with targets taken from assessment tools that directly support the EHCP targets monitored through their IEP
- **Academic** – access to a range of subjects through group sessions or pre-group sessions
 - **Core** – English, Maths, Science and ICT Computing
 - **Foundation** – PSHE, Art, Food technology, Sports
 - **Community learning** – enrichment learning, preparation for working life, work experience, college placement and enrichment activities

Each class team has a range of expertise. All classes have an ABA Supervisor, who may have already obtained their Board Certified Behaviour Analyst qualification or is working towards this. In order to obtain BCBA status you must have completed an MSc in Behaviour Analysis or another related Masters degree. Our ABA Supervisors are responsible for designing individual programmes and analysing data collected to influence decision making regarding each pupil's learning.

In addition, each class has an ABA Instructor, who has a responsibility for training each tutor in delivering pupil programmes, in collecting data and to look at the functions of behaviour. ABA Instructors have the option to apply for funded study places on an MSc course. Every student has a tutor trained in ABA. We offer 1:1 support for all pupils and, in some cases, 2:1 support to help the student meet their educational needs. The class structure enables our staff to support our pupils to access their Personal Curriculum Plans and group learning programmes.

The teaching team work closely with the Speech and Language Therapist and the Occupational Therapist. Our pupils' communication and sensory needs are worked on daily across the curriculum. The work of our highly qualified therapists is integrated into the IEP and Personal Curriculum Plans, focusing on improving social communication methods and understanding, processing and comprehension as well as spatial awareness, motor skills, dexterity and movement.

BeyondAutism Schools use a total communication approach. We promote and use a range of communication to ensure pupils are exposed to and are able to demonstrate a preference for communication. The schools are a signing community and all staff are either trained or are training in Makaton sign language. Some pupils use other forms of Alternative and Augmentative Communication (AAC), such as Objects of Reference, Picture Exchange Communication System (PECS) or Voice Output Communication Aids (VOCAs); such as the use of iPad apps, including Proloquo2go.

Staff are also trained to analyse and reduce challenging behaviour. All staff are trained in Team Teach procedures (positive handling). An Individual Behaviour Plan can be put in place, if parents/carers agree to it. This directly focuses on the triggers of challenging behaviour and more specific strategies to reduce the elements that cause the behaviours.

We work closely with our pupils' families so we use their aspirations and specific targets in our education and therapy programmes. The schools offer parents/carers a range of both formal and informal meetings. Our senior staff are always willing to meet with parents/carers at a mutually suitable time.

Each child has a Personal Curriculum Plan and an Individual Education Plan (IEP) to which children, parents, teaching staff and therapists all contribute. These are reviewed termly. Each child also has a daily communication book. The Tutor completes this at the end of each day. It gives parents a brief description of the child's day in school.

Parents are also encouraged to write a brief description for the school. It should cover how their child has behaved or slept during the previous night. BeyondAutism Schools also offer parents support at home to help them to reduce or adapt specific behaviours which impact on their family's lives. This includes home visits from members of the class team, so that they can work alongside families in more depth on difficulties that may arise at home. Staff also support families in the community, preparing pupils for medical appointments, visits to the opticians, hair dressers; we are committed to empowering family lives as much as we can.

How will the curriculum be matched to my child's needs?

Although we work within the framework of the National Curriculum, our planning is significantly and appropriately adapted to our pupil's specific learning needs. As children with autism find communication one of the most challenging areas, we focus on teaching communication skills, ensuring that this continues throughout the school in an age-appropriate way.

We use Applied Behaviour Analysis (ABA) and specifically Verbal Behaviour (VB) principles in our teaching. ABA/VB targets the communicative, academic, social and practical skills of children. With these skills, they're better equipped to take on educational and social opportunities in their communities.

Initial assessments for every pupil cover a wide range of skills, including:

- Functional Communication
- Self help
- Social interaction
- Learning behaviours
- Play
- Literacy
- Numeracy

We continue to focus on building pupil's functional language and comprehension. We help our pupils to make the most of opportunities so that they can enjoy and participate in a broad range of learning experiences.

Alongside these subjects, we offer ASDAN (Award Scheme Development & Accreditation Network) programmes at a range of levels in Literacy, Numeracy, and Personal and Social Skills. These are based around how these skills apply in daily life.

Every pupil's progress is monitored using assessment tools such as:

- VB-Mapp
- EFLS (Essentials for Living Skills)
- Our own internal learning levels, based on AFLS (Assessment for Functional Living Skills), ABLLS-R (Assessment of Language and Learner Skills) and the former national curriculum levels.
- On-going formative assessments and their Personal Curriculum Plan and Individual Education Plans (IEPs)

We have seven classes at Park House School:

- Pink Class (KS1 R, Yr 1 and Yr2)
- Red Class (KS2 Year 3)
- Orange Class (KS2 Years 3 & 4)
- Yellow Class (KS2 Years 5 & 6)
- Green Class (KS2 Years 6 & 7)
- Blue Class (KS3 Year 7)
- Indigo Class (KS3 Year 8)

We have five classes at Tram House School:

- Class US1 (KS3 Year 9)
- Class US2 (KS4 Year 10)
- Class US3 (KS 4 Year 11)
- Class SF1 (Sixth Form Year 12)
- Class SF2 (Sixth Form Years 13 and 14)

Our curriculum is aligned to the ISS standards curriculum areas and is mapped against pupils IEP's.

Independent School Standards Curriculum areas	Linguistic	Mathematical	Scientific	Creative	Technological	Human and Social	Human and Social	Physical and Aesthetic
Our interpretation of that into our subject groups	English	Maths	Science	The Arts	The Technologies	The Humanities	PSHE	Sport and PE
Subjects that are in those subject groups	English	Maths	Science	Art, Music Drama	Design Technology, IT and Computing, Food Technology	Geography, History and Religious Education	PSHE	Sport and PE

How will both you and I know how my child is doing and how will you help me to support my child's learning?

We use a number of assessment tools to track and monitor pupil progress. By monitoring the progress forensically, we can target new skills and overcome learning barriers.

The Verbal Behaviour Milestones Assessment & Placement Program (VB-MAPP)

There are skills in 16 key areas. We break them down into significant milestones and present them in a sequence of progress.

They are also divided into three levels. These correspond to the skills that typical children demonstrate during their development between 0 and 18 months, 18 and 30 months and 30 and 48 months.

By using the VB-MAPP, we get a more detailed picture of each pupil's development. We can see priorities for teaching and re-assess the pupil once a year.

In addition, the **VB-MAPP Barriers Assessment** enables analysis and assessment of 21 common language and learning barriers faced by children with autism. We use the analysis to determine the nature of the specific problem and the appropriate intervention.

In some cases, a particular barrier (such as the inability to establish a positive working relationship with an ABA Tutor) will need addressing before language instruction can progress any further.

Essentials For Living (EFL)

The EFL framework, is a comprehensive functional, life skills assessment and skills-tracker. Which focusses on the repertoire of speaking, listening, functional academic, social, daily living, and tolerating skills filled with meaning, purpose, and fulfilment.

Formative assessments

Formative, ongoing assessments note pupil's attainment in other areas. Annotations about the pupil's progress are written onto their programme sheets and data sheets. We use these to make decisions about the future.

Other curriculum subjects taught at Tram House School are under the general heading *Knowledge and Understanding of the World*. This includes:

- **The Humanities:** Geography, History and Religious Education
- **The Technologies:** Design Technology, IT and Computing, Food Technology
- **The Arts:** Art, Music Drama
- **Sports**
- **Personal, Social, Health and Citizenship Education**

ASDAN and other accredited courses

Pupils at Tram House School will follow a modified curriculum, within the National Curriculum and their IEPs, enabling academic and wellbeing learning. We offer ASDAN programmes at a range of levels in Literacy, Numeracy and Personal and Social Skills. These are based around how these skills are applied in daily life. We support pupils to take appropriate qualifications that will support them in their future lives.

Personal Curriculum Plans (PCP's) and Individual Education Plans (IEPs)

Personal Curriculum Plans are built from individuals' EHCP outcomes and map out the expected learning towards them. Breaking outcomes down into achievable targets that can be focussed on each term. The IEP is drawn from the PCP. Within the PCP are also continuous learning and wellbeing goals.

IEPs are also used to monitor pupil progress throughout the year. IEP targets are taken from the range of assessment tools that we use and are aligned with the Education Health Care plans (EHCP) for their respective local authority and age group.

The areas of the IEP include:

- Cognition and learning (incl. Maths and Literacy)
- Communication and Interaction
- Social, emotional and mental health
- Sensory and physical (including daily skills)
- Community and leisure

The EHCP is reviewed annually and the IEP is reviewed termly and new targets are set as appropriate. The IEPs are used as written, documented evidence of attainment and progress. We have termly meetings with parents to discuss the IEPs.

There are many ways that we can help you to support your child's learning. Every IEP gives you an idea of various games that you can use at home. Activities like this can help your child generalise their skills, and learn them in a variety of settings.

We use a home/school communication book to record information about your child's day and anything relevant to supporting their learning. We'll record new targets and send them home regularly so that you can be up-to-date with your child's latest developments.

Your child may also receive some simple homework each week to support the learning that has taken place in class, where relevant and appropriate. This helps your child to rehearse skills they have learnt in other settings, applying them in a functional context. If your child uses an augmentative communication system, we'll update you with new signs and pictures which can be used at home and in the community.

Applied Behaviour Analysis (ABA) Supervisors can advise you on situations outside of school that may stop your child living a fuller life. Some of these things can be practiced within the school day, or in the community and can be supported by home visits if needed.

We also hold half-termly parent coffee mornings. These involve sharing information and training for parents on a variety of important issues.

What support will there be for my child's overall wellbeing?

When a child joins BeyondAutism Schools, we make sure they settle in well. The initial period, a time called 'pairing' (pairing high preference activities/items with adults to make them more reinforcing), helps the new pupil settle in by showing the school as a warm, fun and welcoming place to be. The student's individual ABA Tutor works to establish a rapport with them. Dietary and medical needs are well-managed and catered for.

We monitor and track aspects of wellbeing through the IEP, which is linked to the EHC Plan. All the areas of the IEP link to the wellbeing of our pupils, however, the Social, emotional and mental health section is a key area. As we review our IEPs regularly with parents, it enables us to monitor progress and difficulties in these different areas.

Where appropriate, pupils are encouraged to use verbal communication. Their individual programmes teach them to identify and express their needs, to respond to questions and to identify people, places and objects. Pupils who are unable to express their needs verbally are taught to communicate using Alternative and Augmentative Communication (AAC), such as sign or Picture Exchange Communication System (PECS). This depends on what is most appropriate for the individual.

The school also ensures that parents are given information, training and resources so that they can use the same communication system with their son/daughter at home. Pupils are encouraged to interact with their peers and build meaningful relationships.

Where possible, we link with mainstream schools or other less intensive settings, and would seek to use these for integration sessions for appropriate pupils. These sessions may involve taking part in shared playtimes or lessons at these schools, or visits by their pupils to BeyondAutism Schools.

As part of our pupils' wellbeing, we aim to understand and manage specific behaviours based on an assessment of its function. People learn to repeat behaviours that provide some form of reward or are in some way useful to them in certain circumstances. By monitoring behaviour as well as its environmental context over a period of time, we may be able to detect a pattern in the types of events. This allows us to form a hypothesis about a specific behaviour and enables us to positively reinforce it.

Using this approach, we assess behaviours that are seen to be significantly impairing a student's ability to take part in learning and social interaction. Individual Behaviour Plans are then developed accordingly. Behaviour data is regularly monitored and expertly analysed to change programmes and increase the rates of progress in skill acquisition and wider learning. Parents are kept informed and offered support in dealing with behavioural issues experienced at home, including home visits.

What specialist services and expertise are available at or accessed by the school?

We employ Speech and Language Therapists and Occupational Therapists. These professionals work closely with the staff and pupils. They observe, assess and devise

intervention programmes, in partnership with staff and parents. These can either be delivered by the therapist or by our staff, depending on the individual need of the student.

Our Therapists provide inset training to BeyondAutism Schools' staff and reports for parents at Annual Reviews.

The school has several Board Certified Behaviour Analysts. They study behaviour in order to establish its function, and use this information to devise programmes for the pupils.

What training have the staff, supporting children with SEND, had or are having?

We have a highly qualified and experienced teaching team, led by the Head of Schools.

The Head of School is supported by an experienced teaching staff made up of:

- Qualified Teachers
- ABA Consultant
- Supervisors
- Instructors
- ABA Tutors who provide 1:1 tutoring for the pupils
- External School Improvement Partners: 1 Lead HMI Inspector and external BCBA's

Specific ABA/VB training and continuous evaluation of all teaching staff is a vital part of our methodology. All full-time staff receive extensive and on-going training in the principles of Applied Behaviour Analysis (ABA) and Verbal Behaviour (VB). We're creating a pool of teachers skilled in the techniques of ABA/VB to provide a model of excellence in the education and care of children with autism.

We have a fully integrated approach to our staff's training and professional development. Staff have opportunities to attend external ABA courses, National Autistic Society Courses, Makaton courses and other appropriate and relevant training courses. Staff are also given regular training in safeguarding and child protection, staff protection and child-focused behaviour management. They learn first aid and health and safety procedures for both themselves and our pupils.

BeyondAutism Schools also fund committed members of staff to study for their Board Certified Behaviour Analyst qualification, or to become qualified teachers by gaining their Post Graduate Certificate in Education or Qualified Teacher Status (QTS) via a Graduate Training Programme (GTP).

The teaching procedures used during 1:1 teaching and small group work form the basis of all interactions with pupils throughout the school day. These are based on the principles of Applied Behaviour Analysis, and the Analysis of Verbal Behaviour.

At BeyondAutism Schools, we are experts in the use of VB. This data-driven, scientifically-based method has been proven to be effective in advancing children with autism. It has been in use in the USA and Scandinavia for over 40 years. Our teaching motivates our pupils to communicate using target language. We show that language has a variety of purposes (i.e.

requesting, labelling, responding to the language of others receptively, asking questions and responding to questions).

All teaching staff receive extensive in-house training in ABA and VB from BeyondAutism Schools' highly qualified senior staff.

How will my child be included in activities outside the classroom, including school trips?

Throughout the school year we aim to provide a range of experiences to our pupils, within and outside the school.

All of the pupils enjoy regular outings which may include going to the local shops, restaurants, gym and library. This depends on their individual learning goals and the social, independence and community skills needed to be gained and generalised. We have weekly sessions of PE and Sports. They include a variety of sporting activities, such as:

- Football
- Swimming
- Cricket
- Yoga
- Gym
- Horse-riding
- Skiing

Song Club takes place each week and the group sing at various community events and settings. Each week we hold a singing and signing assembly for everyone to participate in. We perform a whole school production each year at Christmas time. Everyone is encouraged to contribute in some way.

Many other regular class trips are arranged to bring the class 'topics' to life. These have included trips to farms, the London Eye, the Science Museum and Kidzania; some visits are seasonal for example Winter Wonderland and all our trips support our pupils' learning in the community, enabling them to apply their skills in different settings. All pupils are supported to be included in as many activities as possible, broadening their exposure to different learning experiences.

How accessible is the school environment?

BeyondAutism Schools offer 1:1 and small group teaching from 9.15am to 3.15am at Tram House School and 9.30am to 3.30pm at Park House School. The schools have robust accessibility plans and make necessary arrangements for those with additional needs. The schools operate a usual weekly calendar, for approximately 39 weeks per year.

The school day follows a structured timetable, which is broken down into 15 and 30 minute blocks for either individual 1:1 teaching with their ABA Tutor or longer group sessions. Group sessions and individual programme sessions develop functional language skills in many areas of the curriculum.

We provide an education which sees each child and young person grow in confidence and autonomy. We make sure they feel safe and secure in their school environment and achieve their maximum potential and level of independence.

BeyondAutism Schools' founding principle is helping **all** children who come to the school achieve their full potential. The schools offer an education designed to help them to understand, integrate and work with the rest of their society.

How will the school prepare and support my child to join the school, transfer to a new school, or the next steps of education and life?

Transitions are an important part of learning. Pupils are well-prepared when transitioning to a new class or to another part of the school. Pupils who find transitioning a challenge are taught to respond positively to small transitions to begin with.

They are then taught to transition between fun activities, and from tutor to tutor. This helps them to learn to accept transitions easily and positively.

If pupils are accessing other provisions or transferring to another school, then we ensure they are well prepared, and the staff receiving them (wherever possible) are well trained and have a thorough understanding of the student they are receiving.

Pupils in the Sixth Form (16+) are able to access Vocational programmes and work experience placements, and are supported to do this as appropriate. Local Authority transition workers are invited to Annual Reviews. The Sixth Form also is developing its provision through a local college and further strengthening the preparation for adulthood.

At the Annual Review, we look at the child's next steps and possible transitions that may be involved. All professionals, the parents and the child work together to plan and prepare the most suitable transition options where appropriate. Training is provided to parents on transitions.

How is the decision made about what type and how much support my child will receive?

To be eligible for admission to BeyondAutism Schools children must:

- Be between 4 and 19 years of age
- Have a diagnosis of autism or a related communication disorder
- Have an EHCP or Statement of Special Educational Needs or be in the process of gaining one
- Have the appropriate age, skills and behaviour for the vacancy that exists.
- Live within a feasible commuting distance. A feasible distance is defined as a journey time of no more than 90 minutes in accordance with Google Maps.

BeyondAutism is a registered charity. All pupils who are UK citizens are funded by the Local Authority in which they reside and it is therefore essential to have agreement (in writing) from the Local Authority or another public source to fund the placement. For more information on

Admissions, please view our Admissions Policy in the Policies and Procedures section of our school's website: <http://www.beyondautismschools.org.uk>

If a Local Authority recognises that a child's needs will best be met by our expertise they will make a referral to us. There are many ways to start the process of referral. Contact us directly to book a place on one of our open days, or to arrange an individual visit to the school.

If you are interested in a place for your son or daughter, we would need to review their EHCP and any relevant reports. The child or young person will then visit for an informal assessment. This is a chance for us to assess whether we can meet their needs. We are looking to get a feel for how the child or young person reacts to the environment. Occasionally the placement may not be suitable if a student does not have an appropriate peer group.

How are parents involved in the school? How can I be involved?

At BeyondAutism Schools we are aware that parental involvement is particularly crucial for a child or young person with autism because:

- No-one knows their son or daughter as well as parents do.
- Parents provide a continuity of perspective on their son or daughter's progress.
- Parents play a vital role in generalising newly-learned skills to areas outside school.
- Parents and teachers will need to work together consistently in order to achieve the same goals.

BeyondAutism Schools have created parent forums for each school set of parents to convene in meetings, coffee mornings and through online web-conferencing using Zoom. We offer all parents information, training, support and access to resources. Parents are kept informed about what their son or daughter is working on, how they can help and how to use the same methods to encourage them to make progress.

This training is essential for developing home-based skills such as eating appropriately, toilet training and bedtime routines. The more that the school and family work together, the faster the child or young person will learn the appropriate behaviours and skills we are trying to teach them.

The school meets regularly with parents, both formally and informally, to discuss progress, agree behaviour plans and to help parents manage their child's behaviour at home. We do this at school and on home visits.

Regular progress reports are sent home. These detail skills which a child has mastered, as well as information about general progress and behaviour.

Who can I contact for further enquiries?

Head of Park House School

020 3031 9700

Or email: parkhouseschool@beyondautism.org.uk

Head of Tram House School
020 3031 9707
Or email: tramhouseschool@beyondatautism.org.uk

Wandsworth Local Offer:
www.wandsworth.gov.uk/localoffer

Last reviewed: April 2019
Date of next review: April 2020
Review group: Governing Body