



## **ASC SRP at Lydiard Park Academy**

### **What is Successful Inclusion?**

Successful inclusion is achieved through the consistent use of established, evidence-based intervention strategies alongside research-informed practice. This approach enables a holistic understanding of pupil progress, encompassing all aspects of a pupil's education and wellbeing. It is underpinned by a long-term perspective, considering each pupil's journey from entry—contextualised by their previous education and care—through to their transition beyond school.

The ASC SRP is a commissioned provision for up to 15 pupils with Education, Health and Care Plans (EHCPs), whose primary need is Autism Spectrum Condition (ASC).

### **Intent**

Within the ASC SRP, our aim is to support autistic pupils to engage confidently and productively with both school and everyday life. We seek to develop pupils' capacity to face challenges and actively participate in learning and wider school experiences, enabling them to reach their full potential.

We provide an environment that fosters emotional and physical safety, a strong sense of belonging, and meaningful connection with others. This nurturing setting promotes 'relatedness' while balancing appropriate support with the development of independence.

Staff model and build secure, positive relationships, equipping pupils with the skills to form and sustain healthy relationships beyond school. The SRP offers a safe, supportive space where pupils can regulate, reflect and work—either independently or with guidance—on curriculum content and social-emotional development.

A key focus of the provision is to build resilience, enabling pupils to increasingly access mainstream learning independently and confidently.

### **Implementation – Inclusion**

Provision is tailored to individual need through a flexible, needs-based model. Pupils access varying levels of support—both academic and emotional—within mainstream lessons. This may include in-class facilitation, small group work, or targeted one-to-one interventions where appropriate.

Interventions may include:

- Zones of Regulation
- Social communication and interaction skills
- Adapted PSHE programmes
- Life skills development
- Homework and curriculum support



Where necessary, pupils may work within the SRP when they are unable to access lessons; however, attendance in mainstream classes with subject specialists is strongly encouraged.

The SRP also provides a calm, structured environment for break and lunchtime, and supports examination access arrangements.

Each pupil is supported by a keyworker who maintains a strong, consistent relationship, regularly monitoring wellbeing and progress. While appropriate support is provided, a full 1:1 model is not routinely used, as fostering independence remains a priority.

Support is guided by EHCP outcomes, individual circumstances, and ongoing assessment of academic and emotional needs. Progress is tracked through whole-school systems, including Arbor and Provision Map, ensuring all staff are informed of pupil needs and strategies. Provision is monitored through classroom observations by the SENCo, SRP leadership, and SEND team.

All pupils receive an annual EHCP review to evaluate progress and update provision where necessary.

### **Admission Criteria and Expectations**

- Pupils must have an EHCP with a primary diagnosis of ASC
- The LPA ASC SRP must be named in the EHCP
- Pupils are expected to access a minimum of 51% of mainstream lessons, with most attending between 80–100%
- Pupils remain within the school's published admission number (PAN)
- Pupils may progress to the Trust Sixth Form where entry criteria are met

Further information is available via the Swindon Local Offer:

<https://localoffer.swindon.gov.uk/directory/providerdetails/217910>

### **Impact**

- Increased access to mainstream education for pupils with ASC
- Pupils feel safe and supported within a large secondary school environment
- Strong understanding of individual needs, positively influencing wellbeing and attainment
- Targeted support that promotes achievement and personal development
- A diverse, inclusive school culture that celebrates and values difference
- Expanded opportunities for pupils with ASC
- SEND pupils achieving outcomes in line with national expectations
- Enhanced classroom support benefiting all learners