



ASC SRP at Lydiard Park Academy

What is successful inclusion?

Deploying established, effective intervention strategies and techniques, combined with research-led innovations, to enable a holistic view of student progress. This should incorporate all aspects of a student's education and well-being, with a long-term outlook from the point of entry (contextualised with information about previous schooling/care) through to school-leaving age, and beyond.

The ASC SRP is a 15 place commissioned service for pupils with EHCP's with a primary need of ASC.

Intent

In the ASC SRP we aim to support autistic pupils to engage with school and life in the most productive and confident manner that they are able to. We want to build capacity to confront challenges in school and life and to enable pupils to take part in all learning and activities offered so that pupils can reach their potentials.

We create an environment that promotes a feeling of both emotional and physical safety and belonging, of being connected to others, and of 'relatedness'. Our environment also gives support whilst encouraging independence, wherever possible. Staff build and model secure, healthy relationships, from which pupils can learn, and which they can work to repeat in their lives beyond school. Our provision is a safe space for our pupils where they can come to regroup, calm, slow things down in order to understand or work quietly with or without support, on aspects of the curriculum or small group or independent work on social emotional aspects of learning.

The centre staff are working to build and encourage pupil resilience so they can be ready to learn in the main school more often.

Implementation – Inclusion

Pupils receive in lesson support on a needs-based model and so have more, or less support, according to their individual needs. This support can be both academic or emotional and includes in class guidance and facilitation and small group and individual work, according to specific need.

Small group and individual work might include, interventions such as zones of regulation work, social work, adapted PSHE lessons, life skills work and home work or catch up work. Staff may on some occasions work through a lesson with a pupil alone in the centre, when they have been unable to attend the class, although pupils are encouraged to attend lessons where they can receive the learning in the classrooms, with the expert teacher leading this.

The SRP is a quiet space for break and lunch times and is also used at exam times for access arrangements for our pupils.

All pupils in the SRP have a keyworker who knows them particularly well and will check in with them regularly to see how they are doing. Whilst pupils receive adequate support we do not generally offer 1:1 as this is counterproductive for the development of independence.



Support is determined by EHCP outcomes, current life situation and emotional and academic need. Pupil performance is monitored through the whole school tracking system and through whole school SEND. Every pupil in the ASC SRP has an annual review through the EHCP process and all necessary information regarding pupils is shared with staff through the school Arbor system, so that staff have knowledge of need and provision necessary in class. This is monitored by the Manager of the SRP through observations in classes.

Admission criteria and Expectations

Pupils must have a statement of Special Educational Needs, a diagnosis of an ASC and an understanding that they are on the autistic spectrum.

The LPA ASC SRP will be named as their placement in their EHCP.

When in the SRP pupils attend at least 80% of all mainstream classes and the majority are in 100% of classes.

Pupils fall within the whole school PAN.

Pupils in the SRP are eligible to attend the Trust 6th form if they meet the required criteria.

Swindon local offer:

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

Impact

- ASC pupils able to attend mainstream lessons
- ASC Pupils who feel safe in large secondary school environment
- Detailed knowledge of need which impacts positively on wellbeing and learning
- Appropriate support to meet pupil need which promotes achievement
- A diverse and inclusive school community promoting diversity and an inclusive society for all
- Increased opportunities for ASC pupils
- SEND pupils achieving in line with national average
- Support in classrooms for all pupil to encourage learning and achievement