



Eden

The Resourced Provision at Upton Westlea for children with a diagnosis of ASC.



“Welcome to Eden, our Resourced Provision for children with ASC.”

*I am Mrs Wright and I am the class Teacher within the Resourced Provision Class. We are lucky to have a fantastic team of specialist staff that support within the provision:
Mrs Capewell HLTA and Teaching Assistants Mrs Carline, Mrs Gerrard and Mrs Lenihan*

We are very excited to be moving forward as a team to create an exciting new learning environment with a unique curriculum, tailored to the needs of the individual children."



Eden is our 10 place resourced provision at Upton Westlea for children with a diagnosis of Autism, also known as ASC or ASD. Places within Eden are allocated by the SEN assessment and monitoring team at Cheshire West and Chester. All children who are allocated a place have a diagnosis and a Statement or EHCP (Education Health and Care Plan).

Eden is based within the mainstream school of Upton Westlea. We provide small group support for children with Social Communication Difficulties especially those with Autistic Spectrum Condition. The school receives ongoing support and training and will work closely with the Cheshire Autism Support and Development Team to ensure the best possible experience for the children. All pupils will be registered with a mainstream class and may: be part of this class for whole school activities such as Assemblies, Christmas Productions and School Trips, as deemed appropriate by the specialist teacher in conjunction with the class teacher. The criteria for Eden is that every child should be able to integrate into mainstream at a level that is suitable for them. We have the aspiration that every child will be fully integrated by Year 6, however, this is very much down to the individual and will be in consultation with parents and staff. All pupils will be supported by members of staff either in Eden class or in the mainstream classroom depending on the individual child's need. No child will be expected to cope in a situation they are finding too difficult.

A Speech and Language Therapist is attached to Eden who supports the children through assessment, intervention, one to one and small group work, programme planning, social skills and much more. We have ensured that all members of the school community from teachers to Mid Day assistants to Governors have had training in ASC and the teaching methods and strategies which best allow the children to achieve at school. The members of Eden have undertaken additional training and qualifications in the field of ASC.

An Education, Health and Care Plan (EHCP) is for children and young people up to 25 who need more support than is available through special educational needs support.

EHC plans identify Educational, Health and Social Needs and set out the additional support to meet those needs.

Within Eden, staff work as a skilled and experienced team to meet the needs of every child and use the information from each child's EHCP to create their own bespoke personalised curriculum. This will inform the planned teaching activities and will be developed in consultation with parents and carers. This is reviewed in Termly parents meetings in addition to an Annual Review.

Eden, the learning environment

All staff are encouraged to adopt a calm tone of voice with the children in Eden and share the ethos:

“When children are overwhelmed by big emotions, it is our job to share with them our calm, not join their chaos.”

Staff use their expertise to ensure all children are alert, organised and ready to learn. They are fully aware of how the children need to develop a sensory diet and bespoke strategies are implemented, according to individual needs.

Behaviour in Eden

We want Eden to be a happy, calm environment where every child has the right to learn. In the provision classroom we have a system of sanctions and rewards to manage behaviour:

The weather behaviour system



Every day children start off a fresh on the sunshine. If they do something amazing, they can go onto the rainbow and gain a dojo. If they make a bad choice they go onto the grey cloud.

Rewards:

We praise and reward children for good behaviour in a variety of ways:

- Adults praise children by labelling the positive behaviour that is displayed.
- Class dojos are given out.
- Rainbow time – 30 minutes to take part in a class decided treat e.g DVD, trip to the café or park.
- Every week we pick a rainbow winner and they receive a dip in the basket.

Sanctions:

- First step
 - Remind the child of the rules
 - State clearly what the expectation is

- First warning
 - Say “I need you to choose to... or you will choose to move your name.”
 - Provide the child with an alternative choice of activity or behaviour.
 - The children are made to feel in control of their choices.

- Final Step

Say “You have chosen to that means you have chosen to move your name to the thunder cloud”

A thunder cloud=1 minute loss of rainbow time.

Children within Eden may require positive handling from time to time. Please refer to our school Positive Handling policy. We follow the following steps:

1. Children will be given a verbal request.
2. Children will be provided with a symbol or visual to support the verbal request where needed.
3. Children will be positively handled and encouraged to follow the original verbal request.

N.B Parents are consulted on this process when starting in Eden.

Team Teach

All staff within Eden have been trained in Team Teach. We strive to be proactive in our approach to behaviour management and foster a positive learning environment where all children feel safe.



Our aim: through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. Positive Behavioural Support (PBS) approaches are entirely compatible with Team-Teach.

- To promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-

escalation strategies being used and exhausted before positive handling strategies are utilised.

- To enable services develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.
- To reduce the amount of serious incidents involving physical controls in all settings and to emphasise the importance of exhausting behaviour management strategies in the first instance.
- To increase the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling.
- To provide a process of repair and reflection for both staff and children.

Exceptional Circumstances

If a child demonstrates any of the following behaviours, then that member of staff may override the steps in the policy and the child will receive an automatic thunder cloud. This means that they will miss 1 minute of their Rainbow time. Such behaviours include:

- Hitting / Fighting
- Damaging property
- Endangering others
- Rudeness / bad language to pupils / teacher

Teaching and Learning

In Eden, children are taught using a thematic, multi-sensory approach to learning. We constantly strive to engage children in a broad and balanced curriculum, whilst prioritising the aims of the individual EHCPs. We aim to base learning around quality texts and provide learning experiences that are pitched to their individual needs and interests.

Personalised Curriculums in Eden

All children have a 'Pupil Passport', an 'Overview of personalised learning' and a 'Personalised Curriculum'. Parents are involved in this process and provide school with an 'All about me' sheet that details interests, anxiety triggers and other personalised information.

We understand that following the Rochford Review 2016, P Scales are no longer recommended. We are still using them at present to measure progress, whilst also being mindful of how the SEND code of practice outlines the following 4 areas of need:

- cognition and learning
- communication and interaction
- social, emotional and mental health
- sensory and/or physical

We use this to form an 'Overview of personalised learning'.

Children have been baselined using PIVATS. PIVATS provides a structured approach to assessing, planning for learning, tracking and measuring small steps in attainment. Some children have PIVATS in Reading, Writing, Maths and PSED, while others have a mixture of targets from The National Curriculum and PIVATS PSED – this is very much dependent on their primary need and their next steps in learning.

Staff refer to the weekly planning as to which group/duo/individual they are working with and this directs them to an appropriately planned activity, pitched at the correct level. Staff can then use the Personalised Curriculum to assess and monitor achievement. Some staff will use a Personalised Curriculum when supporting the class teacher. All staff play a key role in the monitoring and assessment of every child. When a child has demonstrated a skill 6 times, we believe they have achieved it. However this is at the discretion of the class teacher, as every child is looked at individually. Staff will also write 'Hot Targets' observations in both Eden and the mainstream class and they will be presented in books.

Outside agencies

As staff we work alongside outside agencies to ensure that we are supporting children in the best possible way.

The Speech and Language Therapist, working with the teacher, designs a Speech and Language Programme which contains both short and long term objectives. The children receive weekly therapy and then staff deliver 'carry over' tasks suggested by the Speech Therapist.

We also liaise with Paediatricians, Occupational Therapists, Dieticians and other outside agencies. We use their professional recommendations to feed into the individual child's personalised learning plan.

Bullying

Bullying is an important issue for all pupils but children and young people with autism are particularly vulnerable. The staff in Eden are proactive in staying up to date with the latest training in supporting children with Autism in this way. The Anti Bullying Alliance, as part of the 'All Together programme', wrote - with the National Autistic Society - resources for schools and other professionals. It outlines the specific issues that schools, teachers and other professionals should be aware of where autism and bullying are concerned and also outlines actions that teachers and other professionals should take to prevent and respond to bullying of children and young people with autism.

The Annual Review

Each child will have an Annual Review of the Statement or EHCP of Special Educational Needs. At this meeting a decision will be made as to whether the child needs to remain at Upton Westlea Primary School, move to their local school or whether it would be more appropriate to attend a specialist school. This review is called by Mrs Wright, the specialist

teacher in Eden. The child's class teacher, parents and any outside agencies involved with the child will be asked to attend.