

Here at Mount Pleasant, we have a 19 place resourced provision catering for children with Social Communication difficulties. Most of the children are diagnosed with Autistic Spectrum Condition (ASD).

Our children are at the heart of everything we do. We aim to:

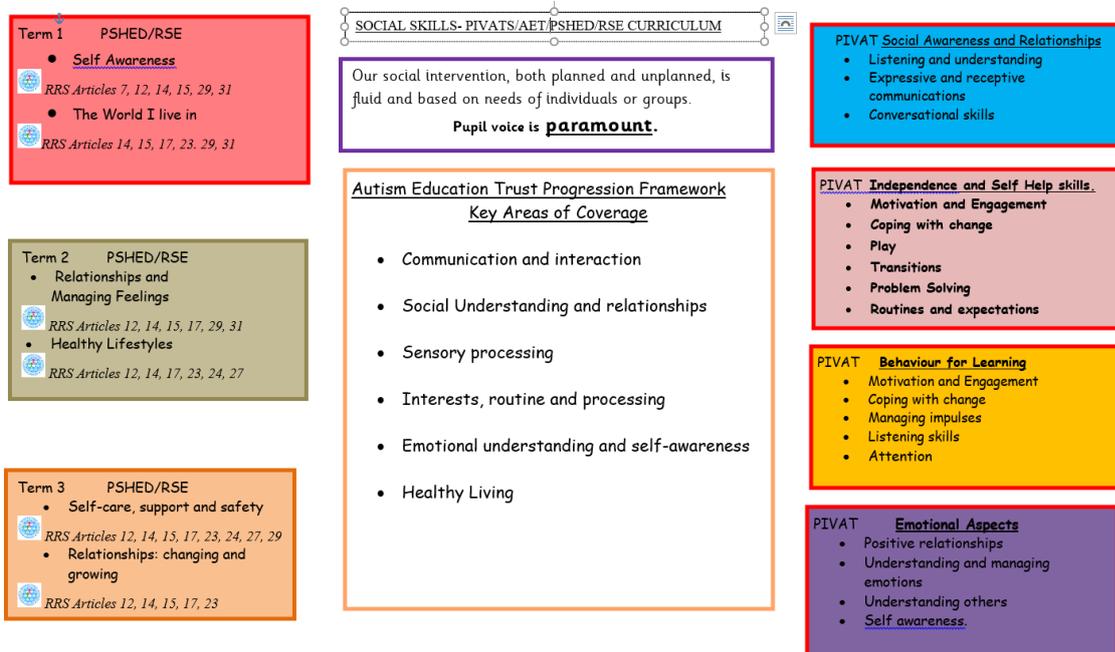
*support and enable our pupils to strive to achieve their full potential and integrate as much as possible into mainstream life. We do this through careful assessment, individualised teaching approaches and close monitoring.

*incorporate children’s interests and strengths to help them overcome some of their challenges.

*recognise that anxiety around social interaction and change may have a negative impact on a child’s learning and therefore use a range of strategies to support them in overcoming this. This may include social stories, social skills intervention and activities to reduce stress and anxiety.

Our Curriculum

The curriculum is adapted as necessary to meet the social, emotional and educational needs of the pupils. We have worked hard to develop our own social skills curriculum which has evolved from a combination of Autism Education Trust (AET) progression framework and PIVAT objectives. We are also ensuring that where possible, the learning opportunities offered to our children are geared towards the DFE ‘Preparing for Adulthood’ agenda.



Our Children

All children have a Passport which includes their strengths as well as areas of support. Each class teacher will have a copy of the profile to ensure that their provision meets the pupil’s needs. All classrooms have visual timetables as standard and a range of strategies are used including,

First/Then, task boards and visual prompts. Where appropriate, the children have a home/school diary to facilitate communication, particularly for those children whom access transport to school. Most of our children have an Education Health Care Plan. They are each assessed on the core subjects as well as in the areas of Behaviour for Learning, Independence and Self Help skills, Emotional Aspects of development as well as Social Awareness and Relationships (PIVATS areas).

The Environment

Currently, we have 4 designated withdrawn areas, each offering slightly different provision to cater for the varying needs of the children we have.

The Meadows - Key Stage 2

The Rainforest Room - Key Stage 2

The Woodlands - Y1/2

The Bluebell Room - EYFS

A member of the resource base staff is available during lunch time to support pupils during less structured times within a quiet lunchtime haven. Where possible, our children access breakfast club and after school clubs with mainstream peers.

Training

All children have a skilled, intuitive and trained Key Worker to help facilitate their learning, both academically and socially. Our success is a result of the trusting relationships staff build with the children- both adult and child work as a team to achieve the very best outcomes possible.

All staff in school are trained to at least Level 1 AET.

Resourced Provision key workers have had Level 2 training and have completed an AET competency audit.

Both the Deputy and the Manager of the provision have completed Level 3 training in AET and we hope to work towards accreditation for the provision in the future.

Staff provide support to mainstream staff through informal consultation, formal training opportunities, observations and targeted support in class. This ensures successful support the integration of our pupils.

Support for other agencies

We work closely with parents as well as outside agencies to enhance opportunity for the children. These include:

Educational Psychology (EP)

As a school, we often seek the advice and support from our psychologist around need type, level of need and placement.

Speech and Language Therapists (SALT)

Many of our children have input from Speech and Language Therapy and we use our 'in-house' Speech Link and Language assessments. We also work closely with the SALT outreach services.

Occupational Therapists (OT)

Occupational Therapy have involvement with some of our children and we offer fine and gross motor activities as well as supporting our children with their sensory needs. We complete sensory profiles on all our children and update them regularly.

Child and Adolescent Mental Health Service (CAMHS)

We work closely with CAMHS to support both our young people and their families too.

We have close links with local schools through our MAT SEND team, Key Lead training and through Local Authority wide initiatives to inform current practices and knowledge. We are also involved in supporting various research opportunities with Durham University.