The Redway School

Provision for Pupils with an Autistic Spectrum Disorder

‘I am so pleased that I moved my son to The Redway. He is making wonderful progress, is happy and loves coming to school.’ Parent of a pupil within the ASD provision.

Autism is a lifelong developmental disability that affects how a person communicates with, and relates to other people. It also affects how they make sense of the world around them.

It is a spectrum condition which means that whilst all people with autism share certain difficulties, their condition will affect them in different ways. Some are able to live completely independent lives whilst other have accompanying learning disabilities and will need ongoing support through their lives. Many people also experience over or under sensitivity to noises, sounds, smells light and colour.

A person with autism can be extremely anxious about the world in which they live and the condition can make life extremely challenging for them and for their families.

At The Redway School

Here at The Redway School the provision caters for children with autism and accompanying severe learning difficulties from early years through to Post 16 provision.

There are currently 3 specialist resource bases for pupils within Early Years, and Key Stage One and Two. As from September a Secondary resource base will be established.

A variety of different approaches are used and they include:

- Structured teaching and a structured learning environment including the use of TEACCH
- Communication using a range of different strategies including PECS, Sign a Long, Communication Aids, OOR, OWLing
- A high emphasis on physical exercise
- Sensory Integration Therapy
- Positive Behaviour Management
- The development of independent life skills
- Using the skills of the transdisciplinary team including all therapists
- A personalised programme of learning, addressing all personal and curriculum requirements
- Community based learning – to use and generalise skills learnt in school
- Very close liaison and working together with parents / carers
The learning environment

All classrooms are extremely well resourced, secure and friendly learning environments, which are appropriate for the development and educational needs of the pupils.

The classrooms are visually well organised, include visual schedules which timetable the day as well as work stations which are distraction free. This helps achieve positive outcomes for pupils with autism and helps them to understand their day, thus reduce anxieties aid learning and promote independence and be happy.

A range of outdoor play areas are easily accessible and include a variety of different equipment plus specialist bikes.

The facilities within the school are also accessed by pupils with an autistic spectrum disorder are as follows:

- MiLE Room (Multi Sensory Learning Environment)
- Hydrotherapy Pool
- Gym with trampoline for rebound therapy
- Soft Play Room
- Sensory Integration Room
- Opti Music Room
- Reading Room – with Leaf Chair to aid reducing anxiety
- Music Room
- Art Room

Teaching and Learning

The pupils all have personalised programmes supported by their IEP’s which reflect the needs on their statements. These are agreed with parents / carers soon after entering the school and are reviewed with parents / carers each term.

All pupils access the curriculum at a level appropriate to their needs. It is a highly physical curriculum and any specific needs they have are built into their personally programme such as toilet training, sensory integration therapy, dressing skills, occupational therapy etc.

In addition pupils also generalise and extend their learning in a range of off site visits on a weekly basis.

The curriculum is based upon a set of criteria in order for each pupil to reach their full potential. The curriculum is

- Devolved into small manageable and achievable steps.
• Effectively assessed so that specific areas of difficulty can be identified and addressed, then extended so as to provide opportunities for pupils to become independent learners.
• Designed to ensure that all achievements however small are celebrated and that pupils are aware of their own success and progress.

Break and lunchtimes are designated as curriculum time and staff are actively involved in supporting pupils during these times to help meet their personal, social and communication needs.

Working with Parents / Carers

The Redway School is committed to working in close unison with parents and carers.

On a daily basis parents / carers are kept up to date via the home / school diaries or by telephone or email on a daily basis. In addition parents / carers are actively encouraged to communicate regularly with staff.

Parents / carers have the opportunity to meet with staff at the school each term or more regularly if required. These meetings include reviewing the statement of special educational needs, review and updating of IEP’s and Positive Handling Plans as well as the twice yearly parents consultation evenings.

In addition each class produces a half termly newsletter, a photograph is sent home via the home / school diaries each week and a photograph of a class activity is uploaded onto the class pages of the website each week.

The Transdisciplinary Team:

All pupils are well supported and work closely with our own school based therapists as well as those from the NHS. These include:

• Speech and Language Therapists
• Physiotherapists
• Occupational Therapists
• Sensory Integration Trained physiotherapist and occupational therapist
• School Community Nursing team
• Educational Psychologists
• Eating and Drinking Specialist

Should you wish to know more about our provision for pupils with an autistic spectrum disorder and accompanying severe learning difficulties please do contact Ruth Sylvester Headteacher who will only be too pleased to help.