



The Swallowtail Federation of Church Schools
 With friendship, trust and kindness we fly!

(Love your neighbour as yourself,' Mark 12:30)

Provision for Autistic Spectrum Disorder

Inclusive high quality teaching ensures that planning and implementation meets the needs of *all* pupils, and builds in high expectations for *all* pupils, including those with SEN. This is a basic entitlement for all children and young people and is underpinned by effective whole school teaching and learning policies and frameworks. High quality teaching is about the day to day interactions that take place in the classroom and the different pedagogical approaches used to engage, motivate and challenge learners. It is about the way teachers use assessment and feedback to identify gaps and help pupils to move on in their learning. It is about providing both support and challenge in order to enable pupils to achieve more.

Teacher adjustments	Assessment	Targeted support	Specialist provision
In addition to high quality teaching, adjustments are made in the classroom to overcome barriers to learning	In order to identify pupils with SEN and ensure progress for all we continually assess our pupils	Some pupils will struggle to make progress despite high quality teaching and will require additional targeted support to overcome their learning barrier. Some may be placed on the SEN record	For some pupils with SEND we work closely with external professionals
<ul style="list-style-type: none"> ● Implementing personalised strategies laid out in pupil passports ● Preparing pupils for any changes in routine or staffing ● Using visual timetables and visual aids around the room to support routines ● Preparing pupils before the lesson outlining what will be taught including new vocabulary ● Making reasonable adjustments to sensory environment such as use of ear defenders and avoid sensory overload 	<ul style="list-style-type: none"> ● INDES ● 7C's ● Formative assessment ● Summative assessment ● Information from parents/carers ● Pupil's own views ● Reports from external professionals ● SENCO monitoring of reasonable 	<ul style="list-style-type: none"> ● Small group emotional literacy programme ● Attention Autism approach ● Widgit ● Now and next boards ● Speech, language and communication intervention ● Draw and talk ● PECS ● Friendship support 	<ul style="list-style-type: none"> ● Educational psychologist and ASD support and advice ● Access through technology referral ● Specialist staff training ● Specialist Resource Base advice



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<ul style="list-style-type: none"> ● Incorporating time for sensory circuits ● Explicitly teaching social skills ● Using assistive resources to promote independence e.g. word banks, visual aids, writing aids, assistive technology ● Giving short, clear instructions one at a time. Scaffold with visual prompts and reminders ● Helping pupils grasp new concepts by relating to real life experiences and giving them time to reflect on this ● Having awareness that instructions and comments may be taken literally; using concrete language ● Allowing rest breaks where appropriate or timeout in a 'safe space' ● Using calming aids such as stress balls 	<p>adjustments in classroom and use of pupil passport</p> <ul style="list-style-type: none"> ● Boxall profile 		
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