

The Learning Centre

(Specialist Resource Provision for Autistic Spectrum Disorder (ASD))



As from September 2014, the Academy has had its very own Specialist Resource Provision or, the 'Learning Centre' as it is known within the Hillyfield community. The Learning Centre is based at our Hillyfield at the Park site. We offer a place to those children with an Educational, Health and Care Plan and fit the Local Authority's criteria for a placement (see below).

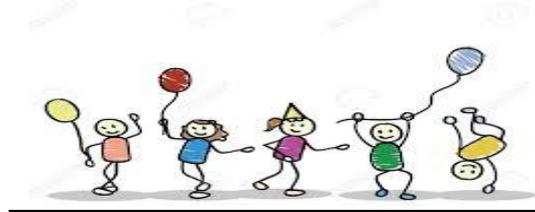
When the Special Educational Needs Department contacts the SENCo as part of the consultation process, the SENCo will carry out an observation of the child in his/her setting to determine whether the child fits the Local Authority's criteria for a placement. The Academy then provides a written feedback to the Special Needs Department on its decision.

James Semple is the Learning Centre ASD teacher, who works very closely with the parents/carers, teachers and children. In addition, the Academy has Andreas Arnmar, ASD Specialist who works very closely with the Learning Centre staff, but primarily supports children with ASD across both sites but are not part of the Learning Centre.



Listed below are the Local Authority's criteria for placing a child with Autism within the Learning Centre.

- The child's main area of need is Autism.
- The child has an Education, Health and Care Plan or is going through the Statutory Assessment process.
- The child will be able to cope and benefit from the elements, expectations and demands of a mainstream environment with specialist support for their autism.
- The child will have the potential to benefit from access to a differentiated mainstream curriculum and function within their peer group without undue disruption. The expectation is that over time an increasing amount of their timetable will be spent in a mainstream classroom.
- The child's cognitive profile should fall within the moderate learning difficulties to average range and benefit from the mainstream school curriculum with specialist support for their autism.
- The child is between the ages of 3-11 years.



The children within the Learning Centre will be part of a mainstream classroom. There will be additional support, but this does not automatically mean 1 to 1 (individual) adult support, as we want to encourage children to become independent learners and have good social interaction skills, rather than being over-reliant on one particular adult.

The Learning Centre:

- Daily communication and social interaction groups.
- Daily sensory activities to support the development of children's sensory processing.
- Music sessions where children are encouraged to sing songs and make actions to the songs.
- Groups where children are encouraged to develop their life skills.
- Support class teachers to differentiate work/activities within class and help set up strategies.
- Use of PECS and visual symbols to help develop communication skills.
- Run staff training throughout the year.

- Observe children in other settings as part of the Local Authority Consultation process.
- ASD Specialist runs half termly 'Dad's Group' meetings where fathers with ASD children are encouraged to become more involved with their child and improve their knowledge of Autism.
- ASD Specialist makes Home Visits to help parents support their child within the home environment.
- Make links within the local area.
- Termly coffee evenings for parents.
- Half termly Parent Liaison meetings.
- Half termly Newsletter for parents.
- Links with various multi-agency professionals, such as, weekly visits from the Speech and Language Therapist and regular visits from the Educational Psychologist.

Staff will ensure that:

- The social and emotional needs of pupils are clearly identified and supported.
- Pupil anxieties and stress management are well supported through the use of social stories, sensory workouts and flexible schedules.
- Teachers know the pupils well and demonstrate a sound knowledge of pupil's individual needs.
- Staff meets on a consistent basis to discuss pupil progress, behavioural impact and strategies to ensure success.
- Class teachers and support staff take responsibility for the pastoral care of the pupils by addressing their personal needs and promoting independence.
- Parents/carers and school staff are involved in multi-professional meetings to ensure a consistent approach to pupils who are causing the greatest concern.
- A multi-disciplinary approach ensures very good teamwork between school and outside agency professionals so that pupil's individual learning and behavioural needs are addressed effectively.

