

## ASD journey at the Link Primary School – 2018-2019



### ASD VISION

All children have the right to communicate, be an active part of their community and live a fulfilling and content life.

#### Where were we?

- ✚ Social stories and comic strip conversations were part of the PSHE provision at the Link. Staff used them in order to teach and reflect on social situations that proved tricky for some of our students
- ✚ Whole staff training proved to be effective to deal with crisis and manage pupils on the autism spectrum
- ✚ At the end of the last academic year, all teachers provided NGJ with a list of useful visuals that they wanted to use in their classrooms and for their cohort. NGJ made and distributed these visuals to be used consistently across school

#### Where are we now?

- ✚ 96% of our current cohort are on the autism spectrum. We have two classes that cater for pupils on the severe end of the autism spectrum
- ✚ Resources are obsolete – most of the resources in classes are related to more complex mathematical or linguistic concepts, most of them based on paper methods for teaching and learning
- ✚ Multisensory learning is key for the teaching and learning of new concepts, skills and the development of communication. However, it is not yet a cohesive method for teaching and learning
- ✚ Role play and ad-hoc communication opportunities are being created across the school in all classes. This has an impact on the progress pupils are making in their communication skills and understanding of social rules and situations. However, pupils continue to struggle in the outside areas
- ✚ All classes are taking their pupils out into the community. This is a great way to generalise skills taught in the classroom as well as developing independence skills
- ✚ Visuals are not consistently used across the school

#### Where do we want to be?

1. Multisensory learning to be part and parcel of what we do at the Link Primary school, both in the classrooms and in the outside areas in order to promote the generalisation of skills that lead to independence

2. Understanding of social situations, the internal and external context when in school and out of the community play a crucial role in the development of independence skills. As part of the PSHE, Link Priorities curriculum, comic strip conversations and social stories will be used coherently across the school in order to teach pupils to read the context in which they are immerse and consequently make informed decisions as to what to do in order to achieve a specific goal
3. All staff members to have a good understanding of the autism spectrum and hence feel competent to make decisions as to how to support pupils across the spectrum, including those in Beech and Willow
4. In three years' time, the Link Primary School is expanding in order to cater for those students that present difficulties in line with Pathological Demand Avoidance.

How will we get there ?				
Target	Action	Lead	Timescale	Impact (by July 2019)
To promote outstanding practise to support pupils on the autism spectrum, including those on the severe end	Whole staff sessions based on: <ul style="list-style-type: none"> <li>- Understanding the Autism Spectrum</li> <li>- Effective strategies that work well for our pupils</li> <li>- Sensory processing, to include strategies such as sensory circuits, sensory diets, movement breaks</li> <li>- Environment and how to promote communication across the school</li> <li>- Attention Autism</li> <li>- Intensive Interaction</li> <li>- Interactive Music</li> </ul>	NGJ SALTs OTs	Summer term	All staff will be confident to make informed decisions when involved in supporting pupils, including those on the severe end of the spectrum (Willow and Beech)
To create a multisensory culture for teaching and learning using multisensory across the school, including at playtimes	NGJ will work with class teachers to plan, set, teach and evaluate Literacy sessions in which students are taught using multisensory approach, role play (to include hot seating), sequencing strategies.  To evaluate environment in school and the outside areas using the AET schools autism standards and competency framework.	NGJ	Summer term	Class teachers will be able to plan, deliver and evaluate sessions using multisensory approach to learning
To have at least two members of staff per team that are confident in using Comic Strip Conversations	NGJ will run a course based on the theory of context blindness in people with autism; how to use comic strip conversations; how to plan a PSHE unit in which we teach our students about reading surrounding context and make informed decisions as to how to proceed (starting in the classroom).	NGJ ST	Summer term	At least one member of staff per class will attend the course. The strategy will be used across the school whenever a situation arises and as part of the curriculum. Staff will be confident enough to be able to teach pupils using this strategy.

				SALTs / teachers will be able to use this information to create social stories when adequate.
To implement the use of visuals across the school in order to support pupils with transitions, commands, language and communication	<p>TT meeting regarding the use of visuals: what we are doing, what is working, what is not working, what can we do to improve.</p> <p>NGJ will make the visuals for staff and will model how to use them effectively, including the use of the whiteboard in order to support verbal communication.</p>	NGJ ST	Spring term	All members of staff will use visuals to accompany verbal language in order to promote understanding and communication.