



All Saints Church of England Primary School

Footsteps @ All Saints: Autism Resource Base

Our School

Established in 1846 to *'serve the children of the Parish of Wigston Magna'*, we continue to thrive as a mixed primary school catering for children 4+ to 11 years old. (Foundation Stage to Year 6). Children from age 2 can start at our Pre-School. Alongside our Church school status, we promote British Values of tolerance, respect, democracy, personal freedom and the safety of rules at All Saints.

We have proven leadership capacity and we are proud to be rated *'good'* by Ofsted as well as having a recent Statutory Inspection of Anglican and Methodist Schools (SIAMS) which was graded as *'outstanding'*.

All Staff are trained to Autism Education Trust Good Autism Practice, level 2 or 3 and we have been used as a case study for best practice by Birmingham University, AET and NASEN. We have a highly engaged and active governing body and we are highly resilient and experienced in leading inclusive learning for all pupils.

We would be very happy to welcome you for a visit to view our school and see what we have to offer.

Our Resource Base Provision

Our resource base is a provision for primary aged children who have a diagnosis of Autism Spectrum Condition (ASC), and function at a mainstream level. The provision is predominantly aimed at helping children who have struggled to manage within the sensory and emotional demands of a mainstream setting. The base is fully equipped to take up to 10 children across the primary age range (Foundation Stage – Year 6).

Our current building was built in 1976 and Footsteps is nestled within our mainstream school in specifically designed accommodation that has been purpose built for ASC

pupils. The location of Footsteps is towards the rear of the school. It has its own allocated entrance/exit, as well as administration office, and family link facilities. All entrances and exits are on a secure fob system, and the accommodation is spaciouly light and generous.

The base will have contact with outside agencies such as Educational Psychologists, Speech Therapists, and other professionals to meet the needs of the children accessing the provision.

Our Expertise

The provision is led by a very experienced Special Educational Needs Coordinator who is trained to Masters Level and has a vast amount of experience working with the Local Authority as well as other agencies. She has a sound knowledge of the SEN Code of Practice and constantly monitors the provision for SEND within the mainstream classroom and the autism base. In addition to this

On a day-to-day basis, the unit has a class teacher who is very well trained in autism, ADHD, attachment and emotion coaching. In addition to this, there are members of support staff who assist with providing the bespoke packages that the children need. They hold qualifications relating to the nurturing and development of the children to meet their specific needs.

Our unit will be run under the ethos of every child having an individualised and personalised curriculum to meet their specific needs and help them to make rapid progress.

Across the mainstream school all staff are trained to AET Level 2 and in Footsteps all staff have some form of training from Autism Outreach, whether that is level 2 or 3 and all staff will have previous experience working with children with ASC. Further to this they will have continuous professional development as they seek to improve their practice to offer the best possible outcomes for the children in the provision.

The setting will be arranged to give the children plenty of space to learn and feel safe. The provision will have many break-out spaces where the children can go to learn or if they are feeling overwhelmed at all, a peaceful space they can go to calm down. This is complimented by having therapy rooms, a 'family space' and also a sensory room for them to access where needed.

Children will be assessed against the Autism Education Trust Progression Framework, and also National Curriculum Outcomes (if they are at that level). The base will seek to use the same systems that are used within the mainstream school to ensure consistency. This will also aid a smooth transition when children from the base access the mainstream lessons.

Our Facilities

The base will have the following facilities for all children to access as needed:

- Small classroom base;
- A number of rooms for individualised work, therapy or other withdrawal time;
- A Family room/dining space;
- Sensory Room;
- Outdoor space for Forest School Learning;
- Animal husbandry;
- Differentiated assessment tools for monitoring progress;
- Highly individualised programmes to suit pupil needs;
- Access to mainstream classes and school trips and life of a mainstream school;
- Access to well established fields, grounds and large fixed equipment;
- Opportunities to promote personal skills (dinner times/ toileting/ cooking/ shopping);
- Flexibility of provision to meet pupil needs;
- Support for non-structured times;
- Promotion of positive attitudes to autism;
- Positive experiences, within the local community.

How we work in partnership with parents/carers and families:

Parents will be involved in the process every step of the way during the transition of their child into Footsteps. They will have access to the teacher in a variety of ways so that they are always kept up to date with what their child is doing at the school. There is a dedicated and experienced Family Support Worker on the Footsteps Staff team to support parents and families in the base and links with external parental agencies and support groups.

All children will have home/school diaries that will be completed daily so parents know what their child has done during the day. These diaries can also be used by the parents to let the adults of Footsteps know when their child has achieved something positive or had a difficult time at home. This will allow the adults in the classroom to discuss this further with the child and help them to understand the emotions that caused the behaviours. Through this discussion, the children will begin to have the tools to manage these emotions better in the future.

Regular letters and emails will be sent to parents, updating them on activities that will be occurring in Footsteps. The provision will also use the online learning journal 'Tapestry', which allows parents to see what their child has been learning throughout the week but also add their own experiences for the children to share with their peers in school.

When your child arrives at school – whether that be in a taxi or being dropped off by a parent/carer – they will be greeted by a member of staff and together, they will go into school.

Footsteps will introduce a book called 'Wicked Wednesday'. This book will be sent home on the first Wednesday of every month and will have copies of select pieces of work from the previous month, giving parents the chance to see and comment on what the children have completed in Footsteps.

Parents/carers will be included in each process of updating Personalised Learning Plans (PLPs), Positive Handling Plans (PHPs) and any targets that are set for their child. Targets will be sent home to parents/carers so they are aware of what we are working on and trying to improve in school.

Staff will endeavour to physically intervene with children as little as possible. However, if this becomes a necessity, then parents/carers will be informed via a phone call, with an explanation as to why this happened and what the outcome of the behaviour was. This will also be recorded in book so that there are records of what happened.

When a child has secured a place within Footsteps, they will have a transition package that is applicable to their needs and will be created in consultation with parents/carers.

What your child will study:

The unit will focus on two curriculums during the school day. The first will be the National Curriculum, where children will learn as their mainstream counterparts do. This will cover their English, Maths, Science, RE and other core and non-core subjects. There will be a long term plan created as to what the children will cover and the staff in Footsteps will work alongside mainstream class teachers to produce and develop work that coincides with what is happening in the main school. This progress will be assessed against the same assessment system as the mainstream school.

The second curriculum the children will be learning from will be a bespoke learning experience that allows the children to develop their social and emotional literacy. This will be done via a variety of methods that are dependent on the needs of the individual child, as set out in their Education, Health and care Plan (EHCP). The children will have their own targets they are to meet but they are also expected to put into practice the things they have learned. Some of the learning will be in the local community where the children will learn how we behave in a public space – especially when things don't always go as expected. The children will also learn key skills such as tying shoelaces, eating at the table and lining up. They will be taught how to manage difficult situations appropriately, such as if their food is not what they expected or if they're unhappy with the noise levels. This progress will be assessed against the Autism Education Trust Progression Framework.

The children will make the most of the outdoor curriculum we have at the school and will be engaging regularly in Forest School activities. They will also be learning about growing plants for eating and the processes involved in that. All of these skills help to

promote nurturing and caring for something other than ourselves, offering valuable lessons about patience and positive outcomes.

Setting targets/Individual Education Plans (IEP) and Passports

Teaching, learning and assessment will be bespoke for each child, informed by their EHCP. Once the children have settled into Footsteps, targets will be set based on their learning and social needs at the time. If there are new triggers or behaviours being shown then the children will have those targeted to help make immediate improvements.

Each child's progress will be tracked and reported to parents or carers on a half-termly basis or if the target has changed before this, then they will be informed as to the reasons why - parents and carers will be a central and key component to ongoing consistent support and development of the children.

The teaching staff in Footsteps will put interventions in place to meet the academic needs of the children. This will be informed by formative assessment as the children go through their learning journey in Footsteps.

Pupils' social development will be tracked using the Autism School Progression Framework and through constant dialogue with home. These targets will help to keep children constantly learning and developing their social and emotional skills so they are eventually able to manage in a mainstream environment, but also when they are outside of school.

Behaviour support

During their time in Footsteps, the children will be encouraged to think about their behaviour and what their triggers are; both at home and school. They will have behaviour targets to help them manage specific aspects of the day or if they are struggling with lessons.

The staff will all be trained in behaviour de-escalation strategies but they will also be trained to help children understand the emotions that cause behaviours. It is our belief in Footsteps that behaviour is a symptom of something greater and that to help the children; we must treat the cause, thus giving the children opportunities to fix this in the future. This includes both negative and positive behaviours. It is important that when the children have finished their time in Footsteps, they are equipped to manage life outside of the provision. It is our responsibility to help them with this through coaching and helping them to understand the causes of their behaviour. All staff will be trained to do this and will implement this consistently throughout the day.

All staff in Footsteps are trained in Emotion Coaching and the teacher is training to become a recognised practitioner. This method of behaviour support and regulation helps children to understand their emotions and recognises all emotional responses as a valuable teaching moment. Through this, children begin to recognise the causes and responses to different moments and are then able to react accordingly.

There will not be a rewards and sanctions scheme in Footsteps as this can create anxiety for the children as they strive to achieve what is on offer. This does not mean there will be no consequences for negative behaviour, however. Footsteps will be run with the ethos of a positive input creating a positive outcome, conversely, a negative input will create a negative outcome. It is important that the children in Footsteps are intrinsically motivated to succeed, giving them the life skills to progress in the future.

Support from specialist staff

The unit will be run on a day-to-day basis by a specialist ASC Teacher who has Qualified Teacher Status and the co-ordination of their special needs will be overseen by the SENCo who is part of the Senior Leadership Team of the whole school. The teacher, in the base, has a broad experience of working with children who have struggled in mainstream settings and who have needed a specialist provision for their education. The teacher has expertise in managing behaviours which can challenge and developing the social and emotional needs of the children in their care. Footsteps will ensure all staff who work in the provision have appropriate training and experience working with children who have an ASC diagnosis. They will also continue to develop their understanding of children with Autism through training and CPD opportunities.

Support staff are trained to AET level 2 and 3, there will be a child mental health practitioner and staff experienced in family support work. There is close partnership work with a range of co-professionals who work with children to meet their individual needs and advise Footsteps staff on the development of programmes for each child. This includes Educational Psychologists, Speech and Language Therapists, Occupational Therapists, child counsellors and Play therapists. Other therapists are also engaged to work with pupils to meet particular needs, such as dance/yoga/art therapy etc.

The school also has in house Forest School Specialist and Lego therapy.

Inclusion

Over time, pupils will spend time in mainstream environments – our own ASC hub, nurture unit and, when ready and as appropriate a base in one of our mainstream classes. They will also belong to one of the school 'houses' as appropriate and will join in with the life of our thriving mainstream school as meets their individual needs. This will enable siblings to be part of each other's primary school experience where a placed child has mainstream brothers or sisters close in age. For each individual child, over time, inclusion will be encouraged in all aspects of school life as preparation for life outside school and for adulthood.

The Footsteps Teacher and staff will have some mainstream responsibilities and regular contact with the mainstream provision and staff. There will also be opportunities for shared Continuous Professional Development. This will ensure a holistic and inclusive environment for all our pupils.

Mainstream pupils will benefit hugely working alongside their Footsteps peers. This will build tolerance, respect and a sense of responsibility across the community. We

envisage this will include teaching pupils about ASC and SEND in the wider sense across the age phases.

As we are a Church School, pupils will also engage in daily collective worship, in an appropriate manner – as already this occurs in our nurture unit and ASC Hub.

Where appropriate, children will be involved in year group trips outside of school, this could include regular trips such as swimming, or wider curriculum trips such as museums. The children will be encouraged to engage in these activities with their mainstream year group as a way of helping them to integrate into the regular provision.