

Current Situation

Here at Mount Pleasant, we have a 22 place resourced provision catering for children with Social Communication difficulties. Most of the children are diagnosed with Autistic Spectrum Condition (ASD).

Our children are at the heart of everything we do. We aim to:

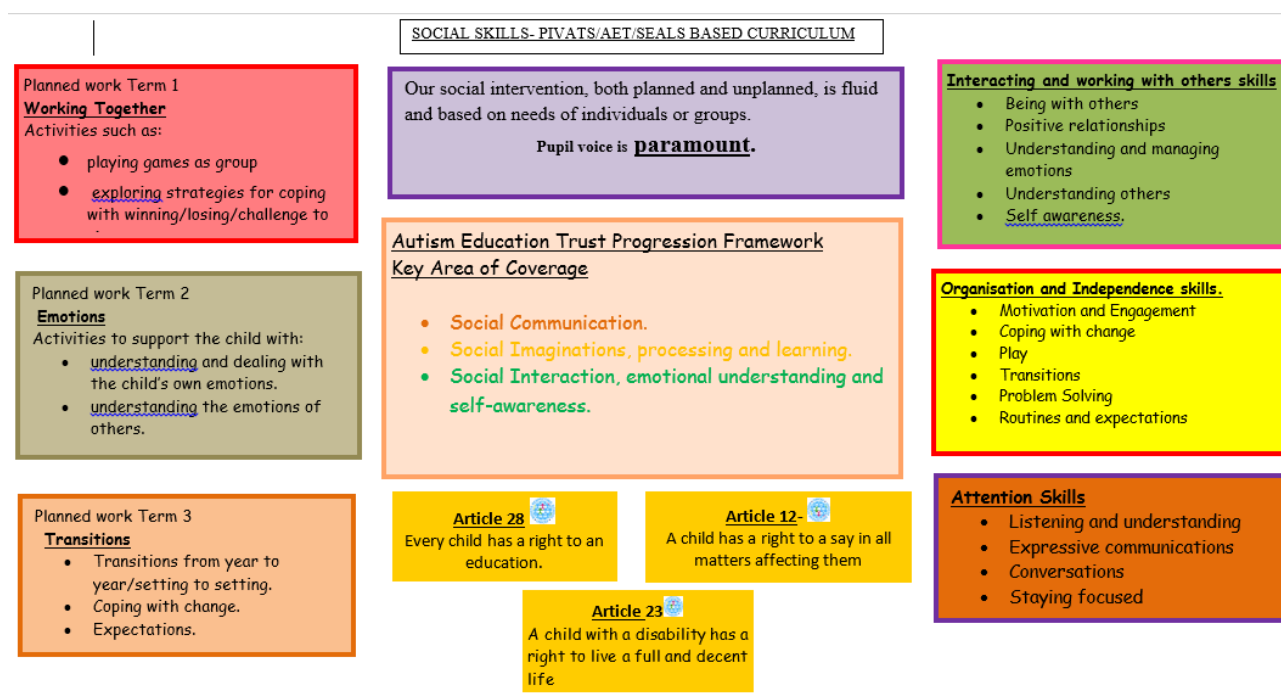
*support and enable our pupils to strive to achieve their full potential and integrate as much as possible into mainstream life. We do this through careful assessment, individualised teaching approaches and close monitoring.

*incorporate children's interests and strengths to help them overcome some of their challenges.

*recognise that anxiety around social interaction and change may have a negative impact on a child's learning and therefore use a range of strategies to support them in overcoming this. This may include social stories, social skills intervention and activities to reduce stress and anxiety.

The curriculum

The curriculum is adapted as necessary to meet the social, emotional and educational needs of the pupils. We have worked hard to develop our own social skills curriculum which has evolved from a combination of Autism Education Trust (AET) progression framework, the SEAL curriculum and PIVAT objectives.



We work closely with parents as well as outside agencies to enhance opportunity for the children. These include:

Educational Psychology (EP)

As a school, we often seek the advice and support from our psychologist around need type, level of need and placement.

Speech and Language Therapists (SALT)

Many of our children have input from Speech and Language Therapy and we use our 'in-house' Speech Link and Language assessments. We also work closely with the SALT outreach services.

Occupational Therapists (OT)

Occupational Therapy have involvement with some of our children and we offer fine and gross motor activities as well as supporting our children with their sensory needs. We complete sensory profiles on all our children and update them regularly.

Mental Health Support Team

We work closely with MHST to support both our young people and their families too.

All children have a Passport which includes their strengths as well as areas of support. Each class teacher will have a copy of the profile to ensure that their provision meets the pupil's needs. All classrooms have visual timetables as standard and a range of strategies are used including, First/Then, task boards and visual prompts. Our children have an EHCP. They are each assessed on the core subjects if needed, as well as in the areas of attention, their organization and independence and their ability to work with others (PIVATS areas).

The environment

Many of our children access a mainstream class with appropriately trained staff to support them. For those children who are not ready for the full-time mainstream offer, we have a range of learning environments for our children, depending on their level of academic, social and sensory need.

A member of the resource base staff is available during lunch time to support pupils during less structured times within a quiet lunchtime haven. Where possible, our children access breakfast club and after school clubs with mainstream peers.

Training

All children have a skilled, intuitive and trained Key Worker to help facilitate their learning, both academically and socially. Our success is a result of the trusting relationships staff build with the children- both adult and child work as a team to achieve the very best outcomes possible.

Staff provide support to mainstream staff through informal consultation, formal training opportunities, observations and targeted support in class. This ensures successful support the integration of our pupils.

We have close links with local schools through our MAT SEND team, Key Lead training and through Local Authority wide initiatives to inform current practices and knowledge. We have been involved in supporting various research opportunities with Durham University.