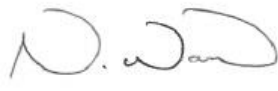




Autism Policy

Last Reviewed Date:	18/09/2024	Reviewed	27/10/2025
----------------------------	------------	-----------------	------------

Autism Lead:		Date:	29/10/2025
Headteacher:		Date:	04/11/2025

Date of Next Review:	November 2026
-----------------------------	---------------

**C O N T E N T S**

1	Background
2	Knowledge and understanding of autism and training
3	Early years and further education
4	On-site access to specialist therapies (OT, physiotherapists, Speech and Language Therapy
5	Broad and relevant curriculum
6	Assessment and attainment
7	Challenging behaviour and anxiety
8	Partnership and parents and families
9	Voice of the pupil with autism
10	Educational interventions
11	Specialist support to mainstream schools



1. Background

Amwell View caters for a large number of pupils with an autism diagnosis and additional severe learning difficulties. The school has 194 pupils on roll and 1180 of these pupils have autism. (87 boys and 31 girls)

In March 2022 the DSM-V-TR was updated and the latest revision changes a paragraph to read “as manifested by all of the following” to eliminate confusion over the inclusion of one, two or three of the deficits.

This DSM-V continues to define autism spectrum disorder as:

“People with autism spectrum disorder often have problems with social communication and interaction, and restricted or repetitive behaviors or interests. People with autism spectrum disorder may also have different ways of learning, moving, or paying attention. For people with autism spectrum disorder, these characteristics can make life very challenging.

All pupils attending Amwell View School have an Education Health Care Plan (EHCP) focusing on their individual learning outcomes. Pupils with an autism diagnosis have access to additional plans that support related issues, such as, anxiety, sensory integration and supporting behaviour using a positive approach. The teaching staff work together with specialists and parents to break these outcomes down into small achievable steps, thus aiming for pupils to gain a good foundation for learning with understanding.

Amwell View recognises that pupils with an autism diagnosis require a specialist approach and the delivery of lessons and curriculum highlight this. The staff work together and with specialist input to optimise developing pupil understanding and promote independence. Subject leaders address the delivery of each subject in the policy statements by listing a variety of autism specific strategies to optimise pupils’ participation, understanding and progression.

The following headings list the specific areas the school have addressed autism related needs and have incorporated into the daily school life of the pupils attending Amwell View:-

2. Knowledge and understanding of autism and training

- Visual communication systems
- Autism guidelines
- Communication Profiles
- Keeping language simple and to the point
- County autism courses and assessments (CARS)
- TEACCH courses – 3 day
- Attention Autism course – 2 day



- PECS courses – 2 day
- Sensory Integration training for all staff and parents
- In -service training for all staff

3. Early years and Further Education

- Early years pupils – EYFS helps pupils to make clear choices, broaden areas of interest and understanding, and provides a positive learning structure
- Community Class – older students focus on activities and learning within the school and local community, providing a range of experiences to achieve independent skills.
- Arts Award
- Off-site visits to Mudlarks and the newly acquired community allotment plot in the village of Stanstead Abbots, to develop gardening and growing skills
- College visits
- Charity Shop – organisation, work and life skills
- Links to the Community – life skills and interactions with a wider community

4. On-site access to specialist therapies (OT, physiotherapists, Speech and Language Therapy)

- Music therapy
- SALT individual and group sessions and termly reports for pupils on caseload
- SALT feedback to staff and parents on communication needs and strategies
- OT available to discuss teacher concerns when they arise and meet the needs of pupils on caseload
- Physiotherapy clinics held on site

5. Broad and relevant curriculum

- Each subject area policy outlines modes of delivery which help address the learning needs of pupils on the autism spectrum
- Experiences and opportunities for pupils to promote confidence and understanding in a range of settings (i.e.) the salon, horse-riding, wall climbing, trampolining, swimming in public pools, music festivals, dance performances, county sports days, visits to college, work on school site with visiting service providers – Mudlarks and community



allotment, participating in opportunities with other school visitors; curriculum visits including train rides, travel training, planning and using local and school charity shop, museums visits and visits to the satellite Tonwell site for pupils to safely explore a secure setting for a variety of experiences and learning.

- Priority Outcome Sheets – pupil curriculum outcomes are SMART and track pupil progression over a half term; comments and recorded on the priority format and saved on the system, accompanied with video or photos are uploaded on Tapestry and reflect the individual's achievements and understanding in the context of their learning.
- IEPs – are included on the Priority Outcome Sheets and are evidenced on Tapestry each half term.
- Differentiated and sensory curriculum – incorporating sensory diets into the pupils' day to help them regulate their sensory needs and to manage behaviours; classes participate in daily Mindfulness walks around the school to help with concentration and motivates and engages pupil participation; pupils who require specialist sensory input (i.e.) weighted vests, these are taken around the school building with the pupil so access is immediate, sensory items available at all times to help pupils stay focused and calm; daily access to the Sensory Studio for short sensory circuits suited for the needs of each pupil.
- Routes for Learning (RfL) – access to identify meaningful learning routes for pupils progressing at a slower pace; utilised across the curriculum and daily school life to ensure consistency
- Communication profiles – identify the needs of the individual and how best to present activities / concepts to help them understand and participate fully
- Short-term and long-term goals for pupils to develop in social and play skills
- Attention Autism are timetabled sessions in class groups to focus on pupils' abilities to sustain attention to an adult-led activity, shift attention between the object an adult, to re-direct focus onto the activity and provide opportunities to use speech spontaneously. Attention autism sessions focusing on attention grabbers to support pupils to maintain attention for longer and regulate ready for lesson and activity learning.

6. Assessment and attainment

- Routes for Learning (RfL)
- Assessment for Learning (AfL) – gaining pupil feedback on learning sessions to check for understanding and next steps; using success criteria to show pupil progression in learning and to track pupil engagement and level of prompting required to achieve the learning successfully.



- Use of video - highlight specific areas of progression; to document areas of need and provides feedback to the staff for discussion on preparing for the next steps
- Tapestry – to share progress with parents and highlight progression for all pupils across curriculum areas
- End of year formative assessment provides progression information in each subject area and data that assists the school in tracking pupils with an autism diagnosis across the whole school
- Case studies – written by teachers to highlight the context pupil progression, both exceptional and / or below expected outcomes
- Pupils with ASD are assessed annually using CARS to highlight areas of need focusing on identifying pupils who require further input and support (ie) autism lead and autism team support and using the SCERTS framework premise on what is working well

7. Challenging behaviour and anxiety

- Individual pupil behaviour plans
- Individual anxiety plans – list ways to maintain a preventative approach with individuals (i.e.) phrases, resources, helping pupils self- manage, let them know we are here to help them
- Therapeutic Thinking forms are completed and regularly reviewed by class teams for all pupils
- RPI (Restrictive Physical Intervention) is logged and discussed with SLT. Pupils identified and risk assessed. Relevant staff are trained on using this intervention only when planned.
- Sensory integration profiles – detailing the needs of the pupil and how best to meet them and why the sensory activity put in place helps
- Sensory curriculum – hands on, motivating, and engaging
- Calming areas – in classrooms, outside classrooms, outdoors (ie) benches, play areas, sectioned off playground areas.
- Staff trained in County approved Hertfordshire Steps and Therapeutic Thinking Approach.
- On-site access to PE facilities to help pupils lower and manage anxiety levels through exercise and relaxation techniques – Fitness suite, outdoor fixed fitness equipment, newly built Rebound Therapy room, outdoor astro turf area trampolines for upper and lower school pupils



- Yoga – staff focus on using breathing and relaxation activities within the whole of the school, and Yoga is incorporated into lessons.
- Sensory clubs offered to pupils, Individual sensory plans, sensory activities posted around the outside of the school building for pupils to access regularly
- Educational Psychologist input
- At Post-16, referral and involvement with the Community Assessment and Treatment Service to support transition after school.
- Lunchtime and after school clubs – a range of activities pupils can access and learn with specific support

8. Partnership and parents and families

- Home school communication – weekly emails provide parents with feedback and daily overview about school experiences
- Emails and phone calls with parents – share information and school events, assist with accessing online platforms, such as Arbor and Tapestry
- Tapestry – parents are encouraged to post family activities and achievements to share with school, whilst school post - pupil learning progression and experiences happening weekly, activities that can done at home, and make regular contact with pupils and families that are not in school for a period of time.
- Annual review and EHCP meetings – meet with parents and other professionals to discuss report and plan for the future.
- Parent and teacher consultations – occur twice a year; additional meetings with parents available when required or if parent of a multi-disciplinary team meeting (ie) CIN and TAFF
- Sharing pupil plans and profiles regularly, including any updates, on Tapestry with parents so they can provide their input
- New pupil meetings – for parents to meet with class teacher to relay a range of information about child prior to starting placement
- New pupil meetings – parents meeting with the school nurse prior to starting school placement
- Home visits
- School supports parents to meet with Post-16 outside providers in preparation of leaving Amwell View on Parents Evenings



- Transition Meetings for parents in preparation for leaving Amwell View
- Staff participate in shared care and respite provision in an arrangement with home for out of school hours

9. Voice of the pupil with autism

- Pupil views recorded in EHC plans and preferences and experiences are included throughout the school year
- Pupils provided choices on attending clubs
- Pupil feedback on lessons and activities
- School Council – pupil voice for agenda topics

10. Educational interventions

- TEACCH, Picture Exchange style communication strategies, sensory story, Attention Autism, sensory massage sessions and regular exercise are used throughout the school day, SCERTS, regular exercise in the form of walking and playing offers regulation benefits to our pupils
- Attention Autism – lunchtime clubs and timetabled class group sessions

11. Specialist support to mainstream schools

- Requests from mainstream schools for input and advice to help pupils with ASD both Primary and Secondary – for behaviour and learning strategies
- Observations of pupils in a mainstream setting, discussions with class teachers and parents
- Helping with assessments
- Offering training on adaptive teaching strategies for pupils on the autism spectrum

Autism strategies and activities provide benefits for all the pupil population attending Amwell View School. Expectations on pupil behaviours and application to learning are high within the context of their individual abilities. Staff at Amwell View have a good knowledge of the pupils and a continuing understanding of the ways in which pupils with a diagnosis of ASD process information and how to keep them motivated.