

Woodcroft School 10.03.22

Staff handbook



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Dear new staff member, student or volunteer, welcome to Woodcroft School. As a member of our staff team we hope you enjoy a long career with us and are challenged, developed and most of all happy in your work.

Woodcroft School aims to provide a quality educational service tailored to meet the unique and sometimes complex needs of each individual pupil at the school. The positive ethos of the school is the hallmark of its excellence. Whatever our job is in the school we all have a responsibility to ensure that this ethos will be maintained.

The directors and the senior management of Woodcroft School are committed to helping all staff to enjoy the rewards of a successful job in the school. We hope that we have your commitment so that you can play your part.

You can continue now by reading through your Staff Handbook and familiarizing yourself with the school Policy Document.

With best wishes for your career at Woodcroft School.

Brian Sainsbury, head teacher

Introduction

This handbook contains information for your guidance and is to be read in conjunction with the school's *Policy document*. A printed version of the *Policy document* is in the school office. It is also available online on the school website at www.woodcroftschoo.net/policydocument. Employees agree to be bound by the provisions of this handbook and must refer to their line manager and/or a copy of the school's *Policy document* on issues of school policy not covered by this handbook. Staff are therefore required to familiarise themselves with the contents of this handbook and the school *Policy document*.

You will probably have many questions and these two documents are designed to answer some of them. Please feel free to ask for help at any time.

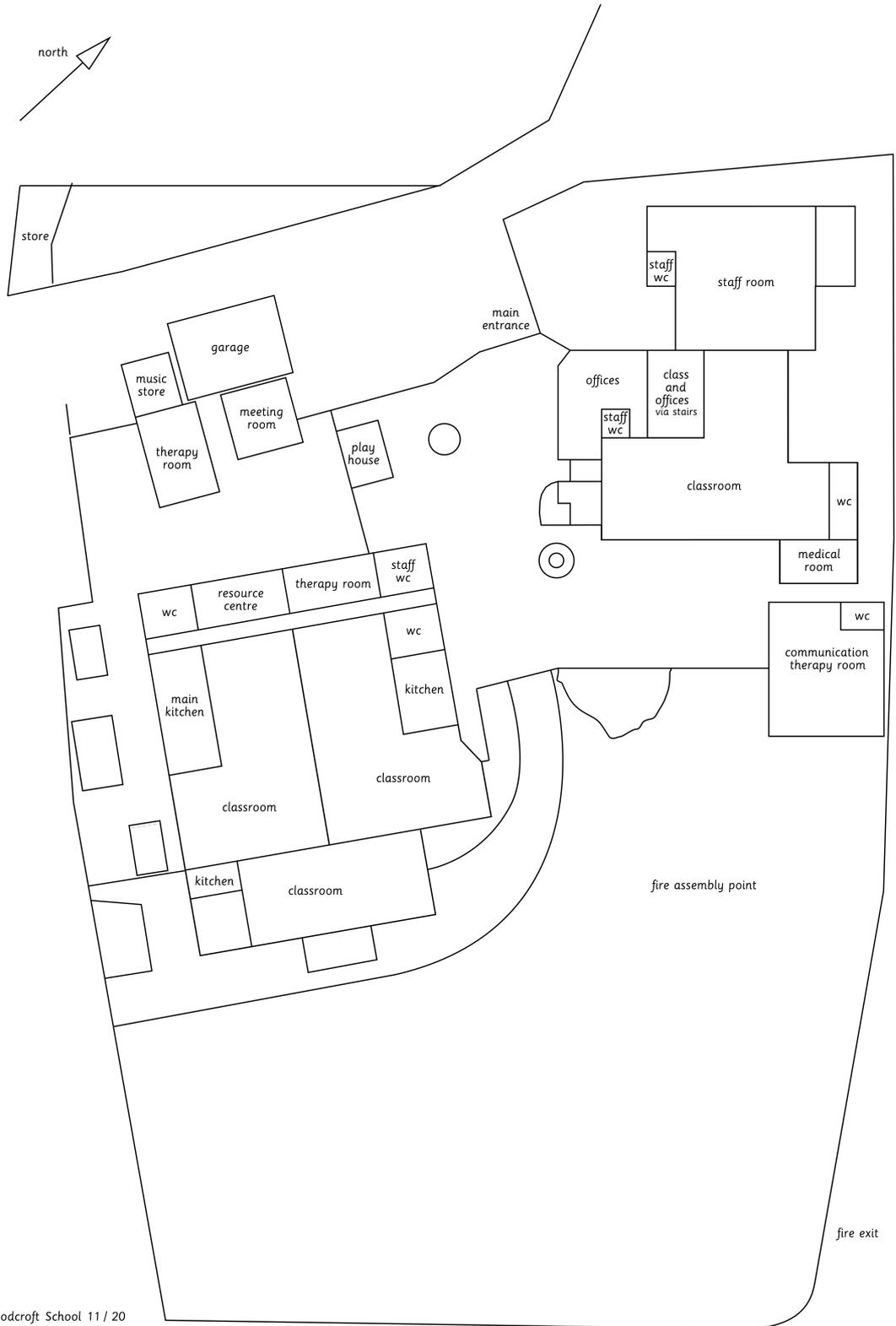
'Parents' has been used to refer to both parents and carers and 'he, him, his' have been used to refer to a person or people throughout this handbook, as this enables the handbook to be read more easily.

There is a glossary of words and phrases at the end of this booklet.

Please note that this handbook does not form part of your contract and we may amend it at any time.

In addition to the information provided in this handbook we also have a staff training website called Woodcroft College. Please visit woodcroftschoo.net/training and login with the username 'Woodcroft' and the password 'Training'.

Plan of the school site



Woodcroft School, Whitakers Way, Loughton, Essex IG10 1SQ
Telephone: 020 8508 1369
Email: mail@woodcroftschoo.net
Website: www.woodcroftschoo.net

Head teacher

Brian Sainsbury

Woodcroft School is an independent special school which opened in 1963. The school is on the Department for Education (DfE) approved list as being suitable for the admission of pupils for whom Education Health and Care Plans are maintained or are being prepared. Schooling is provided for pupils from the ages of 5 to 13 who may have severe, profound or complex learning difficulties, with many of our pupils having autism diagnoses. The school is accredited by the National Autistic Society.

The school's classes are grouped according to the pupils' needs. Each class of up to eight pupils has a class teacher, a senior teacher's assistant (senior TA) and support staff. All pupils have access to therapists or other specialist staff members in either group or individual sessions.

The catchment area of the school is wide and includes Essex, Hertfordshire and the north east London boroughs. Pupils live within an hours drive and are brought to the school by minibus or taxi, organised by their placing authority or Woodcroft. All pupils are funded by their own local authorities (LAs).

Please read the school brochure or website if you have not already done so.

Philosophy

Woodcroft School aims to put the needs of its pupils first. Our approach is child-centred, providing the flexibility to adapt to pupils' needs and integrate with local authority provision. Our staff team aims to offer a safe and supportive environment within which pupils can develop their full potential and live healthy, satisfying and independent lives within society.

We believe that children should be treated with dignity and respect, and are committed to equality of opportunity and to raising pupils' self-esteem by treating them in a positive way. We acknowledge that some children have very special difficulties but believe that acceptance, understanding and intensive periods of positive intervention can effect change.

Aims

Woodcroft School aims:

- To maintain a positive school culture where pupils are motivated and challenged by high expectations and success is consistently celebrated.
- To support partner agencies by providing innovative and flexible services that ensure each pupil's education is adapted to their needs.
- To be widely recognised as a specialist centre of excellence where information, training and support is shared with parents, other schools and professionals and the wider community.

The board of directors

A company, Woodcroft School Limited, is the school's proprietor and the legal employer of Woodcroft School staff. On behalf of the company the directors carry out a wide range of duties.

The directors run the company, provide support for the head teacher and staff and put in place the financial and contractual framework for the school's activities. They monitor standards, and with the head teacher, are responsible for defining long-term strategy.

The directors are closely involved with the day-to-day management of the school. They are represented each week on the management team by the managing director and meet regularly with the head teacher, senior management and administrative staff.

The directors call on a number of advisers. These include an educational advisory panel and specialist advisers on education strategy, employment law, finance, safeguarding and health and safety.

Directors

Ben Edwards (*finance director*)

Daniel Edwards (*managing director*)

The staff team

Woodcroft School has a friendly, family atmosphere. There are about 70 staff from a variety of working backgrounds and environments. There is a wealth of experience and a broad skills base available to assist new members of staff and to offer on-going support to us all.

We believe that all staff have an equally valuable contribution to make whilst they may do different jobs. The staff team is important; we all need to be aware of our responsibilities to our colleagues and of the need not to place extra burdens upon them.

Working with pupils with special needs, in particular those on the autistic spectrum, is difficult and challenging. We may have times when we feel demoralised, confused or exhausted and this is when we need the support of Woodcroft's staff team. Don't try to go it alone; use and value that team support.

Learning on the job is augmented with support from other sources, such as:

- Training *in-house, including external training providers and a dedicated staff training website*
- Performance review *which will be undertaken by your line manager providing an opportunity to highlight your progress and discuss professional development*
- Reading *which is an essential tool for increasing knowledge (Please see the head therapist for suggested reading materials)*

Induction period for new staff

A contract will normally be given to new staff within six weeks of their starting at Woodcroft. A specific probationary period may be stated in your contract.

A new employee should be allocated a mentor during the first term. The mentor will meet with them on their first day and be available during the first term to support and advise. In most cases, and unless otherwise specified, this will be the staff development manager.

An induction programme is implemented for each new member of staff. During the induction period the mentor will ensure the new member of staff receives training in all the areas identified in the programme and that job specific information is disseminated. This training will be provided by the mentor and other identified staff.

New staff who have received DBS clearance are given the codes to the external gates and some internal doors. These codes are for Woodcroft staff only and should not be given to anyone else, including Woodcroft pupils. Please ensure you always use your hand to cover the key pad when entering a code.

Working calendar and hours

The school is open to staff on week days from 7.30am – 5.30pm during term-time. The school operates for a total of 37 weeks per academic year, which is divided into three terms. There are five inset (staff training) days each year. These are part of the working week and there are no pupils on-site. Some staff are contracted to work outside these hours, such as care taking and transport staff.

Times and places

The class timetable is planned by the class teacher, within the recommended whole school framework. This is passed to the academic administrator. It is stored electronically and up to date copies are held in the class file, online in the multi-disciplinary team file and provided for the head teacher.

Everyone is responsible for ensuring that they are on duty promptly and in the right place. If you are unable to cover your duty for any reason it is your responsibility to arrange alternative cover with colleagues and to inform a member of the office staff.

Full time staff should arrive between 8.25 and 8.30am depending on whether you need to attend training. (You will be notified when there is an early start for a meeting or training.) Some staff like to arrive a little earlier to enjoy a coffee with colleagues before the day begins. Part time staff should arrive at the time specified in their contract, or as agreed with the head teacher, where flexibility may be required to staff an event or activity.

Pupils arrive from 8.50am and assemble in their classes for welcome and registration. Classroom staff are required to escort pupils from the main school gate to their classrooms at arrival and departure times if needed.

The time before the pupils arrive and after they leave is not free time but directed time. Please see your line manager and the bulletin and notice boards for training and meetings scheduled. If there is no meeting then this time should be used for preparation.

Pupils play time takes place on the terrace or in the garden (referred to as terrace time or outdoor play) and follows a rota which is displayed in each classroom. Supervision of pupils on the terrace is an important aspect of the job. If the weather is bad then pupils are supervised indoors. You will need to familiarise yourself with the play time rota and be prepared to make changes on a day to day basis as staffing needs change.

Pupils lunch time begins at 12.00pm and is served in their classrooms. Staff are expected to undertake lunch time supervision as necessary.

Most pupils leave from 2.50pm onwards and are collected by minibus, taxi or Woodcroft transport. The teaching day ends at 3.30pm, when teachers and therapists have allocated non-contact time and some classroom staff are permitted to leave, unless they are committed to a meeting or to training. In-house training is part of directed time and you should familiarise yourself with the training schedule or look out for training alerts via the school's training email system/bulletins.

Breaks, lunch times and after school activities

Breaks will be arranged via the class timetable to allow for a sufficient number of staff to be on duty at all times. As a result lunch breaks may be split.

If classroom staff are on duty during lunch times they are expected to use this time as a teaching opportunity. Lunch times are a valuable teaching period for social and self help skills and pupils may have meal time outcomes, which need to be achieved.

Some staff bring a packed lunch whilst others order from our school cook, Sue (no nuts please). Organic or fairly traded coffee, tea and milk are provided and a free lunch is available to all staff on Fridays, and those attending lunchtime meetings throughout the week.

The school offers after school on-site subsidised fitness classes, e.g. Pilates and Yoga, to all staff, subject to space availability. Please see the office manager for more details on these classes and for information regarding discounted membership to the Places for People leisure centre in Loughton.

Personal mobile phones

Personal mobile phones may only be used in areas where pupils are not present. Staff must not use their personal mobiles to contact pupils' parents. The school office, transport manager and each school bus has a mobile phone for this purpose.

Social media

These guidelines are in place to minimise the risks to Woodcroft School through use of social media. It deals with the use of all forms of social media, including Facebook, LinkedIn, Twitter, Google, Wikipedia, Whisper, Instagram, Tumblr and all other social networking sites, internet postings and blogs. It applies to the use of social media for business purposes as well as personal use that may affect Woodcroft School in any way.

Please also refer to *Communication with pupils using technology* in the *Staff/pupil relations* section.

Personal use of social media

Occasional personal use of social media at break times during working hours is permitted, so long as it does not involve unprofessional or inappropriate content, does not interfere with your employment responsibilities or productivity and complies with these guidelines.

Prohibited use

You must avoid making any social media communications that could damage our business interests or reputation, even indirectly. You must not use social media to defame or disparage us, our pupils, staff or any third party; to harass, bully or unlawfully discriminate against pupils, staff or third parties; to make false or misleading statements; or to impersonate colleagues or third parties. You must not express opinions on our behalf via social media, unless expressly authorised to do so by the head teacher. (You may be required to undergo training in order to obtain such authorisation.) You must not post comments about sensitive school or business related topics, such as our performance, or do anything to jeopardise our trade secrets, confidential information and intellectual property. You must not include

our logos or other trademarks in any social media posting or in your profile on any social media. You are not permitted to add business contacts made during the course of your employment to personal social networking accounts. Any misuse of social media should be reported to the head teacher.

Guidelines for responsible use of social media

You should make it clear in social media postings, or in your personal profile, that you are speaking on your own behalf. Write in the first person and use a personal email address. Be respectful to others when making any statement on social media and be aware that you are personally responsible for all communications which will be published on the internet for anyone to see. If you disclose your affiliation with us on your profile or in any social media postings, you must state that your views do not represent those of Woodcroft School (unless you have been authorised to speak on our behalf as set out in the paragraph above). You should also ensure that your profile and any content you post are consistent with the professional image you present to staff, pupils, parents, other professionals and the public. If you are uncertain or concerned about the appropriateness of any statement or posting, refrain from posting it until you have discussed it with the head teacher. If you see social media content that disparages or reflects poorly on us, you should contact the head teacher.

Breach of these guidelines

Breach of these guidelines may result in disciplinary action up to and including dismissal. Any member of staff suspected of committing a breach of these guidelines will be required to co-operate with our investigation, which may involve handing over relevant passwords and login details. You may be required to remove any social media content that we consider to constitute a breach of these guidelines. Failure to comply with such a request may in itself result in disciplinary action.

No smoking

The school site is a no smoking zone and smoking is not permitted in the school vehicles. Staff are asked to leave the premises if they wish to smoke during their assigned breaks. Smoking breaks are counted as part of contracted break times. **Staff are role models for Woodcroft pupils and are therefore required not to smoke where pupils can see them.** Pupils use Whitakers Way and Baldwins Hill throughout the day and care must be taken to ensure that smoking is done out of view of the school and its approaches.

The smoking ban applies to anything that can be smoked and includes, but is not limited to, cigarettes, electronic cigarettes, pipes (including water pipes), cigars and herbal cigarettes.

Staff who smoke are asked to be extremely watchful with their lighters / matches and on no account allow pupils access to them. Please be careful with discarded cigarette ends and other rubbish to minimise the risk of fire and avoid creating litter.

Off-site trips and activities

Off-site P.E. activities follow a prescribed pattern, which is usually class based, but sometimes includes pupils from across the classes for inclusion purposes.

Other non P.E. trips, such as community or educational visits, are decided upon by the class teacher with the head teacher's approval. The trips destination is entered into the school diary, checking the date does not clash with anything else, and risk assessment and outings forms are completed.

For each activity or trip a list is compiled by the 'person responsible' with the names of participating staff and pupils and a designated 'person responsible'. Lists are issued on the day of the activity or trip and all participating staff must check these lists as only the 'person responsible' and/or the head teacher can authorise any changes. No trip can take place unless a risk assessment has been carried out beforehand. Transport arrangements and risk assessments should be included in planning.

Variation to hours and supply work

Extra hours worked and supply work must only be carried out when commissioned in advance by the head teacher. In some instances the head teacher may grant time off in lieu instead of commissioning paid overtime.

On completion of extra hours worked the staff member is responsible for filling out their individual variation to hours sheet, which is kept in the variation to hours folder in the head teacher's office. Each entry must be initialled by the staff member and the head teacher prior to payment. Sheets must be submitted to the head teacher by the 19th of the month, or other date as notified.

Payment for extra hours will be made through the school's payroll at the end of each month. No payments will be made in cash. Questions concerning salary should be taken to the finance manager, Pete Readman.

The school's *Flexible working policy* is available on request from the head teacher.

Expenses

If you incur approved expenses on behalf of the school you may claim the money back from the school office. You should submit a receipt to the school secretary who will complete a petty cash form. You can only claim reimbursement for expenses which have been approved by the head teacher, or those given a specific budget responsibility.

A mileage allowance may be payable for approved visits. Further details are available from the office.

When you are ill

If you are unwell please make sure you follow the procedures in the *Sickness absence policy*.

When you are unwell telephone the school as soon as possible (preferably before 8am) and speak to the head teacher or deputy personally, even if you have left an earlier message on the answer phone. Considering the needs of our pupils, it is extremely helpful to know how long you might be away, so that extra cover can be arranged if necessary. This procedure is in line with our team approach and emphasises the joint responsibility we have for the welfare of other team members. Please remain in contact with Woodcroft on each day of absence, when the return date is not known.

The school is required to keep records of all staff absences, which will be registered in the school day book and on Integris. Class teachers will be informed by the head teacher or the secretary. The absence will also be recorded on the daily notice board.

If you are taken ill at school and need to go home, please ensure that the head teacher or deputy knows immediately. This is to make sure that other arrangements can be made.

Leave of absence

If you require leave of absence please refer to the *Staffing arrangements and cover policy* and discuss your requirements with the head teacher when you submit your *Leave of absence form*. Staff are expected to personally discuss the matter with the head teacher or deputy and adequate notice must always be given for a request to be considered.

Dress code

We encourage everyone to maintain an appropriate standard of dress and personal appearance at work. The purpose of this dress code is to establish basic guidelines on this subject, so that we promote a positive and professional image, take account of health and safety requirements, respect the needs of our pupils, respect the needs of people from all cultures and religions, make any adjustments that may be needed because of disability, and help staff and managers decide what clothing is appropriate to wear to work.

Managers are responsible for ensuring that this code is observed and a common sense approach is taken to any issues that may arise. Enquiries regarding our dress code (including whether something is suitable to wear to work) should be made to the head teacher.

Failure to comply with the dress code may result in action under our *Disciplinary and capability policy*.

Appearance

While working for Woodcroft you represent us to pupils, parents, other professionals and the public, so it is important that you appear clean and smart at all times. As well as providing an important role model for pupils, your appearance contributes to our reputation and the development of the school.

Different roles at Woodcroft may have specific clothing requirements, such as work that raises particular health and safety concerns. It is important that you dress in a manner appropriate to the needs of our pupils, your particular working environment and the type of work you do.

You should not wear clothing or jewellery that could present a health and safety risk. Clothing should not be dirty, frayed or torn and jewellery, such as dangly earrings and large rings, should not be worn. Please tie up long hair and keep nails short. Clothes should not carry wording or pictures that might be offensive or cause damage to our reputation. Please do not wear crop tops, over-short skirts and shorts, over-long skirts or dresses, see-through material or clothing that inappropriately exposes areas of the body. Footwear must be safe and clean and take account of health and safety considerations. Stilettos, open-toed sandals and flip-flops should not be worn at Woodcroft.

Damage to clothing or personal items

Woodcroft School Ltd. does not accept responsibility for damage to clothing in the work place, but the procedure to follow if clothing is badly damaged by a pupil is for the staff member concerned to show the head teacher the damaged item/s. If the head teacher considers it appropriate, the staff member will be asked to purchase a replacement and present the school with a receipt, which will be fully refunded.

We ask you to obtain cover from your own insurers for jewellery, watches, spectacles etc., as the school cannot pay for breakages to these types of expensive items.

Religious and cultural dress

You may wear appropriate religious and cultural dress (including clerical collars, head scarves, skullcaps and turbans) unless it creates a health and safety risk to you or any other person or otherwise breaches guidance.

Where necessary, the head teacher can give further information and guidance on cultural and religious dress at Woodcroft. Priority is at all times given to health and safety requirements and the needs of our pupils.

Parking

The school is situated in a heavily residential area and as a result parking is very restricted. No car should be parked in Whitakers Way, as this road must be kept clear to enable access to emergency vehicles. Staff cars should be parked in Baldwins Hill, avoiding the areas immediately next to the entrance to Whitakers Way (between numbers 41 and 55 on either side of the road). Please do not park across driveways, always show consideration to the residents and be ready to move your car if asked to do so. If you have a disability and require special parking arrangements, then please speak with office staff.

Parking is at staffs' own risk and Woodcroft School Limited is not liable for any loss or damage to cars. Staff are responsible for compliance with all road traffic laws and regulations regarding parking and otherwise. Any serious incident should be reported to the police and the school office notified.

Please ensure the office has a record of your car registration number.

Pensions

The school subscribes to the government auto-enrolment and the teachers' pension schemes. Please see the finance manager for more information.

Administration and communication

School office and reception area

This is a key area of the school, being the first point of contact for visitors and also the main access for pupils in Rowan and Oak classes. Therefore the area between the school secretary's office and the school administrators' office must be kept clear. Enquiries made at the office window should be dealt with as quickly as possible. An appointment should be made with the appropriate member of staff for matters which require a long discussion.

The visitors book, the accident/injury books, the day book and the school diary are all kept in the school secretary's office.

The meeting room

The meeting room is available to all staff members to use as and when they wish, and can be used, by arrangement, for non-contact time, study and meetings. In the room there is a PC and a photocopier/printer. A large screen monitor is available for use during meetings or training sessions.

Registers

Pupil registers are completed electronically twice daily by the school office, and staff attendance registers are also kept. The transport register is available for use during an emergency. You should ensure off-site lists are accurate and submitted to the office before leaving the premises.

Until you are issued with a personal staff badge with photo ID, please ensure you report to the school office on arrival and departure and receive a visitors badge.

Notice boards and pigeon holes

There is one staff notice board in the staff room. This is used to display day-to-day and staff training information, meeting minutes, in-house inset details and memos. If you wish to display a personal item on the board, then please submit it to the office first. There is also a memo board outside the office, which displays daily absences, meetings and visitor information. You must ensure that you check this board daily.

Please leave any mail for teachers, therapists and senior TAs in the relevant staff pigeon-hole and make sure mail is collected daily.

The weekly bulletin and staff newsletter

The weekly bulletin is produced to inform staff of key events such as meetings, visits, visitors and staff and pupils who are off-site. The accurate production of this information sheet depends on all staff members efficient use of the diary, leave of absence sheets and the day book. All staff have a responsibility to read each bulletin and the newsletter which provides up-to-date information.

Day book

This book is kept in the main office and is a means of keeping a record of important calls, passing on important messages and recording any health and safety concerns. It is not for confidential information.

Class day books

Each class has a day book, and staff are responsible for checking their class day book and WhatsApp diary group when they arrive at school. This is particularly relevant for part time staff who may not be able to attend all class meetings and training.

Visitors

Visitors to the school are recorded in the school diary, which is kept in the school office. Visitors must wear a badge and be accompanied by a designated member of staff at all times. When leaving the premises the badge must be returned and the visitor signed out. If staff wish to bring their children into Woodcroft, permission must be sought from the head teacher and the above procedure followed. Visitors at the gate must only be admitted via the school office following the procedure above.

Maintenance and IT jobs

Any defects relating to the school premises or equipment must be recorded in the tasks hub by the office manager and appropriate action will be taken by the head teacher or maintenance staff. Defects that represent a serious or immediate danger to health and safety need to be reported to the head teacher or line manager as well as recorded in the office. Please note that work cannot be approved unless it has been recorded.

School email

Every member of staff is provided with a school email account. All staff are responsible for checking their email regularly for updates and new information.

Accident/injury books

Each class has their own copy of the accident/injury book, which includes space to cross-reference with any relevant physical intervention report. There is also a copy in the central office. Any accident or injury must be written up immediately in the relevant book.

Teachers please note: it is required that you sign off your class accident/injury book each day before returning it to the school office. Please do this whether or not there has been an accident or injury reported during that day, as the senior management team carry out a daily audit of all the accident/injury books from across the school.

Incident and physical intervention recording

Each class has a laptop to be used solely for recording incidents and physical interventions to the RM Integris database. Please discuss this with your line manager, and ensure that you read and are familiar with the *Behaviour management policy*, which contains a physical intervention appendix.

Meeting minutes

Minutes from the teachers' and therapists' meetings are circulated regularly. It is your responsibility to read and check these.

Pupil records and reports

Home/school books

Daily reports to parents describing the pupil's day are an essential part of the home/school partnership. Where pupils have a communication disability it is important that staff are able to share experiences and successes so that families feel involved in their child's school life. Home/school books are written under the supervision of the class teacher.

Statutory annual review

Each pupil has a statutory annual review report and additional pupil progress reports are also required from time to time. Administration staff and your line manager will advise you when these are due.

School assessment, recording and reporting

Staff who are responsible for delivering sessions should show records of planning. All staff are involved in contributing to the recording of pupils' progress. The school academic administrator will give an explanation of the system during teacher's and therapist's induction periods. Each pupil has their own record of achievement.

Staff files

Information on all staff is held confidentially. Staff have access to their files via the head teacher. The directors also have access to files for contractual and finance reasons. The staff files are maintained by the staff administrators.

Staff information is updated annually, but please inform the school office immediately of any changes, such as address, telephone, car or bank details.

The school is registered under the Data Protection Act and full details, including information on requesting data, are in the school's *Records management & data protection policy*.

Budgets

The budget varies from term to term. Receipts must be handed in weekly, on a Friday, and marked with the class name and budget code.

The class teacher also has a fixed amount each term to spend on class equipment and educational visits. No orders can be processed until they have been signed by the head teacher. The school secretary holds the order book.

Requests for additional funds are submitted in writing to the head teacher with an accompanying rationale.

Subject budgets are determined by the head teacher and discussed at teachers' meetings. They are related to priorities in the school improvement plan.

Woodcroft School has a number of policies which relate to health and safety including: *Accident, injury and incident, Behaviour management, Electronic information & communication systems, Emergency procedures, Health and safety, Medical administration and treatment, Off-site, Outdoor play, Records management and data protection, Safeguarding children, School security and Vehicle safety*. Please read and familiarise yourself with them all, starting with the *Health and safety policy*.

We strongly advise that you are vaccinated against Tetanus and Hepatitis B and you keep these vaccinations up to date. You can claim the cost of the prescriptions from the school.

If you have any concerns relating to health and safety please take them immediately to the class teacher or head teacher. The name of the current staff health and safety representative and other important information is on the *Health and safety at work* poster displayed on the wall outside the head teacher's office. Please talk to the head therapist if you need further information on medical matters.

Safeguarding children

The *Safeguarding children policy* is one of the key policies in the school and pupil welfare is of paramount importance. **You must familiarise yourself with the *Safeguarding children policy***, which is available in the *Policy document* on the school website at www.woodcroftschoo.net and Woodcroft College staff training site. A hard copy is kept in the school office.

Any safeguarding concerns, allegations or other issues regarding safeguarding or child protection must be taken immediately to our head teacher who is our senior designated person for safeguarding children. If the head teacher is off-site then the head therapist is the first point of contact for safeguarding concerns, allegations or other safeguarding issues. The managing director is nominated as the point of contact if there are safeguarding concerns that involve the senior designated person.

Do not speak with any other person about the matter until you have spoken with the senior designated person or alternative point of contact as set out above. If there is an immediate risk to the wellbeing of other pupils, for example a pupil-on-pupil incident, then it will be necessary to inform the senior member of staff in the classroom or for that activity at that time.

Keeping Children Safe in Education states that if there is a risk of immediate serious harm to a child anyone can make a referral to social care. Whilst this remains the case, we believe that the best people to make referrals for our pupils are the senior designated person or their nominated deputy in accordance with our *Safeguarding children policy*.

Behaviour management

Please make sure you have read and understood the *Behaviour management policy*.

Pupils are not to be physically chastened in any way, no matter what the provocation. If you find you are becoming angry, or are losing control of a challenging situation, hand the pupil over as soon as possible to another member of staff to enact a 'change of face'.

None the less it is a stated policy that in their management of pupils no member of staff, visiting student, voluntary assistant, intern or any other person acting in or on behalf of the school shall use corporal punishment, such as hitting or unduly firm physical handling. Handling of pupils must be conducted according to approved guidelines as detailed on individual pupil's behaviour support plan and risk assessment. No pupil should be left unsupervised at any time.

Physical intervention is used on occasions when we need to hold a pupil or to move a pupil to a safe place. Woodcroft uses the Team Teach model. You will be shown how to do this safely in specific training sessions. You should not restrain or use any physical intervention with any pupil unless you have had the relevant training. If you are unsure about this talk to your line manager or to a senior staff member.

The use of rewards and consequences are led by teachers, are discussed with all staff at behaviour support meetings and are detailed on the individual pupil's behaviour support plan. Training is given in whole school strategies.

Play time, food or drink denial is not acceptable, although it may be offered late within reason, e.g. when required work is completed. Please check that this is included in the individual pupil's behaviour profile and risk assessment.

Fire procedures

The premises are protected by an automatic fire and smoke alarm system and Woodcroft house is further protected with a sprinkler system. If a fire is discovered:

- Set off a fire alarm and inform the school office. The office will call the fire brigade.
- Follow the fire drill set out below.
- To prevent fires spreading, all windows and internal doors should be shut once pupils have vacated the building.
- Tackle the fire with available equipment if this can be done without endangering yourself or other persons.

Fire drill

Fire drills are carried out termly. Please refer to current guidance displayed in each class.

There is a separate fire alarm for Hazel class, but the procedure set out below is the same.

- On the ringing of the fire alarm bell (one unbroken and continuous ring) pupils and staff should go at once to the nearest exit.
- Each staff member takes responsibility for the pupil / pupils in their care at that moment.
- A list of staff who are responsible for checking each area is empty is issued regularly.
- The main school assembles in the main garden and Hazel assembles in the Hazel garden, where the presence of all staff and pupils is confirmed. The head teacher or nominated deputy will give instructions to staff.
- Return to the building is only permitted once the alarm has been reset and the all-clear given by the head teacher or nominated deputy.

Transport

Use of school vehicles

The school has a number of vehicles which are used under the school's vehicle operators licence. Only members of staff who are registered with our insurers and have received drivers responsibility training are permitted to transport pupils. Specific responsibilities are also set out in the *Vehicle safety policy*. The vehicles are used regularly so any additional use must be arranged well in advance, and if this necessitates working extra hours this must also be approved with the head teacher.

Use of staff cars

Members of staff are not permitted to use their own vehicles to take pupils on school trips or outings. Emergency use is permitted with the prior agreement of the head teacher or nominated deputy, e.g. taking a pupil to hospital, providing you have appropriate business cover on your own personal insurance. Petrol costs incurred are refunded. Use of cars for your personal travel to meetings is also permitted provided you have the appropriate business cover on your insurance.

Risk management and reporting

Spillages

Where spillages occur, the area must be cordoned off using high visibility tape and the duty caretaker informed immediately. The caretaker will use sawdust to control the spillage and remove waste. Where spillages involve bodily fluids or hazardous materials, the waste must be disposed of in sealable yellow bags (available in each classroom or from the caretakers workshop), which must be double bagged inside regular black bin liners. The cordon must remain in place until the waste is removed and the area disinfected and dry.

Medical emergencies

A medical emergency is an acute injury/illness that poses immediate risk to life or long term health. It can include: loss of consciousness, an acute confused state, severe chest pain, breathing difficulties, first seizure / seizure lasting longer than usual, severe bleeding, severe allergic reaction, serious head injury, severe burns or scalds, suspected stroke, suspected heart attack. In all medical emergencies an ambulance must be called immediately.

Reporting

Staff are required to inform the directors, through line managers, of any work situations which represent a serious and immediate danger to health and safety. In practice this will include, for example, speaking with your line manager or the head teacher about unsafe practices and reporting maintenance related risks, such as damage to the fabric of the school that may cause injury. The day book should be used to record maintenance jobs, after your line manager or the head teacher has been alerted to the hazard

Code of conduct (*Staff behaviour policy*)

This code applies to all adults working at Woodcroft School whatever their position, roles or responsibilities.

All adults working at Woodcroft School need to know the name of those with delegated safeguarding children responsibilities in school, know and follow relevant child protection policy and procedures and be familiar with local child protection arrangements. They have a duty to report any child protection concerns to their designated person for child protection and anyone who has concerns or is in doubt should refer to the document *What to do if you're worried a child is being abused* and follow that guidance. Copies are available from the head teacher or managing director.

Woodcroft staff must read, familiarise themselves and keep up to date with the annual updates to the school's *Safeguarding children policy*.

Guidelines on safe working practice

Underpinning principles

The welfare of the child is paramount (Children Act 1989), therefore staff:

- should understand their responsibilities to safeguard and promote the welfare of children and young people;
- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- should work, and be seen to work, in an open and transparent way;
- should discuss and/or take advice promptly from the senior designated person about any incident which may give rise to concern, and records should be made of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records;
- should apply the same professional standards following the school's *Equal opportunities policy*;
- should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them; and
- should take allegations against staff to the senior designated person or nominated alternative point of contact according to the *Safeguarding children policy*.

Duty of care

Staff should understand the responsibilities which are part of their employment or role and be aware that sanctions will be applied if these provisions are breached. They should always act, and be seen to act, in the pupil's best interests, avoid any conduct which would lead any reasonable person to question their motivation and intentions and take responsibility for their own actions and behaviour.

Exercise of professional judgement

Where no specific guidance exists, staff should discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted. Staff should always discuss any misunderstanding, accidents or threats with a senior manager and always record discussions and actions taken with their justifications.

Conduct

Conduct at all times must be in keeping with being a role model for pupils. Staff should not behave in a manner which would lead any reasonable person to question their suitability to work with children. Language used around the school must be appropriate in terms of tone, content and audience, taking into account the communication needs of many of the pupils.

Staff should not make sexual remarks to, or about, a pupil; discuss their own sexual relationships with or in the presence of pupils; discuss a pupil's sexual relationships in inappropriate settings or contexts; or make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

Staff/pupil relations

One to one situations

Staff should avoid meetings with pupils in remote, secluded areas of school and should ensure there is visual access and/or an open door in one-to-one situations. They should inform other staff of the meeting beforehand, assessing the need to have them present or close by. Care should be taken to avoid use of 'engaged' or equivalent signs wherever possible, as such signs may create an opportunity for secrecy or the interpretation of secrecy. Staff should always report any one-to-one situation where a pupil becomes distressed or angry to a senior colleague. Regular sessions should be pre-planned and a walkie talkie used.

Work with pupils outside school

Many Woodcroft pupils, in particular those on the autistic spectrum, find it difficult to learn about developing and maintaining appropriate personal relationships. To address these issues Woodcroft aims to reinforce professional boundaries and to discourage the development of one-to-one relationships. It also needs to be able to provide the support necessary to implement its *Safeguarding children policy* in order to protect both pupils and staff. For the above reasons, Woodcroft staff must not undertake paid, voluntary or any other kind of work with Woodcroft pupils or their siblings outside school hours. The rule applies to work commissioned by parents, carers or any other individual or organisation and applies at weekends and in school holidays, as well as during term time. Staff receiving requests for such work should contact the head teacher for advice on how to proceed.

Sexual contact

Staff must not pursue sexual relationships with pupils either in or out of school and must avoid any form of communication with a pupil which could be interpreted as sexually suggestive or provocative.

Physical contact

Staff should be aware that even well intentioned physical contact may be misconstrued by a pupil, an observer or by anyone to whom this action is described. Never touch a pupil in a way which may be considered indecent and always be prepared to explain actions. Staff should accept that all physical contact be open to scrutiny and should never indulge in horseplay, tickling or fun fights.

Staff should consider the way in which they offer comfort to a distressed pupil, always tell a colleague when and how they offered comfort and record situations which may give rise to concern.

Intimate care

The teaching of personal care skills is essential for the development of pupils independence.

Where possible, pupils should always be encouraged to undertake intimate care tasks independently. Otherwise personal care should always be undertaken by a member of staff and not by students, volunteers or interns; and intimate examinations should never be undertaken by any member of staff, student or volunteer. Staff should never place themselves in vulnerable situations by being alone with a pupil inappropriately.

Many pupils at Woodcroft need assistance with personal hygiene and every effort must be made to allow male and female staff to assist pupils of the same sex as themselves. Staff should always explain to a pupil the reason why contact is necessary and what form

that contact will take. Whilst assisting pupils staff should only touch pupils, especially their private parts, if absolutely necessary.

When toileting it is important to respect the pupil's privacy by closing bathroom doors. However, pupils must not be left alone or allowed to lock the bathroom door, unless stated in their risk assessment.

Plastic gloves must be worn (available from the first aid boxes and every bathroom) when handling a pupil who is bleeding or attending to any personal hygiene matter. These gloves should be changed between each use with an individual and each activity. They should be disposed of after use. Hands should be washed thoroughly between procedures whether gloves are worn or not. Ensure cuts and abrasions on exposed skin are covered with waterproof dressings.

Staff must not change in the same place as pupils or shower with pupils. They must avoid any physical contact with pupils who are in a state of undress and avoid any visually intrusive behaviour.

Social contact

If, for any reason, a staff member is expecting to have any social contact with pupils or parents outside school, approval should be sought from the head teacher. Staff should seek advice from the head teacher if they have had any social contact with a pupil which may give rise to concern as well as report and record any situation which they feel might compromise the school or their own professional standing. Staff should refrain from sending personal communication to pupils, unless agreed with the head teacher.

Communication with pupils using technology

Technology in this context includes mobile phones, text messaging, emails, digital cameras, videos, webcams, websites, blogs, social media etc.

In any communication with pupils, staff should only use equipment provided by the school and follow the guidance in the *Conduct* section above. Communication should take place within professional boundaries and any personal subject matter should be avoided. Staff should not give their personal contact details to pupils (this includes email, home or mobile telephone numbers) unless the need to do so is agreed with senior management.

Power and positions of trust

Staff should not use their position to gain access to information for their own advantage and/or a pupil's or family's detriment; use their power to intimidate, threaten, coerce or undermine pupils; or use their status and standing to form or promote relationships with pupils which are of a sexual nature or which may become so.

Infatuations

Staff should report to a senior colleague any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff.

Gifts and rewards

Staff should ensure that gifts received or given in situations which may be misconstrued are declared and should only give gifts to a pupil as part of an agreed reward system. Where giving gifts other than as above, ensure that these are of insignificant value and given to all pupils equally.

The aim of Woodcroft School is to put the needs of the pupils first. We recognise the importance of seeing the pupil behind the label and we ask staff to acknowledge that pupils are children first, and with a disability, second.

This part of the handbook gives examples of some of the difficulties our pupils may face and guidelines for effective teaching approaches and promoting British values. It will take some time for you to assimilate all this information and it would not be helpful to try to read it all at once. It will, however, gradually make more sense when you relate it to your own observations of the pupils.

Autism

Autism is a life long condition that manifests itself in a set of symptoms. There are differences in the areas of communication, socialisation and flexibility of thought. In addition there may be other features present, which vary from individual to individual.

Language and communication

Children who have autism usually have great problems with processing information and so have difficulties with the comprehension and use of language. Their difficulties range from little or no spoken language to relatively well developed verbal skills but still having a significant lack of ability to engage in meaningful communication.

Underlying comprehension difficulties will cause confusion and, probably, subsequent behavioural difficulties.

Frustration will be caused when difficulties are experienced with expressive language as the child is therefore unable to express feelings and needs. The child's standard of expressive language may mask the level of receptive language. The child needs to develop receptive language in order to make sense of his environment and to relate to other people. Children with autism need support by simplifying the language that we use to address them and by allowing time to process what they have heard.

It is important that our pupils are provided with alternative/augmentative means of communication, but for communication to be really effective it is equally important that pupils are motivated to communicate and are given opportunities to use language for real purpose.

The school environment, in effect the total curriculum, must be structured to encourage the development of the functional use of language and communication.

Pupils will need to develop their communication skills in order to:

- seek attention
- develop shared attention
- give greetings
- request items, to ask to do things and to ask for information
- make comments
- name objects and people
- be able to agree or disagree
- be able to express feelings, choices, opinions and beliefs
- be able to correct misunderstandings
- be able to negotiate and bargain
- be able to give directions and information or to relay messages
- ask questions

Special language and communication features

Autistic children can have a wide range of linguistic abilities and may demonstrate some of the following characteristics.

Echolalia (The child repeats words or phrases previously heard)

This may be a step towards the development of functional language but may also be a sign of poor understanding. Echolalia may be immediate, where the child repeats language he has just heard, or delayed, where the child repeats a sentence he has heard sometime previously.

Obsessional language

This often occurs in the form of inappropriate questioning or is focused on narrow subject matter.

Semantic confusion

This is reflected in the confusion displayed when there is misunderstanding of verbs, terms of time and quantity and other difficulties relating to the meaning of language.

Literal interpretation

Other people's words may be taken very literally and the child's response reflects this.

Pragmatic problems

The child with autism may not have grasped the speaker/listener roles within a conversation; therefore, a normal conversational interchange is not possible. These difficulties may also be reflected in the one-sided nature of a questioning session when the child does not always show awareness of the need to respond.

Prosodic problems

The characteristics of the child's speech may be unusual in that rhythm, intonation, volume and emphasis are all affected.

Non-verbal communication

Some of the following characteristics may be seen in pupils with autism:

- a lack of the use of pointing for shared attention
- restricted use of gestures
- fleeting or inappropriately eye contact
- inappropriate facial expressions

A profile of the above difficulties and the child's linguistic abilities will be reflected in his language assessment and programme.

Guidelines for addressing communication difficulties

Verbally

- Use the pupil's first name to gain attention and encourage the pupil to look at you.
- Use simple language, uncomplicated sentences and be positive, matter of fact and definitive. It is not necessary to shout. Keep in mind that many pupils have poor auditory skills and have difficulty in discriminating between sounds.
- Keep the wording of any instructions positive, simple and the same.
- Give time between instructions and between instructions and a pupil's response.
- Wait until the pupil has finished before giving the next instruction.
- Allow only one person to talk to a pupil at any one time.
- Ask one question at a time

Visually

- Firstly use pointing, then signing or gesture to support communication and encourage the pupil to reciprocate by signing for what he needs, e.g. do not anticipate what the pupil needs so that there is no need for communication on the pupil's part.

- Where appropriate, spoken language should be supported by pictures, photographs or symbols. Use of relevant objects as a visual prompt is an effective support to communication.
- Visual timetables help to structure the day and help the pupil to understand the sequence of events.
- Visual support enables the pupil to understand choices on offer.
- Give visual cues to explain or teach, e.g. a series of photographs or pictures to show a sequence of instructions.
- Initially use familiar photographs to stimulate conversation, e.g. the pupil's family, peer group or a member of staff etc.
- Use a variety of visual representations to help with generalisation, e.g. to help pupils realise that many similar items bear the same name.

With clarity

- Keep language specific and unambiguous therefore avoiding confusion. Emphasise contextual clues and use actual objects where appropriate as an aid to understanding, e.g. a yoghurt and a pear to indicate a choice of dessert.
- Give physical cues and prompts, e.g. show or demonstrate.
- Be aware that pupils sometimes interpret language literally, so may not understand jokes or inferences. Help more verbal pupils to recognise these more abstract forms of language and never use sarcasm to belittle a pupil.
- Keep in mind the pupil's difficulties in maintaining and directing attention and ensure distractions are kept to a minimum.
- Use Makaton signing as a support to communication.
- Control your tone of voice and speak softly using short simple sentences.
- Convey a calm and controlled mood by adopting relaxed and friendly stances and gestures.

Social understanding

Children who have autism usually present as having impaired development of the ability to make and maintain social relationships. There is a poor awareness of self, plus a difficulty in understanding what others are thinking, feeling and believing. It must also be emphasised that autism should be seen as a continuum, the impairments of language and communication, social interaction and flexibility of thought being displayed in varying degrees of intensity, identified not only in the least able and dependent children but also amongst the more able. The extremes of difficulties range from those seen in children who are isolated and indifferent, joining in only if others insist, to those who actively withdraw. Some children may display naïve and odd behaviour which suggests a lack of intuitive knowledge of how to behave in a social setting, whilst others show negative or challenging responses.

The ability to relate to others is an integral part of the process of learning about the world. It is therefore important that our pupils are offered the opportunity to learn to relate and interact as an aid to their learning. In order to develop this ability, even at a very simple level of interaction, the pupil will need to:

- develop self awareness and self esteem.
- respond to appropriate physical contact, e.g. hold hands.
- look towards another person when a well known voice is heard.
- develop self control in order to tolerate the company of others.
- enjoy the company of others, individually and in a group.
- give others attention and give appropriate eye contact.
- respond to social rewards of encouragement and praise.

- show choice and preference in relationships.
- judge socially appropriate behaviour and maintain this.
- develop the ability to consider others, respect their choices and respect others' personal space.
- learn the skill of turn taking.
- develop imaginative and social play.
- extend social skills from family and peer group to the wider community.

Special social interaction characteristics

There is a wide range of difficulties here and these may be demonstrated in the following ways.

Lack of empathy

Children with autism have difficulty in understanding what others are thinking, or in appreciating another person's perspective, and often expect others to have the same thoughts or knowledge as themselves. This often leads to confusion and frustration, as the child is unable to anticipate or predict the reactions of others.

Lack of attention towards people

Children are only able to give attention to selective parts rather than the whole, which will affect their perception of what they see and hear. They also have difficulty in following the indication of others to what is significant, which is referred to as lack of joint attention. Because of this children often fail to comment on or share ideas with others. There is a lack of attention towards people with the child often treating them as inanimate objects. Some children even seem to prefer to devote their attention to particular objects rather than to people.

Lack of understanding of social rules and conventions

Children with autism have great difficulties with problem solving, with making choices and with selecting strategies. Such children also have difficulty in generalising, e.g. applying a learned strategy to another situation. This means that they not only have to learn social rules but also have to learn how to apply these rules in each different situation.

Motivation

Most children are helped to learn by the praise and encouragement they receive as positive feedback. Children who have social difficulties do not always recognise these rewards or the concept involved. Certain pupils may find it very difficult to accept attention and praise therefore, tasks need to be clearly defined and the connections between the task and the reward made relevant. Rewards have to be achievable and immediate so that motivation is established.

Guidelines for addressing social understanding difficulties

Non-verbally

- Ensure that you have the pupil's attention and that there are minimum distractions.
- Give the pupil clear non-verbal signals and make distinct signs, gestures or facial expressions to make the meaning clear.
- Show or demonstrate when relevant, being aware that staff are role models for pupils.
- Give the pupil time to get ready for the task.
- Eliminate aspects of the environment that the pupil finds distressing.
- Establish eye contact.
- Encourage the pupil's non-verbal communication, such as pointing.
- Do not reward negative behaviour with lots of attention.
- Recognise that there are times when verbal communication is inappropriate.
- Use visual support, such as sequences of pictures or symbols.

Verbally

- Always use the pupil's name to gain their attention.
- Use the pupil's own interest to focus and extend your own intervention.
- If necessary, subtly over emphasise.
- Only use essential language, such as brief, single word instructions or reminders.
- Give instructions in a confident, calm but firm voice, do not shout and avoid constant nagging.
- Reinforce verbal instructions with visual support, such as cue cards.
- If appropriate, get the pupil to repeat the sentence.
- Teach pupils the names of their peer group and encourage recognition of others' needs.

With clarity

- Be consistent in approach.
- Keep sequences simple.
- Work in one area at a time.
- Set realistic goals to ensure success.
- Encourage inter-dependency, co-operation and turn-taking.
- Remind the pupil of positive outcomes, such as you are working for ...
- Use distraction techniques to avoid confrontation.
- Avoid isolating the pupil for long periods for negative behaviour and use the break card system with a timer.
- Never refer to the pupil as naughty or bad as the aim is to build self-esteem.

Flexibility of thought

Pupils may show an impaired development of their capacity for imagination and of their ability to understand what they have not seen or have experienced. This means that they may be dependent upon familiar routines, being resistant to, or even fearful of change, demonstrating inflexibility of thought. This stems in part from an inability to anticipate outcomes or events, therefore clinging to obsessional rituals or preoccupations with objects or people. High levels of anxiety and insecurity often result in repetitive behaviour patterns, which in turn become a block to real and positive learning.

Further confusion and frustration is caused for the pupil because of his lack of empathy or their inability to imagine how others see things.

Limited imagination and lack of curiosity results in very minimal symbolic play which inhibits learning.

Pupils need to gain certain skills and strategies in order to learn successfully not only in the classroom but also in a more generalised way. Therefore they need to:

- show an awareness of self, develop a sense of self worth and of their own needs, e.g. privacy, dignity and the need to achieve.
- develop an awareness of the basic needs of others.
- recognise others' achievements and worth.
- develop an increasing attention span for topics and tasks chosen by others.
- follow sequences of events using symbols, pictures or photographs.
- carry out a routine in a familiar context.
- show anticipation of the next step in a familiar routine or activity.
- predict the next step in an activity and perform it.
- carry out a given task independently.
- cope with change in a known routine.
- adapt to new learning and solve simple problems.
- participate in the planning and organisation of simple routines in a familiar context.
- plan and organise a task or activity independently.

- reflect upon activities and discuss them afterwards.
- evaluate a personal contribution to a task, reflecting upon what went well and what did not.
- be able to initiate change by reviewing an activity and using this information to inform planning.
- be able to control a range of emotions in relation to self and others.
- make choices from two or three given options and to communicate these.
- be aware of the consequences of actions.
- anticipate the consequences of own behaviour or decisions.
- be able to adapt behaviour in response to unfamiliar people and events.

Special flexibility of thought impairment characteristics

There is a wide range of difficulties here, which affect children with varying degrees of intensity. These may be demonstrated in the following ways.

Perceptual difficulties

Certain children show over- or under-sensitive reactions to particular sensory experiences. Some noises affect children badly whilst others find particular sensations upsetting.

Attention

A child's perception of what he sees is affected by his ability to pay attention, which in the case of the child with autism, can be done in a very selective manner. The child with autism finds it difficult to give attention to more than one source of information at any one time and may devote all his attention to something which is considered irrelevant rather than to an adult-directed task. Also the child with autism takes a long time to switch attention, especially from a preferred topic. However, the most common problem in autism is that relating to what is termed as joint attention. The child does not spontaneously share in joint experiences or immediately follow what another person is showing him.

Memory

Children with autism often have a noticeably better visual memory than verbal memory and a very good memory for facts and isolated pieces of knowledge. However, these facts are often not related or integrated, the child remembering the facts rather than the meaning. Sometimes the child has difficulty retrieving memories in order to make use of this information.

Problem solving

Autistic children show impaired planning and organisational skills. They tend to learn in a rote fashion so they are inclined to stick to responses they have learned in particular situations. Difficulties arise when they attempt to apply that learned response to another situation. This difficulty in generalising concepts leads to inflexibility. Children with autism have problems when making choices and, because they have difficulty in keeping two ideas in mind at the same time, also find it difficult to understand what a choice is.

Lack of empathy

Due to a lack of empathy the child with autism may not understand why people do certain things or predict what other people might do.

Lack of curiosity and lack of spontaneity

This is reflected in many children's minimal symbolic play. The child often has a restricted range of interests with an unwillingness to accept and include new information. As play is based on the ability to build upon experiences acquired in an enjoyable way, and the child with autism prefers to restrict himself to a rather limited range of experiences, the child's development in this area is bound to be impoverished.

Guidelines to encourage the development of flexibility in thinking and behaviour

Be positive

- Be prepared to wait for the right response or moment.
- Be aware of suitable rewards for acceptable behaviour and of when and how these are included in the pupil's behaviour programme.
- Give appropriate encouragement and positive feedback.
- Give the pupil the opportunity to participate in a variety of experiences to facilitate the understanding of choice.
- Actively engage the pupil's attention keeping distractions to a minimum.
- Positively direct the pupil towards interaction or a meaningful activity.
- Restrict the pupil's own obsessions by positively offering a chosen alternative, thus distracting the pupil from negative behaviour.
- When positively directing a pupil give physical or visual prompts as necessary. Physical prompts may include photographs, pictures or symbols.
- Set realistic goals to ensure success.
- Focus on the pupil's own role within activities and involve the pupil as far as possible in his learning.
- Build up the pupil's self-confidence and self esteem.

Be systematic

- Each task needs to be carefully structured and if necessary broken down into several smaller stages.
- New skills must be taught in a carefully planned sequence of actions.
- Use a visual sequence or a jig, of no more than three stages, as a means of helping pupils organise their lives. (See the TEACCH approach in appendix 2.) Or use pictures of items which are needed to complete a task to assist a pupil with planning.
- Structure the environment so expectations are clear, e.g. a place to work, a place to play, a place to eat etc. A tidy and organised environment helps the pupil to become more independent as he is able to find and put away things for himself. A place for finished work reinforces the concept of finished. (See appendix 2.)
- Schedules or timetables help pupils to predict, assisting a pupil to understand what is happening or is about to happen, or to accept changes.
- Carefully use the pupil's interest in routines to teach new skills, gradually leading the pupil to adapt to new skills.
- Be specific and present tasks in a concrete way.
- Give clear and simple instructions, do not shout and avoid constant nagging.

Give the pupil autonomy

- Let the pupil know that you are there to help but do not allow him to become over-dependent on adult help or prompts.
- Be aware of when it is appropriate to stand back to allow the pupil to complete a task independently.
- Allow the pupil to become as involved as possible in his own learning.
- Give the pupil opportunities to monitor and control his own behaviour.
- Focus on the pupil's own role within a task and ensure that the task is meaningful to him, allowing time for reflection and discussion on completion of the task.
- Involve the pupil in the planning of tasks, at a level appropriate to his level of development, ensuring the planning is explicit to him.
- Use actual and visual prompts to encourage the understanding of what choices are on offer.

- Be aware of the choosing opportunities within the curriculum and allow the pupil to make choices when appropriate.
- Respect the pupil's choices and enable him to learn to accept the consequences of his actions. Do not be afraid to allow the pupil to make a mistake and thus learn from the consequences of his actions. (You may need to draw the pupil's attention to the mistake.)
- Be aware of problem solving opportunities within the curriculum and enable the pupil to build up a repertoire of different ways of solving a problem.

High functioning autism

High functioning autism, is a condition within the autistic spectrum but often affects pupils with greater verbal ability and higher levels of intelligence. Some pupils at Woodcroft have this diagnosis so you will need to learn about them and their needs.

These pupils are not easier or harder to teach, nor are they more or less challenging, but they are a little different.

Impairment of communication

Common problems are:

- Difficulty understanding spoken language at all levels, from single words through to complex instructions, jokes and idioms.
- Difficulty understanding non-verbal signs, e.g. may not identify facial expressions correctly.
- Fluent speech is often not used functionally to engage in meaningful conversation, reasoning or prediction.
- The quality of speech often appears unusual, because its tone is robotic, as there is little variation in pitch, volume and intonation.

Impairment of social understanding

Pupils may exhibit:

- A desire to be alone, appearing aloof and apart from the group.
- A lack of empathy and understanding of others' feelings.
- Uninhibited behaviour, e.g. behaviour that other children save for private.
- Obsessional and ritualistic behaviour.
- Social avoidance, tending to avoid social situations because they are so difficult.
- Social ineptitude, appearing gauche or rude, and unable to maintain conversations.

Impairment of imaginative activity

Pupils often:

- Show stereotypical or ritualistic behaviour.
- Show a lack of structured or pretend play.
- Engage in repetitive activities or have narrow special interests.
- Have unrealistic expectations of themselves and of others.
- Fare better with non-fiction material.

What works

- voice: calm and firm
- manner: firm and matter of fact
- words: as few as possible, positive, concrete and definitive
- tone: patient
- posture: non-threatening and in charge, but relaxed

Teaching guidelines

- Project a positive and confident attitude in order to reduce anxiety and confusion.
- Offer a routine because pupils will respond well to a structured and predictable day.
- Be consistent; plan, agree a strategy and then work to that plan.
- Give clear and simple instructions so pupils know what is expected of them. They need to know what to do, how much to do, when it is finished and what to do next.
- Provide a definite beginning and end to each activity.
- Explain any necessary changes in routine.
- Give pupils ownership of rules and discipline.
- Be patient, wait, do not over direct and give pupils time.
- Respect the effort that pupils make.
- Challenge the behaviour and not the pupil.
- Respect a pupil's personal space as invading this can cause stress and panic.
- Be fair as pupils are sensitive to injustice.
- Be sensitive and actively listen because pupils will assume that others know what is on their minds without being told.
- Be alert to bullying as it causes great distress.
- Use gestures, pointing, body language etc. as you speak as non-verbal communication is a problem area.
- Offer predominantly factual material to read and write in order to build on pupil's strengths.
- Remember, dealing with others is stressful, so offer pupils opportunities to work alone.
- Offer pupils one-to-one opportunities because talking in private will provide focused attention and remove the pupil from a possible source of tension.

Attention deficit hyperactivity disorder (ADHD)

ADHD is a complex condition characterised by excessive inattentiveness, impulsiveness and/or hyperactivity that interferes with everyday life. It is believed that ADHD is a genetically inherited condition that can lead to difficulties with self-control, concentration and hyperactivity. It is also important to understand that ADHD is often found with other conditions, the symptoms of which overlap, e.g. high functioning autism, dyslexia and oppositional defiance disorder. If ADHD is not diagnosed at an early pre-school age the additional difficulties may get worse. Common problems are:

- poor social skills
- poor self esteem
- insatiability
- variation in symptoms from day to day
- excessive dogmatism
- poor organisational skills and management of time

All or some of these conditions or difficulties may be present in an individual child with ADHD. In many respects ADHD can be seen as a sub category of the special educational term emotional and behavioural difficulties (EBD). While there are many similarities between them there are differences, such as:

- ADHD is believed to have a biological basis.
- Medication such as Ritalin can play an important part in the treatment of ADHD because of its biological nature.

The child with ADHD

Children with ADHD often have difficulty sleeping. In some cases they may even appear to find physical contact distressing. They may also be hyperactive to sensory stimuli and react with discomfort to levels of sound and light. Sometimes they appear to show little understanding of or empathy for the feelings of others. This can manifest itself in cruelty towards peers or pets. Such cruelty is often committed without malice so that the child fails to understand the reason why he is being punished or why other children may reject them following their act of cruelty.

Another problem that children with ADHD often experience is the failure to grasp and recall even relatively short sequences of instructions. They often have difficulty with auditory processing – that is while they may have perfect hearing they are impaired in their ability to extract understanding from the sounds that they hear. Bewilderment, uncertainty, repeated rebukes for laziness and the stigma of failure often have a demoralising effect on a child. The problem is that the child with ADHD is often punished, blamed or otherwise negated for types of behaviour over which there is little self control. This in itself leads to low self esteem, conduct problems, lack of motivation and, in some cases, extremely violent responses to certain situations.

The ADHD pupil in the classroom

Classroom behaviour of pupils with ADHD is often marked by some or all of the following:

- leaving their seat frequently
- deviating from the set task
- not following the teacher's instructions
- talking out of turn or calling out
- showing aggression towards classmates and adults
- being unable to give reasons for behaviour
- generally unable to accept responsibility for actions
- feelings of frustration and the lack of ability to cope leading to eventual withdrawal from an activity

Teaching a pupil with ADHD can be a frustrating experience. The pupil may show on some occasions high levels of performance, wit and imagination, but the problem is that the pupil's performance is erratic as he may often appear disengaged, easily distracted and without motivation.

In order to teach pupils with ADHD or other associated disorders clear classroom practice needs to be established, such as:

- structure
- short working periods
- appropriate staff/pupil ratio
- more individualised instruction
- a motivating curriculum
- positive reinforcers and reward systems
- positive and high expectations
- frequent monitoring and checking of tasks with constant positive feedback
- clear instructions
- warmth, patience and humour
- consistency and firmness

Clear rules and boundaries should be established and all staff should be aware of the need to model the kinds of behaviour that they wish to see in their pupils. The main principles for behavioural interventions are to:

- remove the reason a pupil might wish to avoid positive engagement in lessons
- cater for individual differences
- create circumstances in which positive attention is available to pupils for legitimate reasons
- ensure clear and effective channels of communication with the pupil and parents

In order to address problems with pupils self esteem staff should employ interpersonal techniques such as:

- empathy
- unconditional positive regard
- honesty
- a clear and consistent approach
- encouraging pupils to have ownership of their own learning and social development
- reward systems

The school's *Behaviour management policy* can be referred to for a list of positive approaches and consequences. The section on the autistic spectrum also contains relevant guidance regarding appropriate teaching approaches.

In summary a calm, encouraging and consistent approach, with a well-structured routine, clear rules and set standards of work are beneficial to the pupil with ADHD.

Promoting British values

At Woodcroft we aim to teach pupils about British values, which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Economic education (PSHE) and Religious Education (RE). We also teach British values through planning and delivering a broad and balanced curriculum.

The school takes opportunities to actively promote British values through weekly collective worship and whole school systems and structures, such as electing and running a school council. We also actively promote British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values.

Democracy

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our school council, which is open to all of our pupils.

The rule of law

The importance of rules and laws, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Daily positive reinforcements are used to promote positive behaviour and appropriate rewards are given.

Pupils are taught the value of and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Pupils are asked to identify, to the best of their ability, any rules they have broken to ensure that they understand the connection between breaking rules and the consequences of breaking rules. This work can be assisted by the behaviour support team or through the use of therapist input to devise appropriate social stories to aid the pupils' understanding.

To encourage and promote good behaviour and a positive attitude towards work we have devised a reward system which is consistently followed throughout the school. We are committed to praising pupils' efforts and they are rewarded not only for achievement in curriculum areas, but also for good behaviour. Rewards are given in the form of stickers, team points and certificates. We endeavour to praise the pupils informally, individually, during group work, in front of the whole class and the whole school (during events such as celebration assemblies).

Individual liberty

Pupils are actively encouraged to make choices at Woodcroft, knowing that they are in a safe and supportive environment, within a planned and ordered community. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching. They are also given the freedom to make choices, e.g. signing up for lunchtime clubs, such as the allotment, dance and choir clubs. It is important that staff and pupils feel able to speak freely and that different views and opinions are respected.

Mutual respect

Our school ethos and *Behaviour policy* are based around core Christian values, such as 'respect' and 'responsibility' and these values determine how we live as a community at Woodcroft. We are aware that those involved in the leadership of the school are instrumental in demonstrating mutual respect between all members of the school. We strive to achieve a feeling of openness and tolerance which welcomes everyone and pupils are encouraged to greet visitors to the school with friendliness and respect.

Tolerance of those of different faiths and beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Weekly keystone assemblies cover topics such as prejudices and prejudice based bullying. These are also covered largely in PSHE, RE and cross curriculum lessons and whenever the opportunity may arise in school. Staff have a legal duty to offer a balanced presentation of opposing views, and must not promote partisan political views in the classroom.

Conclusion

Now that you have read parts one and two of your induction pack you may want to talk to your line manager, mentor or senior member of staff to resolve any unanswered questions you have.

You will have realised by now that the approach that we use at Woodcroft School is eclectic and inclusive. This means that we use all available methods of teaching our pupils to help us to build bridges between their world and our world and to enable them to be included in society.

You will also have realised that no matter what the pupil's disability might be we use a positive, structured approach, trying to show understanding of the difficulties which may be experienced and taking these into account in our planning and in our teaching. The whole environment is arranged so that we can support our pupils in the best way possible.

To find out more about the approaches we use read the following appendices. You will also have the opportunity to attend training sessions during the course of the year.

Appendix I.

Social Communication, Emotional Regulation and Transactional Support (SCERTS®)

SCERTS is an innovative educational model for working with children with autism spectrum disorder (ASD) and their families. Developed by practitioners in the USA, it provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviours that interfere with learning and the development of relationships. It is also designed to help families, educators and therapists work cooperatively as a team, in a carefully coordinated manner, to maximize progress in supporting a child.

The acronym SCERTS refers to the focus on:

- *Social Communication* which is the development of spontaneous, functional communication, emotional expression and secure and trusting relationships with children and adults;
- *Emotional Regulation* which is the development of the ability to maintain a well regulated emotional state to cope with everyday stress and to be most available for learning and interacting; and
- *Transactional Support* which is the development and implementation of supports to help partners respond to the child's needs and interests, modify and adapt the environment and provide tools to enhance learning, such as picture communication, written schedules and sensory supports. Specific plans are also developed to provide educational and emotional support to families and to foster teamwork among professionals.

The SCERTS model targets the most significant challenges faced by children with ASD and their families. This is accomplished through family professional partnerships (family centered care) and by prioritizing the abilities and supports that will lead to the most positive long term outcomes, as indicated by the National Research Council in their 2001 study *Educating Children with Autism*. As such, it provides family members and educational teams with a plan for implementing a comprehensive and evidence based program that will improve quality of life for children and their families.

The SCERTS model can be used with children and older individuals across a range of developmental abilities, including nonverbal and verbal individuals. It is a lifespan model that can be used from initial diagnosis, throughout the school years and beyond. It can be adapted to meet the unique demands of different social settings for younger and older individuals with ASD including home, school, community and ultimately vocational settings.

The SCERTS model includes a well coordinated assessment process that helps a team measure the child's progress and determine the necessary supports to be used by the child's social partners, such as educators, peers and family members. This assessment process ensures that:

- Functional, meaningful and developmentally appropriate goals and objectives are selected.
- Individual differences in a child's style of learning, interests and motivations are respected.
- The culture and lifestyle of the family are understood and respected.
- The child is engaged in meaningful and purposeful activities throughout the day.
- Supports are developed and used consistently across partners, activities and environments.
- A child's progress is systematically charted over time.
- Program quality is measured frequently to assure accountability.

The SCERTS curriculum provides a systematic method that ensures that specific skills and appropriate supports, stated as educational objectives, are selected and applied in a consistent manner across a child's day. This process allows families and educational teams to draw from a wide range of effective practices that are available and to build upon their current knowledge and abilities in providing an effective program. One of the most unique qualities of SCERTS is that it can incorporate practices from other approaches. The SCERTS model is most concerned with helping persons with autism to achieve *authentic progress*, which is defined as the ability to learn and spontaneously apply functional and relevant skills in a variety of settings and with a variety of partners.

Appendix 2.

Woodcroft's use of the TEACCH approach

A. Structuring the classroom/teaching area

How?

The physical arrangement of these areas:

1. *Work areas*

- a. individual
- b. group

It should be clear to pupils where these are and how they are defined.

2. *Play areas*

- a. outside areas (age appropriate, quiet areas etc.)
- b. within classrooms

3. *Eating areas*

- a. for classroom snacks and drinks
- b. lunch times

4. *Storage of work materials, resources, equipment and belongings*

- coats, bags, boots, sports equipment
- money
- books, classroom and work materials
- towels and toiletries
- toys and leisure activities

All of the above should be stored in clearly marked spaces so that the pupil can obtain what is needed, e.g. he can be independent and can gain information from the environment itself. The labelling system can be words and/or pictures, symbols or photographs. Pupils own possessions should be clearly marked and there should be places to put finished work.

There should be clearly defined areas in classroom organisation for:

- work
- drinks, refreshments
- pupils own belongings
- notices
- quiet activities such as reading

Why?

Structuring sets out limits or rules to compensate for pupils lack of organisational skills and to allow pupils to function with maximum possible independence.

B. Structuring the day

How?

Structuring the day involves setting out a timetable, programme or schedule. Class or group timetables provide pupils with a framework for the school day and individual timetables help them to understand what will happen next.

The overall class or group timetable or routine outlines the events of the day and shows general work times, activities and break times etc.

The individual timetable specifies the type of work or activity to be done, and should be set out in a way that the pupil understands. It may be just two sessions, a half-day, a whole day or even a weeks timetable.

Visual timetables (pictures, symbols or photographs) are used by a number of pupils.

Organising and setting out timetables can take place during registration or other times of information sharing.

Important aspects of timetables:

- The beginning *the pupil needs to know when and where to begin a task*
- The end *the pupils needs a clear signal for when the task or activity has finished – he needs to be taught the concept of 'finished'*
- What happens next? *the pupil also needs to know what happens next, e.g. first work then play, first maths then break*

When constructing a pupil's individual programme, it is important that the following factors are borne in mind. The pupil needs to know:

- What work (task, activity)?
- How much work?
- When the work has ended (the concept of finished)?
- What happens next?

Why?

Timetables are a means of information sharing. They are an important part of the structure needed by pupils with autism. The structure of the timetable compensates for difficulties many pupils have with sequential memory and with the organisation of time. They can help a pupil organise and predict what will happen next thereby lessening anxiety and, in time, aid the independent transition to the next task.

For those pupils with receptive language difficulties the visual timetable is a way of enabling them to understand what they will be doing.

C. Teaching methods

How?

These should be systematised and organised in order to produce effective teaching.

Directions /instructions

This can be done verbally or non-verbally but always according to the pupils level of understanding. In the case of verbal instructions, this means using the minimum amount of language needed. Verbal instructions can be accompanied with signs or gestures to aid pupils understanding. Non-verbal instructions include gestures and visual and contextual cues.

Note

- *It is important to remember to gain the pupil's attention before giving instructions, e.g. say the pupil's name. Encourage the pupil to use the same strategy when addressing their peers.*

Setting up strategies for completing a task

- Working from left to right and from top to bottom.
- Follow a routine or set of steps to complete a task and include a clear beginning and end.

- Follow a sequence of pictures, symbols or written instructions to complete a task.
- Provide only the materials needed for the task and set out the materials in an organised way, e.g. in the order that they are to be used.
- Provide visual clarity – highlight what is important by marking or sectioning off which work is to be done. Give clear visual signals as to what the task is.

Prompts and reinforcement

A prompt must be given clearly before the pupil gives an incorrect response and the prompt must be suited to the individual's needs.

The use of reinforcement must be organised and systematic. The type and frequency of reinforcement or reward should be planned, according to individual needs and based on the pupils level of understanding and motivation. The reward, or reinforcer, should follow immediately after the desired behaviour or demonstration of skill.

Various kinds of prompts:

- Physical prompt, e.g. guiding a pupils hand
- Verbal prompt
- Visual prompt
- Gesture, e.g. pointing or demonstrating

Motivation

Most people are motivated to work for various reasons. Pupils with autism may be motivated by a variety of items or activities.

Why?

- To enable our pupils to participate in new experiences and to learn new skills.
- So our pupils enjoy successful learning experiences and that these are appropriately reinforced to provide further motivation.

Summary

The TEACCH system provides a structure.

How?

In terms of the physical environment, the timetable and the way we teach.

Why?

So that our pupils can understand:

- where to be,
- what to do,
- and how to do it ... all as independently as possible.

Appendix 3.

Team Teach

Points to remember

Team Teach always stresses the whole person approach. This includes:

- structuring the day
- non-confrontational approaches
- management of the environment
- recognising behaviour cues
- positive behaviour support
- communication skills
- staff support
- record keeping
- health and safety issues

Physical interventions are used as a last resort and only when other methods have failed to be effective. If appropriate, the least intrusive method should be used first. Intervention always works best if you know the pupil.

Interventions are used for two main reasons:

- to remove a pupil from a potentially volatile situation
- in order to avoid injury either to the pupil, others or property

When dealing with any situation:

- consider early intervention or redirection to avoid the escalation of the crisis episode
- remain calm and focused on the needs of the pupil
- be consistent in your approach
- do not take it personally
- always have support from another member of staff
- remember BBANC = breathing, body position, ability to move, noise and colour

When using a physical intervention:

- only one person should be interacting verbally with the pupil
- a pupil should be spoken to and made aware of what is happening and why
- gradient in and out of the intervention
- designate a suitable place or space to remove the pupil
- enact a change of face where a physical intervention has become prolonged

Appendix 4.

Glossary

This glossary is intended to provide relatively simple explanations of some of the terms we use in school. For greater detail please refer to your line manager during staff training. Terms defined in legislation are simplified and the full definitions can be found in the legislation referred to. This list is not exhaustive.

Annual review

The school is in the process of transferring statements over to Education, Health and Care Plans in keeping with the programme of the local authorities (LAs) that take up placements at Woodcroft. This process is intended to be completed by September 2017. At present an LA must review a statement within 12 months of making a statement and then every year until the statement ceases to be maintained. The school organises and chairs the annual review meetings in consultation with the LA. Written advice has to be submitted before the review date. At the review pupils' views should be heard and considered, if possible; the curriculum reviewed alongside pupil progress; and objectives set for the coming year.

The school formulates the annual review document and forwards a copy to all involved. The statement may be amended at this stage.

Child protection / safeguarding children

A social services department covers each area of child protection and a register is kept of all children who are at risk or of children for whom there are unresolved child protection issues. Each school must have a *Safeguarding children policy* in line with approved guidelines and a named officer. Child protection issues are concerned with the safety and welfare of all children and the school must therefore offer training to all staff. Staff must follow prescribed safeguarding children procedures. (See Woodcroft's *Safeguarding children policy*)

Code of practice

This code is the guidance issued by the secretary of state to local education authorities about their responsibilities towards all children with special educational needs (SEN). The code highlights the procedures for assessment and identification of SEN and related developments such as monitoring arrangements.

Curriculum

This is the total of experiences, opportunities, teaching and learning available to pupils as part of the life of the school which they attend – in this case Woodcroft School.

Department for Education (DfE)

Woodcroft School has been approved by the DfE as being suitable for the admission of children with statements of special educational needs or for whom statements are being prepared.

Woodcroft Approach to Goal Setting (WAGS)

Teachers, together with therapists and class teams identify outcomes from each pupil's Education Health and Care Plan, stating what it is that the child can currently do and what it is that they want them to be able to do. The outcomes are then broken down into one or more goals using WAGS. The goals are then broken down into strands that are recorded, monitored and measured using the goal setting record sheet. The goal setting record sheets are held on the school server. The academic administrator and assessment manager access and monitor these sheets each half term and use the information to record pupil progress on termly and annual reports. In keeping with the SCERTS approach, transactional supports (i.e. what staff can do to support the pupil achieve the goal) are also identified.

Her Majesty's Inspector (HMI)

Her Majesty's Inspector is sent to schools by the DfE to inspect or approve schools and the curriculum.

Education, Health and Care Plan (EHC)

Each pupil at Woodcroft usually has either an EHC plan or a statement of special educational needs. The latter were issued under the pre 2014 statutory SEN system. Both of these documents are based around the pupil's statutory annual review and will outline the nature of their difficulties, the level of support required and the special programmes which are to be used. Generic targets are set which apply across the curricular, medical and pastoral areas of the school's work and which may be achieved in a given time. Monitoring arrangements are stated with review times and dates.

The school follows its own system of assessment, recording and reporting to ensure our work is focussed on meeting these targets. (See GGSS above and the *Assessment, recording and reporting policy*.)

Key stages

These denote the complete phases of a pupil's education

Early years – pre-school children (nursery)

Key stage 1 – infant school, years 1 and 2

Key stage 2 – junior school, years 3, 4, 5 and 6

Key stage 3 – secondary school, years 7, 8 and 9

Key stage 4 – secondary school, years 10 and 11

Looked after children

Pupils who do not reside for all or part of the time with their parents are designated 'looked after'. This is a term used by the Children Act. There is a statutory six month review by social services, attended by all agencies who have an interest in the child's well being and to ensure that the child's needs are being met.

Office for Standards in Education (OFSTED)

This is the government body with the responsibility for the regular inspection of all schools. Inspectors will look closely at schools' special educational needs policies and procedures and the arrangements for inclusion.

Pupil Behaviour Profile and Risk Assessment (PBP/RA)

This document takes account of the pupil's communication and social difficulties and outlines approaches to be used by all staff in order to improve behaviour. It is reviewed monthly at class meetings and monitored by the head teacher and behaviour support supervisors. The plans encompass the school's *Behaviour management policy* and the philosophy of Team Teach. (See appendix 3.)

Social Communication, Emotional Regulation and Transactional Support (SCERTS)

(See appendix 1.)

SCERTS is an innovative educational model for working with children with autism spectrum disorder (ASD) and their families. It provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviours that interfere with learning and the development of relationships. It is also designed to help families, educators and therapists work cooperatively as a team, in a carefully coordinated manner, to maximize progress in supporting a child.

Team Teach (See appendix 3.)

A system of behaviour management and support used across the school and supported by on-site and off-site training. Our behaviour management supervisors are trained and accredited Team Teach instructors.

The tribunal

This is an independent body established to determine appeals by parents against local education authorities decisions about assessments and statements. The decision reached by the tribunal is binding to both parties involved in the appeal.

Treatment and Educational of Autistic and Communication Handicapped Children and Adults (TEACCH) (See appendix 2.)

This is an approach which Woodcroft has adopted to facilitate pupils' communication and to develop their independence. It operates in ways that structure the environment, the time table and how we teach. It should enable pupils to understand where to be, what to do and how to do it. It develops pupils' skills by using visual resources like photos and symbols.