

Tyssen Autism Resourced Provision Handbook

2018/2019



Tyssen Autism Resourced Provision is one of three resourced schools in the borough of Hackney, focusing on delivering a specific educational programme for children identified with Autistic Spectrum Disorder (ASD). We are also proud to have gained Accreditation from the National Autistic Society.

Pupils within the Autism Resourced Provisions have access to a broad and balanced curriculum. Tyssen ARP aims to engage pupils in exciting learning opportunities that are based around their interests using ASD specific supports.

Each pupil is included in a mainstream class and spends time there according to their abilities and needs. Wherever possible, the children will join their class for lessons and activities and are included in class trips and other projects.

Pupils also have access to a range of tailored interventions to support their social communication and emotional needs. They are able to access the national curriculum whilst their Individual Education Plan (IEP) addresses their specific areas of differences.

What we believe:

We believe in ensuring our pupils are able to participate to their fullest within a mainstream setting alongside their peers, with the support of specialist resources.

We ensure that the staff are well trained across the mainstream and the resourced provision to meet the exceptional needs of these children.

What we do:

We aim to include children according to their level of need, in which we adopt all three types of inclusion across the school day where applicable.

- **Social inclusion** – We ensure the children are included in the social aspects of the School day e.g. playtimes, assemblies and the dining area. Supported children also play alongside their classmates in the soft playroom and sensory room.
- **Functional inclusion** – We ensure the children will work with their peers in their classes and be involved in the activities set out for the class.
- **Structure**- We support the children with organising and making sense of their day. Clear structures reduce anxiety when the world can seem very confusing and unpredictable.
- We adopt a total communication approach that is individual to each pupil. We use Makaton to support the pupil's understanding and to encourage spontaneous communication. Some of our pupils use Picture Exchange Communication System (PECS) to communicate their wants and needs. Pupils also use visual scripts to structure their language to communicate for different reasons. A pupil currently is using a high tech AAC device to develop their ability to share information and participate in a range of environments.
- We provide a variety of learning environments to address their very specific learning needs.

- We adopt a multidisciplinary approach that is informed by the principles of SCERTS and TEACCH. We specifically focus on the idea that:
 - Developing your child's functional and spontaneous communication is the highest priority.
 - Learning at school and home works best when it is developmentally appropriate, meaningful, and purposeful.
 - The people around the child and the environment have a significant impact on the child's communication and learning.
 - Learning and relationship building takes place best in natural routines at home, at school and in the community.
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Placements:

There are currently 10 places for children from Reception to Year 6.

Parents and professionals are welcome to visit the school to see the ARP setting

Parents can notify the Education Authority that they would like a place. However children are not put on a waiting list or given places on first come first served basis.

To be considered for a place in a Provision, the pupil must:

- have a Statement of Education Health and Care Plan (EHCP) or be about to receive one
- have a diagnosis of Autistic Spectrum Disorder and meet other criteria set out by the Hackney Learning Trust ARP Allocation Panel.
- Placements are the decision of the Special Needs Advisory Panel. The ARP Allocations Panel is made up of representatives from Hackney Learning Trust, The Integrated Speech and Language Therapy Service, the Autism Resourced Provisions and Specialist School provision.
- If a place is offered the panel will try to meet parents' preferred school with resourced provision but cannot guarantee to do so.
- When a child is given a place, the authority will notify parents and the teacher responsible will make contact with school in order to set up a transition program.
- The aim of the ARP is that the child will be able to access 80% in mainstream class by the end of Year 6.

Our extended learning opportunities

We host holiday play schemes in the main school holidays, these provide extra-curricular learning and experiences for pupils while simultaneously providing respite for parents and siblings.

To be able to access the play scheme parents need to apply through Short Breaks for funding.

We continue to welcome parents from prospective, local schools and education professionals. Visits are strictly by appointments only.

Useful Links:

www.autism.org.uk

[Short Breaks Hackney | Activities for Disabled Young People](http://www.shortbreakshackney.com/)

www.shortbreakshackney.com/

Our contact details

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Website: www.Tyssen.

Our management team

Head teacher: Miss Jackie Benjamin

ARP Manager: Miss Verona De Medeiros

Should you require further information please do not hesitate to contact us.

