

# Contents and calendar

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### **Note:**

*The contents of this folder relate to the year from April 2008. While the information contained in the data sheets was correct at the time of printing, it should not be assumed that the arrangements described in them will be unchanged before the start of, or during, the year in question, or in relation to subsequent years.*

## ***School year 2007–08***

The school year is organised around three terms. At Freemantles, these coincide with those of most Surrey mainstream schools. This year, the dates of the school terms are:

### **Autumn Term 2007**

3rd September to 19 December 2007

Half Term from 22 October to 26 October 2007

### **Spring Term 2008**

3 January to 4 April 2008

Half Term from 18 February to 22 February 2008

### **Summer Term 2008**

21 April to 23 July 2008

Half Term from 26 May to 30 May 2008

### ***In-service training (INSET)***

In-service training (INSET) days for school staff, to bring them up to date and complement their continuing professional development (CPD), are held regularly throughout the year. This year, the days involved are:

- ✓ Thursday 3 and Friday 4 January 2008 Term
- ✓ 7 March 2008
- ✓ 2 June 2008
- ✓ 23 June 2008

## **Section 1: An introduction**

Freemantles School, situated in Mayford Green, just off the A320 Guildford Road immediately to the south of Woking town centre, is part of Surrey County Council Local Authority's provision for students with special educational needs.

It is one of two Surrey schools catering for the needs of autistic students and draws its pupils mainly from the west of the county. Students at the school have autism and communication difficulties, sometimes displaying emotional or behavioural difficulties that are related to their special educational needs.

Co-educational and non-denominational, the school currently has both Primary and Secondary provision, taking students from 4 to 19 in new purpose-designed buildings equipped with the latest technology and equipment.

### *New premises*

Now that the school is established on a site appropriate to its complement of pupils, it is planned to raise the age of students attending to 19, providing our students with the education and life-skills training they need to fulfil their potential and lead a full life.

The school relocated in September 2007 from Chertsey to its current premises in Mayford Green, where we are working on developing links with the local community. We have longstanding links with other schools in the area, sharing some of their facilities and using some of them for the inclusion of our pupils.

The school is laid out as an "H", with two parallel wings – one for the primary school, housing Years 1 to 6, and one for the secondary school, housing Years 7 to 14 – connected by a common central corridor and a magnificent sports and assembly hall.

Each school has its own sensory and soft-play rooms as well as two external play spaces, with quiet-play areas, and there is also a shared all-weather sports pitch, which doubles as extra play space for older pupils, a football pitch, and a swimming-pool. Both the building and its grounds are fully secure and a one-way roadway at the front allows for all transport to drop off and collect pupils in total safety.

### *Mission*

It is our goal at Freemantles to give each student as wide a range as possible of skills and knowledge, as well as to provide them with strategies to manage their autism, so that they can maximise their achievement and their enjoyment of life.

### *Philosophy*

*The school regards each student as a developing individual with needs and*

*strengths that are all their own and build on these to ensure development and progress within a secure and caring environment.*

### *Aims*

- ✓ To operate as a centre of excellence in delivering education for students with autistic spectrum disorders within the framework of the Government Document 'Every Student Matters'.
- ✓ To promote a broad and balanced curriculum, rooted in the National Curriculum that takes full account of the difficulties experienced by students with autistic spectrum disorders, through the use of individualised programmes that focus on the academic, physical and **fun** aspects of learning.
- ✓ To be aware of the needs of each family and their child's place within that framework and to provide support accordingly.
- ✓ In partnership with the families of our students, to develop, through appropriate teaching styles, social awareness, social behaviour and interaction in the school environment and in the wider community.
- ✓ To maintain and foster an ethos that values and respects everyone, strives to improve quality of life and promotes spiritual, moral, social and cultural development.
- ✓ To encourage the development of inter-personal skills through our emphasis on PSHE, language and, in particular, communication. These areas are at the core of our curriculum planning.
- ✓ To ensure that everyone experiences a safe, stable, happy and stimulating environment that is supported by a clearly structured routine.
- ✓ To ensure that staff are given opportunities to develop their full potential and to fully utilise their skills.

### *A caring school*

We believe our attitudes and values provide the best environment possible for our students to achieve success. Without success, motivation for achievement is very limited. We aim for our students to enjoy our school and we aim to build a partnership between family and school. This enables us to share successes or difficulties and thus to ensure that our students maximise their potential.

We hope the information contained in this folder will prove useful and that readers will understand that it can only convey the merest hint of the quality of the work of all members of staff or of the atmosphere throughout the school and the experiences of our students. A visit is recommended.

## **Section 2: Students and learning**

In this section, we look at how the curriculum is delivered and the tools, methods and approaches we use to promote learning at Freemantles.

### *National Curriculum*

We plan our curriculum according to the recognised Key Stages (KS1 for 4 to 7; KS2 for 7 to 11; KS for 11 to 14 and KS4 for 14 to 16) and firmly link it to the framework provided by the National Curriculum. Beyond age 16 .....

Great care is taken to ensure that appropriate targets are addressed throughout the academic year, especially in Communication, Behaviour, PSHE, English, Maths and ICT.

Our main curriculum emphasis is on Personal, Social and Health Education (PSHE) and Language and Communication. These are both planned in a cross-curricular way that is individualised for each student in their Individual Education Plan and Individual Behaviour Plan. We are also aware of the need for each student to have access to an individually planned sensory curriculum.

Information and Communication Technology is planned in a cross-curricular way to support current topics and to develop the skills of each student.

All National Curriculum areas offered in mainstream schools are available to the students at Freemantles.

### **Learning approaches**

Freemantles practises a wide range of teaching techniques and aims to respond appropriately to each student's differing curricular needs, with the teaching emphasis adjusted to accommodate their individual differences. We aim to stay abreast of current thinking and research in the realm of autism and, whenever appropriate, to offer new approaches to learning as they are developed.

#### ***TEACCH and PECS***

To help us provide a structured programme for each student, we use aspects of the TEACCH (Teaching and Education of Autistic and related Communication handicapped Children) approach.

We also use the PECS (Picture Exchange Communication System) approach to help non-verbalising students begin to communicate and develop verbal language skills.

Both these approaches were developed in the United States and are recognised worldwide as successful teaching methods for students diagnosed with ASD.

### *Monitoring and Assessment*

Students are continuously assessed during their time at Freemantles. Individual Education Plans (IEPs) and Behaviour Drills help us to identify, monitor and address the needs and progress of each student. Their abilities will be emphasised and encouraged, so that their increasing confidence will allow for further progress and development.

Accurate monitoring of individual achievement is essential to gain maximum benefit from our flexible approach to the curriculum, as is regular assessment of a student's educational and social needs. Discussion involving all those concerned and regular recording of each student's progress in all aspects of school life ensures the success of this process. IEPs are reviewed regularly and inform the Annual Review and Behaviour Drill. Parents are involved in this process as much as possible.

Aims and objectives for each pupil and current assessments of achievement are discussed with parents and we value their contribution to the statutory Annual Review that takes place for all students with special needs.

We communicate with parents frequently and they are welcome to visit the school whenever they wish. We want them to feel part of the school and value their estimation of our success or otherwise whilst preserving our professional right to agree or disagree with this estimation.

In December 2002, we were the first special school to receive the Local Authority award for Partnership with Parents.

### ***Accredited Courses and Examinations***

Pupils in Key Stage 4 and the Post 16 Department have the opportunity to work towards accredited courses with ASDAN and the Open College Network.

### *Behaviour*

Because of their special needs, some of our students can behave in a challenging way. We aim to deal with these situations by maintaining intrinsic respect of the student's individual needs and their right to express these needs, while aiming to ensure that both the distressed student and his/her peers are safely reassured. Our Management Behaviour policy will be found in *Data Sheet 9*.

### *Inclusion*

Freemantles School fully supports inclusion: the appropriate involvement of students in mainstream activities. We offer each student opportunities to be included in other classes within the school, in other special schools and in mainstream schools, in colleges and with employers.

Inclusion is planned for some students as part of their Individual Education Plan and only after discussion with parents. However, the wide variety of special needs among Freemantles students means it is not possible to generalise a programme for implementing inclusion and this should not be assumed by parents to constitute a policy statement.

## **Curriculum Statements**

We aim to support each student's individual needs by:

- ✓ regularly updating IEPs – with parental input whenever possible
- ✓ regularly updating each student's Behaviour Drill
- ✓ using visual prompts to help a student to understand language and communication
- ✓ using printed words, symbols, photographs or objects of reference to help students to communicate
- ✓ using visual strategies to help a student understand the structure of the day and to anticipate activities and changes to routines
- ✓ using TEACCH to promote independent working
- ✓ using our programme of outings and trips to reinforce the development of social understanding, leading towards independent learning
- ✓ using our emphasis on interactive music and dance to help students to develop social skills and to increase language and communication as well as social understanding
- ✓ using PE, swimming and dance to build physical strength and spatial awareness, increase confidence and minimise tension
- ✓ using role play, drama and social stories to help students to manage situations that are difficult for them
- ✓ using visiting professionals – including Speech and Language Therapy (SALT) Team, Occupational Therapist, Educational Psychologist – to help staff and parents to plan appropriately for each student
- ✓ keeping as up-to-date as possible with current theory and practice in relation to the way autistic students learn and how we should teach them
- ✓ putting PSHE and Language and Communication at the heart of our planning of the National Curriculum.
- ✓ using Intensive Interaction and the sensory curriculum to develop the social and communication skills of the students we teach.

### *Religious Education*

Religious Education takes place in each of the teaching groups. We emphasise the seasonal religious festivals and each of the key stages meets for a school assembly every week.

Parents have a right to withdraw their students from Religious Education if they wish because of their own religious affiliations and are encouraged to talk this over with their student's teacher and the headteacher. A copy of our Religious Education Policy is available from the school office on request.

### *Sex Education*

Throughout the KS1 and the early KS2 groups, sex education is addressed in the normal context of classroom work. When the subject arises, answers are given as accurately and with as much detail as the student asking is able to assimilate in the context of his/her particular needs.

Personal hygiene and experiences in dealing with situations that develop as a student grows up are dealt with in discussions and practical sessions. Parents are encouraged to discuss such problems with Freemantles staff so that we can offer help and support as their students grow. Our Sex Education policy will be found in *Data Sheet 9*.

### *Information and Communication Technology (ICT)*

ICT plays a large and important part in the Freemantles curriculum. Screen images, together with the element of mechanical control inherent in the computer, provide a very appropriate and effective learning tool for our pupils. All classrooms and most specialist rooms are equipped with interactive whiteboards which enable staff to deliver the curriculum in a way which is immediate, visual and captures attention.

According to age and ability, computer activities range from basic use of the touch screen, switches, modified mouse and modified keyboard, to more advanced use of the full QWERTY keyboard and standard mouse for operating learning programs and accessing resources.

Every class has access to at least one multimedia computer and is used to support all areas of the curriculum. Discrete ICT lessons take place in our computer suite. Word processing is used regularly as part of the English curriculum. For many students, the Widgit program *Communicate* provides access to word processing by providing word/symbols that can be selected to make sentences. Staff also uses this program to create learning resources. Older students are given opportunities to use a touch-typing program to help speed up their word processing.

Students whose writing is hampered by their particular difficulties in handling a pencil may use the computer as an alternative means of recording, or they may use an AlphaSmart machine – a small word processor that can be used at the table in a group situation to key in material that can later be copied to the computer and printed out.

Maths work is supported by the use of simple spreadsheets and graph programs. All subjects are enhanced by the use of relevant interactive CDs, which provide stimulating and enjoyable challenges for learning.

The school has a broadband connection to the National Grid for Learning, which is used by teachers as a resource for lesson planning and by students for finding information and exploring areas of interest.

As pupils progress through the school, they become more and more experienced in the use of technology to enhance their learning. Our aim is for them to know how to operate cassette players, CD players, televisions, DVD players; to be able to switch a computer on and off, load CDs, select programs and to be able to communicate electronically by email. They will also have the opportunity to record and edit short video films.

The ultimate goal is for our students to view all these technologies as tools that can help them in many different areas of their lives.

We are continually updating our hardware and software and adopting new peripheral technology as it becomes available.

## **Section 3: Parents and families**

We have an open-door policy at Freemantles and aim to put the needs of parents and families at the top of our agenda whenever appropriate or necessary.

We aim to look at an individual student's special needs in the context of the needs of the family and to create the best possible means of meeting both.

Our objective is to work with family members to help them contribute to the development of our pupils. Brothers and sisters have a special part to play.

### **Parents**

Parents feel very positive about the school's support for them and their children's well being. Many parents would endorse the comments that, 'the support...and understanding... have been brilliant' and that, 'We feel like partners in the education process'. (Ofsted 2006)

We hold regular parents' evenings, at which parents can see their children's work and discuss their progress with teachers. These are often combined with social events, designed to help us all to get to know each other.

We communicate with parents frequently and value their involvement in all aspects of their students' education. We discuss pupil assessment aims and progress with parents, especially during the Annual Review process.

Parents are welcome to visit the school whenever they wish. We use home-school books to communicate everyday events. There are regular parents' support group meetings, as well as Coffee Mornings, for formal and informal discussion of issues relating to the school and their own students.

Parents are invited to attend in-service training (INSET) days. We also offer training sessions for parents on behavioural strategies, PECS and TEACCH, as well as individual support for behavioural challenges at home and at school.

In December 2002, Freemantles became the first Special School in Surrey to receive the Partnership with Parents award.

## **Family**

Brothers and sisters of our students have a special role to play. We appreciate the effort this often involves and how important they are to our students.

Siblings are welcomed into school and fully deserve to share in the camps and outings we arrange for them. We aim to offer older siblings a weekend camp in the summer. Siblings are also welcome into the school when they are able to visit for the day.

Grandparents and other family members are also welcome to attend any event to which parents are invited.

## **Section 4: People and Resources**

**The school is extremely fortunate in having a highly qualified, experienced and committed staff team and the very latest of facilities and equipment in its new purpose-designed premises.**

### **People**

The school enjoys a high staff-to-pupil ratio: one teacher to six or eight students and – when classroom assistants and other support staff are included – one adult to two or three students in most instances. (Full details of all the school's staff will be found in *Section 6*.)

The school also benefits from the support of a number of other professionals who come in to school to work with or assess and support individual students and groups of students at various times of the school day, week or year.

*Speech and Therapy.* Some members of our Speech and Language Therapy (SALT) Team are in school every day, working alongside class staff and taking individuals in small groups. They are available for discussion with staff and parents and contribute to Individual Education Plans and Annual Reviews, as well as constructing appropriate speech and language therapy programmes for students throughout the school.

*Medical Officer.* The School Medical Officer, Dr. Nackasha, sees students with their parents when necessary to focus on health issues.

*Educational Psychologist.* The Educational Psychologist, Susan Harris, visits regularly and attends some Annual Reviews, arranges pupil assessments and supports work in the classroom.

*Occupational Therapist.* Our Occupational Therapist, Angela Wheeler, supports students referred by the school, by parents or by GPs.

### **Resources**

The school's resources are organised specifically to meet the needs arising from the wide range of behavioural, emotional and learning difficulties displayed by students with autism.

Each department has its own Soft Play and Sensory rooms that are timetabled for use by students throughout the school. Primary classes have timetabled access to our hydrotherapy pool and older pupils have swimming lessons at Woking Leisure Centre.

We have extensive ICT resources, which we regularly update to ensure that individual and group needs are met using the latest available technology. Every class has an interactive whiteboard, which is used for teaching both through computer programs and through web-accessed content. We have access to the internet and the school has its own website. Our ICT technician ensures that our equipment is always fully functioning and up to date.

The secondary department has specialist teaching facilities for design technology, science, art, food technology and life skills. There is also a library.

## **Section 5: Routine and practice**

Here, we outline the school's routine and current practices in several areas of school life.

### **Routine**

#### *Start of day*

The Freemantles school day starts at **9.15am** and ends at **3.15pm**. Students are brought to and collected from school by taxi or minibus with an escort. If there are several students in one area, they will share a minibus.

#### *Morning break*

Morning break is from 10.40am to 11.00am, when each Key Stage has its own play area. When the weather is wet or cold, arrangements are made for students to remain inside, although many students prefer to brave the elements and are given the opportunity to do so, well wrapped up and booted.

Lunch break is from 12.00 noon to 1.10pm. The time spent at play is an important learning opportunity. A Play Facilitator prepares the playgrounds each day with appropriate equipment and the staff supervising students outside facilitate interactive play activities.

We have a purpose built dining room and servery. Students eat in their class groups, with staff sitting with their group of students and helping students to queue at the servery and make choices – using PECS where necessary. Mealtimes are occasions for a good deal of social learning and we feel they are often as important as time spent in the classroom. We encourage all students to eat school dinners which are well balanced, can take account of special dietary requirements, and help to extend our students' often limited range of likes and dislikes.

### **Assemblies**

Each Key Stage holds an assembly separately once a week.

This is an opportunity for collective worship, for celebrating successes – and for performing.

All students are encouraged to take part in performances of music and drama and the appreciation of these performances by those watching helps to build confidence in the performer.

Assemblies are also a time for reflecting on the skills necessary to work happily as a community, and for the promotion of positive attitudes.

Special Assemblies are held for Harvest Festival, Christmas and Easter, when parents and friends are invited to attend.

## **Practice**

### *Uniform*

The primary and secondary departments each have their own uniform which is available from the school office. The uniform has been chosen with the needs of our students in mind and with their input, via the school council. All students are expected to wear uniform.

### *Medicines*

We will help to administer medicines where appropriate, but would request that the use of long-term medication be regularly reviewed. We ask all parents to complete a form for inclusion in their student's medical records and to send in any medication clearly labelled with the student's name and the dosage required. We keep a record of all medication administered.

### *Absences*

We ask parents to notify the school by telephone if a student is unwell and unable to attend. Also, since most students come to school in a taxi accompanied by an escort, parents should, wherever possible, contact the escort in advance to explain **any** change of plan.

### *School-Home Books*

Every student at Freemantles has a home-school book. We aim to write regularly of events happening during the school day and appreciate contributions from home to help us get to know your student better. While we cannot promise to write every day, we welcome all contact from parents, whether by letter, in the book, by telephone, or personal visit.

Many students also have a *Scrap Book* in which parents are invited to put something that they have done at home for the student to bring to school, e.g. a digital photograph or object.

### *Charging and Remissions*

We do not make a charge for educational activities taking place during school hours. However, there are occasions when parents are asked to make a voluntary contribution towards covering the costs of an outing or activity that would be hard to meet from school resources.

Parents are also from time to time asked to contribute towards the cost of the petrol and running costs of the school mini-bus. However, no student whose parents are unable, for whatever reason, to make a voluntary contribution will be excluded from any outing or activity.

### *Birthday Parties*

We offer to host birthday parties in school for our students. Parents should contact their student's teacher to discuss arrangements.

### *Residential Opportunities*

Freemantles School owns two caravans, kept at Pagham, that are used for school outings – both day and residential. These caravans are also available to be rented by families for weekends or for periods during the school holidays.

Other residential activities available include sailing, skiing, outward bound holidays and an annual scout camp.

### *Friends of Freemantles*

This association is very active in raising money to benefit the school. The Annual General Meeting takes place during the Autumn Term, when statements of the accounts are circulated.

Parents are advised by letter of the Friends' regular meetings and social events, which include an Auction, a Christmas Party and race nights. The Friends of Freemantles chairperson, whose name is listed in *Data Sheet 7*, can be contacted through the school office.

### *Complaints*

We hope that the routine level of communication between home and school will be adequate to enable us to resolve any problems that might arise through immediate or ongoing discussion between parents and staff or the Headteacher.

If any problem should arise that involves Local Authority officers, we would hope to be able to support informal discussions between parents and appropriate Local Authority representatives. If, following such discussion, the problem is not resolved, a formal complaint can be lodged to the school's Governing Body or the Local Authority. Official procedure for this process is available from the school.

## **Section 6: Governors and Staff**

The Governing Body meets twice a term and Governors visit frequently to ensure correct management and supervision in accordance with Surrey County Council policy. Public minutes of these meetings are available from the school office.

The Governors are also responsible for preparing the annual School Profile, describing the school's achievements, which can be accessed through the school website. Printed copies are available on request from the school office.

Our Chairman of Governors is Ron Enticott and our parent representatives are Mrs Mary Davey and Mr Matthew Guite. Governors can be contacted through the school and consulted on any matter that concerns the Governing Body as a whole.

### **Governors – 2007–08**

Mr R Enticott – Chairman

Mrs L Trickett – Vice-Chairman

Mrs S Stephens

Headteacher

Ms J Bremner

Community Governor

Mrs S Williams

Community Governor

Mrs M Davey

Parent Governor

Mr M Guite

Parent Governor

Mrs L Swinerd

Parent Governor

Mrs. S. Lehrter

Parent Governor

Mrs P Smith

Staff Governor

Mrs C Gazdag

Staff Governor

Clerk to the Governors – Mrs J Stanton

## **Teaching staff – 2007–08**

### ***Headteacher***

Mrs S Stephens, BEd (Hons)

### ***Deputy Headteacher***

Mrs A Clinton, BEd (Hons)

### ***Senior Teachers***

Miss K Hunter, BEd (Hons)

KS1 Manager, Primary School Manager

Mrs S Thelton, CertEd

KS4 Manager, Secondary School Manager

Mr P Leach, BA (Hons), PGCE

KS2 Manager

Mrs P Smith, BMus (Hons), PGCE

KS3 Manager

### ***Class Teachers***

Mr S Birch, Unqualified teacher

Miss G Boorman, BA (Hons), PGCE

Miss L Bande B Ed (Hons)

Mrs N Buswell, BEd (Hons)

Mr M McCarthy, BEd, Dip Teach

Mrs R Murray, BEd (Hons)

Miss J Ottesen, BEd (Hons)

Mrs S Parrott, BA, PGCE

Mrs J Pudney, Unqualified teacher

Mr R Trigger, BSc. PGCE

Mrs J Wonnacot BEd (Hons)

Miss S Wood BEd (Hons)

### ***Part-time Teachers***

Mrs S Clements, BEd

Mrs E Leach, BSc, PGCE

Mrs L Mitchell, BA (Hons), PGCE

Mrs V Tenconi, CertEd (Art Coordinator)

**Outreach Teacher**

Mrs S Skippage, BEd (Hons)

***Speech and Language Therapy Team (SALT)***

Mrs M Sartin – Team Leader

Mrs B O’Neill

***Welfare and Teaching Assistants***

Mrs W Boothman

Mrs P Brookes

Mrs T Brown

Mrs H Brunt

Mrs A Drayton

Mrs M Hill

Mrs E Kelsey

Mrs J Petrie

Mrs W Richardson

Mrs C Scott

Mrs S Simpson

Mrs D Stagg

Mrs M Streeter

Mrs D Webb (Acting)

Mrs J Wells

**Bursar**

Mrs L Casey, MAAT

**Site Manager**

Mr J Wells

Art Specialist

Mrs S Champion – Part-time

Technician

Miss A Calder

<u>Senior Clerical Assistants</u>	Mrs J Sawers
	Mrs P Sussex
<u>Administrative Assistant</u>	Mrs H McNamara
<u>Annual Review Administrator</u>	Mrs T Thomas
<u>Banksperson</u>	Mrs M Alexander
<u>Groundsman</u>	Mr J Thelton
<u>ICT Technician</u>	Mr C Tyler
<u>Catering Supervisor</u>	Mrs S Thrussell
<u>Catering Assistant</u>	Mrs M Alexander

## **Section 7: Outreach and training**

As a centre for excellence in delivering appropriate learning for ASD-spectrum students, Freemantles is able to play an important role in providing mainstream sector liaison and in sharing best practice through visits and training courses.

### **Outreach**

Outreach provides support for all schools across the Freemantles catchment area and keeps the school aware of the growth in numbers of students displaying autistic behaviours in the wider environment, particularly mainstream.

The service forges links with other schools, facilitating an exchange of ideas and expanding our knowledge of how the curriculum is being delivered in mainstream schools.

#### *A two-way process*

Outreach support enables teachers and Learning Support Assistants (LSAs) in mainstream and pre-schools to introduce a variety of strategies to support the ASD pupil. These include visual timetables, TEACCH workstations, social stories, behaviour drills and adaptations to the environment and to curriculum delivery to suit each individual student's needs.

Outreach also provides Freemantles with early information on students who may be referred to the school. This means that an Outreach teacher can liaise with and visit a student's pre-school placement, ensuring a much smoother transition to Freemantles for new students and helping to allay the fears of parents.

Freemantles has two full-time Outreach teachers who are working with teachers from the Learning and Language Support Service (LLSS) to help increase the level of support the school can offer across the County. While these teachers are based at Freemantles, they work in many different schools and nurseries and also visit homes when requested to do so.

The Outreach teachers aim to teach at Freemantles for one day each week. Parents and professionals may arrange to visit the school to see good practice and also attend courses run by the Outreach teachers and other Freemantles staff.

For some years, the Outreach Service has delivered the National Autistic Society (NAS) EarlyBird Programme to parents of newly diagnosed pre-school students. This is a 13-week programme held weekly for six families at a time. The team also offers EarlyBird Plus programmes for families whose student has been diagnosed ASD after starting school.

Since Spring 2005, our Outreach teachers have offered EarlyBird Plus training to support families with students diagnosed at school age.

Increasingly, the Outreach Service now provides reports – both assessment and for Statement Reviews – to support students diagnosed with ASD, but placed in mainstream schools. This is a very busy, well-used service, and bookings need to be made well ahead, especially when planning staff training sessions.

## **Training**

A former Beacon School, Freemantles is committed to providing professional development opportunities to colleagues in other settings. We do this through our local special school network service, LIFE, and by providing observation days and twilight training sessions.

## **Section 9: Ruth House and respite**

### **Ruth House**

Alongside the Freemantles school building is the new Surrey Children's Services-run **Ruth House** residential unit,

While this Surrey County Council facility shares a site with the school, it is an entirely separate entity. However, Freemantles School has sole access to the facility during weekdays from Monday to Thursday each week, where some pupils will stay overnight and benefit from the Ruth House facilities for PSHE and life-skills experience.

### **Respite**

At weekends, Ruth House will host young people from across Surrey on life-enhancing residential short breaks, which will enable young people to have experiences that they would not otherwise be able to have and their families to spend some time without the constant need for their care.

## Section 9: Behaviour Policy

### **FREEMANTLES SCHOOL BEHAVIOUR POLICY**

We aim to help our students to manage their behaviours in a way that will enable them to remain calm, dignified and receptive to learning opportunities.

<b>General Statements</b>
Our approach to each individual is based on our knowledge of that student and of their ASD.
ASD students may demand high standards of themselves - and can often be disappointed.
They are usually truthful and often without guilt.
They usually want to please, but may not know how.
Praise can be a powerful tool – most of our children enjoy being praised for their activities and like to demonstrate their achievements to others, especially their families. However, some will react adversely to praise.
Our children are highly emotional, but may not be able to understand or describe their feelings.
We need to be able to support them in situations that are challenging for them.
We need to address behaviours while working towards an educational target. An emphasis must be put on learning and children should be brought back to task as quickly as possible.
We need to work with parents, families and outside agencies to share knowledge and gain understanding of the ASD child.

We recognise that consistency is necessary to manage behaviours successfully and this necessitates the sharing of information through meetings, behaviour drills, home/school books, and day-to-day information exchange through informal discussion.

In setting behavioural targets for pupils we need to take their chronological age into account and recognise behaviours are appropriate for them.

## **Strategies**

Visual structure is used throughout the school in order to minimise anxiety and make the environment more meaningful for the student and therefore reduce the likelihood of challenging behaviours.

Classroom structure to ensure controlled behaviours TEACCH	Use signs and symbols; use a TEACCH timetable, activities and room structure to encourage independence and aid understanding.
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We use visual cues for the management of behaviour. These could be:

- Mini-timetables
- Single symbols or photographs
- Objects of reference
- Working towards boards
- Rules

We reinforce positive behaviours while ignoring, where possible, the behaviours we aim to eliminate or minimise.

We celebrate success and appropriate behaviour whenever we see it and we try always to individualise our reactions. Some of the ways we do this include:

- Working towards boards
- Reflection time
- Celebration book
- Certificates
- Stickers
- Healthy edible rewards
- Tangible rewards
- Verbal praise
- Social praise
- Assembly

Use Picture Exchange Communication System to enable students to express wants and needs appropriately.	To teach the fundamentals of communication, to aid choices and minimise frustration.
Distraction	Change the subject "Yes, you can, but first we will ....."
Humour	Alleviate the pressure. Enjoy time with the students
Legitimised obsessions	Put them into the time-table and limit the time they remain the focus, but use them as a reward for other activities.
Use picture and/or social stories to make a blueprint for positive behaviour which a child can understand and follow.  For information on how to write social stories go to <a href="http://www.thegraycenter.org">www.thegraycenter.org</a> .	
Respond to choices where appropriate.	
Where a student uses a behaviour to opt out of an activity, it is necessary to identify what it is about the activity which increases anxiety and address it.	e.g. unacceptable regular sickness; difficult behaviour just before an outing or swimming session.
Behaviour sorting	Helping students to understand what is and is not appropriate behaviour. Use of behaviour sorting board.
If a student's behaviour is escalating, help them move to a safe place away from other people, noise or any other factor known to upset them.	

### **Behaviour Drills**

Every student will have a behaviour drill. This provides a summary of the child's personality traits, strengths and/or particular issues. It sets out possible scenarios in which behaviour management strategies will need to be applied and what action should be done in such circumstances. All staff should work in line with the behaviour drill to ensure consistency.

### **Behaviour progress**

This is assessed through IEPs and the Annual Review process. When there are significant behavioural challenges, behaviour recording charts (attached) are used to target particular behaviours. These must be prioritised because it is not possible to work on a number of behaviour targets at the same time. The process of prioritisation when behaviours have escalated is carried out by the group using the Behaviour planning sheet (attached).

### **What do we do when a child has lost control and becomes physically challenging?**

- The first responsibility is to ensure that everyone is safe. This may involve removing other students and adults from the area.
- Reduce/cut language.
- Students will not be moved physically unless safety is compromised.
- If two students are harming each other, they will be separated.
- Encourage the student to move to a quiet place away from the group.
- It is important to try and make the environment as safe as possible. This may involve moving articles, objects, furniture.

We recognise that there are rare instances when it may become necessary to physical intervention in order to ensure safety and this is done in accordance with Surrey County Council which has adopted the MAPA® Positive Options protocols.

**Other policy documents are available from the school upon request.**