



**The Park Federation Academy Trust  
Lake Farm Park Academy**

**A.C.E Policy**

## Approval

<b>Signed by Chair/CEO/Principal</b>	<i>Craig Horsman (Principal)</i>
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## **Introduction**

Lake Farm Park Academy is an inclusive three- form entry primary school which opened in September 2014 with a nursery and reception classes. The school will grow by a year group every year until 2020 when the school will be reception till year 6. The specialist resource provision for Autism, which will be known as ACE (Autism Centre of Excellence), will grow with the school. It started in September 2015 with 4 students and will grow by 2 students a year until it is at a capacity of 12 pupils.

All Students must have a diagnosis of autism spectrum disorder and have either a statement or EHC plan.

All staff and governors at Lake Farm Park Academy recognise that every child is entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment,
- further or higher education or training

## **Aims and Objectives**

In addition to the whole school aims of Lake Farm Park Academy, ACE specifically aims to:

- Create a caring yet purposeful atmosphere where there is a balance of focus between welfare and achievement for all
- Provide a broad and balanced curriculum that is relevant and differentiated to meet both the academic and Autism specific needs of each child, in an environment that supports learning and wellbeing
- Ensure the best possible progress for all SRP pupils using a holistic approach involving small group teaching, individual programmes of support and mainstream class teaching where appropriate
- Support children to develop language and communication, social interaction and life skills.
- Promote independence for all children
- Enable children to develop the necessary skills to begin accessing lessons within the mainstream school, integrating effectively alongside their peers.
- Encourage parents to understand and support their child's learning at home and at school.

### **How does my child gain a place in ACE?**

The student must have, or be in the process of gaining, an EHC plan. The EHC plan and any supporting reports will be sent to the Lead Teacher of ACE and SRP staff will visit any students they think are suitable for a placement.

Once a term an Admissions Panel will meet to discuss prospective students. At this meeting placements will be allocated based on suitability and need.

The admissions panel will consist of the Principal of the academy, the SENCO and the Lead Teacher of ACE. In addition to this a representative of the Local Authority, an Educational Psychologist and a senior Speech and Language Therapist will also sit on the panel.

If the panel agrees a placement would be suitable and space is available, then ACE will be named on their EHC plan.

### **How are students in ACE supported to achieve their full potential?**

The staff at ACE aim to provide an individualised education programme to all of their students. Students will each have a timetable and will take part in mainstream classes, one-to-one lessons, small group work and social groups.

Students will start by using the TEACCH approach to complete tasks at their own workstations and gradually be supported to move this in to a classroom.

The lead teacher will also use the SCERTS assessment programme to map out and plan education for the students social, communication and emotional regulation skills. These skills are vital for students to succeed in education and later life.

Students will see a Speech and Language Therapist on a weekly basis and an Occupational Therapist will write a programme for them which staff will deliver daily. Other specialist therapies may be implemented depending on the needs of students attending ACE.

### **Staffing Structure**

ACE is led by Daniel Rose (Lead Teacher). The Lead Teacher is responsible for the planning and application of all ACE and whole school policies. The Lead Teacher is also a member of the SLT and reports to the Principal.

The lead teacher is supported by an HLTA and LSAs. Whilst students are not staffed one-to-one there is opportunity for small group work and some one-to-one sessions. All ACE staff will support students in mainstream classes as well as leading areas of ACE.

All staff in ACE will receive specialist training in a range of techniques to support students with autism. This training will be fed down to staff in the mainstream classes so that the whole school is better equipped to assist in supporting the students in ACE.

## **Communication with Parents**

ACE staff believe that to achieve the best results for students they must work closely with parents. The main form of communication will be through home/school communication books; these will outline what the student has been involved with during the day and share any successes or concerns.

Parents are welcome to make a meeting with the Lead Teacher of the SRP if they wish to discuss any issues which may arise, in addition to this regular parent evenings will be held in line with the rest of the school.

In addition to this all students in ACE will take part in a yearly Annual Review where their progress will be discussed with all professionals working with them.

## **How will the curriculum be differentiated for my child?**

All pupils within ACE have access to a broad and balanced curriculum. We have developed learning opportunities based on a differentiated national curriculum which incorporates P-levels, National Curriculum objectives and Early Learning Goals, alongside SCERTS targets.

The curriculum at all levels is designed to engage pupils in exciting and engaging learning opportunities that are based around their interests. Children within ACE have opportunities to access a stimulating range of age appropriate resources and activities which are used to work on functional skills, with an emphasis on Communication and Interaction. Throughout ACE there is a focus on identifying and meeting the needs of each pupil, using ASD-specific supports to ensure that each individual makes good progress.

## **Facilities**

ACE has a number of facilities specifically designed to enhance the learning experiences of its students.

### **Sensory Room**

A well-resourced space with a range of sensory activities which are used to help students manage their sensory needs. This room is also used to assist with a variety of learning goals and communication targets.

### **Occupation Therapy room**

A room where students can perform occupation therapy exercises or explore and manage their sensory needs.

### **Social communication and interactive play room (SCIP room)**

A room set up using the principles of SCERTS and PECS to help with communication and play skills. This is where students who need to will learn the first stages of PECS and develop the building blocks for their social skills.

### **Playground**

Although students will generally have their play times with their peers in the main playground the ACE playground offers a fantastic area being developed specifically with our autistic students in mind.

### **Facilities for personal care**

Any students who require intimate care will have access to a disabled toilet within ACE.

## **Inclusion**

### **How will my child be included in activities at school, after school clubs, and on school trips?**

All children at Lake Farm Park Academy are entitled to attend school trips, after school clubs and to be included in activities at school. Appropriate reasonable adjustments will always be made in order to ensure this e.g. carrying out a risk assessment, provision of additional support and planning with parents.

### **How will you encourage my child to mix with children who do not have SEND?**

Lake Farm Park Academy is an inclusive school and there are policies, strategies, whole school initiatives and curriculum planning which celebrates diversity. Children with SEN are included within this. Consequently all children who attend Lake Farm Park Academy are exposed to a wide range of images and resources that reflect adults and children with SEN or a disability in a positive light.

In addition to this there are strategies and interventions that are frequently put into place to further support all children to play together like:

- Circle of friends
- Structured Play
- Additional adults (e.g. Learning Mentor) in the playground to support identified children to interact with their peers.