

# Autism Resource Provision at Tyssen

Together for Excellence

## Information Booklet for Parents



Autism Resourced Provision  
at  
Tyssen Community School  
Oldhill Street  
N16 6QA  
0208-806-4130



### ***Background***

The Autism Resource Provision (ARP) at Tyssen Community School was set up in September 2001 as a Resource Provision. The Learning Trust recognised more provision was needed for children with Autistic Spectrum Disorder (ASD) in Hackney.

# The Autism Resourced Provision Today

## ***Will my child get a place?***

The ARP in Tyssen today has 10 full-time places for children of primary age (4-11years). As such, the demand for places is often quite high. This means that although names can be put forward for a Provision place, one may not be available to all who apply.

Children will usually only be considered for a Provision place if an Annual Review has been held. Schools, parents and external professionals should use the Annual Review to consider the suitability of a child for a Provision place. This will be followed by a summary sheet being submitted to the allocation panel.

Places in the ARP are decided by an Allocations Panel at the Learning Trust. The Panel is made up of representatives from the Learning Trust, the Integrated Speech and Language Therapy team, external professionals if involved, and representatives from the ARPs. Parents are encouraged to visit possible provisions.

## ***Entry Criteria***

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

- have a Statement of Special Educational Needs or be about to receive one
- have a diagnosis of Autistic Spectrum Disorder or Social Communication Disorder or be about to obtain such a diagnosis

and meet other criteria set out by the Learning Trust.

# Our Aims

## ***At the Tyssen Autism Resource Provision, we aim to:***

- view and know each child firstly as an individual, secondly as someone who has a diagnosis of ASD
- provide a calm, safe and secure autism-friendly environment which allows each child the best opportunity for learning and enjoying school life
- respect and work with the autism of each child, recognising this as part of their individuality. We view their autism characteristics positively, and as keys to their learning potential.
- use strategies with pupils which will enhance their communication, social skills, flexibility and independence
- maximise the involvement of parents, carers and families in their child's development at school
- provide opportunities for increasing each child's inclusion in their mainstream class and in the immediate community. We value learning outside the classroom, through educational and functional community visits.
- provide consistent, high expectations for learning and behaviour
- ensure that inclusion is measured and suited to each child's individual needs

# The Autism Resourced Provision Curriculum



## ***Entitlement***

All pupils in Hackney are entitled to have access to the National Curriculum (NC).

## ***Adaptations***

However, many children with an ASD also have associated learning difficulties. This means that the National Curriculum needs to be adapted to meet the needs of the child with ASD. These adaptations may include: working at a different level of the NC than that matched to their chronological age; breaking the units of work down into smaller steps; selecting topics that are linked to the mainstream curriculum; providing opportunities to develop the pupil's special skills and interests.

## ***IEPs***

Each pupil has an Individual Education Plan (IEP). This plan consists of termly educational and social, emotional and behaviour targets. These are broken down into weekly tasks. These IEP targets are reviewed at the end of each term, and new targets are set as necessary.

## ***Speech and Language Therapy***

The Speech and Language Therapy (SLT) service provides

input for the ARP for 3 days each week.

SLT approaches include prevention, assessment, training and intervention (some one-to-one and small group work). The Speech and Language Therapists support the whole school communicative environment.

The Speech and Language Therapists work in accordance with the Royal College of Speech & Language Therapists' guidance on best practice:

- to provide individuals with a means to make free choices, express their feelings, to learn and to increase their independence
- to provide an environment which maximises opportunities for individuals to develop their receptive and expressive communication skills
- to provide carers and educators with the means to support individuals.

This includes ensuring that carers and educators are able to use appropriate systems and levels of communication when interacting with pupils with autism, e.g. use of communication aids; communication methods such as PECS; social stories and comic strip conversations; systems to support routine and structure involving an appropriate level of reference (e.g. objects, photos, pictures, Makaton, symbols etc).

# What is an 'autism-friendly' environment?



***Pupils' different learning styles also require changes to how everything in the curriculum is presented:***

- **pupils with ASDs often learn best *visually*.** Therefore, concepts and words are sometimes best presented using pictures and symbols.
- **Understanding spoken language can be difficult.** Simplifying and reducing the language used by staff helps overcome this.
- **Children can find work less motivating,** so their special interests and areas of skill can be used to deliver elements of the curriculum.
- **Abstract terms and concepts are difficult to understand.** Presenting work simply and

concretely, using a total communication approach (speech, signs, pictures or symbols) works best.

- **Pupils with ASD will sometimes have problems with listening and picking out relevant information.** Techniques such as the use of prompt cards can help a child to listen and focus.

***Pupils with ASD find it difficult to cope with the everyday demands of school life:***

- ***They feel most secure with predictable and familiar routines.*** We prepare our pupils for change, such as a member of staff leaving or a new staff member arriving; school holidays; school outings with their mainstream class or with the Provision.
- ***Children with ASD can easily feel stressed by work and the social demands of school.*** Allowing pupils to ‘be themselves’ for some time every day (differentiated ‘break’ times, when the child is able to talk about their special interest, or do their preferred activity) helps to reduce this stress.
- ***Our visual timetables help pupils feel more secure and independent*** as they help them to predict what’s coming next. We use the TEACCH approach to structure the children’s work and encourage independence.

# Staff in the Autism Provision

“... the staff are so child centred in the Provision, the children’s emotional, psychological and spiritual welfare is really catered for”

***Here is a list of staff who support and work with the children in the autism Provision at Tyssen:***

- |                      |   |
|----------------------|---|
| • Jamila Pandor      | (Mid-day Meal Day Supervisor)                     |
| • SandraHarley       | (Teaching Assistant)                              |
| • Asma Choudhary     | (Teaching Assistant)                              |
| • Wendy Davey        | (Mid-day Meal Supervisor)                         |
| • Lorna Chambers     | (Teaching Assistant)                              |
| • Beth Junor         | (Highly Specialist Speech and Language Therapist) |
| • Harjeet Kaur       | (Mid-day Meal Supervisor)                         |
| •                    |   |
| • Deepak Singh       | (Mid-day Meal Supervisor)                         |
| • Elena Kyuprelieva  | (Teaching Assistant)                              |
| • Verona de Medeiros | (ARP Manager)                                     |
| • Emma Adams         | (Teaching Assistant)                              |
| • Nipa Parekh        | (Teacher)   |

***Head Teacher, Tyssen Community School:  
Paul Flemming***

# Parents & Community



We have strong links with the parents and carers of pupils in the autism Provision. Effective partnership between the parents and the school increases the overall progress made by children with ASD.

Parents and carers are provided with news of what their child has done every day at school, through the use of a Home-School book, and through telephone conversations where appropriate. We encourage parents to write in the Home-School book to tell us about what is happening at home.

There are parents' evenings in the Provision every term, when parents and carers can meet their child's teachers, discuss the new IEP targets for their child, and contribute to these.

## ***Community***

In addition to the pupils in the autism Provision, we also offer support to other pupils with Special Educational Needs (SEN) within the mainstream school.

We maintain links with the other Autism Resource Provisions in Hackney through regular meetings where we share information and ideas.

# Contact Details

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Autism  
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N16 6QA  
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