

# FOSSE WAY SCHOOL

## Statement of Purpose

<b>Review Due:</b>	September 2024
<b>Last Review</b>	September 2023
<b>Applicable to:</b>	Fosse Way School, Fosse Way House
<b>Reviewed by:</b>	JT

Fosse Way School is committed to and passionate about the learning and progress of all pupils. Staff and governors have high aspirations for our children and we aim to provide a high quality, relevant and balanced education for all our pupils that focuses on individual, personal and academic achievement. Students are taught in small groups, usually with more than one member of staff in attendance. There is a happy and positive atmosphere in which children can fulfil their potential and grow in self-confidence with respect for the people and environment around them.

Through strong partnerships with parents and collaboration with a range of other agencies the school offers a caring and friendly learning environment in which pupils make excellent progress. Whilst the main school site caters for the needs of the majority of our pupils, satellite provisions for pupils with additional needs is available at nearby Writhlington School and our Project SEARCH provision at Royal United Hospital, Bath contribute to the range of learning pathways on offer. The school also has a residential provision – Fosse Way House, which caters for up to eleven students with a diagnosis of autism who reside here and engage in a 24-hour curriculum from Monday to Friday before returning to their parents or carers at weekends and school holidays. Person centred planning and the welfare of the students is at the heart of everything we aim to achieve.

At Fosse Way School we believe that our school's curriculum is much broader than subjects on a timetable. The curriculum comprises all learning and other experiences that the school plans for its pupils. Pupils at the school have a range of needs that can change over time and in order to best support over 200 learners the curriculum is highly personalised, flexible and continuously reviewed and developed.

The intent of our curriculum is to provide a balanced and broad experience for pupils which promotes their spiritual, moral, cultural, mental and physical development. It consists of the National Curriculum, Personal, Social, Health and Education and Religious Education as well as cross-curricular themes and key skills. Extra-curricular activities also form part of the curriculum.

We are committed to preparing our pupils for the opportunities, responsibilities and experiences of later life so that they may become actively involved in their community, contributing to society financially and living as independently as possible.

The pedagogy and principles behind the range of learning programmes have a strong evidence base for raising attainment.

# FOSSE WAY SCHOOL

The school's curriculum meets all statutory requirements.

- Is broad, balanced and relevant
- Will develop all students' full potential
- Is matched to individual students' needs
- Has intrinsic value
- Builds on students' existing knowledge, skills and understanding
- Encourages life-long learning
- Reflects the multicultural nature of society
- Encourages confidence, high self-esteem, independence and mutual respect
- Develops a respect for the environment
- Prepares students for the opportunities, responsibilities and experiences of adult life.

Fosse Way School is committed to developing the academic and life skills of all its pupils and students to enable them to lead safe, happy and purposeful lives, contributing economically and socially to society.

Fosse Way School actively seeks opportunities to develop sustainable partnerships with a broad range of groups within the local, regional, national and international community in order to better meet the needs of its own pupils, students and families as well as pupils and students with special needs in mainstream schools.

Towards these ends our school:

- Strives to ensure pupils and students achieve high academic and social standards
- Creates a personalised and enjoyable learning experience for each pupil and student
- Encourages creativity and enterprise
- Values the diversity of pupil and student learning & outcomes
- Embraces new technology and innovation
- Works in partnership with other agencies and organisations

At Fosse Way school everything that we do is under pinned by our school values. By explicitly teaching and celebrating our school values we are able to nurture and guide our pupils so that they can discover the very best of themselves; helping them to make decisions and reflect on how those decisions affect others which in turn enables them to become good citizens and prepares them for life beyond Fosse Way School.

# FOSSE WAY SCHOOL

The Fosse Way School values were chosen collaboratively by the whole school community, they are:

## **Be Proud**

At Fosse Way our pupils have so much to be proud of, we want to celebrate their successes and enable them to be strong advocates of themselves in their future lives.

## **Be Kind**

At Fosse Way we demonstrate how giving and receiving kindness is important for everyone's well-being.

## **Be Resilient**

At Fosse Way we are aware that our pupils will face many challenges in their life. We aim to equip them with the skills, strategies and attitude required to flourish.

## Teaching approaches

Embedded into all curriculum areas are a range of specific teaching approaches. These are timetabled and delivered according to pupils' personalised programmes. The list below shows the range of approaches used to ensure curriculum access and engagement for all.

TEACCH	Aspects of TEACCH are used within all of our classrooms and residential provision. TEACCH is based on 5 basic principles:  <ol style="list-style-type: none"><li>1. Physical structure – students work best with clearly defined physical boundaries e.g. work stations.</li><li>2. Students have a consistent schedule</li><li>3. Work systems that establish expectations and promote independence</li><li>4. Establishing clear routines</li><li>5. Visual structure includes visually based cues for reminders and instruction</li></ol>
Visual timetables	Students will have access to either a class or individual visual timetable. This will be created in whatever method is suitable for the young person for example using In Print symbols. Older students in post-16 are encouraged to use technology such as calendars on their phone to schedule their time.

## FOSSE WAY SCHOOL

Now and Next approach	Now and next boards provide structure and promote independence in completing tasks. They support students to transition between tasks, lessening frustration and anxiety.
Makaton	Makaton uses speech with signs (gestures) and symbols (pictures) to help people communicate. We also use facial expression, eye contact and body language to give as much information as possible.
Attention Autism	Attention Autism aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. Attention Autism has four stages:  <ol style="list-style-type: none"><li>1. A bucket activity to engage students</li><li>2. An attention building activity</li><li>3. An interactive activity that promotes turn taking and attention shifting</li><li>4. An individual activity that focuses attention, shifts and then reengages attention.</li></ol>
Zones of regulation	Self-regulation is something everyone continually works on whether or not we are aware of it. We all encounter trying circumstances that test our limits from time to time. If we are able to recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation
So Safe	The So SAFE! program uses a standardised framework of concepts, symbols and visual lesson materials to teach the type and degree of communicative and physical intimacy appropriate with different groups of people in an individual's life. The program also teaches strategies for moving into intimate relationships in a safe and measured manner.

# FOSSE WAY SCHOOL



## Top 10 Strategies: an Enabling Environment for our Autistic YP

Fosse Way School

These strategies are considered non-negotiable at Fosse Way, being implemented in all classrooms, in order to ensure we are meeting the needs of our autistic pupils and demonstrating good autism practice.

### Visual Timetables

Essential to support autistic pupils understand and predict what is happening now and next. Used and interacted with throughout the school day, with individual schedules in place for most pupils.  
When using symbols, we use *InPrint* to ensure consistency across the school. Visual timetables / schedules may be provided in written, boxed up/bullet-point format for pupils who are of a higher reading age or are based in Secondary/Post 16.

### Visual Cues

Visual cues such as objects of reference, symbols, pictures and timers should be used to support pupils' understanding of daily routines, activities and learning tasks. This includes when transitioning around the school.  
Different activity or task areas could be demarcated/zoned with colour, lines or shapes. Subject books could be stored in colour coded boxes / trays, etc.

### Workstations (TEACCH approach)

All autistic pupils should have access to an identified workstation that is clear and organised. This should be personal where possible, but may be shared in some circumstances. It needs to be a distraction free workspace where pupils can develop their independence with the support of structure, routine, visual cues and following the principles of Structured TEACCHING. Workstations should have a workbox on the left side and a 'Finished' box on the right side to reinforce working left to right.

### Now & Next

Use of 'Now/Next', 'Now/Next/Then' or 'First/Then' should be implemented in all classrooms to support pupils in learning what to expect in familiar and unfamiliar situations, alongside reducing their anxiety by understanding what will happen next. ('Later' is not used as this term is too vague and can induce anxiety.)  
The *Now & Next* should be represented verbally and visually where possible.

### Motivators / Rewards

Positive reinforcement will be used, such as reward systems, behaviour charts and token boards. This may be on a class/team basis but is more likely to be personalised for individual pupils. Rewards may include access to motivating items and/or activities either regularly throughout the day or on longer term basis if appropriate. Reward systems may be useful in supporting pupils at home, so should be designed and implemented in collaboration with parents/carers.

### Social Scripts

Social scripts should be used to prepare pupils for specific situations, events or activities and help them to understand what to expect in a situation and why.  
They are particularly important if a pupil requires support to cope with changes to their routine and unexpected or distressing events such as the absence of a key person, transitions, off-site visit and changes to personal circumstances / experiences. They should be regularly consolidated, reviewed and tweaked if necessary.

### Special Interests

Students' special interests should be used regularly when planning lessons or activities to promote engagement and increase motivation.  
Using special interests can be a way to acknowledge individual pupils' strengths and reduce stress. Using special interests as a safe and familiar foundation can increase students' windows of tolerance and promote engagement and regulation.

### Safe Spaces

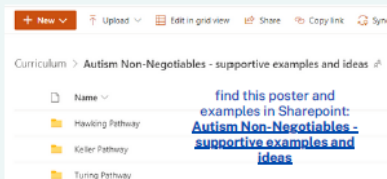
All pupils should have access to a safe space, where they can go when they are feeling anxious or overwhelmed. This may be an identified space in the classroom such as a quiet area/sensory den, key stage area or elsewhere in school and should be a low arousal environment where pupils can be supported to regulate. This may include having access to a Quiet Room when needed throughout the day. Use of quiet rooms is monitored by class staff in order to notice any patterns in behaviours.

### Anxiety Management/ Emotional Regulation

All pupils should be supported to develop strategies to reduce and learn to manage their anxiety, such as the Incredible 5 Point Scale, Zones of Regulation or similar resources.  
There are no 'good' or 'bad' emotions or zones. This no-judgement approach supports students' self-acceptance and wellbeing. Other strategies such as access to safe spaces, social scripts, and staff themselves being regulated, will also support.

### Low arousal classroom

Classroom environments should be autism-friendly. It may be beneficial to complete a Sensory Audit from the *AET: Autism Education Trust* to ensure that all work areas are enabling participation for our autistic pupils. Classrooms should be a low arousal, clutter-free, organised environment with minimal distractions. Even the smallest of changes to the learning environment can make a significant impact for pupils who are on the autism spectrum.



Using these strategies is a **proactive** approach to reducing anxiety, frustration and distressed behaviours  
**AUTISM + ENVIRONMENT = OUTCOME**

It is a common misconception that autistic pupils 'move on' from needing these strategies once they have been established; however, they remain necessary to reduce and regulate anxiety. It is very likely that pupils will continue to benefit from these strategies even though they may appear to no longer need them.

*Members of the Leadership Team may visit classes to discuss whether appropriate strategies are in place and provide support where needed. This will be monitored by Jason Towells and the SASS team.*

# FOSSE WAY SCHOOL

## **Fosse Way House**

Fosse Way House (FWH) is a residential provision that caters for up to eleven students, all of whom must have a diagnosis of Autism to access the provision. Students live here through the school year and leave the residential provision when they leave school. FWH uses the same embedded approaches through the evening as the day to provide consistency and continuity for all pupils across both settings.

Students stay each week from Monday to Friday, returning home every weekend and holidays to their parents/carers. The provision offers a 24-hour curriculum for students with a dedicated team of staff supporting each student through the week. The residential provision is an integral part of the school and both teaching and residential staff work together to provide a holistic approach to education, welfare and behaviour of all students. Both settings work closely together to ensure students are provided with the best opportunities to achieve their full potential.

It is the aim of FWH to provide a variety of opportunities for all students in order for them to develop their daily life skills, independence, health and employment skills in line with their plans for the future, in particular their next opportunities after leaving Fosse Way School/House. This is delivered through Preparing for Adulthood and considers all individual student needs across the four outcomes:

- Education and Employment.
- Independent Living Skills.
- Community, Friendships and Relationships.
- Health

Our curriculum has been devised to support our students to prepare for life as an adult. Each area of learning includes a range of activities, lessons, interventions and clubs within the school day and the extended day for FWH students. The four areas of focus are delivered in the following manner:

### **Education and Employment**

All FWH students and their parents are encouraged to be aspirational when thinking about their future education and career pathways. Therefore, rather than teaching distinct careers lessons students have potential pathways embedded into their residential experience.

Working closely with the student's teachers/teaching assistants, all FWH students are supported to learn about the world around them and the employment opportunities available to them. Through personalised careers targets students are encouraged to learn about different career opportunities and where possible skills are taught and



## FOSSE WAY SCHOOL

nurtured within the residential provision, this is designed to dovetail with work taking place in school. Alongside careers education our curriculum has a strong emphasis on supporting students on to their next steps after Fosse Way. We take our role in supporting students to have a good understanding of what options are available to them very seriously and will dedicate time and work closely with the student and their parents to ensure these decisions are well informed. An external careers advisor is available for all those who are able to access them.

As students' progress through the school into Post 16 there is a stronger emphasis on exploring careers and further education options. Students learn about the world of work, including areas such as: job hunting, CV creation, interview skills and building relationships with colleagues. There is also lots of exploration of the different college courses that are available, along with supported internship schemes and other programmes; visits to further education providers are also facilitated. Work experience placements, both in school and out in the community, further help inform the decisions our young people make in terms of what future career they'd like to pursue. We ensure that all students have the opportunity to explore all of the options available to them in terms of 'next steps' after Fosse Way, and support them to develop the skills needed to make their future career a success.

### **Independent Living Skills**

It is important to us that our students learn to become as independent as possible. This can vary widely for students across the different pathways, but the end goal of developing independence is always the same. For students on our Turing Pathway (previously called exploring independence and learning) the focus is on developing basic self-care skills, for example, being able to use the toilet, dress themselves and make choices. For students on our Hawking Pathway (previously called living and learning) the emphasis is on being able to look after yourself whilst in the home, for example cooking basic meals, using the washing machine and personal hygiene. As students on the Keller Pathway (previously the Learning for life pathway) move through the school they will start to cover topics such as decision making (within the mental capacity act), managing income, paying bills and actively planning for their own future. Skills are not limited to the pathways, these are just some examples. All students follow their own personalised programme and targets in order to develop their independence.

FWH have students who follow differing pathways in school and their learning within the residential provision is tailored to follow the same emphasis as school to continue their 24-hour curriculum. All students are supported at a level appropriate to themselves to develop their independent life skills in a real-life setting. Currently FWH has students across all three of the school pathways. Skills taught include meal preparation, accessing the local community, personal care, living with peers,

# FOSSE WAY SCHOOL

managing a home environment, independent travel, managing money/household budgets and decision making for themselves and the group.

## **Community, Friendships and Relationships**

It is extremely important that FWH students are able to be active members of their local community. We support all students in FWH to have high levels of access to the community. Access to the local community is delivered in a meaningful way and focusses on student's interests and wishes.

FWH attempts to deliver meaningful and interesting access to the local community for the students, there is a strong emphasis on all students contributing to the evening activity plans. This will involve using local public transport, using local shops and exploring the local area, developing road safety etc. Students are also supported to access the community to participate in activities that include local clubs, accessing shops, restaurants, cafes etc. local walks to places of interest, bowling, cinema and youth groups. Through regular feedback students are consulted on what they want to do each evening and where possible this is facilitated by the FWH team.

It is important that all FWH students are supported to develop and maintain friendships and relationships. Students learn to live with peers and support each other through the provision, making daily decisions as a group and having an input into the day to day running of FWH. Students are also encouraged to maintain friendships outside of the school environment and are encouraged to invite peers from outside of FWH to visit or be supported to meet in the local community.

All students access the So Safe curriculum to different degrees, the programme is a set of visual and conceptual tools designed to promote social safety for people with moderate to severe learning difficulties or have a diagnosis of Autism. The program covers all degrees of interaction; from a student's expectations of strangers, to the intricacies of an intimate relationship. This is delivered on a weekly basis within FWH at a level appropriate to the individual student.

## **Health**

There is a strong focus on supporting all students with both their physical and mental health. We support our students to have good health in a number of ways:

- Access to exercise on a daily basis.
- Use of local sports facilities/clubs in order to combine good health with community inclusion
- Mental health and wellbeing support in the form of school counsellors, targeted interventions, PSHE and RSE curriculum and multi-agency working with organisations such as CAMHS
- Healthy diet qualifications (AQA)



## FOSSE WAY SCHOOL

- Developing personal/intimate care skills.
- A menu with a focus on independence and healthy eating, or introducing students who may have a narrow diet to new foods and encouraging them to develop their own personal diet to make it healthier.
- Supporting students to be as independent as possible with their medication needs.
- Supporting students to know where they can go for help and advice.
- So Safe curriculum to support students to recognise signs of abuse.
- Zones of Regulation work for students to learn and understand how they are feeling and to develop personal strategies to assist with regulating their own emotions.
- Supporting students and their parents transition to adulthood services
- Supporting students to articulate pain

We believe in preparing for adulthood from the earliest years. Each year when we review a child's EHCP we will encourage parents to consider each area of the Preparing for Adulthood Framework. From year nine, we will support our children and their parents to create outcomes for each area of the framework, working towards these outcomes will then become part of the student's personalised curriculum across all settings.

# FOSSE WAY SCHOOL

## Fosse Way House Outcomes

It is recognised by all staff working in Fosse Way School that students have differing profiles when it comes to their learning. The following table provides generic examples of the support a residential placement (but not exhaustive as it is recognised that all students will have differing needs when accessing a residential placement) could provide but this will be individualised and bespoke for each individual when accessing the provision depending on their own personal learning profile.

Pathway	Possible outcomes	Expected Outcomes of a residential placement.
Turing	<p>Students on the Turing pathway are supported through a 24-hour curriculum. They are supported by staff from both school and Fosse Way House. Students engage in the Preparing for Adulthood curriculum as part of their residential placement.</p> <p><b>Education and Employment:</b></p> <ul style="list-style-type: none"> <li>• Learn and develop skills around cooking, cleaning, recycling, using IT and following structured instructions.</li> <li>• Access the preparing for Adulthood Fair with support.</li> <li>• Use public transport with support.</li> <li>• Following instructions to complete tasks.</li> </ul> <p><b>Friends, Relationships and Community:</b></p> <p>Students are supported by staff to:</p> <ul style="list-style-type: none"> <li>• Develop friendships with peers within Fosse Way House.</li> <li>• Meet other young people in the local community.</li> <li>• Access a wide range of activities and opportunities within the local community and be supported to express their opinions on things they would like to do in the future.</li> <li>• Understand home and school relationships.</li> <li>• Develop appropriate communication skills.</li> <li>• Learn how to keep themselves safe in the local community.</li> <li>• Understand the dynamics of support that people can provide through the So Safe program.</li> </ul> <p><b>Independent Living:</b></p> <p>Students will be supported to develop (or where necessary be provided with levels of care) the following skills:</p> <ul style="list-style-type: none"> <li>• Preparing meals and snacks. Support with learning to feed oneself if necessary.</li> <li>• Managing own personal care as much as possible.</li> <li>• Accessing the local community.</li> <li>• Understanding how to keep themselves safe in the home, in the community and online.</li> </ul>	Supported Living locally Bath College

## FOSSE WAY SCHOOL

	<ul style="list-style-type: none"> <li>• Road safety.</li> <li>• Budgeting and making choices.</li> <li>• Accessing public transport.</li> <li>• Completing own laundry.</li> </ul> <p><b>Health:</b></p> <ul style="list-style-type: none"> <li>• Students will be supported to learn about healthy and unhealthy foods.</li> <li>• Expand dietary ranges through sensory play with food.</li> <li>• Be provided with regular opportunities to exercise.</li> <li>• Learn about emotions through the Zones of Regulation.</li> <li>• Learn about sexual health, masturbation and privacy.</li> </ul>	
<p>Hawking</p>	<p>Students on the Hawking pathway are provided with 24-hour support from both school and residential staff and engage in the Preparing for Adulthood curriculum. The focus is building skills already obtained and supporting students to become more independent in their development of these skills.</p> <p><b>Education and Employment:</b></p> <ul style="list-style-type: none"> <li>• Students to access careers fair's research potential avenues of employment.</li> <li>• Be supported to learn and build on skills around cooking, cleaning, recycling etc.</li> <li>• Learn to use with public transport with support and build up to learning how to use this independently.</li> <li>• Complete tasks with support, a gradient support depending on levels of understanding of the task at hand.</li> </ul> <p><b>Friends, Relationships and Community:</b></p> <ul style="list-style-type: none"> <li>• Students would be supported by staff to develop friendships with peers within the provision.</li> <li>• Meet other young people in the community with staff potentially being on-hand to provide support if required but to be there in a more observation capacity.</li> <li>• Access a wide range activities and opportunities within the local community and to provide insight into things they may wish to do in the future.</li> <li>• Continue to develop communication strategies.</li> <li>• Learn how to keep themselves safe in the community.</li> <li>• Continue with So Safe work to keep themselves safe in the community.</li> <li>• Develop understanding of relationships through the So Safe program.</li> </ul> <p><b>Independent Living:</b></p> <ul style="list-style-type: none"> <li>• Students will be supported to develop (or where necessary be provided with levels of care) for the following:</li> </ul>	<p>Supported living Bath College Project Search (potentially)</p>

## FOSSE WAY SCHOOL

	<ul style="list-style-type: none"> <li>• Prepare meals and snacks with lower levels of support upon establishing these skills.</li> <li>• Develop personal and intimate care needs.</li> <li>• Access the local community.</li> <li>• Understand how to keep yourself safe in the home, in the community and online.</li> <li>• Learn road safety.</li> <li>• Learn how to budget and spend money to buy goods.</li> <li>• Learn how to use public transport.</li> <li>• Learn how to do laundry.</li> </ul> <p><b>Health:</b></p> <ul style="list-style-type: none"> <li>• Students will be supported to learn about healthy and unhealthy foods.             <ul style="list-style-type: none"> <li>• Expand dietary ranges through sensory play with food.</li> <li>• Be provided with regular opportunities to exercise.</li> <li>• Learn about emotions through the Zones of Regulation.</li> <li>• Learn about sexual health, masturbation and privacy.</li> </ul> </li> </ul>	
Keller	<p>Students on the Keller pathway may display higher levels of academia to their peers. Some students on this pathway require a place in Fosse Way House due to having a spikey profile and requiring support to enable them to live independently in the future and to gain and maintain meaningful employment.</p> <p>Support may be needed in the following areas:</p> <ul style="list-style-type: none"> <li>• Developing and increasing a sense of independence.</li> <li>• Providing support with developing independence in personal care routines.</li> <li>• Making own meals unsupported.</li> <li>• Learning how to budget finances and using this skill in real life situations.</li> <li>• Accessing public transport independently.</li> <li>• Accessing the local community with minimal support or working towards accessing with no support from staff.</li> </ul> <p>All students would work towards the Preparing for Adulthood curriculum with a focus on specific development needs to ensure students are as independent as possible upon leaving the provision.</p>	Project Search Supported living College Employment.

# FOSSE WAY SCHOOL

Targets play an important role in the individual learning focus of the FWH students, through the EHCP and identifying other areas of development each student requires the staff team work together to create a range of targets designed to assist the student's development as well as preparing them for adult life. To achieve this FWH uses the AET Progression Framework.

## **Autism Education Trust**

It is the aim of the AET to empower the education workforce and support them in securing a positive education that supports wellbeing for all autistic children and young people. All FWH students follow the AET Progression Framework and work towards individual targets based on their own personal needs and development, these can be targets recognised in the EHCP or areas of development identified by the student themselves or the staff supporting them. All progress is tracked on Show Progress along with evidence of progression. Students and parents are regularly updated with overall progress and all targets are reviewed three times per year alongside daily tracking of progress.

Students are set targets from the following areas:

- Communication and Interaction.
- Social Understanding and Relationships.
- Sensory Processing.
- Interests, Routines and Processing.
- Emotional Understanding and Self-Awareness.
- Learning and Engagement.
- Healthy Living.
- Independence and Community Participation.

All staff working in FWH also receive annual training from the AET in the following areas:

- Making sense of Autism.
- Good Autism practice.
- Extending good Autism practice.
- Complex needs and participation.
- Progression framework.
- Leading Good Autism practice.

FWH also has access to the Specialist Autism Support Service (SASS) who provide regular advice and support to continually improve the service for the students. The Residential Manager is an AET trainer who can facilitate this training for all staff.

# FOSSE WAY SCHOOL

## PROACT SCIPrUK

Supporting student behaviour and ensuring there is a person-centred approach for each individual is paramount throughout all areas of the school/FWH. Supporting students to access all there is to offer is vital and to assist with this all staff receive annual training in PROACT SCIP. All behaviour exhibited by students is regularly analysed and reviewed and individual support plans are in place for all students. Fosse Way House do not use sanctions, instead we focus on using instances of behaviour as teachable moments and instead adopt a Positive Behaviour Support model. Each student has an individual positive behaviour support plan that provides proactive, active and reactive strategies that are appropriate to them. All students are aware of their own plans and staff use these on a daily basis to provide support. All plans are regularly reviewed by the student, the key worker and both the Residential Education Co-ordinator and Manager.

Fosse Way believes in a strong ethos that focusses on Positive Behaviour Support and ensuring a person-centred approach is at the heart of everything we do for the students

PROACT-SCIPr-UK stands for Positive Range of Options to Avoid Crisis and use Therapy. Strategies for Crisis Intervention and Prevention – and is a person-centred approach to support. It is the intent of PROACT-SCIPr-UK to minimise the use of physical interventions and to emphasise sound behavioural support strategies based upon an individual's needs, characteristics and preferences. All staff provide a therapeutic, supportive and functional environment for all students. It is important that all aspects of problem behaviours are explored and discussed to give staff a better understanding of the individual's specific needs and to ensure appropriate support is in place for each individual.

Our aim is to always improve the quality of life for the individual by providing staff with the necessary skills and information to provide a therapeutic environment. To increase the competence and confidence of all those who manage crisis situations and to develop a proactive approach to the management of a crisis that is person centred.

The aim is to familiarise staff with ways of supporting individuals to maintain self-control by teaching appropriate communication techniques and individual coping strategies, to familiarise staff with the positive behaviour support processes and to train staff to use the least restrictive techniques to support individuals through crisis episodes.

All students are provided with a person-centred framework in which to thrive. Staff are encouraged to plan how they are going to work with an individual. There is a strong emphasis that the development of a proactive approach to the management of a crisis is of paramount importance. Teamwork is encouraged and facilitated by all staff



## FOSSE WAY SCHOOL

receiving the same level of training to ensure everyone is equipped with the same skills and the philosophy equips everyone with the skills to use a physical intervention as a last resort, physical interventions are used minimally and a least restrictive policy is employed by all staff.

### **AQA, So Safe, Zones of Regulation**

AQA Modules are completed based on the student's individual wishes and developmental need. These are delivered at a pace suited to each student. Students also complete compulsory modules on Online Safety, Healthy Lifestyles, Personal Hygiene and School and Home Relationships.

Students also complete So Safe and Zones of Regulation work to aid their knowledge in these areas.

Students are also provided with termly activities that aim to promote their personal safety, this includes NSPCC resources around online safety.

The aim of FWH is to allow children to develop their emotional, intellectual, social, creative and physical skills through an accessible and stimulating environment created by a dedicated team of staff within the school/residential setting. There is a range of on-site and off-site activities in the local community that all students are encouraged and supported to participate in, this also includes new activities/experiences. Students are encouraged to make daily choices for both themselves and the group and are supported to acquire and develop skills in preparation for their adult life.

Students are provided with the opportunity to take part in a wide range of activities e.g. youth club, sports games, arts and crafts as well as being given the opportunity to develop independence skills through activities such as shopping, preparing their own meals and learning personal care skills. The residential area has full use of a number of facilities both on site e.g. swimming pool and sensory room as well as offsite e.g. country walks and visits to local areas of interest through the use of the school minibuses, all providing a stimulating and active environment for the student.

The majority of the Fosse Way House staff work across both the school setting and the residential provision, the aim of this is to provide consistency and continuity for the students. Each staff member works the same shift pattern each week so that students are aware of who will be supporting them through both the mornings and evenings when they are in FWH. Any staff absence is covered by other members of school staff so that they will be familiar to the students, no agency staff are used in the residential provision in order to minimise anxiety for the students in the event of staff absence.

Staff receive termly formal supervision and annual appraisals from the Residential Education Manager, this allows all staff to have an input on how the provision is

## FOSSE WAY SCHOOL

working and how it can be improved. All staff have access to a range of wellbeing resources to support them in their working lives. The provision itself is also monitored each term by a designated Governor who provides written reports to the other members of the Governing body.

All staff receive a comprehensive training package as part of the school SDP and a rolling program has now been established for all residential staff to gain a Level 4 Diploma in Residential Childcare, in addition to whole school training Fosse Way House staff also have regular training in the following areas to support their roles:

PROACT SCIPr UK	PROACT-SCIPr stands for Positive Range of Options to Avoid Crisis and use Therapy. Strategies for Crisis Intervention and Prevention – and is a person-centred approach to support. Staff receive full training (one day) and then annual refreshers as it is key to the behaviour management in the school. It forms a core part of the philosophy of the school and the approach to managing behaviour. It also supports staff in preventing, dealing with and recording serious incidents. It also provides a framework for manual handling and guidance on when it is appropriate to use these physical interventions as well as teaching all staff how to use them safely.
Safeguarding	The safety and wellbeing of all pupils is a whole school responsibility. All staff will have training in ‘An Introduction to Safeguarding’. All staff must read and sign off that they have read and understand the Child Protection and Safeguarding Policy. Some staff have had additional training and are part of the schools Safeguarding Team, this includes the Residential Education Manager.
AET	All FWH staff attend annual training through the Autism Education Trust, examples of this are: making sense of autism, good autism practice, extending good autism practice, complex needs and participation, progression framework and leading good autism practice. The AET Progression framework directly feeds into the student’s educational targets.
Medical Professionals	A range of medical professionals will provide support for the students and staff, training includes an understanding of epilepsy, how to administer emergency medication e.g. Buccal Midazolam and EpiPens.

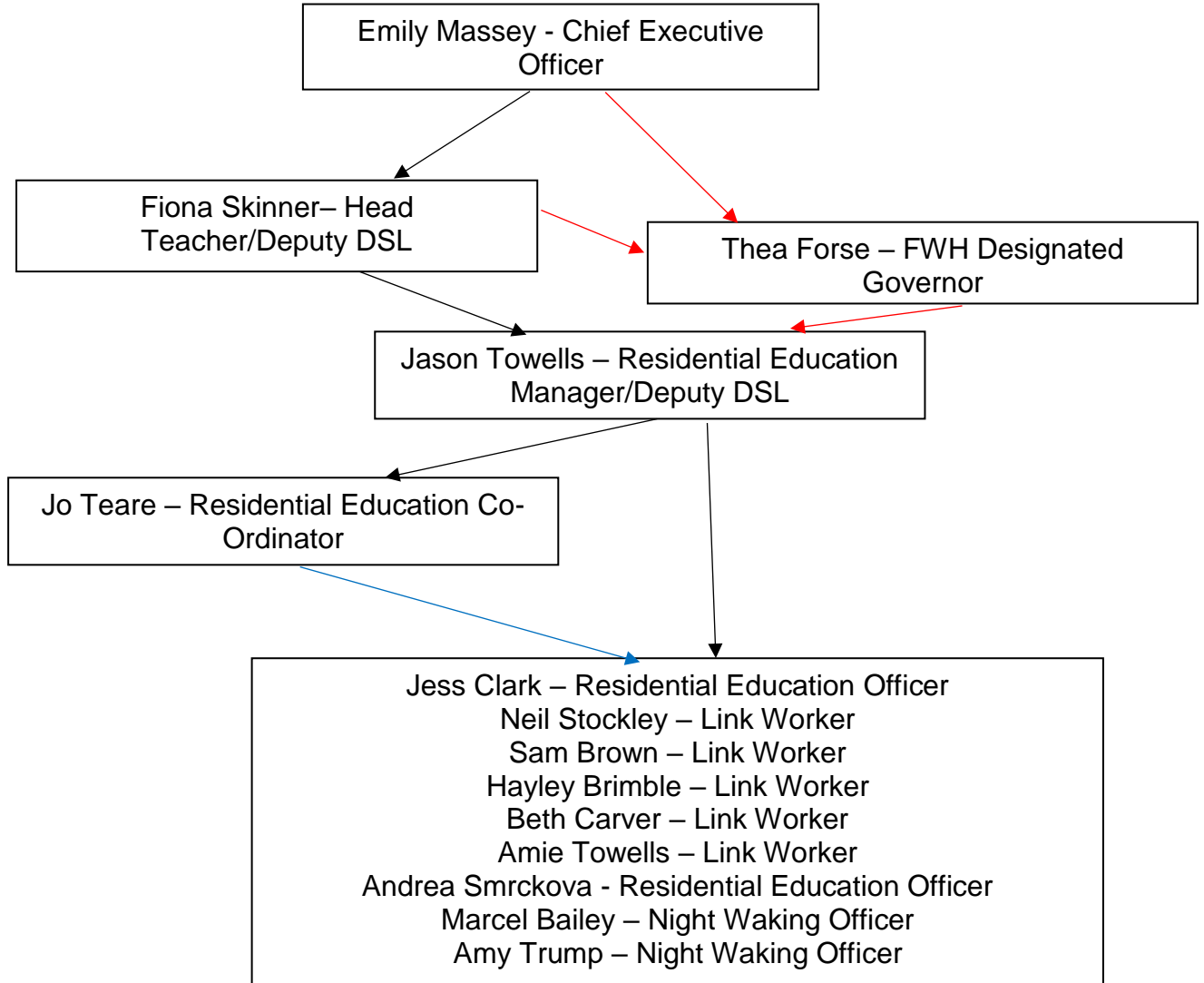
## FOSSE WAY SCHOOL

Food Hygiene	To enable all staff to teach students how to prepare, cook and store food correctly.
Peer on Peer Abuse Training	To ensure staff are aware of and can identify the signs of peer on peer abuse and to deal with situations accordingly.
Sexual Health and Relationships	An expert in this area will educate residential staff on how best to support students through the development of their sexual health and relationships. This will also focus on individual needs of some students and how best to support them in this area.
Fire Safety/Prevention	This is delivered annually to ensure staff are aware of potential dangers of fire. This also includes termly practice fire drills with the students.

Other training is organised depending on student needs and support required.

# FOSSE WAY SCHOOL

## Line Management Organography



→ Line Manages.

→ Leads staff through evenings but does not line manage.

→ School Governor – not line manager

# FOSSE WAY SCHOOL

## Waking Day Rationale

### Introduction

Fosse Way School provides education to children and young people who have a range of complex and diverse needs. All students are supported to develop skills, knowledge and understanding within a variety of learning environments and through a range of learning activities that form the curriculum. Due to the range of needs that can change over time and in order to best support over two-hundred individuals, the curriculum is highly personalised, flexible and continuously reviewed and developed. The intent of our curriculum is to provide a balanced and broad experience for pupils which promotes their spiritual, moral, cultural, mental and physical development. It consists of the National Curriculum, Personal, Social, Health and Education and Religious Education as well as cross-curricular themes and key skills. Extra-curricular activities also form part of the curriculum.

Highly effective teaching and learning enables all students to progress from their own individual starting points with the aim of achieving their own personal targets and goals towards the four Preparing for Adulthood outcomes:

In addition to this, students access the National Curriculum, Personal, Social, Health and Education and Religious Education as well as cross-curricular themes and key skills, these are delivered and practiced in a range of settings: in the classroom, in the residential provision, in work placements and in the local community. At Fosse Way School, staff actively seek to promote equality and diversity and all students engage in a range of teaching and learning activities that encourage spiritual, moral, social and cultural development. Students are supported to explore personal, social and ethical issues within a safe and supportive environment.

Fosse Way House (FWH) is the residential provision of the school, there is capacity for eleven students to attend. Placements are based on the criteria that the young person has a diagnosis of autism and are within the age range of 11-19 years old. Students stay in FWH from Monday to Friday, term time only (39 weeks of the year). All students reside in one setting and attend the school within the day time, this is all on one site. The majority of the residential staff also work in the school setting to provide consistency and continuity for students. Staff and students are encouraged to develop effective working partnerships across all settings.

This rationale is designed to describe to all stakeholders the principle and key elements of our 'Waking Day Curriculum' which acts as a guide to the work of all those responsible for its consistent and effective delivery.

# FOSSE WAY SCHOOL

## Rationale

Fosse Way School plan and deliver a Waking Day Curriculum for the residential students with the goal of maximising the opportunities for skill acquisition over and above what is taught during the school day. FWH provides all of the residents with the opportunity to learn and practice skills outside of traditional school hours throughout the week. The Waking Day Curriculum is an extension of the school curriculum and is designed to enable further refinement, reinforcement and contextualisation of learning as well as preparing each student for the next stage of their adult life when leaving at the age of 19.

The Waking Day Curriculum Is designed to allow students to be given the opportunity to establish and generalise skills from the classroom to other settings and environments. The skills taught across all settings have the aim of providing each individual with the opportunity to live as independently as possible in the future. It is the belief of Fosse Way School that the students accessing FWH require further support and opportunities to experience activities outside of the school setting in order to develop and embed the skills of daily living, it is recognised that this will look very different for every young person, so specific focus is made on providing individual targets and goals that can then be translated into their home and social settings, both now and in the future. We believe that a holistic approach informed by education, care, therapists, parents and the student themselves provides a multidisciplinary therapeutic understanding of each young person.

All education provided across the various settings of the school aims to provide the same principles:

- Recognising and promoting the individual ability of student.
- Working collaboratively with parents and carers at all times.
- Enabling each student to understand and take pride in FWH being their home away from home.
- Enabling all students to have a voice in their learning.
- Setting SMART (specific, measurable, attainable, realistic and timely) targets that are based the learning needs of each individual, recognising skills required to develop independence and considering each individual starting point.
- The application of consistency across all settings to ensure every member of staff (and families/carers) are working towards supporting the student in a person-centred manner.
- Ensuring all staff are supporting the student to work towards the same learning outcomes.
- Regular contact between school and residential staff to ensure consistency of learning across both settings ensuring that staff understand and work towards the same learning outcomes for each student.



## FOSSE WAY SCHOOL

- Providing a range of structured activities in a variety of environments.
- Providing a range of unstructured activities and supporting students to develop skills to choose how to use this time themselves.
- Promoting every day, naturally occurring skill development based on real life experiences.
- Recording all learning and recognising/celebrating achievements across all settings.
- Providing opportunities to practice and enhance learning a wide range of skills.
- Promoting fun and access to a range of opportunities.

### **Staff**

A range of staff will support the student throughout the Waking Day Curriculum, the aim being to work together in a holistic and coordinated way to provide person-centred support across all settings. The staff team will consist of Head Teacher, Residential Education Manager, Teachers, Residential Education Co-ordinator, Teaching Assistants, Residential Education Officers, Speech and Language Therapists, Specialist Autism Support Services, School Nurse, Occupational Therapists, Counsellors, Health professionals and Behaviour Specialists.

### **Assessment**

All staff working with students accessing the Waking Day Curriculum are knowledgeable about individual needs and create and update Care Plans, Placement Plans, Positive Behaviour Plans, Autism Strategy Plans, Sensory Profiles, 'A Day in the Life' and risk assessments specific to the young person. These are regularly updated and discussed with the student and parents regularly throughout the academic year.

Targets play an important role in the individual learning focus of the FWH students, through the EHCP and identifying other areas of development each student requires the staff team work together to create a range of targets designed to assist the student's development as well as preparing them for adult life. Assessment frameworks such as B-Squared and the Autism Education Trust Progression Framework are used to assess baseline data and to set specific learning outcomes for each individual with the aim being to promote independence, enhance the ability to care for themselves and to enable everyone to participate in all aspects of daily life with in the school and residential setting.

All learning is individualised to each student needs, students are provided with regular So Safe lessons to support their understanding of how to keep themselves safe in their daily lives and in the future. Specific focus is on regular internet safety work to enable staff to provide students with regular up to date education in this ever-changing field.

## FOSSE WAY SCHOOL

Students are encouraged to express their interests to complete AQA Unit Award Scheme Modules related to this in order to give it meaning for the young person. Students also complete regular work on the Zones of Regulation to build on their knowledge of the emotions they experience and to develop their own bespoke coping strategies to support them being able to regulate their own behaviour in the future.

Regular contact between education and residential staff is seen as crucial in the assessment and planning of education and progress across both settings are shared between each other, with the student and parents. Achievement in school and FWH is recognised and celebrated by all staff working with the student.

### **Benefits of the Waking Day Curriculum**

We feel a Waking Day Curriculum benefits the students in a number of ways:

- Teaches young people to keep themselves safe in the home and local community, this learning aims to provide the student with the skills to generalise what they have learned and take this into their adult life.
- It improves the independence of everyone at a level appropriate to their own learning.
- Provides the opportunities to everyone to participate in a wide range of activities that might not be accessible to them if not accessing FWH.
- Creates opportunities to learn and develop outside of the classroom.
- Provides the opportunity to broaden awareness, knowledge and appreciation of their environment and the world around them.
- Provides the best opportunity to generalise skills across a range of settings.
- Improves confidence to communicate, interact with others and to make daily choices for themselves.
- Develops social skills.
- Supports the understanding and continuation of developing peer relationships outside of school hours.
- Boosts self-esteem and provides a sense of achievement for each individual.
- Provides an understanding of living in a group environment, sharing space and turn taking with others.
- Allows students to become valued members of the local community.
- Provides a consistent approach throughout the school week.
- Reduce the number of transitions a student has to make throughout the week so they are calmer and ready to learn across all settings.
- Reduce the levels of support required in their adult life.
- Improve family life at the weekends and holidays as skills begin to generalise.
- Provides a rich quality of life.

# FOSSE WAY SCHOOL

## **Monitoring**

FWH is monitored annually by Ofsted.

It is also subject to termly unannounced monitoring from the Governing Body and has an annual audit by the Partnership Trust.

Benchmarking for all student development is undertaken three times per year with progress shared with parents, student and all staff working with the individual.

Staff provide daily updates to all parents through Class Dojo.

All incidents of challenging behaviour are recorded on the school's online system (Behaviour Watch) and all lower level behaviour is assessed by the Residential Education Manager.