

**WANDSWORTH BOROUGH COUNCIL
CHILDREN'S SERVICES DEPARTMENT**

GUIDING PRINCIPLES FOR PLACEMENT

DEVEREUX – ST JOHN BOSCO RESOURCE BASE FOR STUDENTS WITH AUTISTIC SPECTRUM DISORDER + Social communication disorder and MENTAL HEALTH NEEDS

EVIDENCE ON A STUDENT BEING CONSIDERED FOR PLACEMENT AT THE RESOURCE BASE MAY INCLUDE:

1. An Education, Health and Care plan which indicates a diagnosis of ASD or Social Communication Disorder
2. The student will also have complex mental health needs. The types of mental health needs are likely to include, but are not limited to, the following: - high levels of anxiety, eating disorders, phobias or self-harming behaviours
3. The student's needs will be significantly greater than those with ASD or social communication disorders who are able to be supported in a mainstream school including those with a Resource base due to the provision by specialist staff required as identified in the EHCP
4. The student may also have emotional or behavioural difficulties associated with his / her ASD and/or mental health needs, but these are not the student's primary need.
5. Potential to benefit in the long term from both the academic and social opportunities available beyond the resource base. This will be carefully planned on an individual basis according to needs.
6. A learning profile that demonstrates the potential to benefit from a broadly age appropriate curriculum, in line with the school's offer, differentiated to reflect their strengths and needs.
7. The student will normally be between the age of 11 and 18 years of age.

PROVISION AND RESOURCES AVAILABLE IN THE RESOURCE BASE:

- a) A specialist resource base within a mainstream school with a low arousal learning environment specifically designed to meet the specific needs described above. This will include dedicated work areas, group learning areas/ socialisation areas, quiet/ sensory space, 1:1 therapy/ independent learning room and a self-contained. A high staff-student ratio enabling individual 1:1 and very small group teaching in a specialist environment.
- b) A dedicated entrance and exit separate from other students to allow pupils to arrive and leave school avoiding large crowds.
- c) Start and finish times to facilitate a quieter start and end to the day.

- d) Dedicated team made up of teaching and support staff who have specialist skills / knowledge and who are trained in working with , and in delivering specific interventions for students with the needs identified in their EHCP.
- e) A curriculum based on the National Curriculum, differentiated to meet the academic, social and communication needs of the students.
- f) Flexible programmes to include bespoke curriculum offers and access to the mainstream teaching/ environment based on the individual needs of each student.
- g) Programmes designed to develop self-regulation, self-help skills, independence skills and flexibility of behaviour.
- h) Regular, direct Input from a range of professionals, including a Speech and Language Therapist, Occupational Therapist, Educational Psychologist, and Mental Health professional according to the provision identified in the EHCP or from school based multi professional meetings.
- i) At least half termly multi professional meetings to review provision and to plan support for interventions.
- j) Transition support to students moving into the resource base and potential outreach work where the student has barriers around attending school or has had a long period of non-attendance. Transition support for moving from the Devereux Resource base to Savio Resource Base or another appropriate provision when appropriate.
- k) Person centred approaches to determine changes in provision, as appropriate, including preparation for adulthood.
- l) A partnership approach to working with parents / carers to support them in promoting their student's development for example workshops and regular home-school liaison