

Rosstulla School
Together Towards Tomorrow
Autistic Spectrum Disorder (ASD) Policy

Agreed by Governing Body (January 2016)

To be reviewed June 2018

Rationale

Autism is a developmental disorder that affects all aspects of a pupil's life. For a diagnosis of Autism, difficulties must be present within the 'Triad of Impairments' ie. social interaction, communication and imagination (recent training suggests the triad will become a dyad with unusual sensory responses as a core feature). Sensory and behavioural difficulties may also be observed.

This policy seeks to enable the school aims to be realised for those of our pupils with ASD, communication and behaviour difficulties and increasingly sensory sensitivities.

Purposes

Our commitment to providing effective approaches for pupils on the autistic spectrum will:

- increase these pupils' ability to access the curriculum and self-regulate their behaviour.
- enable these pupils to develop an increasing ability to function as independently as possible within and beyond school.
- raise awareness in the wider school community of the needs of pupils on the autistic spectrum.
- provide support to parents of pupils on the autistic spectrum.

Guidelines

Provision for pupils on the autistic spectrum extends to all aspects of school life and is delivered in partnership with other relevant parties. (eg school transport, parents, other professionals)

- Provision for pupils extends across all key stages, with consistency and progression.
- Financial and other resources will be distributed according to current developments and areas of need identified by audit and review
- Staff will be supported in developing pupils' learning needs through the school's staff development procedures, the 'Hub' and advice from the ASD coordinator.
- The ASD coordinator will identify appropriate staff training and development in liaison with the curriculum and pastoral teams and within budgetary constraints.
- Pupils will have access to a range of appropriate strategies and support from staff, overseen by the ASD support teacher.
- ASD coordinator will liaise with other professionals.
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These guidelines are translated into action through other policies and procedures for example:

- Staff development, behaviour, E.I., pastoral care policies.

Fiona Jamison.

September 2015