



# Autism Anglia



Registered Charity No 1063717

Head Office: Century House, Riverside Office Centre, North Station Road,  
Colchester, Essex, CO1 1RE Telephone: 01206 577678



Main School

## Doucecroft School

Abbotts Lane, Eight Ash Green, Colchester, Essex, CO6 3QL  
[www.doucecroft.org.uk](http://www.doucecroft.org.uk)

## Prospectus 2010-2011



Abbotts Hall



Boarding Houses



The Barn

Autism Anglia is a company limited by guarantee.  
Company No: 3407778, Registered in England and Wales



# Doucecroft School

<b>Head Teacher:</b>	Ms Kathy Cranmer
<b>Chairman of Governors:</b>	Mr Clive Stobbs Contactable at Autism Anglia Head Office Tel: 01206 577678
<b>Status and Character:</b>	DfES approved An Independent School for Children with Autistic Spectrum Disorders and Aspergers Syndrome  Weekly boarding and day places for boys and girls aged between three and nineteen years
<b>Ofsted Judgements:</b>	Care Provision – “Outstanding” 2008, 2009, 2010 Education Provision – “Good” 2007  Doucecroft is accredited by the Autism Services Accreditation Programme
<b>Contact details:</b>	<b>email:</b> kcranmer@autism-anglia.org.uk <b>Website:</b> www.doucecroft.org.uk <b>Tel:</b> 01206 771234 <b>Fax:</b> 01206 571964

**Page No**

3	Contents
4	Mission Statement
5	Autism Anglia
6	Statement of Principles
7	Ethos and Values
9	The Students
10	Students with Special Learning Needs
11	Staffing
12	Pastoral and Medical Care
13	Attendance
14	Weekly Boarding
15	Assessment
16	The Twenty-Four Hour Curriculum
17	The School Curriculum
21	Community based education
22	Doucecroft School Curriculum Organisation
24	Further Education Provision
25	Post 16 Three year Strategic Plan, Sept 2010 – July 2013
26	Transition
27	Parental Involvement
27	Complaints
28	Admissions & Exclusions
30	Directions, Eight Ash Green

**Appendices**

- A. Particulars of Previous Year's Academic Performance
- B. Holiday List

Please note

All policies mentioned in this document are available either from the school, or can be downloaded from the School's website at [www.doucecroft.org.uk](http://www.doucecroft.org.uk)

## **MISSION STATEMENT**

**To provide a specialist service for children and young people with Autistic Spectrum Disorders, that is developed and resourced to facilitate and promote individual growth through education, independence, social skills and self esteem. To strive to provide a service of the highest quality and best practice as recognised locally and nationally.**

## **Autism Anglia**

Doucecroft is an independent specialist school within the range of services operated by Autism Anglia, offering day and weekly boarding places for children and young people with autistic spectrum disorders (ASD) and Aspergers Syndrome.

The school, which opened in 1977, was originally located in Kelvedon and offered education and residential care for students aged from three to nineteen. In 1984 the school was approved by the DFEE (as it was known then) as being suitable for the admission of students with statements of Special Educational Needs, under Section 11 of the 1981 Education Act.

In 1990 separate Further Education provision was made available for sixteen to nineteen year olds, also in Kelvedon. The Kelvedon FE Department continues to flourish and is complemented by further distinct FE provision on the Eight Ash Green site. The Eight Ash Green and Kelvedon sites form Doucecroft School Services.

In 2005 the main school relocated to more extensive premises in Eight Ash Green, near Colchester. The four and half acre campus is registered to take up to sixty four students. At present there are four boarding houses and nine class bases on the site. Specialist teaching areas are available for Design and Technology, Life Skills and Sensory Activities and all classrooms have access to a quiet room. There is also a gym and indoor swimming pool on site.

The School Services are subject to OFSTED inspections, LEA monitoring visits and are registered with and accredited by the Autism Services Accreditation Programme.

Autism Anglia also offers a range of Adult Services within Essex and Norfolk, including residential houses in Peldon, Colchester, Dereham and Bowthorpe and supported living houses in and around Colchester. Study centres in Colchester and Dereham offer places on a daily basis to adults with Autistic Spectrum Disorders. Those attending may be service users from Autism Anglia's own establishments or those from the wider community.

All central administration and finances are based at the Charity's Head Office in Colchester. Other services based at Head Office are Family Support, Clinical Psychology, Speech and Language Therapy, Occupational Therapy, the Fundraising Team, Health & Safety Manager Speech and Language Therapy and IT Manager.

For further information about the organisation please visit [www.autism-anglia.org.uk](http://www.autism-anglia.org.uk)

## **Statement of Principles**

The underlying principles upon which Autism Anglia bases its services are:-

1. To promote the welfare of young persons and adults diagnosed as autistic, aphasic and/or non-communicating.
2. To supplement existing provision of the educational, health and social services in co-operation with local authorities, health authorities and voluntary organisations.
3. To provide facilities for education, integration, care and guidance in a constructive environment and to set up educational, training and residential establishments for such purposes.
4. To provide help and guidance for parents and families of children and young people with autism.
5. To promote a greater knowledge and understanding of autism amongst the public.

The school is committed to these principles and aims to provide a specialised, quality service, tailored to meet the unique and complex needs of each individual student at the school.

## **Ethos and Values**

The school seeks to provide an environment within which students feel happy, safe and valued. A positive and supportive approach is adopted in addressing the unique and special needs of each of the students, with emphasis placed upon building on the young person's strengths, enabling progression in all aspects of his or her development. Close liaison with parents and carers affords the opportunity to address the needs of the "whole person" and shared aims and objectives between home and school provide the student with clear and consistent guidelines in terms of behavioural codes and the reinforcement of personal and social skills in a variety of settings. The school recognises the personal rights of young persons with autism as follows (as included in the "Charter for Persons with Autism", Autisme-Europe Congress 1992).

The rights of young persons with autism:-

- to an accessible, unbiased and accurate clinical diagnosis and assessment
- to accessible and appropriate education
- to be involved in all decisions affecting their future. The wishes of the individual must, as far as possible, be ascertained and respected
- to the equipment, assistance and support services necessary to live a fully productive life with dignity and independence
- to participate, as far as possible, in the development and management of services provided for their well-being
- to the appropriate counselling and care for their physical, mental and spiritual health
- to accessible transport and freedom of movement
- to participate in and benefit from culture, entertainment, recreation and sport
- of equal access to and use of all facilities, services and activities in the community
- to freedom from fear or threat of unwarranted incarceration in psychiatric hospitals or other restrictive institution
- to freedom from abusive physical treatment or neglect
- to freedom from pharmacological abuse or misuse
- to all information contained in their personal, medical and psychological, psychiatric and educational records
- to live independent and full lives to the limit of their potential.

Students are encouraged to develop a sense of responsibility, self-esteem, self-confidence, self-advocacy and self-discipline and the school plays an active part in promoting these qualities. Through direct intervention (and by adult example) students are encouraged to develop an awareness and respect for each other, to care for their own belongings and respect those of others, to foster appropriate and socially acceptable forms of behaviour and to take pride in their own strengths and achievements.

It is recognised that students need to be made aware of concepts of "right and wrong" and to establish a clear understanding of the social, moral and legal boundaries of behaviour. Together with parents, the school is instrumental in establishing and

reinforcing these boundaries. Students are encouraged to take responsibility for their actions and, in the long term, develop a sense of self-discipline. In achieving this aim, each young person is supported in developing individual strategies and responses to calmly diffuse or manage potentially difficult situations. The school operates an *Anti-Bullying Policy* and *Behaviour Management Policy*, available on request.

The school is able to access psychology input available from the Clinical Psychology team employed by the Organisation. This involvement may include student assessments, assistance in formulating, implementing and evaluating behaviour management programmes, working with parents, contributing towards review meetings and providing staff training.

Where sanctions are required, the most commonly used are in the form of verbal reprimands or disapproval. Staff receive training in Team-Teach techniques. Physical intervention is sometimes used, as part of a planned management programme in situations where students are at risk of damaging themselves or others. The School employs a Behaviour Support Manager who provides Team-Teach training, and is responsible for overseeing the behaviour management programme. Emphasis is placed upon recognising and rewarding positive behaviour.

Students are treated with respect and dignity and are encouraged to make their own decisions and choices and share ideas and opinions wherever possible.

The School Services ethos and values are reflected throughout the range of written policies and procedures relating to the school, copies of which are available upon request.

### **Evening activities in Sycamore House**



## The Students

The term “autism” is used to describe the condition affecting students at the school. Autism affects people in a variety of different ways and the term encompasses a range of manifestations. At Doucecroft, some students present as having “classic autism” (as defined and described by Leo Kanner in the 1940s). However, it is recognised that classic autism forms only part of the full spectrum known as the “autistic continuum” which includes a range of related disorders. The school population is representative of the wide range embraced by the autistic continuum. As such, all students show disorders within certain, particular aspects of their development. Autism is characterised by impairments in social interaction, communication and imagination. These three deficit areas are known as the “triad of impairment”.

There are very wide variations in the skills, difficulties and behaviour patterns amongst people with the triad and these variations affect the needs of each individual at the school. With some students, impairments of social interaction may manifest themselves in terms of the young person being aloof, or indifferent to other people; other students may appear passive in social settings, whilst others seek to become actively involved in making social contact but in a rather one-sided or bizarre manner.

Some of the young people at the school appear to have little or no means of communication with other people and no real desire to interact. Some communicate verbally, using fluent and grammatical speech, although it may be purely echolalic or, in some cases, the content may be somewhat literal or long-winded, dwelling upon the person’s own interests, rather than responding to a two-way dialogue.

In terms of the use of imagination (the third area of impairment) some students show no signs at all of pretend play, whilst others indulge in elaborate sequences that may at first appear to be imaginative and creative in nature, but on closer observation, consist of a solitary repetition of the same actions. Rigid, repetitive activities and a resistance to change are associated with impairments in imagination and creativity. The stereotypical actions shown by some students may involve simple body movements and self-stimulation or may involve intense preoccupations with sophisticated or abstract subjects.

The School recognises that an awareness and sensitivity towards the unique difficulties and weaknesses of individual students is essential but, more importantly, the strengths, personalities and individual characters of each young person are valued and respected.

## Students with Special Learning Needs

All students at Doucecroft have an autistic spectrum disorder; they all have a statement of special educational needs and therefore fall within the government's identified 'children in need'. There may of course also be those who fall into other categories alongside their special educational need e.g. 'Looked after children' or 'On the child protection register'.

The five outcomes from the 'Every Child Matters' published guidance are embedded in the policy documents of the School.

- Being Healthy; enjoying good physical and mental health and living a healthy life style
- Staying Safe: Being protected from harm and neglect
- Enjoying and Achieving: getting the most out of life and developing the skills for adulthood
- Making a Positive Contribution
- Economic Well Being

The School recognises that those students who have a learning difficulty significantly greater than the majority of their age group will need additional consideration and resources to enable them to participate in the curriculum. The school aims to meet the needs of all students, as identified in the statement by the annual review process and recognises the importance of setting individual objectives, of recording progress and of providing a staff/student ratio appropriate to each student's needs. For those students for whom English is not their first language every effort will be made to support their communication.

Facilities are available at the school for young people whose autism encompasses more profound and complex needs. These students may not respond well to the more usual teaching methods and approaches, which tend to be desk-based. Therefore, the classroom, where they are based, has an interactive sensory room, providing a wealth of opportunities which promote the development of a variety of skills.

The number of teaching hours per week at the school, using the criteria defined by the DCSF, is 24 hours 30 minutes. At Doucecroft the student's education continues beyond the usual school hours. In addressing the triad of impairment, the teaching of personal and social skills is seen as an essential element of each student's education.

In responding to the needs of the "whole person", the school works closely with parents in helping students overcome fears and anxieties in integrating within the wider community. For example, visits to shops, to the doctor, dentist or hairdresser can be confusing and traumatic for some students, and a careful, sensitive and planned approach, involving school staff and parents is called for to ease those anxieties.

## Staffing

The Senior Management Team, which consists of the Head Teacher, Deputy Head (Education), Care Deputy, FE Department Manager and Administration Manager all have appropriate qualifications for their roles, which range from NVQ Level 5, to degree and post graduate qualifications, and work together to ensure the smooth and efficient operation of the School.

The School at Eight Ash Green currently employs ninety two members of staff and the Kelvedon FE Department employs fifteen staff. Further information regarding Kelvedon FE Department can be found in a separate prospectus, available on request.

Teachers are qualified to degree level and are experienced in working with students with autistic spectrum disorder and/or learning difficulties.

Teaching Assistants are required to have, or to be working towards their NVQ Level 3 qualification 'Supporting Teaching & Learning in Schools' (or the equivalent)

In addition, the school has a team of Learning Support Assistants who are required to have, or to be working towards NVQ Level 2 "Teaching & Learning in Schools".

The Residential Support Team is led by the Care Deputy who is currently working towards achieving an NVQ Level 5 in Management and Assistant Care Deputy who is working towards achieving an NVQ Level 4 qualification in Management. Senior Residential Support Workers are required to have, or be working towards NVQ Level 3 "Children & Young People" and Residential Support Workers NVQ Level 2 "Health & Social Care".

The School also uses experienced and vetted staff from specialist support agencies.

The Staff Development Programme enables all staff to work towards and achieve Level 3 NVQ qualification within their relevant discipline. In addition, specialist training is provided internally by the organisation's Speech and Language Therapists, Clinical Psychology Teams and Occupational Therapy. All staff are provided with opportunities to attend external courses to develop their professional and personal knowledge and expertise.

## **Pastoral and Medical Care**

The school aims to provide a caring and stimulating environment where students feel valued and secure. The school seeks to ensure that every student has equal access to opportunities. All subjects on the curriculum and all leisure activities are available to both boys and girls. The school aims to promote good relations between people, regardless of their differences. In promoting and safeguarding the welfare of each student, due consideration is given to the student's rights; privacy, dignity and respect. Regular staff training takes place in respect of child protection, and all parents are in receipt of the *Child Protection Policy*. The School's designated Child Protection Liaison Officer is Andrea Evans (Care Deputy)

Doucecroft aims to demonstrate its belief that all students are of equal value, regardless of race, gender, religion, cultural background or disability. It is recognised that all students have individual needs and we seek to ensure these are addressed.

Parents are welcomed to the school and visits can be arranged in consultation with the School. Students have access to a telephone and several contact families and friends on a regular basis.

Students have access to a *Complaints Procedure*, either in their own right or via their parents or carers if it is more appropriate. The school also has an *Anti-Bullying Policy* which complements other policies and practices in safeguarding the needs of all students and promotes a positive school environment.

Sex Education is provided after discussion between staff and parents as to what may be appropriate, in view of the student's needs and stage of development. The school's *Sex Education Policy* is available upon request.

Since students spend a large proportion of their time with their families, most students remain registered with their family GP, although the school can access local doctors if urgent medical attention is required. Students are seen by an optician once a year at the School. The School also adheres to an individualised *First Aid Policy* and staff are appropriately trained to carry out any initial support to students. However, parents have the option of registering their child with a doctor and dentist local to the school. In such cases, the school will arrange and accompany the student for any appointments, with the consent of the parents. The School will also offer assistance with any follow up appointments should treatment be necessary.

The School follows a strict medical procedure in handling, storing and administering medicines. Parents are advised, in writing, of their responsibilities in forwarding medication to the school. Parents are asked to inform the school at their earliest opportunity should their child be absent. If a student is unwell, parents are required to keep the student at home. Should a student become ill whilst at school, parents will be requested to collect him or her.

The School will establish and maintain, as far as is reasonably practicable high standards of health, safety and welfare for all its employees, students and visitors. See *Health & Safety Policy*.

## Attendance

The School Services *Attendance Policy*, which is made available to all parents, details the circumstances whereby the school is able to authorise absence, and the procedures in place for requesting leave of absence.

The School is required to register student absences and reasons for absence and like all schools is obliged to notify the Local Education Authority if a student attends irregularly or is absent continuously without authorisation for ten or more school days. During the school year 2009-2010 the school reported 4,7% authorised absence, and 1.69% unauthorised absence.

For “Looked After Children” the school is accountable to the Welfare Service on a daily basis in monitoring attendance.

### Science in class 4



## Weekly Boarding

A day or weekly boarding placement is determined primarily by the student's needs as detailed on their Statement of Special Educational Needs. Whether a young person is a day student or is resident at the school during the week, close links between home and school are vital.

Weekly boarding students arrive at school on Monday mornings and depart on Friday afternoons. A high staff/student ratio is maintained outside the normal school hours and, through the Twenty-Four Hour Curriculum. Weekly boarding students are encouraged to pursue leisure interests and activities and develop personal and social skills within a relaxed, homely atmosphere. Boarding facilitates a continuity of care, and living together fosters an awareness and acceptance of others and nurtures concepts of mutual respect, privacy and dignity. Students are encouraged to look after their own belongings and have due regard towards the possessions of others and to contribute towards the household management and smooth running of the boarding houses. Daily living skills, which play an essential part in achieving independence, are accentuated with one-to-one adult attention as required.

### Relaxing in Elm House



## Assessment

Each student is assessed in the core curriculum areas (English, Maths, Personal, Social & Health Education and Citizenship (PSHE&C), Information and Communication Technology (ICT), and Science) to establish an appropriate level for curriculum delivery. For those students who are assessed at not having reached Level 1 of the National Curriculum, P Levels are used to ensure that the curriculum is presented in an appropriate and meaningful manner. This ensures that targets are set at an appropriate level and progress is tracked from year to year. External accreditation is used to recognise achievement across the curriculum. Post 16 students are assessed in the areas of adult numeracy and literacy using adult milestones or levels. PSHE is assessed as student under 16. Students are entered for Entry Level qualifications, if appropriate, ASDAN awards and adult numeracy and literacy qualifications. Students also have the opportunity to acquire food hygiene qualifications.

Students' sensory needs and communication skills are also addressed and this information is used to develop individual programmes and modify the learning environment.



**Art in Class 2**



**Choosing time in Cartlodge**

## The TEACCH Approach

Aspects of the TEACCH approach have been adapted for use at Doucecroft School. This is a method of establishing a structure for the whole curriculum and the environment to ensure an effective communication system for all students. This includes the setting out of clear boundaries and the use of object and visual cues, appropriate to the needs of each student. In so doing, by organising the physical surroundings, the timetable and the way that students are taught, expectations are clarified. This facilitates students' understanding, whatever their stage of development, of where to be, what to do and how to do it, all in as independent a manner as possible.

A more detailed explanation of the TEACCH system is available on request to the school.

## The Twenty-Four Hour Curriculum

Doucecroft School has residential facilities and weekly boarding students are accommodated in boarding houses, which are on-site but separate from the school. Whether a student has a day or a weekly boarding placement is determined primarily by the student's needs as detailed on their Statement of Special Educational Needs. The Twenty-Four Hour Curriculum is particularly relevant to those students who are weekly boarders. This curriculum is a total curriculum and includes those learning experiences which take place outside the traditional school day. It enables students to practice what they have learnt in different situations and circumstances in order to generalise and make use of the skills they have gained.

The Twenty-Four Hour Curriculum at Doucecroft School was developed recognising the particular needs of students with autism. A structure underpins this curriculum, with a positive, systematic approach to all teaching, so that every student, whatever the need may be enabled to reach his/her full potential, as learning experiences, objectives and support are matched to individual needs. Therefore a high staff/student ratio is maintained outside the usual school hours and through the Twenty-Four-Hour Curriculum students are encouraged to develop communication and social skills and to improve problem-solving abilities, so that they may enjoy independent and productive lives.

All aspects of the student's boarding life can be seen as opportunities to foster communication – at mealtimes, via the acquisition of personal care skills, through play and during directed activities. The school aims to establish an interactive environment, which not only fosters self-esteem but also enables students to develop relationships outside themselves.

For both day and boarding students close links with home are vital in order to ensure a uniformity of approach.

The *Twenty-Four Hour Curriculum Policy* document is available on request.

### Life skills in Ash House



## The School Curriculum

Individual *Subject Policies* and the *Curriculum Statement* are available on request.

### English

At Doucecroft School the development of students' communication skills is paramount. The curriculum reflects this, especially in the increased weight of English activities on the timetable. The major focus of communication is made relevant for all students with the incorporation of Makaton (a signing system) and PECS (Picture Exchange Communication Systems). P Levels and National Curriculum Levels are used to ensure work is appropriate and challenging



**Science Class 6**

The National curriculum areas are all addressed:

- Speaking and Listening – non verbal communication (Makaton, PECS) alongside speech
- Reading (to include a social sight vocabulary, objects/symbols/photos are used to support words)
- Writing
- Spelling
- Handwriting
- English

Older students may be entered for entry level English or adult literacy qualifications.

The curriculum is designed to provide opportunities for meaningful communication with teaching continuing into snack times and mealtimes. The extensive PE curriculum also provides real opportunities for speaking and listening targets to be addressed, outside the traditional classroom setting.

## Mathematics

“Mathematics can provide students with powerful ways of explaining and understanding the world” (QCA).



**Mathematics in class 6**

Numbers, Algebra, Measures, Space and Shape, Handling Data are included and the emphasis is on the use and application of Mathematics. Schemes of work are based on the assumptions that students need concrete experiences if they are to acquire and use mathematical concepts and that they will need plenty of opportunities, across the whole curriculum, to apply what they have learnt. Older students may be entered for entry level maths or adult numeracy qualifications.

## Physical Education

Physical Education is a vital part of the curriculum at Doucecroft. It provides opportunities to address all three areas of the Triad of Impairment and in addition the targets in physical education provide opportunities to address a range of National Curriculum areas i.e., speaking and listening, reading – when following instructions, Personal Social & Health Education and Citizenship (PSHE &C) – dressing, bathing skills, group activities, appropriate behaviour, Science and Information Communication Technology (ICT).

Students are given the opportunities to take part in a wide range of activities – some weekly, others on a rota basis. Some activities take place in school but most are community-based providing opportunities for inclusion into the wider world.

The School has a qualified Sports Coach who is supported by specialist instructors, for activities such as swimming, horse riding and adventure activities. Award schemes are in place for which students can gain recognition, certificates and badges for their sporting achievements.

Students may be entered for entry level physical education, if appropriate.



**Swimming in the school pool**

Swimming is an important part of the Physical Education Curriculum, it provides opportunities to develop communication skills, skills within independent living, physical skills and to have fun.

## **Music**

Music provides opportunities not only in music but also in communication and social skills.

Students have many opportunities to listen to and enjoy music, to take part in group singing and to perform using a variety of tuned and un-tuned percussion instruments.

## **Personal, Social and Health Education and Citizenship**

This is a very important part of the curriculum and Sex Education is introduced as part of the Health Education programme. The *Sex Education Policy* and programme aims to provide students with the opportunity to acquire the skills to conduct relationships with dignity and assertiveness and to enable them to avoid exploitation. Parents have the right to withdraw their child from sex education at any stage though not from those elements which are contained within the science curriculum. A copy of the *Sex Education Policy* is available upon request.

## **Work-related Learning/Work Experience**

Students have the opportunity to engage in on-site work-related learning and enterprise. Some students may take part in work experience through Trident and may be entered for entry level Preparation for Working Life.

The school day, and for boarders the Twenty-Four Hour Curriculum, provides many opportunities to teach social awareness so that students may achieve independence and social integration. Many students will need to learn appropriate behaviours in a variety of settings so they are therefore encouraged to participate in a wide range of activities to encourage flexibility and the acceptance of social rules.

## **Sensory Impairment**

Doucecroft School Services acknowledge the importance of sensory impairment when planning programmes for students with ASD.

The curriculum at Doucecroft School is adapted and differentiated to meet the diverse and complex needs of students with autistic spectrum disorders. The student cohort at any one time is characterized by its diversity in both academic ability and the impact autism has on ability to access the curriculum. Sensory issues are a vital element when developing individual learning programmes for students. At Doucecroft School it is recognised that students may be hyper or hypo sensitive in:

- Vision
- Hearing
- Touch
- Balance
- Smell
- Taste
- Body Positioning

The acknowledgement and understanding of the role sensory issues have in the learning environment encountered by students with ASD is central to the development of Individual Education Plans (IEP's) and Individual Management Programmes (IMPs)

## Community based education

The school aims to prepare students for the opportunities, experiences and responsibilities of adult life. In order to achieve this, students need to spend time in the community learning to use community resources.

Many academic areas are greatly enhanced by real experiences and subjects such as science, history, geography and environmental studies can be shown to have greater meaning for students. Community-based education can also provide many situations to develop language skills, not only enriching the student's vocabulary, but also promoting the development of listening skills, observation, responding and answering questions.

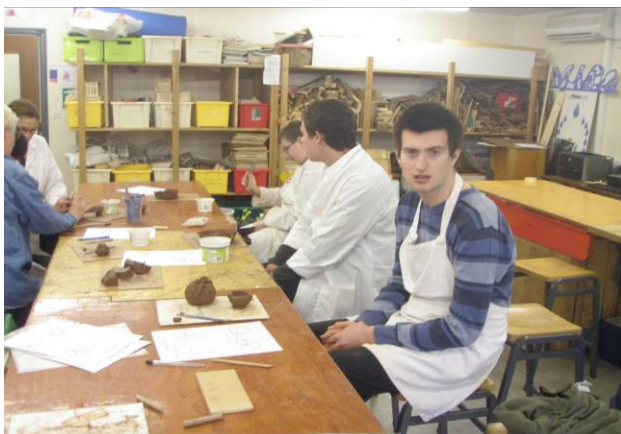
A range of experiences, which illustrate the same concepts, can help encourage the process of generalisation. For many students, the teaching of appropriate behaviours in a variety of settings is of great importance. Students can be encouraged to participate in a wide range of activities encouraging flexibility and the development of an understanding of social rules.

As students progress throughout the school, the amount of time spent outside the school can be increased in order to take advantage of the opportunities that the community offers and to work towards real inclusion.

Integration into the community can introduce the student to a range of leisure activities and provide opportunities for exercise. For example, students may visit and use a local swimming pool, sports centre and riding school. Local schools and colleges also provide opportunities for students to access a wider community, both through the use of their facilities and for some students the opportunity, on a part time basis, to gain access to the activities offered there.

Many students at Key Stage 4 and Post 16 access a local college for one day a week, with adult support. Our policy of integration is flexible and is designed to meet the needs of each student. The school proactively seeks links to integrate students socially with local schools through activities such as music and sport.

Risk assessment plays a crucial role in community based education. All community venues are risk assessed by senior staff prior to being accessed by students. All students are individually risk assessed before taking part in off-site activities. These risk assessments are regularly reviewed.



**FE students in the College Workshop**

## Doucecroft School - Curriculum Organisation

<b>Key Stages 1 and 2</b>	
<b>Core subjects</b>	<b>Foundation Subjects</b>
<p style="text-align: center;">Numeracy Literacy Science ICT PSHE&amp;C PE</p> <p>PE has been included within the core subjects reflecting the importance given to the PE curriculum at Doucecroft School and in recognition of the vital part it plays in the life of the school.</p> <p>Numeracy and Literacy are delivered on a daily basis with an increased emphasis on communication.</p> <p>IEP targets reflect the Triad of Impairment and therefore inform planning in all core subjects.</p>	<p style="text-align: center;">Music Art RE History Geography Design Technology (DT)</p> <p>Foundation subjects are delivered in both discrete and cross curricular lessons. A 3-year plan ensures a broad and relevant coverage of humanities. History and Geography are delivered half termly. RE focuses on festival of major religions over one week per term, culminating in a special assembly. Subjects may be linked in a thematic approach.</p> <p>Monitoring ensures there is a balanced delivery across the subject areas.</p>

<b>Key Stage 3</b>	
<b>Core Subjects</b>	<b>Foundation Subjects</b>
<p style="text-align: center;">Numeracy Literacy ICT Science PSHE&amp;C ASDAN New Horizons PE</p> <p>PE has been included within the core subjects reflecting the importance given to the PE curriculum at Doucecroft School and in recognition of the vital part it plays in the life of the school.</p> <p>Numeracy and Literacy are delivered on a daily basis with an increased emphasis on communication.</p> <p>IEP targets reflect the Triad of Impairment and therefore inform planning in all core subjects.</p> <p>ASDAN New Horizons is introduced at key stage 3 for some students, this provides a link to key stage 4 where Transition Challenge is widely used.</p>	<p style="text-align: center;">Music Art RE History Geography Design technology</p> <p>Foundation subjects are delivered in both discrete and cross curricular lessons. A 3-year plan ensures a broad and relevant coverage of humanities. History and Geography are delivered half termly. RE focuses on festival of major religions over one week per term, culminating in a special assembly. Subjects may be linked in a thematic approach.</p> <p>Planning for Music, Art and DT ensures a broad coverage of units from QCA schemes of work.</p> <p>Monitoring ensures there is a balanced delivery across the subject areas.</p>

### Key Stage 4

There is a three year strategy for key stage 4 incorporating ASDAN Transition Challenge. Science, ICT, PSHE, Citizenship and RE are delivered during weekly lessons. Literacy and Numeracy are taught in ability groups. Students at Key stage 4 continue to have enhanced access to the PE curriculum, if appropriate. The key stage 4 curriculum must remain flexible both in its content and delivery to reflect the changing nature of both student numbers and profile of abilities. Students at key stage 4 have the opportunity to study humanities, music and work-related learning/careers.

#### ASDAN Transition Challenge

Independent Living Skills	Self Advocacy	Personal Development	Positive self image	Personal Autonomy	Key Skills
English Maths Science IT D&T Sport and Leisure Recreation Community Family and Home Vocational	English Maths Science IT D&T Sport and Leisure Recreation Community Family and Home Vocational	English Maths Science IT D&T Sport and Leisure Recreation Community Family and Home Vocational	English Maths Science IT D&T Sport and Leisure Recreation Community Family and Home Vocational	English Maths Science IT D&T Sport and Leisure Recreation Community Family and Home Vocational	Improving own learning Use number skills Problem solving Communication Working with others

External accreditation is given through the ASDAN Transition Challenge, Adult literacy and numeracy. AQA entry level qualifications, AQA unit award is used to provide further accreditation. The key stage 4 curriculum takes into account guidance (QCA) on the 14-19 curriculum and is designed to provide increased flexibility for those students. However, the curriculum must reflect the particular needs of students with ASD, in particular around the issues of choice and preference so as not to limit too narrowly the curriculum on offer.. Communication and physical activity continue to carry an increased weight at key stage 4.

#### Options at Key Stage 4

Students are offered a range of options at key stage 4.

If their ability in swimming has reached a desirable standard then students have the option between swimming and fitness.

Other options are made on a termly basis; students are expected to maintain an option for at least a term. Current options are

- Horticulture
- Food Technology
- Media and ICT
- Sport
- Sensory
- Community access

## Further Education Provision

The FE curriculum within the School Services is designed to meet the needs of a diverse range of students. Some students have been at the school for many years, others join the School Services at 16. The FE curriculum is delivered on both school sites. Each site has different strengths which determine the cohort of students who attend. The curriculum is, by necessity, different for each cohort. Both however emphasise the development of independent living skills and preparation for adult life.



**FE student receiving awards for achievement**

## Post 16 Three Year Strategic Plan September 2010 – July 2013

	Year 1		Year 2		Year 3	
<b>Autumn</b>	Literacy Numeracy ICT – Using ICT PSHE + C – Myself and Others	Creative – Creativity	Literacy Numeracy ICT – Photography/ multimedia PSHE + C – Out in the community	Creative – Printing	Literacy Numeracy ICT – Using a computer PSHE + C – Coping with people	Creative – Making pictures Sound, rhythm and music
<b>Spring</b>	Literacy Numeracy ICT – Using ICT PSHE + C – Recognising and using everyday signs/multi-sensory experiences	Independent Living Skills – Money	Literacy Numeracy ICT – Photography/ multimedia PSHE + C – Out in the community ILS – Using transport	Independent Living Skills – Independent Living	Literacy Numeracy ICT – Using a computer PSHE + C – Coping with people	Independent Living Skills – Meal preparation and cooking
<b>Summer</b>	Literacy Numeracy ICT – Using ICT PSHE + C – Self Advocacy	Cultural – The Wider World	Literacy Numeracy ICT – Photography/ multimedia PSHE + C – Out in the community ILS – Using transport	Cultural – The Environment	Literacy Numeracy ICT – Using a computer PSHE + C – Coping with people	Cultural – The World around us
		WRL – Going to college/ Horticulture		Leisure – Water skills		Leisure – sports studies/ yogacise
		Starting out for every new student		Work related learning – Business enterprise		PSHE + C – Getting ready to go out
				Starting out for every new student		Starting out for every new student

Accreditation through ASDAN TOWARDS INDEPENDENCE, supplemented with AQA unit awards (no more than 2 a term). Entry Level qualifications are used where appropriate.

Literacy and numeracy follow the adult pre-entry level curriculum ([www.dfes.gov.uk/curriculum/preentry](http://www.dfes.gov.uk/curriculum/preentry))

EQUALS Scheme of work can be used to supplement the teaching and learning.

Students post 16 also benefit from the options offered at Key Stage 4 and from an increased weighting given to Physical Education, if appropriate.

## **Transition**

When young people with a Statement of Special Educational Needs reach the age of 14, Doucecroft School together with parents and professionals plan for and produce a transition plan which helps to identify their future needs. Doucecroft School Services have devised a curriculum for transition that enables students coming up through Years 9, 10 and 11, to gradually develop awareness and skills to cope with the next element of their education. The transitional process continues throughout the student's time within the FE provision, with the focus of the transition on the post 19 or adult phase of life. Here students are encouraged to identify and develop the self-knowledge and skills that they will need to secure their future goals. The FE Department's programme of a three-year curriculum involves opportunities for inclusion into a more mainstream life through acquiring skills that are transferable across a variety of settings. For instance, many students will (supported by staff) attend mainstream colleges, undertake work experience or work-related learning, visit colleges offering further and higher education and look at the ways in which their contemporaries live, post-19. Where feasible and appropriate they will be included in identifying and planning for their future adult lives.

## Parental Involvement

Great importance is placed upon liaison between home and school, as a working partnership with parents is a crucial factor in the student's education. The school welcomes planned and agreed visits from parents and aims to keep parents fully informed of student progress and school events. Parents are asked to comment on and contribute to their child's Individual Education Plan and Care Plan and to assist in their implementation.

Parents are seen as central contributors to their child's annual review. Dates for these reviews are planned in advance to enable parents to attend along with representatives from their local education authorities, school staff and other appropriate agencies. At this time parents also receive a formal report.

Parents also receive information and support in a variety of ways: home visits by staff, consultation with visiting professionals or through meetings. Multi-disciplinary Meetings may be called when specific concerns arise. Weekly (or daily) home/school diaries help maintain close links between home and school and telephone contact is welcomed.

## Complaints

The School Services operate a complaints procedure which is seen as an important part of the process in providing a high quality service. The written complaints procedure is made accessible to students/students, parents and carers, school staff, visitors and members of the public. The aims of the procedures are to:-

- Encourage the resolution of problems by informal means wherever possible
- Be easily accessible and publicised
- Be simple to understand and use
- Be impartial
- Be non-adversarial
- Allow swift handling with established time limits for action
- Respect peoples' desire for confidentiality
- Address all the points at issue and provide an effective response and appropriate redress
- Provide information to the school's Senior Management team so that services can be improved where appropriate.

The records of complaints are monitored by the Governing Body, and are also made available to inspecting agencies when requested.

During the academic year 2009-2010 one formal complaint was received.

The *Complaints Procedure* is available upon request.

## Admissions Policy

**Aims:** The school aims to provide a quality service tailored to meet the unique and complex needs of each individual student at the school.

Those young people considered for placement at Doucecroft School are those who have been diagnosed as being within the autistic spectrum and who would not benefit from mainstream education. This includes young people with autism, Aspergers Syndrome and other related disorders.

All the students at Doucecroft School have a Statement of Special Educational needs and are between three and nineteen years of age. Although priority is given to referrals from Essex, consideration is given to applications from neighbouring authorities within reasonable travelling distances. The school currently has on roll student(s) from Essex, Cambridgeshire, Suffolk, Norfolk, Hertfordshire and the London Boroughs.

The admissions procedure aims to ensure that adequate information is available to all parties involved so that the decisions made are based on knowledge of the student concerned and awareness of his/her needs. The school aims to maintain effective communication with LEAs so that through a working partnership the quality of provision for students with Special Educational Needs may be enhanced.

Written applications are invited from Local Education Authorities wishing to make a referral. County councils are responsible for the student's fees and transport costs and arrangements. Fees may be met entirely by the Local Education Authority or jointly by Education and Social Services or the Health Authority. LEAs will be advised by the school with details of any vacancies, though enquiries are welcome at any time. Fees are set by the Governors and are subject to review at the beginning of each academic year. Fees are payable in advance, on a termly basis. Current fee levels are available on request.

The criteria for admission are:-

- The student's primary disability is autism or a related disorder.
- The student's specific needs can be met at Doucecroft.
- That effective liaison and close communication between school and home can be established and maintained so that a consistent approach in the education, care and management of the student can be applied within the home and school environment.
- A vacancy exists within the appropriate class at the school (and, in the case of a weekly boarder, appropriate residential accommodation can be provided).
- In meeting the needs of the prospective student the needs of students already at the school continue to be met.
- Over long and difficult travel arrangements will not adversely affect the consistency of the student's education and management, the number of teaching hours available and the family's capacity to establish and maintain useful liaison with the school.

Once a formal referral has been made the selection procedure will involve visits made by the Headteacher and class teacher and, if appropriate, the care deputy, to the student's family home, plus observation of the student in his/her current educational placement. It is advantageous that a constructive dialogue is established at this stage with all agencies involved and, to facilitate an informed decision, the availability of all recent written reports is most helpful. Parents are invited to visit the school and the student may spend some time in the relevant year group.

The final selection is made by the Head Teacher in consultation with the admissions panel, formed from members of the Governing Body. A place will be offered on a two term's trial basis, with interim reviews and will be subject to funding being made available by the referring authority.

## **Exclusions**

Students generally respond well to the structured environment of the school and it is our aim to manage or modify difficult behaviours. All behaviour management programmes are discussed with parents and appropriate strategies, which can be followed both at home and school, are developed. Parents are encouraged to approach the school if they wish to discuss a particular problem.

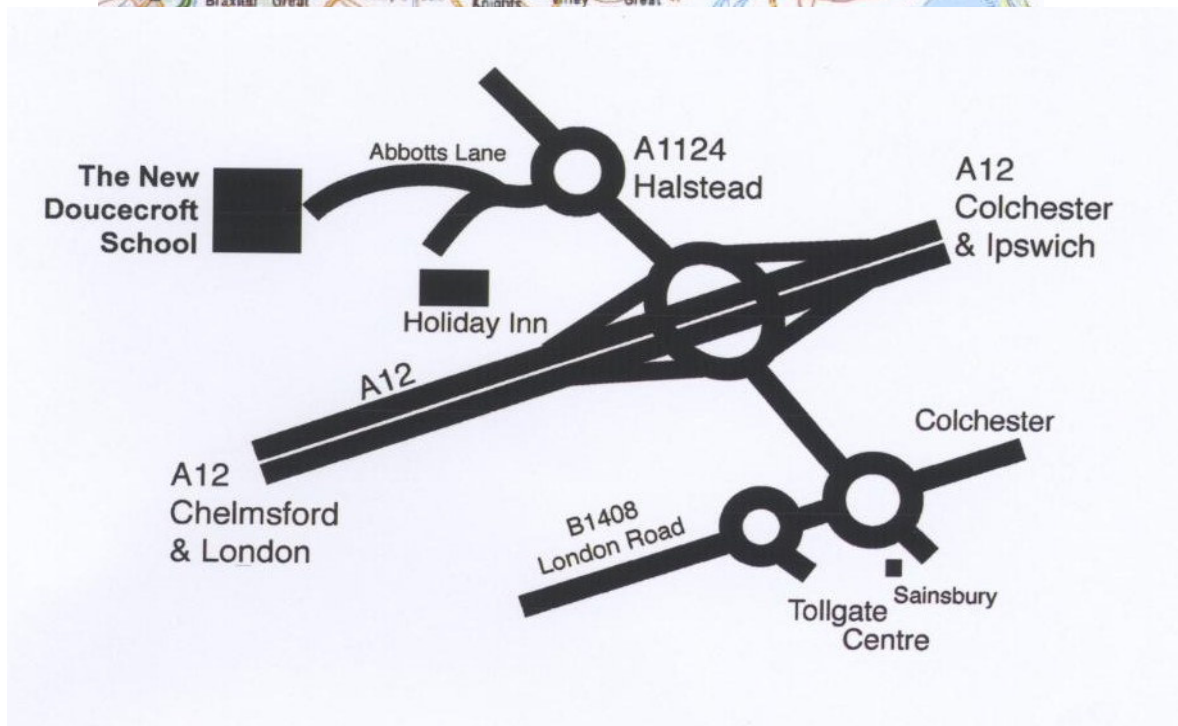
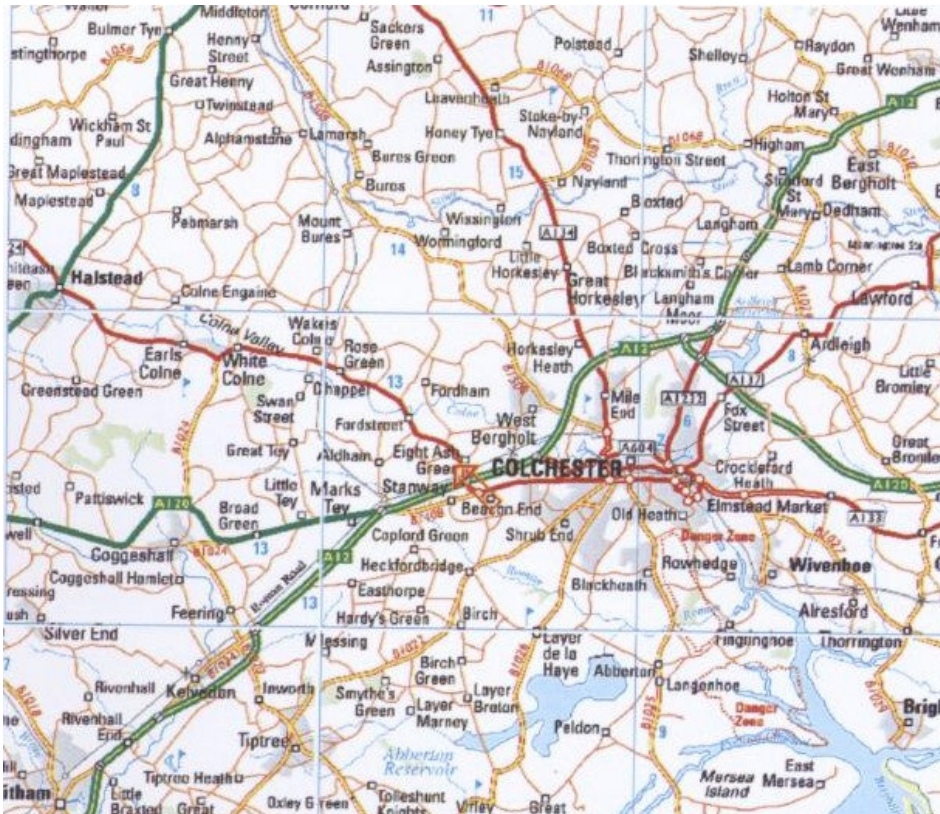
Occasionally, it may be necessary to exclude a student from the school. A range of challenging, illegal or sexualized behaviours over a prolonged period, whereby the safety and welfare of the other students and/or staff is deemed to be at risk, have in the past led to exclusion. All reasonable steps to reduce or prevent such behaviour would be taken prior to considering exclusion. Parents and LEAs would be kept fully informed in such circumstances, and the Governors' Rules give direct access to the Governors if a dispute about a proposed exclusion arises.

## Directions, Eight Ash Green

Further information about Doucecroft School or the Further Education Department in Kelvedon is available on our website, [www.doucecroft.org.uk](http://www.doucecroft.org.uk).

Or, please contact us directly on 01206 771234.

Visitors are very welcome to the School and Further Education Department.



## Appendix A

### Particulars of previous year's academic performance

#### Doucecroft School Services

#### Academic awards and qualifications entered September 2009-10

Award or qualification	Number of students entered
AQA Entry level ICT level 1, 2 or 3	3 students
AQA Entry level Preparation for Working Life	3 students
AQA Adult Literacy entry level	1
AQA Adult Numeracy entry level	2
AQA Adult Literacy level 1, 2 or 3	3 students
AQA Adult Numeracy level 1, 2 or 3	5 students (3 passed)
AQA unit award	33 students
ASDAN Transition Challenge	4
ASDAN Towards Independence	6
Food	5

All students passed or received awards for which they were entered with the exception of 2 students in adult numeracy who will resit in March 2011.

## Appendix B

### Doucecroft School Services, Holiday List Academic Year: 2010-2011

	<u>School Closes</u>	<u>School re-opens</u>
<b>2010</b>		
<b><u>Autumn term 10</u></b>		
<i>Non Pupil Day</i>	<i>Monday 6 September</i>	
Autumn half term	Friday, 22 October	Tuesday, 7 September
<i>Non-pupil day</i>	<i>Monday 15 November</i>	Monday, 1 November
Christmas holiday	Friday, 17 December	
<b>2011</b>		
<b><u>Spring term 11</u></b>		
<i>Non-pupil day</i>	<i>Monday, 17 January</i>	Tuesday, 4 January
Spring half term	Friday, 18 February	Monday, 28 February
<i>Non-pupil day</i>	<i>Monday, 14 March</i>	
Easter Holiday	Friday 8 April	
<b><u>Summer Term 11</u></b>		
<i>May Day (Bank Holiday)</i>	<i>Monday, 2 May</i>	Tuesday, 26 April
Summer half term	Friday, 27 May	Monday, 6 June
<i>Non-pupil day</i>	<i>Monday, 20 June</i>	
Summer holiday	Friday 22 July	