

BEACON HILL ACADEMY

ASD BASE – SPECIALIST PROVISION



The ASD Resource Base provision at Beacon Hill Academy offers a specialist provision within a mainstream school. We are fortunate to have a 10-place resource base catering for learners with an Autistic Spectrum Disorder diagnosis.

Admissions to the Resource Base are entirely separate from places in the main school and are made through Dudley Special Educational Needs Admission Team, in partnership with the ASD Management Board.

The Resource Base learners are taught within the specialist resource base as well as alongside their mainstream peers in class, where appropriate for the individual learner. Within the Resource Base, there are facilities to support personalised learning including a kitchen area, garden, individual learning rooms and a social area.

Admissions Criteria

- Education Health Care Plan
- A formal diagnosis of ASD
- Known to the Autism Outreach Team-in receipt of on-going support
- High-functioning/ability to access a Mainstream Secondary Curriculum.

ASD Resource Base Staff

- Helga Coburn, Lead Teacher in Charge of the ASD Provision
- Chelsea Rowbottom, Higher Level Teaching Assistant
- Kerry Probert, Higher Level Teaching Assistant
- Jenny Thorpe, Higher Level Teaching Assistant
- Ann Hinett, Teaching Assistant
- Rose Morris, Teaching Assistant

Other Associated Professionals

- Educational Psychologist-Monica Ludwig
- Autism Outreach-Head of Service-Natasha Beard
- LA Case Officer-Katie Jones
- The support professionals work with the Resource Base staff and learners through direct and indirect support and guidance.

Teaching and Curriculum

As our provision is for learners who have a diagnosis of Autism, the Resource Base is designed to provide a structured environment that is welcoming and inclusive. The staff team strives to give the learners the maximum level of independence that they can achieve.

All learners have access to core subjects, Maths, English and Science and a broad and balanced curriculum within the mainstream setting. The method of teaching within the Resource Base is based on the learning being engaging and motivating with a differentiated approach adapted to learner needs. In the Resource Base, we also strive to enhance learners' social and emotional development through specific PSHE and life skills sessions, often targeted to specific learner needs. Members of the Resource Base staff are available during breaktimes to support learner social interaction during less structured times.

Access to Mainstream Lessons

The academy is also committed to adopting an inclusive approach in all aspects of its work. Where it is suitable for an individual learner in the Resource Base, access to mainstream classes can help to promote independence and social awareness. Participating in assemblies, form time, PSHE days, trips and mainstream lessons support the development of socialisation and interaction, preparing for Post 16 learning pathways into college. All learners have an opportunity to be included in this way across the academy. The Resource Base is an integral part of the academy, not set apart from it, and we seek to ensure that our practice reflects this inclusive provision.

Assessment

Regular teacher Key Assessments Points (KAP) take place throughout the academic year. This provides close monitoring of the learners' academic progress, social and personal development. Each learner has a support plan that draws upon the outcomes outlined in each individual EHCP. The targets are devised and reviewed in consultation with parents/carers and families on a termly basis. The ASD Management Board meets throughout the year and reviews the progress and attainment of the ASD Base learners.

Communication with Parents/Carers

The Resource Base works in collaboration with parents/carers and families to ensure the best possible outcomes for learners. Regular communication via telephone, email and through meetings ensures an open dialogue and partnership working to ensure each learner's needs are fully met.