



Holway Park CP ASC SEN Unit Rationale



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Aims and Intent of the ASC Centre (ASC SEN UNIT) at Holway Park Community Primary School

The ASC Centre is an inclusive, specialist provision for 40 pupils (increasing to 50 September 2026) with an EHCP (Education, Health and Care Plan) and either a diagnosis of autistic spectrum condition (ASC) or identified significant communication and interaction needs.

The ASC Centre aims to:

- Promote the health, development and holistic wellbeing of each pupil, providing a safe, secure and welcoming learning environment.
- Provide each pupil with a personalised curriculum, meeting the needs identified on their EHCP and assessment of need.
- Develop a positive pupil attitude to learning, to promote high expectations for attainment and maximise progress.
- Develop communication and interaction, and social skills, to become a successful member of the wider community.

The ASC Centre (SEN Unit) provides exciting and inspiring opportunities for children to be nurtured into confident and successful learners, narrowing gaps in both their academic and personalised SEND needs.

The curriculum within the ASC Centre provides first hand learning experiences, allowing pupils to develop interpersonal skills; build resilience and become creative thinkers, using both the National Curriculum framework and wider holistic, therapeutic intervention and provision to develop individual need(s).

Pupils learn best when they are engaged in an exciting curriculum which is tailored to their needs, and therefore we tailor activities and academic tasks to a pupil's individual needs and interests.

Our younger learners are taught through continuous provision and assessed using the developmental journal.



Placement requirements

All pupils allocated a placement within the ASC Centre (SEN Unit) have an EHCP (Education, Health and Care Plan).

The placement is agreed by the Local Authority SEND Panel, in consultation with Holway Park Community Primary School. The ASC centre provides placements to EYFS, KS1 and KS2 pupils when spaces are available.

Pupils can only have a placement in the Autism Centre (SEN Unit) if:

- They have an Education, Health and Care Plan (EHCP) with ASC or similar significant communication and interaction difficulties. We are not an SEMH provider.

Parents/Carers are unable to directly approach the school to request a placement, it must be done via the local authority SEND Panel.

Staff at the school will direct parents back to the Local Authority SEND Panel for further advice but will be happy to answer any questions parents may have about the centre.

Supporting pupils and curriculum implementation:

The ASC Centre curriculum is tailored around each individual need, supporting the development and growth of the whole child, based on their different and varied starting points and experiences. The delivery of the curriculum within the ASC Centre employs a flexible and encouraging approach.

The curriculum is divided into academic and personalised strands, planned around each individual pupil's requirements linked to their EHCP. The curriculum is broader than the National Curriculum and academic achievements. The core curriculum is either accessed through the ASC Centre or within mainstream lessons supported by staff from the ASC Centre if required.

Pupils across Key Stage 1 and Key Stage 2 will have lessons based on the core subjects of English, Maths and Science following the National Curriculum frameworks but based around their developmental stage.



Curriculum Overview:

The curriculum aims to support the pupils' autism and communication needs through highly engaging, creative, and knowledge-rich content.

Every pupil will have the opportunity to enhance new talents and interests and have access to appropriate therapeutic provision where available.

Each pupil's personalised curriculum centres on a deep understanding of their personal challenges and needs, using their EHCP and assessments to direct a personalised curriculum.

The delivery of this curriculum involves individualised provision and/or small group sessions.

Pupils in the ASC Centre experience a combination of whole class teaching, small group sessions and individual provision, addressing their EHCP, personal learning curriculum and SEND need.

An established daily timetable review provides students with structure and consistency, visually shared during the morning welcome with a known, trusted adult.

Non-structured times are planned as additional curriculum opportunities for students to develop social interaction skills, communication skills and the building of friendships.

Staff use a variety of teaching approaches and methods, depending on the needs of the pupil and the expected provision outlined on their EHCP.

Daily Environment:

- Low distraction, low stimulus areas within the centre to reduce sensory overload
- Teaching areas for group work, one to one work and independent work
- Access to ICT for learning
- Access to therapy rooms and break out spaces
- Access to sensory equipment
- A secure outside recreational space
- Access to the mainstream school woodland and outdoor spaces
- Visual cues such as signs, symbols, photographs and labels.



Daily routine:

Pupils arrive by school transport or parent/carer drop off and are either greeted by centre staff at the separate gate entrance, or can enter via the mainstream reception, depending on need and preference.

Pupils are always supervised by various centre staff when in the centre. Students can eat their lunch within the ASC Centre or the school hall if they choose, supported by centre staff if appropriate.

Pupils are supervised all day, the level of supervision from adults, however, varies according to need.

Each student in the centre has:

- Visual timetable for clarity of the day and week ahead
- Support from all ASC staff
- Access to 1:1 or small group environments within the centre, depending on their EHCP guidance.
- Adaptation of classroom activities by the class teacher if joining the mainstream
- Modelling of classroom language to ensure understanding
- Modelling of behaviour as appropriate.

Impact and Assessment

The assessment model in the ASC Centre primarily focuses on further identifying students' needs to aid development and progression, including clear methods for baselining, tracking and triangulation processes, with clear agreed targets to inform intervention and practice.

The assessment model aims to:

- Evaluate pupil performance against EHCPs
- Create challenging, realistic expectations (targets), linked with their EHCP and academic targets where appropriate
- The ASC Centre pupil progress is measured using a variety of assessments to recognise small steps of progress in both core and personalised curriculums. The importance of recognising small steps of progress is key in celebrating the success of learners.

Assessment approaches employed at the ASC Centre include:

- Social/Emotional assessments- e.g. BOXALL or SCERTS profile are available if required.
- Sensory checklists
- Personalised learning goals (PLGs) for EHCP or academic achievements to track students' performance and progress



- Early Years Development Journal, the Engagement Model and Pre- Key Stage standards.
- For a small minority of pupils identified as working close to national expectations national statutory assessments- RBA- Phonics Screening, MTC, Y6 SATs. This data will be collected in line with the mainstream school.
- The ASC Centre employs a formative assessment process, with pupils being informally assessed on a daily, weekly, termly basis to support the progress of everyone's personalised learning goals.

Each pupil has an outcomes provision document which highlights their EHCP and other targets and staff evaluate and review these targets every term. Individual interventions are also reviewed by the staff team. This assessment process is also part of the daily debriefing session at the end of each day to discuss targets and daily achievements and progress. Parents are informed of progress through parent reviews, parent evenings, school reports and the Annual Review process.

Managing and Regulating Behaviour

All staff are committed to supporting students as they learn to follow expectations and boundaries expected at school, and in the world outside.

Staff within the ASC Centre deploy numerous appropriate strategies to de-escalate situations and develop emotional literacy skills of pupils with ASC.

Staff in the ASC Centre endeavour to maintain a calm, low anxiety environment which supports the pupils in understanding and complying with the boundaries and expectations.

Staff support pupils in identifying triggers and the cause of their distress. Empathy and understanding of others' feelings can be absent or incomplete with pupils with ASC. Being aware of and considering others' thoughts and feelings is a vital skill to develop. All major behavioural incidents are reviewed and discussed with both the staff and pupil in an appropriate manner depending on their needs. Parents are kept informed about their child's behaviour.

Behaviour and/or Social Skills provision will include:

- Individualised specific intervention in recognising and regulating emotions and developing appropriate social skills
- Developing opportunities for increased social interaction



- Recognition of success – openly or discretely depending on the individual – e.g. class dojo messages home, emails home, visual displays in the centre.
- Daily hand over each day with parents/carers to provide a calm transition home where possible
- Access to the centre’s sensory rooms as a means of de-escalating situations
- Key adult sessions to reflect on difficult situations and agree way forward
- Visual resources – Emotions visuals on staff lanyards – to visually display level of emotional anxiety and their current accessibility to specific activities.

Staffing

Staff within the ASC Centre convey a positive, nurturing approach with the students in their care. Students receive a consistent and supportive approach because of staff having a strong understanding of the individual needs.

The centre has access to trained ELSAs within the school, who support individual or small groups of students with Emotional Literacy skills, there are also 2 trained Trauma Informed key practitioners amongst the Autism Centre Team.

Pupils within the ASC Centre are taught by SEND teachers, Higher Level Teaching Assistant and ASC Teaching Assistants.

The pupils also have access to a pastoral worker, who offers music therapy, and creative interventions which also supports the students' social skills and emotional literacy.

The centre is supported by the SENCO, the Lead Autism Teacher and other SEND Teachers, who all oversee the daily operational running of the centre; as well as planning and implementing provision for the pupils.

The staff team bring a wide variety of skills; this enables staff to plan for and meet the individual needs of students, who may have a varied profile of needs.

Students may also access other school staff or external staff such as our Speech and Language Therapist, Educational Psychologists, Occupational Therapist and other professionals.

All Holway Park ASC Centre staff:

- Have access to information and support strategies for students, Risk Assessments and Positive Handling Plans and apply these strategies.

- Regularly review progress both around the specific EHCP targets of each individual learner and academically as appropriate.
- SENCO & Lead Teacher meet regularly with the Headteacher.
- Knowledge and understanding of ASC is embedded throughout the whole school, and staff have regular training sessions and CPD opportunities around Autism, sensory needs, communication & interaction and de-escalation and well being. Staff use visuals and AAC devices to aid communication, and they all have training regarding speech and language needs.
- We have a high ratio of staff to students, with 3 or 4 staff members in each classroom, some classes are a higher ratio depending on the needs of the pupils. Each class has an allocated qualified teacher.

Our working with pupils, families and outside agencies

We recognise the importance of working in partnership with parents. ASC Centre staff aim to maintain regular contact with parents to inform them of achievements and developmental needs via email, or the telephone.

Transitional Reviews will be implemented to ensure all pupils have a named class teacher to support the additional anxiety attached to change pupils are likely to experience when first joining the centre

A cohesive transition strategy will be employed to ensure individual progression isn't hindered or regressed by unaddressed concerns of individuals.

Access to possible outside specialists' involvement includes:

- Incontinence Nurse
- Dietician
- Children Social Care
- Family Intervention Support or Children with Disabilities Team
- Other specific professionals named on the EHCP such as Occupational Therapist – SALT
- TSACT
- EP