



PSHCE POLICY

INTRODUCTION

PSHCE and Autism

Pupils with autism experience significant difficulties with 3 distinct areas:

1. difficulty with social communication
2. difficulty with social interaction
3. difficulty with social imagination

Pupils with autism have issues around social understanding, sensory processing and a lack of awareness of danger. Each of these areas needs to be considered when planning and delivering the curriculum to pupils with autism alongside other common characteristics of autism such as:

- difficulties with generalisation
- difficulties with executive functioning
- impairment of theory of mind
- no innate preferences for faces
- poor self-awareness and sense of others
- lack of empathy for others

As such PSHCE including developing social understanding will play a core role in the development of positive emotional wellbeing and resilience in our young people with autism.

At Hedgewood School we believe that PSHCE is a vital part of the education of our pupils as the quality of our pupil's future is likely to depend on their ability to understand social contexts and be able to interact in a socially acceptable manner and have good personal hygiene. In light of these autism-specific difficulties some key points to teaching PSHCE to pupils with autism can be seen below:

- make learning opportunities concrete and real.
- supplement teaching with visual aids e.g. videos, props, photographs, pictures, symbols, objects etc.
- avoid ambiguous language
- always teach about 'self' first, before referring to others
- reinforce messages and provide plenty of opportunities for generalisation keep language simple and use agreed vocabulary
- be specific – provide pupils with explanations. Don't presume they will make the link e.g. between a behaviour and emotion
- encourage pupils to make choices and express their feelings

Policy Statement PSHCE

Our aim is to support young people with autism to develop emotionally and socially, encouraging their participation in increasing personal awareness and social skills.

We foster and promote positive, respectful and nurturing relationships across the whole school community, with consistent approaches in classrooms, playgrounds and corridors, facilitating a whole school approach to PSHCE. Throughout a comprehensive induction and staff development programme, staff are enabled to feel confident and empowered to contribute to this ethos.

The PSHCE curriculum aims to:

- develop effective communication
- develop independence and self confidence
- enable pupils to have an understanding of themselves and their autism
- to unpick and begin to understand social situations and develop their response options
- develop confidence and responsibility and make the most of their abilities
- prepare to play an active role as citizens
- develop a healthier, safer lifestyle
- develop good relationships and respect the differences between people
- develop emotional wellbeing

Learning about PSHCE for pupils with special educational needs is particularly important as it helps pupils to develop as individuals within a wider society, enabling them to understand themselves physically, emotionally, socially and to understand their relationship with others. Through a successful and relevant programme of study in PSHCE, pupils move towards true independence and consequently display more socially acceptable behaviour. By increasing pupil's feelings of physical well-being they are developing a sense of personal dignity thus providing opportunities for the development of the pupils' individual personality.

Through developing pupils understanding of social understanding, communication and independence, it has a direct positive impact on emotional wellbeing. In turn, this will also support the academic achievement of the pupils, who will be in a better position to learn if they are feeling less anxious.

PSHCE begins by simple interactions, with familiar adults increasing to interactions with other pupils in one-to-one and group activities. It incorporates roles and responsibilities for people within school, acceptance of boundaries and rules through persistent and consistent teaching allowing pupils to move from a personal view of themselves and their immediate world towards a much wider perspective.

Hedgewood utilises a range of activities to support pupils understanding of social understanding, communication and independence:

- Attention Autism sessions developing joint attention and social skills

- Individual tutorials which focus upon the development of Intensive interaction work building strong social relationships with staff and helping the students to understand social interaction better in a 1:1 situation too.
- Using props and toys within intensive interaction work
- Reading through praise social stories
- Representative objects journal
- Use of many photographs, displayed in a way most useful for the student concerned to demonstrate the skills that they have and the things that they are doing well. Different feelings scrapbooks
- Labelling the emotions that you believe the students are feeling and why with them both in the situation and in photos where the context is also clear – and using the symbol for that emotion to support understanding. – so that we are highlighting what they were feeling and why we believe they were feeling it

Activities that could be used across the range of concepts and more generally across the whole curriculum:

- When discussing work about appropriate social behaviour discuss it in different contexts and then draw out similarities and difference in these as more are completed
- Group / individual Comic Strip Conversations to develop and understand of a student's understanding of certain situations in order that we are able to write Social stories. Building in the time to enable us to ensure that this can happen.
- Individual tutorials – identifying Key workers who spend individual time each week with their specific students- building a relationship initially before gently trying to broach subjects that the students find difficult to discuss – their behaviour/ understanding of specific social situations / issues etc.
- Developing a folder of social stories for each child including lots of praise stories, for some children these may only contain praise stories. Having the folder accessible for the child concerned to review the stories.
- Role Play / adult role play for children to discuss
- Adding thoughts and words to thought and speech bubbles from silent cartoons (e.g. Roadrunner)
- Watching films / sections of films / cartoons and discussing what has happened – again asking open questions and looking for the thoughts of the young people using their ideas and offering another viewpoint if considered necessary.
- Surveys and multiple choice (pupils looking to develop their ideas for the multiple choice with staff guidance) for the adults in school regarding – how they cope with losing, making mistakes, coping with losing vital things, how I make friends, how sudden changes make me feel, etc.
- Making friends what does it involve exploring how friendships can evolve and change
- Joining in with people (practising switching attention from favourite activities temporarily to assume that of the group)
- Feeling thermometer work – introducing the idea of degrees of emotion and that it does not always have to move to very intense
- filling in brief blank activities from the ELKLAN program (Speech language communication activities in the classroom) may help us understand where their understanding is both before and after teaching
- Teaching about conflict resolution (surveys, strategies through film TV clips to explore the options)

- Teaching self-talk strategies (paper chains) Modelling (Attention Autism) and possibly throughout these sessions
- Discussing students / staff issues whilst also participating in therapeutic activities (colouring / sticking/ building)
- Changes expected and unexpected celebrating those we cope with and discussing those we find difficult.
- Role playing situations and rehearsal in a controlled setting
- Taking turns and sharing activities through Attention Autism, intensive interaction and other options
- Use what we already know - present things visually and give plenty of processing time
- Record any social misunderstandings / distorted concepts that become apparent either during the social context lessons or at any point and look to correct these misunderstandings with Comic Strip Conversations or Social stories.
- Being explicit in explaining the context – trying to think about what the context is. E.g. – help understand context when making choices – a visual list of questions to ask themselves - for choice time– how long have I got? Am I playing on my own or with someone else? Do I have to choose something I can do inside the classroom or can I go outside? Etc. and have visual choices in a folder e.g.

Organisation, planning, delivery and assessment

PSHCE is coordinated and managed by the PSHCE & SRE learning manager in consultation with SLT, teacher and class teams, Occupational Therapists, Speech and Language Therapists, Intensive Pupil Support team, parents and pupils.

Hedgewood School delivers a highly individual and personalised teaching and learning experience for all pupils which contributes to the constant evolution of the PSHCE curriculum. The main principles are based upon the 'My World Triangle' (See Appendix a).

This personalised approach is delivered across all subjects and throughout the school day, utilising planned and spontaneous opportunities to work towards independence and personal ILP targets. Individual priorities are identified and highlighted through parental communication, half-termly multi-disciplinary class meetings, annual reviews and ILP targets.

Alongside this personalised whole-school approach, PSHCE is also taught in discrete timetabled sessions, following a curriculum designed and evaluated by teachers at Hedgewood School.

Schemes of work are reviewed annually by class teachers/teams which are fed back to the learning manager. We recognise the importance of links with Parents/Carers ensuring knowledge is shared enabling strategies to be consistent across different settings. Parents/Carers, and pupils who are capable, are enabled to comment upon individual needs through the use of weekly home-school communications and the ILP (individual learning plan) and annual review process. Multidisciplinary teams also feed into this annual review process and pupil-specific issues can be raised with class teachers, Team Managers or SLT.

Teachers use a variety of resources and strategies to support the teaching and learning of pupils, drawing upon a variety of autism-specific strategies such as SPELL and

TEACCH, alongside 1:1 work, small group activities, social skills and social understanding training, use of ICT, use of role play and drama, modelling, use of sensory resources and first hand experiences through educational visits. All areas of PSHCE will be taught in context but where appropriate will also be addressed through contrived 'real-life' situations and/or role plays to allow rehearsal before being put into practice.

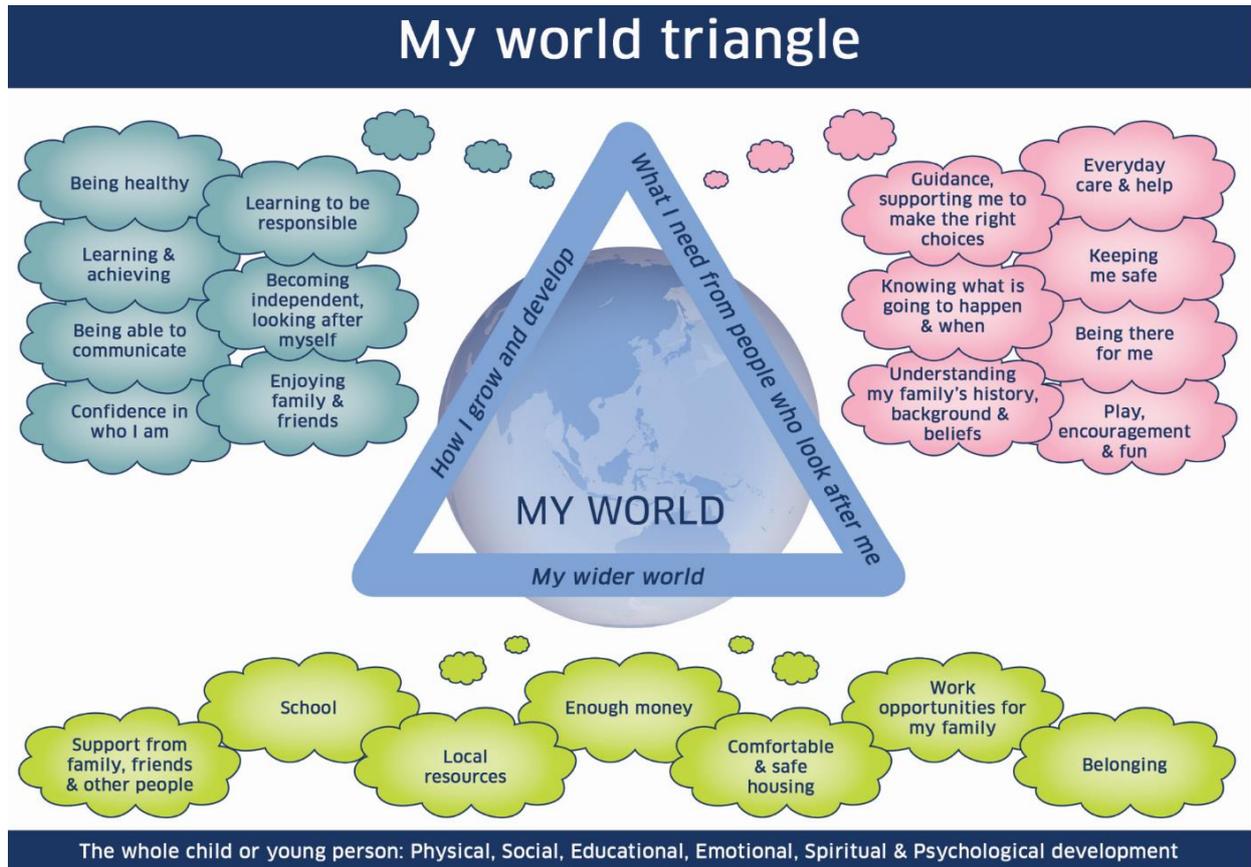
Management of the budget for PSHCE is the responsibility of the Learning Manager in consultation with the Head teacher. Resources are an eclectic mixture of specific commercial items to everyday objects, from basic resources such as toothpaste and real money to electrical appliances and telephones. The school has 1 minibus which provides access to outside resources such as visits to the local supermarket, library, leisure centre etc. to practice everyday skills, knowledge and understanding learnt through PSHCE.

Requests for specific resources are highlighted by staff or through amendments to the scheme of work or pupil-specific requirements. (Specific details and examples of resources can be found in the inventory of resources in the Learning Managers file.)

Assessment procedures are followed as outlined in the Assessment Policy. This allows for achievement to be noted, whilst providing guidance for future teaching and learning. Evidence of work in the form of photographs/video/pieces of work will show significant progress and form part of the pupil's learning journey. Progression and assessment will be ensured through the use of the PSHCE Scheme of Work and Social understanding and skills development provision assessed through Autism Progress in BSquared (see Assessment Policy for further information).

Sex and Relationships Education (SRE) permeates through the whole PSHCE curriculum via the schemes of work. There is an additional dedicated Scheme of work for SRE where pupils have access to bespoke programmes as required by their personal development needs. Hedgewood School's SRE Policy provides details of these bespoke programs.

Appendix A.



How I grow and develop

Being healthy

This includes full information about all aspects of a child's health and development, relevant to their age and stage. Developmental milestones, major illnesses, hospital admissions, any impairments, disabilities, conditions affecting development and health. Health care, including nutrition, exercise, physical and mental health issues, sexual health, substance abuse.

Learning and achieving

This includes cognitive development from birth, learning achievements, and the skills and interests which can be nurtured. How additional needs are supported. Achievements in leisure, hobbies, sport. Education and social development milestones need to be recorded. Personal learning plans and other educational records should provide evidence of what has been achieved and what supports are needed or being provided for. Is the child's progress with formal education in line with expectations? Attention should also be given to further education or training needs and potential employment opportunities for young people moving or have moved towards semi- or full independence.

Confidence in who I am

Child or young person's temperament and characteristics. Nature and quality of early and current attachments. Emotional and behavioural development. Resilience, self esteem. Knows views are listened to. Ability to take pride in achievements. Confidence in managing challenges, opportunities, difficulties appropriate to the age and stage of development. Sense of identity which has an appreciation of ethnic and cultural background and is comfortable with gender, sexuality, religious belief. Skills in social presentation.

Being able to communicate

This includes development of language and communication. Being in touch and communicating constructively with others. Ability to express thoughts, feelings and needs. What is the child or young person's preferred language or method of communication? Are there particular people with whom the child communicates that you will need to involve? Are aids to communication needed?

Learning to be responsible

Learning appropriate social skills and behaviour. Values: sense of right and wrong; Consideration for others; Ability to understand what is expected and act on it. How does the child respond to key influences on social and emotional development at different ages and stages - e.g. collaborative play in early childhood, peer expectations at school and outside.

Becoming independent, looking after myself

The gradual acquisition of skills and confidence needed to move from dependence to independence. Early practical skills of feeding, dressing etc. Engaging with learning and other tasks, acquiring skills and competence in social problem solving, getting on well with others, moving to independent living skills and autonomy. What are the effects of any impairment or disability or of social circumstances and how might these be compensated for?

Enjoying family and friends

How is the child or young person responding to relationships that support, value, encourage and guide them; to family and wider social networks; opportunities to make and sustain lasting significant relationships; encouragement to develop skills in making friends, to take account of the feelings and needs of others, and to behave responsibly? This links and overlaps with what a child or young person needs from those who look after them and the wider environment.

