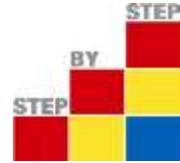


Provision Overview 2021

PROVISION OVERVIEW 2020/2021



Step by Step School

An introduction to our School

Step by Step school was established in 2004 with the aim of providing high quality, specialised teaching for children with Autistic Spectrum Condition (ASC). Through the delivery of 1:1 teaching (based on the principles of Applied Behaviour Analysis) pupils receive highly individualised, autism-specific input devised to meet each of his or her personal needs.

Our school has Primary, Secondary and Sixth Form Classes of mixed ages and abilities. Each class is overseen by a Class Leader, who may be deputised by a Lead Tutor. Each pupil is allocated a 'key worker', who is responsible for the day-to-day organisation of his or her program. We are currently registered for 32 pupils across the age ranges.

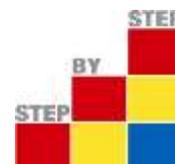
In addition to receiving 1:1 teaching/support, pupils receive daily, small group teaching, delivered by our teachers, therapists and class staff.

Ofsted

Our 2018 OFSTED inspection judged our overall effectiveness as 'Good', with Outstanding Teaching and Learning, Outcomes and Personal Development, Behaviour and Welfare.

Below are some extracts from the report:

- Leaders are passionate about ensuring that pupils achieve their full potential. The school is warm and welcoming. Pupils come in each day excited about their learning. Staff, even those who are new to the school, work as a cohesive team. They have the highest aspirations for pupils' social, emotional and academic development.



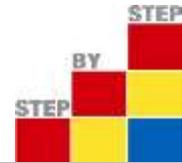
- Parents are overwhelmingly supportive of the school. All who responded to the Ofsted survey, Parent View, or who spoke to the inspector would recommend the school to others. Most parents commented that their children had made ‘amazing progress’.
- Pupils make exceptional progress because staff understand pupils’ different needs exceptionally well.
- The school prepares pupils, including those in the sixth form, extremely well for their future lives.
- Pupils have increasing chances to develop their independence.
- Pupils’ communication skills are exceptionally well developed. Those who are non-verbal develop the skills to use pictures and symbols. They learn to make their views and wishes known. This has a marked impact on improving pupils’ self-esteem and reducing their levels of frustration.

School Mission Statement & Aims

Step by Step school aims to maximise the potential of pupils with ASC through evidence based, individually tailored outstanding teaching to enable them to thrive and live happy, confident lives.

We aim to achieve this through our shared values which guide our day to day actions:

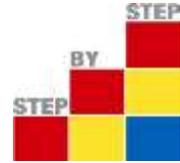
| L | E | A | R | N | S |
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| <i>Laughter</i> | <i>Evidence</i> | <i>Aspire</i> | <i>Respect</i> | <i>Nurture</i> | <i>Safe</i> |
| Motivating learning that builds confidence | Evidence-based practice for effective learning and progress | To achieve their full potential, through realistic, ambitious targets tailored to the individual | For every person to be treated with dignity | Every success is recognised, praised and celebrated | An environment where the pupils and staff feel safe and supported |



'Building Skills, Maximising Potential'

We intend:

- To develop, in each pupil, the skills he or she needs to achieve as high a standard of independence as possible.
- To offer pupils exciting and motivating ways to learn and achieve through personalised programmes and plans that build on the strengths and address the needs of each pupil.
- To reduce barriers to learning through enabling pupils to express choice, exercise control over themselves and their environment and achieve their full potential.
- To provide a unique curriculum; differentiated to meet the individual needs of each pupil through an appropriate broad and balanced program of education.
- To ensure the development of appropriate communication and life skills, to allow pupils the fullest possible active participation in their day-to-day experiences, and to enhance their social and emotional growth.
- To monitor and record progress regularly and consistently ensuring that pupils are appropriately challenged in order to maximise personal development, enhance quality of life and allow their individuality to develop.
- To develop social skills in order to encourage the development of positive, caring relationships between pupils, their peers and the staff.
- To create a secure environment within which pupils will develop a sense of confidence and self-esteem, with a view to enhancing their learning.
- To build working partnerships with parents/carers, in order to promote confidence and develop mutual support and consistency between home and school.
- To co-operate positively with other professionals and specialist services in order for all of the children's needs to be addressed.
- To encourage two way interaction between school and the local community, as a way of promoting inclusive opportunities.
- To provide training and support to our staff, to ensure that they are competent and confident in their roles, and to promote their professional development.
- To maintain our position at the forefront of knowledge in the education of children with Autism.



School Ethos

Step by Step believes that:

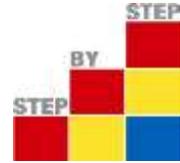
- Children with autism can learn a great deal if they are given appropriate, structured programs which focus on their deficits and build on their strengths.
- That our pupils have the right to aspire to the highest standards attainable and that all their achievements should be recognised and praised.
- Parents have the greatest knowledge of their children and can make a major contribution to the success of their school experience.
- Children with ASC should be encouraged to make decisions and express themselves through whatever means of communication they can achieve.
- All pupils, irrespective of their disabilities, have the right to participate in the school and wider community.
- Opportunities (where appropriate) to integrate in mainstream schools, clubs, societies and activities are of paramount importance for our pupils.
- School is a place of fun and learning where building good relationships and getting on with people is fostered and rewarding. School and society are places where everyone is valued and of equal worth and where everyone is treated with respect and dignity.

Our approach

Step by Step provides highly structured, individualised teaching programs, the delivery of which is based on the methods of Applied Behaviour Analysis (ABA) and supplemented by a range of other approaches. Our programs follow a range of specialised curricula which focus on a wide range of developmental areas, as well as differentiated aspects of the Early Years Foundation Stage and National Curriculum, as well as ASDAN (Award Scheme Development and Accreditation Network) and AQA (Assessment and Qualifications Alliance) courses.

ABA is a science devoted to the understanding and improvement of human behaviour. It sets out to achieve positive outcomes for individuals, irrespective of

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their inherent capability and can be used in a range of contexts, including education.

The principles of ABA have evolved from the application of the science of learning and are completely person-centred. In the context of Autism, ABA helps to create a positive, systematic approach which breaks down barriers to learning so that individuals can learn new skills which are functional and useful in, and relevant to, their daily life.

Additionally, ABA is effective in reducing and/or eliminating behaviours which can be harmful to the individual or others.

ABA is how we teach, not what we teach.

At Step by Step ABA techniques, interventions and strategies are used as a basis for teaching every aspect of each pupil's individualised program. However, we are aware that our pupils will benefit from other, complementary interventions.

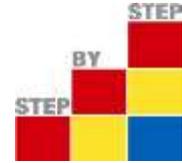
In particular, various communication systems (such as Picture Exchange Communication Systems, Signalong and the Proloquo2Go app which is used on the iPad or iPod) are incorporated into individual programs.

Research has shown that intervention based on the principles of ABA is very effective in teaching individuals with ASC.

Benefits

Pupils at Step by Step School benefit from and make significant progress as a direct result of the following:

- **1:1 input**
- **The use of an incremental, 'small steps', repetitive teaching approach**
- **The implementation of 'reinforcement' strategies**
- **Highly individualised curricula, which focus on functional skill Development**
- **Daily continuous record keeping to monitor and review progress**
- **A low-level distraction environment**
- **Flexible timetables to allow for individual needs in relation to sensory integration, 'over learning', self-help skills, etc.**
- **The use of visual strategies to support understanding and learning**



- **Behavioural strategies to overcome ‘autism-related’ challenges**
- **A highly structured daily routine**
- **Planned, frequent opportunities for generalisation and socialisation**
- **Daily communication with parents**
- **Regular input from SALT and OT**
- **Specialist resources**

Our Curriculum

At Step by Step our aim is to deliver a broad and balanced curriculum which is relevant and accessible to all of our pupils, ensuring equality of opportunity and the acquisition of developmental and functional skills.

Our curriculum provision is therefore pupil-centred and highly personalised. We aim to ensure that the learning experience at Step by Step is positive, exciting and meaningful for each individual learner.

Our curriculum has the flexibility to address the individual and very specific needs of each pupil in order to support them to make the best possible progress.

The curriculum provides real life experiences and places great emphasis on preparing pupils for the next stage of their life.

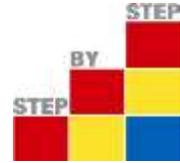
Our curriculum is comprised of academic learning as well as priority learning areas including; communication, behaviour, independent/daily living skills, community participation and social skills. The academic learning includes core subjects such as English and Maths as well as enrichment subjects. Within English there is a focus on reading skills and both core subjects are taught according to each pupil's individual needs and abilities using research based interventions.

At each age phase, our curriculum is set out incrementally so that each target area can be broken down into small, achievable steps. Furthermore, it is accessible to all pupils, regardless of their level of ability or learning style. The balance between 1:1 sessions, group work and community outings are varied according to individual pupil needs.

As primary pupils progress through school, activities within the daily timetable place greater emphasis on community access and integration, independence, developing self-care, daily living skills and promoting healthy lifestyles.

Our Secondary curriculum is based on the premise that every pupil will be provided with the skills necessary to live, work, socialise and pursue hobbies and recreational activities in the community to the very best of their abilities.

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The overriding aim of our Post 16 provision is to provide the necessary teaching and learning opportunities for every student to make a successful transition into adult life. This includes an increased focus on vocational skills and work experience.

Primary, Secondary and Sixth form phases cover specific programmes of study. Long term plans are evaluated regularly for appropriateness and impact.

During the first few weeks after commencing at our school pupils undergo baseline assessments, which give us an idea of where individuals are starting from. The outcomes of these assessments form the basis of each pupil's individualised teaching program. The aim of the curriculum is to build on the strengths of each individual child and address their deficits in the most effective manner.

Please see our Curriculum Policy for more information on how our curriculum is implemented

Spiritual, moral, social and cultural (SMSC) development of pupils at our school

Our curriculum has been designed and developed to provide positive experiences through planned opportunities for SMSC development. It also addresses Personal, Social and Health Education (PSHE) within topic work.

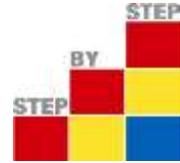
The nature of the needs of our pupils means that all aspects of SMSC development are essential to their learning and personal development. Individual and group lesson plans reflect our understanding of the importance of SMSC development for our pupils and we place particular emphasis on improving relationships and communication between adults and peers.

Throughout the school day, pupils are encouraged to develop curiosity, develop and apply an understanding of right and wrong, participate in a variety of activities which focus on developing social skills, experience a range of beliefs and cultures, overcome their barriers to learning and respond to a range of artistic, sporting and musical experiences.

For example:

- Responsibilities are offered to pupils, such as, classroom tasks, as a way of promoting independence.
- Daily circle time encourages pupils to reflect as a group on the activities of the day and their feelings about these.

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- Pupils learn about roles and relationships in society through visitors from the community, such as fire-fighters, ambulance drivers, etc.
- A range of visits to the local riding school, a local farm, trampolining lessons, etc. promote both cultural and physical development, as well as personal development and confidence.
- Personal hygiene and self-care skills are targeted at every opportunity and pupils are encouraged to be as independent as possible.
- We actively promote healthy eating; parents are asked to provide healthy food for snacks and lunches and pupils are encouraged to be involved in the preparation of their food, where appropriate.

The secondary and sixth form curricula focus on community integration and pupils regularly visit the local town to make use of the amenities. We have also set up a Scout group within School and encourage and support pupils to attend work experience placements.

Step by Step School is dedicated to preparing pupils for the next stage in life beyond the curriculum and ensuring that it promotes and reinforces British values to all its pupils.

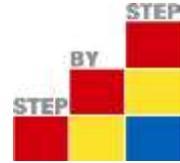
In line with recent statutory guidelines the school has reviewed and updated our RSE curriculum and provided training for staff. Please see RSE policy for more information.

Speech and Language Therapy and Occupational Therapy programs form an integral part of pupils' education.

The staffing ratio and size of the school allows for the construction of highly specific programs of work to be tailored to the needs of each child. Staff are trained in the most appropriate techniques to help children with ASC and are subject to an on-going program of supervision and staff development.

In addition to individual programs an overall theme or topic runs through each half term broken down into modules linked to National Curriculum subjects, including music, geography, art, history, religious education (RE) and design technology (DT). A topic may be approached at different levels according to the individual's ability. We also have specific curriculum themed weeks once a term and parents are given suggestions for areas that may be focused on at home to reinforce topic work.

Staff continually evaluate pupils' work and record their progress to ensure that they are working towards/reaching the goals set for them and that we are meeting their needs effectively and appropriately.



Our staff

The teaching team is highly qualified, dedicated, enthusiastic and energetic and staff work tirelessly throughout the day; pupils benefit from being constantly engaged in learning.

Our **current staff** consists of:

- **5 qualified teachers**
- **6 Board Certified Behaviour Analysts**
- **7 Class leaders**
- **5 Lead Tutors**
- **4 Senior Tutors**
- **28 Tutors**
- **4 Support Assistants**
- **2 Speech and Language Therapists**
- **1 Occupational Therapist**

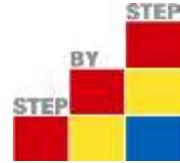
Each member of staff at the school receives an intensive, **initial training program**, designed in-house, which covers training in the following areas:

- **Applied Behaviour Analysis (ABA)**
- **Discrete trial teaching**
- **Use of positive reinforcement**
- **Data collection/analysis**
- **Behaviour management**
- **Verbal Behaviour (VB)**
- **Teaching in the 'natural environment'**
- **Safeguarding & Child Protection**
- **Health and Safety**
- **Equality and Diversity**

In addition, as part of their **on-going development**, staff members receive training in areas such as:

- **Sensory Integration/Occupational Therapy approaches**
- **Speech and Language approaches**
- **Team Teach (positive handling)**
- **National Curriculum**

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- **Assessment**
- **Social skills development**
- **Sex & Relationships Education (SRE)**
- **Attention Autism**
- **First Aid**

Following induction training, new staff members are employed subject to successfully completing a 6 month probationary period. All staff members receive regular supervision and on-going appraisal throughout their employment with us.

All teaching staff have sound knowledge and understanding of each of the pupils (and his or her needs) within their class group and high expectations ensure pupils fulfil their potential. Tutors know both when to 'step back' and encourage independence without compromising confidence and when to finish an activity before the pupil loses interest or becomes over-stimulated.

Daily preparation by teaching staff ensures resources are readily available so that teaching is appropriately tailored, organised, structured and well-paced.

Pupils feel safe, secure and happy during their learning due to the positive relationships their tutors build with them.

Tutors are trained to manage inappropriate or challenging behaviours effectively, and as a result, pupils remain calm and focussed for the majority of the time.

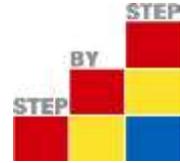
The staff in each class meets at least twice a week to discuss class practices and procedures and to regularly review each pupil's progress and individual program.

Step by Step school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

Our pupils

We are registered for up to 32 pupils aged 4 to 19 years. All of our pupils have a diagnosis within the Autistic Spectrum and most have associated learning difficulties. The majority of our pupils are working below age related expectations.

All of our pupils make progress and significant developmental gains.



Our teaching environment

The classroom environment has been carefully planned and custom built to ensure that it reflects certain aspects of a typical school but that it is conducive to learning by keeping distractions to a minimum. Layouts and resources are planned according to individual needs.

The use of visual systems (individually designed for each pupil) increases the pupils' level of understanding of the highly structured daily routine.

Each pupil has a teaching base and set of personal resources, tailored to his/her needs interests and learning style. Pupils also access 'communal' areas of the environment regularly throughout the day.

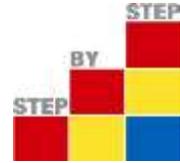
The school has invested in some highly specialised equipment, such as ICT devices (including interactive white boards, a Wii and an iPad for each pupil), physical and sensory equipment. Each classroom has access to a 'quiet area', should it be necessary for pupils to take a break from the classroom. In addition, pupils have access to a wide range of resources and equipment onsite including the gym, climbing wall, bike track, play areas, greenhouse, tuckshop and daily living skills room, yurt and outdoor camping area.

Our daily timetable/input

The daily timetable is scheduled to include regular/frequent opportunities for:

- **Small group activities**
- **1:1 teaching (of individualised targets)**
- **Social skills development**
- **Physical activity**
- **Sensory breaks ('calming'/'alerting' activities)**
- **Self-help/daily living skills development**
- **Independence skills development**
- **Speech and language skills development**
- **Listening and attention skills development**
- **Play activities**
- **Generalisation of skills**
- **Community participation (secondary level)**

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Each pupil receives 1:1 support/input throughout the day. However, the level of this varies according to activity and individual ability/need. Specific approaches are utilised according to individual need and pupils receive input from at least 3 members of staff to ensure generalisation.

The majority of pupils are taught through a combination of 1:1 teaching and small group teaching (with 1:1 support as appropriate). Daily small group sessions include literacy and numeracy and a foundation/secondary focussed subject.

Pupils' individualised programmes build on the targets set at the annual reviews of their Education, Health and Care Plans (EHCP) which are reviewed regularly. Pupils in primary and secondary have an Individual Education Plan (IEP) and pupils in sixth form have a Personalised Learning Plan (PLP). These set out each pupils specific targets.

The 1:1 teaching works towards many of the targets set on the individualised programs and these are informed by the Verbal Behaviour Milestones Assessment and Placement Program (VB-MAPP) and Assessment of Functional Living Skills (AFLS). These plans incorporate targets set by the Occupational Therapist (OT), Speech and Language Therapist (SaLT) as well as any other professionals according to pupils needs. There is regular collaboration with parents to ensure that targets will support pupils at home as well as work towards future aspirations.

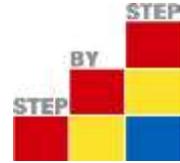
At the first multi-disciplinary meeting of the year a 'super goal' is set for each pupil which highlights an important focus for the individualised program for the year.

Apart from approximately 60 minutes during lunch/break (when the ratio is 2:1), pupils will have 1:1 input all day.

In some cases, it has been necessary for us to make arrangements and provision for a pupil to have 1:1 input throughout the day or even 2:1 input at certain times. Such provision is made on an individual needs basis and in agreement with the placing Authority.

It may be necessary for a pupil to receive 2:1 support; this is usually in the case of him/her exhibiting severe challenging behaviour. In such instances, the matter will be discussed with parents and the funding Authority. If all are in agreement with an increased level of input and funding is agreed by the Authority, provision will be made for additional input.

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The effectiveness of the additional input will be reviewed and monitored at regular intervals over a set period of time.

2:1 input is not available or appropriate as long-term provision in our setting. If the Local Authority declines to fund additional input or if it is not possible to fade the increased level of support within the agreed time-frame, it will be necessary to discuss a change of placement with parents and the Authority.

Opportunities for socialisation

Every pupil has a social skills target on his/her Individual Education Plan (IEP) and regular opportunities are planned for working towards this target. These vary from paired work with a class peer to small group activities and social interaction with other pupils across the school.

Where it is appropriate, opportunities for social interaction with peers groups from other settings (mainstream or specialist) are available. Arrangements for such 'inclusion' opportunities are made on an individual basis, according to need and can vary from visits to a local school to mainstream pupils visiting our site.

Community Integration

Pupils go 'off-site' regularly for activities such as horse-riding, trampolining and swimming, as well as for curriculum-related visits and activities linking to individual targets, such as shopping or going to the library.

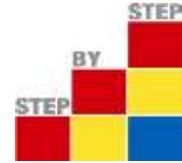
At secondary and sixth form level, we aim for pupils to have at least 2 community outings each week. These offer a range of relevant experiences and create wider opportunities for developing functional skills. These outings also include opportunities for developing hobbies and leisure interests and engaging in health and fitness activities.

Multi-professional input

The school employs one part-time and one full-time Speech and Language Therapist (SaLT) and a full-time, Occupational Therapist, who is our therapy lead.

All pupils at Step by Step will have an initial comprehensive assessment in OT and SaLT. Based on this assessment and the provision outlined in their EHCP,

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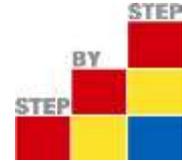


the pupil will be allocated to a package based on their strengths and needs. The following SaLT and OT packages are included in the annual fees:

| Package 1: For all pupils | |
|--|--|
| Direct Provision For each discipline this includes: | Indirect Provision For each discipline this includes: |
| <ul style="list-style-type: none"> · Direct sessions with pupils and 1:1 tutor (delivered by a qualified and experienced therapist) of up to 1 hour per term, including write-up time · A weekly group planned by a qualified therapist and led by a therapist or a specialist staff member with close supervision from therapist | <p>Indirect therapy of approximately 2 hours which are divided across the term as follows:</p> <ul style="list-style-type: none"> · Assessment for new pupils · Termly Therapy Outcome Measure scoring · Multidisciplinary meetings · Parent meetings (on request) · Attendance at Annual Review (on request) · Summary report for Annual Review · SLCN and OT programmes (updated biyearly) · Staff Training: <ul style="list-style-type: none"> o Staff training on general areas of SLCN and autism o Staff training on Sensory Processing difficulties and areas of OT |

| Package 2: For pupils without OT/SaLT on their EHCP but with specific OT/SLCN or eating and drinking (dysphagia) needs above those intrinsic to their autism | |
|---|---|
| Direct Provision For each discipline this includes: | Indirect Provision For each discipline this includes: |
| <ul style="list-style-type: none"> · Direct sessions with pupils and 1:1 tutor (delivered by a qualified and experienced therapist) of up to 2 hours per term, including write-up time · A weekly group planned by a qualified therapist and led by a therapist or a specialist staff member with close supervision from therapist | <p>Indirect therapy of approximately 4 hours which are divided across the term as follows:</p> <ul style="list-style-type: none"> · Assessment for new pupils · Termly Therapy Outcome Measure scoring · Multidisciplinary meetings · Parent meetings (on request) · Attendance at Annual Review (on request) · Summary report for Annual Review · SLCN and OT programmes (updated biyearly) · Staff Training: <ul style="list-style-type: none"> o Staff training on general areas of SLCN and autism |

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- o Staff training on Sensory Processing difficulties and areas of OT

We communicate as often as is necessary with any other professionals involved in our pupils' provision.

Parent partnership

The school liaises on a daily basis with parents to ensure continuity and consistency between the home and school environments

Partnership with parents forms an essential part of our pupils' programs. It is important that parents are involved in the generalisation of their child's skills, as well as providing consistency of approach and continuity of input when dealing with behavioural issues and the learning/transfer of skills.

We operate an '**open door**' policy and are available to parents at all times. We hold at least two meetings with parents per year to discuss progress and give advice on areas to be targeted at home.

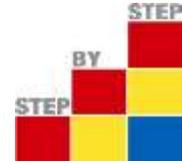
We conduct home visits and provide videos to support learning at home. Earwig timelines (online recording platform) are created for each pupil to provide photos and videos to demonstrate pupil's progress and achievements. This provides parents with ideas for supporting their children's learning at home. We also provide termly workshops and provide support with regards to specific areas of difficulty/focus.

Termly review of progress (i.e., IEP breakdown or IEP progress) from the Key Worker & Class Leader updates parents on progress and advises on areas of strength and weakness, as well as how these can be supported and developed at home.

Criteria for placement

Step by Step does not have any religious affiliations and welcomes children of all denominations and those with none. We welcome pupils from all ethnic groups.

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Our entry criteria refer only to a prospective pupil's special education needs in relation to Autistic Spectrum Condition, as that is the focus of our expertise.

A number of Local Authorities (LAs) place pupils with us as the local provision is unable to meet their needs. A small number of pupils are placed with us through Special Educational Needs Tribunals.

Step by Step School offers unique provision based upon each of its pupils' individual needs. Consequently, the procedure for assessing a potential pupil's suitability for placement is flexible and conducted according to individual circumstances. However, the main focus of our assessment process is on determining the potential pupil's needs and whether or not these could be met as a result of a placement at Step by Step.

The process does not involve conducting standardised assessments but we do ask for any formal documentation providing professional opinions regarding the potential pupil and this is reviewed and considered.

If having reviewed the relevant paperwork it is felt that, in principle, the child meets our criteria for a place at the school we conduct an observation of the child. This forms the main component of our assessment process and occurs either within the current school and/or home setting. Furthermore, on occasion, we request that the potential pupil spend some time being observed within the Step by Step environment.

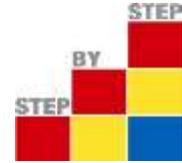
The nature of the provision at Step by Step means that a significant proportion of individual programs is dedicated to reducing barriers to learning; each pupil has an individualised Behaviour Plan, which forms an integral part of our daily teaching.

The focus of the observation is to assess any behaviour that the child exhibits which may present a barrier to learning or be potentially harmful to the child or another individual. Any such behaviour is analysed, taking into consideration our approaches to behaviour management and teaching.

During the observation, details are also recorded providing information about the potential pupil's:

- general demeanour
- key areas which are of strength or weakness
- listening and attention abilities
- independence
- speech, language and communication skills

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- social interaction skills
- sensory issues
- play skills
- self-help skills

In addition to observing the potential pupil, discussions are held between Step by Step staff and other people present (teacher/case worker/ABA supervisor/etc) to ascertain relevant information.

Our procedure for assessment is as follows:

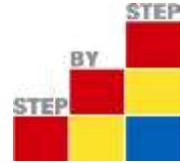
1. Family History Questionnaire completed & submitted by parents/carers
2. Questionnaire & other relevant paperwork reviewed by Teacher in Charge, Head Teacher or Senior Behaviour Analysts.
3. If, after initial overview of information, pupil is considered a possible candidate for place, arrangements made to observe pupil
4. Observation carried out by Teacher in Charge in pupil's current setting (school or home)
5. Discussion held between Teacher in Charge & others present during observation (parents/carers/Key worker/Class teacher/support worker, etc.)
6. Details of observation recorded
7. Teacher in Charge & Head Teacher discuss pupil's needs, areas of strength/weakness, etc. in relation to provision available, taking into consideration pupil numbers & population, staffing, etc.
8. Decision made and parents informed

Transition, Assessment and Individual Education Plan

Prior to commencing at Step by Step school, each pupil will have been observed to ensure that our provision is appropriate for and will meet his or her needs. In advance of their start date, staff will have liaised with parents and professionals to prepare and plan for transition into school. This process is very flexible and is planned to meet individual needs to ensure it is successful. It will involve identifying/preparing the following:

- **Previous learning experiences**
- **Relevant resources**
- **Visual support systems**
- **Preferred activities**
- **Optimal learning environment**

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- **Motivators/rewards (including food)**
- **Strengths**
- **Key areas for development**
- **Sensory issues**
- **Dietary requirements**
- **Medical needs**
- **Communication strategies**
- **Personal Care needs**
- **Level of support required for daily routines**
- **Photo book to introduce the Step by Step environment**
- **Barriers to learning**

Once the pupil starts at school, he or she will be allocated a 'Key Worker', who will (along with the Class Leader) conduct 'baseline' assessments of him/her, using the VBMAPP and AFLS; both skill check lists.

They will also conduct a '**reinforcement inventory**' to establish motivating items/activities for the child.

In addition, pupils will be assessed by Speech and Language (SALT) and Occupational (OT) Therapists.

Based on these assessments, an Individual Education Plan (IEP) or Personalised Learning Plan (PLP-Sixth Form) will be drawn up, the targets set out in which will form the basis of the pupil's daily individualised teaching program. The IEP/PLPs will be set twice a year and constantly monitored to update progress. This sets out targets within key areas of development:

Primary Level:

Communication and Interaction

- Speech, Language and Communication
- Social skills
- Listening and Attention

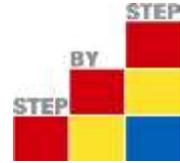
Cognition and Learning

- Literacy
- Numeracy

Sensory and/ or Physical

- Daily living skills
- Motor skills

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Social Emotional and Mental Health

- Behaviour
- Play Skills

Secondary Level:

Communication and Interaction

- Speech, Language and Communication
- Social skills

Cognition and Learning

- Functional academics

Sensory and/ or Physical

- Independent living skills
- Health and Fitness
- Self-Care skills

Social Emotional and Mental Health

- Community participation
- Hobbies and Leisure
- Self-awareness
- Behaviour

Sixth Form:

Communication and Interaction

- Speech, Language and Communication
- Social skills

Cognition and Learning

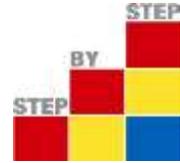
- Functional academics
- Vocational skills

Sensory and/ or Physical

- Independent living skills
- Health and Wellbeing
- Self-Care

Social Emotional and Mental Health

- Community participation and recreation



- Behaviour

Behaviour & Individual Behaviour Plan

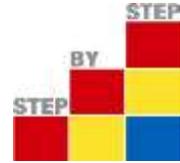
Every pupil at Step by Step School has a diagnosis within the Autistic Spectrum and behavioural issues are likely to arise directly from their conditions. Challenging and inappropriate behaviours are well understood by staff and strategies for dealing with them form a major part of the school's curriculum, which is designed to address behaviours as a key element of Autistic Spectrum Condition. The emphasis is on developing appropriate behaviour and the ability to focus on learning.

The approach used by Step by Step School to teaching and understanding behaviour is based on the principles of Applied Behaviour Analysis (ABA). Behaviour analysis studies events in an individual's environment in order to understand and explain behaviour. All behaviour is considered to serve a function for that individual. We feel that without a good understanding of what this function is, effective behaviour management is not possible. Monitoring and recording behaviour and its environmental context, reveals patterns in the events that act as antecedents or consequences for the behaviour. These aids in understanding what function the behaviour serves for that individual.

At Step by Step School we believe:

- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- With the right support and intervention children and young people can learn to improve their behaviour and manage well.
- Mistakes are part of the learning process and we recognise that all of our children and young people are at different stages of the developmental process
- All of our children have learning difficulties which impact on how they learn to behave
- All adults can learn strategies to support young people to improve their behaviour

As well as the IEP/PLP, it is usually necessary for the pupil to have an Individual Behaviour Plan (IBP), which identifies 'behaviours' which present as barriers to learning and the 'proactive' and 'reactive' strategies for managing such challenging behaviours in order to ensure learning readiness and attention.



This will be written and implemented immediately, as in most cases it is the challenging behaviours demonstrated by a pupil which cause the greatest barriers to learning. This plan is monitored and reviewed on a regular basis to ensure effectiveness and appropriateness and is implemented in partnership with parents.

Data collection/assessment and monitoring progress

The School focuses on assessing progress in relation to the key areas of development set out within each pupil's IEP/PLP. Pupils' progress is not assessed against a group reference, but on an individual basis and informs planning of individual programs and group teaching.

- Data is taken daily in relation to IEP and IBP targets and this informs daily updates to programs.
- Pupil's progress is monitored weekly by the class team. Any targets showing no progress for 3 consecutive weeks are reviewed by the pupil's class leader and a senior behaviour analyst.
- IEPs and IBPs monitored regularly and are updated as necessary. They are more formally reviewed twice a year in October and April.
- Annual data relating to progress within key areas is recorded on charts/graphs to document and evaluate/track achievements made throughout the academic year.
- The school uses a digital platform, called 'Earwig' to record progress, linked to IEP and EHCP targets, which is shared with parents

Assessment

Step by step uses a number of assessment tools to track and monitor the progress of pupils. Baseline assessments are important in order to establish a child's current level of functioning and skills. Once an initial assessment has been completed it is used to inform planning and target setting for the child. A number of different assessment tools and methods can be employed through the child's time at Step by Step. The following is a list of the different assessment methods.

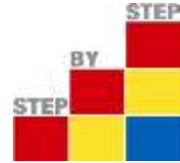
Verbal Behaviour Milestones Assessment and Placement Program (VB-MAPP)

Mand – Requesting

Tact – Labelling

Listener – Receptive understanding

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VP/MTS – Visual perceptual skills and matching to sample

Play – Play skills

Social – Social skills

Imitation - Imitation

Echoic – Speech sound imitation including phonemes, syllable combinations and intonation

Vocal – Spontaneous vocalisations

LRFFC – Understanding of feature, function and class

IV – Responding to someone else’s verbal behaviour e.g. answering questions when there are no visual cues present

Group – Classroom routines and group skills

In addition, the VB-MAPP assesses any specific barriers to learning e.g. behaviour problems, difficulty scanning items, failure to make eye contact and sensory defensiveness.

Assessment of Functional Living Skills (AFLS)

The AFLS assesses children’s skills in key areas:

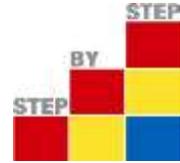
Basic, Home, Community Participation, School, Vocational and Independent Living Skills

These assessments can either be through observations or by setting up teaching opportunities in which the skill can be demonstrated.

Pupil Self-Assessment

Pupils are encouraged to record, review their progress and celebrate their achievements. There are a number of ways in which they are involved in recording and sharing their targets and successes:

- Each classroom has an ‘achievement board’ which displays examples of pupils’ targets and achievements
- Earwig which houses electronic photographic and video records of pupils’ progress in relation to their IEP targets
- ASDAN portfolios are created by secondary pupils as a way of keeping a record of their work and activities and monitoring their progress towards certificates



Links with other establishments/organisations/professionals

We have developed links with other schools including mainstream and a triad of ABA schools that work together on monitoring provision, quality assurance and school improvement work. We are part of the ABA schools UK Special Interest Group.

We have an affiliation with Brighton University, accepting medical students to carry out case studies on pupils, as part of their course module on Autism and trainee teachers on 'complimentary' placements.

We also house OT students on practical placements.

School staff members have conducted various seminars and training sessions for school and Local Authority staff and external organisations.

Where appropriate, we have developed school inclusion programmes with local schools to allow greater opportunities for primary and secondary pupils to integrate with different peer groups.

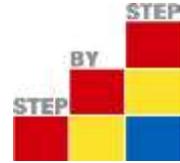
Staff Monitoring & Development

The unique nature of our approach means that it is essential to ensure staff members are delivering the highest standard of teaching possible at all times. We invest a great deal of time in training all staff members (at induction and throughout their employment) and appraising them to ensure that they are providing high quality input for our pupils.

During induction, trainee tutors receive theory and practical training and are required to observe staff and children in the classroom. After completion of the theory training, staff members begin to undertake teaching duties in the classroom with support and supervision from senior members of staff.

Once the trainee tutor is providing 1:1 teaching, the trainer watches the staff member and provides feedback on a regular basis throughout a 6 month probationary period.

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Following the successful completion of their probationary period all staff members continue to have a review meeting once a term with their direct supervisor and one other member of senior management.

Staff members receive at least one formal observation per term which includes written feedback and discussion. This outlines areas of strength and suggested improvements to teaching.

Annual whole class observations are conducted to observe and monitor how class teams work together.

The school provides regular training sessions to all staff members to ensure they have the relevant skills and knowledge to carry out their roles effectively and in accordance with school policies.

At the discretion of Senior Leadership, the School funds (partially or fully) certain course fees for staff members.

Governance

Step by Step has a team of governors, who also function as Trustees of the Charity. The Governing Body includes 5 independent governor positions, 2 parent governor positions and 2 staff governors, one of which is the Head Teacher. The parent governors are selected by a vote amongst current parents, and independent governors are selected by recommendation and interview. Governors are appointed at the AGM of the charity for a four year term, before having to stand for re-election.

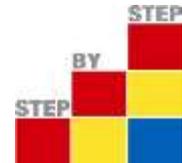
Governors work as a team and are responsible for making sure the school provides a good quality education and has policies in place to deliver the personal development, wellbeing and safety of all pupils and staff.

Our school governors provide strategic leadership and hold school leaders to account. They promote effective ways of teaching and learning when setting the school's vision and values, and approving policies. They do this together with the Head Teacher and Teacher in Charge, who are responsible for the day-to-day leadership and management of the school.

Governors have three key strategic roles:-

- Ensuring clarity of vision, ethos and strategic direction
- Holding School Leaders to account for the educational performance of the pupils and the performance management of staff

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- Overseeing financial performance and making sure its money is well spent

Profiles of our current Governors, our governor job description and our governor code of conduct are published on the school's web site.

Fees (2020-2021)

| Description | Per term | Per Year | Notes |
|---------------------|-----------------|-----------------|-----------------------------------|
| Primary | £19,684 | £59,052 | |
| Secondary | £22,191 | £66,573 | |
| Sixth Form | £22,857 | £68,571 | |
| 1:1 lunch & break | £1,425 | £4,275 | |
| SALT – 1hr per week | £1,048 | £3,144 | 39 weeks + 4hrs write up @£72 |
| OT – 1 hr per week | £1,048 | £3,144 | 39 weeks + 4 hrs write up @£72 |
| 2:1 | £9,095 | £27,285 | |