

Hudson Primary School

The Base @ Hudson





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Hudson Primary School

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Hudson Primary school is a mainstream school with resourced autism provision. Hudson offers 36 specialist places to primary school aged children with a diagnosis of Autism and who have an Education and Health Care Plan (EHCP). Admissions into the resourced Autism provision are independent of the school's admissions policy and are controlled by Sefton SEND and Inclusion Services.

Fully encompassing the vision and values of our mainstream school, our aims for our ASC base is no less: to place the child at the centre of their own learning and development by providing the highest quality specialist education which addresses the specific needs of Autism, as well as the individuality of each pupil and his or her family, so that their potential can be achieved at each stage of their education and on into adult life.

In our resourced Autism provision there are 4 classrooms and a dedicated team of teaching staff trained to support learning, provide individual intervention and support inclusion into mainstream school life. There are many approaches, therapies and interventions for improving the lives of children with autism. No two children are the same, therefore we employ a variety of bespoke autism-specific strategies and interventions according to each pupil's individual needs.

Ages:

Reception to Year 6

Key Stages:

EYFS (Reception, KS1 and KS2)

Average class sizes:

8-10 children

Average staffing ratios

1 Teacher, 1 TA3 and 1-2 TA2

Nature of SEN:**Is diagnosis needed?**

Following the guidance of the case workers and SEND support Team, children are asked to be considered within our provision if they have an autism diagnosis and paperwork for us to consider their profile and need before a place can be granted.

**Our Indoor facilities:**

All rooms have access to quiet, safe, stimulation free spaces. All rooms have access to toilets, three of the four rooms have toilet facilities within the room that are accessible. Two rooms have a shared motorised changing bed. All rooms have sensory room access, two of the rooms have sensory rooms within them.

There is an independent entrance to The Base for families which is also connected to the mainstream family access route. Additionally there is good access for all families to the main entrance of the school for office and family services.

There is a separate dining hall and assembly/PE hall, bright and spacious but also staggered in its use for limiting sensory overload.

Our Outdoor facilities:

All rooms have access to a purposeful outdoor play space leading to the mainstream integrated playground, accessible as necessary. The outdoor environment offers space and therefore is particularly important to those children who learn best through active movement. This space aids a child's sensory and physical experiences as well as their communication and interaction, social development, personal skills and independence. Within this area of provision there are a core range of resources, to enrich learning and support the developing needs of our children.

In our grounds at Hudson there is a purposefully developed Forest School. This space can increase a child's confidence and self-esteem through exploration, problem solving, and being encouraged to learn how to assess and take appropriate risks depending on their environment.

A drop off and collection system to the school has been purposefully added for transport and enhanced safety of the children and families. Staff will act as escorts for the start and end of day for effective and efficient handover.

Curriculum details:

Our intent for the curriculum at Hudson Primary is one designed to provide a broad and balanced education that meets the needs of all children in our care. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society, and are inspired to do so. The curriculum ensures that: academic success; creativity and problem solving; reliability; responsibility and resilience, as well as physical development, well-being and mental health, are key elements that support the development of the whole child and promote a positive attitude to learning.



Hudson apply the SPELL principle. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism, and emphasises ways to change the environment and our approaches to meet the specific needs of each person: Structure, Positive approaches and expectations, Empathy, Low arousal, Links. The SPELL framework recognises the individual and unique needs of each child and emphasises that planning and intervention should be organised on this basis.

The range of needs of our pupils means that children work between a pre-formal, semi-formal and formal style of curriculum. The pre-formal curriculum recognises that some young people have a range of complex learning difficulties and disabilities; it is this combination of two or more challenges that the curriculum is designed to meet by a personalised learning approach based on. A semi-formal curriculum is delivered through a thematic based approach using the ethos of Early Years - unique child; positive relationships; and enabling environments. It involves a specific focus on the learning of key skills. Formal education is structured hierarchically and is planned and deliberate. It involves learning of knowledge, skills and understanding in line with the National Curriculum.

The TEACCH approach is used within the resourced provision and tries to respond to the needs of autistic young people using the best available approaches and methods known so far for educating and teaching autonomy. It is not a single method used in isolation; it is used alongside other approaches bespoke to each individual child's needs. Our children work towards this structured style and are focusing on developing their attention and focus skills as well as flexibility of thinking to participate in adult-led activities.

When children are 'formal learning' ready then they adopt the mainstream school's scheme through Cornerstones. The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the 2014 primary National Curriculum to ensure comprehensive coverage of national expectations. It is based on a child-centred pedagogy called 'The Four Cornerstones' and is delivered through Imaginative Learning Projects (ILP's) and Knowledge Rich Projects (KLP's), which provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of children's learning. If children are not yet ready for a formal curriculum then they will follow an adapted and personalised programme of learning.



Family/Carer Support:

Working in partnership with parents/carers is vital particularly as the young people often struggle to generalise skills between the two settings. Information sharing is crucial and instant communication is shared via Class Dojo, a communication app between parent and teaching staff.

School has an open-door policy and are happy to meet with parents, when necessary, there are parent evenings, termly reviews, annual reviews and weekly coffee mornings. School has a Family Wellbeing Centre and services on site for family support and community links. This includes parenting support classes and parenting children with SEN.

Hudson also have the support from Team Around the School; a new initiative model which provides a structure for services to collaborate and meet regularly to support families alongside the school.

**Staff Training:**

Staff receive training on Autism as part of the programme of continuous professional development. All new staff to the school will receive introductory training to the key strategies used at the school. Staff also receive training from other professionals in the area of Autism. Staff are kept up to date with current research relating to the education and well-being of pupils with Autism.

Inclusion with mainstream classes? How often?

Every child within the ASD class system has the opportunity for inclusion into the mainstream in a variety of ways. Inclusion within the mainstream occurs throughout the daily life of children within The Base and is adapted to suit the needs of each child.

Most children will attend assemblies, playtimes, lunch breaks and school events together. Planned taught lessons in mainstream are decided on based on individual strengths and needs. PE is the most common for mainstream integration and when possible core areas of learning such as maths and English take place.

Extra-Curricular activities:

All children are welcome and encouraged to take part in an array of extra-curricular activities which include - but not restricted or confined to—sports (football, hockey, running, badminton etc), the arts (dance, drama, craft, music etc) hobbies (chess, board games, Lego etc), and educational clubs (maths, science, computing). Through these clubs, the children learn new skills, boost academic performance and broaden social skills. Clubs are run by the Hudson team as well as coaches and instructors during both lunch times and after school.

