

School / Department	
Policy Name	<u>NASAT: Personal & Social Development Policy</u>
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Policy Lead	Managing Director, NAS Education and Children's Services and NAS Academies Trust
Date approved by directors	Pending Ratification
Responsible governor	Personal Development, Behaviour & Welfare

Summary

Autism affects the way a person communicates with and relates to people around them. Our schools compliment the core (modified National) curriculum with our *specialist curricula* focussing on the personal and social development of all students. Personal and social development underpins the whole curriculum and is reflected in everything we do. We have a clear ethos of respecting each young person, recognising each others strengths and achievements, as well as equipping students with effective support to help minimise any areas of difficulty. We provide a caring and supportive learning environment that facilitates the development of the whole child and promotes their welfare and wellbeing. Through our culture of high expectation and positive regard we seek to develop aspiration in our students for their lives beyond school.

Scope

This policy applies to all schools within the NAS Academies Trust. We use the term personal & social development as it is more meaningful to our students however the curriculum includes all relevant aspects of PSHE, SMSC and promoting British Values.

Equal Opportunities:

We strive to make the personal & social development curriculum relevant and accessible to all students regardless of age, culture, disability, gender, sexual orientation, religion or social class. The resources we use reflect the multicultural society in which we live. We will not re-enforce stereotypes and will challenge prejudice. The nature of autism means students mature at different rates and that students will only benefit from learning about concepts for which they are developmentally ready.

British Values:

Our schools promote the values of:

- Democracy (eg through the election of student council)
- Mutual respect (eg as set out in the Equality Act)
- Tolerance (eg of different cultural traditions)
- Promote the SMSC development of all students (eg through assemblies)
- Student voice (eg through governors attending student council)
- Understanding the difference between right and wrong

- Interest in learning about the diverse world around them

Aims

- Students to feel respected and that their opinions are valued
- Promote equal opportunities for all
- Promote community participation
- Develop social communication skills of all students
- Promote wellbeing and develop self esteem of all students
- Support each student to understand themselves and their autism
- Encourage the development of safe and healthy lifestyles
- Provide appropriate sex and relationship education to support students through their development
- Develop skills at making informed choices
- Develop 'learning to learn' skills
- Respect cultural diversity
- Prepare students to play an active role as citizens
- Enable students to make a successful transition into adulthood by developing their vocational and independent living skills
- Enable all students to lead healthy, rewarding and fulfilling lives
- Provide a range of enrichment activities including Duke of Edinburgh.
- Increase the range of opportunities available to young people we support
- Develop emotional regulation skills
- Ensure students have an active involvement, and are included, in all aspects of school life

Roles & Responsibilities

The NAS Academies Trust Directors responsibilities

- Ratify and regularly review this policy to ensure it conforms to relevant law and guidance
- The NAS Academies Trust Directors are responsible for this policy while Local Governing Bodies (LGBs) will monitor its implementation in each school.

The Local Governing Body responsibilities

- Ensure local procedures are in place to effectively implement this policy within the school
- To keep themselves informed through regular meetings with staff and visits to the school
- Monitor the effectiveness of the policy and advise of NAS Academies Trust board of any necessary amendments
- Appointing a governor who will review the effectiveness of implementation and report back to the LGB on a regular basis
- The NAS Academies Trust Directors are responsible for this policy while Local Governing Bodies (LGBs) will monitor its implementation in each school.
- To ensure that any issue that may be perceived as a potential reputational risk to the trading name of the NAS Academies Trust is referred to the board or NASAT.

The Principals responsibilities

- Ensure all relevant staff are aware of this policy, receive appropriate professional development and local procedures are followed
- To ensure that the specialist curriculum facilitates the personal and social development of all students and underpins all aspects of the curriculum through a whole school approach
- To ensure all staff have the appropriate training to enable them to understand and implement this policy and its procedures.
- To inform parents of this policy, curriculum content and their right to withdraw their child.
- To engage outside agencies to support the teaching PHSE in the school
- To ensure students and parents contribute to the development of individual PHSE programmes.

Responsibilities of Personal & Social Development Coordinator

- To support and monitor the implementation and development of this policy and the PHSE curriculum throughout the school

- To ensure that adequate assessment procedures for tracking student progress in this area are in place.
- To coordinate staff training for personal & social development
- To manage the personal & social development curriculum budget, procuring appropriate resources.
- To liaise with external professionals on the delivery of the personal & social development curriculum.

Responsibilities of the Therapy Teams

- Track non-academic progress over time at individual and whole school level

Responsibilities of Staff

- All staff are required to understand the importance of personal & social development for young people we support and should feel confident in delivering all aspects of the personal & social development curriculum
- To provide a safe and secure environment where students feel able to discuss personal issues
- To carry out individual and group teaching and report on progress
- To work with external professionals in the development and delivery of personal & social development teaching.

Responsibilities of Parents and Carers

- To work in close partnership with the school and their child to address key issues relating to personal & social development.

Curriculum Design and MyProgress

All schools follow My Progress methodology which covers all aspects of the NAS Academies Trust approach to autism specialist education. Key features of the MyProgress curriculum include:

- **Personalised:** Schools have a pre determined timetable for all key stages. Schools provide a range of opportunities so each students timetable is adapted according to the opportunities that best meet their interests and needs
- **Additional curricula:** compliments the National Curriculum with specialist areas including;
 - Learning to learn
 - Keeping safe
 - Understanding myself
 - Sex & relationships
 - Future ambitions
- **Qualifications;** All students to gain appropriate nationally recognised qualifications (including academic and vocational qualifications, tailored to individual need).
- **Community based learning:** Significant emphasis on community based learning to develop functional skills in natural settings.
- **Enterprise;** Schools will develop enterprise activities that can be considered a curriculum in their own right. Students will have the opportunity to participate in enterprise.
- **Assembly;** Our weekly assemblies provides opportunities for students to come together. They have a clear theme which wherever possible links to the current curricular theme. Collective Worship provides spiritual, moral and cultural learning and regularly involves appropriate guests from the local community.
- **Personalised timetable;** Each student has their own personalised timetable based on their class timetable but adapted to include opportunities for community based learning and specialist therapy

Tracking Progress

All schools, where appropriate, track non academic progress and progress in Personal Welfare of all students including wellbeing (psychologist), Emotional Regulation (Psychologist), Language and social communication (SaLT), and Sensory motor skills (OT)

Success Criteria

- Students regularly and safely participate in learning activities within school, within the community and in clubs and societies.
- Monitoring and tracking shows students make good progress with:
 - Functional academic skills
 - Functional social communication skills
 - Functional emotional regulation skills
 - Functional independent living skills

Links to other policies

- Curriculum Policy
- Teaching & Learning Policy
- Safeguarding Children Policy

References

- Education Act (1997)
- Sex and Relationship Education Guidance (DofE 2000)
- Drug Advice for Schools (2014)