

Hendon Autism Resourced Provision (HARP)



Hendon School

HARP opened in September 2008 as Barnet's first Resourced Provision to support students with Autism Spectrum Conditions in a mainstream Secondary school

- HARP comprises a suite of rooms in the heart of Hendon School: a safe space and base for students with Autism Spectrum Conditions (ASC) where they learn, rehearse new skills, and spend leisure time and from which they go to mainstream classes with their peers, supported by Specialist Teaching Assistants*

In March 2012 our new extension was completed. This allows us to accommodate additional pupils and to provide support for sixth form students.



Several of the rooms in HARP have lowered ceilings, noise reduction facilities and are equipped with carpeting and 'up lighting' and blinds. Blue was selected as the prevailing colour for its calming effect.



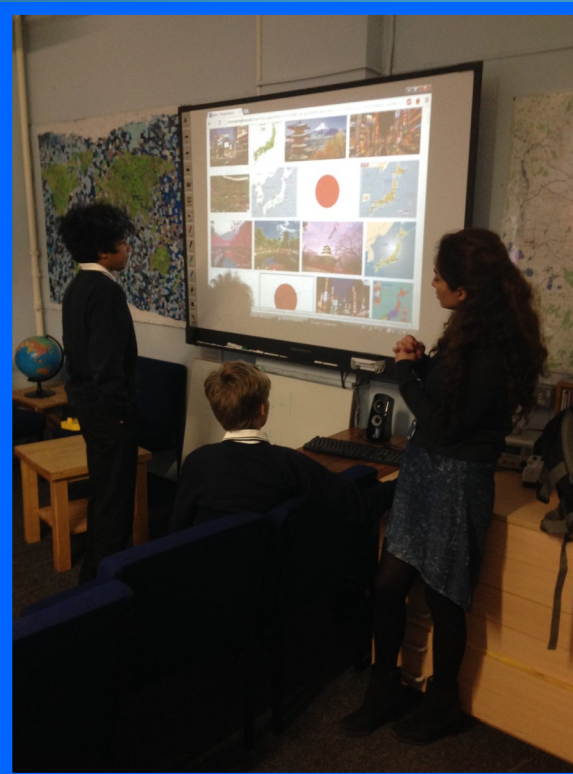
Furniture and screens maximise focus and provide individual work stations: surfaces and walls are maintained plain and low–arousal.

HARP provides us with a variety of rooms all named after famous people in the autism spectrum—from the past or contemporary, whose lives we research and celebrate. Turing & Warhol are small rooms for therapy and individual work; larger teaching rooms - Tesla & Gould for small group work. Mondrian provides a small softly finished space for relaxation. Fossey is a large kitchen, dining and life skills area. Beyond this we have a small roof top garden



'Cornell' acts as leisure space and as a 'transition' room.

As a 'transition' room it prepares and acclimatises students to an environment which closely reflects the majority of classrooms in the school as it has high ceiling, fluorescent lights, and visual noise in the form of displays and classrooms materials in evidence. Tables are situated so that students may work in groups and in view of each other



The HARP Environment

We undertake to:

- Tailor each student's learning package to meet his or her individual educational, emotional and social needs.
- Develop an Autism friendly environment, providing structure to make HARP a predictable and safe place, to reduce levels of anxiety.
- Support students to develop social understanding
- Help students to develop a positive and realistic self image, self esteem, independence, confidence and resilience to cope in a neurotypical world.
- Help students to gain understanding of people and how they think, feel and operate; to form positive relationships with others
- Offer to each individual 'the best of both worlds': a balance between inclusive education and separate Autism- specific teaching
- Focus and build on the positive actions, interactions, interests and achievements of our students
- Give specific and detailed feedback and praise to ensure individuals fully understand expectations and the effect of their behavior on other people
- Help students to understand and gain necessary skills to enable them to develop healthy nurturing relationships as described in the Relationship & Sex & Health Education statutory guidance 2019
- Develop - via staff training - Autism friendly teaching and interactions throughout the school
- Develop positive relationships with parents and careers and other professionals

Students are taught a number of de-stressing strategies including relaxing and aerobic activities. We introduce mindfulness education via the so “ .b (dot b) curriculum”



Students undertake aspects of their individual Lifeskills Programmes in our fully-equipped kitchen

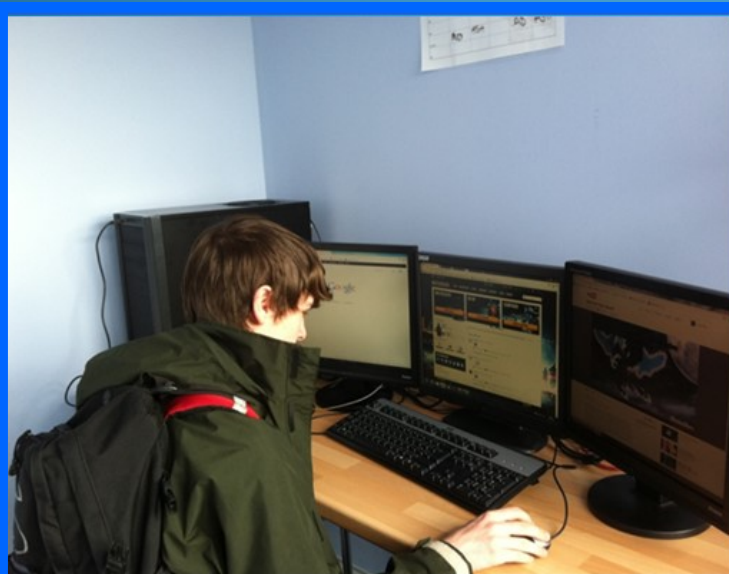


Harp Philosophy

- *Our philosophy and practice are guided by the **SPELL** approach which was designed & developed by the National Autistic Society over many years and which provides a framework for understanding and responding to the needs of individual with an ASC*



We aim to ensure that students feel safe, understood, content and valued while simultaneously developing the desire, skills and resilience to be part of a neurotypical world. We strive to provide for each individual the appropriate level of 'scaffolding' to enable him/her to thrive at Hendon and in the wider community



SPELL

Structure
Positive Approaches &
Expectations
Empathy
Low Arousal
Links

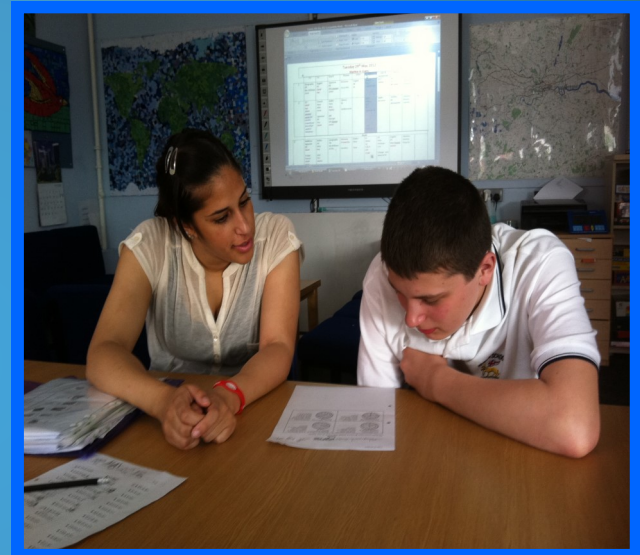
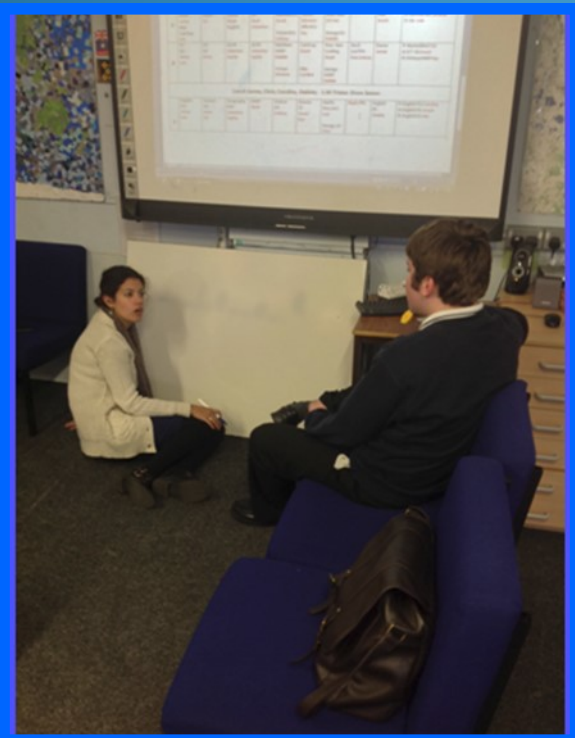
We recognise the pervasiveness of an Autism Spectrum Condition in respect of how individuals perceive and understand the world; how they interact and communicate with others, eat, dress, work and spend leisure time.



The role of the teacher/supporter of an individual with Autism has been likened to that of a cross-cultural interpreter; someone who understands both cultures and can convey information effectively in an accessible manner and to translate to students the expectations of a neurotypical (non-Autistic) environment. We aim to bridge the divide between the perceptions, cognitive style, motivation and experiences of our students and the demands of school and wider society



HARP staff are skilled in listening intently and gaining insight into how an individual perceives situations. In addition to qualifications and experience in being and working with young people with Autism and/or additional needs, staff are recruited to HARP for their flexibility, initiative, excellent communication and interpersonal skills, commitment to education and the ability to work as part of a team



The inclusive ethos of the school is evident in classes and interactions and ongoing training is available for all staff at Hendon School. Mainstream/subject teachers develop an understanding of Autism and implications for teaching through formal and informal training

Teaching and Learning

- *HARP students receive a broad and balanced curriculum comprising National Curriculum and the HARP Personal, Social, and Relationships Education Curriculum. The latter is Autism specific and is taught individually and in smaller groups*

HARP students study academic subjects both within mainstream classes alongside their peers and within HARP. We offer pre-and post-tutoring and extra practise to ensure access to, or an understanding of, a concept or a topic studied in a mainstream class.



Assessment for learning

Great importance is given at Hendon School to assessment for learning. Alongside assessment undertaken in different subject areas, in HARP we assess students on achievements in the HARP curriculum and negotiate with students or priority targets. We use the SCERTS approach and identify targets to help students improve their social communications and to increase their resilience and emotional regulation. We are explicit in defining the transactional support we need to provide to help students reach these Targets

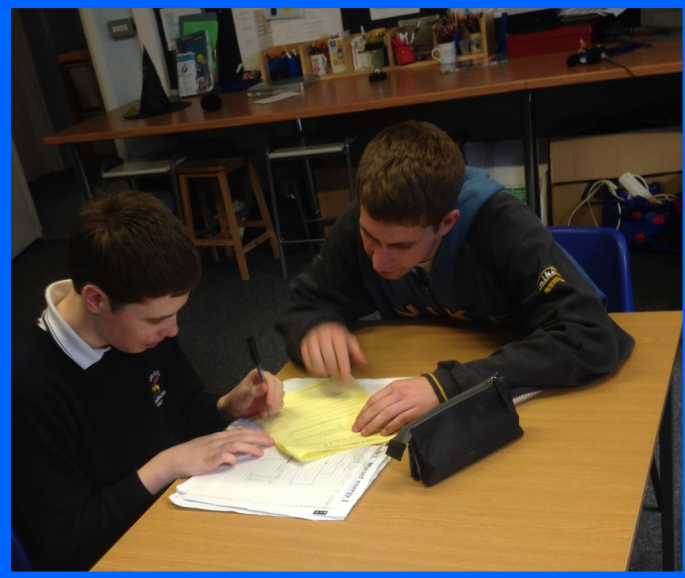
SCERTS

Social Communication

Emotional Regulations

Transactional Support

For some students it may be appropriate to study one or more subjects in HARP in order to receive individually tailored curriculum content or delivery.



Within HARP students are taught 1:1, 1:2 or in small groups and they are generally supported 1:1 or 1:2 in mainstream classes. As students develop greater independence, academic and/or social and emotional support and scaffolding is withdrawn gradually appropriate .



Social understanding

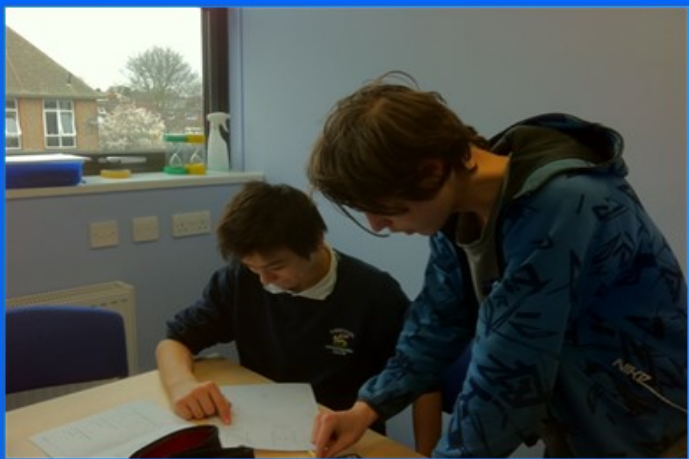
Students are helped to develop independent work and co-operative work and other interactions, including listening, looking, sharing and turn taking. They are supported to develop an awareness of themselves in relation to families and people within school and the wider community. They are helped to notice other people's actions and responses and to deduce or guess what others may be experiencing, feeling and thinking. They are helped to practise and develop friendship skills and to interact with others in a socially fulfilling and appropriate way



The HARP Personal, Social and Relationship Education Curriculum

Moral Development

In this module, students are helped to develop resilience to situations they find anxiety provoking or difficult and to develop tolerance of others, of difference, of change. They are helped to recognize right and wrong, (and shades of grey in between); understanding truth and untruth lies and white lies and the appropriateness of telling the truth (or not) in different situations.



Personal Growth

Students are helped to develop self care and personal hygiene, self-awareness and an insight into their roles in events and positive and realistic self esteem. They are supported in their understanding of the nature and impact of an ASC and study the achievements of other people—historical and contemporary - with Autism. They develop the language, receptive and expressive, to label and recognise their own others' motions and emotions. They learn strategies to alleviate and control anxiety and aspects of self control to maintain appropriate responses and behaviour in different situations

Social Development and Lifeskills

The keystone of the HARP Personal Social and Relationships Education Curriculum is our twice-yearly residential at a lodge in Hertfordshire. Within the context of fun and enjoyment, students develop independence skills; they interact and co-operate with one another in a variety of activities and situations



They face challenges and recognise their own strengths and when and how to offer and accept help and celebrate success



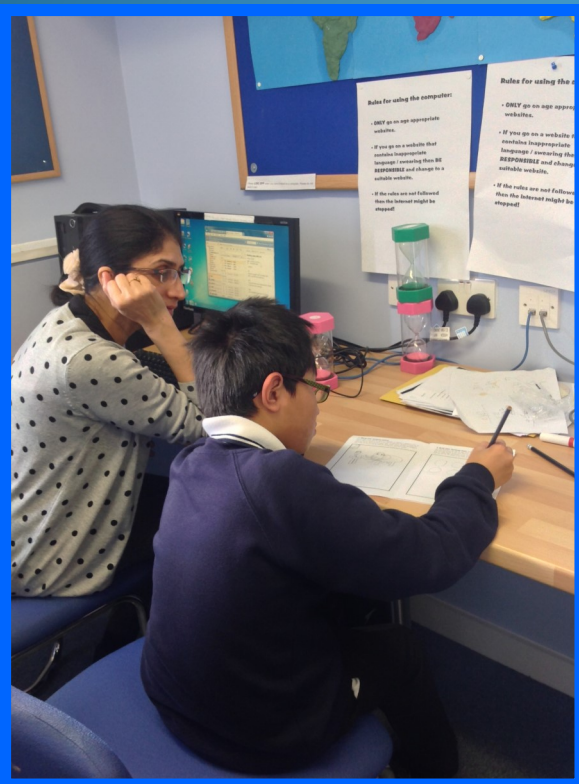


Using community facilities is a significant part of the HARP Life skills curriculum to analyse the national curriculum we try to give students the opportunity to go on a number of residential and day trips with their form groups.



Meeting Individual Needs

The adage goes: when you have met one person with Autism, you have met one person with Autism. Everyone with an ASC is, of course, different and manifests the common features they share variously. In HARP we see it as crucial to understand the nature of each student's strengths, interests and difficulties and the impact of these on the individual's functioning and interactions with the world.



Each student has a Individual Education Plan (IEP) informed by assessments and agreed with parents/carers and the student him/herself, outlining how we plan to meet his/her emotional, social and educational needs as described in their Educational Health Care Plan.

Peer Supporters

Volunteers from the classes in which there are HARP students receive both Childline Training and Autism specific training so that they understand our students' perceptions, strengths and difficulties and are able to support them socially and in class. Following their initial training, they receive regular group meetings for ongoing training and support and peer supporters become close and committed allies and friends with whom to explore conventions and enjoy school life.



Students have individual timetables and they study within HARP and in their mainstream classes in the appropriate ratio, according to assessed personal, social and educational need.



Students are supported to observe, notice and recognise neurotypical mainstream behaviour and interactions as a scientist might and encouraged to practise these skills in HARP and with their peer supporters in class.

Within the Harp-based Personal Social and Relationships curriculum, all students are also encouraged to explore their own strengths and interests within the context of studying Autism and the achievements of others with an ASC, both historical and contemporary: scientists' artists, writers. Students develop individual autobiographies helping to develop a positive and realistic self image, increase skill in experiencing 'self', in reflecting on their role everyday events and in personal memory for events, which is known to be a key difficulty in information processing difficulty for people with an ASC.



Partnership with Parents

Parents and carers are encouraged to be actively involved in HARP and the education of their sons and daughters. In addition to formal meetings, we have an open door policy and regular and frequent contact is maintained via telephone, email and home-school books in order to and share to gain a thorough understanding of the individual's experiences and perceptions.

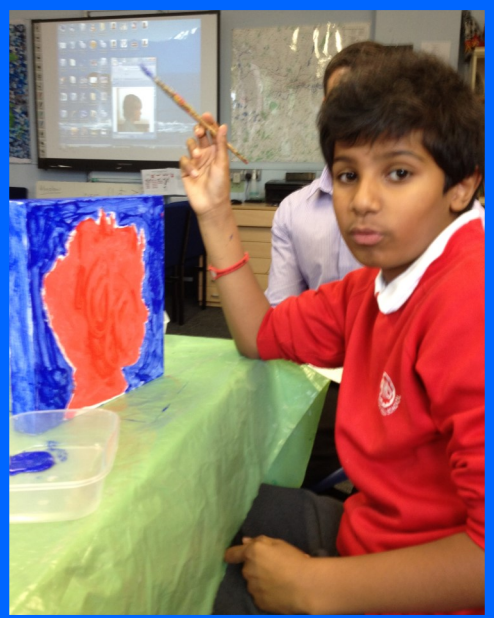
HARP caters for students with a diagnosis of a ASC whose educational, personal and social needs are felt to be best met in a mainstream secondary school; usually they will be working at an age appropriate level. We welcome enquires and visits from prospective parents and their families



Transition and Induction

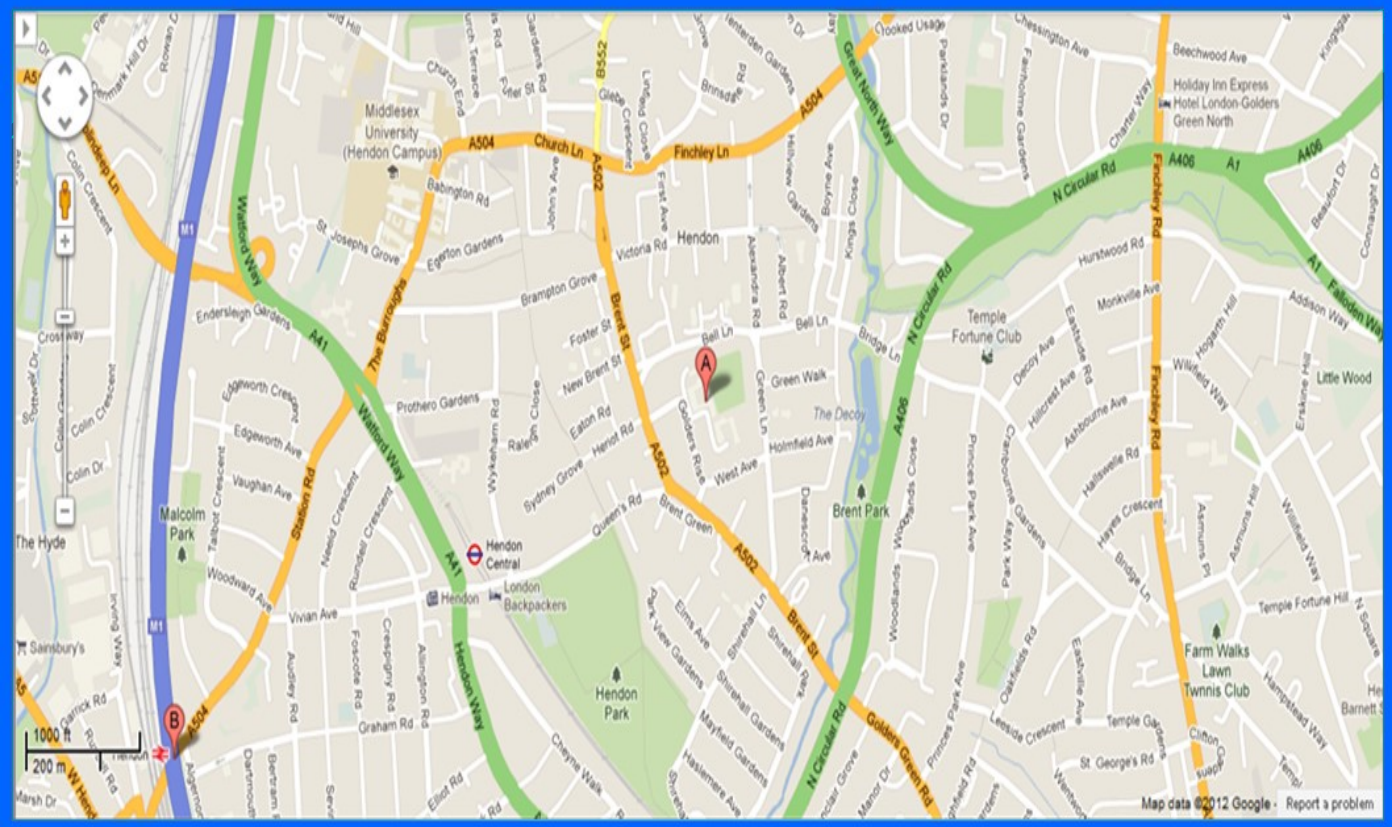
All students joining HARP will be invited to visit and spend time with us during Year 6, accompanied by a familiar adult, so that they feel familiar and comfortable at Hendon prior to Transition Day when they meet their new form group and friends. Students are given a Transition Book with information and photographs and they are invited to personalize their books with their own photographs and comments gleaned on visits. Care is taken to ensure that Harp students be placed with named friends from their Primary School and with Form Tutors with an interest and expertise in Autism. Close contact between Harp staff and Primary schools and prior communication with parents ensure we have relevant information and a smooth transition.











HARP

Hendon School

Head Teacher: Rhona Povey

Golders Rise

Hendon

London

NW4 2HP

Telephone Number: 020 8202 9004

Fax Number: 020 8202 3341

downsc@hendonschool.co.uk

Acknowledgments

Caroline Downs

James Dulay-Jefferson