

Higham Lane North Academy

SRP Rationale

Children and young people with autism often present with a unique profile of strengths and needs, particularly in areas such as communication, social interaction, sensory processing and emotional regulation. The SRP will be essential in meeting these needs effectively and to support meaningful engagement, learning and wellbeing throughout each pupil's secondary education.

Many autistic pupils experience difficulties with expressive and receptive language, social understanding and interaction. SRP staff, who are autism trained, are essential in delivering targeted interventions that promote communication development, peer interaction and the use of alternative communication methods where appropriate.

Autistic pupils may experience heightened levels of anxiety and difficulties with emotional regulation. The SRP uses autism-informed mentoring to support pupils to develop coping strategies in a structured and low- arousal environment.

A carefully structured, low arousal environment with consistent and predictable routines in the SRP, creates a space that reduces sensory overload and supports focus and engagement. Pupils are able to use the coping strategies and tools development in the SRP environment when moving into classrooms and lessons in the wider school.

The SRP supports the development of the basic life skills such as self-care, social communication and community engagement all of which are essential for long-term independence and inclusion beyond the school environment. The SRP uses targeted intervention focusing on organisation, self-advocacy, work experience and career planning to support pupils to develop those key skills beyond post-16. All intervention is developed and tailored to the individual pupils needs.