

# Beafield Education Centre

#### 90 Beafield Road

Para Hills SA 5096

Tel (08) 82818277

Fax (08) 82818243

 A C C E P T

 Aligning Curriculum

 *for*

 Competency in Education & Purposeful Transition

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**Vision statement**

Aligning Curriculum for Competency in Education and Purposeful Transition (ACCEPT) aims to offer: An inclusive and restorative educational program, assisting students on the autism spectrum to re-engage in educational settings through a highly structured, flexible, accessible and individualised learning program, encompassing evidence based intensive approaches.

A continuum of teaching approaches will underpin the ACCEPT program that builds student capacity and confidence in the key areas of Literacy and Numeracy and Personal and Social Capabilities enabling participation in mainstream settings. Rigorous pre and post assessments and the development of SMARTAR goals will guide individual student curricula, monitor student achievement and ascertain learning outcomes. Evidence obtained through this collection of Goal Attainment Scale (GAS) data will inform teaching practice for adaption in mainstream contexts, supporting the re-inclusion of students.

**Rationale**

A range of literature sources supports the view that students with severe disabilities, including Autism can be taught to use self-management procedures and that these skills are not just exclusively learned by neurotypical students. Furthermore, research suggests that by actively teaching behavioural expectations and social skills, positively reinforcing appropriate behaviour and functionally interpreting and planning for students with Autism, student’s vulnerability to chronic absenteeism, educational disengagement and developing specific mental health conditions will be minimised.

**ACCEPT Program characteristics**

ACCEPT will target 3 areas of character education with Social Skills development aligning to personal and social capabilities, quality teaching and research based interventions to support Literacy and Numeracy outcomes. A range of pedagogical practices may include but are not limited to:

* Differentiating the environment to offer predictable and low sensory stimulation
* Teaching the hidden curriculum – social communication etc.
* Highly structured independent learning systems
* Development of social skills in naturally occurring setting
* Designing learning programs aligned to Australian Curriculum standards
* Using a range of teaching strategies and prompts including the modelling and rehearsal of skills, adapting task demands, increasing level of reinforcement, systematically including mastered steps in the sequence of behaviour chains as well as the fading of teaching prompts
* A socio-cultural approach will support the focus on student strengths and will define their learning limitations in the context of relationships and activities
* Neurobiological understandings and interventions for relational connection i.e. P.A.C.E.

**ACCEPT program structure**

ACCEPT will operate under a program coordinator with two full time teachers. ACCEPT will offer a daily educational program for referred students: 9am – 2.30pm Monday, Tuesday, Thursday and Friday. Early closure occurs on Wednesdays, 9am – 1.30pm.

**ACCEPT program selection criteria**

Students **must meet** the following criteria to be eligible to participate in the ACCEPT program:

* Verified ASD
* Ineligible for special options.
* Years 3 – 6
* History of non-attendance and exclusion in any educational program.
* Current One Plan and / or Autism Plan and sensory overview.

**Priority placements**

* North, North-East, East regions.
* History of suspensions and exclusions from mainstream settings.
* History of chronic absenteeism and educational disengagement.
* High additional resourcing in mainstream (IESP funding).

**Selection panel**

The selection panel consist of but is not limited to Learning and Behaviour Unit Manager, Manager Beafield Education Centre, Coordinator of ACCEPT and a member from Student Support Services (SSS).

**Referral process**

School delegate to offer an Expression of Interest to the Manager, Beafield Education Centre, by 5 pm Friday of Week 6 to bec.admin440@schools.sa.edu.au , with the panel sitting in Week 7 of every term. An extraordinary panel meeting may occur based on vacancy, with those students who were not placed in previous rounds being considered. All selection of students for placement will involve consultation with home school delegate and Team Around Child (TAC).

**Responsibilities of ACCEPT Staff**

*ACCEPT program staff will:*

* Contact the school delegate to organise the entry meeting by:
	+ Liaising with the TAC
	+ Requesting the sharing of information/documentation related to referral.
	+ Minuting meetings and distribute minutes to TAC.
	+ Initiating SMARTAR goal development and develop the GAS to ascertain goal achievement.
* Organise the review meeting once a term by:
	+ Requesting review meetings during student placement with TAC.
	+ Liaising regularly with school delegate during placement and ensure that stakeholders are informed of any critical and/or significant issues that arise.
	+ Reporting on student progress against student SMARTAR goal achievement (GAS)
* Hold Transition meeting and table a Transition Report that details:
	+ - Student progress re- SMARTAR goal achievement / accomplishment of success criteria in relation to learning and behaviour.
		- Accommodations and adjustments necessary for mainstream inclusion
		- Provide stakeholders with documented attendance information during placement at learning centre.
* Provide outreach support in conjunction with TAC.

*The ACCEPT coordinator will:*

* Request school to provide relevant documents e.g., Psychology reports, Speech Pathology reports, One Plan, background learning information etc., prior to student starting in ACCEPT program.
* Regularly liaise with school staff and families / carers on student progress.
* Support the implementation of recommended strategies outlined in Transition Reports to support student success during and after transition back to school or another identified pathway.

*The referring school delegate will:*

* Provide relevant documents including but not limited to Psychology reports, Speech Pathology reports, One Plan, background learning information etc., prior to student starting in ACCEPT program.
* Attend entry, review and transition meetings.
* Contact all stakeholders to confirm entry meeting (date, time, and venue).
* Regularly liaise with ACCEPT staff on student progress, support students and teachers during transition and beyond via implementation of ACCEPT strategies, the ACCEPT Transition Report Recommendations.
* Implement recommended strategies outlined in Transition Reports to support student success.