

**School: Copleston High School**

**Specialist Unit: Communication and Interaction**

**Number of places: 18**



Part of **GIPPESWYK COMMUNITY EDUCATIONAL TRUST**

*Achieving success together*

**Address:**

**Copleston High School  
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**Phone: 01473 277240**

**Headteacher: Mr A Green**

**SENDCo: Mrs PILKINGTON**

**Key Contact: Mrs PILKINGTON**

**Who the unit supports:**

- Students who would benefit socially and academically from a supported integration into a large mainstream setting and its curriculum.
- Students where communication and interaction difficulties are their primary need and have a severe / profound impact on the student's ability to access the social and academic curriculum.

**Staffing structure:** The unit has its own dedicated team comprising of specialist support staff. The Designated Safeguarding Lead (DSL) in the main school oversees the safeguarding in the unit.

The unit lead is responsible to Mrs Lakshmi Vadali (Vice Principal).

Tutors from the main school are allocated to each child in the unit and are responsible for linking with the unit SENCO and working together to oversee the student's individual learning plan (ILP).

All staff in the CIU are trained in autism awareness. A number of staff from the main school are trained in enhanced autism through AET and Mental Health First Aid (MHFA) serving as SEND Champions across the whole site.

Specific students from the main school are trained to serve as student 'buddies' and ambassadors for the unit.

**Staff expertise:** This is a joint provision being delivered by Copleston High School and the Raedwald Trust. The unit includes members of the Raedwald Trust community who have experience working with young people who present with specific needs linked to SEND.

There is capacity for external support from Speech and Language therapists. However, there are no on-site clinicians or therapists available as a daily or specific intervention tool for pupils.

## Overview

### **What do we offer?**

#### **Academic**

- Access to a broad and balanced curriculum delivered by the main school, which is inclusive.
- Support in mainstream classes to meet needs where possible and appropriate for a transition period (but not on an ongoing daily 1:1 basis).
- Engagement with in-unit support while having access to the wider mainstream timetable to pursue specific subject interests/specialisms as appropriate.
- Clear information for subject teachers about student needs and strategies to support them.
- Information channels between subject teachers and staff about what is going to be taught to enable effective support and preparation for student.
- Possibility of amended curriculum timetable to enable time and place to be made available to complete homework and coursework if student is unable to complete this work at home.
- Use of recognised autism mainstream interventions such as Structured Teaching and visual supports.

**Induction:** An enhanced transition programme where necessary to understand child's needs, desires, ambitions and talents.

#### **Daily Routines:**

- Children may attend a breakfast club at the start of the day to 'check in', raise any concerns, go over routines, confirm areas of focus.
- Personalised programme runs through the morning (in school unsupported/supported/in unit).
- Community lunch programme (in unit – structured activities).
- Personalised programme runs through the afternoon (in school unsupported/supported/in unit).
- Unit staff available at the end of the day to review progress, address any concerns, debrief and plan for the next day.

#### **Additional learning opportunities (where appropriate to suit specific presenting needs):**

- Dedicated Work Related Learning programme
- Resilience Programme

#### **Unstructured times**

- Access to a safe haven at break and lunchtimes
- Access to a safe haven at times of stress within the school day
- Activities during unstructured times to encourage and develop social interaction

#### **Social Understanding**

- Interventions to develop social understanding and communication
- Use of recognised autism strategies such as Social Stories and Comic Strip Conversations
- Planned and supported transition into and out of the enhanced provision at key times

#### **Life skills**

- Activities to develop basic independence skills
- Appropriate work experience for some with support if necessary / appropriate

#### **Staff**

- Enhanced provision staff to be trained to Level 1 / 2 in understanding of autism or equivalent
- Staff will offer on-going information, training and advice to mainstream staff

#### **Behaviour and Expectations**

- Copleston High school uniform expectations will be adhered to.
- Copleston Behaviour policy and all other policies will be implemented within the unit.