



PURPLE OAKS ACADEMY

Policy into Practice

How we consider our students' needs when applying policies

All students who attend Purple Oaks Academy will have an Education Health and Care Plan which will identify their Special Educational Needs and Disabilities. Each student will have very individual needs and these will have an impact on all areas of school life. Each policy will need to be applied in practice taking those individual needs into account.

Many of our students will have needs due to a diagnosis of autism or similar traits and behaviours. Those needs will be different for everyone.

The characteristics of autism vary from one person to another, but in order for a diagnosis to be made, a person will usually be assessed as having had persistent difficulties with social communication and social interaction and restricted and repetitive patterns of behaviours, activities or interests since early childhood, to the extent that these "limit and impair everyday functioning". Students with autism may also experience over- or under-sensitivity to sounds, touch, tastes, smells, light, colours, temperatures or pain. For example, they may find certain background sounds, which other people ignore or block out, unbearably loud or distracting. This can cause anxiety or even physical pain. Or they may be fascinated by lights or spinning objects. (source: National Autistic Society)

Specific impact on policies

Purple Oaks Academy has a bespoke behaviour policy which reflects the needs of its students. Individual Behaviour Plans will reflect those needs and a personalised approach will be taken to managing behaviour and also offering appropriate guidance and support for improving behaviour.

When applying the safeguarding policy and practice it will be important to reflect the needs of our students and use a detailed understanding of those needs when making decisions about how to respond to welfare concerns. For example, a student's over or under sensitivity to temperature may cause them to wear inappropriate clothing which could be perceived as 'neglect' but is in fact a reasonable adjustment to their need.

The way the curriculum is delivered will reflect the needs of students within each class, case studies including sensory profiles will be developed so that staff are able to make the best decisions about teaching and learning strategies used.