



Ashdale
Secondary College



"Achieving a Positive Future"

ASHDALE SECONDARY COLLEGE SPECIALISED AUTISM LEARNING PROGRAM

Ashdale Secondary College is one of eight selected State Secondary Schools to provide the Specialist Autism Learning Program (SALP). Other locations for the SALP are Ocean Reef Senior High School, Southern River College, Fremantle College, Baldivis College, Alkimos College, Coodanup College and Eaton College.

The aim is to enhance positive academic, social and emotional outcomes for students with Autism Spectrum Disorder, Years 7 – 12.

The program has been developed and supported by School of Special Educational Needs: Disability (SSEND) and is an evidence-based program which reflects academic research.

What are main outcomes?

- To maximise independence
- Aim to provide a supportive environment that enables students to confidently and successfully transition from secondary school into tertiary education and employment.

To do this we look to create positive:

- Innovative and effective model of service to support students with ASD within mainstream secondary schools.
- Enhance academic and non-academic outcomes Increase attendance and retention rates for students with ASD.
- Increase curriculum access and engagement for students with ASD.
- Ensure students are fully engaged in post-school transition pathways/employment/further education.
- Empower schools and communities to have a greater investment in, and ownership of, the outcomes for students with ASD.
- Strengthen school knowledge around positive behaviour intervention and effective evidence-based practice for students with ASD.

Program structure

Promotes learning for each student which is delivered across three settings:

1. **Learning within the mainstream secondary school setting** – students attend mainstream classes supported by SALP Education Assistants as required.
2. **Learning within the SALP homeroom** - students will have access to a homeroom and be supported by a Program Coordinator, Autism Specialist teachers and Education Assistants (special needs).
3. **Learning within the community** – community access program which gives students a chance to practice life skills.

Who is eligible?

Students who:

- have a diagnosis of ASD (Paediatrician/ Psychologist/Speech Pathologist) without accompanying intellectual impairment.
- the ability to work at or near year level – this will include students in ATAR/WACE/VET pathways – student must have the academic potential to participate and achieve success in mainstream schooling and beyond.
- are at risk of underachieving or disengaging due to difficulties with social emotional and behavioural issues and challenges directly related to the impact of ASD.
- Independent self-management of personal care requirements.
- Transport to be facilitated by families (bus services are not provided to the program)
- Exemption from local intake zones.

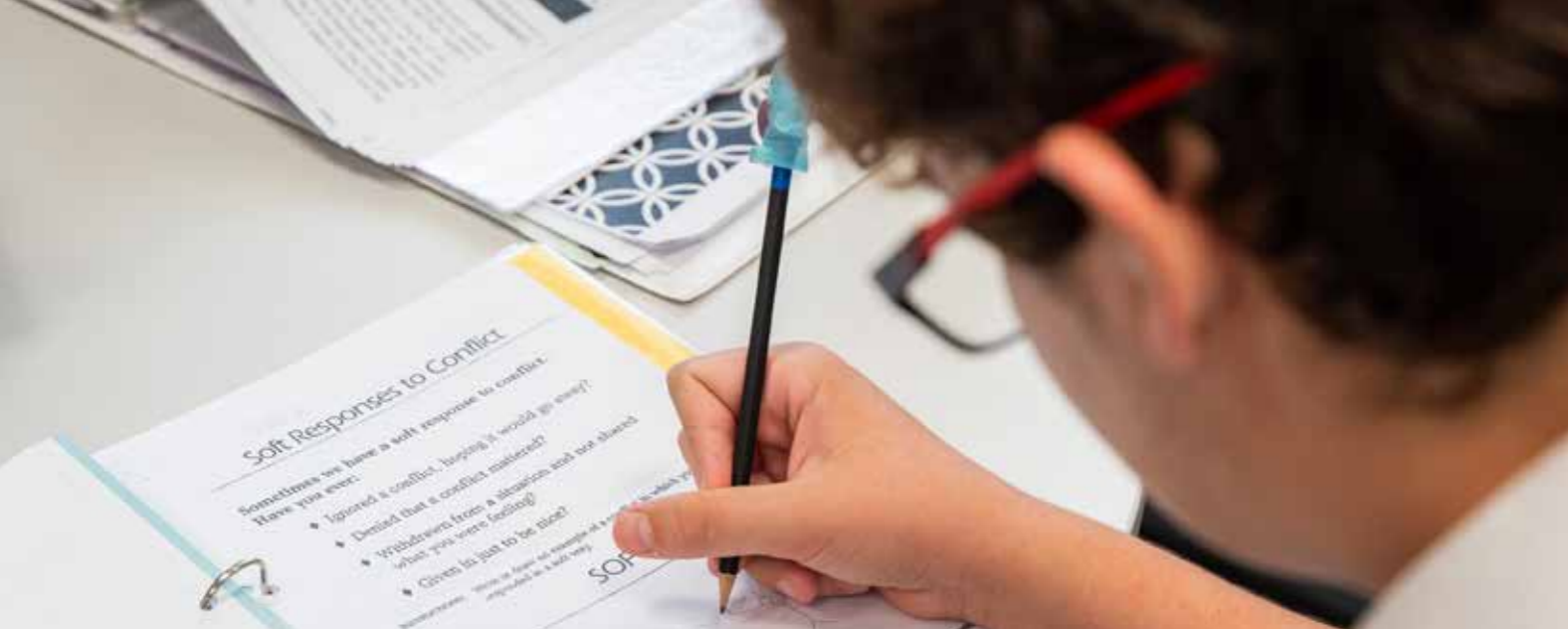
Student selection process

- Eligible students are to be evaluated across multiple modes, including informal and formal observations by Program Coordinator and teaching staff. School Reports, Documented Plans and Naplan results will be taken into consideration.
- Suitability will be ranked and eligibility criteria assessed prior to offering placements to students who are eligible for, and will benefit most from, the specialised program.
- Enrolment in the program will be reviewed annually.

In Summary:

- Places in the program are offered only to students who meet the eligibility criteria.
- Suitability will be ranked and placement will be offered to students who will benefit from the program.
- Eligible students can apply from outside the local area.
- Suitability for the program will be reviewed annually.





Transition

Refers to:

- a student moving from their local school to attend the program.
- a student exiting from the program back to their local school or they may remain at the host school.
- a student moving from school to further education or employment.
- SALP staff collaborate with the student's school staff and family to establish an individual transition plan for the student as required.
- Join in with mainstream orientation days where possible.

Basis of program

Support students and staff:

- knowledge and awareness of Autism across the College.
- explicit training on social skills – SEL (Social Emotional Learning).
- provide a safe place to come to during school day.
- develop documented plans.
- develop ComPPAS (Comprehensive Planning People Autism Spectrum).
- high degree of communication between SALP staff and home.
- accessing and becoming familiar within the wider community.
- work placement support.

Documented Plans

e.g. IEPs (Individual Education Plan)

As students are accessing mainstream content, modification on the delivery of this content needs to occur. Delivery needs to be:

- visual
- structured
- time managed

ComPPAS

(Comprehensive Planning People on the Autism Spectrum)

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Home Room

Home Room is a key feature of the program providing providing:

- Specialist Staff (Teacher and EAs).
- Attend HR for Mentor Group.
- Room is an accessible, comfortable, supportive and a safe place.
- Structured and unstructured learning occurs.
- Invite friends to home room during breaks to socialise.
- The amount of time each student spends within the homeroom will vary according to individual need.
- Support is provided to address the learning needs that stem directly from their ASD.
- Within the homeroom, explicit teaching is utilised with the aim of ensuring that students maintain academic output, ensuring a smooth transition into mainstream.

Lessons

SEL (Social Emotional Learning)

Examples of topics may include:

- self regulation.
- dealing with feelings including stress and anxiety.
- personal grooming.
- developing relationships (friends, family, teachers).
- understanding others.
- awareness of autism and self advocacy.
- social thinking (expected and unexpected behaviours).
- hidden curriculum.

CAPS (Community Access Program)

- shopping.
- hidden etiquette/rules, e.g. eating out at cafes, restaurants, food halls.
- transport training.
- accessing community.
- excursions.
- meet up with other AEP schools.

CAPS Example Plan

Activity	At Home	At School	Outcome
Buying items needed for cooking	Pre plan - what is for dinner - whether ingredients need to be bought - money needed for purchases	SEL lesson - discuss how a meal is planned and put together	Student is contributing to family meal. May even participate in the cooking of the family meal.
Identify items to save for	Perhaps chores at home can be used to earn pocket money	SEL lesson - How to achieve goals. - Discussing common interests. - locating and visiting stores where items are sold	Goal setting Earning money for a reason.
Grocery shopping	Pre plan - together to identify a few items needed for the household - money needed for purchases	SEL lesson - expected/ unexpected behaviours at shopping centres - unspoken rules	Developing independence
Lunch outing	Money for item to purchase	SEL lesson - expected/ unexpected behaviours at lunch location - unspoken rules	Social skills and etiquette when eating out

Work Placement:

- can begin in Year 10 and then continue.
- can be as a group or as an individual attending workplace.
- is based around decisions made at ComPPAS meeting.
- is based around student interest in hope of future employment in the area.
- aimed to develop social skills and understanding within a work place.
- prior teaching of skills can happen in SALP.

Year 11 and 12

- Aim for students to reach a level of independence which will enable them to complete courses with minimal support in Senior School.
- Continue to support Autism Awareness and increased Social Skills.
- Transition Coordinator to support Senior Students with future pathway options.
- Future successful/purposeful/meaningful pathways to further education, training, employment.
- Expected active engagement with LAC and external providers in supporting possible placements.

Key Points

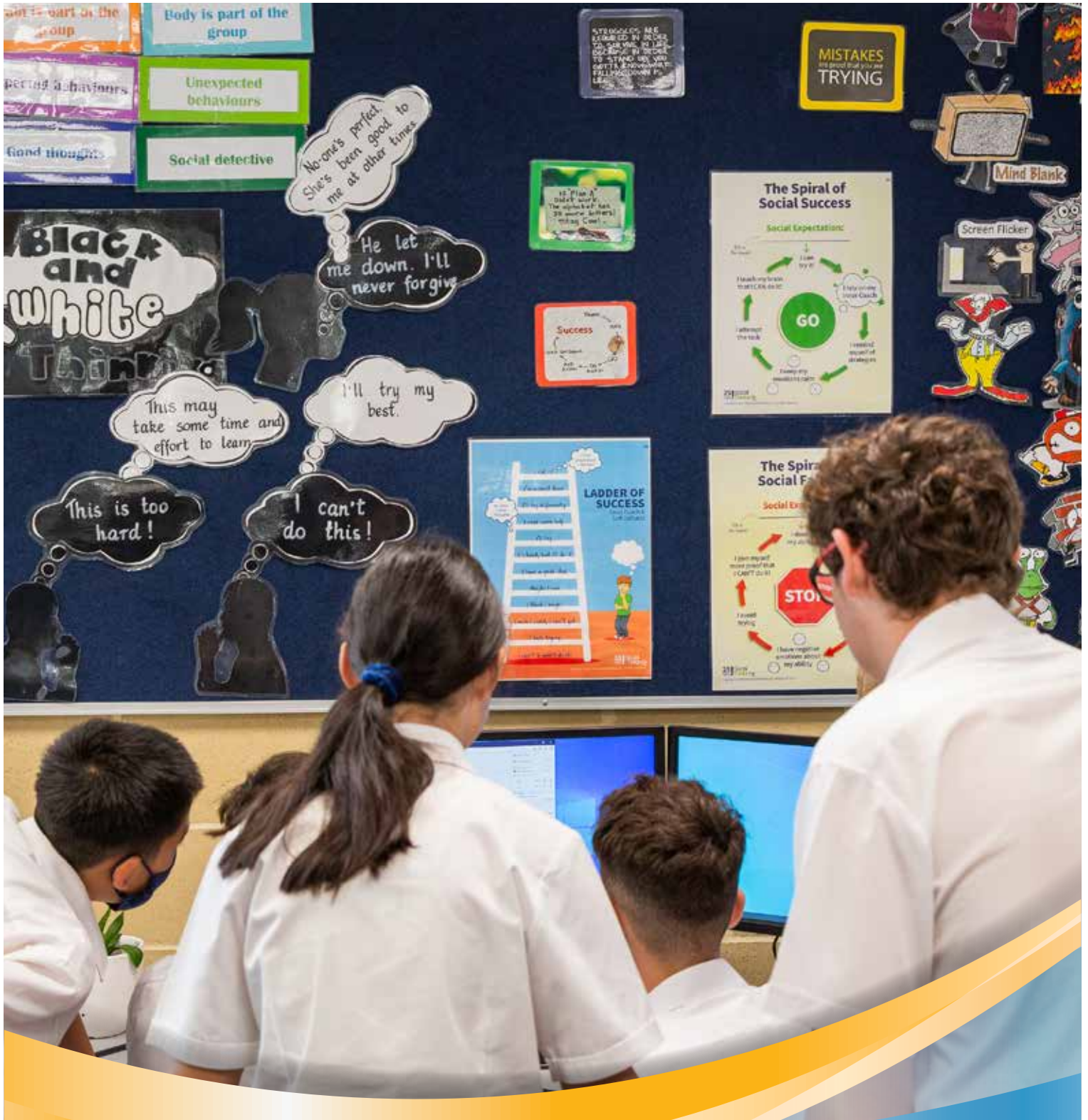
- Contact lists will be collated and managed by Program Coordinator.
- Program offered from Year 7 -12.
- Transition into program can occur across year levels as places arise.
- Capacity 18 students (maximum).
- Staffing is made up of a Program Coordinator, Specialist Teachers (including Transition Teacher) and Education Assistants.
- Dedicated Homeroom.
- Placements reviewed every year.
- Students will **exit the program once success criteria has been demonstrated**. Staff work in consultation with parents and stakeholders when it is deemed suitable for the student to leave the SALP, or the program is no longer meeting the individual needs of the student; and transition into a mainstream placement. Student may remain at host school or transition back to their local high school. Program Staff will provide a comprehensive, individualised transition for each student to ensure a seamless transition.

Any questions?

Please do not hesitate to email or call with any questions regarding music at Ashdale Secondary College on 6207 1300 or email ashdale.sc@education.wa.edu.au.

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