

**“The Jigsaw CABAS[®] School provides an outstanding
quality of education ”**

Ofsted 2010

PROSPECTUS
2011/2012

**“Two roads diverged in a wood, and
I took the one less travelled by, and
That has made all the difference”**

The Road Not Taken, Robert Frost



“OUTSTANDING” - Ofsted 2010

“The Jigsaw CABAS® School provides an outstanding quality of education and very successfully meets its aims. Pupil’s behaviour is outstanding and they show exceptional enjoyment in coming to school and say that ‘school is fun’.”

“The outstanding curriculum and good teaching ensure that pupils make outstanding progress both personally and academically, and that their spiritual, moral, social and cultural development is outstanding.”

“Parents are overwhelmingly supportive of the school, with one writing: *‘My son loves coming to school everyday and without Jigsaw, our life with our autistic child would be much harder. ...Jigsaw is an outstanding school which provides more than education.’*”

Extract from Ofsted Report , September 2010 - Evaluation of the School



WELCOME

The Jigsaw CABAS® School is a specialist day school for children with an autism spectrum disorder. It is the only school of its kind in Surrey offering a structured programme of intensive intervention using the principles and methods of Applied Behaviour Analysis (ABA).

The School first opened in September 1999 and provided a much needed resource for six local children. The school has now expanded and provides a primary and secondary resource for 60 pupils for ages 5 – 19 years. The school has developed links with local authorities and other provision and continues to develop its broad curriculum and strategies for inclusion.

This brochure is intended for distribution to the parents of children already at The Jigsaw CABAS® School, to the parents of children who may be admitted in the future and to other interested professionals. We hope it will tell you most of what you wish to know, but please feel free to ask questions or come and visit us. A copy of this document is also available to download online at www.jigsawschool.co.uk.

The Jigsaw CABAS® School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment



Kate Grant

Kate Grant, MSc, ACIS, BCBA
 Executive Head

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MISSION STATEMENT

The Jigsaw CABAS® School is committed to providing a safe and caring environment where all our learners will be given an education of the highest standard and every opportunity to achieve their full potential

THE JIGSAW TRUST

The Jigsaw Trust is a registered charity dedicated to establishing a specialist resource that provides education and training for children and young people with an autism spectrum disorder.

The Trust aims to:

- ◆ Improve and advance the education and health of children diagnosed with an autism spectrum disorder and/or other related communication disorders.
- ◆ Provide training and support for parents.
- ◆ Raise funds to support the project, specifically its capital requirements and ongoing operating budgets.
- ◆ Promote the needs of people with autism spectrum disorders and help raise awareness.

AUTISM SPECTRUM DISORDERS

An autism spectrum disorder is a perplexing lifelong developmental disorder. The condition impairs a **child's natural instinct to communicate and form** relationships. A child with an autism spectrum disorder usually withdraws into a world of his or her own.

The degree to which each child is affected varies, but the following characteristics are common:

- ◆ Difficulty with social relationships
- ◆ Difficulty with verbal and non verbal communication
- ◆ Lack of imaginative play
- ◆ Resistance to change in routines
- ◆ Repetitive behaviour
- ◆ Sensory impairment

Using figures from the 2001 Census and based on a prevalence rate of 1 in 100 *(Baird, G. et al (2006)) it can be estimated that the number of children under 18 in the whole of the UK with an autism spectrum disorder is 133,500.

Resources are pressurised and current provision cannot meet the needs of all of these children. The Jigsaw CABAS® School adds to the provision available and broadens the scope of resources in the area. In short, Jigsaw makes a difference.



Improved diagnosis of autism spectrum disorders in children in their early years has caused national statistics to be revised upwards. The National Autistic Society estimates that over half a million people in the United Kingdom are affected by autism spectrum disorders. **Our children are among these. Early and intensive intervention is critical if they are to bridge the gap between themselves and their peers.**

**Prevalence of disorders of the autism spectrum in a population cohort of children in South Thames: The Special Needs & Autism Project (SNAP). The Lancet, 386(9531), pp210-215*



APPLIED BEHAVIOUR ANALYSIS (ABA)

Applied Behaviour Analysis (ABA) is a well-developed discipline devoted to the understanding and socially significant improvement of human behaviour. It uses scientific, evidence-based principles derived from the natural science of behaviour analysis.

Autism is one of many arenas in which behaviour analysis has been applied successfully. Nearly five decades of research has documented the effectiveness of ABA principles and methods for building a wide range of important skills and reducing problem behaviour in individuals of all ages with an autism spectrum disorder.

ABA provides comprehensive and highly individualised programmes. New skills and problem behaviours that require intervention are clearly defined and carefully measured by thorough assessment and direct observation.



The programmes teach linguistic, cognitive, social and self-help skills. New skills are broken down into smaller tasks which are taught in a highly structured and hierarchical sequence with the focus on reinforcing or rewarding desired behaviour and ignoring or discouraging inappropriate behaviour.

The overall goal is to help each child develop skills that will enable him or her to be as independent and successful as possible.

CABAS[®]

CABAS[®] is an acronym for the Comprehensive Application of Behaviour Analysis to Schooling. It is a specific ABA programme designed for the school environment and offers a proven teaching system designed around the individual. It was developed by **Dr. R. Douglas Greer from Teachers' College, Columbia University, New York.** The Jigsaw CABAS[®] School is the only school of its kind in the UK to link to a university-based teaching programme that offers certification & accreditation for teachers in ABA.

Staff are trained in both the theoretical and practical approach to delivering an ABA programme. CABAS[®] provides teacher training, supervisory and administrative support to implement a system or school-wide programme for pupils with learning difficulties including autism spectrum disorders. CABAS[®] trained teachers provide academic instruction and classroom behaviour management based on a combination of technologies developed through scientific research in human behaviour.



A CABAS[®] School

includes all of the following:

- ◆ All instruction is individualised whether the instruction is provided in a 1:1 or group setting.
- ◆ The principles of the basic science of behaviour of the individual and the 200 plus tactics from the research are used to teach educationally and socially significant repertoires.
- ◆ Teachers continuously measure teaching and pupil responses. Teaching is driven by moment-to-moment responses of each individual pupil and existing research findings.
- ◆ **Graphs of the measures of pupil's performance** are used for decisions about which scientifically-tested tactics are best for pupils at any given instructional decision point.
- ◆ Logically and empirically tested curricula and curricula sequences are used that are repertoires of behaviour.
- ◆ The classroom is a positive environment.
- ◆ The progress of pupils is regularly recorded in the form of graphs that summarise all of their responses to instruction.

The CABAS[®] website www.cabasschools.org provides more information about applied behaviour analysis, the other CABAS[®] schools and the certification process that is in place for all teaching staff in CABAS[®] schools.



THE JIGSAW CABAS® SCHOOL

The Jigsaw CABAS® School is a specialist day school registered with the DfE to provide education for pupils with autism and associated learning difficulties, aged 5 - 19 years.

The school operates for 43 weeks a year divided into 3 school terms. It has a staffing ratio of 1 member of staff to each pupil. Each pupil at the school works on an individualised programme designed around a broad and



varied curriculum that focuses on developing communication skills and encompasses the National Curriculum.

It is this specialist learner-centred education and structured support that helps to maximise the skills of the pupils and helps them achieve their full potential as adults.

The Jigsaw Life Skills Centre also provides an additional resource for pupils helping them learn valuable tasks and life skills, increasing their levels of independence and confidence. Based in Guildford, away from the main school site, The Life Skills Centre provides a unique opportunity for students to take a further step towards more independent living.



Aims and Objectives

- ◆ To offer intensive intervention for pupils aged 5-19 years.
- ◆ To offer an approach to learning based on the principles of Applied Behaviour Analysis (ABA).

- ◆ To provide a whole school approach where all staff have knowledge and understanding of autism spectrum disorders (ASDs).
- ◆ To provide a curriculum which meets each pupil's individual education plan.
- ◆ To provide a broad and balanced curriculum that includes the subjects of the National Curriculum.
- ◆ To support the principles of Every Child Matters and its five outcomes (be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being).
- ◆ To enable children, where possible, to integrate into mainstream schools and other special schools.
- ◆ To provide parent education and build partnerships between parents and staff.
- ◆ To provide a safe, caring and enjoyable environment where children can thrive and grow towards independence.
- ◆ To provide a professional development programme for teaching staff leading to a recognised qualification at postgraduate level from an established university.
- ◆ To provide a training programme for continued personal development.



The founding principle is to enable each pupil who comes to us to achieve their full potential. To this end, The Jigsaw CABAS® School adopts an ABA approach to teaching that has been pioneered and developed in the US over the last 40 years



Curriculum, Teaching and Assessment

Every pupil attending The Jigsaw CABAS® School will already have a Statement of Special Educational needs including, specifically, a diagnosis of an autism spectrum disorder.



As part of the CABAS® teaching system every pupil has an intensive teaching programme which involves breaking down tasks into learnable elements and teaching them until mastery is achieved. The pupil is constantly rewarded for desired behaviour with the systematic use of positive reinforcement and praise. An individualised curriculum is established for each pupil that incorporates group learning as well as one-to-one tuition.

Each element of the teaching process is continuously charted and assessed. This enables staff to identify strengths and weaknesses and to help each pupil progress in a positive and targeted direction. Tactics from the scientific literature are used to assist learning. Selection of all tactics is on an individual basis and is research-based.

CABAS® provides these individualised curriculum to teach the independent repertoires of speaker, listener, reader and writer behaviour. A primary focus is also on the development of each pupil's self-management repertoire. The curriculum links directly with the programmes of study in the National Curriculum.



The curriculum includes topic work, gym sessions, library sessions, food technology and music lessons using designated classrooms. Horse-riding and swimming also make up the curriculum and there are regular opportunities for both indoor and outdoor play utilising the well equipped external playgrounds or the internal soft play room on site. In addition, the School also has an on-site sensory room which pupils can access on a daily basis and a sensory garden at [The Life Skills Centre](#) in Guildford.

The Local Authority regularly reviews all statemented pupils. Thus an external assessment of progress is also available and any appropriate revision of Individual Educational Plans can be made.

The Jigsaw CABAS® School teaching staff are highly trained, and their skills are assessed on an ongoing basis to ensure that standards are maintained. Staff training is an integral part of the CABAS® system, which believes that investing in the staff is investing in the **pupil's future**. CABAS® research has shown a direct correlation between the expertise of the instructional personnel and the eventual outcome for pupils.



Speech & Language and Occupational Therapy

Each pupil receives input from our speech and language therapist and occupational therapist who visit the school 2-3 times per week. They are available for discussion with staff and parents and contribute to Individual Education Plans and Annual Reviews as well as constructing appropriate programmes for children throughout the school. These are then implemented by school staff and parents in consultation with the therapy team.

The Picture/Word Exchange Communication System (PECS/WECS), sign language and other forms of augmented communication will be used if appropriate.



Sensory Integration is also provided for pupils should their Statement of Educational Needs require it.



Outreach and Mainstream Support

The Jigsaw CABAS® School will continue to provide support for those children able to attend mainstream school according to the need of the individual by providing:

- ◆ Specially trained teaching staff to accompany children to school.
- ◆ Outreach programmes for pupils.
- ◆ Ongoing support and assistance for parents, carers and siblings.
- ◆ Presentations and workshops for other professionals.



Admissions Policy

The Jigsaw CABAS® School provides for pupils diagnosed with an autism spectrum disorder. All pupils have a statement of special educational needs. Application forms are available on request from the school office. Admissions are governed by the availability of places. Places will be offered following a thorough assessment and examination of relevant documentation dependent on The Jigsaw CABAS® School being named in part 4 of the pupil's statement.

The Jigsaw CABAS® School is able to offer formal visits for interested parents and professionals on scheduled open days where there is an opportunity to see the school, meet the staff and request information.

For details of our next scheduled open day see our website www.jigsawschool.co.uk



Workshops

CABAS® training and workshops are provided by CABAS® Senior Behaviour Analyst and Director of Education, Emma Hawkins, MSc, BA (Hons), PGCE, BCBA.

Please visit our website at www.jigsawschool.co.uk for a full schedule of available workshops

Policies

Parents may request the following information from the school or view it on the school website

- ◆ Subject Policies
- ◆ Admissions Policy
- ◆ Discipline via Behaviour Management Policy
- ◆ Exclusions Policy
- ◆ Anti Bullying Policy
- ◆ Child Protection Policy
- ◆ Health & Safety Policy
- ◆ Complaints Policy
- ◆ General Teaching and Curriculum Policy
- ◆ Recruitment & Selection Policy (incorporating Safeguarding Children guidelines)

In addition, an Attendance Register is available from the main School Office upon request.

Complaints

Any parent/carer who has a concern or complaint is encouraged to share and discuss the matter with a member of staff at the earliest opportunity or speak to the Headteacher. Where a parent or carer continues to be unhappy, the school has a formal complaints procedure. A copy of this is available from the school.

THE FUTURE

The Jigsaw CABAS® School and The Jigsaw Life Skills Centre are just the start. The aim is to continue to research and demonstrate the progress that can be made using ABA and to offer training and support for those working with pupils in other settings. In addition, the School will act as a centre of excellence offering training for parents and other professionals. The overriding aim is to help each pupil achieve his or her full potential in a safe, caring and enjoyable environment. The Jigsaw Trust continues to pursue goals for integration and will strive to develop the skills that will enable integration into a mainstream school wherever possible. The Trust will also continue to increase awareness of autism and broaden the scope of provision currently available.



**“Mankind owes to the child
the best it has to give”**

United Nations Declaration



THE GOVERNING BODY

The Governing Body comprises several sub committees who monitor and report on the school's progress ensuring standards are maintained and that planned developments are achieved. Minutes of meetings held and reports presented are available from the school office. The Governors prepare an annual report to parents which is available on our website. All school policies are ratified by the Board. Should you wish to contact the Chair of the Board of Governors you may do so via Sarah Bryant, Clerk to the Governing Body, c/o The Jigsaw CABAS® School, Building 20, Dunsfold Park, Stovolds Hill, Cranleigh, Surrey, GU6 8TB.

TERM DATES 2011/2012

Term 1	30th August 2011 to 20th December 2011
Half term	24th October 2011 to 28th October 2011
Term 2	3rd January 2012 to 3rd April 2012
Half term	13th February 2012 to 17th February 2012
Term 3	16th April 2012 to 3rd August 2012
Half term	4th June 2012 to 8th June 2012

THE BOARD OF GOVERNORS

Parent Governors	Lynn Grant Jill Kiely Kumar Tangri Claire Vaux David Vaux Simon Vincent
Governors	Graham Prothero Georgina Maclean Sarah Collyer Leo McHugh Lori Winch-Johnson
Staff Governors	Victoria Fraser
Ex officio	Kate Grant Emma Hawkins
Chair	Jill Kiely

CONSULTANTS

Dr. R. Douglas Greer, Ph.D.
 CABAS® Senior Research Scientist, Program Coordinator of the Applied Behaviour Analysis M.A. and Ph.D. programs at Teachers College, Columbia University

Dolleen-Day Keohane, Ph.D.
 CABAS® Senior Research Scientist, Associate Adjunct Professor in the Applied Behaviour Analysis program at Teachers College, Columbia University

Grant Gautreaux, Ph.D., BCBA-D
 CABAS® Associate Research Scientist, Senior Behaviour Analyst, Assistant Professor of Teacher Education, Nicholls State University

Katherine Matthews, Ph.D., BCBA-D
 CABAS® Associate Behaviour Analyst
 Executive Director of Education, The Faison School



HOW TO FIND US

The Jigsaw CABAS® School is based at Dunsfold Park aerodrome. The site has two entrances, each with a security guard.

Please be aware that if using a navigation device, our postcode GU6 8TB will only bring you to the edge of Dunsfold Park and does not navigate you to the school.

The Jigsaw CABAS® School
Building 20
Dunsfold Park
Stovolds Hill
Cranleigh
Surrey GU6 8TB

Tel: 01483 273874

Detailed directions to The Jigsaw CABAS® School can be found on our website www.jigsawschool.co.uk.

“If you want to see something
fantastic, that changes the
world, then go to Jigsaw”

The Very Revd Victor Stock, OAM AKC FRSA
Dean of Guildford



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