



School Prospectus

Updated July 2010

The Jigsaw CABAS® School Prospectus

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Welcome

The Jigsaw CABAS® School is an independent 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 based on the principles 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 44 pupils for ages 5 – 19 years. The school has developed links with the local authorities and other local provision, and continues to develop its broad curriculum and develop 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 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

Ms Kate Grant
Executive Head

*Two roads diverged in a wood, and
I took the one less travelled by,
And that has made all the difference.*
Robert Frost, The Road Not Taken

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

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

In Surrey alone, using figures from the 2001 Census and based on The National Autistic Society's prevalence rate of 1 in 100, it can be estimated that there are some 2,600 children under the age of 19 with an autism spectrum disorder.

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 provision in the area. In short Jigsaw makes a difference.

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

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. The estimated number of children under 18 with an autism spectrum disorder (ASD) is 133,500 according to NAS statistics.

Our children are among these. Early and intensive intervention is critical if they are to bridge the gap between themselves and their peers.

The Jigsaw CABAS® School

The Jigsaw CABAS® School is an independent day school registered with the DfE to provide specialist education for pupils 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 a programme designed around a broad and varied curriculum that encompasses the National Curriculum, but geared to their individual needs. 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.

Aims & 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 will adopt an ABA approach to teaching that has been pioneered and developed in the US over the last 40 years.

ABA

ABA is a structured teaching programme built on a discipline devoted to the understanding and improvement of human behaviour. Although there are many therapies, teaching programmes, dietary regimes, and other interventions available to families of children with an autism spectrum disorder, only one has been documented to have produced significant and comprehensive improvements. That method is a programme of intervention based on the principles of ABA. More clinical trials and studies have been conducted using ABA for the treatment of children with autism than any other method. With emphasis on early and intensive intervention, ABA has been demonstrated to greatly improve the prospects of children with an Autism spectrum disorder.

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. 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 disabilities 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 curricular sequences are used that are repertoires of behaviour
- The classroom is a positive environment
- The progress of pupils are always available to view in the form of up-to-date graphs that summarise all of the pupils' responses to instruction

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

Consultants

R. Douglas Greer, Ph.D.

– 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.

– Senior Research Scientist, Associate Adjunct Professor in the Applied Behaviour Analysis program at Teachers College, Columbia University

Grant Gautreaux, Ph.D.

- Associate Research Scientist, Senior Behaviour Analyst, Assistant Professor of Teacher Education, Nicholls State University

Curriculum, Teaching and Assessment

Every pupil selected by 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 an 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.

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 will 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 and Language Therapy 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 & 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 one to one supporters to accompany children to school
- A full programme of Outreach for pupils
- Presentations and workshops for other professionals
- Ongoing support and assistance for parents, carers and siblings

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 School being named in part 4 of the pupil's statement

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

To arrange a visit please telephone the school Senior Administrator: Ms Sarah Bryant 01483 273874

The Board of Governors

The Governing Body comprises several sub committees who monitor and report on the school's progress ensuring standards are maintained and that progress towards planned development is achieved. Minutes of meetings held and reports presented are available from the school office. This report is available on the School website. In addition the Governors prepare an annual report to parents. 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 School, Building 21, Dunsfold Park, Stovolds Hill, Cranleigh, Surrey, GU6 8TB. A full list of the Governing Body can be found at the end of this document and on the website.

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.

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.

The Future

The Jigsaw CABAS® School and The Jigsaw Life Skills Centre is just the start. The aim is to continue to research and demonstrate what kind of progress can be made using ABA methodology 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 will still be pursuing goals for integration, and will strive to develop the skills that will enable the child to integrate into a mainstream school wherever possible. The Trust will continue to increase awareness of autism and broaden the scope of provision currently available.

Contact Details

Dunsfold Site

Building 21
Stovolds Hill
Dunsfold Park
Cranleigh
Surrey
GU6 8TB

Tel: 01483 273 874

e-mail: info@jigsaw.school.co.uk

www.jigsawschool.co.uk

TRUSTEES & GOVERNORS Structure 2010-2011

Trustees

Martyn Allen (Trustee)
Lynn Grant (Parent Trustee)
Jill Kiely (Parent Trustee)
Leo McHugh (Trustee)
Philip Moshi (Parent Trustee)
Graham Prothero (Trustee)
Simon Vincent (Parent Trustee)

Jigsaw School Board of Governors

Louise Gigg (Outgoing Chair)*
Victoria Fraser (Staff Governor)
Lynn Grant (Parent Governor)
Jill Kiely (Parent Governor)
Graham Prothero (Governor)
Kumar Tangri (Parent Governor)
Georgina Maclean (Governor)
Sarah Collyer (Governor)
Leo McHugh (Governor)
Clare Vaux (Parent Governor)
David Vaux (Parent Governor)
Simon Vincent (Parent Governor)
Kate Grant (ex officio)
Emma Hawkins (ex officio)
Sarah Bryant (Clerk)

Adult Services Steering Committee

Katherine Elliott (Parent)
Lynn Grant (Parent)
Tracy Hatton (Parent)
Wendy MacFarlane (Parent)
Simon Vincent (Parent)
Adele Grandon (Staff/Parent)
Kate Grant (Staff/Parent)
Eileen Chiverton (Secretary)

Governing Body Sub Committees Curriculum

Georgina Maclean (Governor)
Victoria Fraser (Staff Governor)
Emma Hawkins (ex officio)
Leo McHugh (Governor)
David Vaux (Parent Governor)
Sarah Collyer (Governor)

HR & Remuneration

Kate Grant (ex officio)
Jill Kiely (Parent Governor)
Graham Prothero (Governor)
Simon Vincent (Parent Governor)

Operations

Premises/Finance/H&S/Fundraising/PR

Kate Grant (ex officio)
Jill Kiely (Parent Governor)
Kumar Tangri (Parent Governor)
Clare Vaux (Parent Governor)

* New Chair to be elected at first Governors Meeting of new Academic Year