

The Rise School Model

The Rise School Purpose

We are preparing our pupils for the next stage in their lives from the moment they join the school. We believe this to be our core purpose. The Rise School exists as part of the Autism Schools Trust. The vision of the Autism Schools Trust is 'a world in which children and young people with autism live, work and thrive as part of communities that are ready to receive them'.

Our mission at The Rise School is to give children and young people with autism the support and challenge they need to learn and succeed in the world beyond school. We achieve this through being an aspirational and evidence-based provision, enabling children and young people with autism to live the life they choose. This document outlines our approach that enables all of our pupils to achieve the academic and social gains of which they are capable.

The Rise School educates and supports children and young people with autism, enabling them to acquire the skills, knowledge and understanding they need to translate their personal aspirations into positive outcomes, through access to a broad and challenging curriculum alongside pupils at mainstream school where appropriate. We focus on academic and social behaviour outcomes for all pupils, to prepare them for a life beyond school and a transition to adult life that includes: paid employment, university or college placement, apprenticeships, successful social relationships; independent living; and meaningful participation in their local community.

Vision and Outcomes

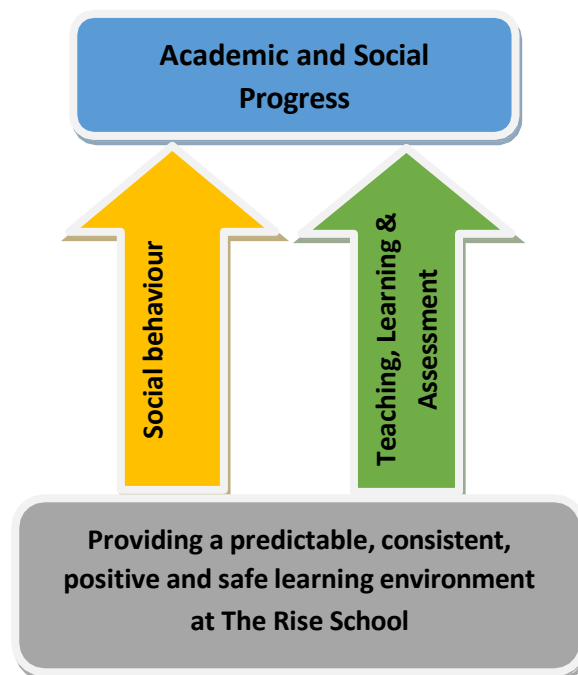
Our vision is that:

- Children and adults are happy to come to school every day and are PROUD of what they achieve.
- Parents and carers are confident that their children are safe, happy and making good progress academically and socially.
- All pupils are given the support and challenge they need to learn and succeed in the world beyond school.
- Teachers and Teaching & Learning Assistants create consistently positive learning experiences that engage and challenge all pupils through 'The Rise Way'.
- The school runs effectively as all adults:
 - want to contribute to the ongoing improvement
 - know what is expected of them
 - have the right skills and attributes to do an excellent job
 - work collaboratively
 - are proactive in pursuing their own professional development.
- The Rise has an excellent reputation amongst all stakeholders as an outstanding learning environment for pupils with autism and leads the way in an amazing group of schools.

The Rise Beliefs and Values

Everyone's aspirations are individual to them; to that end our approach is personalised, reflecting the unique qualities of each pupil and using the views and choices of the pupil to shape the education they receive. We work collaboratively with families, who play a pivotal role in supporting our pupils to make decisions about their future lives.

Our approach to teaching and learning is underpinned by our core beliefs and values. Our learning environment is: predictable, consistent, positive and safe, and has the power to change the lives of our pupils with autism, by being aspirational, personalised and evidence-based. Our belief is that we will support all of our pupils to reach their potential, and to raise expectations for their future.



We support the development of our pupils' social behaviour, as this is central to our pupils achieving academic gains. Using a **School-Wide Positive Behaviour Support** framework, we have built a positive social culture that promotes both social and academic success and through **The Rise Way** we provide a predictable, consistent and positive approach to teaching, learning and assessment.

At the heart of our school are our core values, based on discussions with all staff and then voted for by the pupils: **Be Kind, Be Resilient, Be Proud**. These values are clearly defined, a part of our daily language for learning and are used to teach positive social expectations to all pupils.

Our Approach

We provide a distinctive and challenging curriculum that: enables access to the National Curriculum, at broadly age appropriate levels; is personalised to meet individual learners' needs, allowing each pupil to reach their full learning potential; encourages pupils to work towards gaining national qualifications, where appropriate, both academic and vocational in order to go on to live a productive and fulfilled life; is underpinned by evidence-based approaches to teaching, learning and assessment; encourages and enhances the self-worth of each and every pupil; focuses on and celebrates our pupils' strengths and successes.

The curriculum at The Rise School gives all pupils the opportunity to learn and develop in a creative and supportive learning environment where there is a clear focus on recognising achievement, supporting progression and where pupils feel happy and safe. In order for each pupil's needs to be met, the curriculum aims to be innovative, creative and flexible. The curriculum aims to support and promote each pupil's social and academic development in equal measures. The curriculum is interlinked with opportunities for pupils to develop independence skills, functional skills and skills for a working life.

“The Rise Way” has been created as our approach to teaching and learning, which is based on established good practice and aims to be explicit enough to support teachers at all levels of experience. Furthermore, it is established that: Black et al. (2006) also suggest that trust is built by schools developing a greater consistency in their approach to learning from lesson to lesson, and that this is likely to lead to pupils becoming active participants in their own learning process, thus sharing responsibility for learning with teachers. (Meyers, p22)

We believe that building rapport is a key to achieving the highest rate of learning, participation and co-operation. Building rapport is about trust. It's about truth and honesty and making a connection that has the power to change behaviour and develop positive attitudes to all aspects of their learning – this means that staff know individual pupil's strengths, challenges, motivators and sources of anxiety.

We are committed to supporting the development of pupil's social behaviour in addition to achieving academic success. We recognise that we will not create expected academic achievement unless we support increases in social behaviour.

	Social Behaviour	Teaching, Learning & Assessment
Our learning environment is predictable	All pupils can tell you what social behaviour is expected from them at all times; Reward structures; Consequence ladder;	Working walls; Proud walls; Proud folders; Timing of school day; Staffing; Timetable (visual); personal desk areas (coat pegs); classroom layouts
Our learning environment is consistent	Behaviour Snapshots; Positive social expectations/core behaviour values; Consistent consequences via the “Consequence Ladder” to behaviours that challenge; across time, people and environments; Use of data to support evidence-based decision making;	Green tasks – “Now do this” looks the same in all lessons; expectations on lesson planning (outline is shared visually with learners); Learning objective is always in books - cross referenced to the curriculum; Assessment weeks; Snapshots; Book Looks
Our learning environment is positive	At least 4-5 positive praise to every negative; Positive social behaviour is rewarded with consistent reward structures; Targets focused on increasing those social skills that will have the most impact to the pupil; Reflection time for emotional development; Regularly communicating high expectations for pupil success	Praise learning behaviours and learning gains (growth mindset – praise process not outcome/talent); Modelling positive behaviour for pupils
Our learning environment is safe	Pupil profiles; Rapport building is key; Positive social culture; Physically and emotionally safe environment to learn within	Differentiation; Engaging interests; Positive marking/praise in books;

Staff Support and Development

We believe that the quality of the pupil's learning experience is largely determined by the quality of interaction between individuals and the staff who support them and therefore we commit significant investment to the expertise of our practitioners. We use a multi-disciplinary team approach, underpinned by a rigorous CPD training programme for all staff. Our highly skilled staff team work closely together to provide specialist, integrated and appropriate teaching, learning and support. Staff are supported to maintain and develop their skills through regular training with a specific focus on autism, behavioural approaches, emotional wellbeing, teaching, learning and assessment, alongside other learning opportunities. We also recognise when and where additional expertise is needed, and we build partnerships with other professionals with complementary skills, experience and approaches who share The Rise School beliefs and values.

In conclusion, The Rise School Model is a holistic, multi-faceted approach to ensure the social, emotional and academic progress of the pupils entrusted in to our care.