



# **Beverley Park Parent Handbook**

**A Welcome from the Team**

# Welcome to Beverley Park.

We are delighted to be working alongside you and your child. Beginning a specialist placement can feel like a significant step, and our aim is to make this experience clear, supportive and collaborative from the very beginning.

Beverley Park is a specialist autism assessment and intervention hub for children aged 5-11. We are attached to and governed by Park End Primary School and work in partnership with Beverley School. This allows us to combine specialist autism expertise with mainstream educational expectations.

## What Makes Beverley Park Different?

Beverley Park is a short-term assessment and intervention placement.

This means your child attends for a defined period so that we can gain a clear understanding of how they learn best, provide targeted specialist support and work closely with you and their mainstream school to plan the most appropriate next steps.

The focus of this placement is to build understanding, develop effective strategies and support long-term success.

Your child remains on roll at their mainstream 'home' school throughout the placement. This is called dual registration and ensures continuity and a clear pathway forward.

## Our Values and Approach

Everything we do is guided by three core principles:

### 1. High Expectations

We always assume competence. We believe every child is capable of meaningful progress when teaching is adapted appropriately.

### 2. Individualised Support

No two children are the same. Learning, communication systems and regulation strategies are carefully tailored to your child's profile.

### 3. Understanding Behaviour

Behaviour is viewed as communication. We focus on understanding what a child is expressing and teaching safer, more effective ways to communicate their needs.

## Communication and Sensory Understanding

Communication sits at the heart of our provision.

We use a total communication approach, combining spoken language with visual and physical supports. This may include symbols, photographs, written words, objects of reference, signing and where appropriate, communication devices. By using multiple methods together, we ensure every child has a reliable way to understand and express themselves.

We place equal importance on understanding receptive language – how your child processes and understands information. Staff are trained to recognise each pupil's individual receptive language profile and adapt their communication accordingly.

This includes:

- Using clear, unambiguous language
- Breaking instructions into manageable steps
- Reducing unnecessary language
- Allowing processing time
- Checking understanding in supportive ways.

By carefully adapting how information is presented, we support pupils to access the curriculum, attend to tasks and follow instructions with greater confidence and independence.

We also recognise that sensory differences can strongly influence learning. Our classrooms are structured, calm and predictable, with regulation tools and movement opportunities built into the day to support emotional readiness for learning.

## How the Placement Works

### Specialist intervention

Your child receives structured support in areas such as communication development, emotional regulation, social understanding, curriculum access and independence skills.

Beverley Park operates with small class sizes and a high staff to pupil ratio. This allows us to provide personalised teaching, close monitoring of progress and

responsive support throughout the day. The increased adult presence enables us to adapt learning quickly, provide immediate regulation support when needed and build strong, consistent relationships with each child.

## Assessment and Profiling

Alongside daily teaching, we gather detailed evidence about

- Strengths and interests
- Barriers to learning
- Successful strategies
- Effective communication systems
- Regulation approaches

This information forms a comprehensive Pastoral Support Plan which guides long term planning.

## Planning Next Steps

As the placement progresses, we work collaboratively with you, the mainstream school and the Local Authority to determine the most appropriate long-term provision.

If your child returns to mainstream, this transition is gradual and carefully supported, including staff training and detailed handovers.

## The School Day

Children often thrive on predictability, so our day is carefully structured and visually supported.

The timetable includes Phonics, English, Maths, Science and foundation subjects such as Geography, Art and PSHE. Short focused lessons are interspersed with regulation opportunities to support emotional availability for learning.

Outdoor learning is an important part of our approach. Structured outdoor play supports resilience, independence and social confidence.

**School Day Timings:** 8:00am – 2:00pm

The extended morning approach supports learning engagement and accommodates Local Authority transport arrangements.

## Curriculum and Learning

We follow the National Curriculum but adapt how it is delivered to ensure it is accessible, meaningful and ambitious for every pupil.

Our teaching approach considers the whole child – academically, socially and emotionally. Children are exposed to the full range of foundation subjects while also working on specialist developmental targets related to communication, regulation and independence.

Pupils work towards achieving the developmental targets outlined in their Education, Health and Care Plans (EHCPs) or SEND Support Plans. These targets are embedded into daily teaching and reviewed regularly to ensure steady and meaningful progress.

Our curriculum also supports 'Preparation for Adulthood,' helping children develop independence, communication, social understanding and life skills that will support them as they grow.

Therapeutic approaches are embedded throughout the school day. We work closely with other professionals, including Occupational Therapists (OT) and Speech and Language Therapists (SALT), to ensure strategies are consistent and tailored to each child's needs. Recommendations from these professionals are integrated into daily routines so that communication, sensory regulation and motor development are supported in practical and meaningful ways.

Weekly community visits allow children to practise important life skills such as road safety, public behaviour and organisation in real world settings.

## Positive Behaviour Support

We understand that behaviour can be a concern for families.

At Beverley Park, behaviour is understood as communication. When difficulties arise, we focus on identifying the underlying need and teaching replacement skills.

Each child has a personalised Pastoral Support Plan outlining

- Communication systems
- Known triggers
- Regulation strategies
- De-escalation approached

We use the Zones of Regulation framework to help children understand and manage emotions.

Physical intervention is only ever used as a last resort to prevent serious injury and to protect pupils and staff. Any incident is carefully recorded and communicated with parents.

Our priority is always prevention, de-escalation and maintaining the dignity and safety of everyone involved.

# Outreach and Ongoing Support

Support continues beyond the placement.

Our Outreach Service works with mainstream schools to ensure strategies developed at Beverley Park are sustained. This may include observation visits, staff coaching and review meetings.

The aim is confident, lasting progress.

## Working in Partnership

Strong communication between home and school is essential.

Daily updates are shared via the home school app, SeeSaw, including learning highlights and regulation information. Staff are available for brief discussions before and after school.

Formal updates are provided through parent meetings, annual reviews and progress and transition reports.

Your insight and experience as parents are central to our work.

## Practical Information

### Attendance

As your child is dual registered both Beverley Park and the mainstream school must be notified of absence, please contact Beverley Park office before 8am if your child will not be attending.

Beverley Park follows the attendance procedures of the mainstream school and attendance is monitored in line with whole school expectations. We work closely with the 'home' school to ensure consistent safeguarding and attendance oversight.

### Uniform

There is no set Beverley Park uniform. Comfort and sensory regulation are prioritised. Children may wear their mainstream uniform or comfortable variations.

### Equipment and Lunch

Children should bring a named water bottle, coat and wellies as well as any agreed sensory items.

Pupils are provided with school dinners each day; however, they are welcome to bring a healthy packed lunch if preferred. If your child has specific dietary needs, please ensure these are discussed with the school.

## **Our Commitment**

Beverley Park exists to provide clarity, structure and understanding so that children can make meaningful progress and move forward with confidence.

We look forward to working alongside you.