

Jigsaw CABAS[®] School

Specialist day school for autistic
children aged 4-19



Jigsaw 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 School is a positive environment in which learning both in and out of the classroom is encouraged with the focus on improving outcomes embedded in all curriculum.



WHAT IS A CABAS® SCHOOL?

CABAS is an acronym for the Comprehensive Application of Behaviour Analysis to Schooling. The principles of behaviour analysis are applied to the school setting with an emphasis on

- Teaching to acquire the ability to learn independently
- Teaching to learn in new ways
- Accelerating learning

More detailed information can be found at jigsawschool.co.uk/cabas

JIGSAW STAFF

The role and influence of our teaching staff are crucial factors in the promotion of high quality learning and teaching. To ensure we maintain high standards the school has a performance management policy supporting continuing professional development for all staff.

All teaching staff are required to work through a CABAS training programme to become certified with the CABAS board.

Staff also receive ongoing training in autism, behaviour support, safeguarding, health & safety, administration of medication, first aid and epilepsy.



OCCUPATIONAL and SPEECH & LANGUAGE THERAPY

Our full-time therapists work closely together and in collaboration with educational staff, other professionals and families, to provide a holistic approach to interventions.

Every pupil at Jigsaw receives a core therapy provision which includes therapy recommendations for class programmes, in-class support and direct group therapy.

Our therapists provide ongoing assessments to contribute to each pupil's Individual Curriculum and Educational Plan, as well as annual report.

THE CURRICULUM

Each pupil has an individualised curriculum based on the principles of behaviour analysis. We ensure that it is both engaging and motivating, with targets that are achievable yet challenging. The curriculum is delivered and overseen by our highly qualified teaching staff.

All individualised curriculum include:

- Communication skills eg. listening, following directions, speaking and the development of emergent language
- Literacy & numeracy skills eg. reading, writing, maths, general knowledge
- Independent living skills eg. toileting, eating, dressing and following basic rules
- Social skills eg. playing alongside others, turn taking, sharing

Weekly activities form part of the individualised curriculum:

- PE lessons - in a dedicated PE Hall on-site
- Food Technology lessons - in a dedicated Food Tech room on-site
- Topic lessons - Personal, Social, Health and Economic (PSHE) education forms the basis of the topic curriculum with links to other subject areas including Geography, History, Science, Relationship and Sex Education (RSE), Art and Design & Technology. The topic curriculum also incorporates a focus area for Religious Education (RE) with consideration to the Surrey Agreed Syllabus.

Extra curricular activities such as educational and community visits are linked with topic work and supports the generalisation and transfer of skills to real life situations.

Opportunities are also provided for older pupils to have their learning and achievements accredited by nationally recognised awards and qualifications such as ASDAN and OCR.

POST-16 PROVISION

Jigsaw's Post-16 education enables pupils to become active participants in and contributors to society; leaving school as young adults having achieved a high degree of personal independence.

The curriculum in the Sixth Form has an ongoing focus on

- Communication skills
- Independent living skills
- Vocational skills

The emphasis being on recognising existing skills and providing carefully structured opportunities to apply those skills in functional, everyday contexts and situations.



OUTREACH

A key goal for Jigsaw is to ensure continuity between the school setting and home environment.

To facilitate this, throughout the year, we run Parent Education sessions and workshops giving parents and carers the opportunity to learn some of the techniques to help bridge the gap between school and home learning, as well as sharing knowledge and best practice as we work towards giving our pupils greater independence and life skills.

Jigsaw Trust

Jigsaw Trust supports the delivery of a range of services to autistic children and adults through **Jigsaw CABAS® School, JigsawPlus and Jigsaw Enterprises.**

Founded on the principle of excellence through continual learning, Jigsaw aspires to provide the highest quality of education and lifelong learning possible; to accelerate learning and the ability to learn in new ways as well as acquiring the skills to learn independently through behavioural methods.

The Trust was set up as a registered UK charity in 1999, by a group of parents of children with an autism diagnosis. In the same year it opened the Jigsaw CABAS School to its first six children - today the school has provision for up to 80 pupils, aged 4 to 19 years.

APPLYING FOR A PLACEMENT AT JIGSAW SCHOOL

Jigsaw has a dedicated and specialist Admissions Team under the lead of our Admissions Manager who is experienced in working with Local Authorities and has a thorough understanding of the complexities of the whole admissions process within the current landscape.

For information about the **admissions process** and **open mornings** visit

jigsawschool.co.uk/admissions

If you would prefer to talk to someone, please telephone our Admissions Team on 01483 273874

The Future

'Wrap around' support services, including Respite Care, Domiciliary Care, Independent Living and Housing, are all written into Jigsaw Trust's long term strategic development plan. Training, research and staff expertise within the fields of autism and behaviour analysis underpin all the services offered by Jigsaw ensuring the delivery of excellence to all our learners and their families.



jigsawschool.co.uk

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