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| **Barnet Autism Advisory Team** |
| ***Reception Transition Programme 2018/19*** |

The Barnet Autism Advisory Team runs a reception programme in the Autumn Term for reception pupils with a diagnosis on the Autism Spectrum. This programme consists of 2 visits from one of the members of the Autism Advisory Team beginning in the Autumn term. This is a universal offer for every child in a reception class in a Barnet Mainstream school referred to the Autism Advisory Team. The programme ensures a range of strategies are implemented during this very important transition period. These strategies include Visual Timetables, Task Checklists, and other supportive strategies.

This programme will build on children’s ability to attend and enhance their ability to engage with a wide range of activities. The written visual component will encourage early reading skills alongside broader language concepts and also widen vocabulary. The play component will ensure that children engage with age-related peers, using them as role models for social communication skills.

A focus on visual supports for children on the Autism Spectrum in this programme has been developed because of the strong evidence base for 0-5 year olds as well as a continued strong evidence base for ages 6-14. (Wong et.al. Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder) This approach can ensure good transitions throughout the early years, primary, and secondary schools years as it is a consistent approach that can be emulated in different year groups. Transitions are particularly vulnerable times for children on the Autism Spectrum so visual supports have been developed consistently as part of our transition plan from BEAM (Barnet Early Autism Model) to reception class. Strategies to look at play are also specifically modelled and then developed in further sessions if necessary.

The rationale for using visual supports has a wider context in primary schools.

* This approach is considered good practice for a wide range of pupils including those with SLCN, Cognition and Learning difficulties, and specific literacy difficulties. This is outlined in Barnet’s Ordinarily Available Educational Document 2016. ***https://www.barnetlocaloffer.org.uk/***
* This approach ensures clarity and permanence of language, therefore enhancing the understanding of concepts and communicating clearly.
* The use of visual supports can be used across contexts, this is embedded in the SCERTS approach so is an excellent vehicle for transactional supports across contexts.
* The use of visual supports requires support but no specific training. Visual supports are used to some extent in every school, so development of this tool is well supported by practice already in schools.
* The use of visuals is always paired with the spoken and written word. This enhances understanding of the spoken word and written word. This in turn supports the development of reading.

Support to embed strategies has been developed through modelling and coaching of relevant staff and meeting with teachers and SENCos at the end of every Autism Advisory Teacher visit. It is our aim that this will ensure high expectations for our pupils to help them meet their full potential.

**\*Access to this programme will be subject to receipt of a Barnet Child Development Service Referral Form\***

See below for the outline of activities for each session:

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|  | **Activities** |
| **Training for Staff**  **(SENCO/Class teachers/ TAs)** | **Thursday 27th September 2018**  **Location: Watling Park Primary School**  **Morning: Autism Education Trust - Focus of the 4 areas of difference**  **Introduction to the SCERTS Model**  **Afternoon: Practical ideas/Strategies/ Resource making**  **Opportunities to discuss children with BEAM facilitators** |
| **School Visit 1**  **(joint visit with BEAM and Autism Advisory Team)** | **Transactional Supports to be observed and developed:**  (BEAM will have given timetables and key word lanyards and other existing resources at the transition meeting. Schools will need to have allocated a workstation and/or quiet work area in order for point 2 to occur).   1. **Observe strategies; whole class and individual timetable, Basic Needs Key word lanyard and fob, play mat, carpet space with visual (pillow/carpet)** 2. **Model BEAM session for staff** ( workstation, green/red trays, within task schedule – 10 – 15 minutes) 3. **Carpet space with visual/ possible zoning of areas with shapes/colour.** 4. **Meeting with SENCo, Class Teacher and TA - Discuss signposting with SLT or OT if appropriate.** |
| **School Visit 2**  **Joint Observation with SENCO** | 1. **Joint observation with SENCo – Use “Lets Plan to Play” Assessment** 2. **Meeting with SENCo, Autism Advisory Teacher/facilitator, Class Teacher and TA**   **Use “Lets Plan to Play” Assessment to plan for extending spontaneous play -** structured turn taking, imaginary play, scripts. Discuss possibility of Coding tables for breakdown of indoor/outdoor choose (shapes/animals) if appropriate  **Review SCERTS targets (if appropriate) and discuss next steps according to RAG rating in *Working with the Autism Advisory Team* document.** |
| **Criteria for School Visit 3** | **For some children, it may be appropriate to add a 3rd visit. Please discuss with your allocated Autism Advisory Teacher if 1 of the following criteria are met;**   1. SCERTS Social partner level (minimally verbal) 2. Child is extremely dys – regulated (withdrawn, causing harm to self or others) 3. Child not had BEAM/specialist nursery support   **This visit will support the school in embedding the above strategies and supports for play. This visit will most likely take place in the Spring term, 2019.** |

***Information on further Autism specific training will be available - details will be circulated through the School Circular and on the BARNET LOCAL OFFER website*** ***https://www.barnetlocaloffer.org.uk/***