

## Barnet Autism Advisory Team

### *Reception Transition Programme 2019/20*

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 1-2 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.

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 2019.  
***<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:

	Activities
<b>Training for Staff (SENCO/Class teachers/ TAs)</b>	<b>Date and Location: October 7, 2019</b> <b>Hendon Town Hall</b> <b>Morning:</b> Autism Education Trust - Focus of the 4 areas of difference Introduction to the SCERTS Model Sensory Differences/Language and communication <b>Afternoon Workshops</b> Target setting and General Strategies / Minimally verbal/ Resource making/ Play Opportunities to discuss children with BEAM facilitators <b>To book: <a href="http://cpd10g.cyberdrome.co.uk/pls/cpd1920/gen_cpd_pubview?p_cr_id=192000067&amp;p_style_id=121">http://cpd10g.cyberdrome.co.uk/pls/cpd1920/gen_cpd_pubview?p_cr_id=192000067&amp;p_style_id=121</a></b>

**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/>**

Reception Programme 2019 - 2020		
Information	<b>School:</b>  <b>Pupil:</b>  <b>EHC Plan? Yes/no</b>  <b>SCERTS level:</b>	
	<b>For Social Partner Level/Minimally Verbal children:</b>  <b>Speech and Language Therapist name:</b> What is recommended expressive communication mode from the SALT? School to contact and arrange joint visit with Autism Advisory Team and SALT for visit 2.  <b>School staff attending Minimally verbal training:</b> email <a href="mailto:SEND.events@barnet.gov.uk">SEND.events@barnet.gov.uk</a> to attend  <b>Minimally verbal Pack:</b> When/who meet (Choice boards, Key word lanyard, Help + name, video)  <b>Liaison time for TA/Teacher:</b>	
	<b>School Staff:</b>	<b>Advisory Teacher:</b>
	<b>Advisory Facilitator:</b>	
Expectations	<b>The Autism Advisory teacher/facilitator must not be left alone with the child for safeguarding reasons.</b> <b>The Autism Advisory teacher/facilitator must not take part in any physical intervention.</b> <b>Autism Advisory teacher/facilitator and school to let each other know any change in the timetable as soon as possible.</b>	

<p><b>The Autism Advisory teacher must meet with the class teacher &amp; TA &amp; SENCo at the end of every visit for 20-30 minutes.</b></p> <p><b><i>All BSPs and risk assessments to be shared with the teacher/facilitator before working with the child.</i></b></p>			
<p><b>School Visit 1</b>  <b>(Joint visit with BEAM and Autism Advisory Team)</b>  <b>Date:</b></p>	<p><b>Activities:</b>            (BEAM will have given timetables and key word lanyard at transition meeting)</p> <ol style="list-style-type: none"> <li><b>1. Observe strategies;</b> whole class and individual timetable, Basic Needs Key word lanyard and fob, help visual with staff photo, play mat, carpet space with visual (pillow/carpet)</li> <li><b>2. “Learning” session for staff – BEAM model</b>( workstation, green/red trays, within task schedule for “Learning” session – 10 – 15 minutes)</li> <li><b>3. Meeting with SENCo, Class Teacher and TA</b>              - Discuss signposting with SLT or OT if appropriate.</li> <li><b>4. Social Partner children</b> – fill in above information and arrange visit with SALT.</li> <li><b>5. RAG rate on last visit, for yellow and red children develop SCERTS assessment and SCERTS EPG.</b></li> </ol>	<p><b>Classroom Observation:</b>            (What transactional supports are in place and working well.)</p> <p><b>Highlight strategies in place:</b></p> <ul style="list-style-type: none"> <li>- Whole class timetable</li> <li>- Individual timetable</li> <li>- Basic Needs Key word lanyard</li> <li>- Help visual with staff photo</li> <li>- Play mat</li> <li>- Carpet space with visual (pillow/carpet)</li> </ul>	<p><b>Next Steps:</b></p> <p><b>Met with TA/Teacher/SENCO: yes/no</b></p> <p><b>BEAM model session observed by:</b></p>

<p><b>School visit 2</b>  For some children, it may be appropriate to add an additional visit. Please discuss with your allocated Autism Advisory Teacher if 1 of the following criteria are met; (please highlight)</p> <ol style="list-style-type: none"> <li>1. SCERTS Social partner level (minimally verbal)</li> <li>2. Child is extremely dys – regulated (withdrawn, causing harm to self or others.)</li> <li>3. Child not had BEAM/specialist nursery support.</li> <li>4. Staff are new/inexperienced/lack of autism specific knowledge.</li> </ol> <p>Date:</p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Joint observation with SENCO.</li> <li>2. For Minimally Verbal children – go through pack.</li> <li>3. For Minimally verbal children – develop communication system with SALT.</li> <li>4. Develop SCERTS EPG with SALT and staff using BEAM targets.</li> <li>5. RAG rate and develop next activities.</li> </ol>	<p><b>Classroom Observation:</b>  (What transactional supports are in place and working well.)</p>	
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**Note:** Advisory Teacher note on first NOV the progress of the Reception plan under “previous Involvement.”