

Barnet Autism Advisory Team

Reception Transition Programme 2020/21

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 2-3 visits (virtual and live) 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 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
Training for Staff (SENCO/Class teachers/ TAs)	<p><u>Reception Training Programme</u></p> <p>5 Sessions Virtually</p> <p>Dates:</p> <ol style="list-style-type: none"> 1. Early Years Introduction to Autism Language and Communication Tuesday Oct. 6, 2020 1pm-4pm (with a break) 2. Understanding Sensory Differences – Oct. 12, 2020 2:00-3.30pm 3. Target setting and General Strategies – Oct. 15, 2020 2:00-3.30pm 4. Minimally Verbal - Oct. 20, 2020 2-3.30pm 5. Play – Oct. 22,2020 2-3.30pm <p>To book: https://www.barnetce.org.uk/ £75 per school</p>

Reception Programme 2020/21

Information

School:

Pupil:

EHC Plan? Yes/no

SCERTS level:

For Social Partner Level/Minimally Verbal children:

Speech and Language Therapist name:

What is recommended expressive communication mode from the SALT?

School to contact and arrange joint visit with Autism Advisory Team and SALT for visit 3.

Minimally verbal Pack:

When/who meet (Choice boards, Key word lanyard, Help + name, video)

Liaison time for TA/Teacher:

School Staff:

Advisory Teacher:

Advisory Facilitator:

Expectations

The Autism Advisory teacher/facilitator must not be left alone with the child for safeguarding reasons.

The Autism Advisory teacher/facilitator must not take part in any physical intervention.

Autism Advisory teacher/facilitator and school to let each other know any change in the timetable as soon as possible.

The Autism Advisory teacher must meet with the class teacher & TA & SENCo at the end of every live visit for 20-30 minutes.

All BSPs and risk assessments to be shared with the teacher/facilitator before working with the child.

<p>School Visit 1 September/October VIRTUAL Joint visit with BEAM (if appropriate) and Autism Advisory Team Date:</p>	<p>Activities: SENCO observes in class 20 minutes before the meeting. Please send photos of strategies and supports in place to the Autism Advisory Team before the meeting. (Whole class timetable, Individual timetable, Basic Needs Key word lanyard ,Help visual with staff photo, Play mat, Carpet space with visual (BEAM will have given timetables and key word lanyard at transition meeting or email your Autism Advisory Teacher)</p> <ol style="list-style-type: none"> Meeting with SENCo, Class Teacher and TA - Discuss signposting with SLT or OT if appropriate. Social Partner children – fill in above information and arrange visit with SALT. RAG rate on last visit. <p>Referral received? – Referral must be received before the meeting.</p>	<p>Classroom Observation:</p> <p>Highlight strategies in place:</p> <ul style="list-style-type: none"> - Whole class timetable - Individual timetable - Basic Needs Key word lanyard - Help visual with staff photo - Play mat - Carpet space with visual (pillow/carpet) 	<p>Next Steps:</p> <p>Met with TA/Teacher/SENCO: yes/no</p>
<p>School Visit 2 Live October/November (with BEAM if appropriate) Date:</p>	<p>Activities:</p> <ol style="list-style-type: none"> Autism Advisory Team observation looking at strategies; whole class and individual timetable, Basic Needs Key word lanyard, help visual with staff photo, play mat, carpet space with visual (pillow/carpet) “Learning” session for staff – BEAM model (workstation, green/red trays, within task schedule for “Learning” session – 10 – 15 minutes) 	<p>Classroom Observation: (What transactional supports are in place and working well.)</p>	<p>BEAM model session observed by:</p> <p>Next Steps:</p> <p>Met with TA/Teacher/SENCO: yes/no</p>

<p>School visit 3 – This can be live or virtual</p> <p>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"> 1. SCERTS Social partner level (minimally verbal) 2. Child is extremely dys – regulated (withdrawn, causing harm to self or others.) <p>Date:</p>	<p>Activities:</p> <ol style="list-style-type: none"> 1. Joint observation with SENCO. 2. Meet with staff and SENCO and develop SCERTS EPG with BEAM SCERTS targets if appropriate or Frequently Used SCERTS targets. 3. RAG rate and develop next activities. <p>For Minimally Verbal Children Meet with SALT/school staff/Autism Advisory team</p> <ol style="list-style-type: none"> 4. Develop communication system with SALT. 5. Develop SCERTS EPG with SALT and staff using BEAM SCERTS targets, Frequently Used SCERTS targets or SCERTS assessment.. 	<p>Classroom Observation: (What transactional supports are in place and working well.)</p>	<p>Next Steps:</p> <p>Met with TA/Teacher/SENCO: yes/no</p>
---	--	---	--

Note: Advisory Teacher note on first NOV the progress of the Reception plan under “previous Involvement.”