

Working with the Barnet Autism Advisory Team – 2020/21

Support from the Autism Advisory Team is for schools that have autistic children/young people who need additional support within the context of what is “Ordinarily Available” for autistic children and young people, as well as those transferring from nursery to reception and Year 6 to Secondary School. The Autism Advisory Team aims to be pro-active in supporting schools with autistic children/young people by encouraging schools to contact the Autism Advisory Team with any concern they have. School support will be a mixture of Strategic Level and Casework for high needs pupils.

Strategic Level Work

This will be the focus for our team as we develop knowledge and understanding for school staff with a new model of support that empowers school staff to choose key activities for their particular cohort of pupils. Tasks may be set and revisited through training/workshops, to help embed strategies. Some activities are listed below but we can develop activities that are bespoke to your schools.

Strategic Plans

For schools with more than 5 pupils a strategic meeting to develop a plan with QA measures linked to the AET standards will be held virtually at the beginning of the academic year. It may be helpful to do this with the school EP and a member of your Senior Leadership Team. This will also include a training needs analysis to be circulated by the SENCO before the planning meeting to inform the strategic plan.

Allocation of Support:

Secondary Schools and Schools with an Additional Resource Provision (ARP) for children/YP with Autism will allocate support according to a different formula. Please see separate document outlining the details for strategic and individual support.

Allocations for mainstream primary schools without ARPs are as follows;

Schools will have an allocated amount of hours for strategic level support related to the number of pupils with an autism spectrum diagnosis. Schools can use these hours for the activities below, planning meetings are in addition to these hours. Strategic hours will need to be spread evenly over the academic year.

Number of pupils	0-5	6 -10	11-15	+ 15
Strategic Level Hours	3	8	15	20

Strategic Level Work	Modules
<p>Training The Autism Advisory Team has devised Bespoke Modular Training that will be linked to Staff Training Needs Analysis</p> <p><i>(Strategic Level Hours Calculation – Hours Delivered)</i></p>	<p>Introduction to Autism Autism toolbox – Materials will be given to the SENCO to deliver this module Sensory Issues Inclusive Environments Internalising and Externalising profiles Emotional Regulation Differentiation – Primary and Secondary Play Social Communication Throughout the Day Peer Support Autism and Good Mental Health – 2 parts (Introduction, Strategies to Support Good Mental Health) Pupil Voice Building Bridges – Bridging gaps in understanding between autistic students and their teachers - Secondary Sensory Circuits Sex and Relationship Education Zones of Regulation</p>
<p>Whole School Support <i>(Strategic Level Hours Calculation – Hours Delivered)</i></p>	<p>AET Standards and Competencies Support for developing School Development Plans</p>
<p>Environment <i>(Strategic Level Hours Calculation – Hours Delivered)</i></p>	<p>Individual Sensory Audit School Sensory Audit Environmental Learning Walk</p>
<p>Student Support <i>(Strategic Level Hours Calculation – Hours delivered plus 1 hour prep/follow up per visit)</i></p> <p>Criteria for direct involvement for all children/young people: <i>Must have an Autism Spectrum diagnosis but does not need an EHCP for involvement (ensure that you see the evidence of a diagnosis in writing.) Must have parent/carer permission, this needs to be discussed explicitly with parents.</i></p>	<p>Workshops Planning (including Plan to Play Assessments) Developing Attention Autism in your school (Modelling and Planning) Interest Groups Outcomes meetings Transition Meetings at the end of the school year Modelling of Strategies Some schools may want to use training hours to support individual pupils that do not meet casework criteria. Individual observations and feedback – written feedback via Learning Plan or SCERTS EPG, must meet referral criteria below and send referral form if not previously referred.</p>

Casework

Some children/YP with higher levels of need will meet the criteria for individual casework. This will be reviewed after a term as the expectation is that this intensive level of support will be limited to one term.

<p>Casework Support for children/YP that meet 3 or more of these criteria:</p> <p>Please ensure that children/YP meet these criteria. If it is evident that the criterium is not met at the first visit then the visit will be part of the school strategic hours allocation.</p>	<ul style="list-style-type: none"> - EHCP - High level of support needed in maintaining/establishing a placement - Involvement with Early Help/Social Care - Child/young person at risk of exclusion - Extreme emotional dys-regulation - causing harm to self and/or others or withdrawn (at home or at school) - Minimally/ Pre-verbal (SCERTS Social Partner) - Below age related expectations/social partner and <i>not making progress</i> (Please provide clear evidence of ordinarily available provision provided following 2 clear cycles of plan – do – review process that highlight concerns) 	<p>The Advisory Teacher will arrange a visit within 3 weeks of the referral form received if the child/YP meets criteria.</p>	<p>Advisory Teacher Support 2 visits from Advisory Teacher within 12 weeks. Develop appropriate targets after a joint observation (if not possible please send photos of supports) and then review to ensure SCERTS targets are implemented. Recording will be on the SCERTS Educational Planning Grid. Parent/Carers must be part of this process.</p> <p>Intensive Support Programme Some children/young people may access Facilitator support. The Facilitator can provide intensive support which may include resource making, modelling, coaching and advice. An Intensive Support Plan (usually 3 visits) will be developed to ensure that clear expectations and targets are set. Facilitator support through an ISP will be offered one time only in an academic year.</p>
<p>Referral Process:</p> <p>Criteria for involvement for all children/young people:</p> <p>Must have an Autism Spectrum diagnosis but does not need an EHCP for involvement (ensure that the diagnosis is in writing and shown/shared with the Advisory Teacher)</p> <p>Must have parental permission, this needs to be discussed explicitly with parents.</p> <p>SENCO returns referral form electronically with any other relevant documents. This can be via any secure system such as USO-FX, Egress, etc. Do not send referral forms password protected to ensure we are compliant with Data Protection procedures. You can also reply to an encrypted email from your allocated advisory teacher securely. Ensure you also send relevant reports which may include all or some of the following:</p> <ul style="list-style-type: none"> - EHC Plan/Statement of SEN - Emotional Regulation Support Plan/ Behaviour Support Plan/Log - Individual Risk Assessment - SEN Plan - Other Professionals involved reports (EP/SLT/OT) 			

Working with the SCERTS Framework

The SCERTS framework is embedded in all work we undertake in schools. This means we work collaboratively with the school to develop transactional supports (strategies) that will work in your school to meet the child/young person's needs. We will always be looking to develop the areas of social communication and emotional regulation in a child/person – centred way. SCERTS provides a framework and curriculum with the following rationale:

- The best outcomes for people with autism result when we work on social competence. (Social Communication)
- There is a risk of mental health problems when emotional issues are not addressed. (Emotional Regulation)
- The transactional supports help us teach this unique neurological style effectively. (Transactional Supports)

We will be observing to see what the child can do already in terms of their social communication and emotional regulation in their natural settings. We will then build on their abilities using the appropriate communication level.

Embedded in the SCERTS framework is the Appreciative Enquiry Approach which encourages skill sharing and collaborative problem solving to develop relevant and practical strategies for schools. Visits are therefore organised to include joint observations with SENCOs and then meetings with all relevant adults including parent/carers when assessing and planning. When using the Barnet SCERTS short assessment form we will be co - producing relevant targets to build a SCERTS Educational Planning grid. This should be done in conjunction with other professionals and parents/carers and should be shared with all relevant staff. We also aim to co-produce with children /young people when appropriate.

Visits to School	
Before the Advisory Teacher Visit	<ul style="list-style-type: none"> - <i>SENCO to email detailed agenda for visit including;</i> Joint observation of child by Advisory Teacher and SENCO Meeting with SENCO/teacher/TA following the observation - Send updated SCERTS EPGs with colour coding in the right hand column of the EPG to the advisory teacher to ensure that all supports/strategies that have been suggested are in place. - When <i>planning an observation</i> consider the following; Ensure that observations are in lessons/settings where communication and social engagement with others can be observed to gain understanding of the child's needs. This may include an observation of playtime or other informal/small group settings. An observation in a lesson where things are going well may not be as helpful. However, if positive engagement is only happening in one or two settings, it may be helpful to observe and analyse what is working in that setting to replicate it in other settings. It may be helpful to have a balance of 2 short observations across settings to gain a fuller picture of the child/young person's needs. Paired observations with the SENCO/Inclusion Manager are essential to develop capacity within the school. <p><i>Ensure that pupil voice materials have been used to record pupil views before the observation/visit. If you need support with this please notify your autism advisory teacher before the visit.</i></p>

Advisory Teacher Visit	<p>Observations will be done using the SCERTS Framework observation sheet (sent by teacher prior to visit) and will be done jointly with the SENCo/Inclusion Manager.</p> <p>Observations will need to be followed by a meeting to debrief and collaboratively discuss the observation with the Class Teacher, SENCo/Inclusion Manager, and Teaching Assistant (if relevant) and all other relevant professionals as well as parents/carers. (Usually 45 minutes) This will be done using the Appreciative Enquiry Process. Notify the advisory teacher before the visit if parents/carers will be present and note that all meetings including parents/carers will be with school staff present.</p> <p>If extreme dys-regulation is an issue, it may be helpful to record incidents over time. When developing a Notes of Visit or SCERTS EPG it is always helpful to look at other school planning information. (SEN Support Plans/IEP/PLP/SLT targets etc.)</p>
Written Feedback	<p>SCERTS Assessments and SCERTS Educational Planning Grids</p> <p>SCERTS assessments and SCERTS EPGs will be the primary form of visit recording and working materials. Feedback will predominately be recorded on SCERT Educational Planning Grids. Occasionally, other materials may be used (Learning Plans, Emotional Regulation Support Plans, Plan to Play Assessments, etc.)</p> <p>Embedded in the SCERTS approach is developing SCERTS targets collaboratively with all partners in the child's life. This includes parents/carers and other professionals including Speech and Language Therapists, Occupational Therapists, Physiotherapists, etc. <i>This is to ensure the co-production of common outcomes, targets and strategies across contexts including the school, home and other settings.</i></p> <ul style="list-style-type: none"> - SCERTS Educational Planning Grids can be referred to in your planning documents. (SEN Support Plan, Personal Support Plan, Education planning) Just refer to it in any targets related to Social Communication or Emotional Regulation. These do not have to be replicated in your planning documents just write "see SCERTS EPG." - Barnet Short Assessment can be used as an annual tracking document. This assessment includes ideas for long term outcomes related to short term SCERTS targets. - These documents can and should be included in Annual Review paperwork as well as any application for EHC plan documentation. The Autism Advisory Team does not provide separate reports for Annual Reviews. - Updating the SCERTS Educational Planning Grids will be done by the SENCO after an observation and meeting with staff. Autism Advisory Team staff can support with this process. - Make sure all the adults who interact with the child, including parents/carers, receive a copy of the SCERTS EPG and Barnet SCERTS Short Assessments. - It may appropriate to use the full SCERTS assessments for some red tier level children/young people.
Quality Assurance	<p>Work within schools is evaluated through a variety of measures:</p> <ul style="list-style-type: none"> - Specialist Team Training Evaluation Form - Some schools will have Strategic Plans that are evaluated in relation to AET standards. - AET Standards and Competencies - Reception Programme evaluations.

	- Parent/carer questionnaires will be given to parent/carers via the SENCO.
Cancellation Procedure for the Autism Advisory Team	<p>If you need to cancel a visit, we need as much notice as reasonably possible so that we can use the time for another visit. When more than two working days notice of cancellation is given there will be no charge. A visit cancelled with less than two working days notice will be charged at £100 per half day or £200 per day. Rather than cancelling your visit you can choose to work with us to change the work we will do on that visit. This could involve a range of options, for example working with another child that has been referred or another activity that has been planned previously. Let us know about any changes as soon as you can so we can plan beforehand. If a child is unexpectedly absent on the date of the planned visit, you will not be charged for the cancellation.</p> <p>To cancel you will need to email your allocated Autism Advisory Teacher as well as autism.team@barnet.gov.uk .</p>

Transition		
The Autism Advisory Team provides specific support at key times of transition as these times are particularly difficult for our children. However, with good planning and support our team believes that transitions can be successful. Specific information related to the Reception Programme and Secondary Transfer Programme can be found on the Local Offer. https://www.barnetlocaloffer.org.uk/		
	Reception Programme	Secondary Transition Programme
Cohort	Transition Reception/Movers in to Barnet Mainstream Schools. (not Autism Resourced Provisions)	Transition Secondary/Movers in to Barnet Mainstream Schools. (not Autism Resourced Provisions)
Criteria for accessing support	Reception child or moving in from another Local Authority. - Child must have an AS diagnosis but does not need an EHCP for involvement (ensure that you see the evidence of a diagnosis in writing). - Must have parental permission, this needs to be discussed explicitly with parents.	Year 6/7 child or moving in from another Local Authority. - Child must have an AS diagnosis but does not need an EHCP for involvement (ensure that you see the evidence of a diagnosis in writing). - Must have parental permission, this needs to be discussed explicitly with parents.
Referral	Referral from school.	Referral from school.
AS Teacher support provided <i>All visits will be 1 hour per child.</i>	2/3 visits (virtual and live) from Facilitator or Autism Advisory Teacher which includes 1 joint BEAM/Pre-School Teaching Team handover visit if appropriate. RAG rate on last visit, for yellow and red children develop SCERTS assessment and SCERTS EPG.	Attendance at Year 6 transition meeting in the summer term for some children/young people according to need. Please discuss with your Autism Advisory Teacher.
Quality Assurance	The Reception Programme is evaluated through questionnaires for parents and reception staff. All questionnaires are used to inform the development of subsequent programmes.	The Secondary Transition Programme is evaluated through questionnaires for parents/carers and children/young people. All questionnaires are used to inform the development of subsequent programmes.

Glossary

SCERTS – SCERTS stands for Social Communication, Emotional Regulation, Transactional Support.

The SCERTS® Model is a research-based educational approach and multidisciplinary framework that directly addresses the challenges faced by children and persons with Autism and their families. SCERTS® focuses on building competence in Social Communication, Emotional Regulation and Transactional Support as the highest priorities that must be addressed in any program. It is applicable for individuals with a wide range of abilities and ages across home, school and community settings. It provides a way to assess children/YP strengths and needs and set targets in the areas of social communication and emotional regulation. More information can be found on <http://scerts.com/>

SCERTS EPG – Educational Planning Grid - the SCERTS Planning Grid is a plan to map out the use of strategies and supports throughout the day to meet objectives. This plan is devised with staff and parents using objectives highlighted in the SCERTS assessment.

ARP – Additional Resourced Provision - An ARP is a provision, within a mainstream school, designed to provide specialist and targeted support for children with long term special educational needs such as autism.

SEN – Special Educational Needs - According to the Code of Practice (2014), p.15:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

BEAM – Barnet Early Autism Model - BEAM's service is part of Barnet's specialist autism services and has been designed for families of pre-school children under 5 (with a confirmed diagnosis of autism). BEAM acts as an early intervention service based in the home; families receive home visits from a trained autism specialist facilitator, who will teach and model strategies through structured activities that are based on the needs of the individual child.

<https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/early-years/barnet-early-autism-model-beam>

AET - The Autism Education Trust is an organisation established in 2007 with funding from the Department for Children, Schools and Families. It is dedicated to coordinating and improving education support for all children with autism in England. It is estimated that one in 100 children have autism. Their education is the primary concern for most parents and carers. The Autism Education Trust aims to create a platform for voluntary, independent and statutory providers to plan and develop appropriate autism education provision across all education settings, including early years. <https://www.autismeducationtrust.org.uk/>

EP - Educational Psychologists can help with individual children, groups of children or staff, and can support schools in meeting children's needs more effectively by, for example, providing training for school staff or helping develop the school's Special Education Needs (SEN) or behaviour policy. <https://www.barnetlocaloffer.org.uk/organisations/27144-educational-psychology-team>

SLT - Speech and language therapists provide support and care for children and adults who have difficulties with communication, or with eating, drinking and swallowing.

OT - Occupational therapists help children to participate in daily life activities. Daily life is made up of many activities (or occupations). Occupations for children or young people may include, self-care (getting ready to go out, eating a meal, using the toilet), being productive (going to nursery or school), and play or leisure — having fun alone or with others.

In Barnet, SLT and OT services are provided by NELFT, please see information below.

Barnet Children and Young People's Integrated Therapy Service – Core Offer

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