

## Working with the Barnet Autism Advisory Team – 2021 Interim arrangements

The following document describes the support that will be offered by the autism advisory team from September – December 2021. These are interim arrangements due to staff shortages. It is anticipated that the team will be fully staffed by Spring 2022.

### Casework

<b>Casework Support for children/YP that meet 2 or more of these criteria: Please discuss with AAT</b>	<b>Procedure</b>	<b>Additional support</b>
<ul style="list-style-type: none"> <li>• High level of support needed in maintaining/establishing a placement/ Child/young person at risk of exclusion or placement breakdown</li> <li>• Minimally/ Pre-verbal (SCERTS Social Partner) without an effective communication system, / appropriate curriculum</li> <li>• EHCP application in process *</li> <li>• Need for change of placement in process</li> <li>• Young person experiencing prolonged periods of anxiety / stress either at school or home (possibly masking).</li> <li>• New diagnosis and staff do not have experience of supporting children in this position</li> <li>• On-going school withdrawal/ refusal</li> <li>• Part time timetables (without an end date agreed with parents and school)</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO will refer to the Autism Advisory Teacher - See below.</li> <li>• The advisory teacher will arrange an observation within 3 school weeks of the referral being accepted.</li> <li>• The young person will be observed by SENCo and AAT, and they will give their views</li> <li>• There will be an online meeting with SENCO, class team and parents/ carers (other professions / the pupil as appropriate)</li> <li>• The advisory teacher will write a learning plan based on the views of all parties in the meeting.</li> <li>• The school will be offered an online implementation follow up meeting with SENCo and class team</li> </ul>	<p>Where the young person continues to have significant difficulties, and the supports agreed have been implemented one of the following supports can be offered:</p> <ul style="list-style-type: none"> <li>• SCERTS assessment (social communication, emotional regulation and transactional supports) additional supports detailed in the learning plan</li> <li>• An intensive support plan, where an autism support facilitator will work with the class team to implement supports for 1-3 sessions.</li> <li>• A training session for the class team</li> </ul>

*EHCP is not a requirement for support	Please let the advisory teacher know if the referral is urgent.	
<b>Ongoing support for known students (until January 2021)</b>	<b>Procedure</b>	
<p>If the pupil <b>does not</b> meet the criteria for casework, but is experiencing difficulties with:</p> <ul style="list-style-type: none"> <li>• Intermittent or low-level emotional dysregulation</li> <li>• Sensory difficulties</li> <li>• Intermittent or low-level stress or anxiety</li> <li>• Difficulty accessing the level of social interaction, <b>they would like to</b></li> <li>• Difficulty accessing the curriculum, even when it has been differentiated and sensory adaptations have been implemented</li> <li>• Year 1 pupils who have experienced significant disruptions due to Covid 19 (e.g. did not access reception support plan)</li> </ul>	<p><b>The advisory teacher will check</b> that existing learning plans have been passed on to the new class team and parents.</p> <p>Where the pupil continues to have difficulties / or if the staff team struggle to implement the learning plan:</p> <p>The advisory teacher will facilitate <b>online consultation meeting</b> with SENCo, parental input and pupil input.</p> <p>The advisory teacher / facilitator will send a checklist of supports</p> <p>If the pupil is <b>not known</b> to the team and <b>does not</b> meet criteria for casework, the advisory teacher or facilitator will meet the pupil as part of a learning walk around the school prior to the meeting and/or intervention offered.</p>	
<b>Whole school support</b>	For the Autumn Term school can select one of the whole school supports below	

Most training will be offered after January 2021

Introduction to autism will be repeated online during the Autumn Term

Whole school support

	<b>Activity</b>
<b>Training</b> The Autism Advisory Team has devised Bespoke Modular Training that will be linked to Staff Training Needs Analysis	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 Pupil Voice Introduction Secondary Building Bridges Sensory Circuits Sex and Relationship Education
<b>Environment assessment</b>	Individual Sensory Audit School Sensory Audit Environmental Learning Walk Room set up consultancy
<b>Student/ student Cohort Support</b>	Planning Developing Attention Autism in your school Interest Groups Differentiation workshops for mainstream staff Timetabling and visual supports workshops

	Facilitate the start of an emotional regulation plan or energy accounting plan
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<b>Referral Process</b>	<p>SENCO returns referral form securely <b>and electronically</b> with any other relevant documents including pupils and parent views. SENCO to suggest which level of support they believe the pupil will need.</p> <ul style="list-style-type: none"> <li>- EHC Plan/Statement of SEN</li> <li>- <b>SCERTS</b></li> <li>- Emotional regulation / Behaviour Support Plan</li> <li>- Individual Risk Assessment</li> <li>- SEN Plan</li> <li>- Emotional regulation recording/ Behaviour LOG</li> <li>- Other Professionals involved reports (EP/SLT/OT)</li> </ul>
<b>Working with the SCERTS Framework</b>	<p>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:</p> <ul style="list-style-type: none"> <li>- The best outcomes for people with autism result when we work on social competence. (Social Communication)</li> <li>- There is a risk of mental health problems when emotional issues are not addressed. (Emotional Regulation)</li> <li>- The transactional supports help us teach this unique neurological style effectively. (Transactional Supports)</li> <li>- . More information on <a href="http://www.SCERTS.com">www.SCERTS.com</a></li> </ul>

<b>Visits to School</b>
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<p><b>Before the Advisory Teacher Visit</b></p>	<p>When <i>planning an observation</i> consider the following.</p> <ul style="list-style-type: none"> <li>• Ensure that observations are in lessons/settings where key issues can be observed and Ordinary and Available strategies can be implemented.</li> <li>• The observation will be carried out jointly with the SENCo.</li> <li>• <b><i>Ensure that pupil voice materials have been used to record pupil views before the online meeting. If you need support with this, please notify your Autism Advisory Teacher before the visit.</i></b></li> </ul>
<p><b>Advisory Teacher Visit</b></p>	<p><b>Observations</b> 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. Observation will not be done without the Seno/Inclusion manager or member of the SLT.</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 <b>Reception Programme</b> and <b>Secondary Transfer Programme</b> can be found on the Local Offer. <a href="https://www.barnetlocaloffer.org.uk/">https://www.barnetlocaloffer.org.uk/</a>		
	Reception Programme	Secondary Transition Programme
<b>Cohort</b>	Transition Reception/Movers into Barnet Mainstream Schools. (not Autism Resourced Provisions)	Transition Secondary/Movers into Barnet Mainstream Schools. (not Autism Resourced Provisions)
<b>Criteria for accessing support</b>	<p>Reception child or moving in from another Local Authority.</p> <ul style="list-style-type: none"> <li>- EHCP is not needed</li> <li>-Autism diagnoses – or Covid Pathway (for details ask the advisory teacher)</li> <li>- Must have parental permission, this needs to be discussed explicitly with parents.</li> </ul>	<p>Year 6/7 child or moving in from another Local Authority.</p> <ul style="list-style-type: none"> <li>- Child <b>must</b> have an AS diagnosis but <b>does not</b> need an EHCP for involvement (ensure that you see the evidence of a diagnosis in writing).</li> <li>- Must have parental permission, this needs to be discussed explicitly with parents.</li> </ul>
<b>Referral</b>	Referral from school.	Referral from school.
<b>Support delivery</b>	Online meeting with BEAM facilitator, parents SENCO and class team. 1-2 visits in school	School can request 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.
<b>Quality Assurance</b>	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 and children/young people. All questionnaires are used to inform the development of subsequent programmes.

\*Pupil input could include:

Pupil filling out a pupil voice journal/sheet

Pupil joining the meeting

Pupil speaking to a member of staff about their concerns

Pupil completing a picture/ written questionnaire

Pupil taking part in a talking mats activity

Other

