

Working with The Barnet Advisory Team Supporting Autistic People

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

Whole School Support

Schools are allocated 2 hours, per year for training/workshops/consultancy re. groups of pupils and other types of support.

Additional pupil support

If the pupil **does not** meet the criteria for casework, but is experiencing difficulties with:

- Intermittent or low-level emotional dysregulation
- Sensory difficulties
- Intermittent or low-level stress or anxiety
- Difficulty accessing the level of social interaction **they would like to**
- Difficulty accessing the curriculum, even when it has been differentiated and sensory adaptations have been implemented.
- Year 1 pupils who have experienced significant disruptions due to Covid 19 (e.g., did not access reception support plan)
- Post diagnostic support for staff with less experience of supporting new diagnosis/ and for families)

If the pupil is known to the advisory team:

The advisory teacher will:

- check that existing supports recommended in previous learning plans are in place/ have been passed on to new class team and parents/ carers.
- Offer a short catch-up meeting with staff team and SENCO
- Add additional supports to the previous learning plan
- Signpost to workshops and training

If the pupil is **not known** to the team and **does not** meet criteria for casework, the advisory teacher or facilitator will meet the pupil as part of a learning walk around the school, prior to a consultancy meeting.

Barnet Training Offer: Supporting Autistic People



Autistic Experience in Education <i>Often delivered with the ToolBox</i>	Toolbox <i>A comprehensive selection of practical strategies used by the AAT</i>	Emotional Regulation (including Energy Accounting) <i>With support Strategies</i>	Sensory Support Understanding sensory experience. <i>With support Strategies</i>
Inclusive Classrooms <i>Practical strategies and autistic people's accounts of environmental difficulties in the classroom</i>	Social Connection Understanding each other. Including double empathy, and information on bullying. <i>With support Strategies</i>	Motivation, Thinking and Learning Including executive function <i>With support Strategies</i>	Structured Teaching <i>With support Strategies</i>
Differentiation and classroom strategies <i>With support Strategies</i>	Autistic profiles Explores gender and internalising/externalising	Neurodiversity for peers (to be developed)	Supporting communication A two-way process <i>With support Strategies</i>
Puberty Sex and Relationships	Good Mental health and Wellbeing part 1	Good Mental health and Wellbeing part 2	See workshops
<ul style="list-style-type: none"> • Modules are 60-90minutes. The Autism Advisory Team has devised Bespoke Modular Training that will be linked to Staff Training Needs Analysis. • Autistic people's voices should be represented in every training • https://forms.gle/C88byAAuDM3rmQgL8 • Use this link for all training evaluations. Send to SENCO before the training and allow time at the end to do evaluation. • Circulate handouts as PDF 			

Environment assessment	<ul style="list-style-type: none"> • Individual Sensory Audit • School Sensory Audit • Environmental Assessment learning walk • Room set up consultancy/learning space assessment. • Cohort overview
Workshops	<ul style="list-style-type: none"> • Planning and differentiation workshops for mainstream staff. • Troubleshooting – opportunity to discuss several students with staff – q and a. • Gathering and understanding pupil voice • Developing Attention Autism in your school • Interest Groups- setting up authentic social experiences for individuals with similar interests. • Differentiation workshops for mainstream staff • Timetabling and visual supports workshops • Facilitate the start of an emotional regulation plan or energy accounting plan. • Set up for an intervention group.

Referral Process	<p>SENCO returns referral form securely and electronically 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"> - EHC Plan/Statement of SEN - SCERTS - Emotional regulation/Behaviour Support Plan - Individual Risk Assessment - SEN Plan - Emotional regulation recording/ Behaviour LOG - Other Professionals involved reports (EP/SLT/OT)
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Working with the SCERTS Framework	<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"> - 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) - . More information on www.SCERTS.com
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Visits to School	
Before the Advisory Teacher Visit	<p>When <i>planning an observation</i> consider the following.</p> <ul style="list-style-type: none"> • Ensure that observations are in lessons/settings where key issues can be observed, and Ordinary and Available strategies can be implemented. • The observation will be carried out jointly with the SENCo. • <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>
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. Observation will not be done without the SENCo/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 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 into Barnet Mainstream Schools. (not Autism Resourced Provisions)	Transition Secondary/Movers into Barnet Mainstream Schools. (Not Autism Resourced Provisions)
Criteria for accessing support	<p>Reception child or moving in from another Local Authority.</p> <ul style="list-style-type: none"> - EHCP is not needed - Autism diagnoses – or Covid Pathway (for details ask the advisory teacher) - Must have parental permission, this needs to be discussed explicitly with parents. 	<p>Year 6/7 child or moving in from another Local Authority.</p> <ul style="list-style-type: none"> - 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.
Support delivery	Online meeting with BEAM facilitator, parents, SENCO and class team. 1-2 visits in school	<p>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.</p> <p>Passports for transition – including out of borough.</p>
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 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

