Working with The Barnet Advisory Team Supporting Autistic People (primary).

The BELS Autism Advisory Team provide support for:

- Autistic children and young people
- Schools
- Parents and carers
- Other professionals

Support includes:

- Training, workshops, and drop-ins for staff.
- Training and a support group for parents/ carers.
- Training for a range of professionals
- Talks delivered by Autistic Trainers and speakers.
- Direct casework (for individuals who meet the criteria below, following a referral from the school)
- Transition support into primary school, and into secondary school (up to two visits).

Supporting pupils who find it difficult attend school (allow referred to Emotional Based School Avoidance EBSA support).

Whole School Support	
Environment assessment	• Individual Sensory Audit • School Sensory Audit • Environmental Assessment learning walk • Room set up consultancy/learning space assessment. • Hub set up • Cohort overview
Workshops	• 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. • Post diagnostic support.

Supporting Autistic Young People with Emotionally Based School Avoidance (EBSA)/Barriers to Attendance

The Autism Advisory Team are currently developing a more flexible model of support for Autistic young people who are experiencing barriers to Attendance/EBSA. With agreement from settings, the Autism Advisory Team may support Autistic young people and their families whilst awaiting a referral.

The Autism Advisory team can provide support with:

- **A Transition Plan**
- **Learning Plan meeting**
- **Accessing the young person's views**
- **Energy Accounting Attendance Plan**
- **Energy Accounting teaching**
- **An exploration of environmental changes needed**

For further information, please contact your allocated autism advisory teacher.

Settings are encouraged to contact the autism advisory team and complete a referral form if they have an Autistic young person who is not attending, has attendance challenges or is attending an alternative provision: Referral Form

Barnet Training Offer: Supporting Autistic People			
Autistic Experience in Education *Often delivered with the ToolBox*	**Toolbox** *A comprehensive selection of practical strategies used by the AAT*	**Emotional Regulation** (including Energy Accounting) *With support Strategies*	**Sensory Support** Understanding sensory experience. *With support Strategies*
Inclusive Classrooms *Practical strategies and autistic people's accounts of environmental difficulties in the classroom*	**Social Connection** Understanding each other. Including double empathy, and information on bullying. *With support Strategies*	**Motivation, Thinking and Learning** Including executive function *With support Strategies*	**Structured Teaching** *With support Strategies*
Adapted learning for autistic pupils, with classroom strategies *With support Strategies*	**Autistic profiles** Explores gender and internalising/ externalising profiles	**Neurodiversity for peers** Including sign posting to the LEANS curriculum **Neurodiversity Assemblies**	**Supporting communication** A two-way process *With support Strategies*
Navigating Puberty, and adapting the Sex	**Good Mental health and Wellbeing part 1**	**Thinking and Learning including Understanding**	**Mistakes are helpful – addressing anxiety around**

Relationships and Sex Education Curriculum.		**Inertia.**	**making mistakes**
• Modules are approximately 60 • Modules are following up with an implementation drop in /workshop for staff – in person or online • Each school can access up to 4 hours of training per year, for free. Additional training can be purchased from the advisory team			

Casework		
Criteria	**Procedure**	**Additional support**
High level of support needed in maintaining/establishing a placement • child/young person at risk of exclusion or placement breakdown. • Prolonged use of part time timetables without agreed and date • Need for change of placement ---------- Non- speaking/ minimally speaking autistic children with high support needs. ---------- Young person experiencing prolonged periods of anxiety/stress either at school or home (possibly masking).	The SENCO/ Inclusion Leader will refer to the Autism Advisory Teacher. Please let the advisory teacher know if the referral is urgent. A member of the advisory team will arrange a visit or meeting within 3 school weeks of the referral being accepted. Case work is likely to comprise of • An observation and gathering pupil views. • A meeting with SENCO, class team and parents/carers, other professionals, pupil – as appropriate. • One report	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: • Staff Training • Attendance at a multi-disciplinary meeting • An additional plan • **An intensive support plan**

---------- Children who are unable to attend school (including those who are described as experiencing Emotionally Based School Avoidance) ---------- The advisory team can also provide one visit to support: • New diagnosis where staff do not have experience of supporting children in this position. • EHCP application *EHCP is not a requirement for support	○ Visit notes with recommendations ○ A Learning plan ○ An Emotional Regulation Plan ○ A SCERTS* assessment – based on the needs of the individual. • Follow up outcome meeting online or in person. *SCERTS – Social Communication, Emotional Regulation and Transactional Supports. The SCERTS® Model	**(3-5 weekly visits)** **Intensive Support Plan** An advisory facilitator works with the class team to embed strategies and interventions, through modelling or coaching. Supports modelled will be specified in the intensive support plan. Observation and gathering the pupils' views informs the plan.

Special support programs
Reception Plan   The plan includes:

- Training for staff
- A meeting with staff and parents
- 2 visits to the school
- A written plan

Individual Education and Engagement (ICE) program for reception

This is a bespoke intervention for Autistic children in mainstream reception classes, where The Complex Needs Panel have determined that their educational needs could be met in a special school setting. The program includes five visits:

- Observation
- Meeting with school staff, parents/ carers, other professionals, creating a pupil passport (and collecting pupil views at a time that suits the pupil)
- SCERTS and specialist curriculum assessment (update passport)
- Support for planning and monitoring progress (update passport)
- Transition support (update passport)

Supports and interventions will be modelled by a facilitator.
In addition, children who are movers in to the borough, including asylum seekers and refugees may be able to access this support, please consult the Autism Advisory Team.

Individual Education and Engagement (ICE) program for older children
This is a bespoke intervention for Autistic children in mainstream reception classes, where The Complex Needs Panel have determined that their educational needs could be met in a special school setting. The program includes three visits:

- Review check ins – including curriculum, passport, environment or predictability supports
- Curriculum and SCERTS assessment, Emotional regulation plan, learning plan or attendance at annual review (update supports)
- Transition support and update passport
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In addition, children who are movers in to the borough, including asylum seekers and refugees may be able to access this support, please consult the Autism Advisory Team.

Referral Process	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.
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) - . More information on www.SCERTS.com

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	**ICE Programme**
Cohort	Reception children who are not allocated to the ICE program. (See below)	Social partners / early language partners/ those accessing the Engagement Model EHCP Autism or Learning Disability That special school panel identified having the same needs as those currently in special school placements
Criteria for accessing support	Reception child or moving in from another Local Authority. - 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.	The child is non-speaking or using minimal fluent language / communication, with high support needs. The school setting will be able to release staff to join meetings/ assessments and training. Parents/ carers will have consented to the involvement of the Autism advisory team.
Referral	Referral from school.	Referral from school.
Support	1. Online meeting with parents, SENCO, and class team. Gathering pupil voice using a range of communication strategies 2. BEAM modelling interventions (where the pupil is known to BEAM) 3. 2 visits in school – observation,	• Online meeting with parents, SENCO and class team • Where the child is known to the BEAM team they will arrange a modelling session. • Observation and meeting with class team and SENCO , update paper work • SCERTS assessment / update/

	meeting with staff modelling Strategies and interventions will be recorded using - A Reception Plan Report - Pupil Passport The second visit can be used: • to update SCERTS assessments or to carry out a SCERTS assessment. • Or create an Emotion Regulation Plan based on the Low Arousal and SCERTS principles • Or transition support Staff can access Reception Training (4 sessions covering communication; structured teaching; sensory differences and emotional regulation). Staff can access Reception Training (4 sessions covering communication; structured teaching; sensory differences and emotional regulation).	• Curriculum assessment • Teacher planning workshop (where needed) • 1-2 modelling visits (where needed) • Reception Training offered. • End of year review and planning for transition

Quality Assurance	The Reception Programme will be evaluated through questionnaires for parents and reception staff.	ICE program will be evaluated as follows: • Curriculum assessment progress • SCERTS assessment • Parent/ carer and staff short questionnaire

*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.