

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:

- Direct casework (following a referral from the school)
- Transition support into primary school, and into secondary school
- 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.

Casework

Criteria	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 	<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 a visit or meeting within 3 school weeks of the 	<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>

<p>Social Partner) without an effective communication system/appropriate curriculum</p> <ul style="list-style-type: none"> • EHCP application in process, and advice is required* • Need for change of placement identified. • 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 absence from school. • Part-time timetables (without an end date agreed with parents and school) <p>*EHCP is not a requirement for support</p>	<p>referral being accepted.</p> <ul style="list-style-type: none"> • Observation and gathering pupil views. • Meeting with SENCO, class team and parents/carers, other professionals, pupil – as appropriate. • Learning plan, emotional regulation plan or a SCERTS* assessment – based on the needs of the individual. • Follow up outcome meeting online or in person. <p>*SCERTS – Social Communication, Emotional Regulation and Transactional Supports. The SCERTS® Model</p>	<ul style="list-style-type: none"> • Staff Training • Attendance at a multi-disciplinary meeting • An intensive support plan (3-5 weekly visits) <p>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.</p>
<p>Special support programs</p>		
<p>Reception Plan</p> <p>The plan includes:</p> <ul style="list-style-type: none"> • Training for staff • A meeting with staff and parents 		

- 2 visits to the school

Whole School Support

Transition into reception

All children, with a diagnosis of autism, starting Reception, will be entitled to the Reception Support Plan.

Year 6/7 Transition Support

Every Autistic pupil transitioning to a mainstream secondary school will be offered transition support see below.

Additional pupil support

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

- Intermittent or low-level emotional dysregulation / stress or anxiety
- Sensory difficulties
- Difficulty accessing the level of social interaction **they would like.**
- Difficulty accessing the curriculum, even when it has been differentiated and sensory adaptations have been implemented.
- 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:

- Meet with the SENCO and class teacher to ensure that existing recommendations are still appropriate and are still in place.
- 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, prior to a consultancy meeting.

Training can be offered to those supporting the pupil.

Individual Education and Engagement (ICE) program

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:

- Observation
- Meeting with school staff, parents/ carers, other professionals and collecting pupil views.
- SCERTS assessments
- A specialist curriculum assessment
- Support for planning and monitoring progress

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.• Post diagnostic support.

Barnet Training Offer: Supporting Autistic People



<p>Autistic Experience in Education <i>Often delivered with the ToolBox</i></p>	<p>Toolbox <i>A comprehensive selection of practical strategies used by the AAT</i></p>	<p>Emotional Regulation (including Energy Accounting) <i>With support Strategies</i></p>	<p>Sensory Support Understanding sensory experience. <i>With support Strategies</i></p>
<p>Inclusive Classrooms <i>Practical strategies and autistic people's accounts of environmental difficulties in the classroom</i></p>	<p>Social Connection Understanding each other. Including double empathy, and information on bullying. <i>With support Strategies</i></p>	<p>Motivation, Thinking and Learning Including executive function <i>With support Strategies</i></p>	<p>Structured Teaching <i>With support Strategies</i></p>
<p>Differentiation and classroom strategies <i>With support Strategies</i></p>	<p>Autistic profiles Explores gender and internalising/externalising</p>	<p>Neurodiversity for peers (to be developed)</p>	<p>Supporting communication A two-way process <i>With support Strategies</i></p>
<p>Relationships and Sex Education</p>	<p>Good Mental health and Wellbeing part 1</p>	<p>Good Mental health and Wellbeing part 2</p>	<p>See workshops</p>
<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/C88byAAuDM3rmQqL8 • 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

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	<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

Transition		
<p>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/</p>		
	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	<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>The child is non-speaking or using minimal fluent language / communication, with high support needs.</p> <p>The school setting will be able to release staff to join meetings/ assessments and training.</p> <p>Parents/ carers will have consented to the involvement of the Autism advisory team.</p>
Referral	Referral from school.	Referral from school.
Support delivery	<p>Online meeting with parents, SENCO and class team.</p> <p>BEAM model (where known to BEAM)</p> <p>1-2 visits in school</p> <p>Second visit can be used to update SCERTS</p> <p>carry out SCERTS assessment.</p>	<ul style="list-style-type: none"> • 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/

		<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.