

Working with the Barnet Autism Advisory Team - 2018

Support from the Autism Advisory Team is for schools that have children/young people whom are not making progress within the context of what is “Ordinarily Available” for children and young people on the Autism Spectrum 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 children/young people on the Autism Spectrum by encouraging schools to contact the Autism Advisory Team with any concern they have.

Strategic Level Work

For schools with a large number of autistic children/young people it may be helpful to work more strategically through a school plan considering the needs of your school with a variety of activities. Some activities are listed below but we can develop activities that are bespoke to your schools. Strategic plans will include Quality Assurance measures to ensure impact is measured and can be used to develop future plans.

	Activity
Training	AET Training Cluster/SCERTS Study Group training Workshop
Environment	Individual Sensory Audit School Sensory Audit Environmental Learning Walk (Use of Visuals) Developing AET Standards
Student Cohort Support	Planning Developing Attention Autism in your school Interest Group Transition Meetings at the end of the school year Modelling of Strategies

Individual Level Work

<p>Pre - Referral Process</p>	<p>Complete a Pre – referral checklist if the child/young person meets the criteria for accessing support. (See Tiered Level of Support below) Email the Pre- referral checklist electronically with all relevant documents to your allocated Autism Advisory Teacher. (0208 359 7613 Autism.team@barnet.gov.uk)</p> <p>This must be via the USO-FX system (not password protected) to comply with Data Protection procedures. You can also reply to an encrypted email from your allocated advisory teacher securely.</p> <p>The Advisory Teacher will then contact you in determining the appropriate next steps;</p> <ul style="list-style-type: none"> - General advice, signposting and/or strategies if appropriate - Referral form will be sent if child meets the criteria for Tiered Level of Support
<p>Referral Process</p>	<p>SENCO returns referral form electronically with any other relevant documents. This must be via the USO-FX system, not password protected to comply 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 - STAR or ABC Analyses - Behaviour Support Plan - Individual Risk Assessment - IEP/Provision - Behaviour LOG - Other Professionals involved reports (EP/SLT/OT) <p>The Advisory Teacher will then arrange a visit if the child according to Tiered Levels of Support timeframes.</p>

Tiered Levels of Support

To ensure equity of access across schools we aim to provide consistent levels of support according to need. In certain circumstances this may mean an Intensive Support Programme delivered by our Facilitator.

Basic Criteria for all children/young people:

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 parental permission, this needs to be discussed explicitly with parents.

Criteria for accessing support	Green	Amber	Red
	<p>2 or more criteria:</p> <ul style="list-style-type: none"> - EHCP * - Concern about progress in the area of Social Communication. (Please provide clear evidence of ordinarily available provision following 2 clear cycles of the plan – do – review process) - Concern about progress in the area of Emotional Regulation (Please provide clear evidence of ordinarily available provision following 2 clear cycles of the plan – do – review process) - Minimally/ Pre-verbal (SCERTS Social Partner) 	<p>2 or more criteria:</p> <ul style="list-style-type: none"> - EHCP* - High level of concern over a sustained period over lack of progress in the area of Social Communication. (Please provide clear evidence of ordinarily available provision following 2 clear cycles of the plan – do – review process) - High level of concern over a sustained period over lack of progress in the area of Emotional Regulation. (Please provide clear evidence of ordinarily available provision following 2 clear cycles of the plan – do – review process) - Minimally/ Pre-verbal (SCERTS Social Partner) - Support with transition from out of borough/out of school 	<p>3 or more of these criteria:</p> <ul style="list-style-type: none"> - EHCP* - Extreme emotional dys-regulation - causing harm to self and/or others or withdrawn - Minimally/ Pre-verbal (SCERTS Social Partner) - Below age related expectations/social partner and not making progress (Please provide clear evidence of ordinarily available provision provided following 2 clear cycles of plan – do – review process that highlight concerns) - High level of support needed in maintaining/establishing a placement - Child/young person at risk of exclusion

Referral	Referral received – visit/advice within a half term	Referral received – visit within 2-3 working weeks	Referral received – visit within 1-2 working weeks
Time Allocations Autism Advisory Team Visits	1 visit per year from Advisory Teacher and/or whole school strategic work. Most children/YP's needs will be met through strategic work in developing the school's skills and understanding around Autism.	2 – 3 visits per year from Advisory Teacher. The SENCO will update SCERTS EPGs independently.	4 - 6 times a year visit from Advisory Teacher and/or Facilitator Support. Facilitator support through an ISP will be offered one time only in an academic year.
	Green	Amber	Red
<p>Support The Autism Advisory Team has developed the following procedure to support mainstream schools in using the SCERTS (Social Communication Emotional Regulation Transactional Supports) framework.</p> <p>All visits will be 2 hours per child.</p>	<p>Initial Visit:</p> <ul style="list-style-type: none"> - Joint Observation with SENCo/Inclusion Manager and Autism Advisory Teacher using the SCERTS Observation Sheet. This will help in determining what support are working already and appropriate next steps. - Use the Frequently Used Objectives Sheet at the child's communication level to develop appropriate Social Communication and Emotional Regulation targets. Incorporate any current targets the child may already have in these or other relevant areas. - SCERTS targets will be used to develop appropriate transactional supports collaboratively by meeting with the SENCo, class teacher and other relevant staff after the observation. These will be fed back via the Notes of Visit. 	<p>Initial Visit:</p> <ul style="list-style-type: none"> - Joint Observation with SENCo/Inclusion Manager and Autism Advisory Teacher using the SCERTS Observation Sheet. This will help in determining what support are working already and appropriate next steps. - Use the Frequently Used Objectives Sheet at the child's communication level to develop appropriate Social Communication and Emotional Regulation targets. Incorporate any current targets the child may already have in these or other relevant areas. - SCERTS targets will be used to develop appropriate transactional supports collaboratively by meeting with the SENCo, class teacher and other relevant staff after the observation. These will be fed back via the Notes of Visit. 	<p>Initial Visit:</p> <ul style="list-style-type: none"> - Joint Observation with SENCo/Inclusion Manager and Autism Advisory Teacher using the SCERTS Observation Sheet. This will help in determining what support are working already and appropriate next steps. - Use the Frequently Used Objectives Sheet at the child's communication level to develop appropriate Social Communication and Emotional Regulation targets. Incorporate any current targets the child may already have in these or other relevant areas. - SCERTS targets will be used to develop appropriate transactional supports collaboratively by meeting with the SENCo, class teacher and other relevant staff after the observation. These will be fed back via the Notes of Visit.

Support	Green	Amber	Red
<p>The Autism Advisory Team has developed the following procedure to support mainstream schools in using the SCERTS (Social Communication Emotional Regulation Transactional Supports) framework.</p> <p><i>All visits will be a maximum 2 hours per child.</i></p>	<p>Subsequent Visits: Notes of Visit will be developed in the same way when appropriate. Strategic work will be more appropriate for many children and will include observations and/or modelling directly with the child. Continued work with a SCERTS EPG may be appropriate if one has been developed.</p>	<p>2nd visit – Developing the Barnet SCERTS Short Assessment and SCERTS Educational Planning Grid</p> <ul style="list-style-type: none"> - Joint Observation with SENCo/Inclusion Manager and Autism Advisory Teacher using the SCERTS Observation Sheet. - Use the Barnet SCERTS Short Assessment with parents/carers /SLT/OT/CAMHS. - Use the SCERTS Educational Planning Grid Template (SCERTS EPG) to coproduce an action plan. 	<p>2nd visit - Developing the Barnet SCERTS Short Assessment and SCERTS Educational Planning Grid</p> <ul style="list-style-type: none"> - Joint Observation with SENCo/Inclusion Manager and Autism Advisory Teacher using the SCERTS Observation Sheet . - Use the Barnet SCERTS Short Assessment with parents/carers /SLT/OT/CAMHS. - Use the SCERTS Educational Planning Grid Template (SCERTS EPG) to coproduce an action plan.
		<p>Subsequent Visits/Activities</p> <ul style="list-style-type: none"> - Bi - annual assessments using the Barnet Short SCERTS Assessment to feed into the SCERTS EPG. - Outcome and set new targets using the SCERTS Educational Planning Grid. (updating the EPG will be done by the schools SENCO between visits as necessary) 	<p>Subsequent Visits</p> <ul style="list-style-type: none"> - Bi - annual assessments using the Barnet Short SCERTS Assessment to feed into the SCERTS EPG. - Outcome and set new targets using the SCERTS Educational Planning Grid. (updating the EPG will be done by the schools SENCO between visits as necessary) - Activities relevant to the individual child.
			<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 will be developed to ensure that clear expectations and targets are set.</p>

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 child/young persons when appropriate.

SCERTS training will be provided periodically through Barnet, it is expected that schools will send appropriate staff to enhance the use and understanding of this framework.

More information on www.SCERTS.com



Visits to School	
Before the Advisory Teacher Visit	<ul style="list-style-type: none"> - SENCO to email detailed agenda for visit including; Joint observation of child by Advisory Teacher and SENCo Meeting with SENCO/teacher/TA following the observation - Ensure that all supports/strategies that have been suggested previously/observed for the pre-referral checklist observation are in place for an observation. - When planning an observation 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.
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 Inquiry 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 use a STAR (Settings/Triggers/Actions/Results) Behaviour recording sheet 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. (IEP/PLP/SLT targets etc.)</p>
Notes of Visit Report	<p>Advisory teacher sends Notes of Visit report within three weeks.</p> <p>SCERTS Assessments and Educational Planning Grids circulated within 1 week. (These are working documents until they are outcomed.)</p> <p>SENCO is responsible for circulating report to all relevant staff and parents.</p> <p>School will implement strategies before the next visit by the Advisory Teacher.</p>

<p>SCERTS Assessments and SCERTS Educational Planning Grids</p>	<ul style="list-style-type: none"> - 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> - SCERTS Educational Planning Grids can be referred to in your planning documents. (SEN Support Plan, PLP, 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 to show progress termly. 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. - 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. Ask your Advisory Teacher if you think it would be helpful.
<p>Quality Assurance</p>	<p>Work within schools is evaluated through a variety of measures:</p> <ul style="list-style-type: none"> - Specialist Team Evaluation Form - Some schools will develop school based Quality Assurance plans with clear targets for pupil, staff, and whole school level. This is developed with the Autism Advisory Team and involves developing targets from the SCERTS framework as well as the Autism Education Trust (AET) Standards for schools. - Parent/carer questionnaires will be given to parent/carers via the SENCO.

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	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	<p>Reception 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. 	<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.
AS Teacher support provided <i>All visits will be 1 hour per child.</i>	2-3 visits from Facilitator or Autism Advisory Teacher with 1 joint BEAM handover visit if appropriate.	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 and children/young people. All questionnaires are used to inform the development of subsequent programmes.

Barnet Autism Advisory Team Training Packages

The Autism Advisory Team is providing 4 types of training packages for the Academic Year 2018 – 2019.

Type of Training	Audience	Booking/costings	Venue	When
AET Training (See below for details of different training sessions) 	All staff working with children/young people on the Autism Spectrum	Making Sense of Autism – free – contact your allocated Autism Advisory Teacher	In schools	Ongoing
		GAP/Extending Good Autism Practice /Leading Good Autism Practice/ Complex Needs and Participation - £120 + VAT per delegate (through BPSI http://www.bpsi.org.uk/training)	Central training	Offered Autumn and Spring Term
		£750 or 1000 if over 75 delegates (2 trainers) – contact your allocated Autism Advisory Teacher	In school	Ongoing
Cygnets 	Parents/carers of children/young people on the Autism Spectrum	Free – email Autism.team@barnet.gov.uk	In schools/central	Starting Spring 2018, ongoing 7 sessions of 2 ½ - 3 hours
Autism Twilight Sessions	All staff working with autistic children/young people	£75 School subscription for the year– unlimited delegates but must register. (number of delegates subject to availability) send booking form to SEND.Events@barnet.gov.uk	In schools	½ termly 4:00 – 5:30
Supporting Minimally Verbal Children/young people	All staff working with autistic children/young people - SCERTS Social partner level. (minimally verbal/non-verbal)	£75 School subscription for the year – unlimited delegates but must register (number of delegates subject to availability) Send booking form to SEND.Events@barnet.gov.uk	In schools	½ termly 4:00 – 5:30

Course Information			
AET Training	Cygnets	Autism Twilight Sessions	Supporting Minimally Verbal Children/young people
<p>Making Sense of Autism 90 Minute basic training is currently free for the years 2018-2019 for a limited amount of schools and will take place in schools. Schools will be asked to develop the AET Standards with the Autism Advisory Team. This is basic autism awareness training for all staff within any education setting including midday assistants, office staff, governors, caretakers, drivers and escorts.</p> <p>Good Autism Practice Training This 1 day training is currently being offered centrally or in schools. Practical knowledge, hands-on tools and techniques for all staff working directly with children/young people on the autism spectrum (including teaching assistants, lunchtime staff, teachers).</p> <p>AET Complex Needs and Participation This 1 day training is currently being offered centrally or in schools. Focused training for staff in a specialist provision to support a child/young person with complex needs and aid participation.</p> <p>AET Leading Good Autism Practice This 1 day training is currently being offered centrally. Focused for staff who may train or lead other staff in their setting, focusing on developing good autism provision.</p>	<p>Cygnets parent/carer support and training will be offered centrally and in schools to parents of children and young people on the Autism Spectrum. This programme is designed for parents and carers of children and young people aged 7-18 with an autistic spectrum condition. The programme is designed to:</p> <ul style="list-style-type: none"> • increase parents understanding of autistic spectrum conditions • help parents develop their knowledge on how a child on the autistic spectrum experiences the world • guide parents through practical strategies they can use with children • direct parents to relevant resources • give parents the opportunity to meet with other parents, gain support and learn from each other 	<p>“You Said, We Did” The Autism Advisory Team asked SENCOs about the topics they would like help in developing in their schools. These twilight training sessions will be held in host schools around the borough on the following topics;</p> <ul style="list-style-type: none"> • Zones of Regulation • Sensory Circuits • Resource sharing • Colourful Semantics • Introduction to SCERTS • School’s Choice <p>To encourage staff members to come together we are offering this at a standard subscription price. This enables as many staff members to come as schools would like to send. Registering for each session is necessary for each delegate. Ask your Autism Advisory Teacher for more details.</p>	<p>Minimally Verbal Autism Training A six - module course for LSAs, teachers and SENCOs supporting autistic children with minimally verbal language in mainstream schools.</p> <p>The course will include: The Autism Education Trust Complex Needs and Participation training focussing on:</p> <p>Communication Interaction Learning and processing Sensory differences</p> <p>The course aims to introduce a range of strategies and interventions. Staff attending will have the opportunity to learn hands-on techniques, apply them in their setting and review with peers at the following training.</p>

Pre-referral Checklist for the Autism Advisory Team

School:

Child/Young Person's name:

DOB:

Tiered Level of Support:

Using the criteria below please indicate which RAG level the child is at (red/amber/green): _____

Please highlight criteria met by child/young person at the appropriate level.

Attach documents related to criteria when sending in the Pre- referral checklist (i.e. EHCplan, SEN Support Plan indicating lack of progress/plan-do-review cycle/BSP, etc.)

Green	Amber	Red
<p>2 or more criteria:</p> <ul style="list-style-type: none"> - EHCP - Concern about progress in the area of Social Communication. (Please provide clear evidence of ordinarily available provision following 2 clear cycles of the plan – do – review process) - Concern about progress in the area of Emotional Regulation (Please provide clear evidence of ordinarily available provision following 2 clear cycles of the plan – do – review process) - Minimally/ Pre-verbal (SCERTS Social Partner) 	<p>2 or more criteria:</p> <ul style="list-style-type: none"> - EHCP - High level of concern over a sustained period over lack of progress in the area of Social Communication. (Please provide clear evidence of ordinarily available provision following 2 clear cycles of the plan – do – review process) - High level of concern over a sustained period over lack of progress in the area of Emotional Regulation. (Please provide clear evidence of ordinarily available provision following 2 clear cycles of the plan – do – review process) - Minimally/ Pre-verbal (SCERTS Social Partner) - Support with transition from out of borough/out of school 	<p>3 or more of these criteria:</p> <ul style="list-style-type: none"> - EHCP - Extreme emotional dys-regulation - causing harm to self and/or others or withdrawn - Minimally/ Pre-verbal (SCERTS Social Partner) - Below age related expectations/social partner and not making progress (Please provide clear evidence of ordinarily available provision provided following 2 clear cycles of plan – do – review process that highlight concerns) - High level of support needed in maintaining/establishing a placement - Child/young person at risk of exclusion

SENCo Observation:

The SENCo will observe the child in class for 20 minutes and liaise with the Class Teacher and TA to ensure that basic strategies are in place. Please ensure the date when the strategies are introduced as well as the observation date are recorded on the sheet below to ensure that an adequate amount of time has been given to consolidate the child/young person's understanding. Also ensure that strategies are observed being used accurately and appropriately.

Area of Concern/Need	Transactional Supports/Strategies	Date Support/strategy is implemented:	Observation Date:
Social Communication			
Please ensure that at least 4 out of the 7 transactional supports/strategies are in place and have been through an assess, plan, do, review cycle to assess their impact. (essential in bold)	Individual Timetable/First – Then/ Now – Next chart - Personalised visual supports are provided (as appropriate to the individual) to ensure that the sequence of activities during the day is understandable and predictable.		
	The use of the pupil's interest integrated into learning activities.		
	Whole class Visual timetable		
	Key word Lanyard		
	Help/Break Card		
	Designated low arousal workstation		
	Targeted Social Communication activities - Social understanding, interaction and communication will be specifically taught and facilitated in real life contexts i.e. structured playtime support, interest groups (Lego Therapy), SLT, nurture groups, Circle of Friends or social skills groups.		
	Task Checklist – tasks are broken down to small achievable tasks visually.		
Other – Please specify			

Emotional Regulation			
Please ensure that at least 4 out of the 8 Transactional supports are in place and have been through an assess, plan, do, review cycle to assess their impact.	The use of the pupil's interest integrated into learning activities.		
	Individual visual reward chart.		
	Safe Space - Clearly defined spaces/areas for personal equipment and places of safety/withdrawal area identified and available for child/young persons with autism as required– this will include a low arousal space in or out of the classroom.		
	Individual Timetable - Flexibility of approach is demonstrated by adjusting activities, lessons, timetables and their delivery, as necessary, for child/young persons with autism.		
	Recording and tracking of the frequency, intensity and duration of behavioural incidents using e.g. antecedent, behaviour, consequence (ABC); functional analysis, STAR Chart monitoring.		
	Sensory Audit co-produced with child/young person with ideas of support.		
	Additional opportunities for physical activity or movement breaks.		
	Key worker, Teacher, or TA as a stable reference point.		
Other – please specify			