

## Working with the Barnet Autism Advisory Team

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.

<b>Referral Process</b>	<p>Call or email your allocated Autism Advisory Teacher regarding any child causing concern with an autism diagnosis. (0208 359 7613 <a href="mailto:Autism.team@barnet.gov.uk">Autism.team@barnet.gov.uk</a>)</p> <p>The Advisory Teacher will then contact you in determining the appropriate next steps;</p> <ul style="list-style-type: none"><li>- New referral form will be sent if child meets the criteria below</li><li>- Screening/prioritising/checking statement or EHCP/normally available</li><li>- General advice and strategies if appropriate</li><li>- Arranging a visit if the child according to Tiered Levels of Support</li></ul>
<b>Referral Criteria</b>	<p>Child must 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). Must have parental permission, this needs to be discussed explicitly with parents.</p>
<b>School Sends Referral Form</b>	<p>SENCO returns referral form <b>electronically</b> with relevant reports. This must be via the USO-FX system, <b>not</b> 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"><li>- EHC Plan/Statement of SEN</li><li>- STAR or ABC Analyses</li><li>- Behaviour Support Plan</li><li>- Individual Risk Assessment</li><li>- IEP/Provision</li><li>- Behaviour LOG</li><li>- Other Professionals involved reports (EP/SLT/OT)</li></ul>

**The Advisory Teacher and SENCo will then use the Tiered Levels of Support to outline timeframes and type of support.**

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.			
Criteria for accessing support	Green	Yellow	Red
	<p><b>Two or more of these criteria:</b></p> <ul style="list-style-type: none"> <li>- EHCP/Statement of SEN</li> <li>- Concern about progress in 2 or more areas; Social Communication, Academic progress, Emotional Regulation</li> <li>- Support with telling the child about their Diagnosis</li> <li>- New diagnosis</li> <li>- Clear evidence of ordinarily available provision provided following 2 clear cycles of plan – do – review process.</li> </ul>	<p><b>Two or more of these criteria:</b></p> <ul style="list-style-type: none"> <li>- EHCP/Statement of SEN</li> <li>- High level of concern over a sustained period over lack of progress in 2 or more areas; Social communication, Academic progress, Emotional Regulation</li> <li>- Clear evidence of ordinarily available provision provided following 2 clear cycles of plan – do – review process.</li> </ul>	<p><b>Two or more of these criteria:</b></p> <ul style="list-style-type: none"> <li>- EHCP/Statement of SEN</li> <li>- Extreme emotional dys-regulation - causing harm to self and/or others or withdrawn</li> <li>- Below age related expectations/social partner and not making progress</li> <li>- Need support in maintaining/establishing a placement</li> <li>- Student at risk of exclusion</li> </ul>
Referral	Referral received – visit 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	1-3 visits per year from Advisory Teacher.	More than termly visits from Advisory Teacher.	4 or more times a term visit from Advisory Teacher and/or Facilitator Support.

	Green	Yellow	Red
<p><b><u>Support</u></b> The Autism Advisory Team has developed the following procedure to support mainstream schools in using the <b>SCERTS (Social Communication Emotional Regulation Transactional Supports)</b> framework.</p> <p><i>All visits will be 2 hours per child.</i></p>	<p><b>Initial Visit:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>	<p><b>Initial Visit:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>	<p><b>Initial Visit:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>

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	<p><b>Subsequent Notes of Visit</b> will be developed in the same way. In some cases the school may want to develop a SCERTS Educational Planning Grid to support the child's educational planning in more detail. Ask your Autism Advisory Teacher if you would like to do this.</p>	<p><b>2<sup>nd</sup> visit – Developing the Barnet SCERTS Short Assessment and SCERTS Educational Planning Grid</b></p> <ul style="list-style-type: none"> <li>- Joint Observation with SENCo/Inclusion Manager and Autism Advisory Teacher using the SCERTS Observation Sheet.</li> <li>- Use the <b>Barnet SCERTS Short Assessment</b> with parents/carer /SLT/OT/CAMHS.</li> <li>- Use the <b>SCERTS Educational Planning Grid Template</b> (SCERTS EPG) to coproduce an action plan. This can be used to continually support the cycle of the plan – do – review process across contexts.</li> </ul>	<p><b>2<sup>nd</sup> visit - Developing the Barnet SCERTS Short Assessment and SCERTS Educational Planning Grid</b></p> <ul style="list-style-type: none"> <li>- Joint Observation with SENCo/Inclusion Manager and Autism Advisory Teacher using the SCERTS Observation Sheet .</li> <li>- Use the <b>Barnet SCERTS Short Assessment</b> with parents/carer /SLT/OT/CAMHS.</li> <li>- Use the <b>SCERTS Educational Planning Grid Template</b> (SCERTS EPG) to coproduce an action plan. This can be used to continually support the cycle of the plan – do – review process across contexts.</li> </ul>
		<p><b>Subsequent Visits</b></p> <ul style="list-style-type: none"> <li>- Develop, update and/or outcome the SCERTS Educational Planning Grid.</li> <li>- Termly assessments using the Barnet Short SCERTS Assessment to feed into the SCERTS EPG.</li> </ul>	<p><b>Subsequent Visits</b></p> <ul style="list-style-type: none"> <li>- Develop, update and/or outcome the SCERTS Educational Planning Grid.</li> <li>- Termly assessments using the Barnet Short SCERTS Assessment to feed into the SCERTS EPG.</li> </ul>
			<p><b>Intensive Support Programme</b> Some children/young people may access <b>Facilitator support</b>. The Facilitator can provide intensive support which may include resource making, modelling, coaching and advice. An <b>Intensive Support Plan</b> 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 students 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](http://www.SCERTS.com)

Visits to School	
Before the Advisory Teacher Visit	<ul style="list-style-type: none"> <li>- <b>SENCO to email detailed agenda for visit including;</b> Joint observation of child by Advisory Teacher and SENCo Meeting with SENCO/teacher/TA following the observation</li> <li>- Ensure that a <b>visual timetable</b> is being used and any other supports that have been suggested previously are in place for an observation.</li> <li>- When <b>planning an observation</b> 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.</li> </ul>
Advisory Teacher Visit	<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.</p> <p>Observations will need to be followed by a <b>meeting</b> 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><b>SENCO is responsible for circulating report to all relevant staff and parents.</b></p> <p>School will implement strategies before the next visit by the Advisory Teacher.</p>

<b>SCERTS Assessments and SCERTS Educational Planning Grids</b>	<ul style="list-style-type: none"> <li>- 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. <b><i>This is to ensure the co-production of common outcomes, targets and strategies across contexts including the school, home and other settings.</i></b></li> <li>- SCERTS Educational Planning Grids can be referred to in your planning documents. (IEP, 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."</li> <li>- 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.</li> <li>- These documents can and should be included in Annual Review paperwork as well as any application for EHC plan documentation.</li> <li>- 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.</li> <li>- It may appropriate to use the full SCERTS assessments for some red tier level pupils. Ask your Advisory Teacher if you think it would be helpful.</li> </ul>
<b>Quality Assurance</b>	<p>Work within schools is evaluated through a variety of measures</p> <ul style="list-style-type: none"> <li>- Specialist Team Evaluation Form</li> <li>- 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.</li> <li>- Parent/carer questionnaires will be given to parent/carers via the SENCO.</li> </ul>

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 <b>Reception Programme</b> and <b>Secondary Transfer Programme</b> can be found on the Local Offer. <a href="https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/education-in-the-local-offer/Specialist-Inclusion-Services.html">https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/education-in-the-local-offer/Specialist-Inclusion-Services.html</a></p>		
	Reception Programme	Secondary Transition Programme
<b>Cohort</b>	Transition Reception/Movers in to Barnet Mainstream Schools. (not Autism Resourced Provisions)	Transition Secondary/Movers in to 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>- Child must 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>	<p>Year 6/7 child or moving in from another Local Authority.</p> <ul style="list-style-type: none"> <li>- Child must 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>AS Teacher support provided</b> <i>All visits will be 1 hour per child.</i>	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.
<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 pupils. All questionnaires are used to inform the development of subsequent programmes.



Training	
<p>The Barnet Autism Advisory Team uses the <b>Autism Education Trust (AET)</b> Tiered model of training to support schools in developing their skills and understanding. <a href="http://www.autismeducationtrust.org.uk/">http://www.autismeducationtrust.org.uk/</a></p> <p>To book any of the AET course below please go to <a href="http://www.bpsi.org.uk/training">http://www.bpsi.org.uk/training</a></p>	
<b>AET Making Sense of Autism</b>	<p>90 Minute basic training is currently <b>free</b> for the years 2017-2018 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.</p> <p>Basic autism awareness training for all staff within any education setting including midday assistances, office staff governors, caretakers, drivers and escorts.</p>
<b>AET Good Autism Practice Training</b>	<p>1 day training is currently being offered through BPSI centrally. This can be provided in schools at a charge.</p> <p>Practical knowledge, hands-on tools and techniques for all staff working directly with pupils on the autism spectrum (including teaching assistants, lunchtime staff, teachers).</p>
<b>AET Complex Needs and Participation</b>	<p>1 day training is currently being offered through BPSI centrally. Focused training for staff in a specialist provision to support a pupil with complex needs and aid participation (including development of their personal or EHC plan)</p>
<b>AET Leading Good Autism Practice</b>	<p>1 day training is currently being offered through BPSI centrally. Focused for staff who may train or lead other staff in their setting, focusing on developing good autism provision.</p>
<b>Bespoke Training in Schools</b>	<p>1 hour training sessions can be provided to schools. This will be uncharged for up to an hour. Training over an hour will be charged.</p>
<p><b><u>Quality Assurance</u></b></p> <p>The Autism Advisory Team evaluates all AET training through standardized AET questionnaires. Bespoke training is evaluated through Autism Advisory Team Questionnaires. All training questionnaires are used to inform future training.</p>	