



# Bi-borough Autism Advisory Team

Service Offer 2020-21

# List of contents

- 1 About Us [page 3](#)
- 2 Our aims [page 7](#)
- 3 How can an advisory autism teacher help you? [page 8](#)
- 4 Eligibility criteria [page 11](#)
- 5 Referral Pathway [page 12](#)
- 6 Assessment [page 14](#)
- 7 Level of support [page 15](#)
- 8 Working together [page 16](#)
- 9 Charging policy [page 17](#)
- 10 Quality assurance [page 19](#)
- 11 Consent and confidentiality [page 20](#)
- 12 Where are we based [page 22](#)

# About Us

- Royal Borough of Kensington and Chelsea (RBKC)
- Westminster City Council (WCC)



**Christa Morley**

Bi-borough  
Autism Team  
Leader



**Jenny  
Reeve-Williams**

Autism  
Advisory  
Teacher for WCC



**Sue Latham**

Autism  
Advisory  
Teacher for WCC



**Ziekelle  
Noakhes**

Autism  
Advisory  
Teacher for WCC



**Michelle Tan**

Autism  
Advisory  
Teacher for  
WCC (Early  
Years focus)



**Patricia  
Slater**

Autism  
Advisory  
Teacher for  
RBKC



**Cressida  
Davies**

Autism  
Advisory  
Teacher for  
RBKC



**Consuelo  
Lobina**

Specialist  
Nursery Officer

# About Us

## **Christa Morley** **Bi-borough Autism Team Leader**

Christa has been in education for 30 years, working throughout Foundation Stage and Primary education. She has been part of the Autism and Early Years Team in Kensington and Chelsea since 2007.

Previous positions include class teacher; SENDCO; Key Stage Manager; Assistant Head and Acting Deputy Head. She also has post-graduate qualifications in working with and supporting children and young people with autism and their families.

## **Jenny Reeve-Williams** **Autism Advisory teacher**

Jenny Reeve-Williams has worked in education for twenty-five years as a teacher, leader and an advisor. Beginning her career in mainstream secondary education as an English and Drama teacher, she had since worked across all age groups. She spent eleven years as a teacher, SENDCO and Assistant Head in specialist autism settings for pupils aged 5-19, where she has devised curricula. While informed by her background in Applied Behaviour Analysis, Jenny has a broad and creative approach to teaching and supporting learners with autism, with an interest in anxiety management techniques.

## **Sue Latham** **Autism Advisory teacher**

Sue has been part of the Westminster SEN Training and Outreach Team since 2014. She taught for 14 years in a special needs setting before taking on her current role.

Other posts include two years teaching in Japan and two years with the Newham Refugee Education Team. She has a post-graduate qualification in Autism.

# About Us

## **Ziekelle Noakhes** **Autism Advisory teacher**

Ziekelle has worked in education for sixteen years as a SEND teacher and a therapist. Beginning her career in mainstream secondary education, she has since worked in a large special school for autism and for the past 3 years in the advisory and outreach service.

Ziekelle has Post-Graduate Diploma in Autism and Counselling. Ziekelle has a broad and creative approach to teaching and supporting learners with autism, with an interest in Early Years.

## **Patricia Slater** **Autism Advisory teacher**

Patricia has been in education for 30 years, working throughout Foundation stage and Primary education. She has been part of the Autism and Early Years Team in Kensington and Chelsea for over 15 years.

Previous positions include class teacher; SENDCO; Individual Support teacher for SEN. She also has post-graduate qualifications; Certificate in Educational Psychology (Institute of Education), Diploma in Art therapies in Education (Institute for Arts in Therapy & Education- London). She has a special interest in the use of the arts as a therapeutic process.

## **Cressida Davies** **Autism Advisory teacher**

Cressida has been in education for over thirty years, working in specialist and mainstream schools from Foundation Stage through to Further Education. She has been part of the Autism and Early Years Team at different times in Kensington and Chelsea since 1996.

Previous positions include class teacher; Course Leader, Assistant Head for Inclusion and Freelance Makaton and Therapeutic Play Specialist. She has initial SEN B.Ed. training, and post-graduate qualifications in working with and supporting children and young people with autism and their families, and in Play Therapy.

# About us -cont.

## **Michelle Tan**

### **Autism Advisory Teacher (focus on EY)**

Michelle has worked with Primary aged children for over 18 years as a classroom teacher and as part of the senior management team. She has worked with a variety of multi-disciplinary teams across London. She worked for the Wandsworth Autism Advisory Service for 11 years and joined the Bi-Borough Autism Advisory Team in February 2020. Previous positions include: SENCo, Key stage manager, Lead Autism Advisor and Head of Service. She also has a BA, Grad Dip Ed, Post Graduate Certificate in Asperger's Syndrome, TEACCH certificate, SCERTS, AET trainer, AMBIT, and is ADOS trained to clinical reliability. She is currently undertaking an MA in Integrative Child Psychotherapy.

## **Consuelo Lobina**

### **Specialist Nursery Officer**

Consuelo has been in education for 24 years, working throughout Foundation stage and Primary education. She has been part of the Autism and Early Years Intervention team since 2001. Previous positions include; Nursery Officer in a nursery school; SEN Nursery Officer supporting a visually impaired child in a mainstream setting. She also has a Foundation Degree in Early Years Education. She has a special interest in offering practical strategies to support parents of children on the autistic spectrum.

# Our aims



- To promote inclusion of pupils with autism
- To deliver advice and support to schools and parents/carers enabling them to meet the additional educational needs of children and young people with a diagnosis of autism
- To enable children and young people to reach their full potential academically and socially whilst promoting independence
- To ensure smooth transition between various stages of education
- To provide a range of workshops and training courses to share best practice with parents/carers and professionals
- To work collaboratively with educational settings and other agencies to create inclusive and autism friendly environment



# How can an advisory autism teacher help you?

## Provision of advice

- Discuss the implications of having autism with C&YP, parents/carers, teachers, all involved agencies especially in the context of education
- Recommend strategies to meet identified need. An individualized response to the needs of the child sessions – school staff can meet with the advisory teacher to discuss issues
- Signpost to additional support available, including the Local Offer
- Advise and support educational settings for appropriate access arrangements for autistic learners
- Transition support
- Advice on differentiated resources
- Crisis intervention
- Advice on adapting physical environment/audit of provision

## Direct teaching input

This may include:

- Modeling an eclectic and evidence-based range of approaches and team teaching
- 1-1 / Small group support e.g. social skills, peer support, autism awareness sessions (where appropriate)
- Support for students in understanding their diagnosis
- Structured teaching support (visual timetable, reward systems, PECS, setting up workstation, emotional regulation)
- Social interactions support (Lego, Talkabout, social stories, comic strip conversations)
- Emotional regulation (sensory profiling, audit of school environment, advice re: interventions)



# How can an advisory autism teacher help you?

## Partnership working

The Autism Advisory Teacher works jointly with parents/carers and a range of professionals in order to provide holistic support for the autistic learner and wider family. This includes:

- School staff including teachers, SENCOS and support staff
- Early Years practitioners
- Social care workers and health visitors
- Speech and language therapists
- Mental health workers and Educational Psychologists
- A range of educational support services, including Portage
- Partnerships with specialist groups, such as NAS

## Training

**-Training is delivered in line with Covid-19 restrictions e.g. virtually via Microsoft Teams or Zoom**

Deliver training and advice to school staff and parents

- Autism Awareness Week (ideas for assemblies, lesson plans)
- Training at QE2 and KTH (e.g. Understanding Autism, Structured Teaching, Social Interactions, Understanding Behaviour, Autism and Anxiety)
- Bespoke training in school, INSET/twilight
- Parental training

# How can an advisory autism teacher help you?

## Working with families

- Support for parents (e.g. Parents' Autism Awareness Course (PAAC) for under 5s and over 5s; Puberty and relationships training)
- Support for sibling
- Parents' coffee morning / virtual discussion group
- Parents of Girls with autism group
- Drop in sessions at Make it Happen and Full of Life (SEND Parent Carer Forums)
- Home visit (initial visit requires two professionals to be in attendance)
- Sibling and parents/carers support

## Support with graduated approach

- Advice on target setting and measuring outcomes
- Contribution to statutory assessment and annual reviews
- Multi-professional meeting/Team around the Child (TAC)



# Eligibility criteria

The Bi-Borough Inclusion Service Autism Advisory Team supports all children and young people with a diagnosis of autism who attend mainstream educational settings in WCC and the RBKC.

Input is also provided to private, voluntary and independent nurseries in both authorities.

All C&YP accessing the service are recognised and known to the borough to have a medical diagnosis of being on the autism spectrum. This includes autistic spectrum condition (ASC) Asperger's Syndrome and Pervasive Developmental Disorders (PDD) NOS (not otherwise specified); Pathological Demand Avoidance (PDA). Diagnostic terms may vary.

Advice can also be requested for those C&YP who are on the social communication pathway and assessment is taking place at a Child Development Service.

Schools can also ask for advice about making a referral to the Child Development Service for assessment.

# Referral Pathways



## Who can refer?

Schools, PVI nurseries

Parents/carers

Local Authority (for C&YP with EHCPs or awaiting assessment)

Social Services / Early Help / Health professionals



## How can you refer?

Please email your referral for Bi-Borough Inclusion Service **Autism Advisory Team** to:

**[AEYIT@rbkc.gov.uk](mailto:AEYIT@rbkc.gov.uk)**



# What happens next?

Once an inquiry has been made, the team responds and confirms that the child has a diagnosis of autism, or is on the 'social communication pathway'.

1

Referral form completed (including parental consent and information sharing permission)

2

Initial visit / telephone or virtual call scheduled including meeting with parents/carers whenever possible



# Assessments

The Bi-Borough Autism Advisory Team do not carry out initial or formal assessments with C&YP. These assessments are conducted by the Child Development Service.

Educational Psychologists, Speech and Language Therapists and Occupational Therapists may carry out assessments as part of their work with C&YP on the autism spectrum.





# Level of support

The level / type of support required can increase and decrease throughout the year (subject to review), according to the needs of the C&YP and the staff in the setting. Support may be in the form of emails, phone calls, visits to settings and meetings. Additional support may include liaison, advice on differentiated resources and staff training.

The frequency of visits for Bi-Borough C&YP with Education, Health and Care Plans attending out of borough schools is negotiated separately.

The Bi-Borough Inclusion Service - Autism Advisory Team will endeavour to attend annual reviews where possible. If a teacher cannot attend, visit notes will be provided. Attendance and submission of reports will be provided when enough notice has been given in line with the code of practice and our school partnership agreement.

Visit notes can be included in the annual review paperwork.



# Working together

During the visits, targets are discussed and set jointly with staff/C&YP and families. These targets are reviewed at the following visit, or via email. This applies to home visits also. Written information will be given to school to send home to families.

Parental involvement is an integral part of the service.

Parents are encouraged to be involved in the following ways:

- Home visits – these are only offered when a child has left an educational setting and is not in full time education
- Contribution to reports
- Discussions
- Review/ school meetings
- Parent training – Parents' Autism Awareness Course (under 5s and over 5s separate courses) and bespoke courses



# Charging policy- consultation/support

## ONLINE PAYMENT ONLY



The Service is funded to provide consultation and bespoke training to maintained nurseries, primary and secondary schools in Bi-borough.

There is no routine service for school aged C&YP attending independent schools unless the following applies:

- Where a student has the specialist teacher identified in their EHCP this will be provided through the local services.
- Independent schools can purchase specialist teacher's support for the whole school or an individual learner by referring to the service.

# Charging Policy

## Consultation

From 1st September 2020 the following charges will apply to independent schools and for those schools out of the borough

.Consultation rates:

- £275 for half a day consultancy

- £350 for one day consultancy

£150 minimum charge for online consultancy

## Training

Bespoke training in your setting:

- £600 for a one day training

- £350 for half day training

- £200 for one twilight session

These charges include preparation, delivery and travel cost in London zone 1-6

Online:

- £175 for 1-2 hours

- £175 for two twilight 1 hour sessions

- £100 for 1 hour twilight session

## Centrally run training (QE2 or Kensington Town Hall)

Attendance at the centrally run training delivered by the members of the team continues to be free to all Bi-borough maintained schools and PVI nurseries.

The cost to independent schools and settings outside Bi-borough is:

- £50 for half day courses

- £90 for full day courses

- £25 for 1-2 hour courses online

Courses provided by outside trainers will be charged on an individual basis for all school services, organizations and individuals.



# Quality Assurance

The Bi-borough Inclusion Service - Autism Advisory Team adheres to National Autistic Society Autism Accreditation standards (gained the accreditation in RBKC in 2018). The service also uses Autism Education Trust Competency Framework to rate the current practice against a set of descriptors. These standards provide us with a framework for self-evaluation based on some of the key areas the Ofsted SEND Local Area inspection.

Based on the standards, we identified key performance indicators which allow us to monitor the outcomes. The outcomes are reported termly to the Local Authority. This includes feedback from schools, C&YP and families, training evaluation, KPIs analysis, case studies and development plans.



# Consent and confidentiality

Each child and young person has an individual GDPR compliant electronic file containing records of visits, communications with other professionals, settings and families.

Bi-borough Inclusion Service will gain consent from the family / carers from the point of initial involvement with the service. Additional consent will be requested for participation in specific projects and interventions e.g. peer support work. The team also request consent to share information with other professionals to support their work with the child or young person.

Only the initials of the child's name are used in email communication. If photo / video footage of the child or young person is used for training purposes / publications or advertisement, additional consent is obtained from parents / carers.



# Compliments and Complaints

Bi-borough Inclusion Service - Autism Advisory Team are proud of their continuing professionalism, values and commitment to the children and young people in their care. Every year the team evaluates the impact of the service through questionnaires and other forms of communication. If you are pleased with our work, we are always happy to hear from you.

However, there may be situations where the service or a member of the team has not met your expectations and you would like to make that view known to us.

As a team we are open to receiving any feedback and to efficiently resolve any complaints. Please contact us on:

**Anna Selwyn** - Head of Bi-borough Inclusion Service  
aselwyn@westminster.gov.uk

**Christa Morley** - Bi-borough Autism Service Team Leader Christa.Morley@rbkc.gov.uk



# Where are we based?

The service is based across two venues:

- Queen Elizabeth II Jubilee School (Kennet Road, London W9 3LG) for WCC
- Kensington Town Hall (Hornton St, W8 7NX) for RBKC

**Due to the Covid-19 pandemic, many of our team members continue working remotely, providing a hybrid model of delivery (a mixture of virtual and direct site work)**



**RBKC**



**WCC/QE2 Jubilee School**



**Remote Working**



# Contact Us

Queen Elizabeth II Jubilee School Kennet Rd W9 3LG  
London or Malton Road Hub 2-4 Malton Road, London,  
W10 5UP

Christa Morley- Team Leader of Bi-borough  
Autism Advisory Team

- Christa.Morley@rbkc.gov.uk
- 07739316523
- Referrals: AEYIT@rbkc.gov.uk

