

## Autism Advisory Service

### New support procedures – September 2022

Working with schools / settings	
At the start of each term, the Autism Advisory Teacher (AAT) will:	<ul style="list-style-type: none"> <li>• <b>Arrange a caseload meeting</b> with SENCO – or update over email / phone if necessary</li> <li>• <b>Identify children / YP</b> with a diagnosis of autism or those who are on the social communication pathway</li> <li>• Discuss <b>training needs</b> for school staff (it might require joint working with other services)</li> <li>• Promote <b>SCERTS</b> and <b>Communication Supportive Environment tools</b></li> <li>• Discuss <b>attendance</b> at school coffee mornings, assemblies, parental events- if required</li> </ul>

Individual referrals for CYP		
Identification	Referral to Autism Advisory Service from a school / setting	<ul style="list-style-type: none"> <li>• Referral to be sent to <a href="mailto:AEYIT@rbkc.gov.uk">AEYIT@rbkc.gov.uk</a></li> <li>• The Autism Team Leader sends an email to the school / setting confirming an acceptance of the referral <b>OR</b> asking for further information - within 1 week</li> <li>• When the referral is accepted, it will be recorded on the caseload database</li> <li>• All information will be uploaded securely onto SharePoint</li> </ul>
Universal	Initial contact from Autism Advisory Teacher	<ul style="list-style-type: none"> <li>• The AAT will contact the SENCO and arrange a Teams call with SENCO + Class Teacher, Head of Year or Form Tutor – within 2 weeks of the referral made</li> <li>• During the Teams call – further information will be gathered and strategies, already implemented, can be discussed and reviewed (mixture of coaching approaches and mentoring used)</li> <li>• The discussion and strategies will be recorded by the AAT and a report will be sent to the school – within 10 days of the meeting</li> <li>• The AAT will signpost to a range of <a href="#">universal level support options</a></li> <li>• Phone call with parents / carers can take place if requested</li> <li>• The date is arranged for a review of progress (min of half term of implementing the strategies), in most complex cases it might be earlier – (3 weeks)</li> <li>• An observation will then take place, followed by a review and feedback – decision will be made on monitoring or further input at the targeted level</li> </ul>

Targeted	Review and observation	<ul style="list-style-type: none"> <li>• The AAT and the SENCO organise the next observation (the AAT will discuss with staff as to when would be the best time e.g. in class; playground; particular lessons) (4 weeks)</li> <li>• The AAT will meet (following the observation) with appropriate school staff (the class teacher / SENCO /form tutor or a Head of Year) to reflect on the observation and discuss plan input (using coaching approaches and appreciative inquiry)</li> <li>• The AAT and appropriate school staff will plan the next steps together, arranging time and agreeing the length of input.</li> <li>• The support might include:</li> <li>• Staff within school monitoring progress– further input of the AAT may be requested by the school as needed</li> <li>• Individual input required e.g. the AAT models approaches through training/demonstration but thereafter the support is delivered independently by school staff e.g. LSA</li> <li>• The support is delivered independently by school staff in between consultations with the AAT</li> </ul> <p>Examples of possible <a href="#">targeted interventions</a></p> <ul style="list-style-type: none"> <li>• When progress is made, input continues on the universal level</li> <li>• If additional support required, further plans will be drafted with school staff and parents / carers</li> <li>• The AAT will meet with parents and appropriate school staff to discuss the planned input (within 3 weeks of agreement to provide input at the targeted level)</li> <li>• A further observation will then take place (following the length of the agreed input) along with a review and feedback – a decision will be made on monitoring or further input at the specialist level</li> </ul>
Specialist	Next steps	<ul style="list-style-type: none"> <li>• The AAT to be closely involved (this may include some individual work e.g. supporting with diagnosis)</li> <li>• When progress is made, input continues on universal or targeted level</li> <li>• Should concerns continue the SENCO might consider <b>statutory assessment</b> following the universal and targeted input for an agreed length of time</li> <li>• Please ensure that <b>time</b> is given for the AAT to complete further observations and meetings with school /family and / or other agencies as appropriate to inform the statutory assessment process</li> <li>• CYP might be signposted to other <a href="#">specialist services</a></li> </ul>

## Training

The Autism Advisory Service provides:

**Bitesize training** – (new for 2023) – 2 short training sessions on particular subjects – a different one each month! (Please book for both sessions). We will be using a coaching approach for attendees – all staff welcome - delivered via TEAMS

**Specific, Bi-Borough central training** – e.g. Girls and Autism; Autism and Anxiety – delivered via TEAMS

**Bespoke training for settings** – We will respond to the particular needs of your setting to look at all areas which may affect autistic CYP and their inclusion, or for those CYP who have social communication needs

**PAAC** – Parents' Autism Awareness Courses – a wide range of support for parents – Under 5s; Over 5s; Secondary; Siblings; Transitions; Puberty.

Facilitating **external training** e.g. SCERTS, Makaton, ADHD

Further information is available from your Advisory Teacher or via [AEYIT@rbkc.gov.uk](mailto:AEYIT@rbkc.gov.uk)

Link to [RBKC Autism Zone](#)

Link to [Westminster Autism Zone](#)

[Bi-borough Communication Hub](#)

### Universal interventions are available to all

- **Training for schools** <http://services2schools.org.uk/>
- **Training for parents**
- **Bank of resources on Autism Zone** and **Bi-borough Communication Hub**
- Supporting schools to **adapt unstructured times and extra curriculum activities** to meet the needs of autistic children/young people i.e. lunch clubs
- **Drop-in sessions** for parents/school staff for generic advice on autism
- **Supporting other services** to adapt resources/information to be easy read for their autistic service users e.g. Youth Clubs
- Running **parent trainings/coffee mornings** to help share information and strategies to support autistic children /young people at home
- Running **autism and girls groups**
- Running **sibling groups**
- Autism advisory teachers **forum attendance** at 'Make it Happen' / 'Full Of Life' / other local events
- Autism advisory teachers attendance and training delivery at **SENCO Forums**
- Promoting key national events, such as **Autism Acceptance Week**

- Working in partnership with the SLTs and SLCN advisory teacher to **provide Communication Supportive Environment** advice
- **Universal Design for Learning** to support neurodivergent learners
- **Facilitating external training** e.g. ADHD , SCERTS

### Examples of targeted interventions

**Lower targeted interventions are established with the support of an autism specialist teacher through training/modelling but thereafter delivered independently by members of the wider workforce**

- Attention Autism - Levels 1/2
- Lego Therapy (SLT)
- Comic Strip Conversations
- Stories for social understanding
- Zones of Regulation
- Transition groups i.e., transition to secondary school
- Level UP Energy meters
- Promoting equality and diversity for all children and young people and providing support, guidance to schools to ensure that autistic children or young people questioning their gender identity, sexuality or experiencing gender dysphoria are appropriately supported and included
- **Sensory strategies** with support of a therapist- an autism advisory OT
- Working with school staff to **set up and run group interventions** in school for autistic children / young people e.g. peer support, reversed inclusion
- Running **teacher surgeries** for staff who have questions about how to support children in their class
- Offering **educational coaching approaches** to help staff apply strategies they have learnt in autism training
- Facilitating **shadowing special schools /specialist provisions**
- Intensive Interaction

**Upper-targeted interventions require oversight from an autism specialist teacher though level of direct involvement will vary. The packages are delivered independently by members of the wider workforce in between consultations with autism advisory teacher.**

- Supporting schools at implementing SCERTS®
- Attention Autism – Levels 3/4
- Communication Passport/One Page profile creation
- Autism and me- understanding diagnosis

### **Specialist provision**

**Autism advisory teacher to be closely involved in order to monitor progress appropriately.**

**Specialist interventions should always involve of a member of school staff and parents / carers who can ensure that the intervention is embedded into the child/young person's wider experience**

- Delivery of autism provision as specified in EHCP
- Supporting statutory assessment (where an autism advisory teacher was involved in universal and targeted support)
- Transition support for individual students with most complex needs
- Signposting to the specialist support pathways e.g. autism diagnosis, eating disorders, self-harming, selective mutism