CONTENTS

THE AUTISM & LEARNING TEAM Working Practice Document 2018/19 ..................1

1.0 Introduction ..................................................................................................................3

2.0 Autism and Learning Team Structure ...........................................................................5

3.0 SUPPORT TO MAINSTREAM SCHOOLS ....................................................................6

4.0 SPECIAL SCHOOLS AND UNITS ..............................................................................15

5.0 AUTISM OUTREACH SERVICE (INTENSIVE SUPPORT) ..........................................17

6.0 WORKING WITH PARENTS, FAMILIES AND CARERS ........................................19

7.0 TRAINING ......................................................................................................................20

8.0 A LEICESTERSHIRE RESPONSE TO APPLIED BEHAVIOUR ANALYSIS (ABA) .21

9.0 Learning Support Component of Autism & Learning Team ........................................23

Request for Core Offer Consultation with Specialist Learning Support Teacher ......Error! Bookmark not defined.
1.0 Introduction

1.1 The Autism Outreach Service (AOS) combined with the Learning Support Service (LSS) through the Specialist Teaching Services (STS) action plan and is now to be known as Autism & Learning Team (ALT) as part of the Specialist Teaching Service.

1.2 The ALST is part of Leicestershire Children & Family Services’ Specialist Teaching Service. The Service offers advice and support to schools and families in relation to meeting the special educational needs of children on the autism spectrum. It operates in three sectors for autism; School, Intensive Support and ALST Response to ABA (Applied Behaviour Analysis), and then there is the Learning Support Service representation of the service.

1.3 Early Years interventions for children with ASD are now conducted by the newly formed Early Years’ Service.

1.4 The ALST works in an advisory role and seeks to support school improvement in the area of autism. It does this through the provision of training, consultation and advice to the adults working directly with children on the autism spectrum. The ALST may sometimes undertake direct work with children, but this will always be with a view towards informing planning or modelling practical approaches that the school or setting can adopt.

1.5 Where it is indicated through assessment and agreement and it is written into the child’s EHCP (Education Health Care Plan) that a school aged child that requires ABA involvement ALST ABA can provide input to support ABA tutors into the child’s school.

1.6 ALST undertakes work with children of all ages and abilities:

- The Team Manager is a fully qualified teacher who oversees the ALST departments
- LA maintained schools and academies are supported by 5.5 full time equivalent teachers and 2.6FTE HLTA practitioners.
- 1.8FTE teachers’ co-ordinate Intensive Support programmes for children who find attendance at school too challenging, with a view to returning them to full time school attendance. This work is supported by 3 FTE Practitioners.
- ALST now oversees Leicestershire’s Response to Applied Behaviour Analysis (ABA) into schools and has a 1.0 FTE ABA Consultant, 1.0 FTE Asst ABA Consultant and a 1.0 FTE ABA Lead Tutor. All ABA Tutors who work directly with the children are employed directly by the school, with the programme supported by the centrally employed staff.
- We may contribute advice towards the child’s SEND Support Plan and/or Education, Health and Care (EHC) Plan.

1.8 Autism & Learning Support Team works right across the ability range, supporting children in mainstream and special education placements with some consultative work to autism specific settings. ALST can also support Leicestershire students who have an EHCP within Further Education colleges up until the end of the academic year where the student has turned 19 yrs of age.

1.9 Autism & Learning Support Team works with children who have been identified as having an autistic spectrum disorder by suitably qualified professionals, with the diagnosis set against either/or ICD-10 or DSM-V diagnostic tools, with this information clearly
identifiable on appropriate documentation. A diagnosis of an autistic spectrum difficulty does not lead to the automatic involvement of the Autism & Learning Team even if a medical professional states that ALST should be involved. It is the responsibility of the school to decide whether they would like our involvement as the school funds our involvement.

1.10 There are three referral routes for initial access to the service:

- Special Education Needs Assessment (SENA) referral
- School Referral

1.11 The outcome of these referrals may be a recommendation for service involvement, including short-term work for specific areas of need or ongoing involvement, decided by ALT.

1.12 A Service Level Agreement (SLA) for ALST involvement will be completed by the school and teacher/practitioner at the start of our involvement for the academic year.

1.13 In response to an increase in the number of children identified as being on the autism spectrum careful consideration has been given to the way in which ALST works and how, working within allocated resources, the most effective input and assistance may be provided to children, families and schools.
2.0 Autism and Learning Team Structure

Team Manager
1 FTE Specialist Teacher

Intensive Support Teachers:
1.8 FTE Teachers

Intensive Support Team Practitioners:
3.0 FTE Practitioners

Learning Support
1.0 FTE Teacher

Response to ABA
1.0 FTE ABA Consultant
1.0 FTE Assist Consultant
1.0 Lead Tutor

Schools Team Teachers
5.2 FTE Specialist Teachers

Schools Team Practitioners:
2.0 FTE Practitioners
3.0 SUPPORT TO MAINSTREAM SCHOOLS

3.1 There are three referral routes for initial access to the service:

- Special Education Needs Assessment (SENA) referral
- Early Years Service
- School Referral (see below)

3.2 There is no requirement for a school to involve ALST. A school may feel that they are experienced and confident enough or that the child with a diagnosis does not require the advice and support of ALT in order for the school to meet their needs.

3.3 Following a request for a school referral the school would need to have had (or booked in) Autism Education Trust: Making Sense of Autism (Tier 1) training for the whole school or the majority of staff. In addition it would be expected that the SENCO/Lead Practitioner takes the AET Leading Good Autism Practice (Tier 3) training before our involvement or shortly after. www.autismeducationtrust.org.uk

3.4 In addition to 4.3 the school would need to provide

- a diagnostic letter of ASD written from a credible source (where ICD-10/DSM-V have been used to measure criteria against)
- completed referral forms these are available from ALST Admin on the first request for a school referral). One document needs to be completed by the school and one by parents/carers. They will also be available via the Leicestershire Autism & Learning Team website.

3.5 There is no charge for the school referral meeting (in maintained/academy schools within Leicestershire).

3.6 Initial Contact

First contact with ALST will be through a meeting at school with SENCo and parents, and other key school staff as appropriate.(See 3.8 and 3.9 below for full details of the School Referral process)

A Service Level Agreement (SLA) will be written up between ALST and the school/college when work begins with the school/college in respect to a student.

Work undertaken will include case-centred consultation to a pupil's teacher(s) and classroom staff rather than be involved in regular, direct contact with an individual pupil. This style of work is based on the assumption that the teacher and learning support staff have the primary responsibility for the child's education and will be in the most influential position to ensure that the child's needs are met. Classroom staff will have daily contact and also a detailed knowledge of the context in which the child functions.

The role of staff from ALST is to share their knowledge and experience of children on the autism spectrum and, in partnership with the teaching and learning support staff, to apply this knowledge to the specific issues presented by a given child and situation. The primary aim is to enable the teaching and learning support staff to fulfil their responsibilities in meeting the needs of the particular pupil and to support school improvement through developing ASD awareness and good practice within their setting.
Work undertaken by Autism & Learning Support Team staff will focus on the impact the child's autism is having on learning and curriculum access, social and emotional development and on strategies aimed at developing greater access to the educational and social opportunities that school has to offer.

Following a referral to ALST, the case will be allocated to a named teacher within the Service.

The teacher will conduct the school referral meeting and from this meeting will look to decide whether the child should come onto caseload. Costs for involvement will be discussed with the school; training opportunities will be suggested; signposting for parental support will be outlined. Any further work beyond the school referral meeting would need to be charged. This would be the decision of the school.

Current costs for involvement = 1/3rd of total rate

Full cost is currently £83 per hour for teachers and £35 per hour for practitioners.

If involvement beyond the referral meeting takes place the teacher will make contact with the school and will then undertake an assessment of the child's needs relating to autism and then make recommendations regarding the input of ALST and the training needs of the school. The assessment procedure will involve observations in various settings within the school, and discussion at school with key staff and parents.

The level of input suggested will vary according to the needs of the child and the experience and expertise within the school setting. Schools can contact ALST directly in addition, at times of increased need. The assessment process, in consultation with the school, may also identify appropriate targets for the child and the strategies by which they may be achieved.

Even if the child does not come onto caseload the school can still access training and interventions into the school or can attend open training courses put on by ALST. We would always encourage all schools to download the Autism Education Trust (AET Standards & Professional Competencies + the AET Progression Framework). These are free tools that allow the school to monitor the readiness of the school and staff for working with children with ASD. The Progression Framework is a hands-on tool for all staff involved in setting learning goals and recording progress for pupils, particularly in areas of social and emotional states. See [http://www.aettraininghubs.org.uk/schools/](http://www.aettraininghubs.org.uk/schools/)

Each child will have an Operational Level (OL) (for OL definitions see below) defined by ALST teacher based on the level of need of the child and the level of competence of the setting/school.

3.7 Written Reports

Visit Notes

ALST make notes following each visit or contact with school. These notes summarise the content of the visit and typically include action points and / or recommendations to school. They are saved within the Local Authority’s network and are available to both schools and parents. ALST staff will usually send a copy of any visit notes to the school, for the school to pass on to relevant staff and to parents.

Statutory Advice and advice to SEND Panel
ALST can provide written advice to contribute to a child’s Education and Health Care Plan. This advice will assess the impact the child’s autism can have on their school experience and describe appropriate provision to meet their individual needs. Such advice can contribute to a clearer understanding of an individual on the autism spectrum.

Where schools are requesting Statutory Assessment, Top-Up funding, or where significant amendments to an existing EHCP is being requested, ALST would provide advice directly to Panel.

Annual Review

ALST teachers may attend and/or report to Annual Reviews when they are actively involved with the child and are invited by the school. ALST teachers do not write reports for or attend Annual Reviews as a matter of course. Attendance at Annual Review will stand in place of a written contribution. The school may attach the ALST Visit Notes as the written contribution from ALST. Where schools are requesting significant change to the EHCP, ALST would provide advice directly to Panel as described above.

3.8 School Referrals

This describes a request for involvement directly from the child’s school where the child is not yet known to ALST or where there has been previous involvement with an inactive case and where there is again a need for support and advice.

Requests for this service will be made through the child’s school, probably by the SENCo, but also by the Headteacher. There will be 5 levels of response.

Levels of response to school enquiries

1. Telephone advice/information conveyed by STS Administrative staff.

2. Telephone advice provided by ALST

STARTING POINT FOR SCHOOL REFERRAL

3. Criteria for ALST involvement sent to Schools,

4. When criteria are met, this will be followed by a consultative visit to school, consisting of an initial meeting with school, parents and ALT to consider direct involvement from ALST and whether this is necessary. Where no further action is required, the pupil’s case will be described as Inactive (see flow chart below).

5. Resulting from (4), short term observational/assessment work will be undertaken by ALST with a view to providing specific advice. Dependent upon the needs of the individual and their school, the child will be taken onto caseload. This involvement may be short-term for a specific area of need or ongoing to be reviewed at a future agreed date. The purpose for the involvement will be defined and where appropriate SMART targets will be set (Specific, Measureable, Action-orientated, Rigorous, Timely and Trackable)
3.9 Referral Process – Flow Chart

School contact ALST

School Referral Information
Pack sent out

ALST receive referral
information

Teacher reviews information and
discusses with line manager

Criteria met
> Diagnostic evidence
> Checklist criteria met
> Training booked/completed

Allocated teacher contacts school

School referral meeting:
Level of child is decided

Active: Level 1-3/4

Short term

Long term

Inactive: Level 0

Re-refer if issues develop at later date

 Criteria not met

Re-refer when criteria met

Snr ALST staff review decision

Generic training
School Referral Meeting

The initial meeting will focus on addressing specific concerns that have arisen at school in order to promote a greater understanding in all parties of the impact of the child’s autism and to work towards practical strategies to meet needs. Where there are significant issues in the home, this is likely to result in referral to other services, as ALST Schools Team is unable to undertake direct work at home.

- All children subject to a meeting will be clearly identified as having an ASD
- All schools will have met the criteria for ALST Involvement
- All meetings will take place in school.
- The meeting will involve at least ALST, SENCo and parent. Wherever possible, they should also involve the class teacher and/or key learning support staff.
- Outcomes for any further input from ALST will be specified at the visit.

3.10 Follow-up work

When direct involvement from ALST has been agreed, this is likely to involve observation and/or assessment work in order to gain a clearer view of the child’s presentation and to support the development of appropriate, practical strategies.

Involvement from ALST may then be for specific areas of need requiring time-limited involvement. This work will be short term and undertaken within a clear time frame. Subsequent to the conclusion of short-term work, schools would be able to make a new referral at times of increased need and subject to meeting the criteria.

The follow-up work may identify children with more complex, long-term needs for whom short term solutions will be inappropriate. Support to school in these cases may be ongoing and will be reviewed at regular and agreed intervals.

All work beyond the School Referral meeting will be chargeable to the school. We encourage schools to take on more training and interventions to therefore be less reliant on the need for ALST to do ‘hands-on’ work within the school.

3.11 Schools’ Practitioner

The School’s Practitioners may work directly with schools where they have been referred by that school's Autism & Learning Team Teacher, following discussion between the school and ALST of the pupil’s needs and strategies appropriate to support the school. Work undertaken will be short term and may include the following:

- Setting up and initial support for intervention groups and strategies
- Support to set up initial or specific visual strategies
- Modelling a variety of specific approaches alongside key staff

ALST will advertise the variety of different intervention packages available to schools for ALST Schools’ Practitioner involvement via the www.leicestershiretradedservices.co.uk website (or ask for an outline of all interventions available).
All ALST Schools’ Practitioner work will be chargeable to the school, currently at 1/3 of actual cost of their involvement.

3.12 Children from Leicestershire Educated Outside of Leicestershire or Children from Outside of Leicestershire Educated within Leicestershire

Leicestershire living students who attend an out of county or a Leicester City school and who do NOT have an EHCP will NOT receive involvement from Leicestershire ALST. Their school should seek advice from their local ALST, however, ALST can be commissioned for this work but at full cost recovery.

If the child has an EHCP issued by Leicestershire then ALST will assume their statutory responsibility and engage in support for that child. Training to the out of county school can be offered in conjunction with the local area ALST.

A child who lives outside of Leicestershire area (including Leicester City) but who attends a Leicestershire school will receive service from ALST until an EHCP is received and then the statutory responsibility rests with the area from where the child resides. It would then be up to the LA from where the EHCP had been issued to decide if they want to fund ALST involvement.

Children who move to specialist school settings located within or outside of Leicestershire will be placed on monitoring and will be looked after with limited involvement by ALST.

Schools within the East Midlands are able to access Autism Education Trust training www.autismeducationtrust.org.uk via Leicestershire ALST or www.leicestershiretradedservices.co.uk, please contact AOStraining@leics.gov.uk

3.13 ‘Levels of Need’

In line with new LA operational models ALST has created 8 levels (as shown in the diagrams below) to show the level of need for a child and the school to where the child attends. This will influence the input that can be offered. The levels are decided by the ALT teacher in discussion with their line/service manager (where required) and/or their school (as required)

- ALST School and ALiST teachers will describe the needs of the ‘situation’ (defined as needs of the child combined with the needs of the school) in terms of an ‘Operational Level (OL)’ for a child on their caseload, where required – in accordance with ALST Operational Model

- Levels will be determined on the amount of input that the child requires from ALST services
  - OL 0= child progressing, school is meeting needs, little need for input - client case is ‘banked’ (re-referral required if issues increase for these children)
    - STATUS: School experienced in working with children with ASD; Child progressing; few issues
    - INPUT REQUIRED: No direct input but school can still take on training; use website for resources
  - OL 1 = child on caseload, requiring some input from ALT but on a low level
- STATUS: Child is on caseload but ALST have contact as required, phone/email contact regarding the child

- INPUT REQUIRED: School Needs to have taken Whole School/majority school AET Tier 1 + SENCO Tier 3 trained into the school + staff encouraged to take on other specific training, input National Standards & Competencies, use website resources; Observations made, review meetings attended as required but on low level input

- **OL 2** = child/school requires additional input on a medium level

  - STATUS: Child is on caseload and ALST have regular input as required.

  - INPUT REQUIRED: Training into the school + staff encouraged to take on other specific training, input Standards & Competencies, use website resources; Observations, review meetings and some direct work takes place as required. Key LSA/teaching staff encouraged to have taken Good Autism Practice (Tier 2) training + specific AET and twilight courses.

- **OL 3** = child/school requires significant input from ALST schools team

  - STATUS: Child is on caseload, with regular involvement from ALST (email, phone or direct involvement)

  - INPUT REQUIRED: Significant specific training into the school + staff encouraged to take on other specific training, input National Standards & Competencies, use website resources; Observations, review meetings and direct work takes place as required. Key staff should be Tier 2 trained + Lead Practitioners should be Tier 3 trained.

- **OL 4** = child is likely to be moving from ALST Schools caseload to ALiST caseload after discussion with the school – however, some children may still be retained by ALT Schools team but accessing ALiST resources (due to a relationship that may need to be maintained before transferring case)

  - SEE ALiST for description of involvement

- **OL 5, 6** = child has moved to ALiST Intensive Support caseload because the needs required input beyond what ALST Schools could offer.

  - SEE ALS IS for description of involvement

- **OL 7** = child is now in Out-of-County Specialist Provision

  - Child is monitored by ALST but very limited involvement from ALST because child is now in a specialist provision
The purpose of the operating model is to try to increase input into schools to drive the levels down towards OL 0 so that more and more schools can try to become self-sufficient for most individuals with a diagnosis of ASD leaving the more challenging/complex cases with more time from ALST to assist.
Mainstream Schools Criteria for ALST Involvement

Request for ALST Involvement from School

LEGAL RESPONSIBILITY
> Ordered by a tribunal
> Appendix B Request
> Named in EHCP/Statement of SEN

No EHCP

Pupils Needs Are Outside Skill Set & Experience

Risk of Breakdown of Educational Placement

School Referral Meeting
Refer to 'ALST levels of provision Level 1: Quality First' teaching

ALST teacher decision/ALST snr teachers decision

On-Going & Significant Needs

> School staff discussion
> ALST checklist completed
> AOS levels of provisions Level 1: Quality First teaching

Key strategies in place

School Referral Meeting
Refer to 'ALST levels of provision Level 1: Quality First'

ALST teacher decision/AOS snr teachers discussion (if needed)

INVOLVEMENT:
Short term/time limited around area of specific need
Longer term/on-going as required by the needs of the pupil in their setting with such support to be reviewed at regular & agreed intervals
4.0 SPECIAL SCHOOLS AND UNITS

4.1 Leicestershire Special Schools and Units attached to mainstream primary schools all have a number of children on the autism spectrum on role. Sometimes this number exceeds fifty per cent of the total number of children on role. As a result, these schools should already have a considerable body of understanding and experience with regard to autism so their needs will differ from mainstream schools. In order to work effectively with this group of schools the Head teacher or a senior member of staff will consult half termly with the ALST teacher. This would allow the school to think of students that they would like to discuss as a matter of priority and/or other strategic issues including the suggestion of implementation of National Strategies and Competencies. 

www.autismeducationtrust.org.uk

4.2 In addition, ALST can be involved with developing interventions when there is an issue with a child that is causing significant challenge. In situations like this the school should contact their ALST teacher.

4.3 Currently, ALST services do not charge for involvement into special schools or units but the ALST staff will be expectant of their special schools to have taken on-going training specific to ASD and to be using AET Standards/Competencies (or equivalent) to demonstrate their competence in the area of working with students with ASD.

4.4 Training

ALST teachers have an important role in school in recognising, analysing and supporting responses to children's needs. ALST aims to support and develop levels of expertise through our training.

ALST can offer ASD training to special school staff— this can fulfil statutory responsibilities where EHCPs require ALST involvement. ALST can also look to deliver Autism Education Trust Tier 1 Making Sense of Autism, Tier 2 Good Autism Practice, Extending and Enhancing, Progression Framework & Complex Needs & Participation, and Tier 3 Leading Good Autism Practice to staff. www.autismeducationtrust.org.uk

AET and ALST now has a range of training to suit the special schools – with training specifically targeted at the special school cohort of students, and delivered by staff that have special school background experience.

A possible training calendar for our special schools and units could be:

*Autumn Term*

ASD awareness session (AET Tier 1) delivered locally by the school's Autism & Learning Team teacher.

*Spring Term*

AET Good Autism Practice (1 day) + Extending and Enhancing Good Autism Practice (special school/unit focus) (1 day) + Complex Needs (Mental Health Issues) ½ day and/or Complex Needs (Learning Difficulties) ½ day + Progression Framework training (1/2 day).

This training focuses on developing a more in-depth understanding of autism and its impact on communication; social understanding and behaviour, as well as opportunities to develop practical strategies within their settings.

*Summer Term*
Possibility of a training session or workshop targeting specific issues and/or twilight courses specific for Special School/Unit staff

4.5 Procedure

In order that the school and the ALST teacher understands what is expected over a given term the following procedure is used to establish priorities and time scales.

1. In order to work effectively with this group of schools the Head teacher or a senior member of staff will consult half termly with the ALT teacher. This would allow the school to think of students that they would like to discuss as a matter of priority and/or other strategic issues including the suggestion of implementation of National Strategies and Competencies. [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

2. ALST recognises that the situation around children on the autism spectrum can change quickly, that crises may arise and that there may be a need to respond quickly and beyond the level of the agreement, for example where there is a risk to the child’s placement – this can be discussed with the ALST teacher who in turn will discuss level of involvement with ALST Service Manager.

3. Schools, units and ALST will have the opportunity to feedback regarding the effectiveness of the work and to look to further develop our working arrangements.

4.6 Reporting

Visit Notes

ALST make notes following each visit or contact with school. These notes summarise the content of the visit and typically include action points and / or recommendations to school. They are saved within the Local Authority’s network and are available to both schools and parents. ALST staff will usually send a copy of any visit notes to the school, for the school to pass on to relevant staff and to parents.

Statutory Advice and advice to SEND Panel

ALST can provide written advice to contribute to a child’s Education and Health Care Plan. This advice will assess the impact the child’s autism can have on their school experience and describe appropriate provision to meet their individual needs. Such advice can contribute to a clearer understanding of an individual on the autism spectrum.

Where schools are requesting Statutory Assessment, Top-Up funding, or where significant amendments to an existing EHCP is being requested, ALST would provide advice directly to Panel.

Annual Review

ALST teachers may attend and/or report to Annual Reviews when they are actively involved with the child and are invited by the school. ALST teachers do not write reports for or attend Annual Reviews as a matter of course. Attendance at Annual Review will stand in place of a written contribution. The school may attach the ALST Visit Notes as the written contribution from ALST. Where schools are requesting significant change to the EHCP, ALT would provide advice directly to Panel as described above.

Given the level of expertise within special schools it is unlikely that ALST would be required to attend annual reviews or become engaged in issues where students are school refusers and not attending. (The school should have the level of competence to work with
the student in this capacity) and/or to look at standard issues within the school. However, individual situations can be discussed with their ALST teacher in order for ALST to make a decision on whether they can/can’t become involved on a case by case basis.

### 5.0 AUTISM LEARNING intensive SUPPORT TEAM (ALiST)

5.1 ALiST was started in January 2008 to work with Leicestershire mainstream schools and/or Further Education establishments. All referrals to ALiST will have at least an SEN Support Plan. ALiST will work with the school where the child is on roll to in order to improve the access to education for children with a diagnosis of ASD who are at risk of losing their educational placement and/or are school refusing.

5.2 The service works to support an established educational setting, to facilitate a course back into some form of education. This may occur through ALiST brokering appropriate Alternative Providers to the educational establishment or through some direct work with the pupil and/or setting.

5.3 ALiST has created a framework of approved providers for a range of disciplines that could be used in order to help facilitate an improved educational outcome for each student.

5.4 ALiST is a traded service and a charging formula for their involvement can be made available to each setting as required.

5.5 The responsibility for the education of each child always sits with the host school that the child is on roll to.

5.6 ALiST would encourage the host schools to develop a multi-agency approach to the work and would encourage the host school to facilitate multi-agency meetings and working in order to work towards improving outcomes.

5.7 ALiST will also be involved in LAP (Leicestershire Autism Partnerships) to further develop ASD provision within the county and to help identify possible pathways for children on their caseload to help inform the schools (where appropriate). The LAP will be made up of representatives of SENA, ASD provisions attached to LCC/Academy schools within Leicestershire and ALT.

5.8 The team is staffed by 1 specialist teacher, 1 lead practitioner and 3 specialist practitioners and a systems administrator who identify providers and co-ordinate programmes in order to inform schools who commission ALT IS services.

5.9 The service has a base in Braunstone from which some programmes are run. ‘The Bungalow’ provides a safe and nurturing environment in which students can engage in a variety of programmes and work alongside each other outside of the home.

5.10 The ALiST programme is available to support children who are:

- Permanently excluded from school but cannot access the Pupil Referral by reason of additional needs that derive from their autism but who have been put on role to an educational establishment (such as Behaviour Partnerships or Oakfield School)

- At risk of permanent exclusion. These children will usually have been identified by the Autism & Learning Support Team and will be thought to benefit from a
community-based educational programme running alongside school, but still leaving the school responsible for the child’s education

5.11 Children with significant medical needs can be worked with once it is deemed that they are medically fit to be able to access education. We would expect the school to organise a multi-agency meeting to discuss the young person and to establish what each agency would be doing in order to meet needs.

5.12 Students who are involved with ALiST will need to remain on-roll to their named school. ALiST will supply attendance data to that school and other information but it is the responsibility of the school to arrange to receive this information.

All children coming to ALiST should have had a SEND Support Plan already developed by their school. Students could also have an EHCP, it will be essential to keep these children on-roll to their host school even if they do not physically attend that setting. ALiST is not a placement and therefore children need to have a placement in order for ALiST to work.

5.13 ALiST is a traded service and will need to charge schools for their involvement. From April 1st 2016 instructions were sent to all schools about the need to trade and recover costs. In 2016/17 and 2017/18 ALiST would be charging 1/3rd of the total costs, ALiST will look to offer short term involvement in order to help young people re-access education. In most cases ALiST will be looking to offer 2 terms worth of involvement through their 3 stages of involvement (as mentioned in 5.14).

The cost will vary dependent on the needs of the individual, how much input is required. ALiST will liaise with the ‘home’ school to explain the costs.

5.14 ALiST has 3 stages of involvement

1. Stabilising/Crisis Management
   a. Usually all children that ALiST are involved with are initially in a crisis stage either behaviourally or from an anxiety or engagement perspective. Each presentation is different but the role of ALiST is to build a relationship with the individual, in an individual way in order to build trust for the next phase

2. Educational Input
   a. Often sitting alongside phase 1 but once a relationship/trust is built then delivering quality educational input is crucial. This may be delivered, while supported, in their school or out of it but delivered as an Alternative Provider (AP). This phase aims to re-scaffold self-esteem, self-confidence, self-worth and academic achievement in order to assist them with the tertiary stage

3. Reintegration
   a. This phase requires the child to go back into an educational placement. (ALiST is not a placement.) All children involved with ALiST are on-roll to a school (usually the school they attended before coming to ALiST The goal was always to have worked with the child, build confidence and resilience and then help them fit back into the school they have come from or to another mainstream school or to the most appropriate school.
5.15 Any educational setting can by-pass ALiST and work directly with the providers and pay the providers directly without ALiST involvement.

5.16 The service works closely with other services including the Psychology Service, CAMHS, Social Care and other services, in identifying priorities and opportunities for joint work with young people and their families but always involving the school or encouraging the school to take a lead on organisation of multi-agency meetings. In a number of occasions ALiST will insist on the school taking the lead on these meetings.

5.17 ALiST also works with the Admissions Team (Pupil Services) to work with Pupils Missing Education (children with a school place but who are not attending) and Children Missing Education (children who do not have a school place), where the child has been identified as having a diagnosis of ASD. This work will take place on an individual basis but Home Elective students can be worked with if a mainstream school has been identified to return to and then in conjunction with that school transitional work can take place.

5.18 ALiST was originally set-up to work with EHCP children but now a number of the caseload do not have an EHCP but will have an SEN Support Plan (possibly with Top up Funding). ALiST) will seek contribution from the host school for involvement with a non-statemented child in order to fund the programmes. These arrangements would be discussed with the individual school during the initial process of involvement. A Service Level Agreement (SLA) will outline the costs of the service and the expectation of the school and will need to be signed before work can commence. The contribution will depend on the attendance of the child within the school – for example, if the child is on roll but not attending the school, ALiST will look to use funding that has been given to the school for the child (Element 1 & 2 funding and then any Element 3 funding) to contribute towards costs. During 2017/18 costs would be charged at 1/3 of the actual

5.19 ALiST has produced, for schools, packages of input in the form of Bronze, Silver and Gold input that can offer a school an idea of costings prior to engagement. However, it is important to stress that it is very difficult to express what a child will definitely need until that assessment takes place. ALiST will work with schools to put together a package and will work out costs with the school.

6.0 WORKING WITH PARENTS, FAMILIES AND CARERS

6.1 The Autism & Learning Support Team is aware of the importance of the families’ perspective and experience in understanding the needs of children on the autism spectrum. ALST will work alongside schools with the purpose of forming a holistic view of the child and establishing an overall understanding by all parties of the strategies that underpin success.

Parents/carers are contacted by letter after a recommendation to involve the Autism & Learning Support Team is received.

Involvement with families when the child is known to ALST may include:

- Initial Referral Meeting at school
- Multi-agency consideration of individual cases
- Coordinated liaison meetings at school to discuss specific issue or area of need
- Signposting to coffee mornings held at schools or other community venues
- Joint training with parents attending alongside school staff
- Telephone contact
- Parent workshops

6.2 In some situations there may be difficulties arising in the home situation which do not arise or are not felt to be so severe in the school situation. Where there are issues in the home ALST can act as a signpost to other services. The Autism Learning Support Service is unable to undertake work in the home, unless the child is below school age or where criteria for ALiST have been met and the package of involvement includes this work.

- ALST presents a series of workshops for the parents and carers of children with autism. These consist of seven two-hour evening sessions and run termly. These are advertised on the ALST website. [https://resources.leicestershire.gov.uk/specialist-teaching-service/autism-and-learning-support-team](https://resources.leicestershire.gov.uk/specialist-teaching-service/autism-and-learning-support-team)
- Signposting Siblings groups www.sibsservice.co.uk Brothers and sisters of children with autism meet in a recreational setting and opportunities are provided for any particular difficulties to be addressed.
- Social opportunities for children with ASD provided by voluntary groups or other agencies within Leicestershire.
- [https://resources.leicestershire.gov.uk/specialist-teaching-services/autism-and-learning-support-team](https://resources.leicestershire.gov.uk/specialist-teaching-services/autism-and-learning-support-team) service for the ALST website that continues to grow with articles, information, web links and other useful information for parents/carers and others.
- Conferences may be hosted by ALST on an occasional basis in conjunction with other autism interest groups. This may be open to parents and professionals.
- All parents are encouraged to contact and join Leicestershire Autistic Society (LAS) www.leicestershireautism.org.uk or similar societies
- Leicestershire ALST put on training through the LAS.
- ALST can be contacted by telephone. Parents and carers are encouraged to contact ALST staff with any concerns relating to their child's autism.
- Regular contact is maintained with local support groups involved with autism.

### 7.0 TRAINING

7.1 Training opportunities are offered throughout the academic year to parents, teachers and support staff and other interested professionals. Priority, in any training initiative, would be given to parents and school staff directly involved with a young person with autism.

7.2 Leicestershire ALST are licenced holders for the Autism Education Trust (AET) [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk) and can provide different levels of training to Pre-School and School Settings and Post 16 settings (colleges, employers and the community)

We advocate for services to look at the AET website, download National Strategies and Competencies and look to assess their needs. ALST are part of the Business Development group with the AET and therefore involved at a national level in developing quality training programmes.
7.3 All ALST training for professionals can be found through www.leicestershiretradedservices.co.uk

7.4 Training opportunities for parents are sometimes organised in collaboration with Jigsaw, the Leicestershire Autistic Society and the National Autistic Society. These include:

**Parents / Carers / Family:**
- A parents’ workshop meeting for 7 sessions each term – with Early Help team supporting the training
- Leicestershire Autism Society commission ALT to deliver training to their members – advertised within their Link-Up magazine (see www.leicestershireautism.org.uk)
- LEAPS and KOALAS workshops for parents of children with autism in the Early Years
- An occasional conference or workshop.

**Teachers and other professionals:**
- A comprehensive central training programme (see the Traded Services website)
- Offer of additional modular training for those who have an AET Tier 1, 2 or 3 certificate (see course instructions via our training brochure www.leicestershiretradedservices.co.uk)
- Whole school staff INSET
- Staff meetings
- An occasional conference or workshop
- Specific training offered to special school/unit staff as required
- Facilitate Lead Practitioner meetings where schools have an identified Lead Practitioner for ASD (who would have needed to have completed at least Good Autism Practice training).

## 8.0 A LEICESTERSHIRE RESPONSE TO APPLIED BEHAVIOUR ANALYSIS (ABA)

8.1 In April 2015, Leicestershire became one of the first local authorities to look to formalize a response to implementation of ABA programmes into Leicestershire primary/special schools.

8.2 The approach currently employs an ABA Consultant, Assistant Consultant and Lead Tutor. These are all employed by Leicestershire County Council, managed by ALST and funded by SENA. The consultant is based out of County Hall. All front line ABA Tutors are employed directly by the school but the programmes are developed by the core ALST staff in conjunction with the school staff.

8.3 All children who have or are to have an ABA programme would have an Education Health Care Plan (EHCP) with ABA named on this document.

8.4 It is the responsibility of the school, to whom the child is enrolled to, to meet the needs of their students. Following a clear Assess-Plan-Do-Review process by the school and with parental involvement it may be felt that a child’s needs would be best met through
ABA interventions. This would need to have been agreed within their EHCP and have ABA named within the document.

8.4 The ABA consultant, in conjunction with his/her Assistant Consultant, Lead Tutors, the EY team (where appropriate) and with the ALS Service Manager (where appropriate) will consider where there has been a request for ABA to understand why, in that situation, ABA is considered the approach of choice. The ABA Consultant will conduct a VB MAPP Barriers Assessment in the child’s school or nursery to determine the level of difficulty the child will have accessing the curriculum in their setting. To consider whether ABA on to the EHCP is to be ratified reports of the findings need to be submitted to the SEND Panel for consideration. If agreed then the quantity of hours would also be considered.

8.5 It is the intention of the programme to teach the skills that would allow the child to integrate into their mainstream/special school class. Once a child is able to access the curriculum without ABA support we will look to fade the support to allow the child to become more independent in the classroom. For a child at mainstream school fading ABA support would mean a gradual change to support from an LSA. For a child at a special school or SEN Unit fading ABA support would mean a gradual move towards being supported by the classroom staff. Changes to school based ABA programmes will be made in conjunction with the family, school and ALST ABA staff ideally through termly EHCP review meetings.

8.6 For children whose ABA support is being or has been faded schools can request a re-evaluation of the child’s needs to determine whether ABA is required again. ABA can be reinstated if the school, ABA Consultant and SENA agree it is necessary. The ABA Consultant can attend annual review after ABA support has ended to ensure that the child continues to access the curriculum without ABA support.

8.8 All ABA Tutors hold or are working towards the RBT qualification (unless they hold a higher qualification in ABA). RBT training consists of a 40 hour online course, a practical assessment and exam. All ABA Tutors maintain this qualification throughout their time working with children requiring ABA interventions within Leicestershire schools.

8.9 ALST can assist schools in the recruitment of new tutors as required and then assist in their training. It would be expected that all tutors would have gained an RBT (Registered Behavioural Technician) qualification within the 1st year of their employment at the school.

8.10. ALST ABA staff, in conjunction with the school, will determine how much input is required throughout the week and where it is appropriate or not for a child to engage in ABA interventions within the school setting.

8.11 ALST ABA staff only work in school with students and are not involved in those children’s home based ABA programmes due to conflicts of interest.

8.12 When ALST ABA begin to reintegrate the child into the mainstream school to the extent that ABA interventions are no longer needed then ALST Schools team will become involved to ‘Level’ the student and therefore to engage appropriately.

8.13 For ABA involvement there are criteria before engagement can occur

- The child must have an ASD diagnosis
- EY/ALS ABA have assessed and have concluded that in their opinion the child would benefit from an ABA programme and have determined the quantity of hours the child should receive
• Recommendations will need to go through the SEND Panel for approval
• The recommendation is written into an EHCP
• ALST ABA staff are used within the mainstream/special school provision

Many thanks for reading our Working Practice Document. If you have any comments, issues, concerns or feedback (positive or critical) I would be delighted to hear from you.

9.0 Learning Support Component of Autism & Learning Team

Core Offer Consultation (dyslexia) with a Specialist Learning Support Teacher

Description

From 1 September 2018 Learning Support will offer a new two hour Consultation (one per year) to schools and FE providers in Leicestershire. This Core Offer Consultation will not incur a charge.

The Consultation will be carried out by a qualified SpLd (dyslexia) specialist and is to contribute some support to schools and FE providers in meeting the needs of children and young people with moderate – severe dyslexia or learning differences of a dyslexic nature. There are a number of possible options for using the consultation time:

• To discuss 3 or 4 high need children or young people who have dyslexia and for whom the school or FE provider require some advice to move forward.
• To discuss more generic areas such as Dyslexia Friendly Practice, approaches to identification and monitoring of dyslexia, intervention strategies or particular features of dyslexia etc.
• To 'pool' hours in order to set up a dyslexia forum, eg. within Multi Academy Trusts.

It should be noted that the Core Offer Consultation is not, and cannot be used for, formal training.

Initially, from 3 September, annual two hour appointments will be offered to schools/FE providers at County Hall on a 'surgery/appointment basis. However, going forward appointments will be offered at area locations in Leicestershire – a venue in the north of the county, a venue in the south and at County Hall.

Following receipt of a request for a Core Offer Consultation, an acknowledgement will be sent with the offer of an appointment. As far as possible, this will take into account preferences for days, times, and later, venues.

The Request Form asks for your chosen focus for the Consultation (please see Request Form); if this is to discuss individual children/young people, you are asked to bring all relevant information with you to the Consultation.

Please note that Referral forms are available from:

Kevin Baskerville – kevin.baskerville@leics.gov.uk

Specialist Teaching Service Business Support – robert.foster@leics.gov.uk; sheralyn.newman@leics.gov.uk

Leicestershire Traded Services website
Kevin Baskerville
AOStraining@leics.gov.uk
Autism & Learning Team Manager
STS, Room 600,
County Hall, Glenfield, LE3 8RA

August 2018