



AUTISM OUTREACH & LEARNING SUPPORT TEAMS

Working Practice Document

2020/21

Specialist Teaching Service

Room 600/G20, County Hall, Glenfield, Leicestershire LE3 8RA

August 2020

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Autism Outreach Team 2020/21 **01163059400**

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North Team

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Practitioners - Lauren Ellis, Tracey Mitcham & VACANT

South Team

Teachers - Ali Levy, Rob Baverstock, Rebecca Pearson, Emma Taylor & Irinder Minhas (SI & Senior Teacher)

Practitioners - Sadie Barden-Marshall, Jennifer Hennedy & VACANT

Lead Practitioner – Simon Wilson

AOT ABA (applied Behaviour Analysis)

Consultant – Susan McCandless

Assistant Consultant – Joel Pearson

Lead Tutor – Leanne Corby

Learning Support

Charlie Pitt-Miller (0.6) & Thea Roberts (0.4)

Key Facts

- AOT are education-based teachers/practitioners that work into schools to support educational settings with Autism Spectrum interventions
- AOT work term-time only and do not generally work into homes
- AOT strongly encourage that all schools maintain an upskilling of their staff and develop an ASD staff training programme so that ALL staff have access to an AET Making Sense of Autism training every 2 years & that all SENCO's/Headteachers take an AET Leading Good Autism Practice training session – this as a bare minimum.
- AOT have established a process to understand the level of need required in settings – called Operational Levels – this can help to direct resources as required
- AOT teachers would like to conduct an annual School Contract discussion to discuss the schools' needs in relation to ASD & how the school is developing
- AOT provide some parent training courses in the evening and during the day but do not work into the home to support
-
- Training Levels/Numbers are shared with Inclusion Team, EEP's and SENA
- All schools are entitled to 2 hrs FREE Consultation time per year for Learning Support input
- AOT ABA is a small statutory service that can provide support for ABA intervention into schools with the plan to help young people transition into accessing learning from the teacher and classroom

1.0 Introduction

1.1 The Autism Outreach Team (AOT) and the Learning Support Team (LS) are both teams within the Specialist Teaching Service (STS), managed by the same Team Manager.

1.2 The AOT & LS are 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 two sectors for autism; Schools and AOT Response to ABA (Applied Behaviour Analysis), and then there is the Learning Support representation of the service. LS provides consultation and advice to schools and do not carry a student caseload.

1.3 Early Years interventions for children with ASD are now conducted by the Early Years' Service.

1.4 The AOT 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, networking, signposting towards services/advice and advice to the adults working directly with children on the autism spectrum. The AOT 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 AOT ABA can provide input to support ABA tutors into the child's school.

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

- The Team Manager is a fully qualified teacher who oversees the AOT & LS departments
- LA maintained schools and academies are supported by 9.0 FTE full time equivalent teachers and 5.0 FTE HLTA practitioners (with 2.0 FTE additional HLTA practitioners from 1/1/21)
- AOT 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.

1.7 We may contribute advice towards the child's SEND Support Plan and/or Education, Health and Care (EHC) Plan.

1.8 AOT works right across the ability range, supporting children in mainstream and special education placements with some consultative work to autism specific settings. AOT can also support the education of Leicestershire students who have an EHCP within Further Education colleges.

1.9 Autism Outreach 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 AOT should be involved. It is the responsibility of the school to decide whether they would like our involvement as the school is the principle agent in the education of the children on their roll.

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

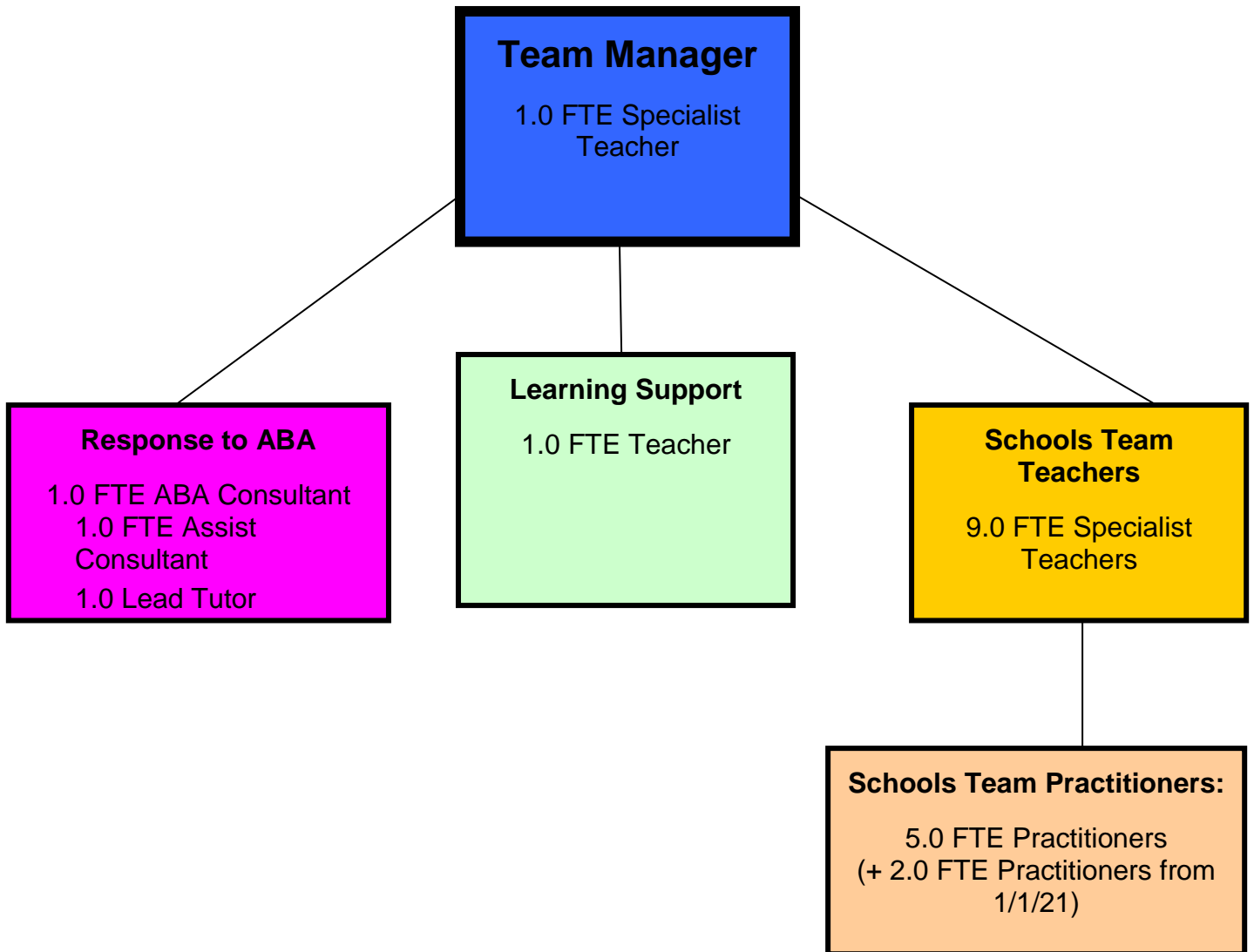
- Special Education Needs Assessment (SENA) referral
- School Referral

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 AOT.

1.12 A contractual discussion will take place between the school and AOT to look at the infrastructure of the school in relation to working with children with autism, their needs and what the team can do to support.

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 AOT works and how, working within allocated resources, the most effective input and assistance may be provided to children, families and schools.

2.0 Autism Outreach and the Learning Teams Structures



3.0 SUPPORT TO MAINSTREAM SCHOOLS

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

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

3.2 There is no requirement for a school to involve AOT. 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 AOT in order for the school to meet their needs. However, we would still encourage the school to take regular training to up skill their staff, in line with the Code of Practice recommendations. AOT believe that schools should be looking to develop a rolling training programme to ensure ALL staff have mandatory training related to Autism Spectrum. Schools can do this as individuals, as a whole school and/or in collaboration with neighbouring schools or linked schools.

3.3 Following a request for a school referral the school would need to have had (or booked in) *Autism Education Trust (AET): Making Sense of Autism* training for the whole school (or an equivalent) for the majority of staff (60% of staff). In addition, it would be expected that the training programme) SENCO/Lead Practitioner takes the *AET: Leading Good Autism Practice* training before our involvement or shortly after www.autismeducationtrust.org.uk. Training records are shared with SENA, Inclusion Team & EEP (Educational Effectiveness Partners). We believe upskilling before there are issues is a more cost effective and 'stress effective' approach.

3.4 In addition to 3.3 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)
- a referral can be made by schools via <http://www.leicestershiretradedservices.org.uk/Page/14868>
- completed referral forms these are available from AOT Admin AOSReferral@leics.gov.uk on the first request for a school referral). One document needs to be completed by the school and one by parents/carers.

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

3.6 Initial Contact

3.6.1 First contact with AOT 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)

3.6.2 Following a referral to AOT, the case will be allocated to a named teacher within the team. All schools have an allocated AOT teacher. School Team practitioners also are assigned schools.

3.6.3 The school referral meeting is a meeting run by the school and therefore we would expect schools to take notes of the meeting. The AOT teacher may provide information after the meeting but it is not the responsibility of the AOT teacher to provide minutes of

the meeting to all parties. Schools should share any notes with parents/carers and other attendees to the meeting.

On some occasions it may be necessary for AOT staff & schools to formalise what will be done for next steps of involvement.

AOT staff will make notes for themselves of visits and save these on the Student File Plan/Capita including their own acknowledgement of need of the situation (the OL – Operational Level – for internal use). Operational Levels are for AOT to use to work out distribution of resources based on need.

3.6.4 The outcome of the school referral meeting would be that the AOT teacher decides whether the child comes onto caseload for further involvement or if there is acknowledgement of the situation, but the case is banked pending requirement for involvement at a later date, if necessary. It is not necessary for AOT to know of ALL children with ASD within Leicestershire schools. This will be explained at the referral meeting. Frequency of 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 will no longer incur a charge, as of September 2019.

3.6.5 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.

3.6.6 The role of staff from AOT 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.

3.6.7 Work undertaken by Autism Outreach Team staff will focus on the impact the child's autism is having on learning and curriculum & communication & interaction access, social and emotional development and on strategies aimed at developing greater access to the educational and social opportunities that school has to offer.

3.6.8 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 AOT 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. This may/may not include involvement from the AOT Schools Practitioners.

3.6.9 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 AOT 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. It is recognised that Early Intervention & up-skilling of staff produce better longer-term outcomes, and so we encourage all schools to maintain their skill levels *before* there are increased challenges.

3.6.10 It is imperative that schools increase their knowledge so that the limited resources available can be used appropriately. Each teacher is supporting a potential of 40 schools each, thus involvement may not be immediate. Schools need to be proactive in supporting needs of their students, this is far easier to accommodate.

3.6.11 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 AOT. 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.aetraininghubs.org.uk/schools/> - if the school is unsure please discuss with your AOT teacher.

3.6.12 Each child will have an Operational Level (OL) (for OL definitions see below 3.13) defined by AOT teacher based on the level of need of the child and the level of competence of the setting/school, this information is used to assist with planning out the AOT resources, this is for internal use only.

3.6.13 School Contract Discussions

AOT teachers will attempt to have an annual contract discussion with all of their schools (usually with the SENCO and/or headteacher). The purpose of this meeting is to review how things are within the school in relation to SEND (particularly ASD). The meeting will review numbers of children, EHCP's, children receiving Top up Funding, what training the school has taken and where gaps may appear, to look at the schools AET Autism Standards, use of Professional Competencies and the Progression Framework &/or any other specific requirements. This is to match the notion of earlier intervention before there are increased challenges. It may be possible within the meeting to discuss any School Develop Projects (SDP) that relate to the development of ASD understanding within the school and how AOT can assist with meeting these objectives.

3.7 Written Reports

Visit Notes

AOT 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. AOT 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

AOT 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, AOT would provide advice directly to SENA to present at a Panel.

Annual Review

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

AOT staff will aim to understand how the school has achieved against the outcome targets set within the EHCP, and may help in offering solutions, advice in order to how these targets can be met and/or contribute to the setting of new targets.

AOT and other LA staff will aim to improve target setting to ensure there is inclusion of the child's & parental voice, SMART targets, aspirational and achievable targets, and to question where targets have not been met.

3.8 School Referrals

This describes a request for involvement directly from the child's school where the child is not yet known to AOT 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.

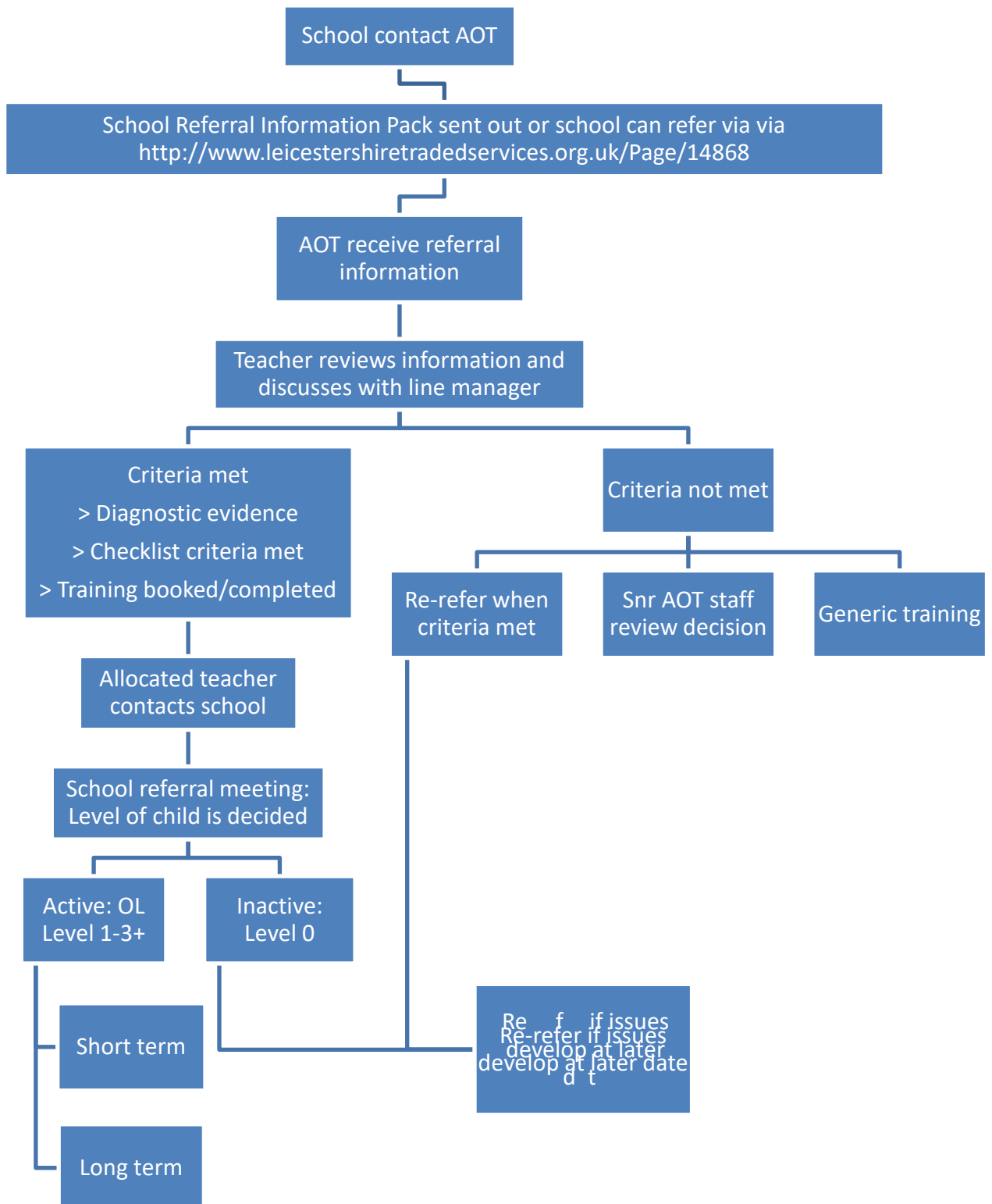
Levels of response to school enquiries

1. Telephone advice/information conveyed by STS Administrative staff.
2. Telephone advice provided by AOT

STARTING POINT FOR SCHOOL REFERRAL

3. Criteria for AOT involvement sent to Schools,
4. A referral can be made by schools via <http://www.leicestershiretradedservices.org.uk/Page/14868>
5. When criteria are met, this will be followed by a consultative visit to school, consisting of an initial meeting with school, parents and AOT to consider direct involvement from AOT and whether this is necessary. Where no further action is required, the pupil's case will be described as Inactive (see flow chart below).
6. Resulting from (4), short term observational/assessment work will be undertaken by AOT 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, Measurable, Action-orientated, Rigorous, Timely and Trackable)

3.9 Referral Process – Flow Chart



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 AOT Schools Team is unable to undertake direct work at home.

- All children subject to a meeting will be clearly identified as having an Autism Spectrum diagnosis (and clear documentation from a medical perspective can show that there is a diagnosis)
- All schools will have met the criteria for AOT Involvement
- All meetings will take place in school or via on-line technology
- The meeting will involve at least AOT, SENCo and parent. Wherever possible, they should also involve the class teacher and/or key learning support staff (it is **not** acceptable for the family just to meet with the AOT representative)
- Outcomes for any further input from AOT will be specified at the visit.

3.10 Follow-up work

When direct involvement from AOT 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.

All work undertaken aims to improve knowledge within the school and not place reliance on the AOT to have the responsibility for the engagement. AOT will aim to work with the staff within the school (who are working with the child on a daily basis) so that this can continue, and outcomes can be met.

Involvement will range, depending on need & capacity from direction to resources, training & interventions to sustained involvement to help maintain a child's placement within a setting.

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.

We encourage schools to take on more training and interventions to therefore be less reliant on the need for AOT to do 'hands-on' work within the school.

We strongly encourage ALL schools to have a training plan for their entire staff and to plan out this training programme over a few years. All SENCO's and/or Headteachers should have taken the Autism Education Trust (AET): Leading Good Autism Practice training. Each school should strive to have taken an AET Making Sense of Autism training every two years (for the majority of their staff).

3.11 Schools' Practitioner

The School's Practitioners may work directly with schools where they have been referred by that school's Autism Outreach Teacher, following discussion between the school and

AOT of the pupil's needs and strategies appropriate to support the school. Work undertaken will likely be short term and may include the following:

- Observations of the student and the way staff, pupils or the environment interacts with the student
- Setting up and initial support for intervention groups and strategies
- Advising on centrally located intervention training programmes for schools to set-up their own intervention programmes
- Support to set up initial or specific visual strategies & other strategies
- Modelling a variety of specific approaches alongside key staff

AOT will advertise the variety of different intervention packages available to schools for AOT Schools' Practitioner involvement via the www.leicestershiretradedservices.co.uk website (or ask for an outline of all interventions available).

All AOT Schools' Practitioner interventions will be chargeable to the school, but the school will receive the materials that they will need in order to deliver their own future intervention programmes (consultative work will no longer be chargeable, as of September 2019)

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

Students who live ***inside*** Leicestershire but who attend an out of county or a Leicester City school and who do NOT have an EHCP will NOT receive involvement from Leicestershire AOT. Their school should seek advice from their local Autism Outreach Team, however, AOT can be commissioned for this work but at full cost recovery (where availability allows).

If the child has an EHCP issued by Leicestershire, then AOT 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 AOT. (This is because Leicestershire would have written the statutory guidance and thus will seek assurance that the statutory advice is being followed).

A child who lives ***outside*** of Leicestershire area (including Leicester City) but who attends a Leicestershire school will receive service from AOT 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 AOT 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 AOT. The student placed within a specialist setting should already be receiving a specialist involvement. AOT can still be invited to annual reviews along with SENA, AOT manager is available for conversation if required.

Schools within the East Midlands are able to access Autism Education Trust training www.autismeducationtrust.org.uk via Leicestershire AOT or www.leicestershiretradedservices.co.uk, please contact AOSTraining@leics.gov.uk – especially if there is no designated AET Hub within that area.

3.13 'Levels of Need'

AOT has created their own levels of need called Operational Levels (OL) 5 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 AOT teacher in discussion with their line/service manager (where required) and/or their school (as required)

- AOT School 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 (or a student banked), where required – in accordance with AOT Operational Model
- The levels are to be used by AOT to understand demand and use of resources
- Levels will be determined on the amount of input that the child requires from AOT services
 - OL 0 =
 - Represents children who are supported in school at 'Quality First Teaching' levels. Therefore, do not need involvement but the school should draw on own internal resources to understand, manage and make Reasonable Adjustments as required
 - Schools should maintain a good level of understanding & regularly upskill all staff
 - Child progressing; school is meeting needs or school competent in working with children with ASD and feel they can meet need therefore little need for input - client case is 'banked'
 - School can still access training, resources via website and the forums/meetings/interventions offered
 - OL 1 =
 - A school referral has taken place because of the needs of the school/child and limited involvement is required from the teacher
 - Child on caseload, requiring some input from AOT but on a low level; school feel they need support; AOT feel child/school would benefit from input/strategies
 - OL 2 =
 - Child is known to the team (on caseload) and now requires further engagement from the school's teacher and/or the schools practitioner
 - Child/school requires additional input on a medium level because of school's ability vs needs of child as defined by AOT & school

- OL 3 =
 - Child/school requires high input because the need will require regular input from AOT staff into the school and/or the school will require significant input
 - School are needing to upskill staff on knowledge and strategies quickly; interventions are being targeted specifically around this student and the needs of the school
 - There is an increased complexity to the situation within school or through home that is impacting in school and thus requiring increased practitioner/teacher involvement
 - Information should be raised on an awareness spreadsheet and the schools tracked
- OL 3+ =
 - Child in school but needing significant input to maintain placement
 - Discussed within the team because of significance of issues
 - Consideration should be made of the levels of support and what has been put into place already as part of the Graduated Approach
 - Consider goals being aimed for/what are the barriers? What do school need to do to maintain placement?

3.14 *Ending involvement from the AOT Schools Team*

While it is not the case that **all** children with an Autism Spectrum diagnosis need to be known to the service neither is it the case that **all** children who do become involved with should remain on our caseload throughout the child's educational journey.

There will be situations where a situation is stabilised and the child &/or school are doing well. In situations where this is sustained for a period of time AOT teachers may decide that 'closing' or 'banking' a case may be required. In this case a letter will be sent to the family and to the school indicating that the case has been 'banked'.

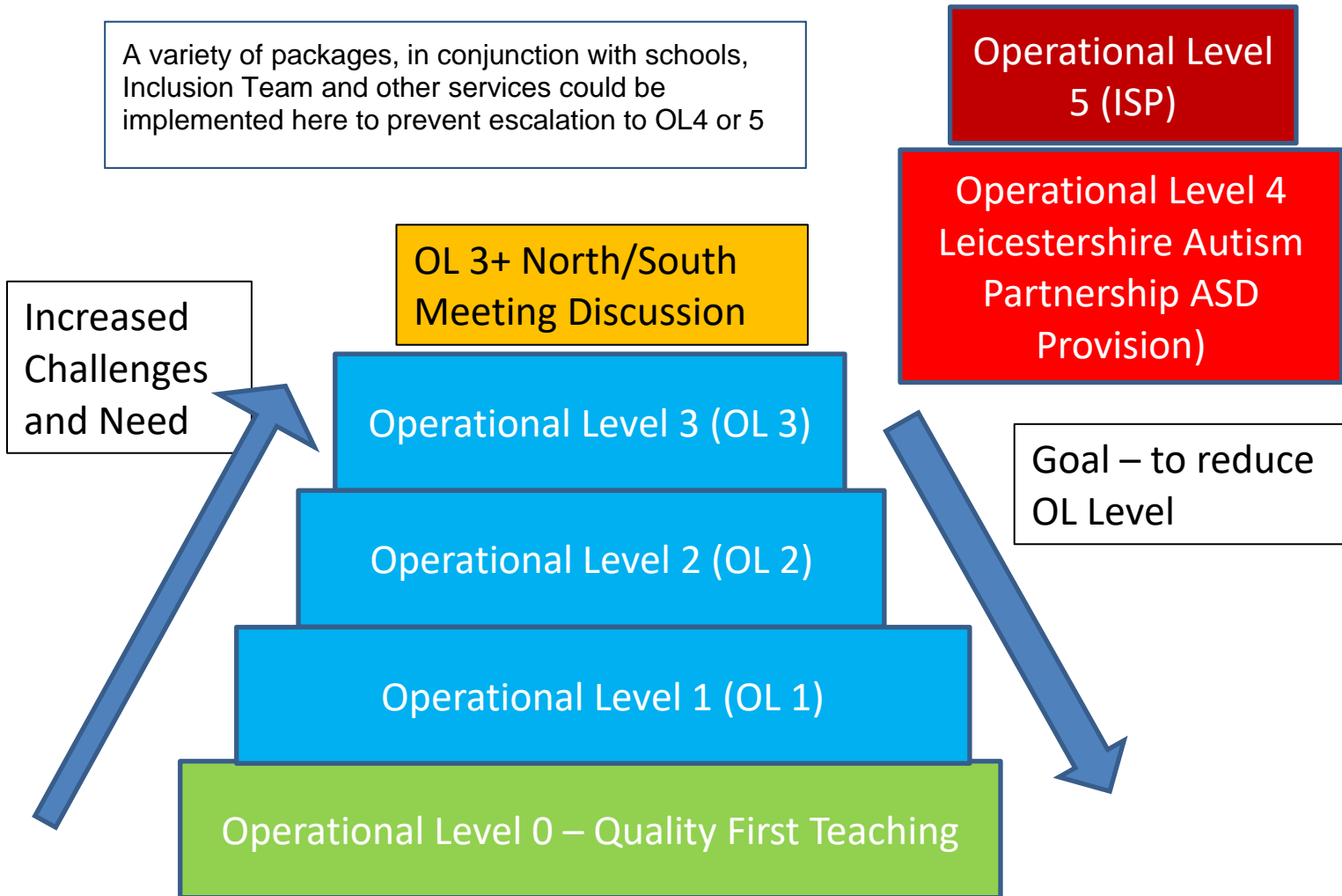
It is imperative to understand that AOT is a support service to support the needs and requirements of our schools, so it may be recognised that there are still needs for the children/young people but closing or banking a case recognises the capabilities of the school to meet needs.

To re-open a case the school would need to re-engage with their AOT teacher to explain the changes that have taken place that now require AOT re-involvement. This is best in writing for us to gain a record of proceedings. A letter would then be sent to parents/school to indicate that the case has been re-opened.

Leicestershire Autism Outreach Service (Schools) Operating model

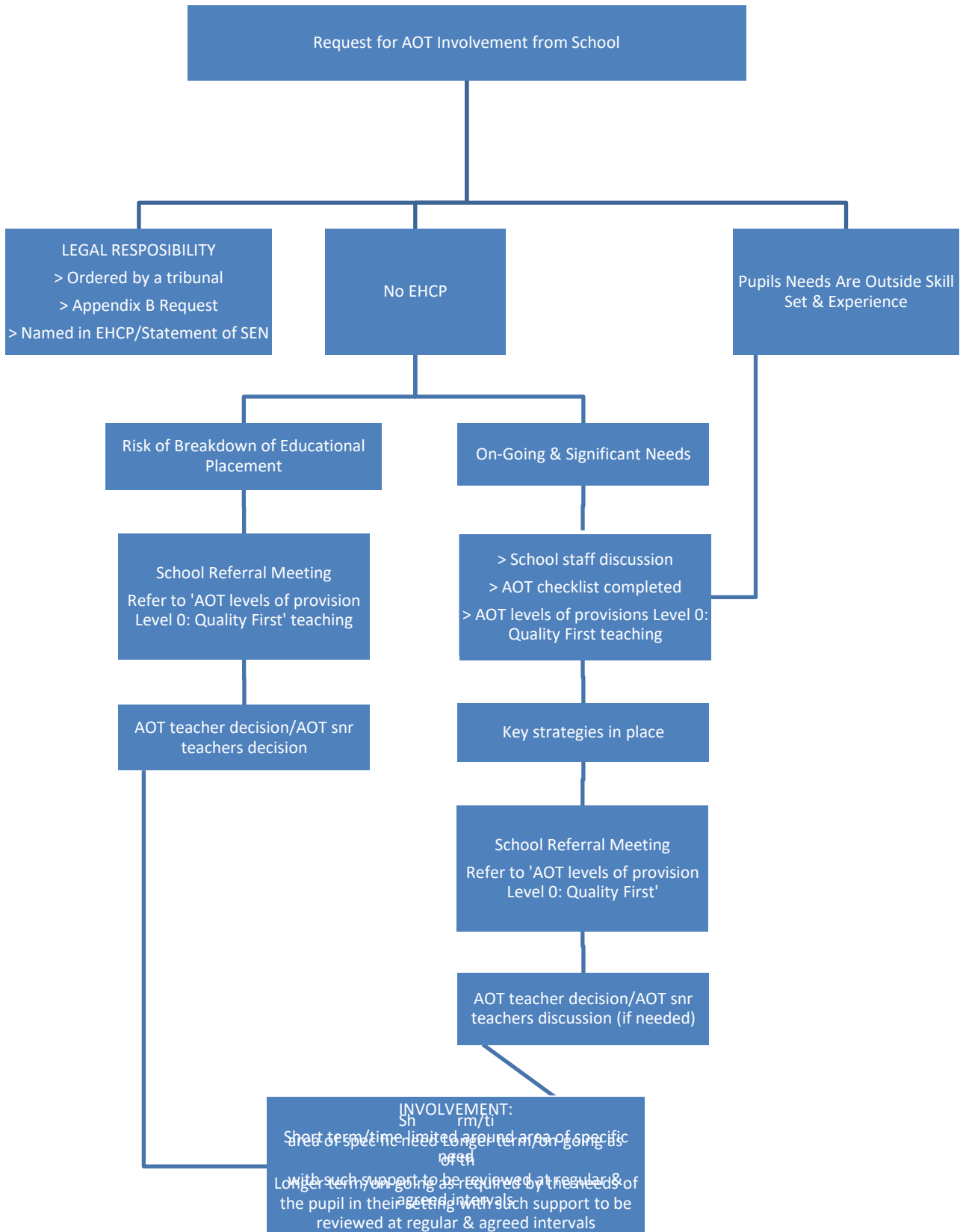
Supporting young people with Autism Spectrum Disorder and their schools and settings

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 AOT to assist.



Operational Levels are just a guidance developed by AOT to help identify need of child and ability of placement to meet needs.
Regular meetings with AOT staff North/South to discuss cases and develop meetings with Inclusion Team at OL3+ level

Mainstream Schools Criteria for AOT Involvement



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 these schools can consult with their link AOT teacher for advice, support, training (as required). This would allow the school to discuss any issues as a matter of priority and/or other strategic issues including the suggestion of implementation of Autism Standards and Competencies, with the Progression Framework www.autismeducationtrust.org.uk

4.2 In addition, AOT 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 AOT teacher. All special schools/units have a named AOT teacher

4.3 AOT services do not charge for involvement into special schools or units but the AOT 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. Training and interventions would be charged, in line with what we charge for other Leicestershire schools.

4.4 Training

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

4.4.2 AOT can offer ASD training to special school staff– this can fulfil statutory responsibilities where EHCPs require AOT involvement. AOT 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 or a bespoke program/combination of training packages.

4.4.3 AET and AOT 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.

4.4.4 Schools can discuss training needs with their AOT teacher and/or through AOTtraining@leics.gov.uk

4.4.5 AOT are creating a range of very specific packages that utilise AET materials + enhanced with our own inputs in order to provide a range of high level materials for better understanding of children with ASD within the special school sector. Many of the staff working for AOT have come from a special school background.

4.5 Procedure

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

1. AOT 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 AOT teacher who in turn will discuss level of involvement with AOT Manager.
2. Schools, units and AOT 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

AOT 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. AOT 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.

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

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We would expect, within special schools, that a representative from SENA would be attendance at each annual review and that it may be unlikely that an AOT teacher is required but if you feel this is necessary, please discuss with the AOT teacher and explain why attendance may be necessary – and we will do our best to accommodate this request.

AOT ABA staff would be expected to attend any annual review within a special school.

5.0 AUTISM OUTREACH intensive SUPPORT TEAM (AOT IS)

5.1 In order for the Autism Outreach Team to reach more children earlier, *before* they find their placement threatened the LA have agreed to re-invest money used for the Intensive Support to acquire 2 new teachers for the 2020/21 year. This means that each teacher has fewer schools to be responsible for and once new staff are full inducted we should be able to have meetings and conversations with schools to discuss a range of situations – positive and challenging and to try to get in earlier to prevent ‘fall-out’ or increased risk of placement breakdown.

5.2 For children who are slipping out of school or have an ever-decreasing attendance level the Inclusion Team would be the team for the school to liaise with. Schools would be expected to refer to the Inclusion Service <https://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/inclusion-service>

5.2.1 Teachers from the school’s team will be assigned to work closer with the Inclusion Team in order to offer specific advice about autism. This may be through guiding inclusion or school/community/social care staff as required. In some cases, these teachers known as AOT School Intervention teachers will work directly with children, families and the school to whom the child is enrolled to and/or future transitioning school.

5.3 Autism Outreach no longer runs ‘The Bungalow’ provision or any Alternative Provision (AP). Schools are encouraged to source AP’s for their area and to engage with them as/when needed. AOT may have more knowledge of specific AP’s and your AOT teacher would be happy to discuss these with you. Equally, we would be delighted to hear from you about AP provision you have sourced so that we can share with others.

6.0 WORKING WITH PARENTS, FAMILIES AND CARERS

6.1 The Autism Outreach Team is aware of the importance of the families’ perspective and experience in understanding the needs of children on the autism spectrum. AOT 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 Outreach Team is received.

Involvement with families when the child is known to AOT 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 local voluntary sector autism societies/support groups
- Signposting to coffee mornings held at schools or other community venues
- Joint training with parents attending alongside school staff
- Telephone contact

- Parent workshops (both evening and day courses)
- AOT is currently (July 2020) developing a parent helpline for all parents to be able to call for general advice and guidance

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 AOT can act as a signpost to other services. The Autism Outreach Team is unable to undertake work in the home (unless there is specific joint work conducted through the Inclusion Team). AOT provides significant amounts of training to Early Help staff, Social Care workers and other professionals who *do* have a responsibility into the homes.

- AOT 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 AOT website. <https://resources.leicestershire.gov.uk/specialist-teaching-service/autism-and-learning-support-team>
 - In addition AOT provide a 2 session day time course – that can also be booked via the above website
- 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> service for the AOT website that continues to grow with articles, information, web links and other useful information for parents/carers and others.
- Conferences may be hosted by AOT 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 AOT put on training through the LAS.
- AOT can be contacted by telephone. Parents and carers are encouraged to contact AOT staff with any concerns relating to their child's autism, but they should first discuss the issues with the school, perhaps highlighting what the concerns are. The principle liaison for AOT (as an education support team) is with the schools.
- 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 AOT are licenced holders for the Autism Education Trust (AET) (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 Autism Standards and Competencies and look to assess their needs. AOT are part of the Business Development group with the AET and therefore involved at a national level in developing quality training programmes. All AET training is now CPD accredited.

7.3 All AOT 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 evening meeting for 7 sessions each term – with Early Help team supporting the training or there is a 2 session day course
- Leicestershire Autism Society commission ALT to deliver training to their members – advertised within their Link-Up magazine (see www.leicestershireautism.org.uk)
- The Early Years' Service put on their own autism specific training – it would be worth checking with them if required
- An occasional conference or workshop.

Teachers and other professionals:

- A comprehensive central training programme (see the Traded Services website)
- Offer of additional modular training - AET Making Sense of Autism, Good Autism Practice, Leading Good Autism Practice, Extending and Enhancing & Complex Needs and Participation (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)

- Facilitate meetings with 1:1 staff – where staff who work within a 1;1 capacity with children with autism meet up to discuss best practices and discuss issues. This is run by AOT Schools Practitioners

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 AOT 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 AOT 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 AOT 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 AOT 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 AOT 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. AOT 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 AOT ABA staff only work in school with students and are not involved in those children's home-based ABA programmes

8.12 When AOT ABA begin to reintegrate the child into the mainstream school to the extent that ABA interventions are no longer needed then AOT 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
- AOT 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
- AOT ABA staff are used within the mainstream/special school provision

9.0 Learning Support Component of Learning Support Team

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

Description

9.1.1 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.

9.1.2 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.

9.1.3 It should be noted that the Core Offer Consultation is not, and cannot be used for, formal training (individual cases can be discussed)

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 can be offered on-line or within schools (especially where schools are grouping together)

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 sheralyn.newman@leics.gov.uk (For Learning Support)

[Leicestershire Traded Services website](#)

SPECIALIST TEACHING SERVICE

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