

Autism Support Service High Incidence Needs Team Northumberland Inclusive Education Services

'About us'

We are a team of experienced and skilled specialist teachers and autism support workers from a range of backgrounds. We bring together a wealth of expertise and practical experience to support schools to improve outcomes for children and young people with social communication needs or diagnosed Autism.

Please Note: A diagnosis of Autism is not required to receive support from the team

The service provides targeted support, advice, intervention, and training. We aim to use supportive, collaborative and creative approaches which develop a school or educational setting's expertise and practice in relation to meeting the needs of learners with Social Communication needs or Autism.

Schedule of Yearly Team Activity

Autumn 1: Team focus

- Targeted transition support, based on data analysis, for cohorts of children and young people with complex needs transitioning from Nursery into Reception, First School into Middle School, Primary into Secondary School and Middle School into High School.
- Implementation of yearly planning meetings with schools and settings
- Individual requests for support accepted if criteria for acceptance met and work scheduled
- Whole school requests for support accepted and work scheduled
- Delivery of training offer
- Consultation line appointments available

Autumn 2: Team Focus

- Individual requests for support accepted if criteria for acceptance met and work scheduled
- Whole school requests for support accepted and work scheduled
- Delivery of training offer
- Consultation line appointments available.

Spring 1: Team Focus

- Individual requests for support accepted if criteria for acceptance met and work scheduled

- Whole school requests for support accepted and work scheduled
- Delivery of training offer
- Consultation line appointments available.

Spring 2: Team Focus

- Individual requests for support accepted if criteria for acceptance met up until the last day of the working day of the spring school term and work scheduled.
- Whole school requests for support accepted and work scheduled
- Delivery of training offer
- Consultation line appointments available.

Summer 1: Team Focus

- Work scheduled for individual requests for support received up until the last working day of the spring term
- Whole school requests for support accepted, processed and work scheduled
- Delivery of training offer
- Consultation line appointments available.
- Targeted transition support, based on data analysis, for cohorts of children and young people with complex needs transitioning from Nursery into Reception, First School into Middle School, Primary into Secondary school and Middle School into High School.
- *Please Note: Requests for individual support cannot be made during the summer term*

Summer 2: Team Focus

- Targeted transition support, based on data analysis, for cohorts of children and young people with complex needs transitioning from Nursery into Reception, First School into Middle School, Primary into Secondary School and Middle School into High School.
- Transitional support for individual children and young people who are already open to the service moving from Nursery into Reception, First School into Middle School, Primary into Secondary school and Middle School into High School.
- Completion of work relating to Individual requests for support received during the academic school year.
- Whole school requests for support for the following academic school year accepted, processed and work scheduled
- Consultation line appointments available.
- *Please Note: Requests for Individual Support cannot be made during the summer term*

Why schools would request support and at what point

Schools should request support for individual pupils from us when they have:

- identified a pupil with needs associated with a diagnosis of autism or social communication difficulties which are impacting on their ability to access learning opportunities and/or make progress
- implemented and evaluated 2 cycles of assess – plan – do – review as set out in the SEND Code of Practice. Following a transition to a new setting the receiving school can submit cycles of support shared by the learner's previous school. The cycles of support must link to the specific social communication/autistic needs that our advice is being sought for.

Please note: evidence of a graduated response is not required in the following circumstances:

- ***a sudden and acute change of circumstances (the acute change of circumstances will need to be clearly documented on the 'Request for Individual Support' Form).***
- ***a learner transfers into your setting from an out of county school and you are struggling to manage their needs.***

Schools should request whole school support from us when they:

- have identified a specific training need linked to social communication or autism
- require support for a need associated with social communication or autism that is not related to a named individual such as learning walks, group/class/year group concerns or support with the implementation of whole school practices and procedures
- require advice and consultation in reference to autism priorities in school
- require general advice and strategies regarding how autism can impact on a learner's ability to access the curriculum and what support can be implemented
- require general transition advice for pupils with Autism or social communication needs

Schools should NOT request support from us in the following situations

- To request our involvement for the sole purpose of providing evidence to support an onward referral to CYPS for a neurodevelopmental assessment when the child or young person's educational needs are being appropriately managed and/or met within school.
- To seek support for families / support at home when there are no identified needs within school.
- To seek mental health support that is beyond what would be expected of our team's educational remit.

How to request support

All referral forms and supporting documentation documents can be found at [Northumberland County Council - Autism Support Service](#) or [Northumberland Education](#)

Individual Requests for Support

- Complete the “NIES Request for Individual Pupil Support” form
- Provide evidence of 2 cycles of support which specifically target the social communication/autistic needs that are of concern
- Complete and include the ‘Autism Checklist’. This will ensure that the team have the key information required to be able to offer appropriate support and will help them to determine if there could be an alternative underlying cause for the concerns raised.
- Parental consent must be sought and submitted at the same time as the ‘Individual Request for Support’ form. The request for support will not be accepted without parental consent and all paperwork submitted to the service will be returned to the school or setting along with an email outlining the reason why the request for support was declined.
- A request for individual support must contain evidence that a graduated response, as set out in the SEND Code of Practice, has been followed. The request for support will not be accepted without evidence that a graduated response has been followed and all paperwork submitted to the service will be returned to the school or setting along with an email outlining the reason why the request for support was declined.

Whole School Requests (Requests for any work not relating to a named individual learner).

Complete and submit the ‘NIES Whole School Request for Support’ form

Consultation line

- School staff can book a 30-minute consultation appointment to anonymously discuss a pupil’s need/s and receive advice, strategies and resources.
- ‘An Individual Request for Support’ form does **NOT** need to be submitted to book a consultation line appointment.
- Parental Consent does **NOT** need to be sought for consultation line appointments as no child or young person’s name will be shared. You will outline the presenting difficulty and will be given suggestions for next steps.
- The consultation line is manned by all members of the Autism Support Team.

[School Autism Consultation Booking Page](#)

What to expect from us

Requests for Individual Support

Support for each individual learners will be planned and agreed with school staff according to context, for example:

- Pupil need
- Cycles of support already in place
- Status on the SEN register

It is a flexible mechanism by which all professionals can work together to target support in the most effective way. Each request for support is different and involves a wide range of complexity, so support that we offer will also vary and may include some, or on very rare occasions all, of the following:

- Consultation with staff
- Observation of the pupil within school; often in various contexts
- Gathering pupil and parent voice; ensuring that this is reflected in any advice or recommendations given
- Reflection & evaluation of current documentation, provision and interventions in place for a specific child or young person
- Signposting to appropriate resources and sources of information
- Supporting school staff to write and/or review the next cycle of support
- Supporting schools to write and/or review individual pupil Behaviour Support Plans or Risk Assessments
- Focused 1:1 intervention work with the pupil if the specialist teacher deems this to be appropriate. Any 1:1 intervention offer made will be time limited and short term. The sessions will be structured and have clear learning outcomes. A key purpose will be to model the implementation of appropriate strategies and approaches to school staff so that the intervention can continue once the Autism Support Team withdraws.
- Monitoring visits if required and deemed appropriate by the service
- A written record of outlining the advice and recommendations given and why

Whole School Requests for Support

Whole school requests can relate to a group, cohort, class or the whole school need.

When a whole school request for support is received a member of the Autism Support Team will contact the member of staff making the request to discuss your specific requirements and to arrange any appointments required.

This is a collaborative approach between school and the professionals working within the Autism Support Service. Support and input will be planned in consultation with school to ensure that the support that is received is tailored to meet your bespoke request.

Some examples of this work may include (but not limited to):

- Observations
- Learning walks
- Training
- Coaching and mentoring
- Group work
- Modelling of planned interventions and strategies
- Support with SEN paperwork

How we measure impact

- Impact is measured through the collation and analysis of data received from service evaluations provided by learners, school staff and parents following all forms of support – individual, group or via whole school support and training.
- When interventions are delivered by the Autism Support Team, pupil progress is measured against the SMART targets set.
- Analysis of service data and LA, regional and national comparatives.