

SCHOOL AUTISM APPROACH

Background:

The Hertfordshire 'Review of Educational Provision for Children and Young People on the Autistic Spectrum', 2015 set out key recommendations which have been taken forward by headteachers, SENCOs, parents and services as part of the Autism Workstream. A key focus has been to support schools to develop 'best practice' and improve educational outcomes and life chances for these children and young people.

The following describes the recommended functions and roles for all schools to implement. Precise arrangements will differ across each school and be applied flexibly in relation to the number of children and young people and the staffing structure. Functions may be undertaken by one person or by a number of staff. To assist with the implementation of the recommendations below, support will be provided by the DSPL Area (SEND) Autism Lead and the County Autism Lead.

Recommendations for all schools:

- Have a named autism lead and school contact regarding services and support for children/young people with autism and their parents
- Ensure there is a co-ordinated, consistent and comprehensive approach across the school for children/young people with autism (and their parents) regardless of having a diagnosis or EHC Plan
- Undertake a school autism review using the Autism Education Trust (AET) audit materials and develop an improvement plan taking into account the key recommendations of the Hertfordshire-wide review

- Ensure AET training is co-ordinated across the school/setting
- In conjunction with the DSPL Area (SEND) Autism Lead, develop a 'School Offer for Autism' and participate in the sharing of best practice across schools
- Ensure school staff, parents/carers and children/young people have a good understanding of the school's provision for autism and are involved in its review and development
- Manage effective communications and consultations with parents of pupils with autism, and the pupils themselves
- Have a comprehensive understanding of the local offer of services so that these can be accessed appropriately
- Provide information about available services and support for children/young people with autism, and their families (e.g. parent guides, support groups)
- Produce and monitor data (in conjunction with County, DSPL Area, School staff and SENCOs) that can demonstrate how the school has addressed the needs of pupils with autism and improved outcomes
- Ensure that there is a positive 'Transition Pathway' that supports pupils with autism (and their parents) with transitions within the school and between early years, schools and colleges
- In conjunction with the Hertfordshire AET training team, assist with the delivery of the AET training at level 1
- Contribute to the DSPL Area 'Early Resolution' system in situations where a pupil in the school with autism is at risk of placement breakdown, or is subject to a long term reduced timetable