

Schedule 1:

Strategy Promise: We said we would

Work with partners to ensure that we gather data about children, young people and adults, which is accurate and available.

Children's Services Response:

Worcestershire Local Authority, commission autism support and advice from Babcock Prime Autism/CCN Team.

The Autism & Complex Communication Needs (CCN) Team is a Specialist Teaching Service which provides an educational service working with, and in schools and settings, to support C&YP on the autism spectrum. The Team also work with C&YP who have complex social communication needs that present as similar to autism. As a peripatetic, advisory SEND service, the Team consists of specialist autism teachers and teaching assistants (Autism support practitioners), all of whom have additional specialist autism qualifications (or are committed to completing), skills, knowledge and experience.

The Autism Team, **working in partnership** with settings and families, aims to deliver high quality training, intervention, advice and support with the aim of maximising the progress of C&YP with autism, from pre-school, through the school years and in to adulthood in F/HE.

A major part of the Team's role is to assess the need of the C&YP with Autism/CCN in their educational setting and this will determine the level and type of support given - **this information is shared with SEN Services to allow appropriate provision and resources to be deployed.** When a pupil is not attending their designated setting, that assessment may take place at home.

In April 2016, the Autism/CCN Team moved from being a LA, centrally funded support service to being part of Babcock Education – where there is a balance between being commissioned by the LA to deliver particular services and to developing a delivery of services through a traded route. The transition between April and to date has been challenging, however benefits to staff, schools, pupils and parents are becoming apparent – including a positive work environment with appropriate work/life balance, more 'hands-on' direct intervention with pupils than previously possible, leading to significant changes in some pupil's engagement with learning, direct work with parents with feedback indicating the positive difference it has made.

The LA Core Commissioned contract for the Autism/CCN Team consists of two aspects of work – direct work at request of SEN Services and consultancy, support and advice to settings for C&YP who meet an Eligibility Criteria of diagnosis of autism spectrum and have a Statement of SEN/EHCP, aged between EYs and Year 11 and who are Worcestershire residents:

Activities for SEN Services:

- Specialist autism assessment and advice for C&YP who are aged from EYs to end of Year 11 for:
 - EHCP
 - Statement of SEN conversion/transfer to EHCP
 - Appropriateness of educational provision – current or future
 - Mediation
 - PSF – Review and feedback to PSF
 - PSF – Strengths & Needs profile
 - Out of Authority pupils transferring to Worcestershire
 - Creative solutions to crisis/complex cases
 - Active involvement in the ‘in-year’ and Phase Transfer allocation meeting for Mainstream Autism Bases
 - Active involvement in the Pre-School Forum – 3 per month (NE, NW & S)

In addition to the Core Commissioned offer, the LA has requested the following additional services:

- Specialist autism assessment and advice for:
 - Tribunals
 - EHCP assessments for Post 16 students
 - Statement of SEN conversion/transfer to EHCP for Post 16 students
 - Appropriateness of educational provision – current or future for Post 16 students
 - Identification of need for Post 16 students
 - The Neuro-developmental diagnostic Pathway for Autism (Umbrella)

For C&YP who do not fit in to the criteria for LA commissioned work, schools and settings can access the support of the Autism/CCN Team through Babcock Education.

As part of that traded offer, the Autism/CCN Team are an Associate member of the West Midlands Regional Hub for the AET (Autism Education Trust) and licensed trainers of the AET Tier 1, Tier 2 and Tier 3 training for the School Age, Early Years and Post 16 programmes. The Team also assist settings in implementing the AET National Autism Standards and Competencies Framework **as part of their work in building the capacity of settings to meet the needs of pupils on the spectrum, in conjunction with the Local Offer and what is Ordinarily Available with schools.**

In order for the LA to allocate autism resources appropriately:

- The Team complete all assessments for appropriateness of MAB (Mainstream Autism Base) for SEN Services – informal feedback from SEN Services indicate satisfaction of quality of assessment information and judgements
- The Team Manager is involved with the phase transfer placement meeting for MABs, with the LA Lead for Autism Bases (Ian McCrudden) planning meeting – informal feedback from SEN Services indicate satisfaction at input to the successful placement allocations of all pupils requiring specialist placement

The Autism Team gather data on pupils with a diagnosis of autism but also of those with Complex Communication Needs so that early intervention can be secured:

CURRENT CASELOAD:

	EY	YR R	KS1	KS2	KS3	KS4	KS5	YR 14+	TOTAL	INFORMATION
	47	64	204	564	456	262	157	29	1,725	Autism –942 & CCN – 848 Male – 1401 & Female - 389

IDENTIFICATION & ASSESSMENT FOR THE LA/SEN SERVICES:

UMBRELLA DIAGNOSTIC PATHWAY:

- Early identification of need is achieved through the LA & NHS investment in to commissioning the services of the Autism/CCN Team in the Umbrella Diagnostic Pathway

Outcomes Since April 2016, of the 113 referrals, the Team have provided a quality service in a timely fashion and feedback from our Umbrella colleagues is that our observations and assessments in the school or home setting are valued and they would like it to continue.

PRE-SCHOOL FORUM:

- SEN Services have requested 45 assessments for PSF, identifying the young person’s strengths, needs and the provision /support required for entry to school. 100% of these assessments were completed in the LA’s stated timeframe. Direct feedback from professionals and parents indicated that the report captured the child’s needs accurately.

The Autism/CCN Team actively support the transition planning and remain involved with the child until the end of the first half term.

STATUTORY ASSESSMENTS FOR SEN SERVICES – EHCP, STATEMENT CONVERSIONS, IDENTIFICATION & APPROPRIATENESS OF PROVISION:

- SEN Services have requested 184 assessments for a range of purposes – EHCP, Statement Conversion, Identification & Appropriateness of Provision.
- Of the 184, 113 were for EHCP assessments.
- Majority of feedback from parents and professionals indicated that the assessment had captured their pupil's/son/daughter's needs.
- Direct feedback from SEN Services indicated they valued the quality of the reports and the accuracy and precision of the target learning outcomes.
- Pupil views are obtained in all assessments and information gained is used to inform recommendations, except for occasions when it would cause distress to the young person – 100% complete
- Parent views are obtained in majority of assessments and information gained is used to inform recommendations

TIMELY RESPONSE TO REFERRALS AND REQUESTS FOR FURTHER INTERVENTION WITH SCHOOLS:

To ensure pupils needs are identified in a timely fashion, as early as possible and hence receive intervention as early as possible, targets are set.

BUILDING CAPACITY WITHIN SETTINGS & SCHOOLS TO MEET THE NEEDS OF PUPILS ON THE AUTISM SPECTRUM:

AET AUTISM TRAINING:

- Over 4000 members of the school workforce have received Autism Education Trust (AET) – Tier 1, 2, 3 and Advanced Modules.
- 99% of the delegates indicated:
 - learning will positively impact on their work with the pupils
 - they are more able to promote understanding of autism
 - It had significantly increased their knowledge of autism
 - Their knowledge had increased significantly pre and post training.
- 99% deemed the training was of high quality.