

Supporting Schools & Children around Neurodiversity



Autism Spectrum Advisory Teachers (ASATs) in Bedford

Advisory Teachers

We offer a service that focuses on supporting CYP who **have an Autism diagnosis** AND those whose behaviours could be attributed to social communication difficulties **but do not have a diagnosis**

Schools & CYP

The team offers general support and advice to school staff, but the focus is on supporting those children with the most complex needs in mainstream schools

Interventions

We offer three different levels of intervention based upon need

Interventions

Step 1

- Support to use the AET Frameworks to help identify school and staff needs
- Whole school Making Sense of Autism AET training
- AET Good Autism Practise training for those working directly with the CYP

Step 2

- We may offer a bespoke consultation with school and parents
- We may attend meetings i.e. TAFs
- We may offer support to help prioritise Autism specific IEP targets using the AET Progression framework
- We would also keep in regular contact with the school to check on progress

Step 3

- This would include steps 1 and 2, plus child focussed work, which is likely to lead to an Education Health Care Plan, and/or change of placement, depending upon the initial reason for our involvement

Training Offer



We also offer bespoke training upon request

Supporting NDD with a 'Team Around The School' approach

i Our aims for testing this approach:

- 1. Cultivate collaborative networks:** across schools and practitioners to enhance local relationships and create capacity within settings.
- 2. Proactive needs assessment:** create opportunities for the early identification of diverse needs among children and young people through timely, appropriate conversations. *Right support, right place, right time.*
- 3. Centralise decision-making:** integrate dedicated resources and coordination across system partners in a unified way.
- 4. Test the feasibility and scalability:** of an effective, system-wide 'Team Around the School' model across the Borough.
- 5. Identify potential "quick wins":** test innovative in-setting provisions designed to address immediate local needs effectively, for example within Alternative Provision.

Some of the proposed features:



Practitioners across education, health and the local authority will work **with** schools



Build on existing meetings & ways of working to create capacity for **fewer** but **more frequent** MDT meetings



Testing the approach with c.20 schools in Bedford across primary and secondary



As they mature, these ways of working can replace duplicative paperwork and governance

Neurodiversity Early Concerns Tool



9 Domains

Tool to aid discussion around strengths and needs in full partnership with the family

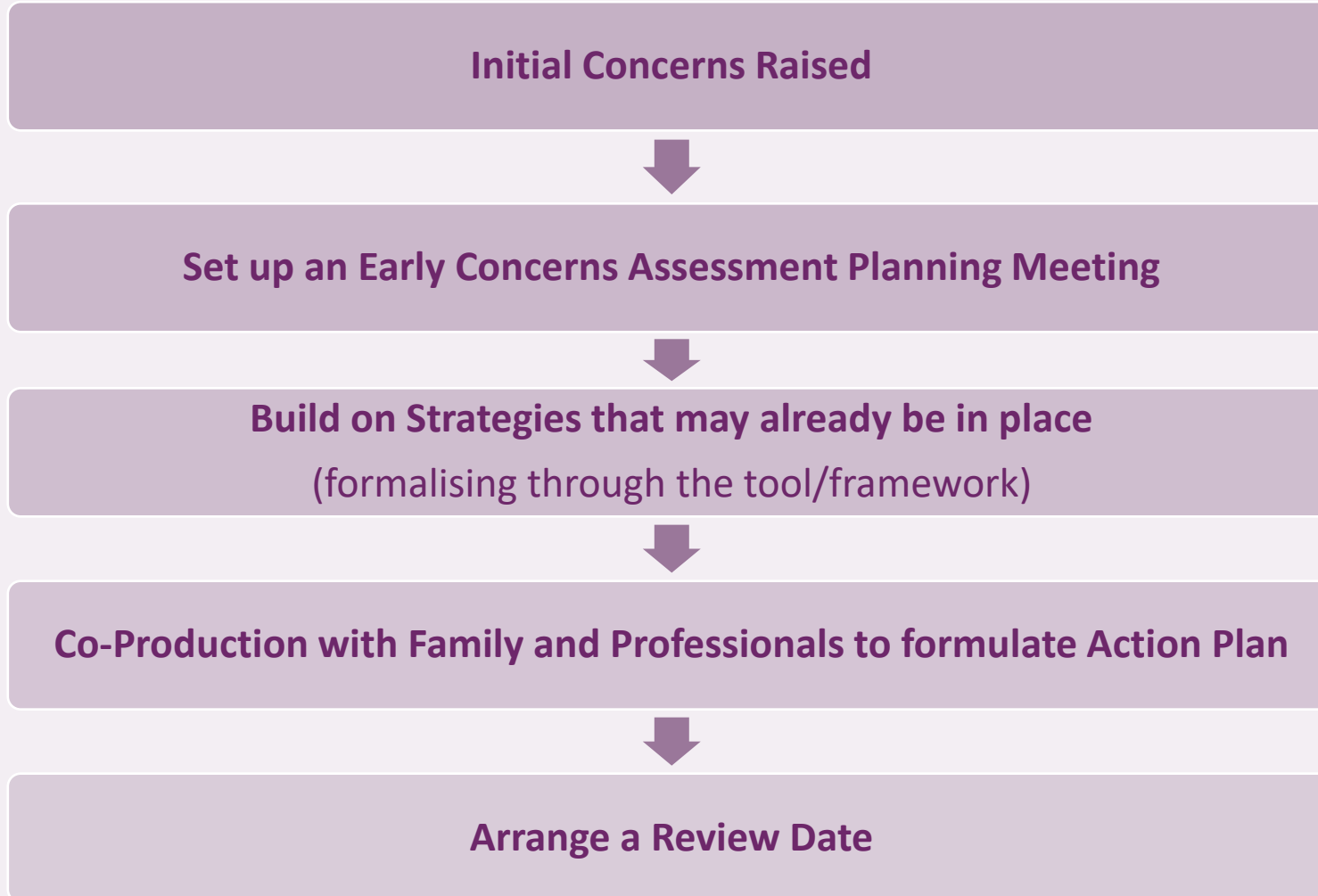
Behaviour tables and a manual offering strategies

Ongoing development of the toolkit

This can inform the EHCA evidence gathering process

Completion of the tool can be led by staff working with the child. Not limited to SENCO, Family workers, Senior TAS and teachers or other professionals. All can be trained on the use of the tool

The Assessment Planning Process



School or family can consult with ND Team for advice or support if needed