



**Specialist Inclusion Support Service**  
**Annual Report for the academic year**  
**2023-24**  
**Autism Team**

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## 1. Staffing

Role	Full-time equivalent	Number of staff	Vacancies
Team Manager	1	1	0
Assistant Team Manager	1	1	0
Specialist Teachers	3.9	5	0
Inclusion support Practitioners (ISP)	4.6	5	0
<b>Total</b>	10.5	12	0

### Key points:

- The team has seen great stability this academic year in staffing with only one new advisory teacher starting in January 2023.
- We had reduced capacity in inclusion support practitioner across the Spring term due to absence.
- One inclusion support practitioner reduced from 1.0FT to 0.8 during the Autumn term.

## 2. Caseload Information

Non Traded Teams	No of children on caseload 2023-24 (or in July 2024)	Number with EHC	Number at SEN Support	Number of new referrals	Targeted	High Need	AIM
Autism Team	1732	731	813	689	813 pupils	141	83

### Key points:

- End of year 1732 open to our offer with an autism diagnosis. 188 of these pupils were not in receipt of SEN Support or an EHCP.
- 141 high need interventions from an inclusion support practitioner (ISP). Is
- 813 pupils received targeted support and advice from an advisory teacher, with a total of 1542 targeted pieces of work carried out across those pupils.
- 83 pupils received Autism Intense Monitoring (AIM), a further increase on last academic year due to identification through attendance reports and discussion at planning meetings.

- Number of High Need requests that required further targeted support and/or Graduated Approach from schools prior to reconsideration of support – 21, a reduction on last academic year (the vast majority of these resulted in targeted reports to support a further APDR cycle for schools with recommendations)
- The team does not work with all pupils with a diagnosis, providing only direct work with high need pupils. The Autism Team works within an allocation model with schools. This supports the Graduated Approach and ensures schools with the highest number of children with autism get the most support and direct work is targeted at those children with highest needs, when they require it. Schools, through their Autism Leads and/or SENCo, will continue to coordinate support for children when they have lower level needs and schools can then use their allocated hours to make a request for targeted support. A school may request high need support, evidencing a clear graduated approach through Assess, Plan, Do Review (APDR) cycles. This model has been fully in place from September 2021.

### 3. Key developments and achievements for 2023-24

#### Development Areas:

##### **To monitor and review allocation model and offer to schools.**

- As with previous years since 2021, the team started the academic year with a reviewed and clear offer to schools.
- This allocation model was reviewed and discussed regularly over the year and informed allocation planning for 2024-25.

##### **To monitor and review AIM criteria and offer to schools.**

- The complexity of pupils with regard to EBNSA across this academic year has seemed to be considerably more evident. We have begun to reflect on what AIM is or what the level of support is that would be required for these pupils. In light of this and capacity considerations we will begin next academic year with a full review of our whole team offer and what we consider school allocated offer. Our aim will be to refocus our support to ensure the best possible outcomes for pupils across our schools, refining our offer to ensure our support has the right impact at the right time, coupled with schools graduated approach. This will be done in consultation with stakeholders and communicated clearly.

##### **To evaluate and deliver new parent training offer:**

- Parent training offer remained increased for this academic year – please see uptake and feedback data in the training section of this report.

- In response to feedback from schools and parents we have also worked this academic year to develop bitesize/coffee afternoon specific focus training and resource indication. These have received positive feedback and will continue to be developed as part of our allocated offer to schools.

**To consider team knowledge and impact on autism specialist advice regarding situational mutism.**

- We have seen an increase in pupils with selective/situational mutism. Through research and training we are developing further our support and advice in this area.

**To incorporate new AET sensory profile pack into high need interventions.**

- This new resource has been trialled during this academic year with clear feedback to the team and will continue to be used as part of our high need intervention offer where appropriate in line with our sensory pathway.

**To review and further develop opportunities to gain pupil voice.**

- We have developed resources to support collation of pupil voice, in particular for pre-verbal pupils. This links alongside our situational/selective mutism resources.
- Pupil voice development was further refined in the Autism in Schools project this year with a clear document produced to support best practice in gaining pupil voice to share with schools next academic year.

**To gain focused training from NAS autistic women and girls.**

- Staff carried out specific National Autistic Society Training to refresh and review skills and understanding specifically in the area of women and girls.

**To monitor exclusions and attendance of autistic young people across Solihull.**

- Monitoring of attendance, coupled with close work with the Inclusion team has enabled identification of pupils requiring Autism Intense Monitoring (AIM) support where schools have not raised concerns regarding attendance, although in the majority of cases we are already aware of these pupils.
- Monitoring of exclusions is enabling us to identify where schools have not requested support or the level of support required for children and young people who have been excluded over the academic year, during this academic year this was only evident in two schools for a total of four pupils – a significant change from previous years.

**To support and facilitate the Autism in schools' project:**

- The project involved two local Authorities –Solihull and Birmingham.
- SISS Autism Team worked with three secondary schools to meet the brief of supporting autistic young people to understand their identity and ensure pupil voice is evident in the best autism practice.

- Schools – St Peters, Solihull Academy and Tudor Grange Academy Kingshurst
- Resource Development:
  - Delivery materials
  - Pupil resources
- Evaluation of Impact

Staff voice:

The project leads for Solihull and Birmingham collaborated to ensure that the questionnaires sent to staff following the direct work with pupils were the same, questions discussed and agreed so all schools received the same questions.

This feedback is from discussion with the TA's supporting the sessions.

School A:

- Felt the new range of resources were helpful in adding to the support they currently have on offer.
- The SEN TA supporting the work felt that the students had engaged really well with the specialist teacher and that they had all shared more personal information than was expected about their needs and how they wanted to be supported.

School B:

- SEN staff felt more confident to now deliver work on helping students understand their profile.
- Staff teaching students in subject lessons reported that the students were more confident to say they were autistic but unlikely to ask for changes.
- There was a need to ensure that staff throughout the school took note of the strategies and a need for consistent application. Discussion to be had with SENCo to support this.

School C:

- Having someone in who understood the needs and presentation of the pupils within an AP really helped.
- It may work better if specific training is delivered to school staff by the Autism Team on how to deliver the package and then the work can be covered internally as and when the students are able to engage. Trusting relationships are key for these young people and they often engage better with trusted, familiar adults rather than strangers.

Pupil Voice Examples:

Ways to help me:

- If I am getting annoyed, a little break will calm me down.
- If I could sit near a friend that could help me sometimes that would be nice.

Information:

- I need to know what is going to happen.
- I like my routine
- I want to concentrate on my work without any distractions.
- I don't like to be stopped at.

These things sometimes help me

Let me go talk to a trusted adult  
 Let me go for a walk

WHAT HELPS

Please don't do or say these things as they can make it feel worse

Don't tell me to calm down  
 Don't put "relaxing music" on.  
 Don't bug me and ask me if I'm alright when I'm obviously not.

PLEASE DON'T

These things sometimes help me

help (adults) - adults need to notice + check in with me - do I need help.

WHAT HELPS

Please don't do or say these things as they can make it feel worse

put me at the back of the class so people look at me different  
 Don't keep talking at me - give me space

PLEASE DON'T

## 4. Training

### Centrally based training

Course name	Delivered to:	Total number of participants trained	% graded course overall good or outstanding
AET – Making Sense of Autism - Schools	Mix of school staff.	35	100%
AET – Good Autism Practice	Mix of school staff.	42	100%
AET – Leadership - Understanding Good Autism Practice & The AET Frameworks	Various school leaders	15	100%
AET – Leadership, Inclusion and Structural Reasonable Adjustments	Various school leaders	6	83%
AET – Progression Framework	Teachers / TAs / SENCos	0 (no uptake)	N/A
AET – Autism and Anxiety	SENCos / SLT	8	100%
AET – Autism and Inclusion/Exclusions	SENCos / SLT	0 (no uptake)	N/A
AET Early Years Making Sense of Autism	All staff	13	100%
AET Early Years – Good Autism Practice	Teachers / TAs / nursery staff	21	100%

#### Comments from delegates

Early Years Making Sense of Autism:

*A really informative and useful course. The course leaders made you feel comfortable and were very knowledgeable.*

*Some great practical ideas to help deal with every day scenarios when dealing with the child I'm working with.*

Schools Making Sense of Autism:

*I found the session useful and informative for myself but I was particularly pleased with the content of the sessions for new members of staff to our school. I think it does not matter how many times you complete Autism training modules, there is always a new strategy you can learn to help the children. I wish more training was offered to parents of children who are not diagnosed with Autism to really help achieve a more inclusive and tolerant school community. A great training session overall.*

*The updates surrounding eye contact were particularly helpful. Examples given on plans-very useful. Lots of references to real life situations, this was both interesting and gave good context.*

*The course was very informative and allowed me to evaluate my own teaching practise and support for children with Autism.*

#### Early Years Good Autism Practice:

*Siobhan and Emma were fantastic trainers and had a wealth of real life examples which were very useful. The resources that were on display were fantastic and Siobhan kindly stated she would be happy to send any resources electronically which was very helpful.*

*There were several stand out moments from the session that I will bring forward with me and implement into my practice.*

*I enjoyed the videos where we heard from autistic adults who explained how their stimming and other sensory seeking behaviours felt euphoric and brought such joy. It provided a new perspective that I can share with parents who are concerned around these behaviours.*

*The training was very useful and both ladies were extremely knowledgeable and passionate about what they were delivering.*

*I am now going to stop making displays and environment a distraction. I am going to start a now and next board for some of the children in my class. I am also going to continue focus on the children's interests as rewards.*

#### Schools Good Autism Practice:

*The information from the point of view of the child was really helpful. It gives a really honest sense of their self and how we can best support and talk to them.*

*Recapping some strategies for use in the classroom was useful.*

*Learning new information about sensory needs and how to support children in the classroom.*

*I was impressed with the amount of information that was included in the session and the detail. What I found the most useful was the breakdown of the sensory categories*

*Overall, the training was positive, thoughtful information and excellently delivered with examples. Thank you.*

#### Commissioned and bespoke training

Course name	Delivered to:	Total number of participants trained	% graded course overall good or outstanding
AET Autism and inclusion (Exclusion) Modules 1 and 2	Solihull Education Inclusion Service	12	100%
AET Developing Play	Childminder Network	44	100%
AET Early Years Developing Toileting	Childminder Network	5	100%
AET Early Years Making Sense of Autism	Childminder Network.	13	100%
AET Making Sense of Autism	Solihull SISS	68	100%



AET Making Sense of Autism	Aston Filed Middle School, Bromsgrove	44	100%
AET Good Autism Practice	Mill Lodge ARP	6	100%
AET Good Autism Practice	Solihull Educational Psychology Service	7	100%
AET Good Autism Practice	Solihull Foster Carers and Social Care staff	14	100%
AET Making Sense of Autism	Parent session – 4 primary schools	24	100%

### **Comments from delegates**

Making Sense of Autism – Childminders Training.

*The 2 ladies delivering the training were fab.*

*Concepts that are new to me were well explained and presented.*

*A very good course, so informative.*

Developing Toileting – Childminders Training.

*Very knowledgeable ladies lots of ideas and tools to take away.*

*Lots of practical ideas that I can now use in my setting and passing ideas onto parents.*

Good Autism Practice for Solihull Educational Psychologists

*A good refresher with lots of information, as well as resources and approaches.*

*Great depth of knowledge of trainer, really brought to life with examples.*

*Lots of ideas for practical suggestions for schools, plus discussion around the Solihull context.*

Good Autism Practice for Foster Carers and Social Care staff

*I was impressed with the amount of information that was included in the session and the detail.*

*What I found the most useful was the breakdown of the sensory categories.*

Autism and Inclusion

*The course covered a lot of ground and was extremely relevant to the work of the Education Inclusion Service.*

*Training was excellent and relative to my work in exclusions and refreshing to hear that there are other professionals supporting the reduction in exclusions and providing guidance in understanding the behaviour of children with additional needs. I will support in recommending this training to other teams and schools.*

*Excellent training that supports the knowledge of my work . I will encourage other schools/professionals to undertake this training to understand the impact has on YP and their families.*

## Training and support groups for parents

We have continued to offer parent workshops – Understanding Autism – each term for families with a child who has an autism diagnosis. Parents have been able to sign up for a face-to-face workshop or could opt for an online version via Microsoft Teams.

The workshop is an adapted version of the AET Making Sense of Autism module that all staff in Solihull are expected to attend at least once every 3 years.

We feel that it is extremely beneficial to ensure that families have the same knowledge and language as staff in schools as this will facilitate better communication, a shared understanding of strengths, need and next steps. This will then support better outcomes for the children.

Following the workshop, we also offer a final online session where all delegates from both groups come together and hear presentations from a range of professionals who can support them moving forward. The aim is to ensure parents are aware of the offer within Solihull, within education, health and social opportunities.

The organisations who have supported these sessions are:

- Solihull Parent Carer Voice.
- Our Voices Heard
- SENDIAS
- Solihull NHS Occupational Therapy
- Autism West Midlands
- Spencer's Retreat
- Landau – All Age Autism Directory
- Experts by Experience
- A local family who talk to parents about their experience – 2 adult young people, one is autistic, one is autistic and also has ADHD. Mum also joins to support most sessions.

Key points to note:

For face-to-face workshops we are limited in numbers we can accommodate by the size of the room. We offer a maximum of 2 spaces per family and so could potentially reach a minimum of 10 families if 2 adults came from each family. We also felt that having more than this number would make it more difficult for families to feel relaxed and build relationships so we did not look to procure a larger room.

For online sessions we kept to a similar number of 20 families to join to keep the group small and manageable for the delegates to build relationships and confidence, even though we could potentially have many more online.

Although our booking lists were closed due to full capacity for each termly session, unfortunately not all families arrived to participate.

Course name	Delivery to	Total number of families trained	% graded course overall good or outstanding
Parent Workshops -	Parents of children with an autism diagnosis in Solihull schools	56 families.	100%

#### Comments from delegates

- the trainers have been so helpful and they made the training comfortable for me to understand and they went at a reasonable pace, all i want to say is thank you for a lovely training sessions.
- I will stop being so quick to dismiss my child's feelings and what they may be going through and immediately reverting to shouting. I will start actively listening to my child so I can gain a better understanding of how I can help them in their day to day activities. I will continue to upskill my knowledge around Autism and also pass this on to others, including family, friends and colleagues.
- Jacinda was super and the intimate nature of the session meant we were able to get to know our peers and really talk about our individual specific circumstances and gain feedback both form Jacinda and peers.
- Fabulous course, really helped me have a deeper understanding and what the schools know already. Wendy had a wonderful energy as a trainer and gave brilliant examples, engaging and approachable - thank you!
- Thank you so much for all of the fantastic insights. I have not only felt supported and heard but have learnt so much, especially about sensory triggers and overwhelm for my daughter.
- This has helped me to understand what help schools can provide and what my child is entitled to to help her education.
- I will continue to learn about Autism and treat my child as an individual. I enjoyed being in the company of other parents with similar struggles as me.
- They were so helpful and knowledgeable.
- Jacinta, delivered the training faultlessly! I cannot thank her enough, not only for her knowledge and amazing training style, but for her approach to parents that really are in crisis, the level of care and understanding was second to none.
- Absolutely great course and Jacinta was so helpful and honestly amazing at her job thank you so much for everything you have done for me and my son with this course and your previous reports on him its appreciated more than you will ever realise you made a difference!

## 5. Evaluation of 2022-23

### Survey Feedback:

#### Schools

	Q1 - Quality of support					Q2 - Supported inclusion					Q3 - Improved outcomes				
	Very Good	Good	Satisfactory	Poor	Very Poor	Very Good	Good	Satisfactory	Poor	Very Poor	Very Good	Good	Satisfactory	Poor	Very Poor
Autism Team (42 responses)	62%	26%	10% (4)	2% (1)	0%	62%	26%	10% (4)	2% (1)	0%	47%	38%	10% (4)	5% (2)	0%

#### Parents/Carers

Quality of Support	Very Good	Good	Satisfactory	Poor	Very Poor
Autism Team (42 responses)	81%	17% (7)	0%	2% (1)	0%

### Key points:

- **Survey summary – schools:**
  - 88% of responses felt our quality of support was good or very good.
  - 88% of responses felt our impact on supporting inclusion was good or very good
  - 75% of responses felt our impact on outcomes was good or very good.

#### Feedback & Actions

Our advisory teacher has delivered valuable training to parents this academic year. Her reports have been valuable in understanding the sensory needs and anxiety of children with a diagnosis of Autism. ISP intervention has been impactful and enabled school to continue work linked to the areas that she has prioritised. Working with the AIM team has been effective and they have been flexible and ensured our most vulnerable children have accessed support. AIM provides a bespoke offer to children which has had good outcomes. They are knowledgeable and organised. The advisory teacher allocated to Early years Autism team has been outstanding in her knowledge and support for school. It has been so useful to have her insight and support for a high need child in Nursery.

Supported in strategies we can implement in the classroom. Worked with the family.

Having someone with expertise and knowledge to offer strategies, support and guidance. Regular communication has led to feeling very supported and knowing that you have got someone to turn to if you feel like you don't have the answers or are unsure on something. Very good training offered and recommended which has helped the whole team support the children with additional needs.

Access to blocks of time in same way as SEMH team.

Blocks of work with an ISP are available through a High Needs request for pupils with a diagnosis- please do discuss this with your named teacher.

The team work to an allocation of hours per school through the advisory teacher, This is separate to the High Needs ISP work.

*Continue to communicate a clear offer.*

The service provided doesn't meet the needs of students with autism. The specialist teachers can only do meetings and lesson observations and anxiety reports. These add nothing to the inclusion of young people. We need specialist staff to deliver small group interventions and to really address the complex needs of our young people. When we have put in requests for support and work has been done, there has been little impact. I think you need to go to a traded service as the autism team feels like it is a box ticking exercise. This is a terrible shame as most of the individuals are great but they are constricted by working practices not of their design. It just isn't working and causes me workload issues trying to use up the hours.

There was only one response with feedback of this nature. From the 42 schools who replied 80-90% felt quality of support and impact on inclusion and outcomes is good/ very good. We would ask that this respondent contacts the Head of SISS and the Autism Team Manager in order that we can further understand the feedback provided and address it. We can also discuss a reduction in hours if this hasn't already been actioned.

More flexibility to work with more children who have been accepted for assessment but not yet assessed- not just once.

The team's priority is to support with children who have a diagnosis, infant schools are given more time relatively as that may be when children with complex needs are awaiting a diagnosis. Widening this offer, would mean reducing the offer to children with a diagnosis.

*Continue to communicate a clear offer, in particular with respect to expectations around pre diagnosis.*

*Review the balance of this offer will be reviewed in 2024-25.*

- **Survey summary - parents:**

- 98% of parents felt our support was good or very good.

Feedback	Actions
Total professionalism, thorough reports, prompt responses. Plus compassion, kindness and caring to myself and my child at all times.	<i>Continue to deliver best practice and review regularly.</i>
I have valued the support from AIM immensely. It was when AIM became involved my daughter recieved constructive support that is ongoing at this point. My daughter was assessed within the school environment, it was because of this assessment my child recieved constructive support and I as a parent felt understood. AIM have been a game changer for us. Not only does my child receive ongoing support weekly at home, AIM have attended meetings and advocated for my child regarding supporting her needs both now and in the future. AIM were a huge help during the EHC process and, helped to ensure the final plan was written with a true representation of my child's needs. Both members of staff I have worked with are amazing, making us feel listened to and supported. Without AIM I fear we would still be in 'limbo', with no constructive support.	<i>Continue to review best practice and capacity for AIM. Consider how this can impact on other areas of our team offer.</i>
The support from the Autism team has been so valuable. The work that has been put in on a 1:1 basis with our daughter during her time at school, but also their attendance at meetings and contact through phonecalls and emails - just to check that we are ok and to offer advice. I honestly can't thank the ladies enough. We have had a really difficult year, but they have helped us to survive and move forward, when no one else really has!	<i>Continue to gain pupil and parent voice in our work.</i>
Funding for more support. The support has been amazing but I'm aware it is limited due to funding. My daughter would have benefited from extra 1-1 hours from the specialist team	<i>Continue to review outcomes for pupils alongside our offer and capacity.</i>

## High Need Intervention impact data:

At the start of all High Need interventions, the pupil is asked to scale themselves and their confidence/understanding related to the set targets (this is approached in an appropriate way for the young person and personalised to make the best of obtaining a baseline of the pupil),

At the end of the intervention block the same process is repeated with the young person, alongside the opportunity for any additional comments.

The progress score for pupils' own assessment is then considered as an indicator of intervention impact.

Some pupils find this difficult either at the start, or end. Below is a list of reasons why some pupils were unable to score as a baseline and or final assessment point:

- Pupil views scaling self 'low' as a failure and does not want to do so.
- Found it hard to understand something they did not already know. We did not at this point assume a 0 for these pupils.
- Did not want to scale at end due to not liking things ending.
- Too upset that intervention was ending to scale.
- Sees scaling self a 'high' as either an expectation that will then be placed on them to not 'make errors' moving forwards or as being too 'big headed'.

The scaling is first and foremost pupil voice so we have not in any circumstances sought scaling beyond the pupil. Some examples of parent and school feedback can be seen in case studies within this report.

Due to the difficulties some individuals find with scaling we are introducing a revisit on intervention impact with schools at planning meetings. This will revisit and ensure appropriate resources are in place and look at intervention impact alongside next steps where needed.

Percentage of pupils	Percentage of pupils who scaled			
	Scaled self with above 5 points progress.	Scaled self with above 3 points progress	Scaled self with above 1 point progress	Scaled self with no progress.
38%	49%	87%	100%	0%

## AET School Standards Framework impact data:

This framework, [Schools Standards Framework | Autism Education Trust](#), can be used by leaders as a tool that enables them to enhance and embed good autism practice across their school.

The aim is that through a process of discussion within each setting, the Senior Leadership Team (SLT) and SENCo identify a target which will also link to their whole school development plan.

Using this Framework the Autism Team Advisory Teacher has offered a discussion with the SENCo to identify an area of common need and a focus for support from the Specialist Teacher across the year.

### Engagement the evaluation process:

- 96% of Primary schools engaged with setting targets
- 80% of Secondary schools engaged with setting targets

Of these,

- 100% of Primary schools engaged with reviewing progress towards the targets
- 100% of Secondary schools engaged with reviewing progress towards the targets

### Progress

All schools were offered the opportunity to rate their current autism practice across their setting using the AET Standards Framework.

Not all progress will result in a move from one step (colour) to another due to the complexity of the standard. There has been good progress towards meeting the standards by some schools, where lots of positive change has been embedded and this will support working towards developing the progress over the next academic year.

### Primary Schools /59:

No progress	Progress within a step	1 step progress	2 step progress
4 (no audits completed)	20	30	5

### Secondary Schools / 15:

No progress	Progress within a step	1 step progress	2 step progress
3 (audits not completed)	6	6	0



## 6. Case Studies – High Need Interventions

### SISS Autism Team Case Study 2024 – PUPIL X – Primary

<b>Pupil:</b>	X
<b>SISS Autism team Member:</b>	Siouxie Austin & Sophie Bradley
<b>Start date of intervention:</b>	20.01.2024
<b>End date of intervention:</b>	24.06.2024
<b>Reason for Request for support:</b>	X was displaying distressed behaviours due to his fixed mindset and his inability to see other's point of view.
<b>Focus for intervention:</b>	<p><b>Intended outcome of intervention</b>  <i>(agreed between school and advisory teacher – Taken from AET Progression Framework)</i></p> <p><b>TARGETS:</b></p> <ol style="list-style-type: none"> <li>1. 1.2 Identifies own emotions</li> <li>2. 2.4 Uses taught strategies to manage emotions and behaviour</li> </ol>

**Context:**

X was in year 3. He had input from the SISS Autism Team at his previous school. This included an observation, sensory and anxiety report.

After a suspension from the previous school following a physical attack on his teacher, the school used the SISS Autism Team reintegration resources to support his reintegration back into school. The SISS Autism Team were also asked to support. It was reported to the team that X has a fixed mindset and can fixate on teachers and behaviours that he does not like. School were completing Big A with X to help him to understand his diagnosis and he had also been part of a Zones of Regulation group. School completed a sensory profile for X and put an Autism Needs Based Plan into place.

The SISS Autism Team were asked to complete an up to date observation to offer further support and advice to school. Sophie Bradley observed X on 16.1.2024 and school submitted a request for support to the team for support with X's rigid mindset and managing his emotions in February 2024 following this observation and advice. Sophie Bradley also attended his EHCP review in May 2024.

**Initial school and family concerns:**

When initially raised with SISS Autism Team by the school, X had received a suspension for physically hurting his teacher whilst dysregulated. School had used reintegration support resources from SISS Autism Team and had included X in a Big A group. He had also received some 1:1 support in school.

Concerns were mainly focussed around X's fixed and rigid mindset which often resulted in his use of inappropriate words and behaviour towards others. He had received support to use Zones of Regulation but was refusing to use these strategies in class. X had written very inappropriate things on his work.

**Pupil Interventions:**

Block of High Needs support for 6 sessions from Siouxsie Austin, ISP SISS Autism Team.

X showed reluctance to engage with his 1:1 ISP sessions. However, he completed some really useful pieces of work which show he can consider other people's view point and start to consider that other people may have differing views, and how to manage his emotions when this happens.

X completed an 'anger mountain', which is a diagram to pinpoint his biggest anger triggers and strategies he can use to help cope. X identified triggers which are mostly noise related or other people and has suggested that 'leaving the room' is a solution for all of his anger triggers. School have ensured that X can have access to the Yellow Room when he needs to self-regulate and during the sessions, discussed ways he can communicate to an adult he needs to leave the room for a break. So not to look different or stand out from his peers, X has agreed to trial the use of red and green pens. X will put a green pen on his desk when he is feeling happy and regulated and he will swap for a red pen when he needs a short break from the classroom.

School currently use Zones of Regulation, however X is somewhat reluctant to use the board. Siouxsie suggested that adults in the classroom model the use of Zones of Regulation to all the children in the class to encourage the use of emotional regulation strategies, as needed. If a whole class approach is adopted, then X won't feel separated from his peers in this activity.

During the sessions, X completed a short piece of work surrounding fixed mindset and realising that other people may have different views to us. X was good at listening to another viewpoint but not at accepting that it's ok to have a different view to his. Siouxsie suggested that school use social stories to help explain situations where others have different ideas and how to accept that it's ok to have conflicting views with someone and to move on with the task he's doing rather than dwell on it further.

X can become fixated on others' ideas or actions and then label them as 'sexist' or 'feminist'. This is true to the most recent round of PE in which the class have been learning dance and yoga. X has refused to take part as he views those sports as being 'for girls'. X might benefit from writing his views down in a journal where he can leave his negative thoughts at school and not carry them over to the next lesson or next day. It helps for some children to write thoughts down which may be inappropriate to say out loud as they still have an outlet for a thought which will, inevitably, come out anyway. X was shown some examples of journaling and he has said he would like to give it a try.

**➤ Staff training/modelling/Support:**

- Model the use of Zones of Regulation board. Give X examples of how you are feeling so he feels confident to use the board independently.
- Provide X with resources so he can create a journal. Actively show interest in his ideas and thoughts but do not reprimand him for using swear words in this journal. This is an appropriate place to use them.
- Ensure X has a red and green pen and ensure he knows how to signal to an adult that he need a break (red pen).
- Ensure X has access to the Yellow Room for a space to self-regulate.
- Staff to consider transition support into Year 4 to alleviate any anxiety X may have about his new teacher, teaching assistant, classroom location etc.
- X has responded well to 'The Big A' work with school autism lead. Consider carrying this on into the new academic year with focus on fixed mindset.

- Give X short bursts of sensory activities to keep his sensory needs in balance and avoid any distressed behaviours caused by overwhelm. Sensory breaks need to be built into his timetable and be proactive rather than reactive to his needs.
- Staff to refer to X's Autism Needs Based Plan.
- Staff to refer to X's Sensory Report written by SISS Autism Team which contains lots of advice and strategies.
- Use social stories to help explain situations where others have different ideas and how to accept that it's ok to have conflicting views with someone and to move on with the task he's doing rather than dwell on it further. [What Is A Social Story? - Carol Gray - Social Stories \(carolgraysocialstories.com\)](https://www.carolgraysocialstories.com)
  - [Social stories and comic strip conversations \(autism.org.uk\)](https://www.autism.org.uk)

**Feedback Comments:**

From X:

*"I would like it if adults listened to what I want and don't make me do the lessons I don't want to do. Dance is for girls and I am not doing it. I like the idea of the red and green pen because it is less obvious that I need a break and I don't look different from anyone else."*

From Staff member (autism lead):

*"Thank you Siouxsie.*

*Today in our Big A group we are celebrating a super year for X.*

*With the added support of SISS, X has developed into a lovely person to have at school.*

*He is now willing to listen to advice, tries very hard not to swear (though sometimes a few inappropriate comments still slip out!) He is able to take himself out of a situation to avoid conflict and sits calmly with his bag on his back outside the office until he is ready to return.*

*We are able to reason more with X after the SISS input and he is beginning to realise that thinking first avoids the consequences!*

*It is great to see the change and the evidence that sees X coming to school happily each day and that minor blips are few and far between."*

**Autism Team Members:**

**Siouxsie Austin & Sophie Bradley**

**Date: 17.07.2024**

## SISS Autism Team Case Study 2024 – PUPIL X – Secondary

<b>Pupil:</b>	X
<b>SISS Autism team member:</b>	Jacinta Sing and Sam Mannion
<b>Start date of intervention:</b>	19.01.24
<b>End date of intervention:</b>	10.05.24
<b>Reason for request for support:</b>	X had difficulties understanding her emotions and how to regulate them. Understanding what her autism means for her. X often became overwhelmed and showed distressed behaviours by shutting down.
<b>Focus for intervention:</b>	<p><b><u>Intended outcome of intervention</u></b></p> <p>(agreed between school and advisory teacher – Taken from AET <b>Progression Framework</b>) <b>TARGET/S:</b>            Emotional Understanding and Self- awareness 2 Managing emotions and behaviour. 2.3 Takes part in planning and preparing strategies to manage own emotions and behaviour: Participates in identifying strategies to help self-regulate. 4 Self Awareness 4.3 Understands own Diagnosis. 4.4 Identifies difficulties.</p>
<p><b>Context:</b></p> <ul style="list-style-type: none"> <li>➤ Autism Diagnosis April 2023</li> <li>➤ X joined current school in September 2023 (Y7)</li> <li>➤ 28.09.23 Observation and Advice. Specific support strategies advised.</li> <li>➤ Parent workshop offered. JS</li> <li>➤ 13.11.23 TAC meeting- On waiting list for SOLAR. X showing more distressed behaviours. Discussion and review of strategies. JS</li> <li>➤ 17.11.23 Sensory Report-Advice and strategies-JS</li> <li>➤ 20.11.23 Anxiety Report-Advice and strategies- JS</li> <li>➤ 29.11.23 Request for High Needs support</li> <li>➤ 19.01.24 - 10.05.24 High Needs ISP intervention-SM</li> <li>➤ 10.05.24 Final session therapeutic letter- To support a positive understanding that the sessions are now complete and a reminder of the strategies we discussed during the sessions SM</li> <li>➤ 07.06.24 Summary of Intervention &amp; Needs Based Plan-SM</li> </ul> <p><b>Pupil Profile:</b></p> <ul style="list-style-type: none"> <li>➤ When I feel overwhelmed, I cannot talk it's like my vocal chords have been ripped out.</li> <li>➤ When I show distressed behaviours, I scratch my arms and hands, this is when I feel very anxious.</li> <li>➤ I often feel sad at school number 2 on the happiness scale.</li> <li>➤ Eye contact is tricky for me.</li> <li>➤ I often don't understand what people mean.</li> <li>➤ I find it challenging to work out how somebody else is feeling.</li> <li>➤ I cannot cope with sudden change as I find predicting what might happen very stressful.</li> <li>➤ I cannot manage crowded places and loud noise.</li> <li>➤ I worry that I will get things wrong</li> </ul> <p><b>Initial school and family concerns:</b></p> <ul style="list-style-type: none"> <li>➤ X would often become heightened and anxious, especially if there were any changes, this would lead to overwhelm and distressed behaviours</li> </ul>	

- X would shut down become unable to speak and would scratch her arms and hands (drawing blood).
- X Unable to access learning and lessons due to overwhelm

**Pupil Interventions:**

- What autism means to me?
- My sensory differences.
- What are shutdowns and meltdowns?
- How to check in with myself i.e. Zones of regulation
- Interoceptive body mapping for clues about where we feel our emotions in our bodies.
- Emotions in others. How to identify these.
- How thoughts, feelings and behaviours are connected.
- Fight, flight and freeze.
- We practised mindfulness to calm her thinking as C often has many thoughts at once.
- “Chuck it Bucket”. Is it a fact or a thought? How to challenge unhelpful thoughts.
- My stress bucket.
- 54321 grounding game and some calm breathing strategies.

**Staff training/ modelling/ support:**

- 23.11.23 – JS - Training sessions for Learning Support Assistants – 2 Sessions delivered to all LSAs. Specific advice regarding 3 areas of difference and anxiety support strategies. Individual pupils’ presentation and differences discussed – including CRP
- Discussions and feedback with Learning Support staff during school visits - ISP Intervention - SM
- Ongoing advice and support – discussions during Planning Meetings – JS and when in school/ catch up with SENCO and support staff

**Feedback Comments:**

**Pupil:**

- At the start of the sessions X said that she felt sad at school and in the blue zone on the Zones Board. She was number 2 on the happiness scale out of 10.
- During the final couple of sessions X seemed happier, was joking and smiling in the green zone and number 5 on the happiness scale and 6 at home.
- X has started using autism words such as ‘shutdown’.

**28.06.24 – Pupil Voice session with JS**

- X was able to immediately engage in the language of emotion check in and told JS that she was “8.5” and “Green”
- X reports that her parents use number scaling at home with X for emotion check ins
- “Thinking about what is a fact and thinking what is just a thought is really helping. If I have a lesson I don’t particularly like I can think about the lesson a lot before and worry but now I can sometimes think is it real or an assumption or thought? Fact or Thought helps me”
- “Realising there can be other strategies rather than sitting and thinking.
- Trying not to focus on things that aren’t really affecting me. For example, if a teacher is yelling at somebody I try not to focus on it cos they are not shouting at me. This really works.
- “In loud environments then focussing on something else like looking at the floor really helps because it gives me something to focus on instead of the noise”
- X told me that she uses noise reduction ear plugs (Loops) “These are helpful to use in school like crowded places”

**28.06.24 – Support staff feedback/ key adults in Learning Support (SENCO absent)**

**Parent:**

- Is accessing Learning Support less frequently than before Intervention
- Still scales herself as 8.9 or 9 but fewer visits to Learning Support
- Not in crisis as much as before (was very often)
- Not asked for weighted blanket in months – this was at least once a week in the past
- Was on reduced timetable and did not attend on Wednesdays – this was temporary provision. C now attends Learning Support all day on Wednesdays as a break in her school week. She completes art
- activities and will complete STEM activity next.

- She is more able to share how she is feeling.

LSA

- Reaching out for support more
- More open and honest and will write notes and scale herself e.g. 'I am a 9 and I want to hurt myself and I'm telling you so you know but I don't want to talk about it'. Following some regulation time sorting or
- Diamond Art X will usually self-regulate and be able to discuss how she felt – approaching staff when she feels ready to do this.
- Can discuss 'sensory overwhelm' and use language of autism with staff
- Asked for help from adults in more general ways. X used to keep worries to herself until she got home but now she seeks support from trusted adults. E.g. broke her ID card and asked for help when worried about this

**Autism Team Members: Jacinta Sing and Sam Mannion**

**Date: 28.06.2024**

**7.**

## Case Studies – Targeted Support

### SISS Autism Team Targeted Case Study 2024 – PUPIL X - Primary

<b>Pupil:</b>	X
<b>SISS Autism team Advisory Teacher:</b>	Jacinta Sing
<b>Context:</b> <ul style="list-style-type: none"><li>➤ Recent Diagnosis May 2023</li><li>➤ Been referred ADHD diagnosis</li><li>➤ Previous:<ul style="list-style-type: none"><li>- EYSAT individual support Oct 2020 – May 2021</li><li>- Community Occupational Therapy</li></ul></li><li>➤ Y2</li></ul>	

#### Initial school concerns:

##### September 2023 Planning Meeting:

- SENCo requested Observation and advice as X had not transitioned that well into his new year group.
- Transition and change of teacher – is very anxious this year
- X is showing signs of anxiety and has begun to hit and push others when he feels he can't do the work.
- He is spending more time out of the classroom.
- X is reported to bite his own arms, hit, push, scream and growl when distressed.
- TA reports to SENCo that X went to the toilets and was squeezing his own arm. When asked about what was happening for him X said, 'I feel sad' and when asked 'Is it because it is time to do maths?' X said it was.
- Same TA as last year (Y1) to provide stability.

##### Targeted Support provided:

###### Autumn Term

08.11.23 - Observation and advice

###### Observations included:

- TA reports that X will sometimes push and hit peers when he is feeling upset e.g. can't do the work
- Positive relationship with TA who knows him well as worked together last year
- X says 'I don't know' to himself when completing the task
- X seems anxious about the work and is reported to say 'It is too hard'
- X is reported to not like writing and will use avoidance strategies and increase in anxiety when writing expectations are given
- Needs transition time between activities and tasks – has a 2-minute timer and goes for a break before sitting again for next learning session/ subject. I observe X becoming upset and leaving the classroom in the transition time between the carpet and sitting back at his desk for work competition
- When TA marks X's work she calls it 'editing' and does not follow class policy of marking with a pink dot and will do this later so as not to upset X if his answer is incorrect.

###### Advice and recommendations:

- Use a clear Now and Next Board for every transition – include movement breaks in this to reduce anxiety and let X know he will have a transition / 'Buffer' time to prepare for the next task/ activity
- Use a personalised visual timetable – one of the morning and another for the afternoon sessions – this should have movement breaks included and reward time
- Use social story to promote talking about feelings and 'kind hands' – share this with X in the morning and after lunchtime. Share with home to reinforce/ for consistency
- Emotion scaling and Check in – use visuals of faces or numbers or zones of regulation to help X to express how he is feeling and to provide key adult with an opportunity to discuss support and give this
- Provide visual reward chart to reward effort and trying with his work – acknowledge that it is ok to get things incorrect and that is how we learn (Growth Mindset)
- SENCo to arrange parent and pupil completion of relevant paperwork for SISS Autism Team Sensory Report and SISS Autism Team Anxiety Report

Jacinta to Observe again next half term to see impact of new recommended strategies in the classroom.

### **21.12.23 - Anxiety report and advice**

Advice includes:

- Additionally, X scored himself very high for Anxious Arousal and this is addressed below.
- Work around breathing techniques, calming strategies and creating a 'plan' to help X during these times will be effective.
- A visual can be created so this can be used in conjunction with his timetable and task board from school.

### **21.12.23 - Sensory report and advice**

Advice includes: X would benefit from having a sensory diet built into his daily timetable and shown on his/her individual visual timetable.

#### **Spring term**

15.01.24 - Drop In visit to TA

- Discussions re support strategies – how to create and manage support
- Q & A and general support
- Modelled use of language
- Explained reasons for anxiety leading from 3 areas of difference and specifically referenced information taken from Observation and reports

30.04.24-Booked in Drop-In session to support ECT teachers – including Y2 teacher. Reflection on support strategies in place and impact.

#### **Summer term**

04.06.24 - JS visit classroom for monitoring visit – discussion with TA regarding positive impact of strategies and discussion and support about these

01.07.24

- Catch up with TA and feedback / impact discussion (see below)
- Plan for next steps extended Transition to Y3
- Pupil Voice with X (see below)

#### **Outcome/Next steps:**

**Extended Transition support to next year group (Y3) and new staff and environment (as discussed with current TA):**



- Share successful strategies with new TA
- Ensure X understands that he will still be able to visit current key adult/ TA at times (if he would like) and that she will pop to see him
- Update Needs Based Plan
- Extended classroom and new staff visits
- Visuals for X to take home for summer holidays e.g. photos of new classroom

#### **Ongoing Targeted support next academic year**

- Jacinta to complete monitoring Observation and advice at start of Autumn term
- Jacinta to support new TA and teacher – Drop in /monitoring visits and sharing of any required advice, strategies and resources

What did the school do well?

- Excellent following of advice and recommendations from key adult/ TA – created new routine to suit X's unique presentation and differences, used adjusted/ more specific language and created individual resources recommended to support X's individual needs and differences.
  - SENCo developed Sensory Circuit and TA created individual circuit – following advice from Sensory Report and TA understanding of X unique differences and preferences
  - TA used language to support X which he then uses to communicate his need – developing more independence and awareness of these
  - TA uses reference points to support X and relates these to support strategies e.g. 'How does your body feel?'
  - Positive relationship built with Jacinta and TA/ key adult where could be open and honest/ seek support.

#### **Feedback Comments from pupil/parent/school:**

##### **TA/ key adult**

##### ***Before advice and strategies in place:***

- Running, hitting
- Screaming
- Hiding under tables
- Hitting other pupils
- Pinching and scratching himself
- Refused to have pink pen in book for marking
- Lacked confidence to try new activities and tasks/ work as worried would get it wrong
- Work refusal
- Signs of anxiety
- Increased overwhelm

##### **Strategies introduced:**

- 'Having a Go Chart' – growth mindset
- Regular emotion check ins – scaling every 15 minutes which then informs next level of support e.g. 'Sad' = Sensory circuit
- Sensory Circuit – personalised to X's sensory differences
- Social Story for hitting
- Mindfulness station – with choice of activities
- Zones of Regulation

##### **Following advice and strategies being introduced / impact over time (3 terms):**

- Will access Sensory Circuit independently
- Built resilience – regulating own emotions better and Anxiety reduced
- When overwhelmed will follow adult instructions to use support systems in place
- Shouting – takes less than 5 minutes to calm and can reflect and talk

**Additional feedback from TA:**

- *'I feel like you have saved him'*
- *'They were new strategies to me but I feel like I have learnt so much – I will now use this and take through the years ahead'*
- *Completed ACES training and used X as an example for own case study and reflection practice*
- *'I am more confident to support autistic children but also to recognise anxiety triggers'*
- *'This made me want to learn more. I saw strategies work and it made me realise there is more out there for me to learn'*
- *'I have shared successful strategies with next door and advised other TAs'*

**Pupil Voice feedback**

- *'Helped getting used to stuff now not fighting people'*
- *Work – 'A little happier and sad still. If I am worried, I ask miss'*
- *Zones of Regulation – 'my emotions'*
- *'I don't need my social story anymore'*
- *Worried – 'I use my Sensory Circuit if I am worried'*
- *'I like frog jumps, Bubbles and the timer'*
- *'I feel fascinated by the timer'*
- *How does your body feel? – 'Smarter and ready to learn'*

## SISS Autism Team Targeted Case Study 2024 – PUPIL X – Early Years

<b>Pupil:</b>	X
<b>SISS Autism team Advisory Teacher:</b>	Siobhan Farrelly

### Context:

X was referred to the Autism Team in June 2023. He was diagnosed with Autism at Solihull's Specialist Assessment Service (SAS) in June 2023. He had previously attended a nursery, before transitioning to current nursery. X had been supported by the Early Years Team since March 2022 and support and recommendations had been made. X has been in receipt of Level 2 Early Years Inclusion Funding since October 2022. SF was invited by Lauren Scholl to attend a feedback meeting with parents in June 2023. Where Lauren was going to discuss the outcome of his autism assessment by the team at SAS. This meeting was attended by both his parents and the nursery SENCO, Charlotte Swain.

### Initial nursery and parent concerns:

#### Parent Concerns

X's parents revealed that he was born prematurely and that they had been concerned from a young age about his development. Initially they had attributed some of the differences he was presenting with (compared to their elder daughter), as being a result of lockdown due to the COVID pandemic. Although he had met some of his early developmental milestones within the expected time frames e.g. sitting up, crawling and walking. They reported that his speech was significantly delayed, and they were concerned about other aspects of his development e.g. eating, sleeping and toileting. As they both worked full time and had recently moved to the area from London and had no family to support them locally. They put X into Lawnswood nursery where he was just starting to settle before it closed down very suddenly. Upon recommendation they started him at nursery in September 2022. At the feedback meeting his parents explained how they were very grateful to the staff at nursery who had listened to their concerns and supported the request at a young age for an autism assessment.

#### Nursery Concerns

The SENCo and staff at nursery were concerned about X's communication and interaction skills. While he was developing trusted relationships with staff, they raised concerns about his interaction with his peers and development of his play skills. They also raised concerns about sensory processing differences. While they reported that they had acted on the advice of the Early Years team, they believed that he was not closing the gap with his peers. Prior to the Autism Team being involved parents and setting had discussed the possibility of applying for an Education Health and Care Plan (EHCP).

It was reported that X had been referred to NHS Speech and Language and was awaiting assessment.

### Targeted Support provided:

- **Feedback meeting 27<sup>th</sup> June 2023** Meeting to discuss outcome of autism assessment attended by Lauren Scholl (SAS), parents, SENCo and Autism team.
- **Observation and Meeting - 11<sup>th</sup> July 2023** The initial meeting consisted of a discussion with the SENCo, Early Years Area SENCo, his father and an observation of X. His parents had been keen to submit an EHCP request over the summer term. However, looking at the support plans and recommendations currently in place, SF advised that it would be wise if the autism team had the opportunity to be an active part of the graduated approach, before a request was submitted. This meeting was an opportunity to share the offer of the Autism Team and to explain what was required for the EHCP request. The observation allowed SF to gain an understanding of the differences his social communication and understanding, information processing and sensory processing profile presented with and to make recommendations.

- **Team Around the Child (TAC) 12<sup>th</sup> September 2023.** SF called this meeting as parents wanted the opportunity to ask questions and discuss provision and progress. This meeting was attended by parents, SENCo, Early Years Area SENCo, Early Years Autism Advisory Teacher and the Autism Team Manager and was held at the Council House. The purpose of this meeting was to discuss his strengths and areas of difference and how to support X in his nursery year. At the meeting parents were advised of the graduated response, an outline of schools in the borough and the EHCP process in Solihull.
- **Observation in setting 11<sup>th</sup> October 2023** SF observed X again. X had moved into the preschool room. Staff reported that NHS SALT had observed in setting and had given verbal recommendations. The visit consisted of a discussion with his room leader, SENCO and an observation of X and recommendations were given.
- **Meeting with NHS SALT 12<sup>th</sup> October 2023** SF had a meeting with Malaikah Kalam NHS SALT to discuss his strengths and differences in communication and language and joint targets were agreed. These were shared with parents via the autism team observation report and verbally on the phone at their request.
- **AET Detailed Sensory Profile created 20<sup>th</sup> October 2023** SF created a sensory profile of X, based on information collected from parents and setting using the *Autism Education Trust Sensory Preference Checklist*. The purpose of this was to gain an idea of whether X is experiencing sensory sensitivity and to give a better understanding of his sensory differences to help him to function more successfully in setting. The results revealed significant differences in his auditory, visual, tactile, movement and proprioceptive systems. The report was written, and detailed recommendations were made. This sensory profile was sent in as part of his EHCP request.
- **Early Years AET Good Autism Practice Training 7<sup>th</sup> November 2023** the SENCo attended this training which was led by SF. The SENCo reported that this allowed her to gain a fuller understanding of the impact of the 3 areas of difference on X's attainment, progress and access to the curriculum. It gave her the opportunity to learn about evidence-based strategies and ways to support X to achieve his potential. In the feedback the SENCo reported that as she learned so much, she was going to ask the nursery owner if other staff could attend the AET GAP training which was being delivered again in the summer term. The SENCo believed that this would help to increase their knowledge and understanding of autism and give them strategies to support the children.
- **EHCP team request for advice 10<sup>th</sup> November 2023** Autism Team -Form A completed by SF.
- **Observation and Meeting 17<sup>th</sup> January 2024** During this visit it was clear that staff were trying very hard to implement the recommendations and strategies in the October report. X was making progress with his communication and interaction, he was becoming more aware of his peers and had started to engage with them on his terms. Interaction was being observed particularly at mealtimes. However, staff discussed concerns about his toileting, as he had started to make progress and then had regressed. SF discussed the use of visuals and social stories to help his understanding. Examples of both were shared with parents and setting.
- **Observation and Meeting 14<sup>th</sup> March 2024.** This visit revealed that X had responded well to the visuals and social stories. This had been done consistently with home and setting and he was now using the toilet independently most of the time. This visit also co-incided with the visit from the E.P who had been commissioned to carry out the statutory assessment as part of his EHCP assessment. The E.P. was a locum E.P. and was keen to discuss SF's support and advice so far. As agreed with setting and parents SF shared all her assessment reports and the sensory profile completed with the Locum E.P.
- **Meeting with parents and SENCo 23<sup>rd</sup> April 2024.** The purpose of this meeting was to discuss the draft EHCP which had been sent to parents. Parents found this very helpful to ensure that the EHCP plan was reflective of their son's profile and needs.
- **Attention Autism Training – Early Years Leads for Autism Training 2<sup>nd</sup> May 2024.** As SF had recommended Attention Autism as a way to support X's attention, listening and turn taking skills. His keyworker was released to attend the training. Her feedback on the evaluation form was very

positive and she reported that she felt he would respond well to it and that it would benefit not only X but other children too.

- **Observation and Meeting 9<sup>th</sup> May 2024** X's communication and interaction skills were observed to be improving well. While some of his responses are still learned phrases and words he is familiar with. He was observed to engage in reciprocal communication with both adults and peers. There is a definite improvement in his engagement in the social world. Although his play is still repetitive, solitary and sensory led, he is now happy to play alongside his peers and often watches them play. Recommendations were made on how to extend his play skills through resources prepared by SF. It was also advised that staff could attend the twilight session on play being held on 9<sup>th</sup> July 2024 at the Council House
- **AET Early Years Good Autism Practice Training 11<sup>th</sup> June 2024** Four staff attended training. This was a huge commitment from the nursery manager as it is a small private nursery, so to release 4 staff at once was challenging for them. However, the nursery manager and the SENCo felt that the benefit of the previous training from the Autism Team had been beneficial so they felt that increasing staff CPD further would improve provision in the setting. Both verbal and evaluation feedback was extremely positive, and staff felt it had increased their knowledge and understanding.
- **AET Twilight Play Training 9<sup>th</sup> July 2024** Four staff attended this evening training in their own time. This training exposed the delegates to understand the impact of the 3 areas of difference on autistic children's play skills. Once again feedback was very positive, and staff reported that they felt they had a better understanding of how to extend the play skills of autistic children.
- **Transition meeting 11<sup>th</sup> July 2024** Meeting with SENCo, parents and SENCo of the mainstream school, X is transitioning into in September. This provided an opportunity to share vital pieces of information of how best to support X in his new setting.

#### **Outcome/Next steps:**

##### *What did the nursery do well?*

- Nursery built up a trusting relationship with X's parents. This was gained through good open and honest communication, home visits and going above and beyond to support the family. X's parents reported that as they have no family in the area, having such a supportive nursery was so helpful and reassuring. This was a reason why they chose to send him there for his nursery year, as well as his preschool year.
- Nursery have implemented all advice and continually update SF with progress/concerns.
- The nursery manager and SENCo have embraced and valued the work of the Autism Team and staff have attended training as outlined above. The impact of this training has been observed by SF in setting. Staff have a deeper knowledge and understanding of autism and view it as a difference not a deficit. There has been a culture shift in the setting, and this has been observed by parents too.
- Parents also implemented the Autism Team's advice, particularly around toileting, sensory needs and his communication profile.
- Nursery have shared their strategies and support plans with his next setting. They have created transition packs in conjunction with his next school to ensure he is well prepared for his start in September.
- Parents are very happy with his progress at Playpals and although they are nervous about his transition in September to a much bigger setting. They believe that he is now ready for it and that he has been prepared well.

SF has booked a visit to observe X in his new setting in September to ensure he settles well before handing him over to the named teacher for the school.

## **Feedback Comments from pupil/parent/school:**

### **Feedback From Setting**

#### **Evaluation Form from Early Years AET Good Autism Practice Training 7<sup>th</sup> November 2023**

*I really enjoyed the training particularly the Attention Autism demonstration.*

*Charlotte (SENCo)*

#### **Email received on 18<sup>th</sup> December 2023**

*Hi Siobhan,*

*I just wanted to say thank you for all your help this term. I am very grateful for the help you gave when putting together the EHCP request. It has been accepted for assessment, I am so relieved. Parents are delighted. I hope you have a wonderful Christmas and a great holiday.*

*See you in the New Year.*

*Charlotte (SENCo)*

#### **Email received on 14<sup>th</sup> March 2024**

*Hello Siobhan,*

*Thank you for today and meeting with the E.P. I know how busy you are, so I really appreciate you waiting to talk to her for me. I am so glad that you were there I was only told about the visit yesterday so I was panicking a bit as I wasn't sure what she would want to see. It all seemed to go well. Thanks for sharing your reports with her. I am really hopeful it will be a yes at panel now. Fingers crossed!*

*Thanks again.*

*Charlotte (SENCo)*

#### **Evaluation Feedback Attention Autism Training – Early Years Leads for Autism Training 2<sup>nd</sup> May 2024.**

*Really loved this training it is so practical lots of great ideas to go back to setting with.*

*Molly ( Level 3 Apprentice)*

#### **Evaluation Feedback from AET Early Years Good Autism Practice Training 11<sup>th</sup> June 2024**

*Thanks Siobhan and Emma for the training. Lots of great strategies given and I feel that I have a much better understanding of how to support the children I work with. The bit I enjoyed the most was the practical session on Attention Autism. I also found learning how important visuals are very helpful.*

*You were very warm and welcoming, which allowed me to take in more information.*

*Molly ( Level 3 Apprentice)*

#### **Evaluation Feedback from AET Twilight Play Training 9<sup>th</sup> July 2024**

*Really helpful training on Play. I liked the ideas given to help me understand how to extend their play.*

*Lucy (Staff Member)*

### **Feedback From Parents**

***Email received on 13th September 2023***

*Good morning Siobhan,*

*Thank you for arranging the meeting yesterday, we found talking to you and Emma very helpful. We are clearer now about the EHCP process and the schools in the borough. We will do some further research and look at the school websites.*

*All the best X Parents*

***Email received on 27<sup>th</sup> October 2023***

*Good evening Siobhan,*

*Thanks for sending over the sensory profile, it is very detailed with lots of strategies. We are sure it will be very helpful with his EHCP request. Would you have 5 minutes to chat soon we wanted to talk to you about schools please?*

*Kind regards  
X Parents*

***Email received on 24<sup>th</sup> April 2024***

*Good afternoon Siobhan,*

*Thanks for attending the meeting yesterday at such short notice. We value your advice and input into his plan. I have attached some additional notes we have made on his plan since the meeting. Would you mind looking at them and giving us your thoughts please?*

*King regards  
X Parents*

## SISS Autism Team Targeted Case Study 2024 – PUPIL X – Secondary

<b>Pupil:</b>	X
<b>SISS Autism team Advisory Teacher:</b>	Rachel Dixon

### **Context:**

Diagnosis in Y6 – March 2023. I then observed X at primary - May 2023 as a new diagnosis observation/advice. This was not an ideal time because it was SATs week – pupils were sat differently to usual, displays were covered etc and X was observed in an ‘unstructured’ maths revision session. However, as she was transitioning to secondary it was beneficial because I was aware of her needs for September. This meant I specifically raised her at the planning meeting in Autumn.

### **Initial school concerns:**

Initially there were no concerns about X; she appeared to be ‘settling.’ We an observation, particularly as the one in May was not an ideal ‘snapshot’ of X’s needs/barriers in a lesson. However, as the term progressed, staff felt that X was managing, and they decided to prioritise targeted support elsewhere.

### **Targeted Support provided:**

15.05.23 - Observation – at primary (new diagnosis)

#### ***This academic year:***

##### **17.01.24 – Observation.**

Key advice

- clear, direct instructions
- go to familiar adult
- help card for support
- movement breaks
- Sensory Report
- Pupil voice for social situations/what is going well etc.
- Scaling emotions
- Share NBP – adults to be aware X may be masking- anticipate needs

**30.04.24 - TAC meeting.** X was beginning to struggle with anxiety and not wanting to attend school.

Attendance 86%.

Some issues with ‘behaviour’ e.g., teachers felt that X was ‘rude’ following an incident, X was not always going to lessons, using toilet pass a lot, getting X to school is difficult.

**In place at school** – X has 1:2 support from SEMH lead. X had previously had anxiety intervention – this had ended but could be implemented again next term.

X accesses support in the Willows. However, X was going to the Willows rather than lessons and using the Willows to avoid lessons.

Key points – X can unintentionally be rude (she is to the point rather than deliberate rudeness. Teachers were not understanding this). X struggles with unexpected changes e.g., a teacher moved her seat in a lesson – this was a trigger for X (she was then ‘rude’). X needs processing time.

Key advice:

- Processing time
- Visual task board
- Reducing demands at home – support with executive functioning skills & supporting X to have things laid out ready for her.
- Fidget in class e.g. blu tac



- Allowing chewing at certain times in the day
- Go to familiar adult
- Soft start to each day
- Visual for 'what to do when' (when to use the Willows instead of student services/seek support).
- Ensure routine and reduce changes e.g., seating plans.
- Pupil voice for seating plans
- Anxiety report
- Sensory Report

**13.06.24 – phone call with parent.** There had been a meeting in school because X was not going to lessons. X's mother had called to talk to SISS team because she was concerned that X would be permanently excluded from school. I said that I would talk to school and find out further information. Parent worried that it 'has gone wrong' and that X will need a new school.

**18.06.24 discussion with staff to clarify the meeting – then feedback to X's parent.**

**Clarified with school what was said in the meeting** – X's mother had got confused about suspensions/permanent exclusions and was unnecessarily worried. Also, the EHCP parental request process – school advised parent to hold on for a little while further APDR cycles were implemented so that there is evidence of a GA. X's mother did not understand this when school explained, but now does. **Also explained school implementing the advice, I would check in for progress and have further discussions next academic year to plan next steps to support.**

X has not had any suspensions this year and so I explained the schools process for suspensions (X's mother had been confused about this). I also explained what school had said regarding a parental application for an EHCP (school are gathering evidence and using a GA. There is further targeted work/support for X). I explained the APDR process.

**Discussed with school ensuring that the advice was in place to support.**

**17.06.24 – Sensory Report. School should be implementing this at the moment.**

**26.06.24 – Anxiety Report – this has only been written this week and so advice will not yet have been implemented. However, staff are aware of X's anxiety and an intervention has already taken place.**

**Outcome/Next steps:**

*(while observing other pupils I have seen X in the same lessons doing well)*

School have followed a GA.

Updated NBP – shared with all staff.

X has a familiar adult.

Support for anxiety – scaling emotions – adult led intervention.

X accesses the Willows for support.

Soft start in place – X goes to the Willows each morning.

Raised staffs' understanding around X's needs/masking and reduced changes in lessons (triggers).

Task board displayed lessons. This is in place (in most) lessons – I have seen some good practice - one lesson displayed a task board on all the slides and highlighted where the lesson was at as the teaching/lesson progressed. This was explicitly pointed out to pupils.

Pupil voice – seating plans

**My next steps – ensure that advice is implemented through discussion in planning meeting/check in monitoring observation. If X is still struggling – further TAC meeting.**

**Feedback Comments from pupil/parent/school:**

Parent was happy that I had explained clearly the APDR/EHCP process because she was unsure after the meeting at school (I was not present at that meeting). X's mother feels supported that there is further advice/targeted support from the SISS Autism Team for X (sensory/anxiety report/that I am monitoring). Parent happy that there is not an 'end' to support – the Autism Team are monitoring and checking in.

Through consultation school have discussed monitoring X closely and next steps to support.

I am anticipating that there may be further targeted work required here – that this will be a pupil I will need to monitor to ensure 'good autism practice' is in place and that school is implementing specific advice.

**SISS Autism Team Targeted Case Study 2024 – PUPIL X – Graduated approach became High Need (see Primary case study above)**

<b>Pupil:</b>	X
<b>SISS Autism team Advisory Teacher:</b>	Sophie Bradley
<p><b>Context:</b> X received his diagnosis of Autism Spectrum Disorder on 20<sup>th</sup> December 2022. He attended Infants school from September 2022 to July 2023. He attended two other schools before here. His EHCP was finalised on 09.08.2022.</p> <p>At Infants School he was observed by Jacinta Sing from SISS Autism Team on 17.03.2023 to advise regarding good autism practice strategies prior to his EHCP Review in May 2023.</p> <p>A sensory report and anxiety report were written by the team in June and July respectively for X.</p> <p>He also had previous involvement from the SISS SEMH team.</p> <p>X moved to Junior School in September 2023. He was supported for transition by Samantha Mannion (ISP, SISS Autism Team).</p> <p>X was not raised for further support with Sophie Bradley, Advisory Teacher for Junior School, during their autumn term planning meeting as he had settled at that point well into his new school following the transition support from the team. However, at the Spring Term planning meeting on 9.01.2024 the following information was given to the team: Previous SISS Autism support from Infants school and transition support. Anxiety and Sensory reports May 2023. Recent suspension for physically hurting a member of staff. School used reintegration support resources from autism. School doing Big A with him as part of a group and some 1:1 since suspension. Very fixed mindset. Zones Of Regulation as intervention but refuses to use strategies in class. Writes inappropriate things on work.</p> <p>An observation was arranged for 16.01.2024.</p>	

**Initial school concerns:**

After a suspension from junior school following physically hurting his teacher whilst dysregulated, the school used the SISS Autism Team reintegration resources to support his reintegration back into school. The SISS Autism Team were also asked to support. It was reported to the team that X has a fixed mindset and can fixate on teachers and behaviours that he does not like. School were completing Big A with X to help him to understand his diagnosis and he was also part of a Zones of Regulation group, but he was refusing to use these strategies in class. X had written very inappropriate things on his work. School had completed an updated sensory profile for X and put an Autism Needs Based Plan into place.

**Targeted Support provided:****16.01.2024 (Targeted- observation)****Observation by Sophie Bradley, Advisory Teacher, SISS Autism Team**

X was observed at the end of a maths lesson and at the start of a reading lesson. X was generally supported well during this lesson with a number of staff members offering regular check ins and support during the lesson, including the use of the Zones of Regulation board with X. However, an incident involving another pupil was observed in which, when distracted from his reading task, X picked up a sharp colouring pencil and tried to get the pupil sat next to him to stab one of the girls on his desk with this. She told the teacher, who spoke to her and moved her to sit somewhere else. Her teacher called the other pupil over and addressed this behaviour with him. He then crouched down next to X and calmly outlined the incorrect behaviour from X, giving him a warning.

Following this incident, another pupil on the table said something to X about his handwriting. X responded, "do you really think I give a s\*\*, I don't". (Observer reported the use of language to the teacher).

A number of sensory behaviours were also observed but X was given a movement break and supported to re-enter and settle into the classroom by a member of staff.

A number of good autism strategies were observed to be in place and working well with X. It was recommended that all staff were given copies of his sensory profile so that specific recommendations could be built into his movement breaks etc. and also for school to complete a request for support to the SISS Autism Team.

**30.01.2024 (Targeted)**

Advice followed by school and Request for Support sent to SISS Autism Team.

**1.02.2024 (Targeted- emails)**

Emails from head teacher to Sophie Bradley outlining that X had been suspended for two days.

Advice sent as unable to attend reintegration meeting.

The head teacher thanked me for the advice.

**20.02.2024- 10.04.2024**

Block of High Needs Support from Siouxsie Austin, ISP SISS Autism Team.

**TARGETS:**

- 1.2 Identifies own emotions
- 2.4 Uses taught strategies to manage emotions and behaviour

Focussed on supporting X with understanding fixed mindset.

Break in High Needs Support between this date and 4.07.2024 due to ISP absence.

**16.04.2024 (Targeted- Planning Meeting)**

X was discussed during Spring Term planning meeting and it was agreed that Sophie Bradley would attend EHCP review.

**7.05.2024 (Targeted- review of EHCP paperwork)**

EHCP documents sent by SENCO to Sophie Bradley and reviewed in advance of his meeting. Information and background given by SENCO to Sophie regarding parental request for higher level of support in school.

**22.05.2024 (Targeted- emails)**

Emails from SENCO asking for advice around EHCP funding in advance of meeting today. Advised SENCO to contact SENAR regarding CRISP funding. Thanked for advice.

**22.05.2024 (Targeted- attendance at EHCP review)**

Sophie Bradley attended EHCP review meeting.

Positive review stating that X was much more settled in school and making good progress. Several interventions in place and working well to support X. Advice from SISS Autism Team has been followed.

Concerns raised around handwriting and potential dyspraxia. Advised the following:

- Consider using touch typing instead of handwriting for longer pieces of writing or editing tasks where he is expected to copy up his writing and work on building his typing skills.  
[Computing KS2 - Dance Mat Typing - BBC Bitesize](#)  
[Doorway Online](#)  
[Learn Touch Typing Free - TypingClub](#)
- Develop use of Clicker.
- Consider use of a scribe for assessments.
- Jodie will look at Occupational Therapy referral linked to handwriting and PE.

Also advised to use reports from the team and discussion to update EHCP to include Short Term outcomes for Communication and Interaction, Cognition and Learning, SEMH and Sensory and Physical sections linked to current support he is having and targets he is working on in school e.g. use of Zones of Regulation.

**July 2024-** Block of High Needs support finished by Siouxsie Austin. Autism Needs Based Plan and Summary of Intervention sent to school and parents

**Outcome/Next steps:**

When SISS Autism Team became re-involved with X at junior school following his initial suspension, the school had already worked hard to follow and implement previous advice from the team and SISS reports such as his sensory report. However, they followed advice during our termly planning meeting to escalate his support initially to targeted support in the form of an initial observation.

There was clear evidence of a good range of universal good autism practice strategies in place to support X and also targeted intervention such as being part of a Big A group, Zones of Regulation group.

However, even with this good support, X continued to receive a suspension and his need was therefore escalated to a block of High Needs Support following advice from the SISS Autism Team. This should have ended in April/ May time but due to ISP absence, this support was continued on in July. During the period of paused High Need support between April and July, targeted support continued in the form of advice and support via email and attendance at EHCP review.

Several members of staff including the Autism Lead, SENCO Jodie and Head Teacher have sought advice from the team following suspensions, serious incidents and reintegration and his EHCP review showed a very positive picture with lots of progress.

Sophie Bradley will continue to monitor X's progress next academic year as he may struggle with transition to his new year group, beginning with the autumn term planning meeting and will suggest a targeted monitoring visit for X in his new class. It would be beneficial for this to include pupil voice.

#### **Feedback Comments from pupil/parent/school:**

##### ***Pupil***

X commented in his "my views" for EHCP review that learning about his autism had helped him.

##### ***School***

From Autism Lead

*Today in our Big A group we are celebrating a super year for X.*

*With the added support of SISS, X has developed into a lovely person to have at school.*

*He is now willing to listen to advice, tries very hard not to swear (though sometimes a few inappropriate comments still slip out!) He is able to take himself out of a situation to avoid conflict and sits calmly with his bag on his back outside the office until he is ready to return.*

*We are able to reason more with X after the SISS input and he is beginning to realise that thinking first avoids the consequences!*

*It is great to see the change and the evidence that sees X coming to school happily each day and that minor blips are few and far between."*

##### ***EHCP Review- School and Parents***

During his EHCP review, it was regularly stated by school staff that X was making positive progress at school, for example working collaboratively with a partner and other peer interaction. Mum expressed that she was also pleased with his progress and the support he was receiving. The review meeting was highly positive.

All emails from school staff to SISS Autism Team have positively sought out advice and guidance and have thanked us for this advice.