

Criteria for Advisory Teaching Service Involvement for C&I/C&L/SEMH

Key Purpose of involvement: To advise settings and share guidance and strategies to support CYP to better access teaching and learning and the wider school environment/community.

Initial request for involvement requirement:

- CYP attends a maintained, Academy or Free School setting.
- Involvement requested by Independent settings (traded).
- CYP is not making progress despite implementing high quality teaching and universal and some targeted provision.
- CYP at points of transfer between key stages and between schools (involvement can be in the term before transitioning to YrR).
- CYP where there is concern that the placement is in danger of breaking down.
- Setting has given 'due regard' to the SEND Code of Practice and implemented '*additional and different*' support and the CYP is on the Graduated Pathway (please provide evidence – My Assessment must be included (see guidance)).
- CYP has an EHCP: Support needs are beyond the outcomes and support strategies put in place from the EHCP

Threshold for consideration for ATS involvement:

Please note: There is no statutory need for an ATS report as part of the EHCP application process. Reports can be provided for CYP who have already been accepted for ATS involvement.

Communication & Interaction	Cognition & Learning	SEMH
<p>❖ CYP has a formal diagnosis of Autism</p> <p>❖ CYP has a diagnosis of Communication and Interaction differences</p> <p>❖ CYP is on a neurodevelopmental pathway eg SCAAS</p> <p>❖ CYP has significant social communication and interaction difficulties (may also include sensory differences)</p> <p>❖ CYP has difficulties with flexible thinking</p> <p>❖ CYP has significant difficulty in processing and navigating environments e.g. transitioning between activities, rooms, year groups and schools</p> <p>Please note requirements:</p> <ul style="list-style-type: none"> • Completed My Plan (or equivalent) or above, whose outcomes identify communication & interaction as primary need, that is not met at universal or targeted level of support. • Completed My Assessment paperwork • Copies of relevant professional reports <p>Please note: The ATS is not a diagnostic service. For those seeking an assessment with regards to a possible ASC diagnosis please see referral routes below:</p> <ul style="list-style-type: none"> • CYP under the age of 11 – refer to SCAAS (Social Communication and Autism Assessment Service) <ul style="list-style-type: none"> * there is no requirement for an ATS or EP report for this service. <p>https://www.goucestershire.gov.uk/schoolsnet/noticeboard/schoolsnet-bulletin-board/introducing-the-social-communication-and-autism-assessment-service/</p> <ul style="list-style-type: none"> • CYP over the age of 11-refer to CAMHS Neuro Clinic for autism assessment 	<p>❖ Cognition and learning is identified as primary need</p> <p>❖ CYP is making little progress despite evidenced interventions</p> <p>❖ Advice is required to include the CYP in the school community</p> <p>❖ Additional needs have been identified which require specialist input</p> <p>❖ Transition from a previous setting e.g. geographical or family circumstance</p> <p>❖ Specific advice to prepare CYP to transfer to next phase of education</p> <p>❖ Major difficulty in processing lesson content</p> <p>Please note requirements:</p> <ul style="list-style-type: none"> • Completed My Plan Plus (or equivalent) or above, whose outcomes identify cognition and learning as primary need, that is not met at universal or targeted level of support. • Completed My Assessment paperwork • Copies of relevant professional reports 	<p>❖ SEMH is identified as primary need</p> <p>❖ CYP at continued risk of exclusion despite evidenced interventions</p> <p>❖ CYP who has received suspensions in the past 6 months</p> <p>❖ Advice is required to include the CYP in the school community</p> <p>❖ A new ACE which is impacting upon a CYP's presentation</p> <p>❖ Difficulties with peer and/or adult relationships in school</p> <p>❖ Transition from a previous setting e.g. geographical or family circumstance</p> <p>❖ Specific advice to prepare CYP to transfer to next phase of education</p> <p>❖ Major challenges with safe and appropriate regulation strategies e.g. transitioning between activities, rooms, year groups and school</p> <p>Please note requirements:</p> <ul style="list-style-type: none"> • Completed My Plan (or equivalent) or above identifying SEMH outcomes as the primary need. • Completed My Assessment paperwork • Copies of relevant professional reports

Initial Involvement when a request is accepted:

- Arranged consultation to consider and agree areas of support and outcomes from ATS involvement (*see support options below*).
- Initial consult followed by a review to determine the next steps

*** Please note that during a visit to setting for observation, allocated time will be required with key adults eg Class teacher, TA.**

Support offer may include:

- ✓ Support for setting to identify strengths, needs and learning barriers
- ✓ Support to develop staff experience and building on current skills
- ✓ Advice for accessing teaching & learning activities, modifying teaching approaches, specialist resources and interventions

- ✓ Evaluating the impact of language and communication difficulties on a pupil's access to teaching & learning activities
- ✓ Advising on appropriate learning targets
- ✓ Support at key transition points eg Yr6 to Yr7
- ✓ Improving pupil access to the social and academic curriculum
- ✓ Environmental audits and advice to support setting to make reasonable adjustments
- ✓ Attendance at EHCP Annual Review meetings
- ✓ Attendance at TAC/TAF meetings
- ✓ Staff training

<i>C&I specialist support may include:</i>	<i>C&L specialist support may include:</i>	<i>SEMH specialist support may include:</i>
<p><i>C&I specialist support may include:</i></p> <ul style="list-style-type: none"> ✓ Use of AET quality standards and competencies to ensure staff are equipped for good practice. ✓ Use of AET Progression framework to measure progress for CYP with autism. ✓ Support to gain the Gloucestershire Autism Inclusion Mark (GAIQM) ✓ Guidance on how setting can support Autism awareness for other pupils (with parent permission) <p><i>Training offer:</i></p> <p>Free:</p> <ul style="list-style-type: none"> ❖ AET 'Supporting autistic young people and those with social communication needs transitioning to primary school'. ❖ AET 'Schools Making Sense of Autism' (targeted phase: Early Years, Schools or Post 16) <p>Traded:</p> <ul style="list-style-type: none"> ❖ AET 'Good Autism Practice' ❖ AET 'ASC and Anxiety' ❖ AET 'ASC and Exclusion' (Leadership focus) ❖ AET 'Post 16 – Transition to Employment' ❖ AET 'Transition' (TBC) ❖ AET 'Progression Framework' ❖ Social Narratives and Comic Strip 	<p><i>C&L specialist support may include:</i></p> <ul style="list-style-type: none"> ✓ In some cases it may be identified at an early point of involvement that an episode of intensive support is required which will come under ATS traded services. ✓ For CYP with Complex Learning Needs more long-term support will be discussed, according to age, phase and need. This will be reviewed annually <p><i>Training offer:</i></p> <p>Free:</p> <ul style="list-style-type: none"> ❖ Downs Syndrome Awareness Training <p>Traded:</p> <ul style="list-style-type: none"> ❖ Assessing and Improving Memory Skills for students with SEND ❖ Complex Needs Focus Group ❖ Precision Teaching ❖ Setting up a workstation system ❖ Teacher skills for meeting Special Educational Needs in the Classroom: High Quality Teaching. ❖ Using concrete resources to support Maths development based on KS1 expectations 	<p><i>SEMH specialist support may include:</i></p> <ul style="list-style-type: none"> ✓ Support to unpick the route cause/trigger for the behaviours the CYP is presenting with ✓ Supporting the setting with maintaining a positive view of the individual, developing their understanding of the triggers for the behaviour of the CYP. ✓ Clarifying and evaluating the existing support ✓ Refocus case management to time limited interventions in collaboration with the school, targeting the service's core offer where it makes the biggest impact ✓ Differentiating the offer for CYP where schools are likely to need ongoing specialist support for a child who has long-term complex needs ✓ Developing whole staff awareness of a CYP's individual needs ✓ Signpost to further training or traded services, including other professionals <p><i>Training offer:</i></p> <p>Free:</p> <ul style="list-style-type: none"> ❖ Use of Positive Language to Address SEMH Needs <p>Traded:</p> <ul style="list-style-type: none"> ❖ Attachment Needs ❖ Story Links Parent Partnership Intervention ❖ Strategies and Approaches to Develop Self-Regulation within School ❖ Supporting children with attention & concentration difficulties (inc ADHD) in the classroom ❖ Teaching Strategies for CYP with SEMH

Exit criteria for end of involvement:

- Completion of agreed area of involvement from initial consultation.
- School capacity is built to support CYP.
- Category of primary need has changed, requiring referral to another specialist team (e.g. C&I or C&L needs, sensory, PD)
- Transition work completed and capacity built for school to support.
- CYP has moved to specialist setting or is supported by an alternative provider.
- SEMH: Consistently making expected progress in learning (as reflected in school data)
- SEMH: Behaviour log/school data show sustained progress in meeting age-appropriate behaviour expectations
- SEMH: No further My Plans or My Plan+ completed after 6 months

**Considered priorities for continued involvement:*

- Escalation of graduated pathway.
- Transition between phases.
- Looked After Child.
- At risk of permanent exclusion