





**Autism and Social Communication Education and Training Service (ASCETS)**

**Service Offer 2024**

The ‘ASCETS’ team follow a graduated approach to allow for the right support at the right time. Our team philosophy is to bridge the neuro-divide in schools and our overall aim is to support school staff, meet the needs of their neuro-distinguished pupils, allowing them to thrive in mainstream schools. To do this we have tiered our support system in place.

**Universal Support**

Our universal approach (**available to all** **Sheffield Schools/Settings 0-25**) is as follows and viewed as the first step, in collaboratively raising standards within schools.

1. Phone Line – families and professionals. This is to speak with an Advisory Teacher, who will offer verbal support, guidance, and signposting (0114) 2506800
2. Service Email Address – this is always monitored by an Advisory Teacher
3. An Advisory Teacher will be known to every setting (referred to as Link Teacher) and can attend planning meetings to share general advice on enabling environments, communication rich environments, managing signs of stress and ordinarily available strategies for pupils with Social Communication differences.
4. We are an Autism Education Trust [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk) and Studio 3 [www.studio3.org.uk](http://www.studio3.org.uk) training partner, and an Advisory Teacher within our service will be able to direct schools to our central training programme. We encourage attendance to *at least* one Good Autism Practice session per year for the SENCo/School Leaders, to ensure we can continually (and collaboratively) develop and embed, ever changing neurodiverse understanding.
5. There are specific evidence and researched based interventions that have been agreed within our service. We can model and support the embedding of recognised strategies in all schools.
6. All schools will be encouraged to have an AET ‘Train the Trainer’ colleague, who will be invited termly to attend ASC Team / TTT joint network meetings. This is to ensure all schools have an ‘expert from within’ and would be able to influence autism understanding in their schools.
7. We will update and share yearly Graduated Response Toolkit, that offers tiered support from basic classroom provision to the involvement of a specialist teacher.

**Targeted Support**

A focused level of support is available for individual pupils, once it is agreed all our Universal avenues (Graduated Response) have been explored and the pupil meets the threshold for more specialist support.

**The threshold for targeted support is as follows;**

1. Child/YP will be displaying differences levelled at 3+/4 on Sheffield Support Grid within 1B (Communication and Interaction). This will
2. We would always prioritise pupils who are at risk of exclusion, LAC, safeguarding concerns, transition year, CAMHS involvement, E.P Involvement, Known to PIP/SIP and/or a relevant professional within Sheffield City Council’s advisory services has judged the child to have a ‘Significant Social Communication Difference’ and will have advised our targeted support is required.
3. School will need to have evidence readily available that they have followed a robust Graduated Response; for example, 2 x Cycles of reviewed SEN Support, for the pupil prior to escalating to our service.

Please note;

* Any new referral must be discussed and agreed with our Advisory Teacher’s and a detailed (Sensory checklist and Social Communication Checklist) will be completed. Short term outcomes will also be set, to ensure it is clear the aim what the involvement from our team will look like, from the outset. This also allows us to complete an ‘impact’ visit – RAG Rating the impact of strategies recommended and how well they have been implemented.
* Parental Permission must be sought prior to any focused work commencing.
* Once a referral is accepted, a range of support and advice will be offered including (but not exhaustive of) an observation, modelling of pertinent interventions, discussion of schools training needs, recommended interventions, written reports, signposting to possible strategies, a block of support from our specialist advisory team and (at our discretion) Rowen Outreach service to follow on from our support.
* All training/support will be followed up for impact within settings. We will be looking closely at what impact the training has had on pupils, staff and wider school. Schools are asked to complete an IMPACT report, against Outcomes.
* We value the idea of co-production and any written reports, we encourage they are shared with parents/carers (and depending on circumstance the C/YP themselves). A QR code at the bottom of the report allows for their family ‘voice’.

**IMPACT GATHERING**

**As part of our Service Level Agreement, our Team and Schools must take joint accountability. We will do what we say, and schools must do the same. Impact will be collected in a timely manner and schools have a duty to respond to the Impact Reports sent. Our overall aim is to develop the expertise and knowledge of school staff around ‘Good Autism Practice’ so that the provision for our autistic pupils is effective, beneficial and appropriate’**

**Specialist Support**

In recent years many schools have developed internal HUB provision, many with a pupil population, with significant social communication needs. As a service we are developing HUB provision which includes;

* To follow guidance via AET resources and implement Good Autism Practice **Standards**, that will support leaders provide inclusive environments through structural reasonable adjustments.
* Dynamic report which is used as a guide to what school are doing (GAP) and what next steps are.
* Block support (from us or Rowen) will focus on the whole setting/environmental development.
* To consider what is needed to lead cultural change in a setting.
* To consider different ways of making structural reasonable adjustments to ensure autism and social communication needs are fully supported.

The threshold for Specialist Support is as follows.

* School have agreed to take part in our trial (2023/2024)
* School is in a category that requires support and SEND is a key identifying factor.
* The Local Authority has identified challenges as part of the overarching SEND plan and vision.
* High numbers of exclusions for SEND / Low attendance of SEND pupils.
* Attainment data of SEND pupils is low.
* A range of professional have voiced concern surrounding the provision.

A discussion regarding Specialist Support would be completed through the Service Manager, Advisory Teacher, and Head of SEND.

For further help and information please ring

email