

Nottinghamshire
Inclusion Support Service

Preventing Exclusions - Involvement of specialist autism teams

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Nottinghamshire Model

This workshop will cover:

1. Planning
2. The Nottinghamshire Model of Support
3. Outcomes
4. Case studies

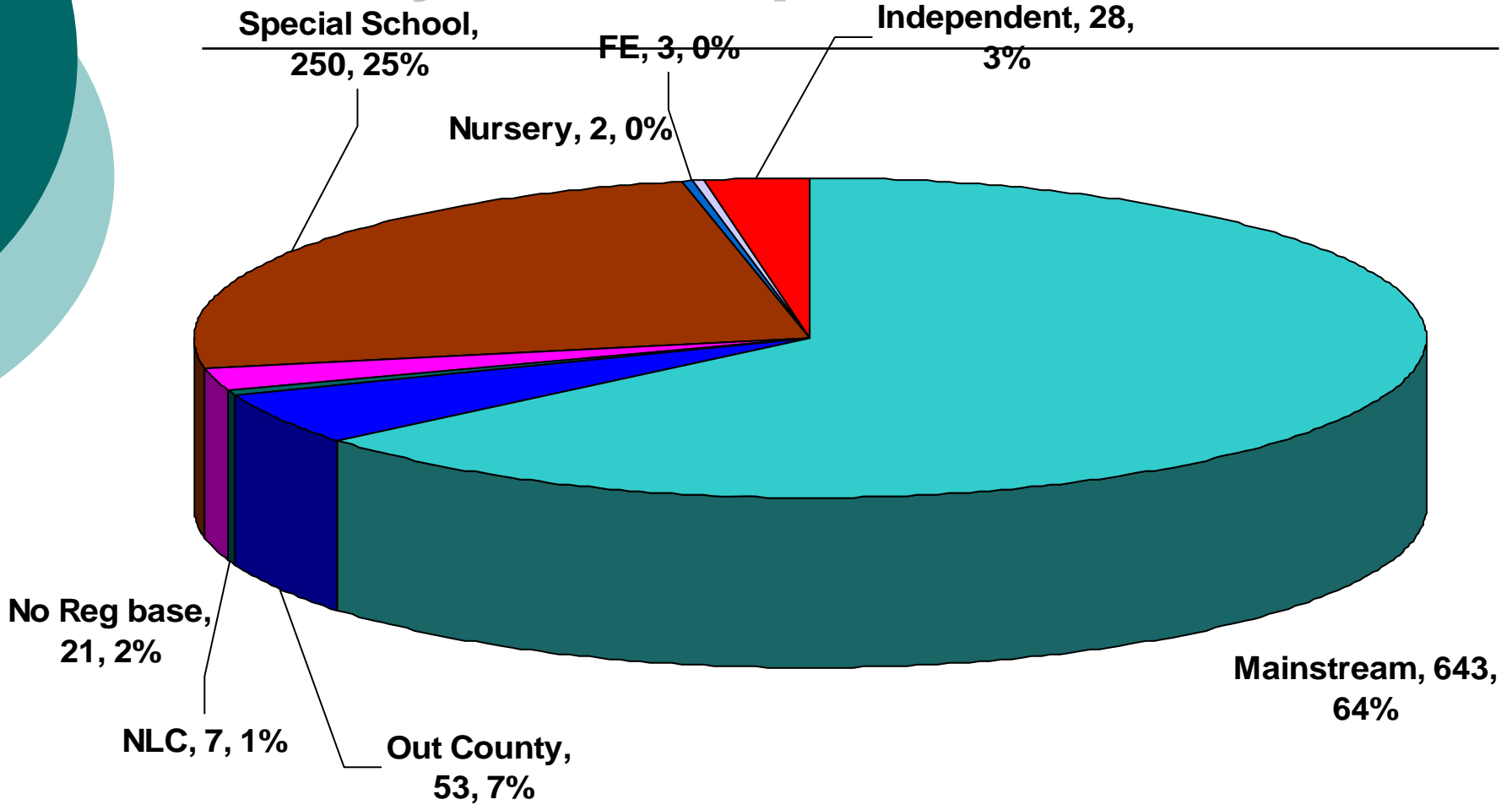


Nottinghamshire data:

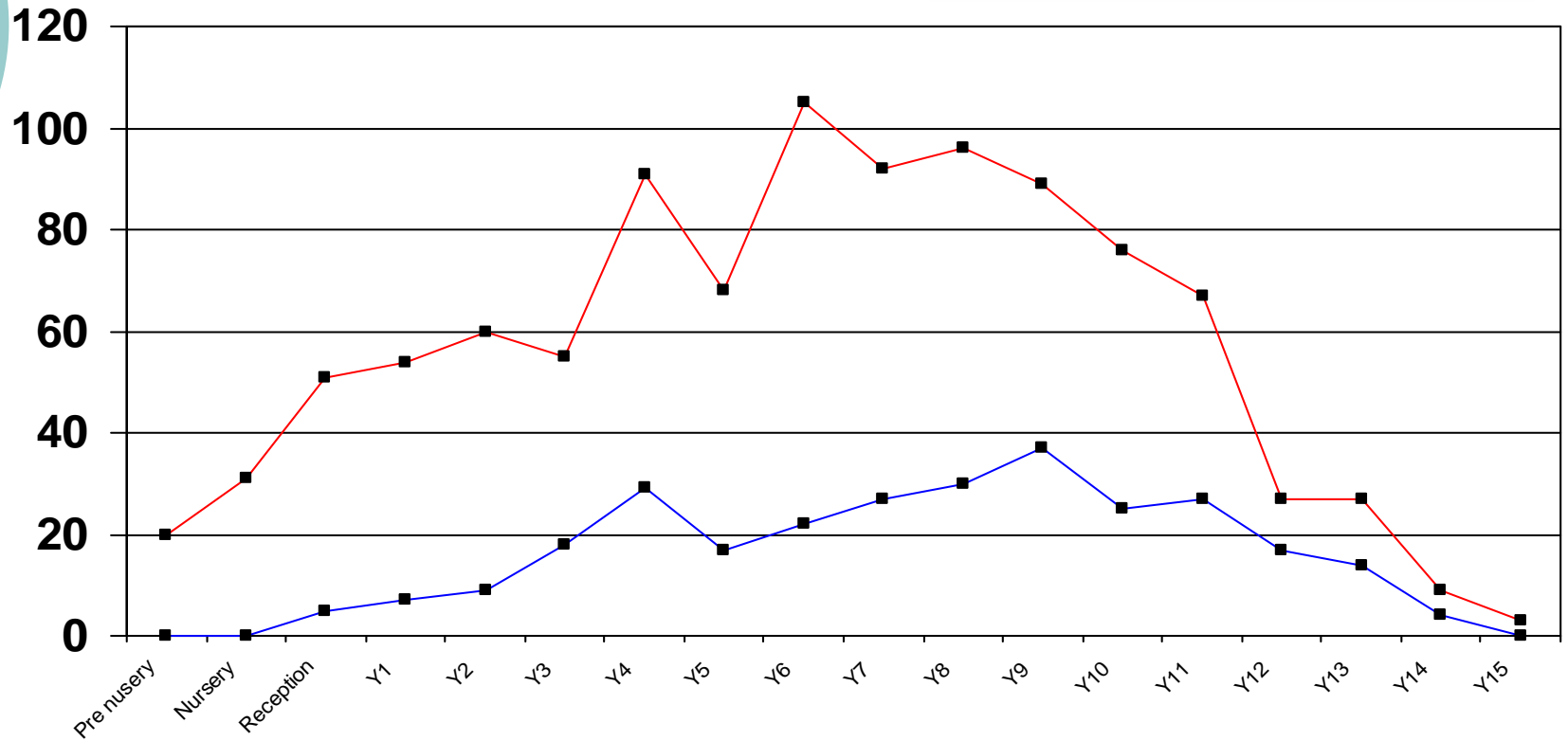
Year	Number of pupils
1999	361
2000	430
2001	630
2002	773
2003	867
2004	993
2005	976
2006	1025
2007	1200
2008	1456



by School placement:

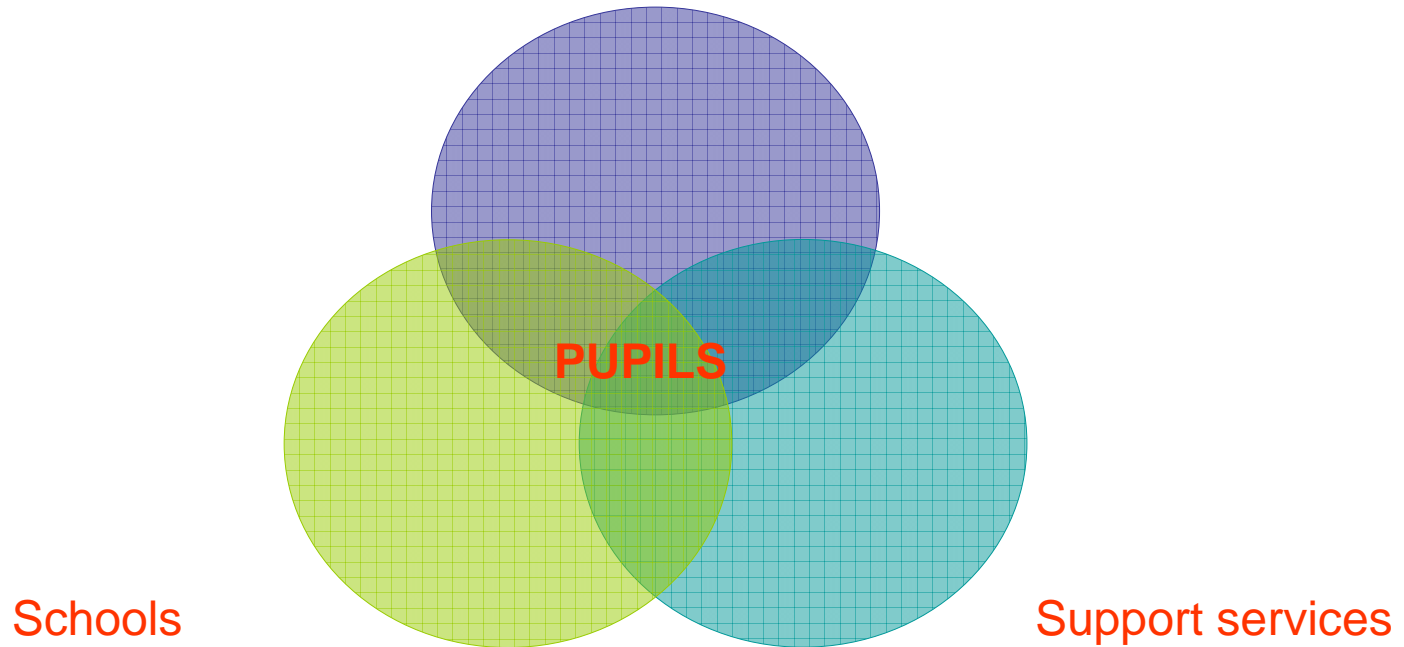


by year group:

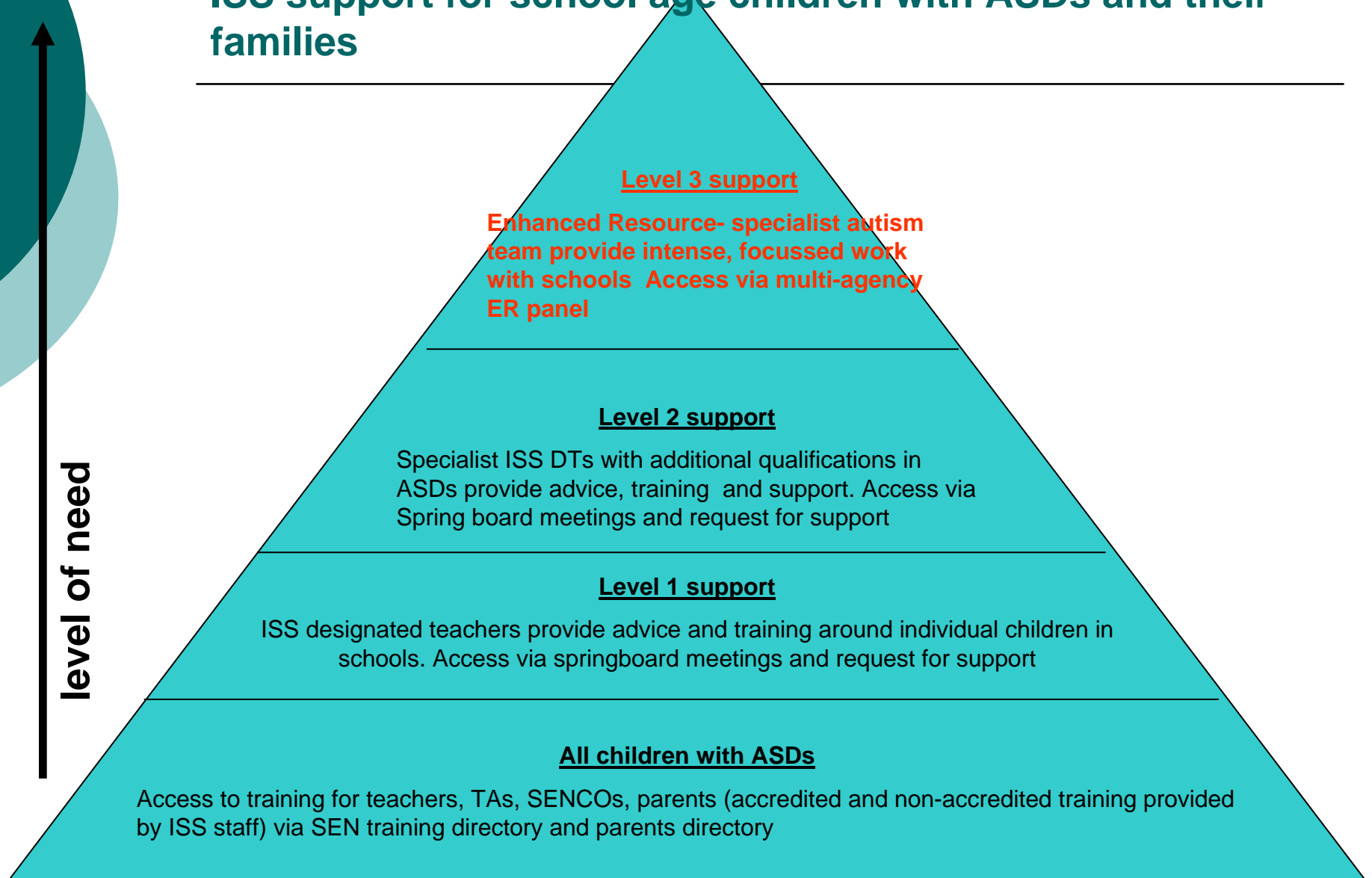


Nottinghamshire Local Authority

Parents and families



ISS support for school age children with ASDs and their families



Specialist training programmes

Accredited Courses

- OCN – 4 modules
- Nottingham Trent University Post Grad course

Non- Accredited Courses

- SEN training directory – one day courses
- Individual courses tailored to the needs of settings and schools –INSET/Twilight



Parent Programmes

- Annual parents conference held since 2000 during Autism Awareness Week
- Began in 2002 and over 27 courses have been delivered since that time with over 320 parents attending in total
- 350 families attended workshops for parents in Notts between 2007-08





Aims of the Programme

- To increase parental confidence in their ability to support their child's development
- To empower parents to give their child the best start possible
- To build strong relationships between parents/carers and others working in the field of autism, to share skills, knowledge, skills and understanding of ASDs
- To reduce parent/carer stress and the negative effects of ASD on the family
- To encourage the development of ongoing support networks for families

What did parents gain from programmes?

It made us aware of what help is available and that there is light at the end of the tunnel

Great stuff! A chance to talk with people about our children who don't get tired of listening or giving ideas!

Most importantly, I gained reassurance that I am doing my best- it has given me more confidence.

I don't feel so alone

It has taught me so much about the way my son sees things

It has given me knowledge to take things in small steps & not to expect things to happen overnight.

Level 1 support - Inclusion Support Service Designated teachers



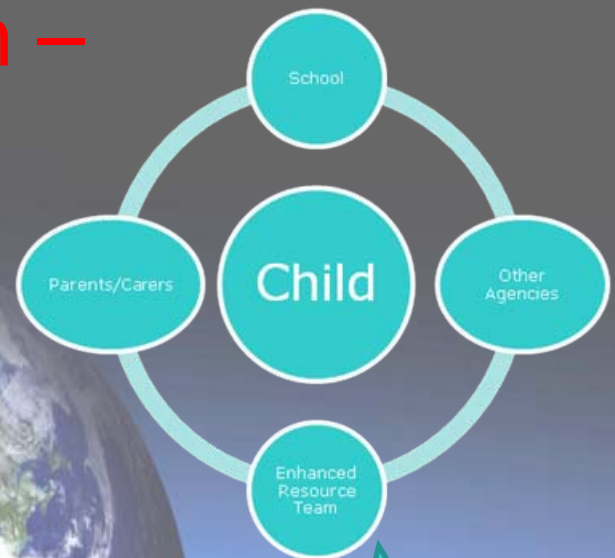
- 16.9 FTE designated teachers, all have additional training and expertise in autism
- Responsibilities include:
Training, advice, awareness raising around SEN issues, transition support

Level 2 support

- Designated Teacher with specialist ASD qualification and experience
- Works with whole school, group, individual and includes parents and outside agencies



Specialist Autism Team – (Enhanced Resource)



SCHOOL BASED SUPPORT: Ages 5-19

Consultant Teacher
Secondary Advisory Teacher
Primary Advisory Teacher
4.5 X Specialist Teachers
7.5 X Specialist Teaching Assistants



The Enhanced Resource Panel

- A multi-agency panel of professionals.
- Meets monthly
- Considers requests for additional support for children in mainstream primary, secondary and Special schools

Chaired by the SEN officer.

Also on the panel are:

- A Speech and Language Therapist,
- Senior Educational Psychologist,
- CAMHS,
- Social Care,
- PDSS officer,
- An Area Manager from ISS
- Consultant Teacher: Autism



Admissions Criteria



- The panel will look for evidence that:
- The child's primary area of need is that of complex communication difficulty
 - That all usual support systems have already been tried and that there is evidence of multi-agency involvement
 - In addition, evidence that the placement is at the point of breaking down

What do we do in schools?

We can offer a range of different things in school and this may include:

- Intense, focused short term support
- building on best practice within the school
- observing, advising and providing training to schools
- modelling effective practice with children with ASDs
- encouraging the development of ASD friendly schools (DCSFGood Practice Guidelines)



Roles and Responsibilities within the team:

Specialist Teachers

- Plan the programme of support- Initial meeting
- Whole school development –e.g. Training
- DCSF good Practice Guidance (ASD) – self review
- School Access plans
- Establish peer support mechanisms
- Develop transition plans

Will visit at least once
per month

Specialist Teaching Assistants

- **Model effective practice**
- Implement and monitor the programme
- Provide 1:1 training for TAs = coaching skills
- Demonstrate the use of appropriate resources

**Will visit up to two
times per week**

How do we work with families?



We aim to:

- ensure effective communication systems are in place between home and school
- develop parental confidence in the ability of the setting to meet their child's needs
- provide ongoing advice and support to parents in the home setting where necessary
- Ensure consistency in approach

Case study - Ethan

Beginning of support.
Boy 8 years old

Initial Planning Meeting
Regular Assessment,
Planning & Review
Clearly defined focus

Outcomes

- Challenging behaviour
- Significant anxiety levels

- Disruption to class & school
- Frequent fixed term exclusions

- Very close to permanent exclusion

- Reduce levels of anxiety & stress – advice to school
- Assessment and modification of physical environment to accommodate sensory needs
- Anger management programme planned and delivered (ongoing) teaching him alternative ways to communicate his anxiety and frustration.

- Staff taught to simplify and reduce language and provide processing time for information given
- Support given in the use of visual aids

- Build up of staff confidence and empowerment to differentiate timetable/activities to meet individual need (eg. Non-attendance at gatherings)
- Support for parents to ensure consistency

- Improvements in staff confidences
- ASD friendlier environment
- Pupil settled and achieving

- Anger management plan in place
- No further exclusions – 2 years on

- Current emphasis – transition planning and implementation from KS2 to KS3

Case Study - Chris

Beginning of support.
Boy 13 years old

Initial Planning Meeting
Regular Assessment,
Planning & Review
Clearly defined focus

Outcomes

- Low self esteem, few friends and disliked school.

- Became very reluctant to attend. Poor attendance in Y7 and almost non-existent in Y8.

- Following a fire at school which disrupted the education of all pupils his attendance stopped altogether.

- ER support initially began in the home to develop a relationship with a key worker from the team.

- The team were able to negotiate an individual programme for his time in school on his behalf - (he made pizza every morning in school for the first two weeks!).

- Extensive training and advice given to school about his needs and anxiety levels.
- Buddy system in place with older students.

- He is now 15.
- Buddy system in place

- He now attends school full time and is in most lessons with his peers

- still spends some time in the Learning Support base for the occasional lesson and for lunch times.

Case Study - Emma

Beginning of support.
Girl 12 years old

Initial Planning Meeting
Regular Assessment,
Planning & Review
Clearly defined focus

Outcomes

- Low self esteem
- disliked school
- had no friends

• Emma had received several fixed term exclusions

• the placement was at significant risk of breaking down.

- The planned programme focussed on developing her self esteem by being given responsibility to establish a lunch time dance club.
- She has developed some friendships via the club.

• individual work has focussed on introducing her to her diagnosis and increasing her self awareness.

- Staff have been taught a range of strategies to deal with the challenges presented.
- A weekly lunch time 'drop in' set up by the team for all subject staff to obtain advice.

• Now age 14

• has had no further fixed term exclusions.

• Her attendance is good.

Outcomes

Pupils referred in: 2005	Total 1
2006	0
2007	1
2008	2

There has also been a dramatic decrease in **fixed term exclusions** for this group of pupils..

In addition, in 20 cases **attendance** has improved considerably

Contacting Us

Inclusion Support Service



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