Slide 1

Hello everyone and welcome to the autism education trust. This presentation is for anyone working closely with autistic pupils to support the transition back to education settings.

It will give you some ideas of how to gain the parent/pupil voice and what you will need to be taken into account when carrying out a risk assessment.

Slide 2

Learning Aims

- To consider how you will gain the views of autistic children and young people and their parent/carers about how to support their transition back the education setting.

- To understand what your risk assessments should cover.

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By the end of this presentation our hope is that you will be able:

Slide 3

Autistic Pupil and Parent/Carer Voice

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Under the SEND Code of Practice both the Pupil and Parent Voice are paramount and under the Children's and Families Act this is specifically identified as being important.

Remember that any significant transitions for autistic pupils, for example moving between year groups or phases or times like now with preparing a return to school, it is almost always a bespoke job and relies very much on a positive relationship between school and home. It therefore starts with gaining the voice of the pupil themselves and their parents.

How Well do You Know the Pupil?

- Has the pupil's profile of needs and strengths changed?
- What has worked well for them during lockdown?
- What hasn't worked well?
- What are they most worried about with the return to school?
- What are they most looking forward to?

You may have been working very closely with a pupil before lockdown and will have become familiar with their profile of needs and strengths. However lockdown will have had a major impact on many children/young people and their families in many different ways.

It is also important to find out from the CYP and their family what were the positives and negatives during lockdown. It will be helpful to know what their concerns are around the transition back to school. We will look at ways you can obtain this information over the next few slides.

Slide 5
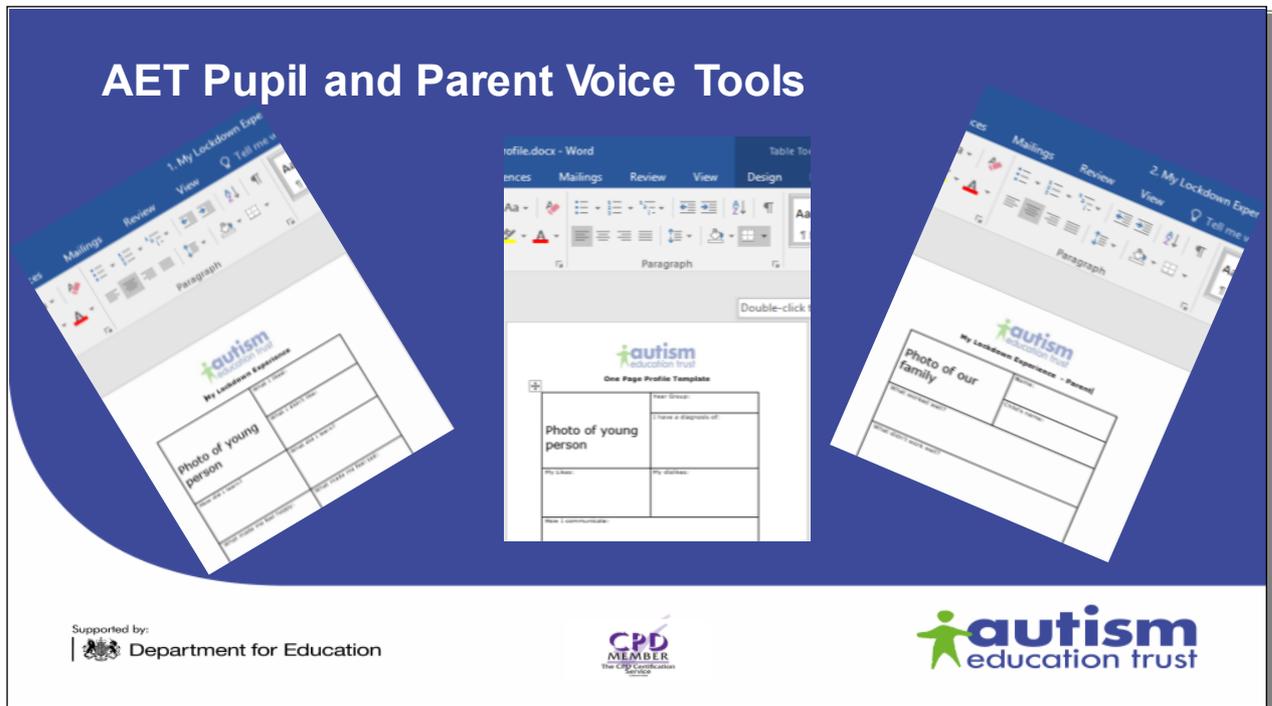
In your handout, in the Appendices section, we have included examples of some templates that may be helpful when gaining the pupil/parent voice. One of the templates specifically asks for information about the lockdown experience. There is one for the pupil and one for the parent. (Appendix A and B).

It is important to remember that some young people and their families may prefer not to complete written versions of these but instead create a PowerPoint presentation or video. It is really important when listening to people that you give them the freedom to present their voice in the way that works for them.

We have also included a basic template of a one page profile (OPP). For any written pupil voice documentation it is always useful to add a photograph of the pupil so staff can recognise who the profile belongs to. The one page profile should be eye-catching, perhaps with coloured paper and can be personalised using the CYP's special interest. It is critically important that these profiles show a clear picture of strengths, challenges and the best way of supporting the pupil and that it is made available to ALL staff in contact with the pupil.

Views of Pupils

What do the young people themselves say?

- "We shouldn't have exams straight away when we start back school".
- "Reduce the number of people around us."
- "Re-affirm our routines."
- "We will need cleaning stations."
- "I think we should build things up gradually to reduce stress".
- "Focus specifically on our mental health."

The Birmingham AET Training Partner asked pupils involved in their pupil participation group what they wanted education staff to think about:

It will be important to make sure that only allow a certain amount of pupils return to school at one time so it's not too overwhelming for autistic pupils.

Schools should encourage parents to implement routines at home before starting back to school and to be mindful that pupils may have been out of school for a very long time.

Ensure there is an extended transition period that allows pupils to settle again.

They felt that Cleaning stations should be put in schools, and door handle and equipment should be wiped down regularly.

Schools should be ensuring that their pupil's mental health is stable before re- introducing education and learning.

Slide 7

Risk Assessments

Transition will need to be carefully managed for all children but especially autistic CYP who find any kind of change particularly difficult and will likely experience high levels of anxiety around returning to an education setting.

The transition will need to be bespoke to the individual child and we have created a presentation for the SEND team to help with this.
There are however, some general things that you should be mindful of when carrying out a risk assessment.

For Government Guidance on risk assessments please click on this link.

Your risk assessment paperwork should include information about...

- Potential health risks.
- The risk if provision in Section F of EHCP cannot be implemented.
- How can needs be met in other ways e.g at home/online.
- The parents ability to provide care and support.
- Risk of siblings.
- The potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered.
- Safeguarding risks for children with a social worker if not in school and the need to support care placements for looked-after children.
- Any other out-of-school/college risk or vulnerability e.g exploitation.

The government has not provided a specific form for the RA and instead is trusting LAs and educational settings to put their own arrangements in place for this.

However the risk assessment must include:

The potential health risks to the individual from coronavirus, bearing in mind any underlying health conditions/ clinical vulnerability.

The risk to the individual if some or all elements of their EHC plan temporarily cannot be delivered in the normal manner or in the usual setting, and the opportunities to meet needs in a different way temporarily, for example, in the home or online or in a different way at school.

The ability of the individual's parents or carers or home to ensure that their health and care needs can be met safely week-round or for multiple weeks, bearing in mind the family's access to respite care. (This may be particularly important to consider, from 1 June, for those children and young people who are not in the year groups prioritised for a return to education settings.)

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Any risk to siblings or family members if the child or young person's condition prevents or inhibits self-regulation and if their behaviours cannot be supported or managed by parents or carers at home.

The potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered.

Any safeguarding risks for children with a social worker if not in school and the need to support care placements for looked-after children.

Any other out-of-school/college risk or vulnerability, for example, a child or young person becoming involved in dangerous behaviour or situations (including the risk of exploitation).

Slide 8

Who should be involved...

• The child or young person
• The parent/carer
• Educational settings
• Social and/or health care worker where the child or young person has one

Remember the risk assessment is a dynamic document and should be the result of a conversation with the autistic person and their family / carer.

Local authorities and educational settings should decide together who is best placed to undertake the risk assessment but it should always involve the views of the CYP, their parent/carer, the educational setting and a Social and/or health care worker where appropriate.

Risk assessments should not be written by one member of staff, no matter how well they know the pupil. The RA is a dynamic document and should be a result of a discussion or conversation with everyone listed above.

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Further AET Resources...

- Covid-19 Information Centre:

https://www.autismeducationtrust.org.uk/covid-19-information-centre/

Where you will find our latest Tools for Teachers Covid-19 edition booklet and a wealth of support materials from our partners across England.

- All of our Covid-19 content is free to access and download.

The full Tools for Teachers, consisting of 44 tools, is available to purchase for £35.99 here:

https://www.autismeducationtrust.org.uk/shop/

The AET are here to help you support autistic children and young people during the Covid-19 pandemic and transition back to school.
Please visit our Covid-19 information centre where you will find a range of useful information. The information centre contains a range of support materials, including a Covid-19 specific collection of 6 Tools for Teachers resources. There is also further information on strategies to support autistic children and young people during times of heightened stress and anxiety. It also features links to changes to SEND legislation, examples of social stories and articles by autism education specialists and training partners.

All of our Covid-19 content is free to access and download. Our popular Tools for Teachers resource, consisting of 44 tools, costs £35.99.

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Appendix A - My Lockdown Experience – Pupil

Photo of young person	What I liked:
	What I didn't like:
How did I learn?	What did I learn?
What made me feel happy:	What made me feel sad:
Things that make me worry about going back to school:	
Things that make me happy about going back to school:	

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Appendix B - My Lockdown Experience - Parent

Photo of our family	Name:
	Child's name:

What worked well?

What didn't work well?

Any significant events?

How has your child's needs changed during lockdown:

What is important to me:

Appendix C – One Page Profile Template

Photo of young person	Year Group:
	I have a diagnosis of:
My Likes:	My dislikes:
How I communicate:	
What is important to me:	
What do people like and admire about me:	What do I need support with:
The best ways to support me:	