



Lincolnshire Autism, Social Communication SEND Outreach Service

"The young person is at the heart of every decision. This is evident from the very start of the referral process through to supporting settings to embed person centred strategies that enable autistic young people to succeed in mainstream school settings." NAS Accreditation 2019

**Information about our service and roles and
responsibilities for settings and families**

About the Working Together Team

The Working Together Team is a National Autistic Society (NAS) Accredited service.

- Team members are skilled practitioners with specialist training and day-to-day hands on experience of working with children and young people (CYP) with Autism, Social Communication differences and a wealth of associated special educational needs.
- WTT offer high quality, specialist support for maintained mainstream settings and colleges, to empower them to meet the needs of their CYP aged 4-19, with Autism and/or social communication learning needs.
- WTT provide expertise and practical specialised advice that enables settings to support children and young people to achieve the best possible social and educational outcomes and make successful transitions to adulthood.
- WTT can support transition into a Lincolnshire maintained mainstream primary settings from Nursery/pre-school (the summer term before entering school) and then further transitions all the way up to college. This is dependent on receiving annual renewal of consent from the setting and family.
- Children and young people do not need an Education, Health Care plan to access support from the Working Together Team, however their needs should be identified as social communication and already being addressed through the settings graduated approach to special educational needs (SEN)

What we can offer

As a Team we offer support to settings, and families through the setting, in 3 main areas:

Consultancy

- Observations (where essential -Sept 2020)
- Input into meetings (Review, Multi-agency, TAC, ESCO etc.)
- Helping to create an Autism friendly environment
- Recommending strategies to support the CYP's areas of development.
- Signposting to resources to support development of social communication skills.
- Modelling
- Target setting for Individual Plans.
- Providing support for transition.
- Helpline support - to speak to a member of the Working Together Team via phone or email.

Training/Workshops

- The Working Together Team can offer a variety of development opportunities for staff and families. Training will be delivered virtually from September 2020 and reviewed termly to ensure everyone's safety.
- Training workshops.
- INSET/staff meeting input
- Specific training, tailored to the needs of the setting.
- Specialist training workshops for all areas of educational staffing, (TAs, Teachers, SENCOs, Leadership teams and Governors).
- Presentations for young people of all ages, at an appropriate level to encourage understanding of difference.
- National Autism Education Trust Early Years, Schools and Post-16 training programmes.

Support for Families

- We are able to provide virtual meetings for families of children attending a mainstream setting. These would be at the request of our settings and will be organised through the SENCO on a needs basis. The SENCO will send out dates and times of availability.
- Virtual themed training .
- National Autism Education Trust Making Sense of Autism Training.
- Helpline support - to speak to a member of the Working Together Team via phone or email

"The team are very knowledgeable about best practice in supporting autistic pupils in mainstream education. They are committed to seeking to overcome obstacles to autistic pupils being included in mainstream schools. They recognise the importance of empowering and skilling up staff in mainstream schools. The team is established as a source of expertise in educating autistic pupils in mainstream settings" NAS Accreditation 2019

Roles and Responsibilities of the Working Together Team Specialist Teacher

- To empower the setting to increasingly meet the needs of CYP with autism and/or social communication differences, within their setting.

- To help identify the needs of the pupil with setting staff and family.
- To set targets and advise strategies to help address these needs.
- Signpost to resources and information to support settings to develop Individual support plans.
- Provide copies of discussion records from observations/ meetings and list or attach recommended resources.
- Provide copies of this advice, where appropriate and requested by the Local Authority SEND.
- Attendance at Multi-agency, Annual Reviews, SEN support reviews, TAC, ESCO meetings where appropriate.
- To support schools to work towards, the AIM4Lincs Inclusion Mark and develop their practice working within the NAS SPELL framework .
<https://www.autism.org.uk/advice-and-guidance/topics/strategies-and-interventions/strategies-and-interventions/spell>
- To provide training bespoke to the school's current needs.

"Feedback from parents and professional is overwhelmingly positive. People clearly value the support, training and advice the service provides. The Working Towards Team can be considered an exemplary model of an educational outreach team that can demonstrate it has a significant impact on the quality and inclusiveness of mainstream provision across the whole county." NAS Accreditation 2019

Roles and Responsibilities of the Setting

- To ensure all staff have completed the Autism Education Trust-Making Sense of Autism training and implemented learning before requesting further support for individual pupils.
- To contact the Working Together Team when you need support or advice regarding individuals with Autism/Social Communication learning needs, prior to completing a referral. This ensures that the referral is purposeful and that we are the right service to support you.
- To contact the Working Together Team if you require training. (Early booking for INSET days is advised)
- To pass on reports and relevant documentation from other agencies around the young person, to the Working Together Team
- To fully complete the Referral and Consent booklet with family in order to gain a holistic view of the child/young person and consent for the Working Together Team to become involved.
- Family information section should be completed by or with the family

about family life.

- Where applicable, a copy of the most recent EHC plan and/or IEP/Learning plan (at least 2 cycles of assess, plan, do, review) must be provided with the Referral and consent booklet.
- To ensure that time is allocated for the Working Together Team to discuss findings with staff/families following an observation. It is the school's responsibility to liaise with families with regards to feedback meetings.
- When targets are agreed between the Working Together Team, school and family, it is expected that the school will address those targets so that progress can be discussed on the next visit.
- To ensure that consent forms are updated annually for continued involvement of the Working Together Team. (See Annual renewal form on our website)
- To discuss current training needs of the school so bespoke support can be planned, looking to upskill and empower staff.

Roles and Responsibilities of the Family of the Young Person

- To complete family information in the Referral and consent booklet, about family life, and sig the form or email consent with the child/young person's name and school to outreach@gosberton-house.lincs.sch.uk
- To share relevant information and documentation from other agencies involved with your son/daughter.
- Where possible, to attend meetings with the Working Together Team to discuss your son/daughter's needs, targets and progress.
- To work in collaboration with the Working Together Team, to ensure the best possible social and educational outcomes for your son/daughter.
- To contact the Working Together Team regarding any specialist training requirements.

"The quality and range of training, workshops and sharing good practice sessions provided by the service is of an extremely high standard." NAS Accreditation 2019

Contact details

- All completed and signed Referral and consent forms, with the required evidence attached, should be emailed (in a Word

document) to outreach@gosberton-house.lincs.sch.uk .

Signatures will need to be scanned and emailed-typed names cannot be accepted. Alternatively parents/guardians can provide consent via email, referencing the CYPs name and setting attended so we can match it up with the referral.

- Please do not post documentation to us as we cannot guarantee access to post and referrals may be missed or delayed as a result.



Telephone- 01775 840250
Fax—01775 841017



Email us at outreach@gosberton-house.lincs.sch.uk



Visit our website for up to date information, forms and resources <http://website.twtt.org.uk>

*Updated September 2020

[How do I know if it is a social communication need?](#)

From First Call Additional Needs- "*Social skills include an awareness of self and others, and understanding of the communication process, a desire to communicate and a means to communicate with others.*"

Social communication involves:

- Being able to listen and use joint (shared) attention.
- Using appropriate proximity around others
- Understanding the body language of others and using this themselves.
- Using prosody for speaking which includes the appropriate volume, speed and intonation.
- Understanding the facial expressions of others and using these themselves.
- Use of eye gaze (not to be confused with eye contact)
- Turn-taking-waiting for turns/attention, conversational turn-taking or play.
- Peer play and friendship.
- Awareness of social context.

Of course there are developmental levels and stages within social communication but pupils with social communication differences "usually have atypical communication profiles, with uneven and patchy development".

First call Additional Needs indicates some things you may notice in a child with social communication differences:

- Repetitive labelling/naming of objects to self.
- Reciting lists or repeating words over and over but not to communicate with anyone.
- Vocabulary is linked to the context it was learnt and cued by routine or prompts so the phrase "kick the ball" is used to label the "ball".
- Echolalia-immediate or delayed (minutes, hours, days, weeks, years)
- Difficulty learning concepts.
- Difficulty with relational terms e.g. I, you, this, that, here, there etc.
- Difficulty generalising vocabulary, skills or behaviours.
- Literal understanding.

- Repetitive questioning.