

An NAS Accredited Service and Professional
Excellence Award Winners 2014



The panel considered the Working Together Team to be an all
empowering, all positive effective service"

NAS Accreditation panel 2016



Lincolnshire Autism, Social Communication and SEND
Outreach Service

Referral to service

Name:	WAGOLL REFERRAL SECONDARY
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- To be completed by school/academy, family and young person, following discussion with your WTT specialist teacher.
- Please read in conjunction with Working Together Teams "Roles and Responsibilities" document. By signing you are agreeing to working together.
- Please ensure all information is completed prior to submission to panel
- To ensure equity of provision, we operate a central referral system. See details on the back of this booklet.

Please tick which is appropriate. This referral is:

A new referral to the service

A re-referral to the service (the young
person has had previous WTT involvement

Young Person's details

Full name: **Wagoll Referral**

Date of Birth: **01.01.10**

School attended: **Llogaw Primary School**

Diagnosis: **ASD and ADHD**

Do any of the following apply? (please circle as appropriate)

Looked after	TAC	Child Protection	ESCO
Child in Need	EAL	Safeguarding	EHC plan in place / EHC needs assessment requested

Reason for referral:

Consider the following questions when providing your reason:

How is referral to WTT going to support the young person, the school and the community?

Wagoll finds it extremely challenging to engage positively / effectively with peers/ staff and others with the community. He is reluctant to communicate about anything other than general chitchat about road works.

School require additional strategies for anger management and escalation of incidents. School have already tried numerous strategies (please see later in this form for details).

Please identify what support you would like from WTT that you currently feel unable to provide yourselves in the educational setting.

To revise and refine strategies already in place and offer further personalised support for Wagoll.

Support reintegration into school following a period of extended absence

Explore ways / provide further strategies to encourage him to communicate his wishes / feelings

What CPL/CPD do you need to be able to provide that in the future?

School have completed T1 training and would like to all TA's to complete Tier 2 and SLT would like information about Tier 3 training.

Please note that the school/academy must be asking for support for the referral to be considered at panel.

Family information

Important people in young person's life:

Mum, Dad, sister, wider family and friends, Baloo (Old English Sheep Dog)

Siblings:

One older sister (in secondary school), three younger brothers (at LLogaw Primary)

Special interests:

Gardening, bike rides, car racing, gaming on 'Road Works Manager Live'.

Routines:

Gaming, tea, table at 6.00pm, wash, puts pyjamas on, read, then bed for 9.00 – 9.30pm

Eating:

Likes fishcakes, oven chips, pizza, chicken and beef dinners, pasta, rice, eggs. Eats most things beige and not touching BUT will then cover all food with ketchup.

Personal Care:

Won't bath (Wagoll says he won't sit in his own water full of dirt) and will only use the shower on days that start with 'T'. At the

moment, he will go swimming twice a week which helps! Wagoll will not let anyone cut his hair or nails.

Medical:

Asthma – has blue inhaler

ADHD – Morning 1 x 20mg Egausym XL

Night Time – 3mg Melatonin

Behaviour:

Can be a very loving child but kicks, hits, shouts, throws things, bang doors when he comes home from school. Frightens siblings on school evenings. Wagoll takes a long time to calm down, usually isolated in his bedroom (under duvet). Weekends are less of an issue because there isn't school at the weekends.

Sleep:

Goes to bed at 9.30pm and can be up and down.

Can be very challenging and can take up to 2 hours to settle him.

Going out:

Can be fun, especially at Rand Farm with small animals. Has tantrums in large shops when there are a lot of customers. Tesco is a "no no" so we do online shopping.

Sensory and/or physical needs:

Loves soft materials. Hates bright lights and noise.

Communication:

Wagoll started talking when he was 5y. When he is tired he repeats what we say but finds it hard to register what we mean.

History of support received:

GP referred Wagoll to the paediatrician. He was diagnosed with ADHD and ASD last May.

Training attended and impact of this:

None. We don't know where to get training from.

Current training/support needs:

Anything would help.

Contact details for parents/guardians:

Name: Mr & Mrs Referral

Address: Lincolnshire

Phone: 07777777777

Best time to call: 3pm onwards

Email address: mrx@wagoll.referral.net

School Information

Academic progress information/concerns:

(eg Core subjects over the last 3 terms)

	Reading	Writing	Maths
Summer 16	D3	D3	D3+
Autumn 16	S3	S3	D4
Spring 17	S3	S3	D4

CA 8.04

Neale Reading Accuracy 9.08.69th %ile

Compr 9.05 71st %ile

Schonell 9.07

Other support agencies involved? (please attach most recent reports to enable collaboration and avoid duplication of support)

Children's Services

Boss referral has been made but no input as yet

Evidence of the assess, plan, do review, graduated approach (please attach)

Wagoll's situation has deteriorated extremely quickly - appearing to be as a response to environmental factors. None of this could have been foreseen. Prior to this Wagoll's responded to strategies available in school. However, more recently

- Wagoll's range of complex needs are not being impacted on by the strategies sustainable in a mainstream school
- Wagoll has not attended school consistently

Key contact for school:

Email address: LLogaw@lincs.sch.uk

Availability of contact: Monday - Thursday

(What days and times are preferable?)

School current AIM4Lincs status

Looking to submit - June 2017

*By working with WTT you are agreeing to work within AIM4Lincs standards. WTT will support you towards the award. For more information contact aim4lincs@gosberton-house.lincs.sch.uk

How are you using the key messages from the Autism Education Trust Schools programme to support intervention and how is this impacting? Please complete table below (Tier 1 essential)

Tier 1: Making Sense of Autism: 90 minutes whole school

Key message	Support in place	Impact
<p>Identify the four key areas of difference that need to be taken into account</p>	<p><u>Communication and Interaction</u></p> <ul style="list-style-type: none"> • Lunchtime Clubs • Additional staff monitoring unstructured times • Directly supporting understanding of social interaction (actions and appropriate responses) • High level of understanding in staff that behaviour is a form of communication- and underlying reasons / anxieties are explored / identified • All children given support to access social activities i.e. school visits, discos, clubs etc • Time for all staff supporting the child to meet, discuss, plan and share - actively seek child's voice • Opportunity for Time Away from learning • Support positive peer relationships through a range of strategies - supporting, buddies, work on what is a good friend etc. • Give child ways to get out of situations that they are struggling to cope in <p><u>Cognition and Learning</u></p> <ul style="list-style-type: none"> • Staff understand that instructions need to be given explicitly and succinctly • Appropriate use of visual and concrete materials • Actively engaged in projects to promote specific areas of learning through interests - 	<p>Until the last month all of the support in place enabled W to access school life alongside his peers.</p> <p>He was able to enter the classroom independently, participate in lessons and access lunchtime clubs.</p> <p>The last few weeks that W was in school it was a very different situation.</p> <p>He was attending on a reduced timetable, in an alternative learning area with 1:1 support and working on alternative (off curriculum) tasks. Even with these strategies in place W was not successful in managing his time in school. He refused to remain in designated areas, he became abusive to staff / peers. Rarely engaged positively with any requests, threw equipment, resources and furniture, pulled down blinds, climbed out of windows, left the</p>

	<p>personal learning projects</p> <ul style="list-style-type: none"> • Flexible grouping • Range of alternative recording resources • Opportunities to approach learning through interests • Flexibility in approaches to learning - one size does not fit all • Adaptable • Identify areas for all pupils to shine • Consistent approaches • Choice of challenge in learning tasks • Limited number of choices given • Focus on learning journey / process - not just the outcome <p><u>Social and Emotional Health</u></p> <ul style="list-style-type: none"> • Lunchtime and pre/ after school clubs • Meet and greet and the beginning and end of the day (handovers) • Close liaison with parents • Time out provision - individually developed - Opportunity for Time Away from learning - relaxation exercises, stilling/calming routines, safe spaces • Psychological therapies (by qualified therapists) eg counselling, drama / art / music / dance therapies • Named, trusted TA for regular check ins 	<p>school site.</p>
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	<ul style="list-style-type: none"> • Positive reward structures • Strategies for reflections on consequences and actions • Whole school - mind set - promoting resilience • Liaison with external agencies - TAC CIN EP SALT CAMHS etc. • Clear expectations • Encouraged to take an active part in groupings / seating <p><u>Sensory and Physical</u></p> <ul style="list-style-type: none"> • Sensory assessment and sensory profile written • Alternative spaces to eat mid day meal • Alternative entry / time into school • Healthy snacks available within class • Resources routinely available to choose to support own learning 	
<p>Know the importance of understanding the individual pupil and their profile of strengths and areas for development</p>	<ul style="list-style-type: none"> • Good relationships between child, staff and parent • Class based observations • Regular plan do reviews • Voice of child regularly sought • Recognising that individuals may not be able to verbalise thoughts and emotions and alternative routes are explored • Regular tracking of progress and attainment • Recognition that a high level of support required for self-esteem / confidence (socially and academically) 	

<p>Identify the key areas to help pupils on the autism spectrum build positive relationships with staff, peers, families and people in their community</p>	<ul style="list-style-type: none"> • Unstructured social times are challenging and children benefit from tailored clubs, groups, activities • Recognition that children learning styles are different - use of scaffolding etc. 	
<p>Develop an awareness of the sensory and communication differences that pupils may experience</p>	<ul style="list-style-type: none"> • Quiet work / social spaces within school for periods of the school day • Recognition of the challenges throughout the day - entry to school, unstructured times, lunch hall, PE, visits 	

Tier 2: Good Autism Practice: 6 hours for frontline staff supporting young people with Autism

Key message	Support in place	Impact
<p>Understanding Autism</p>	<ul style="list-style-type: none"> • Training has been disseminated to all staff • School are aiming towards an Aim 4 Lincs Award • Tier 1 completed by all 	<p>Until the last month all of the support in place enabled Riley to access</p>
<p>Meeting the needs of individual pupils</p>	<ul style="list-style-type: none"> • High ambitions and aspirations for the child • Staff take an active role in gathering information and 	

	<ul style="list-style-type: none"> understanding the child Minimise / eliminate known environmental triggers Whole team approach Transition within the school day / school year Staff actively endeavour to build positive relationships with the child and their parent effective home / school communication 	<p>school life alongside his peers. He was able to enter the classroom independently, participate in lessons and access lunchtime clubs.</p> <p>The last few weeks that Riley was in school it was a very different situation.</p> <p>He was attending on a reduced timetable, in an alternative learning area with 1:1 support and working on alternative (off curriculum) tasks. Even with these strategies in place W was not successful in managing his time in school. He refused to remain in designated areas, he became abusive to staff / peers. Rarely engaged positively with any requests, threw equipment, resources and furniture, pulled down blinds, climbed out of windows, left the school site.</p>
Partnership working	<ul style="list-style-type: none"> External agencies i.e. EP, SALT etc. all meeting, reports shared with parents Close working relationship with social care Showcase events regularly held for parents 	
Inclusive practice	<ul style="list-style-type: none"> Meet and greet routines and planning for the day Open door policy for parent to speak to staff - listening and consulting Whole school 'Star System' to actively reward and reinforce positive class engagement Individual behaviour charts 	
Delivering an effective	<ul style="list-style-type: none"> Structured 	

curriculum	<ul style="list-style-type: none"> • Concrete / multi-sensory ways of learning • First hand experiences • Practical • Interest based • Delivered at pace to maintain self-esteem / confidence • Positive responses to show contributions are valued • Growth Mindset • Key message that Learning comes from mistakes • Individualising and adapting the curriculum • Timetables 	
Good Autism Practice		
Emotional and communication environment	<ul style="list-style-type: none"> • Counselling • Key adult assigned • Flexible timetables / alternative curriculum arrangements • Vigilant for signs of stress and anxiety - staff don't assume actions are poor behaviour choices - they could be an expression of emotional wellbeing • Allow additional processing time 	
Physical and sensory environment	<ul style="list-style-type: none"> • Alternative areas for eating • Individual work areas in class 	

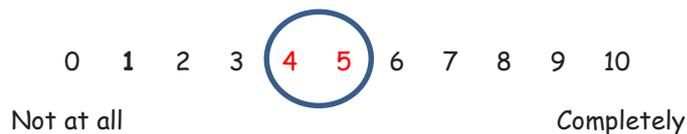
	<ul style="list-style-type: none"> • Recognition of sensory differences impacting on the curriculum - music, art, PE, assembly etc 	
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Further training requirements:

- **SENCo/Leadership Team/Governors:**
Tier 3
- **Teachers/Teaching assistants:**
Tier 2, Classroom Visual Resources, Progression Framework, P.D.A.
- **TAs and Teacher Mentors:**
Comic Strip Conversations, Social Stories, Incredible 5 Point Scale

(Arrangements have already been arranged for new staff to attend Tier 1 training in September.)

How well, as a setting, do you feel you are meeting this CYP needs?



If your score is lower than 8, please explain why you feel this way

Anger, social communication, external environmental issues are all impacting on his ability to access and engage with school life

Young Person's Views

My name is

Wagoll Referral

People who are important to me

Baloo Bear my dog

At home I like

My pets + goin out, X Box gamin Roads

At home I don't like

being told of, rules!!!!!!!!!!!!!!

At school I like

Snacks, seein my frends, some learnin, with Miss 4 check-in time

At school I don't like

them grabbing hold o me, shoutin at me!!!!!!!!!!!!!!

I am good at

Gamin Road Manager, car racin, helpin others

I find these things hard:-

change, noise!!!!!!!!!!!!!!

I would like help with

some maths work

My hopes for the future

to stay at lunch and go outside!!!!!!!!!!

Other things you should know about me:

I don't want any support. NO ONE SHALL PASS!!!!!!!!!!!!!!

Suitable day/time when both staff and family are available to meet:

Signed: Parent/guardian *Mrs Referral* Date 10.05.17

Signed: SENCo **A Senco** Date **8.05.17**

Signed : Headteacher **A Headteacher** Date **8.05.17**

Signed: Young Person **Wagoll Referral** Date **10.05.17** (if appropriate)

Please return this form to:

Working Together Team c/o Gosberton House Academy, 11 Westhorpe Road,
Gosberton, Spalding, Lincs PE11 4EW

Or scan and email to outreach@gosberton-house.lincs.sch.uk

Once received, the referral will go to the next panel meeting and emails will be sent out with next steps.

Additional information:

See attached.

- 1. IEP**
- 2. Pupil passport**
- 3. Behaviour support plan**
- 4. EP report**
- 5. Community paediatrics report**
- 6. SALT report**
- 7. Etc**