

**SEND Strategy**  
 Shaping the Future of  
 SEND in Hertfordshire



## SCHOOL AUTISM APPROACH 2019- 2020

### BACKGROUND:

The Hertfordshire 'Review of Educational Provision for Children and Young People on the Autistic Spectrum', 2015 set out key recommendations which have been taken forward by Headteachers, SENCOs, parents and services as part of the Autism Workstream. A key focus has been to support schools to develop 'best practice' and improve educational outcomes and the life chances for these children and young people.

The following describes the recommended functions and roles for all schools to implement. Precise arrangements will differ across each school and be applied flexibly in relation to the number of children and young people and staffing structure. Functions may be undertaken by one person or by a number of staff. To assist with the implementation of the recommendations below, support will be provided by the DSPL Area (SEND) Autism Lead and the County Autism Lead.

### RECOMMENDATIONS FOR ALL SCHOOLS:

1. Have a named lead and school contact regarding services and support for children/young people with autism and their parents

*Mr Sal (Special Educational Needs Coordinator or SENCO)*  
*Senco@stgiles.herts.sch.uk*  
 01707 642 170

2, Ensure there is a co-ordinated, consistent and comprehensive approach across the school for children/young people with autism (and their parents) regardless of having a diagnosis or EHC Plan

*We have a proven track record of providing high quality support to children and families affected by autism. We use the SEND Code of Practice approach of plan, assess, do, review as part of a graduated response and have a high regard for positive parental involvement, ensuring parents are part of the whole process. Please refer to our SEND policy.*

3. Undertake a school autism review using the Autism Education Trust (AET) audit materials and develop an improvement plan taking into account the key recommendations of the Hertfordshire-wide review

*The school has a new SENCO who will review our approach to autism using the AET standards materials during this academic year (2019-20). In the previous year (2018-19) we recognised that most of the standards were met (established or enhanced) and identified areas for further improvement.*

4. Ensure AET training is co-ordinated across the school/setting

*The Autism Champion provides support for staff supporting learners with autism. There is a hands on approach allows staff to be coached 'on the job' (e.g. provision of visual support, dissemination of Social Stories and Comic Strip Conversations at staff meetings). In addition to this, training is provided for different aspects of autism as well as general autism training e.g. sensory diets, pathological demand avoidance. Research into effective strategies is carried out by teachers and support staff regularly, using published materials from National Autistic Society and the Autism Education Trust. Parental knowledge in some of these areas is also taken on board.*

5. In conjunction with the DSPL Area (SEND) Autism Lead, develop a 'School Offer for Autism' and participate in the sharing of best practice across schools

*The SENCo attends the DSPL 6 autism cluster meetings, SENCO meetings and Exceptional Needs cluster meetings where best practise is shared across schools. Our provision for children with autism is outlined in our SEND Information Report. This document can be referred to as the 'School Offer for Autism'.*

6. Ensure school staff, parents/carers and children/young people have a good understanding of the school's provision for autism and are involved in its review and development

*This document has been shared with staff. Parents and staff have been informed of the contact for autism. Children have been consulted regarding our 'school offer for autism' The views of pupils with diagnosis for ASD have been taken on board.*