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## **Guidance for Requesting ASCT and LBAT Support**

**GUIDANCE ON REQUESTING ASCT AND LBAT SUPPORT**

**The Autism and Social Communication Team (ASCT) and Learning Behaviour Advisory Team (LBAT) are teams within the Specialist Advisory Teaching Service with its aim of** providing advice, training and, support to schools to promote inclusive provision: to use best endeavours and make reasonable adjustments to meet needs of pupils. The teams:

* **Promote inclusion**
* **Are pupil-focused**
* **Promote positive outcomes for pupils**
* **Are preventative and proactive**
* **Upskill school staff**
* **Focus on access to learning**
* **Part of the Graduated Approach**

ASCT and LBAT support the school in assessing, planning, putting interventions in place and reviewing these (APDR) to gain a greater understanding of the CYP as described in the Graduated Approach (Code of Practice 6.44 onwards)

**Graduated Approach** *The Graduated Approach requires settings to use best endeavours to remove barriers to learning, make reasonable adjustments, provide supportive approaches and put effective special educational provision in place. When adopting the Graduated Approach as described in the SEND Code of Practice schools should regularly repeat the four-part cycle (Assess, Plan, Do, Review: APDR). During the APDR cycle, earlier decisions and actions are revisited, refined and revised. This enables educational settings to develop a growing understanding of the CYP’s needs and approaches that support the CYP in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent reviews and more* ***specialist expertise*** *in successive cycles in order to match interventions to the SEN of children and young people.*

*ASCT and LBAT are teams included within the specialist expertise. Once advice has been gained, it is expected that the school implements suggested strategies for at least 6 weeks before reviewing them and contacting the team again.*

**The teams provide a variety of support:**

* **CARMs: Consultation And Review Meetings: Schools are offered a termly CARM with their allocated advisory teacher which is typically** 1-3 hours long, hosted by the school and includes a discussion on no more than four pupils, with relevant school staff and parental involvement. Pupil views is central to the CARM discussion. CARMs can also include other actions, as agreed with the Advisory Teacher (AT) and school e.g. whole class or setting support (in this instance a general record rather than individual ones for children will be provided). CARMS include the first tier of support where initial advice is gained.
* **Reviews:** hosted by the school, these can be requested after an initial CARM; reviews can be part of the CARM or they can stand alone. These may occur more regularly than a CARM, through discussion and may be for a CYP with complex needs. Where a review is requested, schools must complete either the last column on LBAT’s CARM Record or ASCT’s Monitoring and Review Sheet **(without this the AT will not be able to book a review) documenting the success of the implemented strategies (as part of the APDR cycle) APDR:** When a pupil is reviewed it is expected that the impact of previous recommendations are shared with the AT. It is the expectation that SENCOS will review strategies.
* **Remote Consultation:** If agreed by the AT and school staff, CARMs may be offered via Microsoft Teams or similar as appropriate.
* **Training:** Both teams offer a variety of bespoke training packages - please see the training request forms for details of the packages and discuss with your AT. **ASCT/LBAT training packages are provided free of charge.**
* **ASCT Specialist Learning Support Assistants (SLSAs) or LBAT Advisory Practitioners (AP) Support:** SLSAs/APs will offer practical support and guidance to individual members of staff (typically the Teaching Assistant - TA). Referral to a SLSA/AP is made by the Advisory Teacher (AT) allocated to the school when a specific support need is identified. The ASCT Specialist Learning Support Assistants offer a weekly advice line.
* **ASCT & LBAT Weekly Advice Line:** These consultations are to support needs that arise that are out of the ordinary or urgent. Please contact your AT for more information and they can book you on to the next available time. These are an opportunity to gain more immediate advice and CYP can be discussed anonymously if there has not been time to gain parental permission.

**There are occasions that the teams can support in other ways– please contact your allocated AT to discuss further.**

**Further information:**

* An Advisory Teacher (AT) from the ASCT and an Advisory Teacher from the LBAT have been allocated to each school.
* The core offer is **one visit** per term (up to **3 per year**) from **each** Advisory Teacher (AT) for every school.
* One child is usually referred to **either** ASCT **or** LBAT (but the ATs may decide to pass the referral to the other team, in consultation with the school).
* Schools must request support using the most up to date form.
* All requests for support will be considered at Allocation Meetings. These take place fortnightly and do not operate during the school holidays.
* Requests for support for the current school year need to be submitted before the summer half term break (May/June).
* A response from the teams will be communicated to you within 2 working weeks of the Allocation Meeting.
* Where appointments are agreed ahead of time, the school **must** send the appropriate request form **at least 10 working days** before the date of the visit otherwise the appointment will be cancelled.
* No diagnosis or category of SEND is required for ASCT and LBAT support.
* Best practice is team involvement at an early stage to provide proactive and preventative support.
* Please indicate if you have sought advice in the last term from another external agency, e.g. APC / EP. Please consider whether it is appropriate to add the pupil to the CARM agenda at this time i.e. if another professional has just given advice this needs to be embedded first.
* **A brief record** per child or per generic discussion will be completed by the AT and sent to the school within 10 working days.
* The strategies advised by the AT should be evident on ILPs and other appropriate documentation.
* The school **must ensure that the views of the CYP have been gained** e.g. what do they think are their strengths, areas of difficulty and what support works well for them?
* The school **must endeavour to work collaboratively with parents/carers and seek their views** and/or invite them to the CARM.
* It is the school’s responsibility to arrange for parents to attend the meeting and to share records of discussion with parents / carers and staff.
* **Permission must be gained from parents/ carers before the AT discusses their child.**
* Refer to and use the Tools for Schools website and the Ordinarily Available Practice Guidance before referring to ASCT and LBAT: <https://schools.local-offer.org/>
* Further ways to gather pupil views can be found via this link: <https://schools.local-offer.org/childs-journey/voice-of-the-child/how-to-gain-pupil-voice/>
* Discussion at a CARM is **NOT a requirement** before making an EHCNA request, **however the appropriate specialist does need to advise before an EHCNA request.** A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence- based SEN support delivered by appropriately trained staff.” (6.59)
* Records of discussion from the ASCT/LBAT are password protected.
* ASCT / LBAT may contact the school, e.g. if a parent / carer has contacted the Local Authority. Conversations with parents / carers are always held in collaboration with schools. Parents / carers are always advised to contact the school SENCO in the first instance.

*Individual exceptions where additional advice is provided to the core offer may occur in consultation with the AT and are considered on a ‘case by case’ basis, especially if the CYP is at risk of exclusion or is absent from school.*

**Request for CARM Support from an ASCT or LBAT Advisory Teacher**

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| **School:****School Phone Number:** | **Date of Request:** | **Highlight type of support requested – please complete all details in the table below:**  |
| **Name of SEN Contact:** | **Role:** | Pupil focused: Initial Consultation  | Pupil focused: Review |
| General Advice: Area of need / Class discussion / Year group discussion / Other |
| **Email:** | **Working Days:** |
|  |
| **Pupil’s Legal Name** |  | **Parent/Carer Views:** Strengths, Interests, Questions etc.**(Good practice is to invite parent / carer – is parent invited? AT to send the parent / carer viewsheet)** |
| **Date of Birth** |  |
| **Year Group** |  |
| **Additional Information, e.g. PPG, Child We Care For, EAL** | **SEND status: no identified SEND / SEND support / EHCNA requested / EHCNA in progress / EHCP**  |
| What would you like support with? (box will expand) |  | What have you already tried? | Which team are you requesting support from? |
| ASCT | LBAT |
| Is this a review?  | Yes/No**If Yes, please attach completed Impact Review** | Who else is or has been involved and when? |
| **Please confirm that you have parent/carer consent to discuss this child and share with other professionals: Yes/No** |
| **Please confirm that you have attached a one-page pupil profile which includes Pupil Views** (examples here: [7 Fully Customisable, Child Centred, One Page Profile Templates - Positive Young Minds](https://positiveyoungmind.com/7-fully-customisable-child-centred-one-page-profile-templates/) or use your own) **Yes/No** |
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|  |
| **Class/Year Group Discussion: ASCT/LBAT** (please highlight) | What would you like support with? | What have you already tried? |
| **General Advice:** **ASCT/LBAT** (please highlight) | What would you like support with? | What have you already tried? |

**Training Request: LBAT**

*Please note we can only deliver to a minimum of 10 people. If you do not meet this requirement please discuss with your Advisory Teacher (AT) or email* *SchoolsABC@westsussex.gov.uk* *to enquire whether there is training being delivered in your locality. Alternatively, invite other schools within your locality to attend or list your training session on e-pd.org.uk to enable other West Sussex schools to attend. Please discuss maximum numbers with the AT to whom the training has been allocated before inviting other schools or listing on epd. Bespoke packages can be negotiated: please discuss with your AT.*

Please email to SchoolsABC@westsussex.gov.uk to submit request.

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| **School:** | **Locality:** | **Phone Number:** | **Key Contact:** | **Role:** |
| **Email address:** | **Venue:** | **Suggested Dates:** | **Approximate numbers:** |
| **Required** **Package:****Reason for requesting this training:****Have you had any similar training previously? If so please give details****Please give details of any specific areas you would like us to focus on:****Please give details of any specific outcomes you want from this training** |

**Team Teach:** “Positive Behaviour Management Level One (6hours) and Level Two (12 hours)” –which can be accessed through contacting Kate.southgate@westsussex.gov.uk. **There is a cost for this training.**

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| **Planning Positive Transitions** – **3 hours**, training considers all aspects of transitions, from moving between schools and settings to the small daily transitions that make up the school day. Time is given to allow colleagues to audit transitions in their schools, consider how these may be reduced and to create an action plan. |
| **Down Syndrome** – **2 hours,** depending on focus of training. Training can be offered on Inclusion and Down Syndrome, this includes What Is Down’s Syndrome – Myths and Facts, the language and learning profile of young people with Down’s Syndrome, Strategies, and approaches to support learning and inclusion. This training is suitable for whole school staff, teachers, and teaching assistants. Further training is available specifically for supporting pupils with Down’s syndrome in reading, mathematics and socially and emotional development. |
| **Precision teaching** – **1 ½ hours** – This training focuses on what Precision Teaching is, how it can be used as an intervention and what resources are needed – practical implications. Suitable for all staff. |
| **Dyscalculia and Numeracy Difficulties: An Introduction - 1 hour -** This session is a brief introduction to consider the dyscalculic profile and the impact on the development of numeracy skills. Strategies are discussed in brief. Suitable for all teaching and support staff  |
| **Dyscalculia and Numeracy Difficulties: Understanding and Supporting** – **3 hours** A more detailed consideration of the possible strengths and difficulties of the dyscalculic profile and the impact in the classroom. The focus is on developing inclusive, practice at both whole class level and for the individual. Suitable for teachers – and support staff attending alongside teachers but not as a separate group. |
| **Maths Anxiety- 1.5 hours** An introduction to maths anxiety, who it impacts, how it impacts learners and some strategies to support them. Suitable for all teaching and support staff, this training could be delivered to SENCo locality groups and maths departments. |
| **Dyslexia: An introduction** – **1 hour.** This session is a brief introduction to consider the dyslexic profile and the impact on the development of literacy skills. Strategies are discussed in brief. Suitable for all teaching and support staff  |
| **Dyslexia: Understanding and Supporting** - **3 hours** a more detailed consideration of the possible strengths and difficulties of the dyslexic profile and the impact in the classroom. The focus is on developing inclusive, ‘dyslexia friendly’ practice at both whole class level and for the individual. Suitable for teachers – and support staff attending alongside teachers but not as a separate group. |
| **Working memory - 1 ½ hours –** develops an understanding of how working memory interacts with learning, brief consideration of checklists and assessments and an overview of strategies for supporting working memory. Suitable for all teaching and support staff. |
| **TA Training- 3 hours.** Using the research of the Education Endowment Foundation, this session explores the effective deployment of TAs in supporting children and young people with Special Educational Needs. The session will look at developing independence in pupils, the types of support which TAs offer and the effective use of questioning to develop pupils knowledge and understanding. This training session is aimed at Teaching Assistants. |
| **Understanding and responding to behaviour - 3 hours –** develops an understanding of behaviours that challenge while reflecting on how these impact on ourselves and others. The focus is on reflecting why these behavioursmay be happening and developing strategies to support. Suitable for all staff. |
| **Understanding and Supporting Regulation – 3 hours –** To develop an understanding of emotional regulation, to consider possible causes of dysregulation (including neurodivergence), to consider the impact on learning and wellbeing, and to consider resources to support whole class, groups and individuals. Suitable for all staff**Suitable for all staff** |
| **ADHD: An Introduction** – **1hour**. The session considers pupils with a diagnosis of ADHD and pupils presenting with characteristics of ADHD. The session covers key information including characteristics of ADHD and strategies.  |
| **ADHD: Understanding and Supporting** -**3 hours** The session considers pupils with a diagnosis of ADHD and pupils presenting with characteristics of ADHD. The session will explore the characteristics of ADHD and the prevalence of co-existing conditions. The session will briefly look at clinical assessment and medication, before going on to discuss support in schools. This will be approached using the SEN Code of Practice Assess Plan Do Review framework. There will be opportunity to share and discuss strategies and resources. Throughout the session ADHD will be considered in relation to the whole child. |
| **Pikas peer support group/discreet circle of friends** – **2 hour** visit by LBAT to explain Pikas and set up group with SENCo/Learning Mentor. SENCo/Learning Mentor can then use the intervention with other pupils as needed |

**Training Request: ASCT**

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Please email to SchoolsABC@westsussex.gov.uk to submit request.

**Longer courses are also available:** AAA (Autism Aware Award) and Supporting Autistic Learners in School.

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| **School:** | **Locality:** | **Phone Number:** | **Key Contact:** | **Role:** |
| **Email address:** | **Venue:** | **Suggested Dates:** | **Approximate numbers:** |
| **Required** **Package:****Reason for requesting this training:****Have you had any similar training previously? If so please give details****Please give details of any specific areas you would like us to focus on:****Please give details of any specific outcomes you want from this training** |

**Parent Programmes:** Exploring Autism, EarlyBird Plus, and CUES (Coping with Uncertainty in Everyday Situations)

**Please speak to your advisory teacher for details.**

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| **Affirming Autism** 1.5 hoursThis training aims to build upon our understanding of autism by looking at common misconceptions, language we use, different theories of the brain and how this may impact autistic learners so that we can develop ideas of how to adjust our teaching to support them. This is underpinned with research, lived voice and best practice.  |
| **Affirming Autism pre-recorded** (1 hour) **and then a Q & A workshop.** Up to 1 hour |
| **Understanding and Supporting Regulation** 2 hoursTo develop an understanding of emotional regulation, to consider possible causes of dysregulation (including neurodivergence), to consider the impact on learning and wellbeing, and to consider resources to support whole class, groups and individuals. Suitable for all staff |
| **Social Stories and Workshop** 2 hoursThis training aims to develop understanding of social stories, how to write them the do’s and don’ts and why they can be effective in supporting our autistic children.Please do indicate whether you would like a primary focussed or secondary focussed input.In this session school staff have the opportunity to write their own social story with the added benefit of having an advisory teacher available to support and assist.  |
| **Comic Strip Conversations Workshop: practice after watching bitesize training** Up to 1 hourIn this session school staff have the opportunity to draw their own comic strip conversation with the added benefit of having an advisory teacher available to support and assist. |
| **Understanding Sensory Needs and Provision** 1.5 hoursThis training package aims to develop staff awareness and understanding of possible sensory differences in autism, to explore the use of sensory checklists for the pupil and environment and how to implement activities which may help to meet the sensory needs of CYP in school and so aid regulation. |
| **Environmental Support for Autistic Learners** 1.5 hoursThis training explores how environments can support autistic learners to achieve their potential using simple adaptations such as visual supports. |
| **Lego Based Therapy** 1.5 hoursThis training package aims to support practitioners understanding of why Lego therapy is a way to support our autistic CYP’s social understanding, interaction and communication. You will discuss what skills can be developed and have a go at the group yourselves.  |
| **Anxiety** 1.5 hoursThis training package aims to develop understanding of the relationship between the interoceptive sense, alexithymia, and anxiety in autism. Looking at research and theories, this session will share strategies on how to support interoceptive awareness and anxiety regulation including the links with demand avoidance and masking. |
| **Social Support** 1.5 hoursThis training shares the importance of autism awareness for successful peer support and how to develop the Circle of Friends approach in your setting.  |
| **Masking** 1.5 hoursThis training package aims to raise awareness of children and young people who are masking in school. This will include what masking looks like, the impact of masking and strategies to support children and young people who mask.  |
| **Girls** 1.5 hours This session aims to raise awareness of autistic females and how they present differently to males, as well as sharing a range of supportive strategies.  |
| **Hearing Pupil Views/ Hearing Autistic Pupil and Parent Views** 1.5 hoursThis training aims to show why gaining pupil and parent carer views are so important. The session uses research and lived experience to reflect on possible barriers to engage authentic autistic pupil views, the impact of engaging and working with parent carers and the impact of enabling and acting up autistic pupil views. |
| **Early Years and Non-speaking** 1.5 hoursThis training aims to look at early years provision and support for the autistic learner in the early years. This training can be adapted to focus on children that may be at the early stages of communication and interaction.  |
| **Bitesize trainings****Schools can request the link for these trainings and watch a pre-recorded video to support practice.** * Understanding Sensory Needs
* Sensory Provision
* Masking
* Comic Strip Conversations
* Visuals
* Autistic Demand Avoidance
* Girls
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