

Guidance on Support Available from the Autism and Social Communication Team (ASCT) and Learning and Behaviour Advisory Team (LBAT)



GUIDANCE ON REQUESTING ASCT AND LBAT SUPPORT

Support Offered:

- **CARMs: Consultation And Review Meetings:** 1-3 hours long, hosted by the school. The format for a CARM is usually a discussion about up to four pupils, with relevant school staff and parental involvement. Pupil voice is also 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 (a general report rather than individual ones for children will be provided).
- **Remote Consultation:** If agreed by the AT and school staff, CARMs may be offered via Microsoft Teams or similar as appropriate.
- **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.
- **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.**
- **Team Teach:** "Positive Behaviour Management Level One" – is a 6-hour course which can be accessed through West Sussex Services for School (WSSfS.) **There is a cost for this training.**
- **Specialist Learning Support Assistants (SLSAs) Support:** SLSA's will offer practical support and guidance to individual members of staff (typically the Teaching Assistant - TA) through working with the TA and an individual child. Referral to a SLSA is made by the Advisory Teacher (AT) allocated to the child and school when a specific support need is identified.
- **ASCT Weekly Surgeries:** These slots are to support needs that arise that are out of the ordinary or urgent. The Specialist Learning Assistants offer a surgery on Tuesday Mornings. Soon to be piloted by ATs on Thursday afternoons. Please contact your AT for more information.

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** LBAT **or** ASCT (but the ATs may decide that the other team is more appropriate, or to support the school together).
 - ✦ Schools may request support using the appropriate form.
 - ✦ All requests for support will be considered at Allocation Meetings. These usually take place fortnightly and do not operate during the school holidays.
 - ✦ A response from the teams will be communicated to you within 2 working weeks of the Allocation Meeting.
 - ✦ Requests for support for the current school year need to be submitted before the Summer half term break (May/June).
 - ✦ 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 is required for LBAT and ASCT support, both teams usually become involved at an early stage when schools first need advice on how to provide inclusive practice. 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 voice of the child has 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.**
 - ✦ It is the school's responsibility to arrange for parents to attend the meeting and to share reports with parents and staff.
 - ✦ **Permission must be gained from parent/ carer before the AT discusses their child.**
 - ✦ It may be useful to explore the Tools for Schools website that has a wealth of information and support strategies. Additionally, the Ordinarily Available Practice Guidance and the Inclusion Framework can be downloaded from here: <https://schools.local-offer.org/>
 - ✦ Further ways to gather pupil voice 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, **as long as appropriate provision is already in place and impact has been reviewed.**
 - ✦ Reports from the ASCT/LBAT are password protected.
- ***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 Support from an ASCT or LBAT Advisory Teacher

Permission to discuss children and produce a record MUST be obtained from parents prior to discussion with the AT

Please complete the form in full and submit to schoolsABC@westsussex.gov.uk, copying in the AT if applicable

School are requesting advice from LBAT

ASCT *

Please complete a separate request form for each team

*If requesting support from **ASCT**, at least one appropriate checklist should be completed for each child prior to the consultation (eg Social Communication, Sensory Processing, etc) Please ask your AT if you need a checklist

I confirm that when individual pupils will be discussed, if parents/carers are not attending their views have been sought, and they have given their permission for their child to be discussed and a report to be written and shared.

Please Tick here to confirm permission has been gained:

Key Contact 'Signature': Date:.....

Training Request: ASCT

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 e-pd. Bespoke packages can be negotiated: please discuss with your AT.

Please note: schools should receive core training before requesting any of the strategy trainings listed in the second section.
Sessions normally last 1.5 hours.

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| Understanding Autism: Core | |
| ✚ Pre-recorded Understanding Autism Session | |
| ✚ Raising Awareness and Understanding of Autism Spectrum Condition | |
| ✚ Raising Awareness and Understanding of Autism Spectrum Condition (Early Career Teacher (ECT) Specific) | |
| ✚ ASC Refresher & overview of practical strategies; for schools who have received the raising awareness training but have employed several new staff | |
| Supporting pupils with Autism/Social Communication Difficulties: Specific Needs | |
| a. Practical Classroom Strategies | i. Understanding and Supporting Anxiety associated with ASC |
| b. Supporting Effective Communication | j. Early Years – supporting pupils |
| c. Recognising Signs of Distress | k. Transitions |
| d. Comic Strip Conversations | l. Circle of Friends and 6th Sense - taken from the work of Carol Gray |
| e. Social Stories | m. Pupil Voice |
| f. Sensory Processing Differences in Autism | n. LEGO based Therapy |
| g. Autistic Girls | o. Use of Visual supports and Structured Teaching (based on TEACCH approach) |
| h. Zones of Regulation | |

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|--------------------------|------------------|-------------------------|---------------------|-----------------------------|
| School: | Locality: | Phone Number: | Key Contact: | Role: |
| Email address: | Venue: | Suggested Dates: | | Approximate numbers: |
| Required Package: | | | | |

Longer courses are also available: AAA (Autism Aware Award), CAAPSTA (Certificate in Autism Awareness with Practical Strategies for Teaching Assistants,)

In addition to this training, the teams provide “Positive Behaviour Management Level One” (Team Teach) - a 6 Hour course which can be accessed through West Sussex Services for School (WSSfS.) **There is a cost for this training.**

Please email to SchoolsABC@westsussex.gov.uk to submit request or find out further detail. We do not accept postal requests

Parent Programmes: AScSURE (ASC Strategies, Understanding, Realisation and Emotional wellbeing), EarlyBird Plus and Teen Life, CUES (Coping with Uncertainty in Everyday Situations) **Please speak to your advisory teacher for details.**

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.

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| a. Planning Positive Transitions – 3 hrs | b. Down Syndrome – 2 hrs, depending on focus of training |
| c. Self Regulation – 2 hrs | d. Understanding and responding to behaviour - 3 hrs |
| e. Supporting writing – 2 hrs | f. ADHD: An Introduction – 1 hr |
| g. Supporting spelling – 2 hrs | h. ADHD: Understanding and Supporting - 3 hrs |
| i. Supporting reading – 2 hrs | j. Dyslexia: An Introduction - 1 hr |
| k. Precision teaching – 1 ½ hrs | l. Dyslexia: Understanding and Supporting - 3 hrs |
| m. SEMH: Assessments part 1– 3 hrs | n. Dyscalculia and Numeracy Difficulties: An Introduction - 1 hr |
| o. SEMH: Assessments part 2– 3 hrs | p. Dyscalculia and Numeracy Difficulties: Understanding and Supporting – 3 |
| q. TAs : Supporting SEND Pupils – 3 hrs | r. Working Memory – Introduction – 1 hr |
| s. Sociograms – 1 ½ hrs | t. Working Memory – Understanding and Supporting – 3 hrs |
| u. PIKAS peer support group training (individual to one person to cascade) | |

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Team Teach: In addition to this training, the teams provide “Positive Behaviour Management Level One” - a 6 Hour course which can be accessed through West Sussex Services for School (WSSfS.) **There is a cost for this.**

