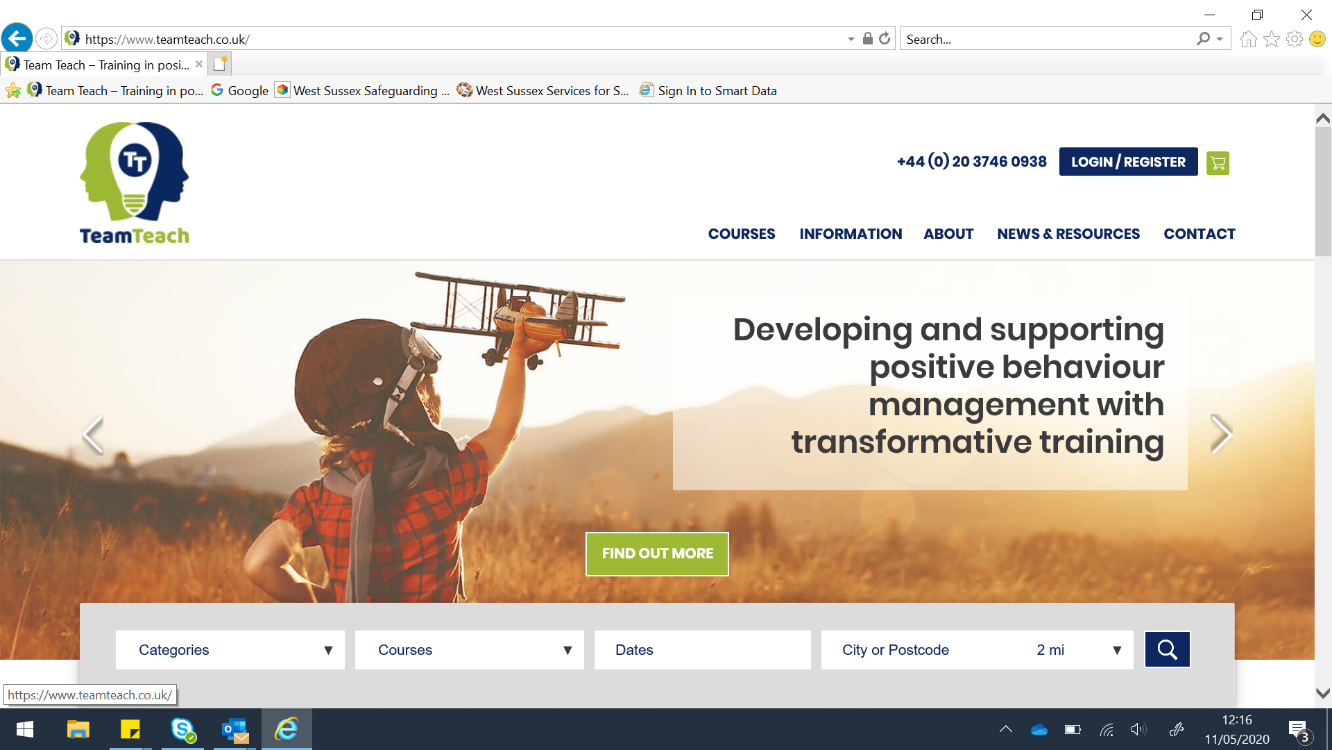
**Guidance on Support Available from the**

**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).
* **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).**
* **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.**
* **Specialist Learning Support Assistants (SLSAs) Support:** SLSAs will offer practical support and guidance to individual members of staff (typically the Teaching Assistant - TA). Referral to a SLSA 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 surgery on Tuesday Mornings.
* **ASCT Weekly Surgeries & LBAT Advice Line:** These slots are to support needs that arise that are out of the ordinary or urgent. ASCT are on Thursday afternoons and LBAT offer varied days. 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 most up to date 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.***

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

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

**Please complete the form in full and submit to** [**schoolsABC@westsussex.gov.uk**](mailto: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 record to be written and shared. The record may be shared with other professionals e.g. a Family Support Worker, an Educational Psychologist, IPT practitioner.**

**Please Tick here to confirm permission has been gained:**

**Key Contact ‘Signature’: ………………………………………… Date: ………………..**

**REQUEST FOR SUPPORT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School:** | **School Tel. No.:** | | **Please indicate clearly which team you are requesting support from:** | |
| **Name of school key SEN contact:** | **Role:** | | **Autism and Social Communication Team (ASCT)** |  |
| **Email:** | **Working days:** | | **Learning and Behaviour Advisory Team (LBAT)** |  |
|  | | | | |
| **Type of support requested** | **(select)** | **Please provide a summary of support required (boxes will expand)** | | |
| Individual Pupil Discussion(s) |  | **Complete details below in full, maximum four pupils** | | |
| Reviews |  |  | | |
| Class/Year Group Discussion(s) |  |  | | |
| Staff Training |  | **Complete details in full on page three/four below** | | |
| General Advice |  | For example: OAIP, Inclusion Framework, Tools for Schools, sensory environment | | |

**Each school can request up to three hours of support from their ASCT Advisory Teacher and up to three hours of support from their LBAT Advisory Teacher per term. Please indicate the support you are requesting (can be a combination):**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **CYP Name**  **Year**  **Group:**  **DoB** | **Key Strengths, Questions, Concerns.**  **Review: Have they been discussed at a previous CARM?**  **If yes, please provide a review of strategies prior to or during the CARM** | **Parent Views** | **Pupil views and interests** | **Code of Practice**  **SEND/ EHCP** | **Other info eg:**  **CLA/ EHP/ EAL/ PPG/ vulnerable/ disadvantaged/ SCS** | **Are any other professionals / agencies involved?** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**REQUEST FOR SUPPORT: CYP Information**

**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*](mailto: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.

|  |  |
| --- | --- |
| **Understanding Autism: Core** | |
| * Pre-recorded Understanding Autism Session | |
| * Understanding and Accepting Autism | |
| * Understanding and Accepting Autism (Early Career Teacher (ECT) Specific) | |
| * Understanding and Accepting Autism: 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** | |
| 1. Practical Classroom Strategies | j. Early Years – supporting pupils |
| 1. Supporting Effective Communication | k. Transitions |
| 1. Understanding and Supporting Anxiety | l. Circle of Friends and 6th Sense - taken from the work of Carol Gray |
| 1. Comic Strip Conversations | m. Hearing Pupil Voice/ Hearing autistic pupil and parent voice |
| 1. Social Stories | n. LEGO based Therapy |
| 1. Sensory Processing Differences in Autism | o. Use of Visual supports and Structured Teaching (based on TEACCH approach) |
| 1. Autistic Girls |
| 1. Emotional Regulation including the Zones of Regulation |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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,)

**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.**

Please email to [SchoolsABC@westsussex.gov.uk](mailto:SchoolsABC@westsussex.gov.uk) to submit request.

**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*](mailto: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.*

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

|  |  |
| --- | --- |
| 1. Planning Positive Transitions – 3 hrs | 1. Down Syndrome – 2 hrs, depending on focus of training |
| 1. Self-Regulation – 2 hrs | 1. Understanding and responding to behaviour - 3 hrs |
| 1. Supporting writing – 2 hrs | 1. ADHD: An Introduction – 1 hr |
| 1. Supporting spelling – 2 hrs | 1. ADHD: Understanding and Supporting - 3 hrs |
| 1. Supporting reading - 2 hrs | 1. Dyslexia: An Introduction - 1 hr |
| 1. Precision teaching – 1 ½ hrs | 1. Dyslexia: Understanding and Supporting - 3 hrs |
| 1. SEMH: Assessments: part 1– 3 hrs | 1. Dyscalculia and Numeracy Difficulties: An Introduction - 1 hr |
| 1. SEMH: Assessments: part 2– 3 hrs | 1. Dyscalculia and Numeracy Difficulties: Understanding and Supporting – 3 hhhours |
| 1. TAs : Supporting SEND Pupils – 3 hrs | 1. Working Memory – Introduction – 1 hr |
| 1. Sociograms – 1 ½ hrs | 1. Working Memory – Understanding and Supporting: – 3 hrs |
| 1. PIKAS peer support group training (individual to one person to cascade) | |

Please email to [SchoolsABC@westsussex.gov.uk](mailto:SchoolsABC@westsussex.gov.uk) to submit request.

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