

Further Education (Post 16) SEN Planning Tool

Young People with Autism

**Communication and
Interaction**



	Funding	Descriptor Physical Medical	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Interventions	Resources (including staffing)
Best Endeavour	Mainstream Element 1	<ul style="list-style-type: none"> The YP experiences needs which are managed well in a mainstream class with appropriate differentiation of task and teaching style. This YP will not have a diagnosis of autism however he/she may exhibit some of the following characteristics: <ul style="list-style-type: none"> finds social situations confusing; can be unclear about appropriate responses and how to form relationships with other YP likes to follow own interests rather than accept direction displays a strong interest in a particular subject has a tendency to seek repetitive actions or routines low level sensory likes and dislikes 	<ul style="list-style-type: none"> Early support development journal or other Monitoring of YP response to positive feedback. Assessment for Learning. Observations by Teacher. Advice and support from the parents. Information from the YP re their opinions and preferred strategies using person centred approaches. The College is proactive in identifying individual needs and monitors that action is taken. Risk assessment where appropriate. Health care plan where appropriate. 	<ul style="list-style-type: none"> The teacher is held to account for the learning and progress of the YP in the mainstream class Best Endeavours meets the needs of all students and includes: <ul style="list-style-type: none"> Flexible grouping arrangements. Some differentiation of activities and materials Differentiated questioning Use of visual, auditory and kinaesthetic approaches. Awareness that a YP may need more time to complete Tasks and that equality of access may mean that they need to do some things differently. Resources and displays that support independence. Routine feedback to students Environmental considerations are made to meet the needs of all YP e.g. seating position, personal space and classroom layouts, displays and signage. Consideration to YP's learning style/characteristics of learning. An understanding that the disability may have a wider impact on a YP's social and emotional wellbeing despite the apparent lack of obvious impairment. The YP may also be vulnerable to bullying or have low self-esteem. A range of alternative equipment may be useful Use of symbols. The pace of work may need to be slower. Clear and positively stated rules and expectations for behaviour are apparent through visual means. Visual and practical supports e.g. visual timetables and lists. Awareness that a YP may need more time to process language and complete tasks. Use of teaching strategies that develop the independent learning of the YP 	<ul style="list-style-type: none"> The College can demonstrate an inclusive ethos that supports the learning and wellbeing of all YP The wider curriculum promotes positive examples of diversity A broad and balanced curriculum is planned for all YP SEAL materials and interventions. Anti-bullying is routinely addressed and students are confident in reporting incidents Opportunities for social interaction between peers and the wider community of the College may need to be engineered to bolster self-esteem and confidence. Provision of planned opportunities to learn and practice social skills during structured activities. College trips which are planned well in advance and take into consideration the needs of the YP. Other College pastoral interventions could include: <ul style="list-style-type: none"> Meeting and Greeting Personal Learning Coaches Peer mentoring Buddy systems Lunch clubs. 	<ul style="list-style-type: none"> A regularly updated SEN policy details the Best Endeavour A regularly updated SEN policy details the effectiveness of the arrangements for SEN in the College A regularly monitored, reviewed and updated inclusion policy underpins practice. The College employs additional adults to support the needs of all students e.g. LSAs, PLCs All staff including have up to date job descriptions and are included in whole College appraisal systems. All staff have received awareness training on SEN and understand how to support with learning difficulties. Whole College CPD at awareness level of training has included use of medical care plans College staff access LA training to keep informed on meeting the needs of YPs. Staff make use of a wide range of resources, including those produced within the Local Authority to inform their inclusive practice. <ul style="list-style-type: none"> Autism friendly Colleges using Symbols to Support Learning & Communication – Other relevant materials. Whole College inclusion policies and practice implemented consistently. General advice to College from the specialist teaching team. General training for staff. Use of playground buddies, peer mediators, peer mentors.

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<p>SEN Support Plan from School</p>	<p>Element 1</p> <p>Low level ALS/Possible HNF depending on level of support needs</p>	<ul style="list-style-type: none"> YP has identified needs which are highlighted to all staff with advice on support strategies provided and monitored by the ALS Co-Ordinator. This can learn through whole class teaching, generally copes well within the College environment, but can find it difficult or stressful at times. <p>For example a YP who:</p> <ul style="list-style-type: none"> - needs support during lunch times - needs oversight social/emotional/organisational skills - can become unsettled by changes in routines and settings - needs support to develop communication and language skills - May find busy or noisy environments difficult to cope with. - Social and communication difficulties may have a wider impact on a YP's emotional wellbeing. The YP may be socially isolated and vulnerable to bullying or low self-esteem. 	<p><i>As above plus</i></p> <ul style="list-style-type: none"> Observations by ALS Co-Ordinator. Use of a structured observation profile to target differentiation Including SEN Support Plan with outcomes and SMART Targets that are reviewed and updated regularly. Student involved in setting and monitoring their own targets. Parents involved regularly and know how to support targets at home. Advice is taken and implemented on successful strategies eg seating arrangements, position in classroom, preferred learning style. College trips are planned well in advance and take into consideration the needs of the YP. 	<p><i>As above plus:</i></p> <ul style="list-style-type: none"> Information about the YP's difficulties is shared with relevant staff, in partnership with parents. Individual targets agreed and monitored, following discussion with YP and parents. Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. In-class support (LSA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning. 	<p><i>As above plus:</i></p> <ul style="list-style-type: none"> Access to small group support. Group work to be planned and tailored to meet identified need and includes good role models. Teaching problem solving skills Learning tasks differentiated by task and outcome to meet individual needs. Group work to be planned and tailored to meet identified need and includes good role models. Preparation for changes to activities/routines/ staffing Aspects of structured teaching may be helpful. Peer mentoring support. Supporting student with daily planning, PLC support Checking student's understanding of task and recording of work. Supporting student to recognise and communicate their feelings about the College day (emotion rating scale). Oversight when moving between classrooms. Short term small group intervention to develop social skills. 	<p><i>As above plus:</i></p> <ul style="list-style-type: none"> Support/advice from ALS Co-Ordinator. Additional adults routinely used to support flexible groupings. Access to targeted small group work with class LSA.. Access to intervention group work with LSA, Learning Mentor . College staff access LA training regarding meeting the needs of students. Access to autism specific termly training and support groups for professionals. Home-College communication book. Time for scheduled meetings with parents on a regular basis. Additional adult (e.g. LSA) for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curriculum activities, College staff access LA training at enhanced level regarding meeting the needs of students with autism approaches. Access to autism specific termly training and autism support group for professionals. College may consult the Specialist Teaching Team or EPS regarding issues relating to Autism.

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<p>SEN Support Plan +</p>	<p>Element 1</p> <p>Likely High Needs Funding depending on level of support needs</p>	<ul style="list-style-type: none"> The YP has identified needs which require additional specific provision or specialist advice E.g. a detailed time limited programme, intervention personalised timetable and/or resource. Student has a diagnosis of Autism or complex social communication needs , requiring some support to access the curriculum. For example, a YP who needs support for learning in core curriculum areas Is able to take part in small groups Has difficulties with the social use of language Has poor understanding of social interactions and friendships Can participate in most aspects of the day but has difficulties in following instructions, classroom routines and maintaining attention to task Displays strong pre-occupations needs support or preparing for changes in routines. The YPs autism could co- exist with other secondary needs. 	<p><i>plus:</i></p> <ul style="list-style-type: none"> Environmental audit using IDP materials or College Access/Equality Strategy. Consideration to Family Plan if appropriate. Risk assessments of tricky situations to inform adaptations incl. educational visits. Specialist assessments e.g. Specialist Teacher , Educational Psychologist,. Individual targets are agreed and monitored following discussion with YP and parents. There is a commitment to developing independence with steps planned and agreed Careful reviewing of needs before transition at key stages e.g. post 16, HE, adult life. Individual Management Plan including: <ul style="list-style-type: none"> Moving and Handling Individual Health Care Plan College visit risk assessment Emergency evacuation LSAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective Behaviour records updated daily and analysed to consider frequency, duration as well as triggers/patterns Close scrutiny of tracking 	<p><i>plus:</i></p> <ul style="list-style-type: none"> Manage access arrangements for internal and external examinations and assessments. Awareness of social and emotional aspects of disability. Established communication strategies to facilitate communication and to assess learning. Use of key-working approaches to ensure the student has a trusted adult to offer support during vulnerable times. Personalised reward systems known to all staff in College who have contact with the student Implemented consistently across the curriculum. Identified daily support to undertake and support the following; <ul style="list-style-type: none"> prepare and make relevant visual supports and structure Write Social Stories, where needed Adapt materials for lesson e.g. chunking work into manageable amounts for the individual student Facilitate alternative recording strategies Including access to ICT equipment where necessary Provide access to visual approaches- e.g. support emotional development e.g. supporting student to recognise and communicate their feelings about the College day Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal for Social Interaction/Communication groups. Access to a differentiated curriculum. Use of equipment to access the curriculum. 	<p><i>plus:</i></p> <ul style="list-style-type: none"> Regular/daily small group teaching of social skills. Peer awareness. In class support is targeted towards the supply of teaching and learning resources. Short term small group and/or individual intervention, to develop specific areas of curriculum access as identified by the subject teacher or educational specialist teacher, following a programme designed or recommended by that professional. Regular/daily small group teaching of social skills. Teaching style adapted to suit student's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities. Personalised timetable introduced in negotiation with student, parents and staff. This may include temporary withdrawal from some activities Access to structured teaching as required. Individualised support to implement recommendations from support services Use of social stories. Personalised curriculum. Individual support for pre and post teaching. 	<p><i>plus:</i></p> <ul style="list-style-type: none"> Time for formal meetings with parents on a regular basis. Time for mentor meetings with the young person with Autism Allocate appropriate accommodation for visiting professionals to work with individual students, taking into account safeguarding issues. Adult intervention targeted at specific curriculum areas or specific social times. College will ensure that key information is passed on at times of transition and, where appropriate, will consult with the specialist teaching team Consult with the specialist teacher for when recruiting staff to work with a named student. Access to low stimulus area for focused tasks e.g. individual workstation. Flexible approaches to the timetable, break times and lunchtimes. Advice from the Specialist Teacher for the individual YP on sensory resources/activities/use of ICT. Loan of sensory materials on trial basis Access to a quiet area for 'chill-out' at times of stress. Close supervision during breaks and lunch. Time for meetings with the Specialist Advisory Inclusion Teacher for Autism Social stories packs Advice on use of ICT to access the curriculum from the Inclusion and Achievement SEND Team. Use of multiagency meetings to co-ordinate involvement of different agencies. Staff will be trained at specialist level in AS

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Education Health and Care Plan EHCP	Element 1 Plus High Needs Funding	<p>The YP has significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals as part of statutory assessment / EHC plan</p> <p>Possibly some complexity of other needs</p> <p>This student has a diagnosis of Autism resulting in behavioural and/or sensory needs, making their learning in a mainstream College environment challenging.</p> <p>For example a student who: <i>Is described in the previous levels plus</i></p> <ul style="list-style-type: none"> has difficulties following instructions, classroom routines and in maintaining attention on task without a high level of adult support and structure experiences significant difficulty responding to adult direction and in social situations may show inappropriate interactions with peers/adults has significant difficulties with social use of language is very rigid and finds it difficult to change routines experiences a high level of anxiety in some College situations Has a high level of sensory intolerances. 	<p>plus:</p> <ul style="list-style-type: none"> Specialist assessments e.g. by Specialist Teacher for Autism , Educational Psychologist, SALT, OT, CAMHS etc. as part of statutory assessment / EHC plan. Risk assessment to identify dangers and need for additional support. Regular multi-agency assessment and/or review of strategies and progress. Review the Plan annually when all agencies are involved in reflection and joint planning in partnership with students and their parents/carers. Individual risk assessments for practical subjects. Specialist assessments e.g. Specialist Teacher for AS Educational Psychologist, SALT, OT. Involvement of educational and non-educational professionals as part of Annual Review. Assessment and advice from CYC specialist teaching team that is updated regularly. Specialist ICT assessments Risk assessment to identify dangers and need for additional support. Transition planning is prioritised. 	<p>plus:</p> <ul style="list-style-type: none"> The class/subject teacher is accountable for the progress of the YP within the mainstream class Identified individual support across the curriculum in an inclusive mainstream setting to provide a personalised learning experience, taking into account the advice within the statement, annual review and advice from agencies. Facilitate production of differentiated materials in accordance with the advice from the specialist teacher for autism. The use of specialist or adapted equipment / software where appropriate to access the curriculum and for communication. Specialised modification of all teaching and learning styles and resources. Opportunities for individual 'checking in' and 'checking out' at beginning and end of session/day to encourage self-monitoring. Student may require Augmented and Alternative Communication (e.g. PECS (Picture Exchange Communication System) to support functional communication. Teaching style and tasks are adapted to suit student's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities. Manage access arrangements for internal and external examinations and assessments. 	<p>plus:</p> <ul style="list-style-type: none"> Individualised support to implement recommendations from support services e.g. AS Support and development Team OT etc. Structured individual programmes. Programmes to develop social interaction and emotional wellbeing, as identified by the IEP/management plan. Advice and assessment of the use of specialist or adapted ICT to access the curriculum. Independent travel training to develop independence skills for the future. Teaching focusing on both learning curriculum and social skills throughout the College day. Targets informed by statutory assessment/EHC plan or Annual Review. Regular/daily small group teaching of social skills. Personalised timetable introduced in negotiation with student, parents and staff. This may include temporary withdrawal from some activities. Access to structured teaching (TEACCH) as required. Personalised literacy and numeracy programmes may be required to address gaps in learning associated with Autism difficulties. Individual support during breaks and lunch. 	<p>plus:</p> <ul style="list-style-type: none"> ALS Co-Ordinator provide support to teacher and LSAs and take responsibility for arranging appropriate specialist CPD and quality assuring the learning experience of the YP Staff training in the use of specialist resources and equipment. High level of multi-agency involvement: 'team around YP, co-ordinate the involvement of a range of agencies, one of whom may fulfil the key worker role. Time to work with the Specialist Teacher for joint planning with the student, family and other professionals. Opportunities for support staff to access specialist training regarding specific disability and their impact on learning and social and emotional wellbeing. Staff to work with small group and/or individual intervention to develop specific areas of the curriculum following a programme designed or recommended by an external agency. Liaison with students, parents and other professionals when determining priorities for individual YP. Work together with the YP, parents and staff to identify priorities for the YP's individual programme of work and to develop and review individualised reward systems and sanctions. Sign post families and Colleges to a range of voluntary and statutory services regarding benefits, access to additional funding for non- educational activities. Opportunities for the student to meet a peer group with autism and adult role models where appropriate. Encourage participation in activities organised by voluntary organizations. Access to mentor systems. Provision of specialist equipment, provide storage and facilitate maintenance Adult support for supervision in the playground, to facilitate social interaction, to develop/maintain attention skills, support to set up equipment, support student's management of it, and establish working routines. Facilitate production of differentiated materials in

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