



AUTISM OUTREACH & LEARNING SUPPORT TEAM

Working Practice Document

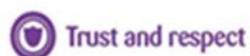
2023/2024

Specialist Teaching Service

Room 600/G20, County Hall, Glenfield, Leicestershire LE3 8RA

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1. Key Facts

- Autism Outreach Team (AOT) and Learning Support Team (LST) are part of Leicestershire's Children & Family Services' Specialist Teaching Service. The Specialist Teaching Service also includes the Hearing Support Team, Vision Support Team and Assistive Technology for Education Support Team (ATfEST).
- The Autism Outreach Team (AOT) are education-based teachers and practitioners who support Leicestershire maintained schools and academies to develop improved understanding of Autism and to identify and implement strategies to support autistic children and young people.
- Early Years support and interventions for autistic children in pre-school settings are completed by the Early Years' Service.
- AOT strongly encourage all schools to maintain an upskilling of their staff and work with AOT to develop an Autism staff training programme. It is recommended that ALL school staff have access to Autism Education Trust's (AET) Making Sense of Autism training at least every 3 years and that Sencos and Senior Leaders use resources such as the AET School Standards and AET's Suite of resources for leaders to evaluate and develop their provision for autistic learners.
- Where schools require pupil-specific support, a referral for AOT involvement can be made where the pupil has a diagnosis of autism.
- AOT provide support to parents and carers through work alongside education settings and the delivery of termly parent workshops. Autism Outreach are unable to complete direct work in the home.
- The Applied Behaviour Analysis (ABA) team is managed within the Autism Outreach Team. This is a small statutory service that provides support for schools to deliver ABA interventions for specific pupils where this is detailed in their EHCP.
- The Learning Support Team provide 2 hours of free Consultation time per year for Leicestershire maintained schools and academies to discuss the learning support needs of the school, provide advice, strategies and signposting. In addition, the team also offer termly training on a wide range of topics related to Maths and Literacy difficulties. This team do not hold a caseload of pupils.

2. Autism Outreach and Learning Support Team Structure



Autism Outreach and Learning Support Team Manager:

Angela Shipley

Angela.Shipley@leics.gov.uk or STS@leics.gov.uk

T: 01163059400

Autism Outreach Team

Senior Teacher: Amy Thorpe

Specialist Advisory Teacher: Ashley Harrison

Specialist Advisory Teacher: David Philippides

Specialist Advisory Teacher: Thea Roberts

Specialist Advisory Teacher: Rita Nagar

Specialist Advisory Teacher: Ali Levy

Specialist Advisory Teacher: Lauren Dyke

Specialist Advisory Teacher: Rebecca Pearson

Specialist Advisory Teacher: Emma Taylor

Specialist Advisory Teacher: Casey Bateman

Lead Practitioner: Simon Wilson

Specialist Practitioner: Sadie Barden-Marshall

Specialist Practitioner: Tessa Woodcock

Specialist Practitioner: Charlotte Hall

Specialist Practitioner: Krishna Jadav

Specialist Practitioner: Rachel Yates

AOT ABA (Applied Behaviour Analysis)

Lead ABA Consultant: Susan McCandless

Assistant Consultant: Leanne Corby and Megan Cunningham

Lead Tutor: Katie Bennett

Learning Support Team

Specialist Advisory Teacher: Charlie Pitt Miller

Specialist Advisory Teacher: Thea Roberts

3. Autism Outreach: Whole School training, advice and support (no referral needed)

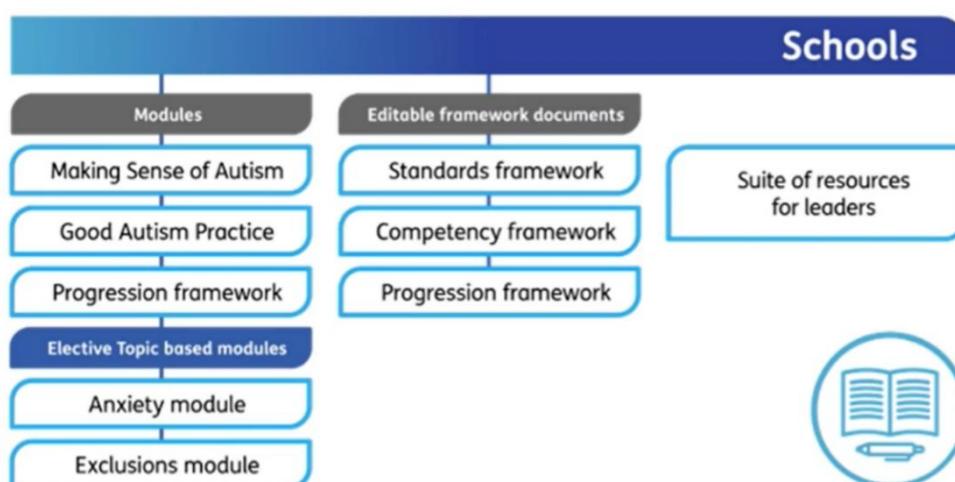
The Autism Outreach Team provides specialist information and advice to support Leicestershire maintained schools and academies schools to meet the needs of autistic pupils.

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Code of Practice 6.59 (2014)

Each Leicestershire maintained school and academy has an allocated Autism Outreach Teacher. Autism Outreach practitioners are also assigned schools. Schools may contact this teacher for general advice, support to develop whole school best practice or cohort approaches to meeting the needs of autistic pupils.

Schools should access an ongoing training programme to ensure their whole school autism practice is refreshed and updated regularly.

Schools Professional Development Programme



Autism Outreach offer a wide range of training packages. Central to this is the Autism Education Trust's tiered training programme.

The Autism Education Trust (AET) is supported by the Department for Education and led by two national autism charities: National Autistic Society and Ambitious about Autism. The AET provides training and resources to increase the confidence and skills of education staff to meet the needs of autistic pupils. AET training and frameworks also enables educational settings to meet their statutory duties including SEND CoP, 2014; Head Teachers Standards, 2020; Teachers Standards, 2011; Ofsted Education Inspection Framework, 2019; Equality Act, 2010.

Leicestershire's Autism Outreach Team is the AET's regional partner for the East Midlands and as such provides training and support to new AET partners across the region and takes a leading role in the redevelopment and updating of AET materials.

AOT provides the full range of AET tiered training, which includes Making Sense of Autism (recommended on a 2-3 yearly basis), Good Autism Practice and the Suite of Resources for Leaders.

In addition, we provide training modules on Anxiety and Exclusions and structured support and guidance to implement the AET Standards, AET Competencies and Progression Framework to allow schools to audit and develop their provision. Visit the AET website [to download these free tools](#)

Schools may be signposted to AET training via AOT staff or may request training directly from either AOT staff or via email at: AOSTraining@leics.gov.uk

Centralised virtual AET training is offered on a termly basis to address the training needs of individuals or smaller numbers of staff in schools (e.g. new staff). Details of this can be found on termly flyers sent to schools or by emailing: AOSTraining@leics.gov.uk

In addition to AET training, Autism Outreach regularly develop and update a range of bespoke training packages to address issues commonly raised by schools and which reflect current issues. These training and intervention packages include topics such as Transition, Anxiety, Diagnosis and approaches to developing Social Communication.

Both AET training and AOT bespoke training and intervention packages delivered by AOT staff will incur a charge. Please contact AOSTraining@leics.gov.uk or your AOT teacher for more details.

Non-Leicestershire maintained schools and academies, including independent schools, can contact AOSTraining@leics.gov.uk for details of training and training charges.

Further to training and intervention packages, Autism Outreach offer a range of other professional development and support opportunities, which can be accessed without the need to make a referral for pupil-specific support.

- Termly 'Strategic Lead Meetings' for Sencos or staff with whole school strategic responsibility for Autism. At these virtual meetings, schools can share best practice, experiences and challenges with colleagues in neighbouring schools. Attendees may also receive AOT/ AET updates, discuss autism specific strategies and explore opportunities for collaborative working.
- Termly 'Link-Up' meetings for LSAs or TAs working 1:1 or providing support to autistic children and young people. At these virtual meetings, practitioners can share best practice, experiences and challenges with colleagues in neighbouring schools. Attendees may also receive updates about training opportunities and discuss autism specific strategies.
- Autism Outreach Team offer all schools access to a 'Communication and Interaction Surgery' to explore the needs of pupils with Communication and Interaction (C&I) needs (who may or may not have a diagnosis of Autism) and to identify strategies to support these pupils. These 45-minute surgeries are open for schools to discuss pupils who may have a diagnosis of Autism (and are not already open to AOT), be on the Neurodevelopmental Pathway or where school may have concerns about the pupil's C&I needs, which may include difficulties with social

understanding and communication, flexibility, information processing and sensory processing.

- Primary and Secondary Inclusion forums are attended by Autism Outreach to ensure that autism specific or communication and interaction advice can also be sought as part of a multi-agency response.

4. Autism Outreach: Pupil-specific advice and support

If pupil-specific support is needed for a child or young person with a diagnosis of autism, then Leicestershire maintained schools and academies can make a referral to Autism Outreach for more focused support.

The decision to refer a pupil to Autism Outreach should be led by the needs of both the pupil and confidence of the school to understand and meet needs. Parental consent is also required.

SEND Code of Practice (2015) states: 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

Not all pupils with a diagnosis of Autism will need to be referred to Autism Outreach. The needs of the pupil may be met by quality first teaching approaches and / or the school may have a high level of confidence and experience in meeting autistic needs.

Making a referral to Autism Outreach

Referral forms can be requested from: AOSReferrals@leics.gov.uk

The referral form has two sections; one to be completed by the school and the other by a parent or carer. Schools must ensure parental/ carer consent has been gained when making a referral.

Evidence of an Autism diagnosis will be required as part of the referral process. This will be the diagnostic letter from a Health professional, who has used ICD-10/DSM-V criteria to assess.

The Referral Meeting

Once the referral has been received and processed, the case will be allocated to a named teacher within the team and the school will be informed. The AOT teacher will liaise with the school's Senco to organise an initial referral meeting at school. This meeting must include parents/carers, the Senco and where possible, other relevant school staff.

The views of the pupil may be obtained prior to or following the meeting (by parents, carers, or school staff).

At the referral meeting, the pupil's strengths and differences will be shared by school and parents, so that an initial understanding of the pupil's profile can be gained. Priorities for Autism Outreach involvement will be identified, and next steps agreed.

Where parents/carers are experiencing difficulties in the home, AOT will work with the school to identify any issues which may be impacting the pupil's responses out of school. However, where the primary area of need is related to challenges in the home, this is likely to result in a recommendation for the school or parent/carer to refer to other services, as AOT is unable to undertake direct work in the home.

Information Sharing

The AOT teacher will take notes during the referral meeting which will be shared to the school. However, it may be useful for the Senco to make their own notes also. It is the school's responsibility to then share these with parents and other relevant staff where appropriate.

Autism Outreach will make notes or complete a report following each subsequent visit or contact with school or pupil. These notes or reports summarise the content of the visit and typically include action points and / or recommendations to school. AOT staff will send a copy of any visit notes or reports to the school or Senco, and it is the school or Senco's responsibility to pass on information to staff and parents / carers.

School and parents/ carers should be aware that Autism Outreach may on occasion share information with professionals from other agencies in support the child or young person (e.g. Health). Parents are asked to identify any persons/agencies with whom they would not want us to share information either now or in the future as part of the parent/carer consent section of the referral form.

For information on why we need personal information and how we will handle it, see the [Fair Processing Notice for Leicestershire County Council SEN Department](#)

4.1 AOT Involvement: Pupil-specific

Following the Referral Meeting, the AOT Teacher (and AOT Practitioner where appropriate) will begin an Assess, Plan, Do, Review cycle of support.

Assess

Information gathered from the pupil, parents/carers and the school at the Referral Meeting will form the first stage of assessment.

In most cases this will be followed by the AOT teacher observing the pupil in the classroom or school environment. This will allow any further needs to be highlighted and priorities for involvement to be identified.

Further assessment of needs may be made through completion of a Sensory Survey (Analysis of Sensory Behaviour Inventory, adapted from Morton, K and Welford, S. Occupational Therapy Resources), Stress Survey (adapted from [The Groden Centre](#)) or other assessment tools.

Pupil views will be gathered if they have not already been shared or if further specific information is needed. In most cases, this work will be completed by a trusted adult in school with AOT support, but may, when needed, be completed by AOT staff.

Plan

AOT teacher will (in collaboration with school and where appropriate, parents/carers) identify areas of work or support to be prioritised. Initial recommendations will be made based on the pupil's main area(s) of need. The nature of Autism Outreach involvement will be agreed, and further dates for involvement set.

The level of AOT involvement will vary according to the needs of the child and the expertise and confidence within the school setting.

Autism Outreach involvement may include advice and support to:

- Help the pupil to understand their diagnosis
- Increase access to learning and the curriculum
- Understand and support communication (how staff communicate with the pupil and ways to support the pupil to communicate)
- Understand and manage sensory regulation
- Develop social communication skills and understanding
- Develop emotional understanding, manage anxieties and support SEMH needs
- Plan and manage transitions
- Increase access to educational and social opportunities
- Develop peer understanding
- Develop and extend whole school autism practice- including accessing training and implementing AET Standards, AET Competencies and Progression Framework

Autism Outreach Specialist Practitioners may work directly with schools where specific work has been identified by the school's Autism Outreach Teacher. Practitioner involvement is likely to have a clear objective and be time limited. It may include the following:

- Delivering training on intervention training packages and then supporting school staff to set up, run and evaluate intervention sessions or groups
- Support to school staff to understand, implement and evaluate specific strategies and recommendations
- Modelling a variety of specific approaches alongside key school staff
- Providing direct support and advice to staff working 1:1 with the pupil

Do

Autism Outreach will provide the above planned involvement through approaches including:

- Collaborative work with Sencos to develop whole school approaches / guidance
- Delivering training
- Provision of information and resources
- Ongoing support and guidance, including modelling of strategies and approaches

- Focused observations and recommendations to review and evaluate strategies and approaches in place
- Establishing and quality assuring intervention sessions or groups.

In most cases, AOT do not directly work with pupils, unless this is part of a modelling approach being used to develop school staff confidence and skills.

Autism Outreach understand that the pupil's teacher and other support staff will be in the most influential position to meet the child or young person's needs on a daily basis and in the longer term. As such, all work undertaken by Autism Outreach aims to develop the confidence, knowledge and skills of staff supporting the pupil and of the wider school. This also helps to build whole school confidence and expertise to support other pupils.

Review (see page 12 for information on Annual Review meetings).

Autism Outreach staff will attend review meetings (in person or virtually) where appropriate, to evaluate the impact of strategies and approaches and to explore any further actions needed.

In order for AOT to attend review meetings, Sencos should invite AOT staff with a minimum of 2 weeks' notice, but earlier advance notice is preferable to ensure attendance.

Where appropriate AOT staff may complete a focused observation of the pupil prior to the meeting to support the school in evaluating progress made.

Other assessment tools or strategies may be repeated to identify progress made from the initial assessment point.

The pupil's views should be either gathered prior to the review meeting or directly by the pupil at the meeting as appropriate. In most cases, the pupil's views work will be completed by a trusted adult in school (with AOT support if needed) but may be completed by AOT staff if required. These views will be used to inform further AOT involvement if required.

Parent/ Carer views will be gathered and shared either prior to the meeting or directly during the meeting. These views will be used to inform further AOT involvement if required.

Ending Autism Outreach Pupil-Specific involvement

When the identified focus of Autism Outreach's involvement has been completed and reviewed, the continued involvement of AOT should be reassessed. In some cases, the pupil may have further areas of need requiring involvement, while in others the pupil may be making good progress in identified areas and school strategies and approaches are effective.

Where the pupil has made sustained progress and there is no role for AOT support, AOT teachers may decide that 'banking' the case may be required. This means that Autism Outreach involvement will cease, but that further pupil-specific involvement can be sought within the following two years without needing to complete a referral.

If Autism Outreach is required again within 2 years of the case being 'banked', then schools can contact their AOT teacher to explain the changes that have taken place

and request AOT re-involvement. This is best in writing via email to enable us to maintain our records. A new referral form will not need to be completed.

In some cases, Autism Outreach pupil-specific involvement will be 'closed'. This is usually where a pupil has moved to a local area Special School or out of county provision or where the case has been 'banked' for two years with no involvement.

4.2 AOT Involvement: when a pupil is not attending school

The Autism Outreach Team provides specialist information and advice to support schools to meet the needs of autistic pupils. Autism Outreach does not provide support in the home. This means that we are unable to start or continue our involvement when a pupil is not attending a school setting.

However, we recognise the importance of early intervention, particularly where the pupil is at risk of non-attendance. Where a pupil is identified as being at increased risk of non-attendance, AOT actions may include:

- Increased level of AOT involvement to review and implement support
- Recommending that the school attends the appropriate Inclusion Forum or contacts the Inclusion Service (Tel: 0116 305 2071 or email: inclusionpupilsupport@leics.gov.uk)

If the pupil is not attending school and does not have an EHCP, the school should seek support from the Inclusion Service. Autism Outreach work closely with the Inclusion Service to provide them with information, advice, strategies, approaches and resources to support autistic children and young people.

Autism Outreach's collaborative working with the Inclusion Service also means that when an autistic pupil is ready to reintegrate back to school, autism-specific strategies and approaches can be planned and implemented. This may include supporting schools to access more strategic support such as Autism training for school staff in preparation for the pupil reintegrating back to school.

If the pupil is not attending school and has an EHCP, then the school should consider a range of actions including making safe and well checks, completing a Multi-Agency referral form (MARF) if there are safeguarding concerns and calling an early review of the EHCP.

4.3 Statutory Advice and advice to SEND Panel

Autism Outreach can provide written advice to contribute to a child's Education and Health Care Plan (EHCP). This advice will assess the impact the child's autism has on their school experience and describe appropriate provision to meet their individual needs. Such advice can contribute to a clearer understanding of an autistic child or young person.

Where schools are requesting Statutory Assessment, School Intervention Funding, or where significant amendments to an existing EHCP is being requested, AOT may share

information about the pupil's needs and strategies directly with SENA to present at a panel.

Annual Review of EHCP

Autism Outreach teachers can attend Annual Reviews when they are actively involved with the pupil and are invited by the school (subject to availability). Where significant change to pupil's provision is to be discussed, schools must invite AOT.

In order for AOT to attend Annual Reviews, Sencos should invite AOT staff with a minimum of 3 weeks' notice, but earlier advance notice enables staff to prioritise attendance. Where the teacher is unable to attend, and appropriate notice has been given, a written report or a summary of recent involvement will be provided.

AOT staff will support schools to evaluate the impact of the provision detailed in the EHCP and consider how the pupil has met their outcomes. AOT may offer recommendations which allow additional provision to be embedded and developed and may also provide further guidance in identifying and meeting pupil outcomes.

4.4 Out of County Arrangements

Please see the table below for out of County arrangements for AOT involvement when children live within Leicestershire but are educated outside of Leicestershire or live outside of Leicestershire and are educated within Leicestershire.

	No EHCP	EHCP
Pupil lives in Leicestershire, but is educated outside of LCC	No involvement from Leicestershire AOT. The pupil's school should seek advice from their local Autism Services. <i>AOT can be commissioned for this work, where capacity allows.</i>	AOT will assume their statutory responsibility and offer support for that pupil. Training to the out of county school can be offered in conjunction with the local area Autism services. <i>(Leicestershire would have written the statutory guidance and thus will seek assurance that the statutory advice is being followed).</i>
Pupil lives outside LCC but is educated in Leicestershire	Support and Involvement from Leicestershire AOT.	The statutory responsibility rests with the Local Authority (LA) in which the child lives. It is the responsibility of that LA to decide if they want to request and fund Leicestershire's AOT involvement

5. Autism Outreach: Offer to Special Schools and Enhanced Resource Provisions

Leicestershire Special Schools and Enhanced Resource Provisions (ERP) attached to mainstream schools have a number of autistic children on roll. As a result, these schools already have a considerable body of understanding and experience of supporting

autistic pupils, so the school's requirements for involvement from Autism Outreach will differ from that required by mainstream schools.

In most cases, if a pupil was on AOT's caseload when attending their mainstream school, AOT involvement will be 'closed' or 'banked' when they move to a special school or ERP. This means that Autism Outreach will no longer have any involvement with the pupil (closed) or that there will be no involvement, but advice can be sought within 2 years without a re-referral (banked).

If pupil-specific support is required, then Autism Outreach can complete joint work with the Special School or Resource base where this is agreed by the school, parents and Autism Outreach.

Leicestershire's Special Schools and ERPs may consult with their link AOT teacher for advice, support and training when required. This allows joint working on high-profile issues and/or other strategic issues such as implementation of the Autism Education Trust's Autism Standards and Competencies, and the Progression Framework. In addition, AOT may complete collaborative projects with Special Schools or ERPs. Such projects would identify mutual areas of priorities/areas of interest and would be co-designed to be of lasting value to both the school and AOT.

6. Working with parents, carers and families

The views of the parents / carers are an integral part of the Referral Form which is completed when a request for pupil-specific Autism Outreach involvement is made. This ensures that parents/ carers are aware of the request for AOT involvement from the start and their views are sought.

Once the referral form has been received and Autism Outreach involvement has been agreed, parents/carers are contacted by letter to inform them of which member of the team will be leading on providing pupil-specific support for their child.

Following this, the AOT teacher will liaise with the school's Senco to organise an initial referral meeting at school. This meeting must include parents/carers, the Senco and where possible, other relevant school staff. At the referral meeting, parents/ carers will be asked to share the pupil's strengths and challenges, so that an initial understanding of the pupil's profile can be gained. Priorities for Autism Outreach involvement will be identified and next steps agreed.

Following the referral meeting, Autism Outreach may meet with parent/carers at review meetings, school meetings to discuss specific issues or areas of need, multi-agency meetings or EHCP Annual reviews.

Where parents/ carers have a query or concern about the support being provided to their child in school, parents should first contact the school to discuss. If appropriate, parents /carers may then request a meeting with the school with AOT staff present to resolve any queries or concerns.

If parents have ongoing concerns about the support their child is receiving in school and do not feel that these concerns are being addressed, then they should contact SENDIASS.

SENDIASS (formerly the Parent Partnership) is an independent service that offers free, confidential and impartial information, advice and support to parents and carers of young people aged 0-25 with special educational needs or disabilities (SEND) as well as young people themselves.

T: 0116 305 5614 Email: sendiass@leics.gov.uk

Autism Outreach are a schools-based service and do not complete any work in the home. Autism Outreach can provide training to Early Help staff, Social Care workers, the Inclusion Service and other professionals who are available to support families in the home. Where parents/ carers identify issues or concerns in the home, AOT can signpost schools and parents to seek advice and support from other services, community groups or sources of information.

Autism Outreach offer limited direct support to parents. This includes:

- Autism Outreach Parent workshops (termly, 2 x two-hour daytime sessions). Please contact AOSTraining@leics.gov.uk for details
- Signposting to sources of support in the Local Authority
- Signposting to local voluntary sector autism societies/support groups
- Limited telephone-based contact with parents/carers, where communication with the child's school has been sought in the first instance

The offer to parents is subject to review of the LLR Neuro-developmental pathway.

7. Leicestershire's Applied Behaviour Analysis (ABA) offer

7.1 What is ABA?

ABA uses the principles of learning and applies them in a highly structured way. The approach involves a focus on the individual, a focus on skills acquisition, providing positive behaviour support and providing the correct level of additional support to develop independence.

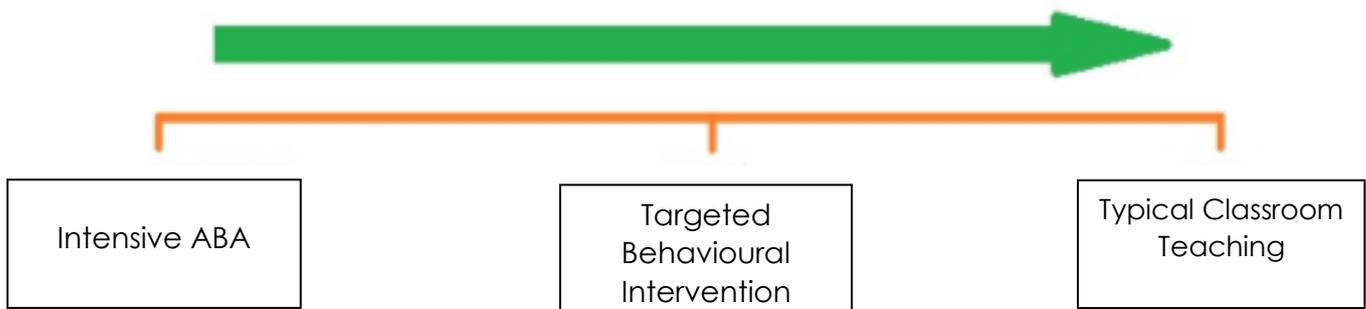
The purpose of ABA is to help the child develop the skills needed to access educational provision, so that they can become more independent and integrate fully into their setting. ABA teaches the child the skills needed for learning and can be applied to develop other skills, such as expected behaviours in the classroom (e.g. supporting a child to request an item instead of demonstrating distress behaviours in order to access the item).

ABA interventions acknowledge the child's differences, individual strengths and challenges, while seeking to decrease the need for more intensive intervention and support the child to access whole class teaching.

Intensive ABA programmes can help children develop skills quickly and efficiently as learning is broken down into small, achievable steps. Each skill is worked on systematically and rewards are used to motivate the child. The child's special interests are used to shape the programme so that engagement and motivation are increased.

Targeted Behavioural Intervention is used for children who would benefit from ABA programmes focusing on a small number of specific skills.

Data is an important part of ABA practice. Data is collected every time a skill is practised, or a particular behaviour occurs. This means that the child's progress can be monitored precisely, and targets can be adjusted as required.



7.2 Leicestershire's ABA Offer

Leicestershire's Applied Behaviour Analysis (ABA) offer consists of an ABA Consultant, two Assistant Consultants (1.0 FTE) and Lead Tutors. This team is employed by Leicestershire County Council, managed by Autism Outreach and funded by SENA.

- ABA programmes are developed by the AOT's ABA staff in conjunction with the school staff.
- All front-line ABA Tutors providing direct support to pupils are employed by the pupil's school.
- AOT's ABA Lead Tutors support front-line ABA tutors in school to develop their understanding and skills in order to gain their ABA tutor qualification (Registered Behaviour Technician – RBT)
- AOT ABA staff only work in school with students and are not involved in children's home-based ABA programmes.

All ABA Tutors in schools hold or are working towards the RBT qualification (unless they hold a higher qualification in ABA). RBT training consists of a 40-hour online course, a practical assessment and exam. All ABA Tutors maintain this qualification throughout their time working with children requiring ABA interventions within Leicestershire schools.

ABA can assist schools in the recruitment of new tutors as required, and the Lead ABA Tutor will train the member of staff. It would be expected that all tutors would have gained an RBT (Registered Behavioural Technician) qualification within the first year of their employment at the school.

7.3 ABA Entry Criteria

All children who have or are to have an ABA programme have an Education, Health and Care Plan (EHCP) with ABA provision named on this document. It is the responsibility of the school, to whom the child is enrolled to, to meet the needs of their students.

The ABA Consultant in conjunction with the Early Years Team (where appropriate) will oversee any requests for ABA involvement. The ABA Consultant will conduct an

assessment meeting with the parents and the school to understand why the referral has been made. An observation will then be conducted in the child's school or nursery to determine the level of difficulty the child has accessing the curriculum in their setting. To consider whether ABA will be included in the child's EHCP, reports of the findings may need to be submitted to the SEND Panel for consideration.

See Leicestershire's ABA policy for further information.

For Pupils attending Mainstream schools, the entry criteria is:

- A diagnosis of autism or agreed primary need of Communication and Interaction difficulties
- Has an EHCP or EHCP needs assessment is in progress
- Parental request for mainstream placement
- Chosen school or nursery feel that the child's needs cannot be met through 32.5 hours support from a teaching assistant
- Support from Early Years, AOT and other agencies has been sought and is required frequently
- A significant learning delay as assessed by an Educational Psychology assessment or by learning levels provided by the school
- Child is in Early Years or Key Stage One
 - or the child has transferred from another local authority
 - or the child did not have the opportunity to access ABA support in Early Years or Key Stage one and there is a significant barrier* to them accessing their current educational arrangement

For Pupils attending Special provisions, the entry criteria is:

- A diagnosis of autism or agreed primary need of Communication and Interaction difficulties
- Has an EHCP or EHCP needs assessment is in progress
- If the child is already at school, they have not made expected progress on school assessment measures
- Child is in Early Years or Key Stage One
 - or the child has transferred from another local authority
 - or the child did not have the opportunity to access ABA support in Early Years or Key Stage One and there is a significant barrier* to them accessing their current educational arrangement

**Significant barriers to pupils accessing their current educational setting may include:*

- *Engagement in an intensity or frequency of distress behaviours that prevents them accessing their current educational arrangement.*
- *Not yet engaging the 'ready to learn skills' that are necessary in order to access their current environment and these skills have not be acquired through typical*

strategies used by the school. ('Ready to learn skills' are assessed via the Essential for Living Essential Eight)

7.4 Requesting ABA Provision

A request for ABA provision may be made as part of an EHCP needs assessment or at an Annual Review (including at an early Annual Review). At these meetings, ABA provision should have been discussed between the school, parents/carers and other agencies involved.

Schools, settings, parents or carers may wish to review further information about Leicestershire's ABA Offer as part of this discussion. Please see below:

- For [Leicestershire's information on Special educational needs and disability](#)
- For information on [Leicestershire's Autism Outreach ABA team](#)
- For ABA Information pack and all other enquiries, please email: aosaba@leics.gov.uk

If it has been agreed to further explore whether ABA provision may be appropriate for the child, then the SENCO should ensure SENA is aware by contacting their locality Case Manager (if they are not present at the above meetings).

The next stage is to complete the ABA referral form. The ABA referral form can be requested at aosaba@leics.gov.uk and the completed form returned to: AOSReferrals@leics.gov.uk

The ABA Lead Consultant in conjunction with the Early Years Team (where appropriate) and with the AOT Manager (where appropriate) will oversee any requests for ABA involvement and review the referral form to check initial eligibility.

If the initial entry criteria is met, then the ABA Lead Consultant will coordinate an assessment meeting with school, parents or carers and other agencies as appropriate. As part of this, the ABA Consultant will complete an observation and make a recommendation as to whether the full eligibility criteria have been met and whether the child would benefit from ABA provision.

If the eligibility criteria are not met and ABA provision is not appropriate for the child's needs, there will be a joint meeting with ABA, Autism Outreach, school and parents or carers to identify next steps of support required.

8. Learning Support Team

The Learning Support Team have two core offers to Leicestershire maintained schools and academies.

- One two-hour free consultation per academic year
- Termly training offer

The Learning Support Team does not offer ongoing support to a caseload of pupils or to parents. Mainstream schools can access direct support for pupils with Cognition and Learning needs through their local area special school.

8.1 Core Offer Consultation

The Learning Support Team offer one two-hour consultation to local authority schools and FE providers in Leicestershire each academic year.

The consultation is carried out by a qualified SpLD (dyslexia) specialist advisory teacher. The purpose is to contribute advice in meeting the needs of children and young people with additional learning needs linked to cognition and learning (e.g. literacy difficulties/dyslexia and or mathematics difficulties/dyscalculia).

There are a number of possible options for using the consultation time:

- To discuss up to three children or young people who have literacy and/or mathematics difficulties including where dyslexia and/or dyscalculia have been identified, and for whom the school or FE provider require some advice to move forward.
- To discuss more generic areas such as dyslexia aware practice, approaches to identification and monitoring of persistent literacy and maths difficulties, intervention strategies etc.
- To 'pool' hours with other schools in order to set up a forum, e.g. within Multi Academy Trusts.

Annual two-hour appointments will be offered to Leicestershire local authority schools/FE providers on a-'surgery'/appointment basis. These are currently online and booked via Eventbrite. Termly flyers are sent to schools to advertise these, alternatively contact LSSCoreOffer@leics.gov.uk for more details.

Following receipt of a request for a Core Offer Consultation via Eventbrite from a school, a calendar appointment for a Teams meeting is sent from STS admin. After the meeting, advice documents are sent to support the discussion.

[Some appointments for forums may be offered back within schools where the advisory teacher will come to your forum to support your discussion. Some appointments for consultations may be held back at County Hall in the future.]

The Eventbrite request process asks for a chosen focus for the Consultation/Forum. If this is to discuss individual children/young people, a parent permission and child background information form is sent out to the school, to be completed, signed and returned prior to consultation. Other relevant information should also be available at time of consultation.

A note of consultation is made and stored in the school file.

A named child note of consultation is stored in the school file and in pupil file.

8.2 Learning Support Training Offer

The Learning Support Team offer termly training on a wide range of topics related to Maths and Literacy difficulties. This training is updated, and new training added to ensure that it reflects best practice, addresses issues commonly raised by schools and reflects current issues.

There is a subsidised charge to Leicestershire maintained schools and academies, to access this training. Non-Leicestershire maintained schools and academies, including independent schools, can contact LSSCoreOffer@leics.gov.uk for details of training and training charges.

Training includes topics such as:

- Persistent Literacy Difficulties and Dyslexia
- Reading – Word Level Intervention
- Spelling with your Ears: Spelling with your Eyes
- Creating Learning Profiles – Dyslexia and Mental Health Part One
- Creating Learning Profiles – Dyslexia and Mental Health Part Two
- Identifying Needs and Evidencing Adjustments
- Maths Learning Difficulties and Dyscalculia

More details of the Learning Support training offer can be requested at: LSSCoreOffer@leics.gov.uk

SPECIALIST TEACHING SERVICE

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