

City of York
Banding Thresholds
October 2018

Communication &
Interaction Difficulties
Autism (including Aspergers)

City of York Banding Thresholds

These Thresholds were developed with reference to the Special Educational Needs and Disability Code of Practice 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (July 2015)

Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:

- ◇ Communication and interaction
- ◇ Cognition and learning
- ◇ Social, emotional and mental health difficulties
- ◇ Sensory and/or physical needs

This Threshold document refers to **Communication and interaction—Autism**

6.29 Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

There are the five key areas which children with autism may experience differences

Social Communication

Differences in understanding and using communication and language, e.g. listening to and understanding instructions, processing verbal information, expressing themselves, making choices, taking part in conversations, understanding tone of voice, facial expression and gestures.

Social Understanding and Interaction

Differences in understanding social behaviour, understanding the impact of their own actions and the feelings of others, playing with others in social or group situations and forming friendships.

Social Imagination, information processing and interest can lead to a strict adherence to routines and rules and/or difficulties in following a sequence within a task or dividing their attention.

Children and young people on the autism spectrum have difficulties in predicting what will happen when a familiar timetable or activity is changed. Conversely, such styles of processing can lead to strengths and abilities in a number of areas (often related to factual memory or areas of interest and motivation).

Sensory processing

Differences in the way sensory information is processed i.e. touch, sight, hearing, smell, taste, vestibular (inner ear) proprioception (understanding where your body is in relation to other objects) can lead to over-sensitivities or under-sensitivities. These can be internal, such as pain, body awareness and hunger or external such as lighting, smells or sounds. It should be noted that sensory sensitivities can lead to extreme levels of stress and anxiety in unfamiliar or over-stimulating environments.

Emotional regulation

Differences in the ability to regulate emotional arousal in order to achieve a goal (e.g. to be in a calm, alert state for learning). This includes recognising, expressing and managing one's own emotions alongside recognising the emotions of others and adapting responses accordingly.

| | DESCRIPTOR COMMUNICATION & INTERACTION / AUTISM | ASSESSMENT AND PLANNING | TEACHING & LEARNING STRATEGIES | CURRICULUM/INTERVENTIONS | RESOURCES (including staffing) |
|----------------------------|--|--|---|--|--|
| 0 Mainstream Element 1 £4k | <p>A Child or Young Person (CYP) who has a very low level of need.</p> <p>Description of need:</p> <p>The CYP may exhibit some of the following characteristics:</p> <p>Social Communication-</p> <ul style="list-style-type: none"> finds social situations confusing; <p>Social Understanding and Interaction</p> <ul style="list-style-type: none"> can be unclear about appropriate responses and how to form relationships with other children shy, quiet or passive in social situations some social isolation e.g. tends to play alone <p>Social Imagination, information processing and interests</p> <ul style="list-style-type: none"> 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 <p>Sensory processing</p> <ul style="list-style-type: none"> low level sensory likes and dislikes. | <ul style="list-style-type: none"> The setting/school is proactive in identifying individual needs and monitors that action is taken Observations by teacher/class TAKS coordinator Early support development journal or other EYFS monitoring/schools key stage 1 to 4 assessments Monitoring of CYP response to positive feedback Assessment for learning Advice and support from the parents Information from the child regarding their opinions and preferred strategies using person centered approaches. The child may also be vulnerable to bullying or have low self-esteem—plans should be made to prevent this | <ul style="list-style-type: none"> The teacher is responsible for the learning and progress of the CYP in the mainstream class with Quality First Teaching meeting the needs of all pupils and includes: <ul style="list-style-type: none"> Flexible grouping arrangements differentiation of activities, materials and questioning Use of visual and auditory and hands on approaches. Use of teaching strategies that develop the independent learning of the CYP Awareness that a CYP may need more time to complete tasks and that equality of access may mean they need to do some things differently Resources and displays that support independence. Environment considerations made to meet needs Consideration to CYP's learning style/characteristics of learning. Clear and positively stated rules and expectations for behaviour are modelled by all adults Visual and practical supports e.g. Visual timetables and lists. Awareness that a CYP may need more time to process language and complete tasks | <ul style="list-style-type: none"> A broad and balanced curriculum is planned for all CYP CYP can learn in a mainstream class/pre school with appropriate differentiation of task and teaching style The setting demonstrates an inclusive ethos that supports the learning and wellbeing of all CYP Social interaction between peers and the wider community of the setting may need to be engineered to bolster self esteem and confidence. Provision of planned sessions to learn and practice social skills during structured activities. The wider curriculum/EYFS promotes positive examples of diversity Anti bullying is routinely addressed and pupils are confident in reporting incidents Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate. School trips which are planned well in advance and take into consideration the needs of the CYP. Other pastoral interventions could include <ul style="list-style-type: none"> Meeting and Greeting Circle Time Peer mentoring Buddy Systems ELSA support Lunch clubs. | <ul style="list-style-type: none"> A regularly updated SEN policy /Local Offer details the effectiveness of the arrangements for SEN in the school. A regularly monitored, reviewed and updated Inclusion policy underpins practice. Employment of additional adults to support the needs of all pupils e.g. mid day supervisors (MSA's), Family Support Worker All staff including TAs and MSAs have up to date job descriptions and are included in whole school appraisal systems. Designated time is allocated to Teaching Assistants for planning and liaison with teachers All staff have received training on SEN and understand how to support with learning difficulties/ additional needs. Staff make use of a wide range of resources, including those produced within the LA, to inform their inclusive practice. <ul style="list-style-type: none"> e.g. <ul style="list-style-type: none"> Communication tool kit Using TAs Effectively Introduction to Autism booklet Using Symbols to Support learning & Communication Other relevant materials. |

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| <p>1 SEN Support Mainstream Element 1 £4K + Element 2-£6k</p> | <p>A CYP who has communication and interaction needs which have a low/mild impact on learning and emotional well being.</p> <p>Description of need: Band 0 plus A CYP who <u>occasionally</u> has difficulty with:</p> <p>Social Communication-</p> <ul style="list-style-type: none"> - Routines and expectations in school - Taking turns - Following adult direction - Managing unstructured/social time -Developing communication skills -Understanding others' communication and language (e.g. listening to and understanding instructions, relying on observation/mimicry of others' communication) - Understanding and using non verbal communication <p>Social Understanding and Interaction</p> <ul style="list-style-type: none"> - Forming relationships /sharing with peers. - Understanding social 'rules' and how these may change in different contexts (e.g. how to behave in different environments with different people) <p>Social Imagination, information processing and interests</p> <ul style="list-style-type: none"> - Changes in routines and settings - Making choices (even when regulated) - Knowing what to do when in difficulty or how to solve a problem - Applying and generalising skills <p>The CYP may have some strong interests / "enthusiasms" but can easily be redirected.</p> <p>Sensory processing</p> <p>A range of sensory preferences e.g. prefers a specific cup, will only eat specific foods, becomes over-stimulated in noisy, busy environments.</p> <p>Emotional regulation</p> <ul style="list-style-type: none"> - Recognising, expressing and regulating own emotions - Recognising others' emotions - Managing anxiety <p>These difficulties occasionally manifest themselves through distressed, ritualistic or withdrawn behaviours. The CYP may have low self esteem.</p> | <p>Parents/carers and CYP voice must be included in all provision planning</p> <p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Observations by SENCO. • SMART targets that are reviewed and updated regularly. • Pupil involved in setting and monitoring their own targets. • Parents involved regularly and know how to support targets at home. • Advice is taken on successful strategies e.g. seating arrangements, position in classroom, preferred learning style. • School trips are planned well in advance and take into consideration the needs of the CYP. | <p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Quality first teaching • Information about the CYP's difficulties is shared with relevant staff, in partnership with parents. • Individual targets agreed and monitored, following discussion with CYP and parents. • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. • Classroom Teaching Assistance (TA) is targeted towards engagement in specific tasks/settings and is not necessarily needed for learning. • Checking pupils understanding of task and recording of work. • Support offered with transitions and to prepare for "unusual" days | <p>All interventions are embedded in the mainstream classroom learning</p> <p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Small group support. Group work to be planned and tailored to meet identified need and includes good role models. • CYP can learn through whole class teaching, needs support when they find the environment difficult or stressful. • Teaching problem solving skills • Learning tasks differentiated by task and outcome to meet individual needs. • Small group support e.g. Circle of Friends, self-esteem group, Socially Speaking. 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 (TEACCH) used in planning • Peer mentoring support. • Supporting CYPs daily planning • Supporting specific areas of difficulty e.g. assembly, RE, PE, out door play, forest schools • Supporting pupil to recognise and communicate their feelings about the school day (emotion rating scale). • Short term small group intervention to develop social skills. • Individual work on recognition and understanding of emotions, including visual supports | <p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Pupil Passport or Pen Portrait • Support/advice from SENCO. • CYP needs are highlighted to all staff with advice on support strategies provided and monitored by the SENCO/Speech & language therapist (SALT) • School staff attend Autism awareness training • Additional adults routinely used to support flexible groupings • Targeted small group work with class TA • Intervention group work with TA, learning mentor or ELSA • Schools refer to LA booklet "Introduction to Autism" for initial guidance and information and staff access training regarding meeting the needs of pupils with autism • Time for scheduled meetings with parents on a regular basis. • Additional adult (e.g. MSA/ TA) for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curriculum activities supervision in the playground |

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| <p>2 SEN Support Mainstream Element 1 £4K + Element 2- £6k</p> | <p>A CYP who has identified communication and interaction needs and often has a diagnosis of autism. Their needs impact on learning and emotional well being. A CYP which requires additional specific provision or specialist advice.</p> <p>A CYP who <u>sometimes</u> has significant difficulty with:</p> <p>Social Communication</p> <ul style="list-style-type: none"> - Managing routines and expectations in the setting - Social use of language (e.g. greetings, initiating or ending a conversation.) - Expressing themselves (e.g. making needs known, making choices, expressing opinions) - Interpreting facial expressions, gesture and tone of voice (e.g. head shaking/nodding) - Being aware of listeners' needs (e.g. talks about own interest extensively) - Understanding social rules (e.g. making socially inappropriate comments or remarks) <p>The CYP may use repetitive words or learnt phrases. The CYP may have good expressive skills which mask difficulties with comprehension. They may have superficially competent social communication skills based on close observation and imitation.</p> <p>Social Understanding and Interaction</p> <ul style="list-style-type: none"> - Developing friendships which may lead to social isolation/risk of bullying - Taking part in small group work independently - Understanding social interactions (e.g. interpreting others' behaviours, language and intentions) which may make them vulnerable to harm and manipulation - Acting appropriately - Using gestures appropriately (e.g. may 'borrow' through observation of others) <p>Being aware of the impact of their language and action on others</p> <p><i>Continued on next page</i></p> | <p>Parents/carers and CYP voice must be included in all provision planning</p> <p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> • Introduction of My Support Plan (MSP) process • Individual targets/outcomes are agreed and monitored with a commitment to developing independence from the earliest time, with steps towards this planned and agreed • TAs 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 • Environmental audit using Autism Education Trust (AET) materials or similar. • Records of the CYP's emotional regulation are updated daily and analysed to consider frequency, duration as well as triggers/patterns e.g. STAR chart, to help understand underlying causes/triggers • Risk assessments of tricky situations to inform adaptations incl. educational visits, emergency evacuation plans, school, swimming • Specialist assessments e.g. Specialist Teacher (if diagnosed), Educational Psychologist, SALT, OT, CAMHS. <p><i>Continued on next page</i></p> | <p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> • Quality first teaching which includes differentiated delivery, content and task offering frequent challenge and success and linked to individual outcomes • Teaching style adapted to suit pupil's learning style e.g. level/pace/volume/amount of teacher talk reduced, practical activities. • Some targeted, high quality support from adults in class which supports engagement in learning and encourages independence from the earliest time • Chunking work into small steps of learning • Awareness of social and emotional aspects of need and focused work to support development of these skills • Established communication strategies to facilitate communication and to assess learning e.g. PECs or visual communication supports as advised by SCERTS, including language script • Personalised motivation systems known to all staff in school who have contact with the pupil, implemented consistently across the curriculum. These are updated regularly to engage and motivate. • Manage access arrangements for internal and external examinations and assessments. <p><i>Continued on next page</i></p> | <p><i>All interventions are embedded in the mainstream classroom learning</i></p> <p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> • Adjusted, flexible timetable introduced in negotiation with pupil, parents and staff e.g. temporary withdrawal from some activities e.g. assemblies, specific lessons. • Time-limited intervention programmes with staff who have knowledge/skills to address specific needs, may include withdrawal for Social Interaction/Communication groups • Individual work around recognition and understanding of emotions, including personalised visual supports and resources/ interventions e.g. 5 Point scale, feelings board, Zones of regulation • Use of key-working approaches/mentor to ensure CYP has rusted adult to offer support for both self & mutual regulation during vulnerable times. • Peer awareness is actively promoted and embedded in every day practice • Detailed time limited intervention programme e.g. Socially Speaking, Lego therapy, musical interaction • Uses individual work station to develop independence, to practice and reinforce learning where appropriate to child and on advise from STT <p><i>Continued on next page</i></p> | <p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> • School staff attend Autism awareness training • Schools refer to LA booklet "Introduction to Autism" for initial guidance and information • MSP may be in place to supplement Pupil Passport or Pen Portrait • Parents/carers signposted to parent/carer groups. • Support for parents/carers through the ASCEND or other parent course via Limetrees/specialist teachers • Settings will ensure that key information is passed on at times of transition • Low stimulus area for focused tasks within a classroom where possible e.g. limited wall covering • Quiet area for 'chill-out' at times of disregulation, away from the classroom • Flexible approaches to the timetable, break and lunch • Advice from the OT and/or Specialist Teacher for the individual CYP on sensory resources/activities/use of ICT. Loan of sensory materials on trial basis. • Allocate appropriate space for visiting professionals to work with individual pupils, taking into account safeguarding issues • Support from Specialist TA's for autism, as advised by Specialist Teachers for autism. <p><i>Continued on next page</i></p> |

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| 2 | <p>A CYP who <u>sometimes</u> has significant difficulty with:</p> <p>Social Imagination, information processing and interests</p> <ul style="list-style-type: none"> - Focussing / maintaining attention and concentration in adult-directed tasks - May be single focussed and find it difficult to switch attention - Finds organisation difficult both of work/tasks and with regard to planning e.g. Packing bag for day ahead - Managing transitions throughout the day and at key times/phases - Making choices (even when regulated) - Using their imagination during play (pretend play may be limited or repetitive) - Separating fantasy from reality (Some CYP may immerse themselves in an elaborate fantasy world) - Knowing what to do when in difficulty - Working out what process needs to be applied to solve a problem (e.g. an unexpected issue) - Applying and generalising skills to different contexts <p>The CYP may have some strong interests / “enthusiasms” but can usually be redirected. These interests may be socially appropriate to their age and gender but more intense than their peers.</p> <p>Sensory processing</p> <ul style="list-style-type: none"> - Sensory modulation— difficulties may impact on social participation, play and engagement in home and setting routines (e.g. busy dining hall) <p>The CYP may be under-responsive to sensory input characterised by muted or delayed responses to daily sensory events which, at times, impacts on learning (e.g. difficulties with writing or drawing due to lack of sensory feedback)</p> <p>The CYP may at times seek sensory input which could be a barrier to social interaction and learning (e.g. over exuberant “rough and tumble” play or tig)</p> <p>The CYP may become over-stimulated by sensory information leading to high levels of stress and anxiety in busy classrooms, unfamiliar or highly-stimulating environments.</p> | <p>(continued)</p> <ul style="list-style-type: none"> • Careful reviewing of needs before transition at key stages e.g. starting pre school, primary, secondary, post 16, adult life. • Consideration to Family Early Help Plan (FEHA) if appropriate | <p>(continued)</p> <ul style="list-style-type: none"> • Identified regular support to undertake 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 - facilitate alternative recording strategies e.g. keyboard for writing if needed. - organising thoughts to start work / task - plan for day ahead (getting the right resources) • Modified and adapted PE lessons as required. • Child able to leave the classroom at regular intervals to self regulate • Sensory and/or movement breaks as needed are embedded as part of child’s school day • ICT equipment as necessary in exams | <p>(continued).</p> <ul style="list-style-type: none"> • Use Autism champion in school to support planning • Short term small group and/or individual intervention, to develop engagement in specific areas of curriculum as identified by the subject teacher or EP/specialist teacher, following a programme designed or recommended by that professional. • Use of specialist interests of CYP to help engage and motivate in lessons • Individual support for pre and post teaching | <p>(continued)</p> <ul style="list-style-type: none"> • Flexibility to provision to provide needed ‘down’ time at periods throughout the day to support regulation of emotions. • “Down’ time at end of day to support transition to home. • Time for formal and informal meetings with parents on a regular basis. • Class teacher team plans with the SENCo • Time for meetings with the Specialist Teacher with Autism, SALT, SENCo, OT |
| | Continued on next page | 7 | | | |

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| 2 | <p>A CYP who <u>sometimes</u> has significant difficulty with:</p> <p>Emotional regulation</p> <ul style="list-style-type: none"> - Recognising, expressing and regulating own emotions - Recognising others' emotions - Managing high levels of anxiety in some school situations; this may be masked in school/setting but displayed at home - Managing high expectations of themselves leading to a fear of engaging in a task/situation (may have strong desire to 'fit in' and actively avoid making mistakes). <p>These difficulties sometimes manifest themselves through distressed, ritualistic or withdrawn behaviours. There may be some masking /camouflaging of differences (typically although not exclusively by girls) to promote social acceptance.</p> <p>The CYP may experience emotions intensely. The CYP may have some difficulties maintaining a positive self image. The CYP may experience low mood.</p> | | | | |

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| <p>3 EHCP Mainstream Element 1 £4K + Element 2- £6k + element 3 (top up funding)</p> | <p>A CYP who has significant and persistent communication and interaction needs and typically has a diagnosis of autism. Their needs are at a high level and impact daily on learning and emotional well being. A CYP who requires long term involvement of educational and non-educational professionals as part of an EHC plan.</p> <p>A CYP who <u>often</u> has significant difficulty with:</p> <p>Social Communication</p> <ul style="list-style-type: none"> - Social use of language (e.g. using non-verbal communication, engaging in conversation) - Acting in socially appropriate ways; comments or remarks may impact on relationships and personal safety - Speech and language; may have limited understanding and use of words - Understanding the perspective of others' and awareness of listener's needs (e.g. assumes prior knowledge of context/topic) despite adult or peer prompts <p>The CYP may use learnt phrases which mask social communication differences.</p> <p>Social Understanding and Interaction</p> <ul style="list-style-type: none"> - Understanding, making, maintaining or repairing friendships (which may lead to low self esteem/feelings of isolation/withdrawal from social groups) - Taking part in paired/group work despite structure and scaffolding - Social understanding which presents as risky behaviours and/or vulnerability to harm and manipulation - Recognising the impact of language and actions on others <p>The CYP may show inappropriate sexual behaviours (e.g. self-soothing in public places)</p> <p><i>Continued on next page</i></p> | <p>Parents/carers and CYP voice must be included in all provision planning</p> <p>Band 0,1 and 2 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 leading to request for EHC plan after two cycles of MSP reviews. These assessments are updated when required • Review of the EHCP annually when all agencies (educational and non educational) are involved in reflection and joint planning in partnership with pupils and their parents/carers. • Regular multi agency assessment and/or review of strategies and progress. • Risk assessment to identify dangers and need for additional support. <p><i>Continued on next page</i></p> | <p>Band 0,1 and 2 plus</p> <ul style="list-style-type: none"> • The class/subject teacher is accountable for the progress of the CYP within the mainstream class • Specialised modification of all teaching and learning; tasks are adapted to suit pupil's learning style e.g. volume/ proximity level/pace/ amount of teacher talk reduced, practical activities. • Teaching focused on both learning curriculum and social skills throughout the school day. Targets are informed by statutory assessment/EHCP or Annual Review. • Agreed flexibility in approach to application of setting's policy which takes into account CYP's triggers and sensory processing profile • Identified individual support across the curriculum in an inclusive mainstream setting to provide a personalised learning experience, taking into account the advice within the EHCP <p><i>Continued on next page</i></p> | <p>All interventions are embedded in the mainstream classroom learning</p> <p>Band 0,1 and 2 plus:</p> <ul style="list-style-type: none"> • Personalised timetable introduced in negotiation with pupil, parents/carers and staff. This may include temporary withdrawal from some activities, alternative curriculum opportunities at KS4 e.g. vocational/college/ supervised work placements, personalised literacy and numeracy programmes (to address gaps in learning associated with autism needs) • Individualised support to implement recommendations from support services e.g. STT, SALT, OT etc. • Programmes developed to include 1:1 and /or group teaching of social communication and interaction skills and emotional regulation as identified in the EHCP • Consideration given to delivery of PSHE to ensure key messages are understood <p><i>Continued on next page</i></p> | <p>Band 0,1 and 2 plus :</p> <ul style="list-style-type: none"> • EHCP will be in place with regular reviews • High level of multi-agency involvement: team around CYP co-ordinate the involvement of a range of agencies, one of whom may fulfill the key worker role. • Support staff regularly attend specialist training regarding autism and impact on learning and social and emotional well being. • 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. • Time to work with the Specialist Teacher for joint planning with the pupil, family and other professionals. • Time for key staff to plan together • SENCOs provide support to teacher and TAs and take responsibility for arranging appropriate specialist CPD and quality assuring the learning experience of CYP • Staff training in the awareness of sensory needs, specialist resources and equipment as well as in the use of PECS and/or augmentative communication • High level of in class adult support to ensure engagement in learning • Regular use of sensory resources to support emotional regulation and attention • Adaptations to environment to provide low arousal/safe space as needed by CYP throughout the day • Specific apps for ipad as advised by Specialist Teacher, SALT <p><i>Continued on next page</i></p> |

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| 3 | <p>A CYP who <u>often</u> has significant difficulty with:</p> <p>Social Imagination, information processing and interests</p> <ul style="list-style-type: none"> - Starting and/or maintaining attention in adult directed tasks - Managing strong pre-occupations - Managing change; can become upset/ distressed (e.g. by changes of adult, routine, peer group, environment) - Transitions throughout the day, which impacts on learning and social and emotional well-being - Choosing an alternative when an option is not available - Problem solving during daily tasks <p>The CYP may have intense interests / “enthusiasms” which interfere with learning or act as a barrier to social interaction. These interests may be socially appropriate to their age and gender.</p> <p>Sensory processing</p> <ul style="list-style-type: none"> - Sensory modulation which impacts on social participation, play and engagement in home and setting routines especially at the start and end of day <p>The CYP may be under-responsive to sensory input characterised by muted or delayed responses to daily sensory events which, at times, impacts on learning (e.g. difficulties with writing or drawing due to lack of sensory feedback)</p> <p>The CYP may regularly seek sensory input which is a barrier to social interaction and learning (e.g. licking, spinning, running, pacing, swinging, flapping hands/arms)</p> <p>The CYP may readily become over-stimulated by sensory information leading to very high levels of stress and anxiety in unfamiliar or stimulating environments.</p> <p><i>Continued on next page</i></p> | <p><i>(continued)</i></p> <ul style="list-style-type: none"> • Transition planning is prioritised (e.g. Rec/Y1, Y6/Y7, Y9, Y11/post-16.). | <p><i>(continued)</i></p> <ul style="list-style-type: none"> • Individual emotional ‘checking in’ and ‘checking out’ at beginning and end of session/day to encourage self - monitoring. • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher for autism or EP • Pupil may require Augmented and Alternative Communication (e.g. PECS (Picture Exchange Communication System) to support functional communication. • Social Communication Emotional Regulation Transactional Support (SCERTS) framework may be used. • Consideration given to appropriate access arrangements for internal and external examinations and assessments • The use of specialist or adapted equipment / software where appropriate to fully engage in learning and for communication | <p><i>(continued)</i></p> <ul style="list-style-type: none"> • Structured 1:1 teaching using TEACCH principle • Movement breaks to support sensory needs • Independent travel training to develop independence skills for the future. • Planned support during breaks and lunch. • Support around understanding diagnosis and what it means to the individual | <p><i>(continued)</i></p> <ul style="list-style-type: none"> • Work together with the child, parents and staff to identify priorities for the child • Sign posting families to a range of voluntary and statutory services regarding benefits, access to additional funding for non-educational activities etc • Planned sessions where pupil meet a peer group with autism and adult role models where appropriate. • Mentor systems such as buddy system • Provision of specialist equipment– e.g. sensory, laptop, Alphasmart , personalised visuals • Adult support to ensure child accesses curriculum • Personalised visual resources to support with self regulation |

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| 3 | <p>A CYP who <u>often</u> has significant difficulty with;</p> <p>Emotional regulation</p> <ul style="list-style-type: none"> - Recognising, expressing and regulating own emotions - Recognising others' emotions - Managing a high level of anxiety in most school situations which may be masked in school/setting but displayed at home - Managing feelings of low mood, low self esteem and/or isolation, 'perfectionism' <p>These difficulties often manifest themselves through distressed, ritualistic or withdrawn behaviours.</p> <p>The CYP may show low emotional resilience and may use harmful coping strategies (e.g. self harm, substance misuse). There may be increasing concern about mental health and well-being.</p> | | | | |

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| <p>4 EHC P Mains stream Element 1 £4K + Element 2- £6k + element 3 (top up fund ing)</p> | <p>A CYP who experiences significant, complex, persistent and enduring difficulties which impact on emotional wellbeing and who is making little or no progress within the curriculum except in specific areas of strength or interest. A CYP who finds routines and expectations very challenging.</p> <p>A CYP in mainstream with a high level of support, who typically has a diagnosis of autism and who <u>frequently</u> has significant difficulty with:</p> <p>Social Communication significantly affecting</p> <ul style="list-style-type: none"> - social participation, play, learning and engagement with peers. - their ability to express themselves, make choices and share their views - their understanding that other adults may be a source of information /support <p>Social Understanding and Interaction</p> <ul style="list-style-type: none"> - Friendships (e.g. may become overly interested/fixated on a specific person) and is often socially isolated -Taking part in paired work without adult direction/a high level of scaffolding -Social understanding which presents as risky behaviours and/or vulnerability to harm and manipulation - Acting appropriately/predictably in social situations (may include sexually inappropriate behaviour) <p>Social Imagination, information processing and interests</p> <ul style="list-style-type: none"> - Balancing their interests with keeping themselves safe/ healthy. - Managing transitions independently (e.g. from one lesson, activity or environment to another) - Choosing between familiar options (even when regulated) <p>The CYP may be distressed by small changes (e.g. a slightly different route to school). The CYP may have intense, highly preoccupying interests/“enthusiasms” which interfere with daily life and are a barrier to social interaction. These interests may be socially appropriate to their age and gender or some may be highly unusual</p> <p><i>Continued on next page</i></p> | <p>Parents/carers and CYP voice must be included in all provision planning</p> <p><i>Bands 1,2 and 3 plus:</i></p> <ul style="list-style-type: none"> • Assessments indicate that needs can only be met with a high level of support in mainstream or in specialist placement such as an ERP • Regularly reviewed risk assessments to consider risks to self and others and suggest strategies to minimise risk • On going involvement of a range of professionals | <p><i>Bands 1,2 and 3 plus:</i></p> <ul style="list-style-type: none"> • Main provision from teacher with support from SENCO and advice from education and non-educational professionals as appropriate • The use of specialist or adapted equipment / software in all lessons to engage fully in the curriculum. • Specialised modification of all teaching and learning styles and resources. • Differentiated materials in accordance with the advice from the specialist teacher. | <p><i>Any interventions are embedded across the timetable</i></p> <p><i>Bands 1,2 and 3 plus:</i></p> <ul style="list-style-type: none"> • A flexible, personalised timetable • High levels of adult support alongside a teacher led individualised curriculum which includes: <ul style="list-style-type: none"> ◊ Specialist teaching for academic learning which allows for challenge and independent work ◊ Disapplication from certain subjects where appropriate. ◊ Targeted work on social communication and interaction, emotional regulation , independence from the earliest time ,life skills ◊ Highly differentiated PHSE e.g. SRE (Sex and Relationship Education). ◊ Exploring their identity and understand their needs/diagnosis | <p><i>Bands 1,2 and 3 plus:</i></p> <ul style="list-style-type: none"> • High levels of specialist support • Skilled TA who has understanding of the implications of autism and how this presents in the individual • Additional individual support in line with risk assessments. • Time for outside agencies to meet frequently to assess progress and plan future targets. • Specialist support, alongside a multi-agency approach is essential. • Advice from other professionals as needed • Family support and intervention e.g. FIRST |

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| 4 | <p>A CYP who <u>frequently</u> has significant difficulty with:</p> <p>Sensory processing The CYP may experience sensory overload which impacts on participation in daily activities. The CYP may be under-responsive to sensory input characterised by very muted or delayed responses to daily sensory events which impacts on safety. The CYP may be seeking sensory input which inhibits daily life and is a barrier to social interaction and learning e.g. head-banging, biting, squeezing (such as squeezing others or squeezing self in to small spaces).</p> <p>Emotional regulation</p> <ul style="list-style-type: none"> - Recognising, expressing and regulating own emotions - Recognising others' emotions - Managing a high level of anxiety coping with the demands of the day (The CYP may be struggling to attend school and may withdraw from social groups / activities) - Managing feelings of low mood, low self esteem and/or isolation, 'perfectionism' - "holding on to" negative feelings (e.g. perceived injustice) which impacts on a range of relationships - Accepting support or interventions which impacts on ability to access learning and social opportunities <p>These difficulties frequently manifest themselves through distressed, ritualistic or withdrawn behaviours which has impact on everyday life.</p> <p>The CYP may have low emotional resilience and may use harmful coping strategies. They may have suicidal thoughts. The CYP may have a recognised mental health difficulty e.g. low mood, anxiety, eating disorder.</p> | 13 | | | |

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| 4b ERP place fundin g | <p>This pupil has complex autism resulting in behavioural and/or sensory needs which can be met centrally at York's Enhanced Resourced Provisions for autism (ERPs).</p> <p>Specialist support, alongside a multi-agency approach is essential.</p> | <p><i>As in band 4</i></p> <p>Completion of assessments as part of the Annual Review process submitted to SENAP and to specialist autism provision</p> | <p><i>As in band 4</i></p> | <p><i>As in band 4</i></p> | <p><i>As in band 4</i></p> <p>Support from highly skilled and experienced staff with appropriate qualifications with a high adult ratio</p> |

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| <p>5 Alt + Spec ial Scho ol £10 K & elem ent3</p> | <p>The CYP experiences complex, frequent and persistent difficulties associated with Autism These may be compounded by other co-existing needs. These needs may have temporarily escalated to Band 5 due to significant life events and will be subject to frequent review.</p> <p>A CYP who is experiencing complex, enduring and persistent difficulties with :</p> <p>Social Communication Social communication needs which significantly impacts on participation in daily life and ability to be independent</p> <p>Social Understanding and Interaction Relationships except with a very small number of preferred adults leading to social isolation Social understanding which significantly impacts on a range of relationships</p> <p>Social Imagination, information processing and interests Starting and/or maintaining attention in adult directed tasks despite additional support All encompassing interests - this can impact on daily functioning, health and well being as well as social interaction Coping with changes e.g. different coloured taxi, object in wrong place Managing transitions e.g. from one lesson, activity or environment to another Choosing between given number of familiar options even when regulated Working out what to do when in difficulty Working out what process needs to be applied to solve a problem e.g. getting changed for PE, starting a familiar task Applying and generalising skills to different contexts</p> <p><i>Continued on next page</i></p> | <p><i>Bands 0,1,2,3 and 4 plus:</i></p> <ul style="list-style-type: none"> • Long term involvement of educational and non-educational professionals as part of Annual review/ /EHCP • Regularly reviewed risk assessments to consider risks to self and others and to clearly state agreed strategies to minimise risk • Completion of assessments for consideration at EHC and/or Joint Panel. • All professionals agree that the pupil's needs can only be met with a bespoke package or within a CYC specialist setting/ enhanced resource | | <p><i>Bands 0,1,2,3 and 4 plus:</i></p> <p>Requires additional staff support to access learning in a specialist setting/ mainstream due to high level of vulnerability presented by the pupil.</p> | <p><i>Bands 0,1,2,3 and 4 plus:</i></p> <ul style="list-style-type: none"> • Requires additional staff (2:1 at times) due to high level of vulnerability presented by the pupil. • Staff have access to regular consultations with support services e.g. SALT, OT, CAMHS. • FIRST likely to be involved at this stage (family Intervention) |

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| 5 | <p>Sensory processing Overwhelmed by sensory inputs affecting participation in daily activities Sensory input - the need to seek sensory input inhibits daily life and is a barrier to social interaction and learning e.g. smearing and self soothing</p> <p>Emotional regulation Recognising others emotions Recognising, expressing and regulating own emotions which may manifest itself through distressed behaviour or fight, flight, freeze behaviours and which has significant impact on everyday life. Self esteem/feelings of isolation which may present with frequent low mood Choice of coping strategies such as self harm, suicidal thoughts, alcohol or drugs Very high levels of anxiety coping with demands of the day Withdrawal from daily life</p> | | | | |
| | FUNDING DESCRIPTOR COMMUNICATION & INTERACTION / AUTISM | ASSESSMENT AND PLANNING | TEACHING & LEARNING STRATEGIES | CURRICULUM/ INTERVENTIONS | RESOURCES (including staffing) |
| 5b Special School specialist class, or package £10K & element 3 | <p>The CYP experiences complex, frequent and persistent difficulties associated with Autism whose placement is fragile despite specialist support and high staffing ratios.</p> <p>The CYP's behaviour is unpredictable severely disrupting the learning of others, and is consistently challenging to highly skilled staff. The pupil is extremely vulnerable and there are safeguarding issues to consider due to acute levels of mental health concerns.</p> <p>The CYP needs a personalised package of support to remain within CYC.</p> <p>Additional staffing, resources or alternative provision.</p> | Band 5 plus | Band 5 plus | <p>Band 5 plus</p> <ul style="list-style-type: none"> Requires additional staff support to access learning in a specialist/alternative setting due to high level of vulnerability presented by the CYP. | Band 5 plus |

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| 6 | Out of area independent specialist provider | All of the above but the CYP has such complex needs in addition to their autism that their needs cannot be met in a setting in York i.e. they attend a non-maintained educational or residential placement (Out of Area). This may also include support for health and social care issues. |
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