

Who is involved?

John Short, a Project Officer within Integrated Services for Learning (ISL) is leading this workstream. John is working with the following members of the group:

Leise Cooper (Parent); **Sally Glossop** (Communication and Autism Team, HCC); **Trevor Orchard** (Head Teacher at Roman Fields School, provider of alternative provision); **Richard Haynes** (Head Teacher of Hobbs Hills Wood Primary School); **Joanne Summers** (Educational Psychologist, HCC); **Helen Booth** (Area Manager, ISL, HCC); **Louise Barrell** (Herts for Learning); **Francesca Ntiamoah** (Springboard Manager North Herts College); **Angela Phipps** (Lead for Early Years SEND, HCC); **Geraint Edwards** (Head of The Priory Secondary School)

Autism Workstream

Why is this work necessary?

Schools, settings and society as a whole are all reporting an increase in the incidence of autism. During 2014-2015 a comprehensive review of Hertfordshire's approach (education) to autism was undertaken. The review provided a set of recommendations regarding improving the identification, approach and support for pupils with autism across all schools, settings and services regardless of whether a formal diagnosis has been given. In addition, the review highlighted the need to work with all stakeholders to ensure that there is a comprehensive and consistent but flexible local authority and DSPL Area partnership approach. This workstream has been set up in response to the review.

Proposed outcomes of the workstream

The overall objective of this workstream is to ensure that local schools, settings and services provide quality provision to meet the needs of all pupils age 0 – 25 with an autism need (with or without a diagnosis and/or an EHC Plan). Specific Objectives:

- The recommendations of the Hertfordshire DSPL Autism Review are incorporated into a framework and approach for all schools and settings to deliver a 'local offer for autism'.
- A flexible continuum of services and the provision of education and support services to ensure that all children and young people with autism, whatever their level of need, are supported appropriately within all mainstream and specialist schools, services and settings.
- A continuum of autism provision is in place across the county to support children, young people (pupils and students) and their parents so that their needs are met as close to home as possible.
- All local schools, , early years settings and colleges working within the developed framework to provide a 'local offer for autism' with an environment delivering appropriate support that meets the needs of children and young people with autism with outcomes that can be measured and show improvement.
- Parents, children and young people, schools and settings have confidence in the County and DSPL Area approach to meeting the needs of all children and young people with autism.
- A clear and comprehensive 'local offer for autism' provides a clear overview of the services available (and how to access them) to support children, young people and their families who have autism.
- Develop an evaluation tool to assess the quality of the local offer for autism in all schools and settings.

Overall workstream objectives

- Respond to the review of educational provision for children and young people with autism
- Develop an Autism Strategy and a clear local offer of services
- Deliver high quality provision and services in each Area to meet the needs of children

What work will be done?

Ref	Activity	End Date
Outcome 1: A framework and approach for all schools and settings to deliver a 'local offer for autism'		
1.1	Develop a comprehensive autism work plan based on the recommendations of the 2014/15 autism review.	December 2015
1.2	Establish an autism workstream group and broader reference group/pool of task and finish group members	December 2015
1.3	Consult with parents, professionals, early years, schools and settings, colleges and partner agencies regarding the autism review, service requirements and development options <ul style="list-style-type: none"> Countywide DSPL Area Individual schools and setting 	Ongoing
Outcome 2: A continuum of education and support services that ensures that pupils with low, medium and high needs are supported appropriately within local/all mainstream and specialist schools, services and settings.		
2.2	Establish the roles, responsibility and expectations of the autism lead – DSPL area, early years setting, school and college.	March 2016
2.3	Identify an autism lead in each DSPL area, early years setting, school and college.	April 2016
2.4	Develop an offer of resources, training and support to all early years provisions, schools and settings including colleges, and parents along the lines of the AET/NAS materials.	April 2016
2.5	Measure the percentage of early years provisions, schools and settings, colleges who are trained in the use of approved materials and autism friendly approaches.	July 2016
Outcome 3: Development of a Hertfordshire autism assessment/diagnosis framework and offer		
3.1	Develop a document setting out the autism assessment, diagnosis and support framework	April 2016
3.2	Hertfordshire 'local offer for autism' – clear information is available about the services and support available to address the needs of children, young people and families with an autism need	May 2016
3.3	Agree as part of the programme communications strategy the best way to keep all stakeholders informed of progress of the autism workstream, e.g. consultation sessions, newsletter and DVD regarding understanding of the 'local offer for autism' and support available, also how to involve and gather the views of pupils, families and professionals	April 2016 Phase one - Ongoing
3.4	Develop an evaluation tool in line with the 'SEND Strategy Outcomes Framework' to measure that all local schools, settings, early years settings and colleges are working to improve a 'local offer for autism'.	Ongoing
Outcome 4: Develop a local framework to ensure resources are most effectively deployed in order to meet the needs of pupils with autism at level 2 & 3 (autism review levels) i.e. pupils with the most complex needs		
4.1	Review all pupils with ASD as a primary need going to a non-maintained / independent school and as a result of a tribunal decision – analyse what would have kept them local	May 2016
4.2	Develop a Countywide and DSPL Area mechanism to identify all pupils at risk of school/setting placement breakdown and a system to respond and meet need – 'rapid response'.	March 2017
4.3	Analyse provision, need and current resources regarding meeting the needs of pupils with autism at level 2 & 3 with a view to adapting existing provision and developing a model of alternative provision to keep pupils with the most complex needs local	July 2017