Autistic Spectrum Disorder (including Asperger's)-

Graduation, Adjustments, Best Endeavours and Indicative Funding

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 document refers to Communication and interaction- Specifically Autistic Spectrum Disorder (including Asperger's)

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.

- **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 interests** 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
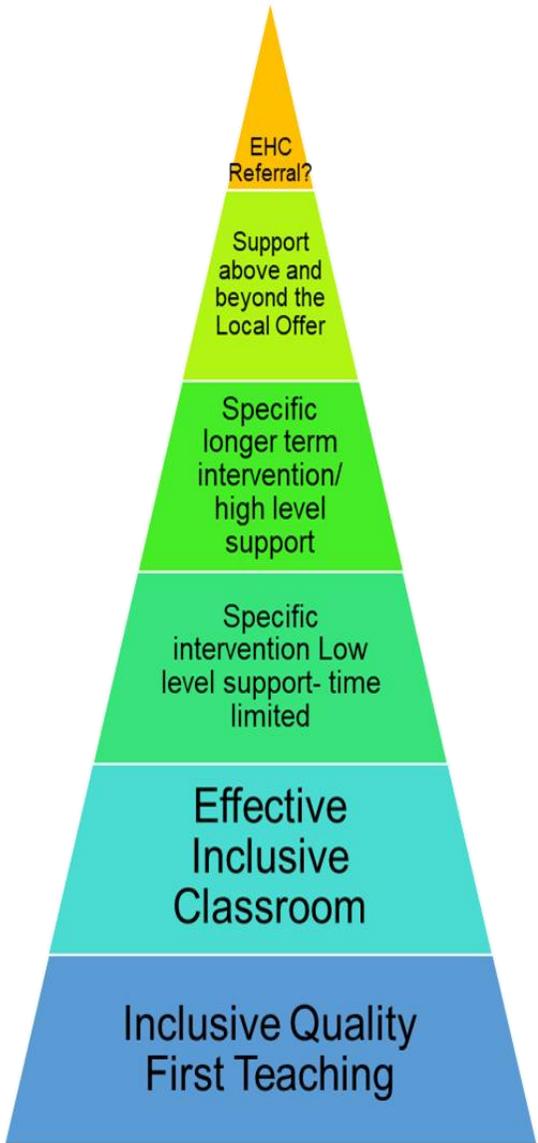
North Tyneside Pledges

Pledge 1: Intervene early with evidence based, family focussed services

Pledge 2: Work in partnership to keep children in school

Pledge 3: Keep them safe at home and connected to their local communities

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ASD- Graduation, Adjustments, Best Endeavours and Indicative Funding

Level of Adaptation/Adjustment	General Descriptor at Each Level					

Pyramid (top to bottom):
- EHC Referral?
- Support above and beyond the Local Offer
- Specific longer term intervention/ high level support
- Specific intervention Low level support- time limited
- Effective Inclusive Classroom
- Inclusive Quality First Teaching

	Social Communication	Social Understanding and Interaction	Social Imagination, information processing and interests	Sensory processing	Emotional regulation
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. A CYP who sometimes has significant difficulty with:	**Social Communication** - Managing routines and expectations in the setting - Social use of language - Expressing themselves - Interpreting facial expressions, gesture and tone of voice - Being aware of listeners' needs- Understanding social rules 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.	**Social Understanding and Interaction** - 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) Being aware of the impact of their language and action on others	**Social Imagination, information processing and interests** - 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 - Managing transitions throughout the day and at key times/phases - Making choices - Using their imagination during play - Separating fantasy from reality - Knowing what to do when in difficulty - Working out what process needs to be applied to solve a problem - Applying and generalising skills to different contexts The CYP may have some strong interests / "enthusiasms" but can usually be redirected.	**Sensory processing - Sensory modulation**— difficulties may impact on social participation, play and engagement in home and setting routines 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 The CYP may at times seek sensory input which could be a barrier to social interaction and learning 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.	**Emotional regulation** - 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. These difficulties sometimes manifest themselves through distressed, ritualistic or withdrawn behaviours. There may be some masking /camouflaging of differences to promote social acceptance. The CYP may experience emotions intensely. The CYP may have some difficulties maintaining a positive self-image. The CYP may experience low mood.
A CYP who has communication and interaction needs which have a low/mild impact on learning and emotional well-being. CYP who occasionally has difficulty with:	**Social Communication**- 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	**Social Understanding and Interaction** - 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)	**Social Imagination, information processing and interests** - 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 The CYP may have some strong interests / "enthusiasms" but can easily be redirected.	**Sensory processing** - A range of sensory preferences e.g. prefers a specific cup, will only eat specific foods, becomes over-stimulated in noisy, busy environments.	**Emotional regulation** - Recognising, expressing and regulating own emotions - Recognising others' emotions - Managing anxiety These difficulties occasionally manifest themselves through distressed, ritualistic or withdrawn behaviours. The CYP may have low self-esteem.
A Child or Young Person (CYP) who has a very low level of need. The CYP may exhibit some of the following characteristics:	**Social Communication**- finds social situations confusing;	**Social Understanding and Interaction**- 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	**Social Imagination, information processing and interests** - likes to follow own interests rather than accept direction, displays a strong interest in a subject, tends to seek repetitive actions or routines	**Sensory processing** - low level sensory likes and dislikes.	**Emotional regulation**- Recognising, expressing and regulating own emotions - Recognising others' emotions

The CYP is working generally within or above age-related expectations or is making good progress from relative starting point

ASD- Graduation, Adjustments, Best Endeavours and Indicative Funding

Level of Indicative Funding

- **EHCP**
- Up to £4000 additional funding
- Up to £800[0] [a]dditional funding
- Up to £12000 add[ition]al funding
- Up to £18000 additiona[l fun]ding
- Up to £20000 additional funding
- Bespoke Package

(Diagonal stamp over funding levels: "TO BE AGREED")

General Descriptor at Each Level

	Social Communication	Social Understanding and Interaction	Social Imagination, information processing and interests	Sensory processing	Emotional regulation
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. A CYP who often has significant difficulty with: .	**Social Communication - Social use of language** (e.g. using nonverbal 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 despite adult or peer prompts The CYP may use learnt phrases which mask social communication differences	**Social Understanding and Interaction** - 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 The CYP may show inappropriate sexual behaviours	**Social Imagination, information processing and interests** - Starting and/or maintaining attention in adult directed tasks - Managing strong pre-occupations - Managing change; can become upset/ distressed - 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 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.	**Sensory processing - Sensory** modulation which impacts on social participation, play and engagement in home and setting routines especially at the start and end of day 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 The CYP may regularly seek sensory input which is a barrier to social interaction and learning The CYP may readily become overstimulated by sensory information leading to very high levels of stress and anxiety in unfamiliar or stimulating environments	**Emotional regulation -** 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' These difficulties often manifest themselves through distressed, ritualistic or withdrawn behaviours. 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.
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. A CYP in mainstream with a high level of support, who typically has a diagnosis of autism and who frequently has significant difficulty with:	**Social Communication** significantly affecting - 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	**Social Understanding and Interaction** - 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)	**Social Imagination, information processing and interests** - 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) 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	**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. headbanging, biting, squeezing (such as squeezing others or squeezing self in to small spaces).	**Emotional regulation** - Recognising, expressing and regulating own emotions - Recognising others' emotions - Managing a high level of anxiety coping with the demands of the day-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 . These difficulties frequently manifest themselves through distressed, ritualistic or withdrawn behaviours which has impact on everyday life. 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.
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. A CYP who is experiencing complex, enduring and persistent difficulties with :	**Social Communication** Social communication needs which significantly impacts on participation in daily life and ability to be independent	**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	**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 context	**Sensory processing** Overwhelmed by sensory inputs affecting participation in daily activities Sensory input - the need to seek sensory input which inhibits daily life and is a barrier to social interaction and learning e.g. smearing and self-soothing	**Emotional regulation** Recognising other 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
The CYP experiences complex, frequent and persistent difficulties associated with Autism whose placement is fragile despite specialist support and high staffing ratios. 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. The CYP needs a personalised package of support.					
All the above but the CYP has such complex needs in addition to their autism that their needs cannot be met in a setting in North Tyneside 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.					

ASD- Graduation, Adjustments, Best Endeavours and Indicative Funding

Effective Inclusive Classroom				
General Descriptor	**Assessment and Planning**	**Teaching and Learning**	**Curriculum Approaches**	**Resources (including staffing)**

A Child or Young Person (CYP) who has a very low level of need.
The CYP may exhibit some of the following characteristics:
Social Communication
• finds social situations confusing;
Social Understanding and Interaction
• 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
Social Imagination, information processing and interests
• likes to follow own interests rather than accept direction.
• displays a strong interest in a subject.
• tends to seek repetitive actions or routines
Sensory processing
• low level sensory likes and dislikes.
Emotional Regulation
• Recognising, expressing and regulating own emotions - Recognising others' emotions
	• The setting/school is proactive in identifying individual needs and monitors that action is taken
	• Observations by teacher/ class TA/KS 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 centred approaches.
	• The child may also be vulnerable to bullying or have low self-esteem—plans should be made to prevent this
		• 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:
		  o Flexible grouping arrangements
		  o differentiation of activities, materials and questioning
		  o Use of visual and auditory and hands on approaches.
		  o 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 task
			• CYP can learn in a mainstream class/preschool 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
			• Provision of an inclusive PE curriculum
			• School trips which are planned well in advance and take into consideration the needs of the CYP.
			• Other pastoral interventions could include - Meeting and Greeting - Circle Time - Peer mentoring - Buddy Systems - Lunch clubs.
				• 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.
				• Allocation of additional adults to support the needs of all pupils
				• All staff including 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

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Time Limited Intervention or Low-Level Support				
General Descriptor	**Assessment and Planning**	**Teaching and Learning**	**Curriculum Approaches**	**Resources (including staffing)**
A CYP who has communication and interaction needs which have a low/mild impact on learning and emotional well-being. CYP who occasionally has difficulty with: **Social Communication-** 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 **Social Understanding and Interaction** - 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) **Social Imagination, information processing and interests** - 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 The CYP may have some strong interests / "enthusiasms" but can easily be redirected. **Sensory processing** - A range of sensory preferences e.g. prefers a specific cup, will only eat specific foods, becomes over-stimulated in noisy, busy environments. **Emotional regulation** - Recognising, expressing and regulating own emotions - Recognising others' emotions - Managing anxiety These difficulties occasionally manifest themselves through distressed, ritualistic or withdrawn behaviours. The CYP may have low self-esteem.	• Observations by SENCO. • SMART outcomes that is 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.	• Quality first teaching • Information about the CYP's difficulties is shared with relevant staff, in partnership with parents. • Individual outcomes 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	• Limited 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 used in planning • Peer mentoring support. • Supporting CYPs daily planning • Supporting specific areas of difficulty e.g. assembly, RE, PE, outdoor 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	• 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) or LCT • School staff attend Autism awareness training • Additional adults routinely used to support flexible groupings • Targeted small group work with class TA • Intervention group work • Time for scheduled meetings with parents on a regular basis. • Additional adult for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curriculum activities supervision in the playground

ASD- Graduation, Adjustments, Best Endeavours and Indicative Funding

Intervention/High level Intervention- Including Support Above and Beyond the Local Offer				
General Descriptor	**Assessment and Planning**	**Teaching and Learning**	**Curriculum Approaches**	**Resources (including staffing)**
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. A CYP who sometimes has significant difficulty with:

Social Communication - Managing routines and expectations in the setting - Social use of language - Expressing themselves - Interpreting facial expressions, gesture and tone of voice - Being aware of listeners' needs- Understanding social rules 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.

Social Understanding and Interaction - 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) Being aware of the impact of their language and action on others

Social Imagination, information processing and interests - 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 - Managing transitions throughout the day and at key times/phases - Making choices - Using their imagination during play - Separating fantasy from reality - Knowing what to do when in difficulty - Working out what process needs to be applied to solve a problem - Applying and generalising skills to different contexts The CYP may have some strong interests / "enthusiasms" but can usually be redirected.

Sensory processing - Sensory modulation— difficulties may impact on social participation, play and engagement in home and setting routines 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 The CYP may at times seek sensory input which could be a barrier to social interaction and learning 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.

Emotional regulation - 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. These difficulties sometimes manifest themselves through distressed, ritualistic or withdrawn behaviours. There may be some masking /camouflaging of differences to promote social acceptance. The CYP may experience emotions intensely. The CYP may have some difficulties maintaining a positive self-image. The CYP may experience low mood. | • 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. LCT, Educational Psychologist, SALT, OT, CAMHS.
• Careful reviewing of needs before transition at key stages e.g. starting preschool, primary, secondary, post 16, adult life.
• Consideration to Early Help if appropriate
• Manage access arrangements for internal and external examinations and assessments. | • 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
• Personalised motivation systems known to all staff in school who have contact with the pupil, implemented consistently across the curriculum.
• Identified regular support to undertake the following:
  o prepare and make relevant visual supports and structure
  o write Social Stories, where needed
  o adapt materials for lesson
  o facilitate alternative recording strategies e.g. keyboard for writing if needed.
  o organising thoughts to start work / task- plan for day ahead (getting the right resources)
• Modified and adapted PE lessons as required.
• CYP 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 | • 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 CYP
• 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 | • School staff attend Autism awareness training
• Additional information may be in place to supplement Pupil Passport or Pen Portrait
• Parents/carers signposted to parent/carer groups.
• Support for parents/carers appropriate training
• 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. Allocate appropriate space for visiting professionals to work with individual pupils, considering safeguarding issues
• Support from LCT
• 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 |

ASD- Graduation, Adjustments, Best Endeavours and Indicative Funding

Education, Health and Care Plan (additional funding up to £8,000)				
General Descriptor	**Assessment and Planning**	**Teaching and Learning**	**Curriculum Approaches**	**Resources (including staffing)**
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. A CYP who often has significant difficulty with: . **Social Communication - Social use of language** (e.g. using nonverbal 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 despite adult or peer prompts The CYP may use learnt phrases which mask social communication differences **Social Understanding and Interaction** - 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 The CYP may show inappropriate sexual behaviours **Social Imagination, information processing and interests** - Starting and/or maintaining attention in adult directed tasks - Managing strong pre-occupations - Managing change; can become upset/ distressed - 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 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. **Sensory processing - Sensory** modulation which impacts on social participation, play and engagement in home and setting routines especially at the start and end of day 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 The CYP may regularly seek sensory input which is a barrier to social interaction and learning The CYP may readily become overstimulated by sensory information leading to very high levels of stress and anxiety in unfamiliar or stimulating environments **Emotional regulation -** 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' These difficulties often manifest themselves through distressed, ritualistic or withdrawn behaviours. 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.	• Specialist assessments e.g. by LCT , Educational Psychologist, SALT, OT, CAMHS etc possibly as part of statutory assessment leading to request for EHC plan. • These assessments are updated when required • Review of the outcomes regularly and where possible 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 • Transition planning is prioritised • Consideration given to appropriate access arrangements for internal and external examinations and assessments	• The class/subject teacher is accountable for the progress of the CYP • 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 considers CYP's triggers and sensory processing profile • Identified individual support across the curriculum in an inclusive mainstream setting to provide a personalised learning experience, considering the advice within the EHCP • 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 LCT 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. • The use of specialist or adapted equipment / software where appropriate to fully engage in learning and for communication	• 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. LCT, 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 • Structured teaching using, for example, 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	• Multi-agency involvement: team around CYP co-ordinate the involvement of a range of agencies, one of whom may fulfil 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 LCT as appropriate 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 • 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 • 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, personalised visuals • Adult support to ensure child accesses curriculum • Personalised visual resources to support with self-regulation

ASD- Graduation, Adjustments, Best Endeavours and Indicative Funding

Education, Health and Care Plan (additional funding up to £12,000)				
General Descriptor	**Assessment and Planning**	**Teaching and Learning**	**Curriculum Approaches**	**Resources (including staffing)**

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. A CYP in mainstream with a high level of support, who typically has a diagnosis of autism and who frequently has significant difficulty with:
 	
Social Communication significantly affecting - 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
 	
Social Understanding and Interaction - 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)
 	
Social Imagination, information processing and interests - 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) 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
 	
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. headbanging, biting, squeezing (such as squeezing others or squeezing self in to small spaces).
 	
Emotional regulation - Recognising, expressing and regulating own emotions - Recognising others' emotions - Managing a high level of anxiety coping with the demands of the day-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 . These difficulties frequently manifest themselves through distressed, ritualistic or withdrawn behaviours which has impact on everyday life. 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.
	• Assessments indicate that needs can only be met with a high level of support
	• Regularly reviewed risk assessments to consider risks to self and others and suggest strategies to minimise risk
	• Ongoing involvement of a range of professionals
		• 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
			• A flexible, personalised timetable
			• High levels of adult support alongside a teacher led individualised curriculum which includes:
			  o Specialist teaching for academic learning which allows for challenge and independent work
			  o Disapplication from certain subjects where appropriate.
			  o 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
				• High levels of specialist support
				• Skilled TA who understands 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

ASD- Graduation, Adjustments, Best Endeavours and Indicative Funding

Education, Health and Care Plan (additional funding up to £20,000)				
General Descriptor	**Assessment and Planning**	**Teaching and Learning**	**Curriculum Approaches**	**Resources (including staffing)**
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. A CYP who is experiencing complex, enduring and persistent difficulties with : **Social Communication Social** communication needs which significantly impacts on participation in daily life and ability to be independent **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 **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 context **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 **Emotional regulation** Recognising other 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	• 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	• As detailed above.	• Requires additional staff support to access learning in a specialist setting/ mainstream due to high level of vulnerability presented by the pupil.	• 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.

ASD- Graduation, Adjustments, Best Endeavours and Indicative Funding

EHCP Bespoke Package Education, Health and Care Plan (additional funding over £20,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
- The CYP experiences complex, frequent and persistent difficulties associated with Autism whose placement is fragile despite specialist support and high staffing ratios. - 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. - The CYP needs a personalised package of support. - The CYP may need a bespoke package within North Tyneside or with an external provider. This should be clearly detailed and based on evidence-based approaches. - Provision may be needed within a non-maintained educational or residential placement (Out of Area). This may include provision for identified Health and Social Care needs, including therapeutic input from specialists. Cases will be known to the Local Authority and subject to joint commissioning arrangements via Joint Panel.				