



Communication and Interaction Team

Supporting Autism and Developmental Language Disorder



Myth busting



NO diagnosis of Autism or Developmental Language Disorder (DLD) required to gain support, advice and guidance from the C&I Team!

C&I/SEMH Locality models

AREA	NORTH	SOUTH	EAST/MID CENTRAL
Language and DLD	Sarah Clarke	Lucy Bomford	Laura O'Shea
ASD	Laura Matthews	Rob Good	Helen Mewse Alison Cann
SEMH	Lisa Wallis-Reep Jan Wildbore-Urwin	Linda Wilmott Andy Simpson	Anthony Boulton Graham Fisher Alice Behan Gemma Ridge

September 2024

AREA	NORTH	SOUTH	CENTRAL/EAST	CENTRAL/MID
Language and DLD	Sarah Clarke	Lucy Bomford	Laura O'Shea	Victoria Norrish
ASD	Laura Matthews	Rob Good	Helen Mewse	Alison Cann
SEMH	Lisa Wallis-Reep Jan Wildbore-Urwin	Linda Wilmott Andy Simpson	Graham Fisher Gemma Ridge	Anthony Boulton Alice Behan

C and I Team Early Years

Kevin Jones - Early Years Advisor

Lucy Pittard (SSA)

Sapphire Barker (SSA)

Kate Collier (SSA)

Which pupils?

Those at SEND support level (K) with no plans for an EHCP request.

Prime area of need C and I and/or SEMH.

• Where do the SSA's work?

- Primary & Secondary, Maintained & Academy, across all localities.

What do the SSA's do?

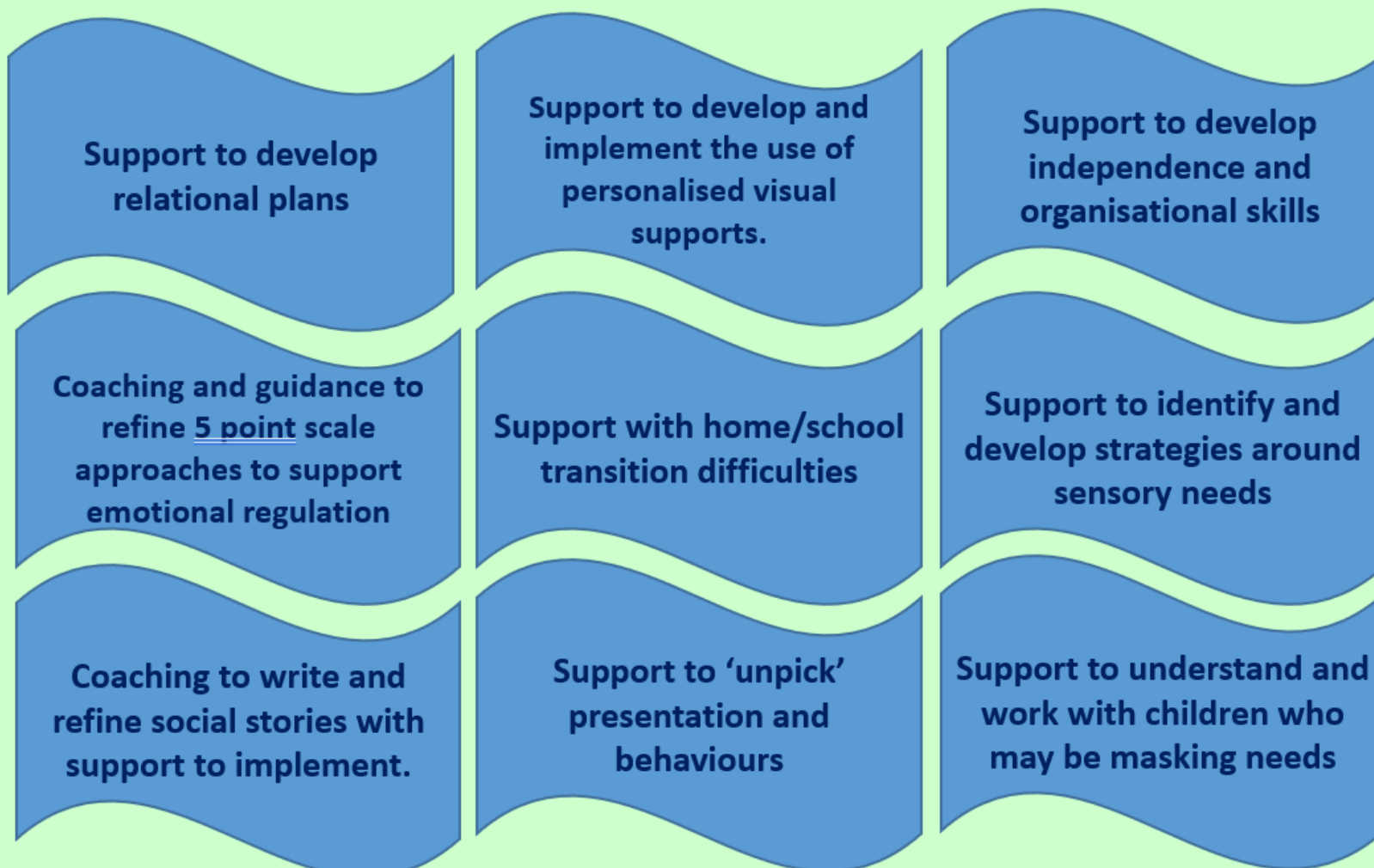
Work in schools, alongside staff and learners on clearly defined focus areas. Pupil-led support through observation, modelling, coaching, sharing strategies for at least 2 sessions per week, over an initial 6-week period.

With what aim?

To increase capacity within mainstream schools for supporting learners without the need to escalate to a statutory plan.

To increase and develop staff confidence to meet needs at SEN Support level.

What does this support look like 'on the ground'



What difference is it making to our children?

I like my 5 point scale because it helps me know where I am with my feelings. I have not been at 5 at all, most of the time in school I think I am in 1 or 2...I really like my social stories because they are all about me.... When I earned 22 stickers in the same week I got extra play time for the whole class, and this made me feel proud. (Primary Pupil)

I think I have I have enjoyed most things I did with XXX. I will use my lap top when I am asked to. I like going to the AS room every lunchtime. Home work is better depending on the work. I like being form Captain. I am really enjoying English. I will use my breathing. (Secondary Pupil)

It has really helped ...as I am a bit more confident in using my cards. I really struggle telling people what has happened after an argument so sometimes save it up for home which I shouldn't. I feel calmer.... I don't save up my feelings and explode with anger with Mum that often. (Primary Pupil)

I feel better about playing with my friends and I can tell Miss XXX if I need help. (Primary Pupil)

What difference is it making to staff in schools?

- One thing that has been a huge support has been to have someone to talk to...she has often offered advice or just agreed with my own concerns which is a great help.... Working with xxxhas been nothing but positive and I thank you for all the support you have given (Primary Teacher)

The new teaching staff have taken all the recommendation elements on board and grown their knowledge of CYP. xx has been fabulous and it has been amazing for her to model these strategies – from schools point of view xxx’s support has been great and both the staff and CYP have really benefitted. (Primary SENDCo)

I have noticed a change in her ability to understand some emotions from other children and why they have acted a certain way... the time it takes for her to notice has become quicker, which is great progress for her. The resources have helped me in class to communicate with her and other children, and helped her to realise which emotion she is feeling. (Primary Teacher)

This is helping to build capacity within the school staff by giving some support to young people who ordinarily would not have benefitted from this with our small SEND team. It has enabled the SSA to dig deeper into the issues that the young person faces in school and feedback their observations....their observations can be shared with the staff team and strategies suggested and implemented. (Secondary SENDCo)

Cont..

- It has been really useful having XXX come in every week. It has been useful that she has been able to give more confidence to XXX TAs so they have been surer about challenging him and keeping him on task. (Secondary SENDCo)

The SSA has modelled approaches to the two classroom TA's and they have been able to follow / incorporate these, including adapting approaches to support other pupils with C&I needs. XXXX is not coming into school late so often; if he has come in late he has been able to explain why and how this makes him feel – this is significant progress...this input has had a very positive impact for XXXX together with other pupils with C&I needs. (Primary SENDCo)

“The social stories and self-regulation strategies which have been modelled with XXXX have been very helpful in supporting her to become more independent and to engage more in learning, and she is beginning to her self-regulation strategies....She is now engaging more in her learning and responding well to her reward system” (Primary Class Teacher)

To summarise:

- Team of 10 SSAs (maximum)
- Working at SEND support level only (K on SEND register)
- Focus is to support pupils whose needs should be met at SEN support level without the need for a statutory assessment.
- Cases delegated by C&I + SEMH advisory teachers
- Worked with over 180 pupils to this point - vast majority remain at SEN support level

****Not a separate referral or request (part of SEND Support offer)****

Thank you

Any questions?