



## **ASD Outreach Service**

### **Guide to abbreviations**

- Autistic Spectrum Disorder – ASD
- Children and Young People – CYP
- Education, Health & Care Plan – EHCP
- Special Education Needs Coordinator – SENCo

### **Aims of this service**

The ASD Outreach service aims to support schools to embed their ASD practice and provision:

- To embed an ASD-friendly culture within schools to understand challenges for CYP with ASD
- To support schools to create enabling environments in which CYP can learn and develop

### **Who is this service for?**

This service is for mainstream schools at KS1/2/3 with social communication/ASD needs, where pupils may or may not have an EHCP.

### **What does the outreach service do?**

It provides a consultation, training and project-based service to enable schools to:

- Assess needs –
  - Intervention audits – reading and understanding EHCP and other professionals' reports
  - ASD-friendly learning walk
  - Understanding the learning needs of pupils with ASD
  - Creating an action plan to look at areas of staff and pupil needs
- Provide training tailored to your needs –
  - This could be one-to-one, in a small group or as a whole school
  - ASD-awareness training
  - Meeting social communication needs – promoting effective communication and social interaction
  - Understanding and using multi-sensory and visual supports
  - Using sensory/movement breaks – understanding sensory sensitivities and practical solutions

- Zones of regulation
- Using social stories
- Using comic strip situations
- Running successful interventions in your setting –
  - social interaction/play interventions
  - social skills/turn-taking
- Transitions –
  - activity-to-activity
  - School-to-school

### **What might this look like?**

- Visit preparation – reading/requesting reports and EHCPs
- Classroom observations and meetings with pupils
- Consultations/advice/action-planning meeting
- Intervention audits – how to translate advice into practice and what this provision would look like
- Support to plan and implement interventions with specific members of staff – eg – colourful semantics
- Meetings with parents/carers and external agencies involved
- Written reports following the outreach visit that will include appropriate:
  - conclusions
  - recommendations
  - suggested strategies
- Follow-up visits to support and see how advice is embedded into practice

### **Examples of support:**

1. Observation of a pupil, meeting with staff and SENCo.
  - a. Advice and recommendations given.
  - b. A written support is sent to school.
  - c. No follow-up visit is required
2. Observation of a pupil and meeting with staff involved.
  - a. Staff and pupil needs identified and action plan is drawn up
  - b. Up to five further visits may be needed to support staff to understand the EHCP plan, deliver training, embed the use of visual and other interventions
  - c. Follow-up visits to complete collaborative learning walks
3. Observation of a year group to embed ASD provision.



- a. An audit of staff and pupil needs completed
- b. An action plan to support staff to embed practice and provision
- c. Visits every two weeks to provide support as required over a term

**Working in partnership with schools:**

- Schools will need to ensure that where individual pupils are to be observed, parents have given their verbal or written consent prior to referral to the service
- Work in partnership to deliver the advice and guidance provided
- Ensure that one copy of the **outreach report** is sent to parents/carers of the child and that relevant members of staff are aware of the content of the report and strategies suggested

**Who to contact:**

- ASD Advisory Outreach Teacher – Kamal Riar [kriar@oaklands.uk.net](mailto:kriar@oaklands.uk.net)
- Training Coordinator – Anna Sainsbury – [asainsbury@oaklands.uk.net](mailto:asainsbury@oaklands.uk.net)