

## **ASD Support for pupils within North Lanarkshire across all sectors.**

ASD Link Training – This training consists of 1 full day followed by 6 twilight sessions and follow up re-connector sessions. It is delivered using a multi agency approach including Occupational Therapists, Speech and Language Therapists, Educational Psychologists, Specialist teaching staff from the Language and Communication Support Centre, The Third Sector (Hope) and Parents of a child who has ASD. To date 360 teachers have been trained and currently 40 teachers being trained.

### **Course Rationale**

- An organic resource to support all preschool establishments and schools to include children and young people with ASD in an environment which is autism friendly/ autism aware within their own locality
- Build staff capacity in early years establishments and schools through an understanding of ASD, developing their knowledge, skills and resources
- Positive impact on practice
- Build on current good practice moving from a robust training programme that is currently needs driven to the proposed model which is inherently proactive with the capacity to respond to changing need.

### **The role of the ASD Link Teacher**

- The link person would be an initial point of contact for staff within their own establishment on issues relating to ASD
- The link person would signpost staff to information, resources and share their learning by contributing to development opportunities within their school
- There would be an expectation for the link person to retain an ASD resource file within the establishment and make use of the ASD Resources site on First Class to access information, resources, training materials and to contribute to discussion forums
- The link person would link with other ASD links in their locality and share practice with other schools
- The link person would be supported by the school's educational psychologist.

### **Probationer Training**

The course will use a multi-agency approach; Speech & Language Therapist, Education Psychologist, Occupational Therapist, Language & Communication Support Centre staff.

- theories on autism
- language & communication difficulties
- understanding behaviour
- sensory difficulties
- sharing good practice of classroom management
- available resources
- appropriate teaching strategies

### **P1 ASD Transition Training**

This is targeted training for teachers who are receiving pupils into P1 who have been identified as having a language and communication needs. This is also a multi agency approach and provides staff with the skills and knowledge to adapt the classroom environment, teaching practice and provide appropriate resources to support the pupil in class.

## **Additional Support Managers**

Works collaboratively with schools and other agencies to support GIRFEC planning and provides whole school and targeted training to ensure schools are equipped with the correct skills and knowledge to support all pupils with ASN needs. The additional Support Manager will also observe pupils and offer advice on adapting the environment, classroom practice, appropriate strategies to employ and include in a child's GIRFME plan.

## **Psychological Services**

Offer a service level agreement with schools which includes in housing training of staff to build capacity within the school to support pupils. Observations of pupil, advice and support given to staff with regards to planning and reviewing the needs of individual pupils. Attendance at parental and multi agency meetings if required.

## **ELCAT Peripatetic Teachers**

The (ELCAT) Service provides targeted interventions to children and young people with Language and Communication difficulties within mainstream establishments, with a particular emphasis on points of transition between Nursery and Primary, and Primary and Secondary. The role of these teachers is to create high quality inclusive teaching and learning and develop an enriched language and communication environment and build capacity of staff.

## **Symbols Project - Boardmaker**

This project has been rolled out across the authority to support the use of symbols to improve outcomes for all children and young people, not just those with additional support needs. This project identifies communication champions within establishments who will support their school/nursery in receiving a communication award. Regular meetings and training takes place.

The use of symbol use in the environment supports all learners and can bring significant benefits to:

- those with additional support needs, (including learners with speech, language and communications needs, learners with cognitive delay, learners
- both verbal and non – verbal learners
- the way in which learners are engaged in their learning
- non – readers, poor readers and readers
- individuals who have difficulty in completing tasks
- learners who find any transitions difficult
- learners who have difficulty accepting change
- learners who rely on prompts
- learners with organisational difficulties
- learners who have difficulty following directions/ instructions
- learners who have difficulty working on their own
- learners who have poor self esteem
- learners who require support with social interaction, social understanding and inclusion in social activities
- learners whose voices are not heard.

The use of symbols in the learning environment supports the **inclusion** of all learners as no-one is singled out as being different when all are using symbols. This is achieved by creating communication friendly schools and nurseries.

### **ASD Resource folder**

Up-to-date resources and information can be accessed by all NLC staff on first class.

### **Hope for Autism**

Available supports on a needs led basis

- Deliver Autism Toolbox sessions to education staff
- Offer observation/functional analysis assessment of children/young people in class regarding behavioural triggers & support strategies
- Use talking mats as a tool for getting young people's opinions on specific issues around school
- Meet with school staff about particular children to share good autism practice/share ideas to assist with inclusion
- Support schools with visuals/sensory environment/inclusive design
- Meet with parent groups to share information on autism/strategies/signposting and what services HOPE for Autism offers (e.g. social groups sports, autism support services).
- Autism Awareness in Schools Team can raise awareness of autism during assemblies and/or classroom workshops
- Support with transitions
- Deliver support around children and young people who are not attending (school refusing)
- Continue to offer autism related information and training session at HOPE for Autism centre, where possible (e.g. Positive Behaviour Support, Autism Toolbox, Demand avoidance, etc.)
- Autism Speakers deliver personal stories of journey with autism and through education with parents and/or staff
- Take part in Link Training
- Support siblings who have a brother or sister on the autism spectrum (meet with siblings, help to raise awareness of needs of siblings, meet with teachers concerning needs of siblings)
- Take part in school open days
- Support school referral system
- Be a point of contact for teacher for telephone advice

### **Language and Communication Support Centres – Secondary Schools**

North Lanarkshire Council has an inclusive approach to learning and teaching. Most young people with speech, language or communication needs will be supported in their local mainstream school through a staged intervention approach.

A small number of children or young people with speech, language or communication needs may require access to an alternative resource to meet their specific additional support needs. For those children and young people, North Lanarkshire Learning and Leisure Services provide a range of alternative resources located within mainstream schools in both the primary and secondary sectors. These are known as **Language and Communication Support Centres**.

All the **Language and Communication Support Centres** are able to provide:

- higher staff ratios to allow pupils to be taught in smaller groups within the centre **and/or** support in mainstream classes to facilitate inclusion
- access to the Curriculum for Excellence for all pupils
- additional support planning (ASP)
- integrated speech and language therapy input where appropriate
- multidisciplinary working
- co-ordinated support planning where appropriate (CSP)
- annual review of planning and progress
- support for pupils at social times where required
- social skills teaching sessions for pupils where required
- visual resources and supports
- personalised transition planning
- high level of home/school liaison
- parental support

Within the Language and Communication Support Centres, speech and language therapists work in partnership with teaching staff and parents to identify the key areas of the young person's speech, language and/or communication that may be impacting on their social, emotional or educational progress. The work of the speech and language therapist is based on the clinical needs of the young person and is aimed at reducing the impact of the difficulties being experienced by the young person. It may involve the speech and language therapist working directly with the young person or more indirectly through school staff and parents.

#### **Brannock High School**

#### **Caldervale High School**

#### **Cumbernauld High School**

The Language and Communication Support Centres within Brannock High School, Caldervale High School and Cumbernauld High School are intended for secondary aged young people who have a communication disorder or are awaiting the outcome of an assessment for a diagnosis of Asperger Syndrome or Autism.

Young people are taught in mainstream classes with integrated support from centre staff and speech and language therapists.

Centre teaching staff and speech and language therapists work collaboratively with the young people to support the development of individual targets in the young person's additional support plan (ASP). Curricular areas include literacy, health and well being and numeracy and mathematics.

Centre teaching staff and speech and language therapists work collaboratively to monitor and review progress and support transition planning for these young people.

There is flexibility within the centre to offer young people the opportunity to be taught in small groups within the centre when it is identified there is a specific need.

#### **Language and Communication Support Centres- Primary School**

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All the **Language and Communication Support Centres** are able to provide:

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- integrated speech and language therapy input where appropriate
- multidisciplinary working
- co-ordinated support planning where appropriate (CSP)
- annual review of planning and progress
- support for pupils at social times where required
- social skills teaching sessions for pupils where required
- visual resources and supports
- personalised transition planning
- high level of home/school liaison
- parental support

Within the Language and Communication Support Centres, speech and language therapists work in partnership with teaching staff and parents to identify the key areas of the child's speech, language and/or communication that may be impacting on their social, emotional or educational progress. The work of the speech and language therapist is based on the clinical needs of the child and is aimed at reducing the impact of the difficulties being experienced by the child. It may involve the speech and language therapist working directly with the child or more indirectly through school staff and parents.

### **St Timothy's Primary School**

The Language and Communication Support Centre within St Timothy's Primary School is intended for children who are of primary school age, and who have a **significant Phonological Disorder**, but are able to understand what is said to them. Pupils, typically, will be able to make good progress within the Curriculum for Excellence and are included as part of the normal mainstream primary.

Some children who have a phonological disorder experience difficulties with learning to read and write. These children receive additional support from the centre teacher, who works collaboratively with the speech and language therapist and the class teacher to plan intervention strategies.

These children will have a Care Plan drawn up by the speech and language therapist. In addition they may require an additional support plan (ASP) written by the centre teacher in collaboration with the class teacher and speech and language therapist.

#### **St Margaret of Scotland Primary School**

The Language and Communication Support Centre within St Margaret of Scotland Primary School is intended for children who are in primaries 1 to 3, who have a **significant Language Disorder**, and who may experience difficulties accessing the Curriculum for Excellence.

Children are taught in smaller class groups with integrated support from speech and language therapist. They work collaboratively with the children and centre teaching staff to support the development of individual targets in the child's additional support plan (ASP) within language and literacy.

Centre teachers work with the mainstream teachers to ensure, where possible, a similar pacing of the curriculum. Children have the opportunity to be included within mainstream classes for access to some curricular areas dependent on their individual needs.

All children move to their local mainstream school no later than the end of primary 3, and a phased transition is planned to support them.

#### **St Margaret of Scotland Primary School Outreach Service**

An outreach service is available for children in primary 1 who are attending their local mainstream school and who have a **Language Disorder**. The support is provided jointly by an outreach teacher and an outreach speech and language therapist who make weekly visits to the child's primary school from August to June. They contribute to the child's additional support plan (ASP) and provide home activities for parents to support their child.

#### **Orchard Primary School**

#### **Petersburn Primary School**

#### **St Lucy's Primary School**

#### **St Stephen's Primary School**

#### **St Aidans**

The Language and Communication Support Centres within orchard Primary School, Petersburn Primary School, St Lucy's Primary School and St Stephen's Primary School are intended for primary aged children who have a communication disorder or are awaiting the outcome of an assessment for a diagnosis of Asperger Syndrome or Autism.

Children are taught in smaller class groups in the centre with integrated support from speech and language therapist, who work collaboratively with the children and centre teachers to support the development of individual targets in the child's additional support plan (ASP). Curricular areas include literacy; health and well being; and numeracy and mathematics.

Children have the opportunity to be included within mainstream classes for access to some curricular areas dependent on their individual needs.

#### **New Stevenson Primary School**

The Language and Communication Support Centre within New Stevenson Primary School is intended for primary aged children who have a communication disorder or are awaiting the outcome of an assessment for a diagnosis of Asperger Syndrome or Autism.

Children are taught in mainstream classes with integrated support from centre staff and speech and language therapist, who work collaboratively with the children and class teachers to support the development of individual targets in the child's additional support plan (ASP). Curricular areas include literacy; health and well being; and numeracy and mathematics.

There is flexibility to offer children the opportunity to be taught in small groups within the centre when it is identified there is a specific need.

**Attached – Communication Friendly Policy**