

## 2. Autism Spectrum Conditions(ASC)/Social Communication and Social Interaction Difficulties

### Part 1 - Introduction and Overview

#### Introduction

Children and young people being considered for Education, Health and Care Plan (EHCP) assessment will present with autism and/or a range of communication and interaction differences which affect their access to learning and social inclusion. The range will vary in severity and intensity and may change over time. Children and young people may not match all the aspects in the overview below. Those who display social communication and social interaction differences but who are not diagnosed with an ASC may share some of the difficulties in rigidity/inflexibility of thought and sensory differences as seen in those with autism.

There may be other indicators of difficulties acknowledged by professionals working with the child or young person that show they have complex long term needs that affect everyday life and that they are making very limited or no progress despite an increased and specifically targeted level of support.

A diagnosis of ASC does not always imply special educational needs so complex and severe that the child or young person will require the Local Authority (LA) to make additional provision.

It is acknowledged that children and young people may experience multiple difficulties, e.g. hearing loss, learning difficulties and autism. **Where a child or young person is known or thought to have an additionally occurring condition, it is essential that there is further consultation of the Special Educational Needs and Disability (SEND) Handbook.**

Children and young people with autism/social communication and social interaction differences will be reflected in the areas identified below.

#### Overview

**Language and Communication:** Both verbal and non-verbal communication will be affected. There will be evidence of delayed or unusual early language development. Where speech exists and is clear, there may be problems, which are semantic (to do with meaning) or pragmatic (to do with the social use of language). Words may be developed and then lost or if words come they are often used out of context without any communicative intent. The child or young person may have superficially perfect spoken language, which often seems formal and pedantic and may lack expression. They may have an odd intonation, be repetitious or have echolalia. They may have a very limited understanding of others, may grasp individual words yet find it difficult to

understand the meaning of conversation or may understand only in a very literal way. Their understanding of spoken language may be reliant on context or visual clues. They may have impaired understanding and/or use of communicative gesture e.g. pointing, eye gaze, facial expression.

**Social Understanding and Interaction:** Development in this area will be delayed or impaired. The child or young person may show a delay or limited development of joint attention. This would include children or young people who seek to make social contact but who are noticeably unconventional or lack an intuitive response. The child or young person may not be able to make sense of people and may find them frighteningly unpredictable. They may want friends but may lack the strategies to develop and maintain relationships or may not show an obvious interest in developing relationships. They may lack empathy. They may only tolerate people in a limited way, may seem to relate better to objects, which are more predictable and may use people only as a means to an end. The child or young person may have difficulties recognising that they are part of group or wider social situation. They may be socially isolated within their peer group and may experience anxiety if people make social demands. They may show extremes of emotions.

**Rigidity of Thought and Behaviour:** A lack of flexibility in thought and behaviour will be present. The child or young person may be unable to make sense of the sequence of events particularly if routines change. They may resist new experiences, impose and engage in their own repetitive routines. They may develop intense interests and/or engage in ritualistic behaviours. Stereotypical body movements may be observed. There may be a lack of pretend and symbolic play or their play may be underdeveloped and repetitive.

**Sensory Differences:** The child or young person may have unusual sensory responses to the environment as a result of sensory processing differences and difficulties. This may relate to all or some of the senses, sound, sight, taste, touch and smell and may include synaesthesia. Two other less often considered areas may also be affected; Proprioception – the sense which enables us to feel where we are in space and know where our body starts and finishes, and Vestibular system – the sense used to maintain balance and to move in a coordinated manner. They may be more sensitive than other children (hypersensitive) and/or be less sensitive than other children (hyposensitive) which can fluctuate or change over time. Difficulties arising from sensory processing differences can lead to overwhelming anxiety.

### **Additional Differences**

The child or young person may have difficulties in a number of other areas which include:

- Skills for learning (perception, attention, comprehension, generalisation, sequencing, memory, problem solving and motivation)
- Emotional development (understanding and regulation)
- Motor Skills (fine and gross)
- Independence Skills (self-help, self-advocacy and saying 'No')

<b>Part 2 - Band Descriptors</b>	
<b>Band 1 (Mild SEND)</b>	<p><b>The child or young person may or may not have a diagnosis of an ASC made by one of the county's health professionals.</b></p> <p>The child or young person at <b>Band 1</b> will have autism/communication and interaction needs identified in the overview that may affect their access to some aspects of the curriculum, including the social emotional curriculum. The child or young person may have some characteristics of autism or a diagnosis of an ASC but has academic and behavioural competencies that support their ability to cope with the expectations of the setting/school life with some non-specialised adaptations.</p> <ul style="list-style-type: none"> <li>• The child or young person requires staff to have an awareness and understanding of autism specific approaches.</li> </ul> <p>Progress will be across the expected range. The child or young person will have an unusual learning profile showing relative weaknesses in some areas and strengths in others.</p> <p>Parents, the child or young person and school all agree that there are no overriding concerns requiring any support measures additional to that provided by school.</p>
<b>Band 2 (Moderate SEND - Early Help)</b>	<p><b>The child or young person may or may not have a diagnosis of an ASC made by one of the county's health professionals.</b></p> <p>The child or young person at <b>Band 2</b> will have autism/communication and interaction needs identified in the overview that affect access to several aspects of the curriculum, including the social emotional curriculum. The child or young person is likely to have an uneven learning profile. Their learning and progress over time continues to be hindered despite the implementation of advised pre-Early Help approaches available on Cumbria County Council (CCC) Local Offer SEND Teaching Support Team (SEND TST) website. <a href="https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/">https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/</a></p> <ul style="list-style-type: none"> <li>• In addition to Band 1, the setting/school can seek guidance from the SEND TST; Specialist Advisory Teachers (SATs) for Early Years/Autism and/or EP through a request for support, using the SEND Early Help Assessment Form. This should include comprehensive detail of approaches and strategies already applied to support individual need.</li> </ul>

	<p>The child or young person will have an unusual attainment profile showing slower progress than that of their peers starting from the same baseline. Social development will be markedly different. The attainment gap will be notably widening. Following short term intervention it may be determined that the child or young person will require continued additional support and/or further specialised interventions that will support the development of academic and behavioural outcomes.</p> <p><b>A review of the child or young person with the relevant LA professional, using the Eligibility Criteria (see Part 4), may indicate a request for statutory assessment to be appropriate and this may lead to the development of an EHCP.</b></p>
<p><b>Band 3 (Severe SEND- EHCP)</b></p>	<p><b>The child or young person may or may not have a diagnosis of ASC made by one of the county's health professional</b></p> <p>The child or young person at <b>Band 3</b> will have autism/communication and interaction needs identified in the overview that will significantly affect access to most areas of the curriculum, including the social emotional curriculum.</p> <p>The pervasive and dimensional nature of the child or young person's special educational needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills. Difficulties will be particularly evident in new and unfamiliar contexts. The child or young person may be showing signs of some anxiety as a result of their autism/communication and interaction differences which will impact upon their emotional wellbeing.</p> <p>The child or young person may present as avoidant of everyday demands and/or refuse to engage with expected daily routines.</p> <p>The child or young person's progress and learning will be severely hindered, failing to match or better their previous rate of progress. The attainment gap continues to widen.</p> <p>Assessment may be difficult to undertake.</p> <p>The child or young person may be at risk of school refusal.</p> <p><b>A review of the child or young person with the relevant LA professional, using the Eligibility Criteria, (see Part 4) will indicate a request for statutory assessment is appropriate.</b></p>

	<p><b>Mainstream</b></p> <p>The child or young person will have an uneven learning profile. Their attainment levels may suggest they can access a differentiated and individualised mainstream curriculum. The child or young person will require a level of specifically targeted additional adult support than would be considered usual in a mainstream setting.</p> <p><b>Strategically Resourced Provision (SRP)</b></p> <p>It may be that specialist/individualised and/or a Strategically Resourced Provision will be considered.</p>
<b>Band 4 (More Severe SEND)</b>	<p><b>The child or young person may or may not have a diagnosis of ASC made by one of the county's health professionals.</b></p> <p>The child or young person at <b>Band 4</b> will have autism/communication and interaction needs identified in the overview that severely affect their access to all areas of the curriculum, including the social emotional curriculum. The pervasive and dimensional nature of the child or young person's special educational needs will have a detrimental effect on the acquisition, retention and generalisation of skills. They may present as avoidant of everyday demands and/or refuse to engage with expected daily routines. There will be a notable impact on their ability to access and engage with the learning environment. This will be increasingly affected at times of high anxiety in some known contexts and with familiar support/people.</p> <p>The child or young person will make significantly less than expected progress given their age and individual learning style. The attainment gap increasingly widening.</p> <p>Assessment may be difficult to undertake.</p> <p>The child or young person may be at risk of school refusal.</p> <p><b>A review of the child with the relevant LA professional, using the Eligibility Criteria, (see Part 4) will indicate a request for statutory assessment is appropriate.</b></p>

	<p><b>Mainstream</b></p> <p>The child or young person will have an uneven learning profile but their attainment levels suggest they can access a highly differentiated and individualised mainstream curriculum. The child or young person will require more specifically targeted additional adult support than would be considered usual in a mainstream setting. The child or young person may require an individualised timetable.</p> <p><b>Strategically Resourced Provision</b></p> <p>It may be that a specialist/individualised and or SRP will be considered.</p>
<b>Band 5 (Profound SEND)</b>	<p><b>The child or young person may or may not have a diagnosis of ASC made by one of the county's health professionals.</b></p> <p>The child or young person at <b>Band 5</b> will have autism/communication and interaction needs identified in the overview that profoundly affect their access to the curriculum, including the social emotional curriculum.</p> <p>The pervasive and dimensional nature of the child or young person's special educational needs will severely reduce the acquisition, retention and generalisation of skills.</p> <p>They may present as avoidant of everyday demands and/or refuse to engage with expected daily routines. Access to learning is extremely restricted at times of high anxiety in known contexts and with familiar support/people.</p> <p>Despite high levels of support, the child or young person will make extremely limited or no progress given their age.</p> <p>Assessment will be difficult to undertake.</p> <p>The child or young person will often be disengaged from the learning environment and the child or young person may be at risk of school refusal.</p> <p><b>A review of the child or young person with the relevant LA professional, using the Eligibility Criteria, (see Part 4) will indicate a request for statutory assessment is appropriate.</b></p>

	<p><b>Mainstream</b></p> <p>With support, the child or young person can access a highly individualised curriculum/bespoke provision. The child or young person will require significantly more specifically targeted additional adult support than would be considered usual in a mainstream setting.</p> <p><b>Strategically Resourced Provision</b></p> <p>A specialist/individualised and/or SRP may be considered.</p> <p><b>Special School</b></p> <p>The child or young person will have been identified as having a severe learning difficulty.</p>
<b>Band 6 (Exceptional SEND)</b>	<p><b>The child or young person may or may not have a diagnosis of ASC made by one of the county's health professionals.</b></p> <p>The pervasive nature of the autism/communication and interaction needs will result in an uneven/complex profile. There may be occasion when an individual child or young person's presentation is considered to be 'Exceptional SEND' despite scoring below the threshold of 75 of the Eligibility Criteria (see Part 4). In these circumstances consideration will be given to Band Six - Exceptional SEND provided the evidence from all services involved support this recommendation.</p> <p>The child or young person at <b>Band 6</b> will need a setting/school where personal, interpersonal and environmental challenges are minimised.</p> <p>The child or young person will have communication and interaction/autism needs identified in the overview that profoundly affect their access to the curriculum, including the social emotional curriculum.</p> <p>The pervasive and dimensional nature of the child or young person's needs is likely to prohibit the acquisition, retention and generalisation of skills.</p> <p>The child or young person is likely to present as avoidant of everyday demands and/or refuse to engage with expected daily routines. High levels of anxiety will inhibit access to learning in known contexts and with familiar support/people.</p>

	<p>Assessment will be very difficult to undertake.</p> <p>The child or young person may be at risk of school refusal and/or permanent exclusion.</p> <p>Consideration of placement at a Special School/specialist setting is likely. This may include a residential provision.</p>
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## Part 3 - Provision

### Band 1 – Mild SEND

<b>Descriptor</b>	<p><b>The child or young person may or may not have a diagnosis of an autism spectrum condition made by one of the county's health professionals.</b></p> <p>The child or young person at <b>Band 1</b> will have autism/communication and interaction needs identified in the overview that may affect their access to some aspects of the curriculum, including the social emotional curriculum. The child or young person may have some characteristics of autism or a diagnosis of an ASC but has academic and behavioural competencies that support their ability to cope with the expectations of the setting/school life with some non-specialised adaptations.</p> <ul style="list-style-type: none"> <li>The child or young person requires staff to have an awareness and understanding of autism specific approaches.</li> </ul> <p>Progress will be across the expected range. The child or young person will have an unusual learning profile showing relative weaknesses in some areas and strengths in others.</p> <p>Parents, the child or young person and school all agree that there are no overriding concerns requiring any support measures additional to that provided by school.</p>
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	Setting/Governing Body	Local Authority
<b>Assessment and Planning</b>	<ul style="list-style-type: none"> <li>The setting/school <b>must use their best endeavours to ensure they</b> have high quality <b>differentiated</b> and personalised teaching in place to directly support the child or young person's access to the curriculum taking into account their needs at all times. <b>(SEND Code of Practice 0-25 years 2015. Section 21 Children and Families Act 2014)</b></li> <li>The setting/school may undertake the CCC Autism Awareness training.</li> <li>The child or young person will be involved in setting and monitoring targets, where appropriate.</li> <li>Strategies should be employed to ensure voice of the child or young person is taken in to account in planning and delivery.</li> <li>Identify child or young person's strengths as well as areas of additional need.</li> <li>The family must be involved regularly and support the achievement of targets at home.</li> <li>A good communication system should be established with parents to ensure consistency and sharing of any potential triggers or anxiety.</li> <li>Key information to be shared with all staff including non-teaching and Supply staff.</li> <li>Identify child or young person's strengths as well as areas of additional need.</li> <li>The SENCO should inform class teachers' planning in line with the needs of the child or young person and their working environment.</li> <li>The setting/school implement recommended pre-Early Help strategies and approaches available on the CCC Local Offer SEND TST website.</li> </ul>	<ul style="list-style-type: none"> <li>The settings and schools to access pre-Early Help strategies and approaches available on the CCC Local Offer SEND TST website:  <a href="http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/">www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/</a></li> <li>The settings/school can access consultation and advice from EP through the County Psychological Service (CPS).</li> <li>The settings/schools can access a wide range of training provided by SEND TST Autism Team. This includes: <ul style="list-style-type: none"> <li>County Wide Level 1 and 2 Autism Awareness training.</li> <li>Midday supervisor training, social stories, visual support and bespoke training as requested. See the SLA-online:</li> </ul> </li> <li><a href="http://www.intouch.ccc/eLibrary/Content/Internet/537/6381/6384/41883102841.pdf">http://www.intouch.ccc/eLibrary/Content/Internet/537/6381/6384/41883102841.pdf</a></li> <li>The settings/school can request involvement from Health and Social Care.</li> </ul>

	<ul style="list-style-type: none"> <li>• The setting/school must ensure that the child or young person is included in the activities of the setting/school alongside others who do not have autism or communication and interaction difficulties.</li> <li>• The setting/school must demonstrate effective mapping of provision for: <ul style="list-style-type: none"> <li>○ The setting/school resources</li> <li>○ The staff</li> <li>○ The child or young person.</li> </ul> </li> <li>• The setting/school must ensure accurate data and tracking of the child or young person for future purposes.</li> <li>• The setting/school should routinely review and evaluate the breadth and impact of any adaptations and/or support.</li> <li>• The SENCO may be involved in more specific assessments and observations if there is no progress apparent after targeted teaching approach</li> <li>• Curriculum plans should include individual/group targets.</li> <li>• The Early Help process may be initiated with parental agreement on an ASSESS, PLAN, DO, REVIEW basis.</li> <li>• The setting/school make consistent use of whole-school approaches that support the child or young person as indicated by the Autism Education Trust (AET) standards.</li> <li>• The setting/school may consider undertaking a risk assessment for on/off site activities.</li> </ul>	
<b>Teaching and Learning Environment</b>	<ul style="list-style-type: none"> <li>• The child or young person must be included in mainstream learning and activities with specific support for identified targets.</li> <li>• The child or young person should be offered opportunities for individual or small group work within the usual planning and management, particularly if sensory processing or associated anxiety difficulties are identified.</li> </ul>	

	<ul style="list-style-type: none"> <li>The settings/schools are guided to access pre-Early Help strategies available on the CCC Local Offer SEND TST website.</li> </ul>	
<b>Human Resources and Staffing</b>	<ul style="list-style-type: none"> <li>All staff should be guided to access autism information available on the CCC Local Offer SEND TST website.</li> <li>Availability of SEN Support should be determined. A flexible use of these resources should be established.</li> <li>Arrangements for support from colleagues within setting/school, including the SENCO, should be made.</li> <li>Schools are expected to make provision to address the needs of the child or young person in line with current local funding arrangements.</li> <li>Settings/school should be able to demonstrate the use of additional resources to support children and young people with SEND, e.g. via a Provision Map.</li> </ul>	<ul style="list-style-type: none"> <li>The provision of specialist training to settings/schools is available from SEND TST Autism Team.</li> <li>Information is available on the CCC Local Offer SEND TST website.  <a href="https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/">https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/</a> </li> </ul>
<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"> <li>The settings/schools must use the Quality First Teaching approaches, as detailed in the SEND Code of Practice (2015).</li> <li>Assessment of the child or young person's learning and achievement must be made via the use of differentiated/ adapted work tasks and activities.</li> <li>In response to the child or young person's diverse learning needs, teachers must ensure they have full inclusion to the whole school curriculum.</li> <li>The child or young person must have equality of opportunity, be set suitable learning challenges and be supported to overcome potential barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Autism resources and guidance are available on the CCC Local Offer SEND TST website.</li> </ul>

<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"> <li>• The settings/schools are guided to access pre-Early Help strategies available on the CCC Local Offer SEND TST website.</li> <li>• Demonstrate the use of resources that are delegated to schools and settings to support children and young people with SEND, e.g. via a Provision Map.</li> </ul>	<ul style="list-style-type: none"> <li>• Autism resources and guidance are available on the CCC Local Offer SEND TST website.</li> </ul>
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## Band 2 – Moderate SEND – Early Help

<b>Descriptor</b>	<p><b>The child or young person may or may not have a diagnosis of ASC made by one of the county's health professionals.</b></p> <p>The child or young person at <b>Band 2</b> will have autism/communication and interaction needs identified in the overview that affect access to several aspects of the curriculum, including the social emotional curriculum. The child or young person is likely to have an uneven learning profile. Their learning and progress overtime continues to be hindered despite the implementation of the advised pre-Early Help approaches available on CCC Local Offer SEND TST website:</p> <p><a href="https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/">https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/</a></p> <ul style="list-style-type: none"> <li>• In addition to Band 1, the setting/school can seek guidance from the SEND TST; SAT for Early Years/Autism and/or EPs through a request for support, using the SEND Early Help Form. This should include comprehensive detail of approaches and strategies already applied to support individual need.</li> </ul> <p>The child or young person will have an unusual attainment profile showing slower progress than that of their peers starting from the same baseline. Social development will be markedly different. The attainment gap will be notably widening.</p> <p>Following short term intervention it may be determined that the child or young person will require continued additional support and / or further specialised interventions that will support the development of academic and behavioural outcomes.</p> <p><b>A review of the child or young person with the relevant LA professional, using the Eligibility Criteria, (see Part 4) may indicate a request for statutory assessment to be appropriate.</b></p>
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	Setting/Governing Body	Local Authority
<b>Assessment and Planning</b>	<p>As in Band 1 plus;</p> <ul style="list-style-type: none"> <li>Strategies should be employed to ensure voice of child or young person is taken in to account in planning and delivery.</li> <li>Identify child or young person's strengths as well as areas of additional need.</li> <li>The setting/school seek support from the SAT and/or EP.</li> <li>The SENCO and external professionals should work together to undertake assessments prior to developing appropriate and targeted interventions. The need for more specialist assessment may be identified.</li> <li>The SENCO should continue to inform teachers' planning and differentiation in line with the needs of the child or young person as guided by external specialists.</li> <li>All planning and differentiation to be communicated with the support staff.</li> <li>Opportunities should be created for staff to work with the SENCO and member of staff trained in autism.</li> <li>The child or young person has a pupil profile/support plan or equivalent which identifies the learner's strengths and clearly established desired outcomes.</li> <li>Careful consideration should be made for the successful management of transition time, homework and less structured times e.g. breaks/lunchtime.</li> <li>The settings/schools should undertake the CCC Autism Awareness training.</li> <li>A review of the above implementations will determine whether or not the setting/school should make a request for a statutory assessment of the child or young person's special educational needs.</li> </ul>	<p>As in Band 1 plus;</p> <ul style="list-style-type: none"> <li>Support available from the SAT includes: <ul style="list-style-type: none"> <li>Joint reviewing of evidence of the action already being taken by the setting/school to meet the perceived needs of the child or young person.</li> <li>Guidance on interpreting the evidence of the child or young person's academic attainment and rate of progress.</li> <li>Guidance on identifying needs for the development of pupil profile/support plan.</li> <li>Guidance on the use of Risk Assessments to plan for positive behaviour management.</li> <li>Advice on early support and appropriate strategies.</li> <li>Consultations; around individual children and young people, with schools and parents.</li> <li>Attendance at reviews or target setting meetings.</li> <li>If advised, short term programme of support from the Specialist Higher Level Teaching Assistant (HLTA) to provide modelling of strategies and interactions, coaching of teaching assistants.</li> <li>Advice on other agencies and support services.</li> <li>Awareness training for staff on autism/communication/interaction related issues.</li> <li>Staff training on the inclusion of this group of learners in mainstream classes.</li> </ul> </li> <li>Where there is a need for more specialist assessment, advice can be sought from external professionals e.g. Paediatrician, Speech and Language Therapist, Occupational Therapist, Physiotherapist, Health Visitor,</li> </ul>

		<p>any other relevant professionals.</p> <ul style="list-style-type: none"> <li>• Input from Social Care may be required in particular cases.</li> </ul>
<b>Teaching and Learning Environment</b>	<p>As in Band 1 plus:</p> <ul style="list-style-type: none"> <li>• The child or young person will be class-based.</li> <li>• The child or young person may need adaptations to structure the working environment e.g. a quiet area/work station/'time out' space.</li> <li>• Where needs are identified, the child or young person should have opportunity for small group/individual work outside of the classroom.</li> </ul>	
<b>Human Resources and Staffing</b>	<p>As in Band 1 plus:</p> <ul style="list-style-type: none"> <li>• Additional SEN Support should continue to be implemented: <ul style="list-style-type: none"> <li>i. to support of the child or young person.</li> <li>ii. to ensure recommended resources are developed and used.</li> <li>iii. to ensure interventions are effectively in place.</li> </ul> </li> <li>• Trained support staff may provide sustained and targeted support in the classroom/setting.</li> <li>• The class teacher may need additional professional support from skilled colleagues, e.g. SENCO, to aid curriculum modifications.</li> <li>• The class teacher may need additional professional support from skilled colleagues to develop strategies to address social interaction, social communication and social understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• SEND TST Autism Team/CPS and other professionals may be involved in staff development and training. This may make it possible to provide effective intervention without the need for regular input from specialist services.</li> </ul>

	<ul style="list-style-type: none"> <li>Staff responsible/involved with the child or young person will need agreement to liaise with external professionals and attend meetings when required.</li> </ul>	
<b>Curriculum and Teaching Methods</b>	<p>As in Band 1 plus:</p> <ul style="list-style-type: none"> <li>Teaching may be informed by guidance and advice from the SAT.</li> </ul>	<ul style="list-style-type: none"> <li>Staff can access resources and guidance available on the CCC Local Offer SEND TST website.</li> </ul>
<b>Resources and Intervention Strategies</b>	<p>As in Band 1 plus:</p> <ul style="list-style-type: none"> <li>Appropriate teaching resources and specifically targeted interventions will be guided by consultation with the SAT.</li> <li>Demonstrate the use of resources that are delegated to schools and settings to support children and young people with SEND, e.g. via a Provision Map.</li> </ul>	

### Band 3 – Severe SEND – EHCP

<b>Descriptor</b>	<p><b>The child or young person may or may not have a diagnosis of ASC made by one of the county's health professionals</b></p> <p>The child or young person at <b>Band 3</b> will have autism/communication and interaction needs identified in the overview that will significantly affect access to most areas of the curriculum, including the social emotional curriculum.</p> <p>The pervasive and dimensional nature of the child or young person's special educational needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills. Difficulties will be particularly evident in new and unfamiliar contexts. The child or young person may be showing signs of some anxiety as a result of their autism/communication and interaction differences which will impact upon their emotional wellbeing.</p>
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	<p>The child or young person may present as avoidant of everyday demands and/or refuse to engage with expected daily routines.</p> <p>The child or young person's progress and learning will be severely hindered, failing to match or better their previous rate of progress. The attainment gap continues to widen.</p> <p>Assessment may be difficult to undertake.</p> <p>The child or young person may be at risk of school refusal.</p> <p><b>A review of the child or young person with the relevant LA professional, using the Eligibility Criteria, (see Part 4) will have resulted in the development of an EHCP.</b></p> <p><b>Mainstream</b></p> <p>The child or young person will have an uneven learning profile. Their attainment levels may suggest they can access a differentiated and individualised mainstream curriculum. The child or young person will require a level of specifically targeted additional adult support than would be considered usual in a mainstream setting.</p> <p><b>Strategically Resourced Provision</b></p> <p>It may be that specialist/individualised and or a SRP will be considered.</p>	
	Setting/Governing Body	Local Authority
<b>Assessment and Planning</b>	<p>As in Band 2 plus:</p> <ul style="list-style-type: none"> <li>• A review of the implementations in Band 1 and Band 2 clearly indicate the setting/school should make a request for a statutory assessment of the child or young person's special educational needs.</li> <li>• The setting/school must implement the support and strategies as stipulated in the EHCP.</li> </ul>	<p>As in Band 2 plus:</p> <ul style="list-style-type: none"> <li>• SEND TST Autism Team/CPS provision might include: <ul style="list-style-type: none"> <li>○ Observations if appropriate.</li> <li>○ Possible amendments to child or young person's plan.</li> <li>○ Implement positive behaviour systems/anxiety</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• The setting/school will consider the need for Team around the Child (TAC) meetings to be established.</li> <li>• The setting/school to continue to secure evidence and impact evaluation of interventions in line with the ASSESS, PLAN, DO, REVIEW process.</li> <li>• The setting/school should ensure strategies be employed to ensure voice of child or young person is taken in to account in planning and delivery.</li> <li>• Identify the child or young person's strengths as well as areas of additional need.</li> </ul> <p><b>Where a child or young person is placed in a SRP:</b></p> <ul style="list-style-type: none"> <li>• Assessment and planning will be guided by the expertise within the specialist setting.</li> </ul>	<p>management plans.</p> <ul style="list-style-type: none"> <li>○ Support school to make further adaptations in relation to environmental factors</li> <li>○ Targeted and time limited intervention if considered appropriate.</li> <li>○ Specific training to key staff members in school so that they can deliver SEND TST recommendations (especially if the child or young person has positive relationship with a member of staff in school as this will be more beneficial for them).</li> <li>○ Liaison with parents, SENCO and relevant school staff to identify next steps, support target setting and the development of an action plan to support the child or young person to make progress in school.</li> </ul>
<b>Teaching and Learning Environment</b>	<p>As in Band 2 plus:</p> <ul style="list-style-type: none"> <li>• The child or young person will have continued inclusion within the mainstream school. However, there will be a need for an enhanced level of individual support, which may include less structured parts of the day, e.g. start and end of school day, break and lunchtime environment and trips out of school.</li> <li>• The child or young person will have access to additional and different arrangements on a small group or individual basis to support individual targets.</li> <li>• The child or young person should have equal access to extended school provision.</li> </ul> <p><b>Where a child or young person is placed in a SRP:</b></p> <ul style="list-style-type: none"> <li>• Provision will be guided by the expertise within the</li> </ul>	

	specialist setting.	
<b>Human Resources and Staffing</b>	<p>As Band 2 plus:</p> <ul style="list-style-type: none"> <li>• The school and setting should seek advice/training and specialist information from the SEND TST Autism Team.</li> <li>• Staff working directly with the child or young persons must have knowledge and training in good practice when working with the child or young person with communication and interaction needs/Autism.</li> <li>• Support staff should be deployed as identified in the EHCP.</li> <li>• The settings/schools should consider using the AET staff competencies to support development of specialist skills.</li> </ul>	<p>As Band 2 plus:</p> <ul style="list-style-type: none"> <li>• The LA will provide agreed level of top up funding as specified in EHCP in addition to delegated resources. All of this will be spent on meeting the needs of the child or young person.</li> <li>• LA to monitor the use of these funds.</li> <li>• The SEND TST Autism Team can offer: <ul style="list-style-type: none"> <li>○ Short term reviewed monitoring, advice and support at the setting/school.</li> <li>○ Advice and support from the SEND TST HLTA to the Learning Support Assistant (LSA)/TA/keyworker in the setting/school.</li> <li>○ Specialist interventions/programmes can be modelled by the SEND TST HLTA/ SAT.</li> </ul> </li> </ul>
<b>Curriculum and Teaching Methods</b>	<p>As in Band 2 plus:</p> <ul style="list-style-type: none"> <li>• Teaching approaches must take account of the child or young person's difficulties as identified within the overview and the Band descriptors and will be informed by guidance and advice from the SAT.</li> </ul>	

<b>Resources and Intervention Strategies</b>	<p>As in Band 2 plus</p> <ul style="list-style-type: none"> <li>• Appropriate teaching resources and specifically targeted interventions will be indicated in the EHCP.</li> <li>• Demonstrate the use of resources that are delegated to schools and settings to support children and young people with SEND, e.g. via a Provision Map.</li> </ul>	<p>As in Band 2 plus</p> <ul style="list-style-type: none"> <li>• The LA will provide an agreed level of top up funding as specified in the EHCP, in addition to delegated resources. All of this will be spent on meeting the needs of the child or young person.</li> <li>• The LA will monitor the use of these funds.</li> <li>• Reports as appropriate.</li> </ul>
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### Band 4 – More Severe SEND

<b>Descriptor</b>	<p><b>The child or young person may or may not have a diagnosis of an autism spectrum condition made by one of the county's health professionals.</b></p> <p>The child or young person at <b>Band 4</b> will have autism/communication and interaction needs identified in the overview that severely affect their access to all areas of the curriculum, including the social emotional curriculum.</p> <p>The pervasive and dimensional nature of their needs will have a detrimental effect on the acquisition, retention and generalisation of skills. They may present as avoidant of everyday demands and/or refuse to engage with expected daily routines. There will be a notable impact on their ability to access and engage with the learning environment. This will be increasingly affected at times of high anxiety in some known contexts and with familiar support/people.</p> <p>The child or young person will make significantly less than expected progress given their age and individual learning style. The attainment gap increasingly widening.</p> <p>Assessment may be difficult to undertake.</p> <p>The child or young person may be at risk of school refusal.</p> <p><b>A review of the child or young person with the relevant LA professional, using the Eligibility Criteria, (see Part 4) will</b></p>
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	<p><b>indicate a request for statutory assessment is appropriate.</b></p> <p><b>Mainstream</b></p> <p>The child or young person will have an uneven learning profile but their attainment levels suggest they can access a highly differentiated and individualised mainstream curriculum. The child or young person will require more specifically targeted additional adult support than would be considered usual in a mainstream setting. The child or young person may require a modified curriculum.</p> <p><b>Strategically Resourced Provision</b></p> <p>It may be that a specialist/individualised and or SRP will be considered.</p>	
	Setting/Governing Body	Local Authority
<b>Assessment and Planning</b>	<p>As in Band 3 plus:</p> <ul style="list-style-type: none"> <li>The SENCO should support teachers with curriculum modification in line with the needs of the child or young person as guided by external specialists.</li> </ul>	<p>As in Band 3 :</p>

<b>Teaching and Learning Environment</b>	<p>As in Band 3 plus:</p> <ul style="list-style-type: none"> <li>• The child or young person may require a low arousal, quiet area or room separate to the class based learning environment at times of high levels of anxiety, with carefully planned opportunities to access small group/ whole class.</li> <li>• The child or young person will require flexibility in approaches including class, small group or 1:1 teaching provision.</li> <li>• Highly flexible approaches to learning will be required and these may need to be child led.</li> </ul>	
<b>Human Resources and Staffing</b>	<p>As in Band 3 plus:</p> <ul style="list-style-type: none"> <li>• The setting/school staff will have had enhanced training to secure awareness and understanding of the full range of behaviours displayed and respond with appropriate behaviour management strategies.</li> <li>• The nature and extent of additional help required will be determined by the child or young person's needs. (See Teaching and Learning Environment and Curriculum and Teaching Methods).</li> </ul> <p>It may include:</p> <ul style="list-style-type: none"> <li>○ Time to develop and monitor planned interventions.</li> <li>○ Deliver small group or individual intervention.</li> <li>○ 1-1 or small group, in class support.</li> </ul>	<p>As in Band 3 plus:</p> <ul style="list-style-type: none"> <li>• The LA will provide agreed level of top up funding as specified in EHCP in addition to delegated resources. All of this will be spent on meeting the needs of the child or young person.</li> <li>• The LA will monitor the use of this spending.</li> </ul>
<b>Curriculum and Teaching Methods</b>	<p>As in Band 3</p> <ul style="list-style-type: none"> <li>• The setting/school will make significant adaptations to curriculum, teaching and environment as advised.</li> </ul>	

<b>Resources and Intervention Strategies</b>	As in Band 3	<ul style="list-style-type: none"> <li>• The LA will provide an agreed level of top up funding as specified in the EHCP, in addition to delegated resources. All of this will be spent on meeting the needs of the child or young person.</li> <li>• The LA will monitor the use of this funding.</li> </ul>
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### Band 5 – Profound SEND

<b>Descriptor</b>	<p><b>The child or young person may or may not have a diagnosis of ASC made by one of the county's health professionals.</b></p> <p>The child or young person at <b>Band 5</b> will have autism/communication and interaction needs identified in the overview that profoundly affect their access to the curriculum, including the social emotional curriculum.</p> <p>The pervasive and dimensional nature of the child or young person's needs will severely reduce the acquisition, retention and generalisation of skills.</p> <p>They may present as avoidant of everyday demands and/or refuse to engage with expected daily routines. Access to learning is extremely restricted at times of high anxiety in known contexts and with familiar support/people.</p> <p>Despite high levels of support, the child or young person will make extremely limited or no progress given their age.</p> <p>Assessment will be difficult to undertake.</p> <p>The child or young person will often be disengaged from the learning environment and the child or young person may be at risk of school refusal.</p> <p><b>A review of the child or young person with the relevant LA professional, using the Eligibility Criteria, (see Part 4) will indicate a request for statutory assessment is appropriate.</b></p>
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	<p><b>Mainstream</b></p> <p>With support, the child or young person can access a highly individualised curriculum/bespoke provision. The child or young person will require significantly more specifically targeted additional adult support than would be considered usual in a mainstream setting.</p> <p><b>Strategically Resourced Provision</b></p> <p>A specialist/individualised and/or SRP may be considered.</p> <p><b>Special School</b></p> <p>The child or young person will have been identified as having a severe learning difficulty.</p>	
	Setting/Governing Body	Local Authority
<b>Assessment and Planning</b>	<p>As in Band 4 plus:</p> <ul style="list-style-type: none"> <li>The ASSESS, PLAN, DO, REVIEW process may indicate that consideration of a more bespoke provision, SRP or Special School placement is appropriate.</li> </ul>	As in Band 4
<b>Teaching and Learning Environment</b>	<p>As in Band 4 plus:</p> <p><b>Mainstream</b></p> <ul style="list-style-type: none"> <li>Highly flexible approaches to ability groups in class, small group or 1:1. (May be daily)</li> <li>Where possible graduated access to mainstream learning activities and leisure opportunities.</li> </ul> <p><b>Where a child or young person is placed in a SRP:</b></p>	

	<ul style="list-style-type: none"> <li>Provision will be guided by the expertise within the specialist setting.</li> </ul>	
<b>Human Resources and Staffing</b>	<p>As in Band 4 plus:</p> <ul style="list-style-type: none"> <li>Support staff will be highly experienced and well trained.</li> </ul>	<ul style="list-style-type: none"> <li>The LA will provide agreed level of top up funding as specified in EHCP in addition to delegated resources. All of this will be spent on meeting the needs of the child or young person.</li> <li>The LA will monitor the use of this funding.</li> </ul>
<b>Curriculum and Teaching Methods</b>	As in Band 4:	
<b>Resources and Intervention Strategies</b>	As in Band 4:	<ul style="list-style-type: none"> <li>The LA will provide an agreed level of top up funding as specified in the EHCP, in addition to delegated resources. All of this will be spent on meeting the needs of the child or young person.</li> <li>The LA will monitor the use of this funding.</li> </ul>

### Band 6 – Exceptional SEND

<b>Descriptor</b>	<p><b>The child or young person may or may not have a diagnosis of ASC made by one of the county's HEALTH PROFESSIONALS.</b></p> <p>The pervasive nature of the autism/communication and interaction needs will result in an uneven/complex profile. There may be occasion when an individual child or young person's presentation is considered to be 'Exceptional SEND' despite scoring below the threshold of 75 of the Eligibility Criteria (see Part 4). In these circumstances consideration will be given to Band Six - Exceptional SEND provided the evidence from all services involved support this recommendation.</p>
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	<p>The child or young person at <b>Band 6</b> will need a setting/school where personal, interpersonal and environmental challenges are minimised.</p> <p>The child or young person will have communication and interaction/autism needs identified in the overview that profoundly affect their access to the curriculum, including the social emotional curriculum.</p> <p>The pervasive and dimensional nature of the child or young person's needs is likely to prohibit the acquisition, retention and generalisation of skills.</p> <p>The child or young person is likely to present as avoidant of everyday demands and/or refuse to engage with expected daily routines. High levels of anxiety will inhibit access to learning in known contexts and with familiar support/people.</p> <p>Assessment will be very difficult to undertake.</p> <p>The child or young person may be at risk of school refusal and/or permanent exclusion.</p> <p>Consideration of placement at a Special School/specialist setting is likely. This may include a residential provision.</p>	
	Setting/Governing Body	Local Authority
<b>Assessment and Planning</b>	<ul style="list-style-type: none"> <li>Assessment and planning will be developed and reviewed in accordance with established processes set by the specialist setting.</li> </ul>	<ul style="list-style-type: none"> <li>The LA will liaise with all relevant parties involved to agree an appropriate placement and provision.</li> </ul>
<b>Teaching and Learning Environment</b>	<ul style="list-style-type: none"> <li>The teaching and learning environment will be developed and reviewed in accordance with established processes set by the specialist setting.</li> </ul>	
<b>Human Resources and Staffing</b>	<ul style="list-style-type: none"> <li>Human resources will be guided by the needs of the child or young person and the expertise within the specialist setting.</li> </ul>	

<b>Curriculum and Teaching Methods</b>	<ul style="list-style-type: none"><li>Curriculum is likely to be individualised and person centred with a focus on social development and independence.</li></ul>	
<b>Resources and Intervention Strategies</b>	<ul style="list-style-type: none"><li>Resources will be guided by the teaching and learning expertise within the setting/school.</li></ul>	<ul style="list-style-type: none"><li>The LA will provide an agreed level of top up funding as specified in the EHCP, in addition to delegated resources. All of this will be spent on meeting the needs of the child or young person.</li><li>The LA will monitor the use of this funding.</li></ul>