



# A guide to the use of the AET programme materials by local authorities, support services and schools



# What is this guidance?

It provides information about the Autism Education Trust (AET) school programme and how it has been implemented and developed by Birmingham Communication and Autism team (CAT) for use in over 420 mainstream schools and some independent and specialist settings.



# Contents

---

## **Introduction** 01

What is this guidance and who is it for?

## **School improvement and preparing for Ofsted** 02

What is this guidance and who is it for?

## **The Local Offer** 03

What is the local offer and how do you include the AET school programme?

## **Quality Assuring Provision** 04

How does the Birmingham CAT use the AET school programme to ensure consistency of provision within a diverse range of settings across the city?

## **Evaluating and developing provision within school settings** 05

How does the Birmingham CAT use the AET school autism standards to audit and develop provision?

## **Supporting staff development** 06

How does the AET school autism competency framework support the professional development of staff?

## **Lead practitioners** 07

What is the role of the lead practitioner and does the AET school programme support them in effecting change?



# 1

## Introduction

### **This unit looks at:**

Who this guidance is for?

The Birmingham Communication and Autism  
- the local context and why we became an AET training hub

The Autism Education Trust programme



## Who this guidance is for?

### Local Authorities

It will be of interest to LAs who wish to enhance autism provision and practice across all educational settings and across the workforce. It supports LAs to develop a consistent approach across the authority and a common understanding of autism amongst staff. There is guidance on how LAs can reflect the DfE approved AET programme within their Local offer and use it as a framework for commissioning new autism provision and reviewing existing provision.



**This guidance will also be of interest to:  
Head teachers, principals and academy sponsors and SLTs**

So that they:

- Understand how the Autism Education Trust programme (AET) can inform and evidence policy and practice within schools and colleges
- Have a strategic framework for addressing the needs of pupils with autism
- Can address the continuing professional development (CPD) needs of staff
- Understand what constitutes good autism practice
- Can work with SENCOs and SEND professionals to audit existing practice, plan strategically and provide evidence of impact
- Understand that the AET programme supports SEND reforms and the Ofsted process
- Understand what constitutes a good Local Offer for pupils with autism

**This guidance will also be of interest to:  
Staff working with pupils with autism across all settings**

So that they:

- Have an understanding of autism and how it affects individual pupils
- Can remove barriers to learning by recognising the needs of individual pupils
- Develop awareness of risk factors and are supported to capture the pupil voice in line with statutory safeguarding procedures
- Can locate resources and websites for information on autism





**This guidance will also be of interest to:  
SENCOs, specialist teachers and SEND professionals**

So that they:

- Can advise and support staff as they develop universal provision
- Create and support the implementation of an action plan linked to the AET school national autism standards.
- Can build on existing knowledge of autism and develop the role of an Autism champion/Strategic lead





## **This guidance will also be of interest to: Governing Bodies**

So that they:

- Have the understanding of the needs of pupils with autism to carry out their legal duties and responsibilities



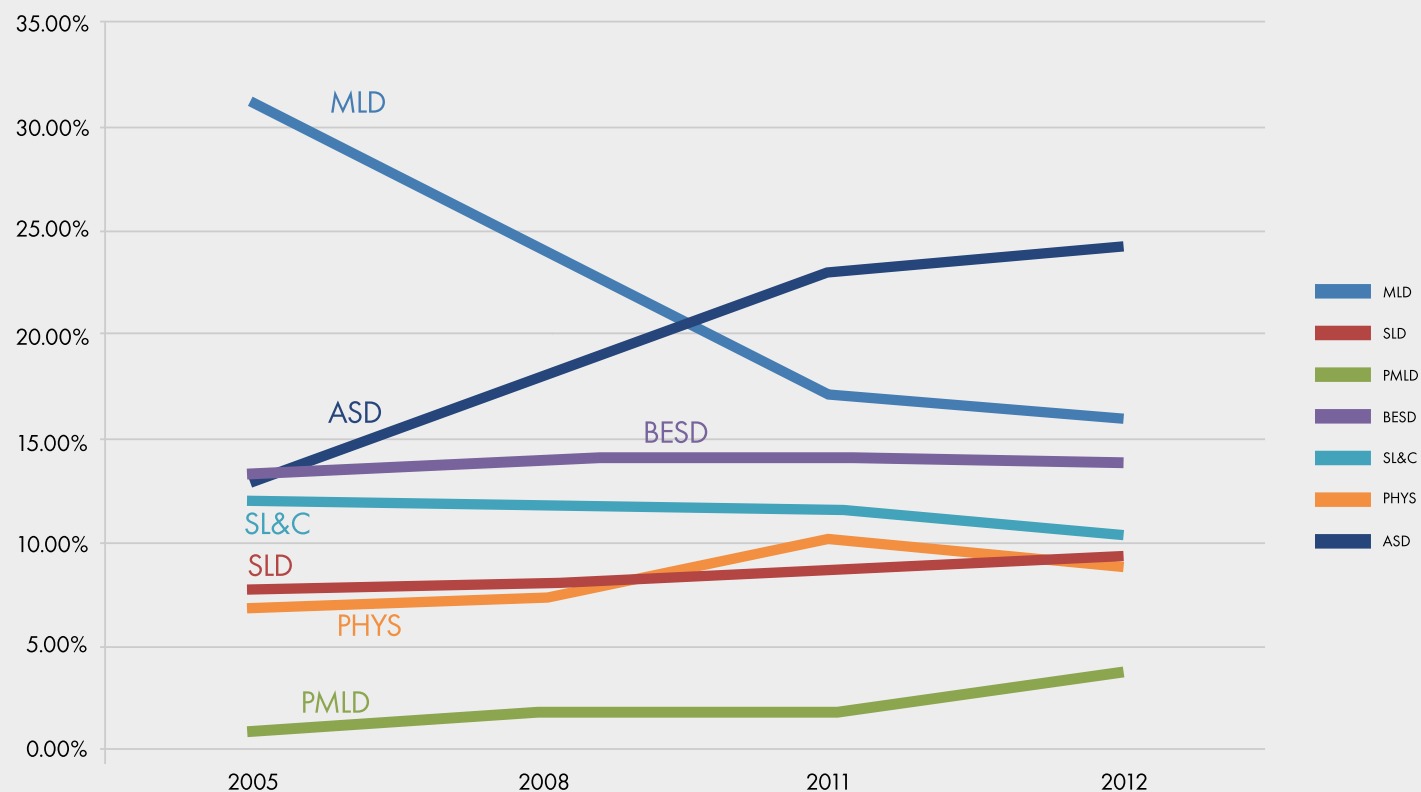
## The Birmingham Communication and Autism Team

### **The local context and why we became an AET training hub**

The Birmingham Communication and Autism Team (CAT) is a local authority funded team providing support for pupils with a diagnosis of autism, their parents and carers and staff working in educational settings. We work in all LA mainstream primary and secondary schools and some specialist and independent providers through service level agreements.

Joint Strategic Needs Analysis (Birmingham Children Young People and Families Commissioning Team, 2012) was conducted by LA commissioners for Childrens Services and Partners in Public Health in 2012 as the basis for the SEN strategy in Birmingham. The aim was to identify the primary need on SEN statements since 2005 and to show current trends. It provides a clear picture of the growing number of children in the city with autism as their primary need and suggests that the current upward trend is likely to continue.

## Primary needs identified on SEN 2005-12



### Key

MLD – moderate learning difficulties

ASD – Autism spectrum disorder

BESD – Behavioural, emotional and social disorder

SL&C – Speech language and communication

SLD – Severe learning difficulties

PHYS – Physical

PMLD – Profound and multiple learning difficulties

Rising numbers of diagnosed pupils in Birmingham are the result of early identification and more effective systems of assessment. The increasing number of pupils with autism in all types of educational setting places a high demand on school staff at a time when resources are stretched and many schools are struggling to meet need.

It also creates a massive challenge for the LA in terms of ensuring appropriate provision for pupils with a statement or EHC plan of SEN. Special schools are in great demand, numbers are rising and many pupils find themselves in mainstream schools while waiting for specialist provision.

The result can be formal exclusions and rising numbers of children out of school. The situation in Birmingham is reflected across the country.

Ambitious About Autism reported on the growing sense of national urgency in their Ruled Out Campaign Report (2014)

### Key findings included:

- 20% of parents say that their child with autism has been formally excluded in the last 12 months
- Over half of parents of children with autism say that they have kept their child out of school for fear that the school is unable to provide appropriate support
- 4 in 10 children with autism have been excluded informally and therefore illegally during their time at school.

The Birmingham CAT had begun to look at how we could develop and deliver services in a different way in response to the growing number of pupils diagnosed with autism within the city. In 2009 we introduced a means of establishing a baseline for autism provision within all mainstream schools. A set of descriptors identified good practice and schools were asked to rate themselves against these thresholds and provide evidence to justify their decision.

This formed the basis of an action plan for the coming year which would increase capacity at a strategic level with support from CAT.

At the same time, the concept of a lead practitioner was established in Birmingham schools as a model of good practice. This ensured schools had a member of staff who was responsible for driving forward the changes identified by the threshold descriptors and who took the lead in developing systems and policies within their setting. CAT offered a four day training programme for lead practitioners which ensured they had the knowledge and skills needed for this role.

In 2011 the AET programme was launched. As a team we felt that the AET framework of training, the Competencies and National Autism Standards gave us the tools to build on the model we had developed and to offer Birmingham schools the opportunity to be part of a national programme.

We were appointed as a training hub for the schools programme in 2011 and since then we have also become an early years and Post 16 hub. Over 10,000 staff have received training and the National Autism standards and Professional Competency Framework are used in all mainstream settings and in all independent and specialist provision where we are involved as a support service.

[Find out more about the CAT team](#)



## The Autism Education Trust programme

### A brief overview/vision

The Autism Education Trust believes that all pupils with autism should receive an education which enables them to reach their full potential to engage in society as active citizens and that individuals, families and professionals are informed, supported and equipped to enable this to be achieved.

In the summer of 2011 the Department for Education (DfE) awarded the AET funding to deliver an ambitious two year programme to raise workforce competency. The programme was developed within the context of national change with the move towards a new special educational needs and disabilities (SEND) framework that was to fulfil the promise of the Government's Green paper of 2011, Support and Aspiration. Building the capacity of schools to meet SEND through the professional development of staff was recognised as critical to the successful implementation of this new framework.





## The programme aims are set out below.

The programme was developed for all staff working in all schools and educational settings who support pupils on the autism spectrum between 5-16 years. This includes mainstream schools, special and specialist schools, autism specific units and alternative educational settings and programmes.

Birmingham University Autism Centre for Education and Research (ACER) were commissioned to develop the programme materials.

The programme has three main elements: ● ● ●



## The AET school autism standards

A set of standards from the AET, to enable educational settings to evaluate their practice in addressing the needs of pupils on the autism spectrum.

The standards have been designed for use across all types of educational settings from mainstream to special and specialist, for pupils from the ages of 5–16 years, at all levels of ability.

The standards mirror the categories established by the AET Training hubs materials. There are interactive links from the set of standards to resources that demonstrate how a school or provider might implement practice or policy (also found in the column on the left).

The standards have been developed by the Autism Centre for Education and Research (ACER) at the University of Birmingham in collaboration with three local authority consultants with expertise in autism outreach and in developing standards for schools and educational settings. The team was led by Dr Glenys Jones from ACER, in collaboration with (given here in alphabetical order), Lesley Baker, Annette English, Dr. Penny Lacey, Linda Lyn-Cook and Christopher Robertson.

The AET commissioned research (2011) to provide context to the development of a set of school autism standards for the delivery of good practice in educational provision for pupils with autism. These standards would then provide the basis for a nationwide training programme to be delivered by local partners and accredited by the AET. The research was published in the report. What is Good practice in autism education? (Charman et al., 2011)

The purpose of the standards was to describe the key factors common to good provision for children with autism. They were also to enable staff in schools to ascertain the extent to which the needs of pupils with autism were being addressed through analysing policies, systems and whole school development work.

## The AET school autism competency framework

This is a self-evaluation tool that practitioners can use to rate their current practice and understanding against a set of descriptors (knowledge, skills, personal qualities) that staff require to work effectively with pupils on the autism spectrum. In 2011 the AET published a report called Educational provision and outcomes for people on the autism spectrum, highlighting the importance of increased practitioner awareness and training to deliver the best possible outcomes for individuals on the autism spectrum as they reach adulthood.

They provide a clear structure against which staff can reflect on and evaluate their own practice. This will help schools assess and develop capacity within their workforce and allow them to plan and provide effective training programmes for staff.

There are 57 competencies in total, 33 core and 27 advanced and each is linked to web resources and articles to support the self-reflection process.

A professional competency framework has been developed by the Autism Centre for Education and Research (ACER) at the University of Birmingham in collaboration with consultants with expertise in autism. Team members: Dr Kerstin Wittemeyer, Annette English, Dr Glenys Jones, Linda Lyn-Cook, Damian Milton. The framework sets out the knowledge and skills that are required for professionals in educational settings working with pupils on the autism spectrum.

## Training programme for staff working with pupils aged 5-16

A 3 tier programme of face to face training was developed to be delivered by regional hubs across the country for staff working with pupils aged 5-16. It offers autism awareness to all staff at Level 1, strategies and interventions for those working with individual pupils on a daily basis at Level 2 and a course for those with a strategic role such as SENCOs at Level 3. The training is closely integrated with the National Autism Standards and Competency Framework so that as staff identify development needs they can access the training and resources to meet them. The training was to be delivered by 7 regional hubs who were involved in piloting the programme and then rolling it out across the region. There are now 11, 5-16 hubs in 2014.

The programme was developed by the Autism Centre for Education and Research (ACER) at Birmingham University and Oxfordshire County Council in consultation with a range of partners and the Training hubs. The core development team were Dr Karen Guldborg, Ryan Bradley, Rachael Cooper, Dr Glenys Jones, Jenny Mackness, Dr Elpida Makriyannis, Damian Milton, Dr Mitzi Waltz and Dr Kerstin Wittemeyer.

## Key Themes

Four main themes run through all the AET training and frameworks

the individual pupil	building relationships
curriculum and learning	enabling environments

- The Individual pupil(how to understand and address their strengths and needs)
- Building relationships(with staff, parents/carers and peers)
- Curriculum and learning(making adjustments to the way in which activities are presented and modifying the curriculum)
- Enabling environments (how to create good learning environments for pupils on the autism spectrum)

At the heart of the programme is a concept of autism as a difference and not a deficit. Through a range of film clips, interviews and activities the perspective of individuals with a diagnosis of autism is gained. The programme has sought the views of key stakeholders within the wider community of autism and this has been central to the content of the programme. This provides a strong evidence base and represents a consensus on what constitutes good practice for pupils with autism.

The programme was evaluated for the DfE by Cullen et al (2011-13) the Centre for Educational Development, Appraisal and Research (CEDAR) at Warwick University and showed significant gains in knowledge and skills for 97 % of staff attending Level 1. 95% of those attending Level 2 and Level 3 indicated that the training was worthwhile and had increased their knowledge of autism.

Many staff describe an attitude shift in the school as a result of the training.

“Having staff that understand the basics (of autism) and understand that all children with autism are different and need different adaptations, I think we are definitely responding to those children’s individual needs better than we would have done if we had not had any level of training.”

The impact within settings was impressive and interviewees were able to evidence change at the individual, class and school level brought about through participation in the AET programme 2011-2013.

## Key Features of the AET Programme

The main elements of the programme can be used separately but the programme is most effective when schools and settings adopt all the elements as they were intended to be mutually supportive and closely linked. The programme is nationally recognised and supported by the DFE and the AET is referred to in the SEN Code of Practice (2014) as an approved training provider.

It offers a process of certification for staff who have attended the training as a recognition of knowledge and skills, verified by AET, which supports ongoing personal development based on a portfolio of evidence which is assessed and moderated. In June 2014 the AET reported over 44,000 delegates had been trained. It offers a programme that is national but through delivery by hubs, it can respond flexibly to local needs. This makes it unique.



## The AET now

Further funding from the DfE in 2013 led to the expansion of the programme.

The focus of the programme 2013-2015 was to extend the reach of the schools programme throughout the country. Four more school hubs were appointed.

A Post 16 and Early Years programme were commissioned with the same key elements alongside a guide for parents and a toolkit for use by LA and Support services. The Early Years and Post 16 has been launched and is being delivered by regional hubs. Together with the schools programme, they ensure support for staff working with pupils on the autism spectrum from 0-25.

**This diagram shows the key features.**





# 2

## Autism Education Trust Programme: School Improvement and Preparing for Ofsted

### **This unit looks at:**

What is meant by 'school improvement'?

How the AET programme supports school improvement and the Ofsted framework





**The Standards enabled us to evaluate our provision and practice in a systematic way and gave us a clear framework for development.**



## What is meant by school improvement?

School improvement is concerned with the question of how schools might become better or more effective. It is based on the premise that schools can make a difference and that they can develop and implement measures to improve performance for all pupils.

“Improvement requires vision, monitoring, planning and performance indicators.”

Establishing clear, shared understanding of what the school is trying to achieve is important in setting out the school’s direction of travel and improvement.

Page 25 from Learning Together: Lessons about school improvement  
[www.hmie.gov.uk](http://www.hmie.gov.uk) 2010

## How does it happen?

School improvement concerns the raising of students achievements and the school’s ability to manage change.

It depends on:

- a process of change where self- evaluation is key, focusing on the internal conditions within a school
- systems and organisational capacity for growth and change are identified
- guidance from outside is sought if required
- the process is sustained over time and becomes embedded within policy and practice



## What are the outcomes ?

It can be measured by pupil progress and attainment as well as health and well-being indicators.

### What outcomes do we want for pupils with autism ?

In the Autism Education Trust Outcomes Report (2011) the AET states it's belief that all children and young people with autism should receive an education which enables them to reach their individual potential and to engage in society as active citizens. The research looked at current educational targets and assessments used and how those related to outcomes for pupils with autism both in the short and long term. The findings showed that teachers were not given enough guidance or scope to adapt the curriculum to include social and life skills. Schools need to aim higher to ensure adult outcomes are positive both in terms of achievement and emotional well-being.

## How does the Ofsted inspection process support school improvement?

- 'It promotes rigour in the way that schools evaluate their own performance, thereby enhancing their capacity to improve.' The Framework for School Inspection Ofsted September 2014 p4

### The current Ofsted framework (2014) focuses on 4 areas:

- The achievement of pupils at the school
- The quality of teaching in school
- The behaviour and safety of pupils in the school
- Quality of leadership in, and management of the school

'Inspectors must evaluate the extent to which the education provided by the school meets the needs of;

- pupils who have a disability for the purposes of the Education Act 2010

- pupils who have special educational needs '

School Inspection Handbook Ofsted 2014 p34

The features of good practice identified by OFSTED are reflected in the AET programme .

Using the AET programme can support the Ofsted framework and the school improvement process.



**There is always room for improvement in any school. Our children deserve the best and we have to constantly ask ourselves the question 'can we do better? How can we improve outcomes ? We just want to give them the best possible chance and using the self - evaluation framework has focussed our thinking and given us all food for thought.**



## How does the AET programme support school improvement?

### Building capacity through self evaluation

Effective schools have a good understanding of their own strengths and areas for improvement and gather a wide range of evidence sources to support their analysis of their performance. There is also a relentless pursuit of better outcomes for all pupils.

Using the national autism standards, competency framework and training programme

- Facilitates the evaluation, planning, monitoring and review process
- Ensures senior leaders can analyse the extent to which the needs of pupils with autism are addressed through policies, systems and whole school development work
- Can ascertain whether practice is developing, established or enhanced and allows schools to plan accordingly
- Provides a shared language and framework for talking about the next steps.

## Improving the Quality of teaching and learning

Effective schools recognise the potential of Continuing Professional Development (CPD) for raising standards of teaching and learning and give it a central role in the planning for improvement.

Using the national autism standards, competency framework and training programme:

- Enables senior managers to identify and plan for the CPD needs of individual staff
- Provides intended outcomes and suitable evaluation methods
- Provides knowledge and skills for all staff through the training programme
- Focuses on quality first teaching as an entitlement for all pupils, with some targeted and specialist interventions
- Supports staff in the delivery of lessons that enable pupils to maximise the learning opportunities





**I like the way the different elements of the programme support each other. The framework gives you a follow up after the training has finished to ensure that the lessons learned have an impact on practice. We intend to use the framework regularly so the best practice becomes embedded.**



## Improving Conditions for Learning

Stimulating, caring and supportive classrooms promote academic achievement and social and emotional learning. Developing a positive sense of community that supports staff, pupils and families alongside a safe and well organised physical environment is key to school improvement.

Using the National Autism Standards, Competency Framework and training programme:

- Provides a consensus on what an enabling environment looks like for pupils with autism
- Informs schools on how to create a safe and secure environment
- Identifies the social and emotional needs of pupils with autism and how these should be addressed

## Effective leadership and management

Good leadership powers the drive for school improvement and pupils' success.

Using the national autism standards, competency framework and training programme:

- Provides senior leaders and governors with evidence about the extent to which policy and practice within a school meets the needs of pupils with autism
- Recommends changes to the leadership structure to include an autism champion/strategic lead to act as an agent of change within the school
- Trains the strategic lead through the Level 3 course to create a vision for school improvement and gives the knowledge and understanding for them to make change happen

Please click on the link below to view the tables that show the direct links that can be made between the Ofsted framework and the AET Programme. Each of the Ofsted descriptors has been matched to elements of the programme which will enable settings to provide clear evidence of provision and practice.

[Click here to view the tables](#)



**We have a small group of parents, teachers and TAs using the Standards to evaluate practice. They are all working really hard to make improvements all round and have found the framework invaluable.**



# 3

## AET and the Local Offer

### **This unit looks at:**

What is the local offer?

How can the AET be reflected within the Local Offer?

How has this been reflected within Birmingham?



## What is the local offer?

Local authorities have a statutory duty, as part of the SEND reforms under the Children and Families Act (2014), to develop and publish a Local Offer setting out the support they expect to be available for local children and young people with special educational needs (SEN) or disabilities.

As described in the 'Special educational needs and disability code of practice: 0 to 25 years', "the local offer should be:

- **collaborative:** local authorities **must** involve parents, children and young people in developing and reviewing the Local Offer. They **must** also cooperate with those providing services
- **accessible:** the published Local Offer should be easy to understand, factual and jargon free. It should be structured in a way that relates to young people's and parents' needs (for example by broad age group or type of special educational provision). It should be well signposted and well publicised

- **comprehensive:** parents and young people should know what support is expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer must include eligibility criteria for services where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions
- **up to date:** when parents and young people access the Local Offer it is important that the information is up to date
- **transparent:** the Local Offer should be clear about how decisions are made and who is accountable and responsible for them"

(DfE:2014: 61)

The local offer provides information to all stakeholders on services available for children and young people aged 0-25 years with special educational needs and disabilities in order to meet their needs effectively. The information provided is around provision that can be expected to be available across education, health and social care for children, young people and their families within that area. The Local Offer also needs to include information about services which are provided outside the local area that local people / families could have access to. The Local Offer should not simply be a directory of services but responsive to local needs. Parents, families and young people need to know what is out there in order to give them more choice and control over the support needed for their particular circumstances. Provision should be responsive to local needs and aspirations by directly involving parents, children, young people and service providers. The Local Offer should be continuously developed and reviewed through involving key stakeholders, in line with the statutory frameworks, and enabling them to have clear and up to date information on what provision is available and how they are able to access it.

#### **The local offer has two key purposes -**

- “To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and

- “To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review” (DfE:2014:60)

- [Code of practice](#)

#### **The local offer should support**

- the participation of children, their parents and young people in decision- making
- the early identification of children and young people’s needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment (DfE:2014:19-20)



## How can the AET be reflected in the Local Offer?

### What do we know already?

- Local offer – must be published by the local authority
- Schools must publish more detailed information as described in 4.34 of the SEN Code of Practice (DfE: 2014: 70)
- Statements will be phased out over 3 years and will be replaced by Education Health and Care plans
- We will be working up to age 25
- There will be personal budgets
- Parents and young people are in the driving seat (choice and control) – [www.aettraininghubs.org.uk/parent-guide/](http://www.aettraininghubs.org.uk/parent-guide/)
- AET is named in the new code of practice as being the training provider of choice

## Why is it important that the AET is included?

*“The Autism Education Trust believes that all children and young people with Autism should receive an education which enables them to reach their individual potential. They support children and young people to engage in society as active citizens and work with individuals, families and professionals to ensure they are informed, supported and equipped to enable this to be achieved”.*

Reference: <http://bit.ly/17ACylb>

The AET is an important inclusion into the Local Offer as it is through the application of Autism Education Trust’s National Autism Standards and Competencies that we can develop schools / settings capacity to support the children & young people that they work with. In conjunction with the AET national training programme this is the driver to change and supports the promotion of effective education practice for all children and young people on the autism spectrum.

## Birmingham Context

As the Birmingham City Council Local Offer page states, “All schools and settings must publish more detailed information around what how they identify special educational needs and the provision that they make for children and young people. Within Birmingham, schools have been involved in developing the diagram below that shows the principles behind this information and has helped to form their contribution to the Local Offer”.

An example of the Birmingham Local Offer in relation to Autism can be found [here](#).

### [Understanding Autism](#)

In response to schools needed to publish more detailed information as detailed in 4.34 of the SEN code of practice (DFE:2014:70), discussions were held within the Birmingham Communication and Autism Team and in network meetings as to what information should be included. It was concluded that the following may be information that schools could include in their Local Offer in relation to pupils with autism.





**What can I expect  
at my local school  
if my child has  
special needs?  
We will make sure  
your child is safe  
and happy  
at school**

[Link to PDF Reference](#)

## Open and honest communication

If we think your child needs extra support we will always talk to you about this

We will make all the information we need to share with you clear and easy to understand

We have a member of staff called the Special Needs Coordinator (SENCO) who will explain everything to you and make sure you understand what is happening

The SENCO will make sure that all necessary school staff are aware of your child's needs and worries

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child will also be able to give their views

## A Partnership approach

We will work in partnership with you to identify the needs of your child and put in place the correct support including family support if you need this

Sometimes we may need to ask for your permission to involve other qualified professionals to support your child

The school will involve you in all decisions and listen to your views

We will be happy to give you contact details for organisations who can give you and your child advice and support

The school will try to involve your child in decisions about their learning

## Appropriate and effective Teaching and Learning

The school will provide good teaching for your child and extra support when needed

The school will try to make sure that children with additional needs and their families are able to take part fully in school trips, performances and social events

Teaching and support staff will be able to accurately assess the level children are working at and differentiate the curriculum

All school staff will receive appropriate training so they have the knowledge and confidence to support children's' needs

A range of resources will be available in all learning areas to support learning for children operating at different levels

Where necessary, resources will be available to support the learning of children who have significant social and/or communication needs

The school will provide support for children if they need support with managing their own behaviour and/or to build up skills and confidence in dealing with social situations



# 4

## Using the standards to quality assure provision

### **This unit looks at:**

How the Autism Education Trust (AET) National Autism Standards are used as a tool to quality assure provision within settings.

The model used by the Birmingham Communication and Autism Team with supporting documentation and examples.



## Why do we need a tool to quality assure provision?

As discussed in Unit 1, the Joint Services Needs Analysis (2013) conducted by Birmingham Local Authority commissioners for Children's Services and Partners in Public Health shows that there are high numbers of pupils with autism as a primary need on their statements / EHC plans. The numbers within this group are projected to continue to rise over the coming years and there will be increased strain on both provision available and budgets. Due to this the Local Authority need to maintain an oversight and understand the key issues and challenges relating to vulnerable pupils within its care and their educational placement.

Over recent years the relationships between the Local Authority and education providers has evolved due to the 'mixed economy' of schools and settings. A strong working relationship between the Local Authority and these settings needs to be maintained to provide the best possible outcomes for children, young people and families who are using these services.

To support this the 'National Schools and Colleges Contract' was developed in 2007 and was later revised in 2011 and again in 2013. Its aim was to be used by Local Authorities as a framework between school and Local Authority representatives for the placement of children and young people in day or Residential Independent, Non-maintained special schools and FE colleges. This commissioning tool ensured that "there is a core contract covering Education, Care and Health provided in settings primarily identified as schools, acting as a Contract and Pre-Placement Agreement for all children placed by Authorities". (2011:2)

The National Schools and Colleges contract also states that;

2.14: The provider shall have in place a programme of activities which promote the development of the learners social, personal, leisure and life skills and which allows for a positive interaction with the school and wider community and family and is appropriate to support the young person in achieving goals/outcomes set out in the Statement or Education Health and Care Plan (2013:2)

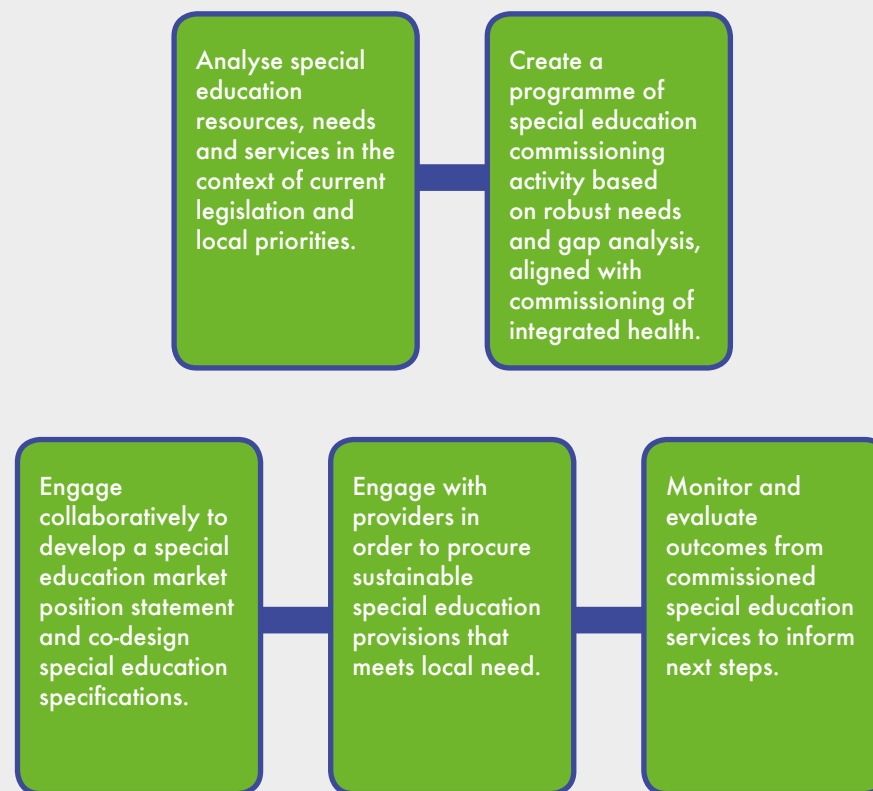
10.1: 'The provider acknowledges the right of the Authority to monitor the provision made for the care and education of a learner.....' (2011:14)

10.2: Such arrangements will be in addition to and not prejudice any Statutory Inspection under provision of the appropriate Acts. (2011:14)

Within Birmingham this special education commissioning cycle is reflected within the draft Special Education Development Plan (2014) where it is deemed,

"essential to maintain join up between services for children and young people with SEND that are commissioned across education, health and social care for ages 0-25 years. This integration will be secured through publication of an annual programme of Special Education commissioning activity to which all stakeholders are invited to contribute, in order to ensure there is improved visibility and collaboration to deliver seamless services." (2014:11)

The following diagram illustrates this model



(People's Directorate of Birmingham LA :2014:12)



In Birmingham this quality assurance tool is being developed into a model to be used as a self-audit tool in conjunction with the Communication and Autism team and the local authority within a significant group of specialist and independent settings. However, this picture could be replicated nationally as local authorities continue to adjust their relationships with their providers of all designations. Within this model local authorities are being tasked with moving with the times to ensure that relationships with these providers are enduring, relevant and within the pupils' best interests.

To continue to develop this relationship with educational providers, commissioners will need to have clear lines of accountability for the spending of public money and become 'critical friends' to ensure the promotion and safeguarding of pupil interests. The local authority will need to be advisors and provide avenues of support through sharing 'the bigger picture'. [Click here to find out more.](#)

Quality assurance would need to be undertaken via a series of visits to establish relationships and ongoing discussions with the providers. This quality assurance would then inform the commissioning team within the local authority.

In Birmingham, the process has begun of using the National Autism Standards in the quality assurance of resource bases and independent settings. However, this model is transferable and can be using within any setting providing education to pupils with autism.



## What does the Birmingham model look like?

Within the quality assurance visit a number of different elements are looked at. The following is a list of what is used within the Birmingham model. A typical day is described for the quality assurance visit. Generally the quality assurance team is made up of two managers from within the Communication and Autism team (CAT) and one from the Local Authority Pupil and School Support (PSS) team.

### What do we look at?

- Meet pupils to talk about their school experiences. In the case of Resource Bases both mainstream and resource base pupils are interviewed
- Look at the settings self-audit against the National Autism Standards and the evidence used to make judgements
- Look at the provision during a learning walk
- Observe specialist provision, teaching, and the implementation of autism specific strategies within the setting.
- Talk informally with staff. In the case of Resource Bases, mainstream and Resource Base staff give their views
- Look at and discuss pupil progress data
- Meet with and eventual feedback to Head Teacher
- Look at how views of the pupils are gained and used to inform planning
- Look at evidence of how parents are listened to and communicated with
- Observe in class support and inclusive practice
- Look at care and control records and methods of review
- Look at evidence of integrated working to support pupils

The following is a case study depicting an example of a quality assurance.

## Quality Assurance visit

On 8am arrival -

- Short meeting with Head Teacher
- Visiting team are presented with proposed timetable for the day
- Negotiations and discussions around the timing of activities and agreed time for final feedback to Head Teacher and/or key members of staff
- Head Teacher to show team to a meeting room in school. This will be the base for the quality assurance team for the day

In the meeting room a wide range of documentation is given for quality assurance team to look at over the day. This includes -

- National Standards audit with portfolio of school evidence against each standard
- National Competency Folders with similar portfolio of evidence
- Competency folder indicates performance management
- Incident log and corresponding incident sheets

- Individual pupil files/Home school books
- Progression data

A learning walk is also conducted to monitor practice within the setting and to provide a 'snapshot' view. The Quality Assurance team also meets with pupils of different Key Stages. These pupils know their individual avenues of support and a clear on what their areas to work on are. The team also meets with parents where they describe communication at all levels from the school. The team observe a playtime session where pupils are observed being supported and being independent during potentially tricky 'unstructured times'.

## The Feedback Session

At the end of the quality assurance visit the lead Officer from the Quality Assurance team delivers the main points from the observations made during the day that will form part of report.

- Head Teacher and other members of SLT are present
- Recommendations are made to further enhance provision

## What happens next?

Following on from the quality assurance visit the following then happens:

- Writing the report
- DRAFT report sent out to school
- Discussions in some cases, points of clarification
- Agreement is reached and report finalised although it may be finalised without agreement in the case of independent providers

*"Our quality assurance visit helped to focus us as a provision. It helped us to celebrate, share and develop our practice. Most importantly it developed our discipline around using the competencies consistently and ensuring that all staff members have the opportunity to focus on the strengths and areas of development for our provision".*

## Evaluation of the process

The Quality Assurance visit can have a positive impact on the setting and can support areas for development. The following is a quote from a setting who have undertaken a Quality Assurance visit.



## Example of a Quality Assurance Visit

The following case study is an example of a quality assurance visit to a primary resource base

### Context

The resource base has been open for two years. It is designated for autism and it currently has 17 pupils all of whom have been diagnosed with autism.

### Overall Strengths

- The head of the resource base is a key strength of the provision. She provides inspiring, visionary leadership and a high level of specialist expertise
- The Head Teacher's commitment to the provision is outstanding; the school's inclusive ethos is a key strength
- The vision is shared with governors, parents and all staff
- They are highly successful at including resource base pupils into the mainstream
- Good autism practice is seen as inclusive practice for all

- The audit against the national autism standards is clear, concise, well evidenced, seen as a tool to be used overtime in conjunction with all staff and parents
- All four areas of the national autism standards have been assessed & audited with a clear vision and plan in place as a result
- The philosophy of the school and resource base is that they strive to include all pupils ensuring maximum attainment and achievement

### Whole school environment including sensory

7

Your setting places value on a knowledge of autism and accepts that this underpins the analysis and interpretation of a pupil's performance and behaviour to inform effective strategies.

The school is vibrant, child focused and well organised – fully conducive for learning. The playground is stimulating with clear designated areas. Within the school discreet bespoke autism strategies were observed to be in place with school staff demonstrating skill and sensitivity in their management of the pupils.

## Resource base environment including autism interventions and strategies

Talking, listening and observing the children gave us clear insight that they were content happy and felt included.

"the teachers are kind, funny and a bit smart" – key stage 2 pupil

"PSHE helps me plan my future and what I can do when I am angry"

– Key stage 2 pupil

In asking what do you worry about at school the pupil replied "the teachers can help me ...I can talk to them"

There was clear demonstration that autism interventions were an integral part of the delivery.

- 14** Your setting establishes strong relationships between staff and pupils with autism, seeing this as the starting point for mutual understanding and support for the pupil's learning and wellbeing.

## Quality of the Teaching and Learning

- 26** Your setting has a curriculum that captures not only the learning needs of the pupils with autism (including styles of learning and uneven ability profiles) but also addresses their social, emotional well-being, their communication needs and life skills

- 28** Your setting has activities that are well organised, structured and planned, and ensures that, where possible, advance warning is given of any changes to familiar routines in a way that is meaningful to the pupil with autism

- 35** Your setting demonstrates flexibility in making adjustments to activities, lessons, timetables and their delivery, as necessary, for pupils with autism.

The interrogation of the schools performance data for attainment and progress shows us that the pupils in the resource base are making accelerated progress that is more than the SEN cohort in the mainstream school.

### Other points observed here:

Good use of hands-on activities

Observed teaching delivered in both small groups and 1:1

Teaching was delivered via structured interventions such as Precision Teaching. Adults when teaching used and modelled the vocabulary well.

## CPD

All RB staff have audited their competencies against the AET national autism competences framework and have performance management / PDR targets as a result.

- 42** Your setting regularly audits (at least once per year) staff confidence levels, understanding and knowledge of autism and links this to Continuing Professional Development and performance management systems

## Working and supporting families

Evidence of a strong sense of working together with on-going supportive informative conversations were seen in the home-school diaries. These were efficiently kept up to date and completed in a timely manner.

- 23** Your setting proactively engages with parents and carers of pupils with autism and aims to ensure that staff are open and approachable to discuss issues with the pupil's family

## Involvement of Pupils – Personalisation and Flexibility

- 1** Your setting obtains information directly from the pupil on their strengths, interests, needs and emotional well-being, to add to information given by parents/carers and staff.
- 3** Your setting ensures that pupils with autism are effectively and regularly consulted on all aspects of their education and experience at school.

There was considerable evidence that a personal, consultative approach was followed with the outcome being that pupils would be less anxious and feel valued and listened to.

## Transitions

- 12** Your setting effectively communicates key transitional information on pupils with autism to all relevant adults including parents/carers, and ensures that this information is given to the pupils in the most appropriate way and at the right time

Transitions, which are often a problem area for pupils with autism, were well understood and adaptations and preparation for change was individually catered for.



## Safeguarding

From our brief visit we were able to note that there was a clear multi-agency approach to meeting the needs of pupils and their families.

The school had implemented CAF's where appropriate.

6

Your setting safeguards the well-being of pupils with autism by recognising that they are predisposed to high levels of stress, anxiety and depression and that these can be prevented or reduced if needs are recognised and met.

## Areas to be considered for development

- The acoustics in the resource base were poor and distracting – An audit from the Hearing Impairment (HI) technician may help to identify some solutions
- The use of Ipads & apps would offer considerable opportunities for teaching, learning and personalisation
- Appropriate furniture for age groups should be considered for the Key Stage One group particularly the tables and seats

## Supporting documentation

- Letter to Head Teacher [Click here to view](#)
- Teacher Interview Questions [Click here to view](#)
- Support assistant interview questions [Click here to view](#)
- Pupil Interview Questions [Click here to view](#)



# 5

## Using the AET Standards to evaluate and develop provision within school settings

### **This unit looks at:**

The AET National Autism Standards as a tool for evaluating present provision and developing capacity

The Birmingham Model



## The AET National Autism Standards as a tool for evaluating present provision and developing capacity

The National Autism Standards were written to support educational settings develop provision and improve outcomes for pupils with a diagnosis of autism.

The Standards enable whole school development through establishing the key factors common to good practice for pupils with autism and facilitating self-evaluation.

Current practice can be audited by examining policies, systems and whole school approaches. In line with the SEND Code of Practice (2014), it is expected that this is completed by pupils, parents and staff within the setting.

‘There is a clearer focus on the participation of children young people and parents in decision making at individual and strategic levels.’

(DoE 2014 p.g 2)

The Standards can be used to evidence good practice against other professional and educational values such as Ofsted Common Inspection Framework for Further Education and Skills (2012) and the Professional Standards for Teachers and Trainers in Education and Training-England (2014)

The Standards are designed to be used by all types of educational settings from mainstream to special, at all levels of ability. They have been produced for three separate age groups, Early Years, School Age and Post 16. For the purposes of this guidance we shall use the School Age Standards.

A completed audit can be used as a working document to target areas to develop and improve. It can feed into the school development plan identifying;

- whole school training needs
- required staff skill sets
- possible need for environmental adaptations

It is intended that these should be regularly updated to ensure continual development over time.

The Standards document contains interactive links to resources and examples of how each Standard might be achieved. This is not a comprehensive list and there are other equally suitable resources and approaches. Every C/YP with autism is unique and is likely to need different combinations of interventions. Current research suggests no single intervention will address all their needs and evidence based research is difficult to conclude. Therefore the Standards have been written largely on the basis of expert opinion and the views of parents, carers, practitioners and autistic adults.

The Standards are available free to download at [www.aetraininghubs.org.uk/national-autism-standards](http://www.aetraininghubs.org.uk/national-autism-standards)

The Standards are organised in four areas which replicate the structure of the training programme:

- The individual pupil
- Building relationships
- Curriculum and learning
- Enabling environments



Standards are organised within four themes which are common throughout all elements of the AET programme.

Resources including published papers, strategies and personal accounts are linked to each standard and can be accessed online.

Schools are able to rate current practice against each standard and document evidence of how it has been achieved.

## national autism standards

	Standard	Rating (Your setting)					Resources which illustrate the Standard	Priority rating	Type of evidence
		N/A State reason why	Not yet Developed	Developing	Established	Enhanced			
	<b>The individual pupil</b>							<b>H M L</b>	<b>If N/A please give reason why</b>  <b>D = Document</b> <b>O = Observed</b> <b>V = Verbal report</b>
1	Your setting obtains information directly from the pupil on their strengths, interests, needs and emotional well-being, to add to information given by parents/carers and staff.						1.1 <a href="#">Matthew's passport</a> 1.2 <a href="#">Joe's passport</a> 1.3 <a href="#">Rocco - GAP paper 'My comprehensive school'</a> 1.4 <a href="#">Martin, GAP paper - Personal statements of students at University</a> 1.5 <a href="#">AET Toolkit Tool 5, p80 What hurts card – showing different parts of the body</a>		
2	Your setting encourages and motivates pupils with autism by using their strengths, special interests and favourite activities in a meaningful way.						2.1 <a href="#">Pupil consultation form</a> 2.2 <a href="#">John Simpson audio transcript IDP</a> 2.3 <a href="#">Pupils' views on school</a>		
3	Your setting ensures that pupils with autism are effectively and regularly consulted on all aspects of their education and experience at school.						3.1 <a href="#">Scott – GAP paper Designing the ideal classroom with pupils</a> 3.2 <a href="#">Williams and Hanke – GAP paper Pupils drawing their ideal school</a> 3.3 <a href="#">Pupil consultation form</a> 3.4 <a href="#">I want to choose too document showing how preverbal pupils can communicate choice</a> 3.5 <a href="#">Talking mats www.talkingmats.com</a> 3.6 <a href="#">Christie et al. GAP paper on gaining the views of pupils at a specialist school</a>		

## How Birmingham uses the standards to form the basis of a school support plan

Each mainstream school in Birmingham is allocated a CAT worker.

In Autumn 2012 CAT workers introduced the National Autism Standards to their schools and supported staff to audit current practice against these standards.

A baseline was established, and from this, areas to be developed were identified.

Schools and CAT agreed 3 or 4 priority targets and these were recorded on a School Support Plan (SSP) to be worked on throughout the coming year. The SSP is a documented agreement between CAT and school identifying who is responsible for specific actions, how these actions will be achieved and in what time frame. Links to the Professional Competency Framework and staff skill sets required to deliver targeted standards are also recorded along with desired outcomes.

### Case studies

- School A [Click here to view](#)
- School B [Click here to view](#)
- School C [Click here to view](#)





Actions to be taken by school and CAT

Standard identified, recorded and colour coded according to theme

Competency outlining required skill set to deliver standard

Rating of current and targeted practice

Time frame for development

*'The school support plan is a valuable tool that enables us to access necessary training and focus on our areas for development to ensure that we are as effective as we can be for our pupils.'*

SL, Birmingham mainstream primary, 2014

Description of Activity	Targeted outcomes Linked to AET National Standards	TERM
LP to offer monthly informal meetings with parents of children on caseload to build relationships and develop understanding of autism. Information about approaches and strategies to be exchanged. Set up home school communication book for pupil A. (15.2) CAT to support with strategies and	Standard 15. Your setting understands that building effective relationships requires active listening to pupils with autism and their parents/carers, promoting opportunities for the exchange of information and ideas (PCF 3, 15 & 20) Rating 2014=NYD Target 2015=Developing	On Going
Consolidate roles of LP & SL. LP & SL to attend citywide training as appropriate. LP to audit own practice against PCF and identify targets for PDR. LP & SL to meet with CAT during visits to school to discuss progress of pupils and effectiveness of strategies. CAT to send information about city wide	Standard 16. Your setting has a named and experienced member of staff (autism champion/lead, practitioner/SENCO) with general information on autism and specific information about individual pupils (PCF 21) Rating 2014=Established Target to consolidate 2015	On Going
2 new staff to attend training at xxxxxxxx school on 09/03/15. New staff to be given PCF audit to identify areas to support.	Standard 42. Your setting regularly audits (at least once per year) staff confidence levels, understanding and knowledge of autism and links to Continuing Professional Development and performance management systems. (PCF 25, 56 & 57) Rating=2014 Developing Target=Developed 2015	Spring Term
LP to continue to support emotional resilience through one to one and small group interventions. Targeted resources to be placed on pupil profiles and used in class by staff as appropriate. LP & CAT to consider how PATH resources could be adapted for pupils	Standard 26. Your setting has a curriculum that captures not only the learning needs of pupils with autism but also addresses their social, emotional well being, their communication needs and life skills. (PCF 4,32,33, & 36) Rating 2014=Developing Target to consolidate 2015 Achieved pupil profiles in place and system introduced by SL for CT's to update termly with pupils PATH resources adapted by	Autumn Term

SSPs are reviewed monthly to ensure targets are being addressed and remain achievable. CAT devised a monitoring tool (CAT data and dash) evidencing progress against targets and growing capacity to meet needs of C/YP with autism.

List of CAT worker schools

Number of targets set

School name	Area	No. C/YP on Caseload	No. Targets Set	Theme 1	Theme 2	Theme 3	Theme 4	Total	Training complete	Lead Practitioner (Name/No)	Strategic Lead (Name/No)	Notes
School a		12	4	0	1	1	0	2	Level 1,2,3	Mrs Jones	Mr Smith	Level 1 new staff
School b		4	3	1	1	0	0	2	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx
School c		15	5	0	1	0	2	3	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx
School d		5	4	2	0	0	1	1	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx
School e		1	3	0	1	0	0	3	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx
School f		20	5	1	1	1	0	2	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx
School g		1	2	0	1	1	0	0	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx

Numbers of targets met within the 4 AET themes are recorded in the monthly data and dash returns as they are achieved throughout the year. Thus, growing capacity is shown month by month in the 'total increases' column.



## School Record of National Autism Standards

**School:** School A

**Year:**

2012/13

2013/14

2014/15

National Standards

School Rating is highlighted in different colours representing each academic year to show school development of practice

Comments on identified areas of need / actions planned / actions taken to increase capacity from year to year

	Standard	Rating (Your setting)					Comments
	The individual pupil	N/A State reason why	Not yet Developed	Developing	Established	Enhanced	
1	Your setting obtains information directly from the pupil on their strengths, interests, needs and emotional well-being, to add to information given by parents/carers and staff.						2013 - profiles to include pupil voice - achieved 2014 - profiles to include parent voice
2	Your setting encourages and motivates pupils with autism by using their strengths, special interests and favourite activities in a meaningful way.						Info re special interests included in profiles
3	Your setting ensures that pupils with autism are effectively and regularly consulted on all aspects of their education and experience at school.						2013 - target gaining pupil voice

# 6

## The AET Competency Framework: Supporting staff development and the acquisition of skills to meet the needs of C/YP on the Autism Spectrum

### This unit looks at:

What is the Competency Framework, it's aims, appearance, and links to the Autism Education Trust training programme?

Using the Competency Framework to self-evaluate and inform PDR target setting

The Birmingham Model

Case studies



## The Competency Framework

“As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skills and understanding”

(Teacher Standards DFE 2012)

The Competency Framework is designed to be used as an on-going tool to help focus staff on which aspects of their autism practice require further development. It's format enables practitioners to rate their knowledge, skills and personal qualities against a set of descriptors outlining best practice recognised and valued by individuals on the autism spectrum, their parents and professionals.

The Competency Framework can be used to evidence good practice against other professional and educational values such as Ofsted Common Inspection Framework for Further Education and Skills (2012) and the Professional Standards for Teachers and Trainers in Education and Training-England (2014)

The Competency Framework can be used by all staff across a range of educational settings from mainstream to special, at all levels of ability. It has been produced for three separate age groups, Early Years, School Age and Post 16. For the purposes of this guidance we shall use the School Age Competency Framework.



## competency framework

Each competency statement is **linked to resources** which show how a staff member might evidence and improve their knowledge and skills in this area. Users can **click on a link** and the resource will open if they are connected to the Internet. These **resources include published papers, audio-visual material and a range of reports and guidelines related to the competency's topic.**

Competencies are organised within four themes which are common throughout all elements of the AET programme

Resources and links illustrating the Competency including links to the National Standards

Core competencies are surrounded by dark outlines

Enhanced competencies are shaded pale grey

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, /Voice)	Resources and links which illustrate the competency
<b>The individual pupil</b>	Not yet Developed	Developing	Established	H M L	D = Document O = Observed V = Voice	
1 You can identify the key strengths and challenges faced by pupils on the autism spectrum in the areas of communication, social interaction, information processing, interests and sensory processing and know how these can affect pupil's actions and learning.						1a. <a href="#">The four key areas of difference.</a> 1b. <a href="#">Milton, D. So what exactly is autism?</a> 1c. <a href="#">The autism lens</a> 1d. <a href="#">AET Teacher's Guide</a> <a href="#">AET National Autism Standard 7, p.19</a>
9 You have a good understanding of the main cognitive and social theories of how autism affects pupils' attention, perception, learning and relationships. Your knowledge of these theories should influence your educational planning for pupils.						9a. <a href="#">Milton, D. So what exactly is autism?</a> 9b. <a href="#">False belief task</a> 9c. <a href="#">NAS - "Think differently about autism" campaign. 'Misunderstanding'?</a>

☐ Core competencies  
☐ Advanced competencies

## Using the Competency Framework as a self-evaluation tool

“Adults on the Autism Spectrum maintain that the goal of education should not be to change their ‘way of being’ to make them into typical individuals, but to acknowledge and appreciate their differences and create environments in which they can thrive” (p18 AET Competency Framework)

“The value of questioning our own practice is that it reminds us that teaching and learning is a relational process. Within this, it is the job of the educator to find a way to make new ideas and information accessible to the learner”

(Hodge, N, and Chantler, S. It’s not what you do; it’s the way that you question: that’s what gets results GAP journal 2010 Vol 25)

It is for individuals to ‘question’ rather than ‘score’ their practice and to prioritise areas that need to be further developed dependent on their role and involvement with an individual C/YP. The inclusion of both ‘core’ and ‘advanced’ competencies gives guidance as to those elements which are considered essential and those which are considered enhanced practice. The 57 competencies are each linked to web resources and articles to support the self-reflection process and support further development in that area.

The Competency Framework recognises that skill sets and knowledge within and between different settings can fluctuate as staff and their roles change. As such, it can be used by individuals fulfilling a range of roles and responsibilities whilst being mindful of the wider considerations within the setting and longer-term school development plans. It can be used by individuals to self-assess and by managers to audit skills, set PDR targets, secure appropriate staff training and develop school capacity to meet the needs of C/YP on the Autism Spectrum. It should be used on a regular basis to ascertain whether practice is improving and continuing to meet need.

The Autism Education Trust training package directly links Level 2 training to the Competency Framework. It provides opportunities throughout the training for delegates to consider the individual needs of C/YP they may be directly working with and to reflect on their own practice using the Competency Framework.

Delegates are encouraged to draw up an action plan to support prioritised changes to their working practice and in some instances seek further specific training.

## Birmingham model - using the Competency Framework

Birmingham CAT use the Competency Framework to evaluate their own working practice and to support personal target setting. This ensures that skills and understanding are continually developed at a LA level and that outreach support to all schools is in line with up-to date and current research and opinion.

As part of SSPs (discussed in Unit 5) schools are encouraged to use the Competency Framework in response to Standard 42 Your setting regularly audits (at least once per year) staff confidence levels, understanding and knowledge of autism and links this to Continuing Professional Development and performance management systems.

When CAT workers discuss the Competency Framework with schools they emphasise the value of using the Competency Framework on-line in order to access the available links to web resources and related articles demonstrating good practice and competence in order to inform their self-audit.

As a LA response to the AET materials Birmingham CAT has also organised the Competency Framework into a 'grid system' for easy recording purposes and as a method for SENCOs / Inclusion Managers / SLT to audit whole school capacity.

In this format, the grid or parts of the grid can be easily photocopied, distributed to all staff and collated. The grid (see following slide – Competencies for staff skills audit) has been designed such that there is a single page of 'core' Competencies for each theme (Individual Pupil, Building Relationships, Curriculum and Learning and Enabling Environments) and a single page of 'enhanced' Competencies for each theme. This identifies and informs ongoing Continuing Professional Development.

The 'Birmingham grid' cross-references the Competencies to Teacher Standards, National Occupational Standards and The National Autism Standards. This cross-referencing enables schools to show how developing skills to meet the needs of C/YP on the autism spectrum is 'good practice for all'. It also demonstrates that use of the Autism Education Trust materials does not become an 'added' requirement of schools but that they support schools to evidence and meet existing statutory requirements.

Birmingham CAT recognise that staff, having been inspired and enthused through attending level 2 training, often wish to attend further training opportunities. As a LA response to the AET programme it offers termly citywide training covering specific autism related interventions.

### National Competencies for staff skills audit



Not yet developed



Developing



Established

Links to Teacher Standards,  
Occupational standards and  
AET National Autism Standards

Clearly visible, initial  
indicator of skills level

Space to record individual  
staff evidence of practice/desire  
to develop further skills

Competency	Skill	Evidence
<b>The Individual Pupil (Core competencies)</b>		
<b>1</b> You can identify the key strengths and challenges faced by pupils on the autism spectrum in the areas of communication, social interaction, information processing, interests and sensory processing and know how these can affect pupil's actions and learning. AET National Autism Standard 7, p.19 Teacher Standards 5.4 & 1.2 National Occupational Standard 2		
<b>2</b> You broaden your perspective on autism by reading or listening to accounts from people on the autism spectrum and parents or other family members AET National Autism Standard 7, p.19 Teacher Standard 8.4 National Occupational Standard 22		
<b>3</b> You use a range of strategies to get to know the individual pupil and find out about their particular profile of strengths, challenges, interests and aspirations. You record and share this information with relevant others. AET National Autism Standards 1, p.17, 2. p.17, 15. p.22 Teacher Standards 6.3 & 6.4 National Occupational Standards 2, 9, 18, 23, 29		

## Case Studies

### CAT

#### Focus

**Using the Competency framework to self-evaluate and ensure outreach support to all schools is in line with up-to date and current research and opinion.**

#### Context

The Birmingham Communication and Autism Team (CAT) is a local authority funded team providing support and training for all LA mainstream primary and secondary schools and some specialist and independent providers through service level agreements. The team has 50 members with a combined caseload of 2700 pupils. CAT is an AET training hub delivering Early years, School age and Post 16 programmes. The Competency Framework has been built into CAT performance management and linked to the Teachers Standards (2011)/National Occupational Standards.

Unit 1 of this document discusses CAT decision to use the AET programme as a framework to deliver service at a LA level. The flexibility of materials assist all settings including CAT as an outreach service to identify areas for continued development.

### Approach

The Standards are equally applicable to CAT as to a school, and underpin it's role within the LA.

**7** Your setting places value on a knowledge of autism and accepts that this underpins the analysis and interpretation of a pupil's performance and behaviour to inform effective strategies.

**18** Your setting pro-actively develops links with other settings and is active in disseminating its expertise in autism to other practitioners.

**31** Your setting creates time for staff to reflect on, discuss and evaluate their practice in relation to pupils with autism and the rationale that underpins practice, to create a consensus and consistency across the setting.

**42** Your setting regularly audits (at least once per year) staff confidence levels, understanding and knowledge of autism and links this to Continuing Professional Development and performance management systems.

To deliver on the Standards then CAT members should have the skills identified in the Competency Framework. It was agreed that as part of ongoing Professional Development CAT members would self-evaluate skills and working practice. Following this self-evaluation process targets were identified and agreed with CAT managers.



It was expected that targets would contribute to both personal development and overall effectiveness and knowledge of CAT ensuring outreach support to all schools, C/YP and their families is in line with up-to date and current research and opinion.

Targets resulted in CAT members undertaking research, writing reports and sharing their findings with others, contributing to national initiatives, trialling new interventions in and out of settings, setting up an autism specific youth club, running a summer residential course for some of our most vulnerable C/YP with autism and organising a conference.

### Impact

CAT members have undertaken a variety of research projects resulting in increased personal and team understanding of autism related issues.

New resources and information documents have been developed and shared. A process for ongoing capacity building within schools has been established.

A consistency of service across the wider LA has been established. New support for C/YP with autism and their families is being developed.

### Key learning

The Competency Framework provided a tool for identifying areas of both understanding and personal interest to be further developed by individual CAT members, highlighting and promoting an extensive range of differing team strengths and experience.

### Next steps

CAT will continue to use the Competency Framework as a tool to identify and inform professional development as a means of improving service to the wider LA.

## School D Primary

### Focus

Using the Competency Framework to self-evaluate and inform training needs of staff within the setting to support Standards targeted within SSP agreed with CAT

### Context

School D is a one form entry primary school in Birmingham. A lead Practitioner had been identified and both the LP and SENCo attended L2 training following a School Support Plan being drawn up with their CAT worker and targets set against the National Standards being identified.

### Approach

As part of the Level 2 training undertaken, both the SENCo and LP drew up an Action Plan to develop their skills and improve practice within their school setting. The plan detailed some key actions to be taken upon their return to school including;

- regularly updating pupil profiles,

**3** You use a range of strategies to get to know the individual pupil and find out about their particular profile of strengths, challenges, interests and aspirations. You record and share this information with relevant others.

- trialling new approaches for gathering pupil views and recording and interpreting pupil behaviour

**15** You understand the importance of listening to the voice of the pupil and identify strategies to ensure that communication systems are not just used to inform and instruct pupils, but also offer the opportunity for pupils to express their views.

- creating further opportunities to share understanding between staff and parents

**2** You broaden your perspective on autism by reading or listening to accounts from people on the autism spectrum and parents or other family members.

- completing an environmental audit.

**50** You know that pupils on the autism spectrum may have sensory processing difficulties associated with seeing, hearing, touching, tasting and smelling, as well as sensing where their body is and maintaining balance. You take these issues into account when considering a suitable learning environment and when interpreting a pupil's actions.

Recently, all school staff have completed a self-evaluation using the Competency Framework and further targets have been identified to be included within the school development plan and as individual professional development targets.

COMPETENCY	EVIDENCE	ACTIONS
2. You broaden your perspective on autism by reading or listening to accounts from people on the autism spectrum and parents or other family members.	Review meetings Communication books Parent questionnaire re good school All staff (incl dinner supervisors) L1 trained LP + SENCO L2 trained	SENCO + LP to be L3 trained Parent group at local secondary school to be rolled out at primary school
3. You use a range of strategies to get to know the individual pupil and find out about their particular profile of strengths, challenges, interests and aspirations. You record and share this information with relevant others.	Communication book Reviews Pupil profiles All info given to class teachers School passport Good school questionnaire	Update profiles and passports
15. You understand the importance of listening to the voice of the pupil and identify strategies to ensure that communication systems are not just used to inform and instruct pupils, but also offer the opportunity for pupils to express their views.	Reviews Pupil questionnaire re good school Pupil profile	Well done books to be trialled with a group of pupils Use of STAR recording sheet to identify triggers
18. You are aware of the level of peer interaction the pupil on the autism spectrum feels comfortable with and, if appropriate, provide opportunities and support to develop relationships with peers.	Awesomes package Social groups TAMHS (Targetting adolescent mental health in school) Homunculi	
50. You know that pupils on the autism spectrum may have sensory processing difficulties associated with seeing, hearing, touching, tasting and smelling, as well as sensing where their body is and maintaining balance. You take these issues into account when considering a suitable learning environment and when interpreting a pupil's actions.	Individual sensory profiles carried out Time out area Workstations Work baskets	Environmental audit
48. You recognise that pupils on the autism spectrum will benefit if you adjust your communication style by speaking clearly, slowly and calmly, and give pupils enough time to respond to your instructions and requests.	Visuals used in classrooms and around school Special celebration days Assemblies and Mass	
37. You create a range of opportunities for pupils on the autism spectrum to practise and use their knowledge and skills across situations and people.	Social groups Trips Visitors to school Special celebration days Assemblies and Mass	
33. You deliver a broad and balanced curriculum that encompasses aspects of the pupil's social and emotional well being, their communication needs and life skills.	TAMHS Awesomes package Homunculi Social groups Circle time Mass	

## Example of Activity Slide

### Activity Slide 61

One action you will take to improve the physical environment you are working in for a pupil on the autism spectrum.

**Conduct environmental audit**

One change you will make immediately, on returning to work, to improve the way you communicate with pupils on the autism spectrum.

**Instructions broken into chunks and supported by task boards**

## Impact

Increased confidence and self-esteem for pupil A.

Pupil B and family benefited from outside specialist support for pupil in school, increased understanding of needs and more suitable placement.

Peer awareness of autism improved and tolerance developed

Other, previously unrecognised pupils with social and communication differences have been identified, monitored and appropriate support has been put in place.

Class teachers and teaching assistants have the confidence to implement and review interventions with pupils and parents.

## Key learning

Closer working with pupils and families has improved outcomes for all  
Sharing of information has increased confidence in pupils, families and staff  
Changing the learning environment has improved pupil engagement.

## Next steps

Recently, all school staff have completed a self-evaluation exercise using the Competency Framework. Further targets have been identified to be included within the school development plan and as individual professional development targets.

This will feed into the assess, plan, do, review cycle of school improvement.



# 7

## The Role of the Lead Practitioner

### **This unit looks at:**

The development of the lead practitioner role

The AET lead practitioner role

The Birmingham model

Defining two roles; lead practitioner and strategic lead



## The development of the lead practitioner role

Research of Barnard et al (2002) and AaA (2014) has identified that understanding of autism and knowledge of what constitutes good practice is vital in order to implement effective support for pupils with a diagnosis of autism. Crucially they identify that key staff in school should develop further knowledge and skills through accredited training. It is recommended these key staff would then be able to support others in school to develop understanding and implement good practice. Morewood, et al. (2011) recommend this specialist should challenge culture and beliefs and work closely with management to coordinate policies and systems across the whole setting.



*Morewood, Humphrey, and Symes (2011) Define the agent of change as a central figure that can shift beliefs and co-ordinate the whole school response necessary for effective inclusion.*

## The AET lead practitioner role

Appointing a lead practitioner /autism champion in schools to support pupils with a diagnosis of autism is identified as good practice and embedded in the AET programme within the National Autism Standards and the Professional Competency Framework.

The AET National Autism Standards are explained in Unit 5 - [click here](#). The Professional Competency Framework is discussed in Unit 6 - [click here](#).

### Standard 16

<b>16</b> Your setting has a named and experienced member of staff (autism champion/lead practitioner/SENCO) with general information about individual pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16.1 <a href="#">lead practitioner role</a> 16.2 <a href="#">Morewood GAP paper on mainstreaming autism in secondary schools</a>	<input type="checkbox"/>	
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	---	--------------------------	--

Identifies the role of lead practitioner as an experienced member of staff with knowledge and expertise in autism. It is expected that this member of staff will develop their own practice and skills in order to support pupils and other staff in school.

This role is explained in two articles attached to the resources written by Hill (2012)(16.1) and Morewood et al (2011) (16.2)





A lead practitioner will be involved in all aspects of support to those pupils with autism. This will involve aspects of advocacy, assessment, strategic planning, staff/parent liaison and support.

The lead practitioner will develop their relationship with pupils, 'know the individual' and support others in school to remove barriers and improve outcomes.

The lead practitioner will build relationships and share information with parents/carers.

## The Role of the Lead Practitioner for Pupils with Autism

Written by Mark Hill, Senior Autism Outreach Teacher, 10 March 2012

### A The Lead Practitioner for Autism

A Lead Practitioner will be involved in all aspects of support to those pupils with autism. This will involve aspects of advocacy, assessment, strategic planning, staff/parent liaison and support. The Lead Practitioner will:

- Act as an advocate for the pupils with autism
- Support pupils, families and setting staff
- Retain a secure knowledge of the key areas of difference experienced by those pupils with autism.
- Understand and be able to respond to how autism may act as a barrier in relationships with adults and pupils
- Understand and be able to respond to the ways in which autism may present a barrier to aspects of learning.
- Consistently employ their knowledge of the individual pupil in their decision-making regarding advice on effective strategies.
- Support a systemic approach to the inclusion of pupils with autism.
- Access support from outside agencies, where necessary and to keep up to date with current knowledge.

### B Involvement with the Pupils

The Lead Practitioner would create opportunities for key staff to work alongside the pupils with autism and to make detailed observations in both the social and learning settings. In schools where there only a few pupils with autism, the Lead Practitioner might do this work themselves. This would enable the Lead Practitioner to effectively 'know the child' and to lead on the delivery of specific interventions. The Lead Practitioner might work with individual pupils to gain information regarding their strengths and needs along with their views about school and access and support. A profile of the pupil would be developed including this information and key information from parents and other staff. The Lead Practitioner would also take a key role in organising and managing transition arrangements between classes and Key Stages.

### C Involvement with Parents and Carers

The Lead Practitioner would be the named person for parents and carers where there was only a few pupils with autism on roll. Where there are many pupils, their role would be to facilitate the effective engagement between key staff and parents. Parents often require a 'listening ear' that understands and responds to the changing daily needs of their child. It is important that parents are aware of the member of staff identified as Lead Practitioner so that contact with staff is ensured. The Lead Practitioner would share relevant information and signpost parents to relevant support groups and networks.

The Lead Practitioner would encourage and support parents to share information on their child with the school on a regular basis.

## Competency 21

Requires practitioners to know who the lead person for autism is in their setting and how to access information from them.

<p><b>21</b> You know who the named and experienced member of staff (autism champion/lead practitioner/SENCO) with general information on autism and specific information about individual pupils is in your setting and how to access information from them.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<p>21a. <a href="#">Lead practitioner role</a></p> <p>21b. <a href="#">Morewood, G., Humphrey, N., Symes, W. Mainstreaming autism: making it work</a></p> <p>21c. <a href="#">Essential competencies for staff working with pupils on the autism spectrum: views of practitioners [survey responses]</a></p> <p><a href="#">AET National Autism Standard 16, p.22</a></p> <p><a href="#">AET National Autism Standard 22, p.24</a></p>
---	--------------------------	--------------------------	--------------------------	--	--	--

There are three resources to guide practitioners in this section including Hill (2012), Morewood et al. (2011) (21.b) and Milton (2011) (21.c)



Knowledge, skills or personal qualities considered as being essential for practitioners to have or to acquire.  
Compiled by Milton (2012)

## Views of practitioners on:

### Essential competencies for staff working with pupils on the autism spectrum

(Analysed and compiled by Damian Milton)

#### Note on the sample:

Practitioners completed a brief online survey to name up to three competencies (knowledge, skills or personal qualities) they consider as being essential for staff to have or to acquire. They were also asked to comment on eight sample competencies and to suggest how they might use the Competency Framework. Their responses were used in the development of the Competency Framework.

A total of 178 practitioners completed the survey and their replies are categorised below into the four categories which have been used to structure the Competency Framework: the individual pupil, building relationships, curriculum and learning, and enabling environments. An additional category of 'personal qualities' has been added here to reflect the large number of respondents who mentioned personal qualities as an essential competency.

#### Respondents

Type of practitioner	Number of respondents
Outreach workers	46
Teachers (all types of provision)	39
Teaching assistants (all types of provision)	15
Lead practitioners (general specialist)	11
Lead practitioners (autism units)	11
Lead practitioners (autism specific schools)	10
Lead practitioners (mainstream provision)	9
Speech and language therapists	9
Academics	8
SENCOs	6
Educational psychologists	5
Educational advisors	4
Behaviour analysts	3
Occupational therapist	1
Music therapist	1
<b>Total</b>	<b>178</b>

## The Birmingham way history

Research has shown marked increases in the prevalence of individuals diagnosed with autism. Baron-Cohen et al. (2009) and Baird et al. (2006) estimated rates at approximately one percent. Barnard et al (2002) highlight that sixty seven percent of staff report having observed an increase in the numbers of pupils with autism in mainstream schools. Forty percent of teachers felt they were ill-equipped to support pupils with a diagnosis of autism and added that advice from specialists was increasingly difficult to access.

This research was reflected in evidence from CAT data. The numbers of pupils on caseload were growing significantly, at the same time demands of support from staff in schools were increasing. CAT recognised a growing need to support schools in building their own capacity to develop their autism threshold. CAT developed a 4 day training course to meet school, parent and C/YP needs. Schools were encouraged to identify a member of staff to take up the role of autism lead practitioner (LP) within their setting. A training package was delivered to both Primary and Secondary schools/ settings across Birmingham. Follow up LP forums were established to promote networking and sharing of good practice.

In November 2011 CAT became a training hub for the AET. All schools were encouraged to receive level 1 AET training to develop awareness within the whole school setting. LP's and key practitioners for inclusion were encouraged to complete Level 2 and Level 3 training. In September 2012-13 we introduced the AET National autism Standards and Professional Competency Framework into schools. The LP and key staff for inclusion were seen as the main drivers to implement standards by changing and developing practice through a whole school approach.

Lead Practitioners were encouraged to audit their practice against the Competency Framework and to target areas for personal development. These targets were put onto a school support plan with actions of who was to do what and by when. Meetings were set to review progress throughout the school year with CAT staff.

### Below is an example of a CAT School Support Plan (SSP)

Consolidate roles of LP & SL. LP & SL to attend citywide training as appropriate. LP to audit own practice against PCF and identify targets for PDR, LP & SL to meet with CAT during visits to school to discuss progress of pupils and effectiveness of strategies. CAT to send information about city wide	Standard 16. Your setting has a named and experienced member of staff (autism champion/ lead practitioner/SENCO) with general information on autism and specific information about individual pupils. (PCF 21) Rating 2014 = Established target to consolidate 2015	On Going
--	--	----------

During 2013-14 it became clear that in order to effect whole school change at a strategic level, the lead practitioner should be part of or have close links with the Senior Leadership Team. This allowed them to challenge stereotypes and implement systems and policies throughout settings. In schools where this was happening there were significant changes to whole school approaches and therefore to the outcomes of pupils on caseload.

However some lead practitioners had 'a more practical role' working directly with pupils, staff and families to support implementation of effective strategies, but not able to implement whole school change and approaches. In September 2014 it became clear that in some schools, there was a need for two separate roles, a strategic lead and a lead person.



## Defining two roles: lead practitioner and strategic lead

Strategic lead	Lead practitioner
Part of Senior Management Team	Running social interaction groups, friendship groups and lunchtime clubs
Dedicated role within school (with time to develop and plan)	Meetings with parents/dropins
Drives forward changes	Supporting staff in school practical advice/modelling strategies and approaches
Develops school SEN policy	Developing resources/social stories
Familiar with National autism Standards/ Professional competency framework and uses them to develop capacity at strategic level	Transition support
Develops personal Competencies	Supporting SENCo
Attends city wide strategic lead training	Disiminate CAT advice
Attended level 3 training	Observations and one to one sessions with C/YP
Works with staff to advise re strategies and interventions and to monitor and evaluate outcomes for pupils with AS	Attend level 2 training
Run parent groups/meet parents and offer support	Attends citywide lead practitioner training
Signposting	Uses PCF to develop practice
Disseminating advice from external agencies to staff	Compiles pupil profiles with C/YP
Trouble shooting with teachers	Is an advocate for C/YP
Nuture/social skills groups	
Setting and reviewing IEP targets	

Strategic lead	Lead practitioner
Delivering staff training	
Data collecting	
Tracking pupil progress	
Observation	
1 to 1 work with pupils	
Advocate for pupils	
Champion for autism in each subject area in secondary schools	
Responsible for transition planning	
May sit on consortia/locality groups	

Observation	
1 to 1 work with pupils	
Advocate for pupils	
Champion for autism in each subject area in secondary schools	
Responsible for transition planning	
May sit on consortia/locality groups	

CAT recommend to schools that those taking on the strategic lead role are part of management team in school, or work closely with them. We ask those practitioners to attend level three training. Those taking on the role of lead practitioner are asked to attend level 2 training. These roles are supported by ongoing support from CAT through regular visits in school and through termly city wide training.

## Section 1 References

- Charman, T., Pellicano, L. , Peacey, L. , Peacey, N., Forward, K. and Dockrell, J. (2011) What is Good practice in Autism Education?; London: autism education trust (AET)
- Cullen, M.A., Cullen, S., Lindsay, G. and Arweck, E. (2013) Evaluation of Autism Education Trust Training Hubs Programme, 2011-13: Final Report; Autism Education Trust (AET)
- DfE (2014) Special educational needs and disability code of practice: 0 to 25 years; London: DfE
- Ambitious About Autism (2014) Ruled Out – Why are children with autism missing out on education A guide for Parents; London: Ambitious about Autism
- [Saggu, N. \(2012\) Joint Strategic Needs Analysis; Birmingham: Birmingham Children Young People and Families Commissioning Team](#)
- See page 17 of JSNA document for table

## Section 2 References

- Gray, J., Hopkins, D., Reynolds, D, Wilcox, M., Farrell, M. and Jesson, D. (1999) Improving Schools: Performance and Potential. Buckingham: Open University Press.
- Ofsted (2012) Improving schools: a guide to recent Ofsted reports to support school improvement; Manchester: Ofsted
- Ofsted (2014) The Framework for school inspection: Manchester: Ofsted
- Ofsted (2014) School inspection handbook: Manchester : Ofsted
- Reynolds, D., Hopkins, D., Potter, D., and Chapman, C. (2001) School Improvement for Schools Facing Challenging Circumstances. London: DES.
- Wittemeyer et al. (2011) Educational provision and outcomes for people on the autism spectrum; London: Autism Education Trust
- Page 25, Learning Together: Lessons about school improvement [www.hmie.gov.uk](http://www.hmie.gov.uk) 2010



## Section 3 References

- AET (2014) Parent Guide. Available at [www.aettraininghubs.org.uk/parent-guide/](http://www.aettraininghubs.org.uk/parent-guide/)
- Birmingham City Council (2014) Local Offer. Available at <https://childrens.mycareinbirmingham.org.uk/local-offer-main-page.aspx>
- Birmingham City Council (2014) Local Offer in relation to Autism. Available at <https://childrens.mycareinbirmingham.org.uk/local-offer-main-page/assessment-of-needs/understanding-autism.aspx>
- DfE (2014) Special educational needs and disability code of practice: 0 to 25 years; London: DfE

## Links

[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

[www.aettraininghubs.org.uk/parent-guide/](http://www.aettraininghubs.org.uk/parent-guide/)

AET National Autism Education Standards and Competency Frameworks.

[SEND code of practice](#)

## Section 4 References

- People's Directorate of Birmingham LA (2014) Special Education Development Plan (Draft); Birmingham: Birmingham Children Young People and Families Commissioning Team
- NASS. (2011). National Schools Contract Terms and Conditions v1.5 . Available: [www.nassschools.org.uk/wp-content/uploads/sites/9/2014/08/National-Schools-Contract-Terms-Conditions-v1.5.doc](http://www.nassschools.org.uk/wp-content/uploads/sites/9/2014/08/National-Schools-Contract-Terms-Conditions-v1.5.doc)
- NASS (2013) Specialist Schools and Colleges Contract Schedule 1 – Service Provision. Available [www.nassschools.org.uk/wp-content/uploads/sites/9/2014/08/Specialist-Schools-and-Colleges-Contract-Schedule-1-Service-Provision.doc](http://www.nassschools.org.uk/wp-content/uploads/sites/9/2014/08/Specialist-Schools-and-Colleges-Contract-Schedule-1-Service-Provision.doc)
- Saggu, N. (2013) Joint Strategic Needs Analysis; Birmingham: Birmingham Children Young People and Families Commissioning Team

## Section 5 References

DfE (2014) Special educational needs and disability code of practice: 0 to 25 years; London: DfE

## Attachments

CAT tracking document – School Record of National Standards

## Section 6 References

[Hodge, N, and Chantler, S. \(2010\) It's not what you do; it's the way that you question: that's what gets results. GAP, 25:pg 14](#)

[DFE \(2012\) Teachers' Standards Guidance for school leaders, school staff and Governing Bodies. London: DFE](#)

[CAT competency grid](#)

[Example Action plan](#)

## Section 7 References

### [Ambitious about Autism \(2014\) Ruled out Report](#)

Barnard J., Broach, S., Potter, D., and Prior, A., (2002) Autism in Schools: Crisis or Challenge? NAS: London

Baird G et al (2006) Prevalence of disorders of the autism spectrum in a population cohort of children in South Thames: the Special Needs and Autism Project (SNAP): The Lancet, 368(9531), pp 210-215

Baron-Cohen, S., Scott, F. J., Allison, C., Williams J., Bolton, P., Matthews, F.E, Brayne, C. (2009) Prevalence of autism spectrum condition: UK school based population study. The British Journal of Psychiatry

Morewood, G., Humphrey, N., & Symes, W., (2011) Mainstreaming autism: making it work GAP, 12, 2

Hill, M. (2012) in Jones, G., Baker, L., English, A., Lyn-Cook, L., (2012) AET National Autism Standards for schools and educational settings. London: Autism Education Trust

Milton, D. (2012) in Wittemeyer, K., English, A., Jones, G., Lyn-Cook, L., Milton, D. (2012) AET Professional Competency Framework. London: Autism Education Trust

## Acknowledgements

Ward End Primary school

Greenwood Academy

Linda Lyn-Cook –Independent SEN school improvement Advisor

Rookery School and Resource Base

St John Fisher Primary School



# A guide to the use of the AET programme materials by local authorities, support services and schools.

## To find out more please contact:

AET, c/o National Autistic Society, 393 City Road, London EC1V 1NG, UK

This resource has been developed by Birmingham City Council, Communication Autism Team for the AET.  
The development team included Pam Simpson, Yvonne Vining, Rebecca Cropley & Debbie Horton.  
Created by Genium.

Simpson, P., Vining, Y., Cropley, R. and Horton, D.(2015) A guide to the use of the AET programme materials by local authorities, support services and schools. London: Autism Education Trust