

Outreach Support for children and young people with social communication difficulties and Autistic Spectrum Disorder (ASD)

What is provided? The service (SCOS) provides advice and guidance to mainstream primary and secondary schools with regard to children with significant and complex social communication difficulties and/ASD presenting behaviours at the Darlington Borough Council Graduated Response Range 4 and above.

The means by which support is provided is dependent on the need of the pupil. Strategies are advised to school staff to manage potential triggers and to make effective use of practical resources within the resources available to the school.

The SCOS also provide training for ASD Leads, and coordinate and manage the ASD Lead network. ASD Leads are trained in order to support mainstream teaching and learning strategies at the Darlington Borough Council Graduated Response Ranges 1-3. ASD Leads should:

- Have an insight into the range of difficulties people on the autism spectrum have to face.
- Understand why the condition affects people the way it does.
- Be equipped with strategies to support the difficulties of autism spectrum in school.
- Be able to respond proactively to meet the lower level of need in mainstream school.
- Provide training and support to other staff to meet the needs of the students in their class.
- Understand the process for referring to SCOS for advisory support for significant needs.

The service supports ASD Leads through the process to help make settings 'Autism Friendly' and advocate the Autism Education Trust:

<https://www.autismeducationtrust.org.uk/shop/schools-standards-shop/>

What age groups are covered? Key Stages 1 - 4.

Why is it provided? These children can often have relationship difficulties with friends and families, communication problems and struggle to understand the subtleties and demands of social interaction. For example, they may have difficulty understanding and using verbal and non-verbal language and their thinking and behaviour may be shown by restricted, obsessional or repetitive activities. A child's capacity for abstract thought and reasoning is also often affected. Sensory processing difficulties affect a child/young person's ability to interact and cope within their environment. This can manifest itself through difficulties in concentration, organisation and may result in sensory seeking behaviour. Children's self-esteem and confidence can be affected by their social and communication challenges in a mainstream setting.

What is the Eligibility Criteria? Children/young people will be presenting behaviours at a Range 4 or above. A diagnosis of ASD may have been identified as a Primary need, or the child may have significant social communication difficulties without a firm diagnosis of ASD. The school should have previously implemented support or interventions which are in keeping with the needs of pupils with social communication needs / ASD, and the advice of the ASD Lead in the school should have been sought in the planning of school support. If following review of this it is agreed that additional advice from SCOS is required a referral to the service should be considered.

Referral Referrals to the service are generally completed by the school SENCo or ASD Lead in the school and parents are asked to complete their views as part of the referrals process.

Quality Assurance The service is co-ordinated by a specialist teacher supported by an assistant co-ordinator, and a full time TA (all based at Hurworth School), and remote specialist advisory support.

The assistant co-ordinator has responsibility for ensuring referrals from schools are assigned to advisory staff according to their skills base and their knowledge of school practice. The service co-ordinator will assess what difficulties the child/young person is experiencing from the referral form to ensure the right service is being requested. The assistant service co-ordinator is responsible for checking the quality

are sent out and maintains a database to record the number of pupils being supported by the service.

Staff Details

- Co-ordinator – Helen Whitten, Hurworth School
- Asst Coordinator – Rachel Wood, Hurworth School
- Solmaz Daneshmand, Hurworth School

Remote Specialist Support:

- Nicky Lupton, Mount Pleasant Primary School
- Rachael Plant, Education Village

Contact Information

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