

SEND Coffee Morning

ASD



What is ASD?

Autism spectrum disorder (ASD) is a neurological and developmental disorder that affects how people interact with others, communicate, learn, and behave.

Although autism can be diagnosed at any age, it is described as a “developmental disorder” because symptoms generally appear in the first 2 years of life.

Area of need on the SEND list – ASD can fit into any of the 4 areas including; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and/or Sensory/Physical needs.

If school have a concern about a pupils development and we think it may be linked to ASD, an IC (Initial Concern) form will be completed and shared with parents.

If, after an assessment cycle the strategies which the teacher has used to support the pupil are not having an impact and the pupil is not making progress, then that pupil will have an EH (Early Help) opened.

Once an EH is opened, the child may be referred to specialist support. For example they may be referred to the Woodbridge SEND service who will come into school to observe the child and provide strategies which school can use to ensure the child is making progress.

After 2/3 assessment cycles, if school see that the child is still not making the expected progress. A BSCIP referral can be made.

A BSCIP referral is made by the SENDCo and consists of a range of evidence eg, Woodbridge SEND service observation, the Early help forms, parent questionnaire, teacher questionnaire and a SALT report.

A specialist panel will sit, look at and discuss the BSCIP referral and decide whether or not the child has ASD. Some children are diagnosed with ASD whereas others are not.

School work closely with parents throughout all stages of IC, EH and referrals. Parents are kept informed at all stages and everything is completed with parental permission/consent.

Once a child is diagnosed with ASD, school will implement the strategies suggested and the child will be closely monitored to ensure they are now making sufficient progress.

If after another assessment cycle, the child isn't making the expected progress and is finding it hard to join in with school routines and class work. An EHCP application may be considered.

A wealth of evidence has to be collected for an EHCP application. The evidence comes from specialists (Educational Psychologist) reports and observations, specialist interventions (Woodbridge SEND service), class teacher comments, parent comments and SENDCo comments.

At Brownlow Fold we offer support and interventions to children who have been provided with strategies linked to ASD.

Learning support staff deliver the interventions to our pupils to ensure they are making progress with their learning and are able to access the full curriculum.

Class teachers also implement strategies into everyday teaching and learning.

Does anyone have any questions?

It is now time to have a chat with the other parents who are here and also a chance to speak to Miss Heyes the SENDCo.

The next SEND Coffee morning is on 11/2/24.