

Sefton Special Educational Needs and Disability (SEND)

Our Approach
Assess, Plan, Do Review



Sefton – Graduated Approach

A Provision Grid for Neurodivergent children and young people

Autism is a lifelong developmental disability which affects how people communicate and interact with the world. Autism is a spectrum condition and affects people in different ways. Like all people, autistic people have their own strengths and weaknesses. Autism is a difference and not a deficit.

The term 'neurodiversity' describes the natural variation in the way all human brains are structured and work, a biological fact.

'Neurodiversity is the diversity of human minds, the infinite variation in neurocognitive functioning within our species.' Walker (accessed April 2024).

The term *neurodivergent* is used to describe the minority who are seen as diverging from what is considered the 'norm'. The most commonly discussed neurodivergent profiles are autism and ADHD (National Autistic Society) but the term can apply to wider profiles. Rather than only addressing needs following a formal diagnosis or labelling, which can result in stereotyping, it is more important to understand and meet individual profiles of need. (Neuroinclusive Education Network formally Autism Education Trust)

The aim of this document is to set out expectations in relation to support available for children and young people who have social, communication and emotional health needs. For some young people this will mean a diagnosis of an Autism, but the information is also relevant to those young people who are on the waiting list for Autism assessment, those whose communication and interaction needs are newly recognised and a referral for assessment has not been made, and those who have needs but choose not to seek further assessment. **Please note: A formal diagnosis of Autism is not required to access reasonable adjustments and support.**

Whole School Systems			
Assess, Plan and Review	Environment and Learning	Curriculum and Learning	Partnerships
- Good Quality Inclusion Strategy & SEND policy in place - SENCO as strategic lead with time to implement the Code of Practice and SEND Reforms - All staff are aware of the key content in relevant documents ie: SEND Code of Practice; Equality Act (2010); SEND Reforms (May 2026) Every child achieving and thriving and SEND consultation supporting information - GOV.UK Neuroinclusive Education Network (NEN) formally the Autism Education Trust resources and materials including ; nen-school-standards-framework-2026_1779972723.pdf - SENCO/ designated communication interaction needs (ci) lead provides guidance and support to staff around ci needs; is a point of contact for external agencies ie: health, inclusion: maintains awareness of the	- A calm well organised environment including whole school visuals - Predictability for all young people is supported by clear routines and expectations and the use of visual prompts and resources to communicate these - Guidance to CYP around strategies to support independent learning ensuring appropriate resources are available - A communication friendly environment that supports all children including those with Speech Language and Communication Needs. - Understanding ALL behaviour is a form of communication and the functions of it must be understood	- High Quality Teaching that meets the need of all CYP as standard - Developmentally appropriate teaching and learning - Outcome focussed planning - Multisensory learning - Addressing of any social pressures, teasing/bullying/ labelling - Quiet places and opportunities - Supportive peer systems - Opportunities to access social extra-curricular activities e.g. sports clubs - Social and emotional curriculum that focusses on accepting and understanding differences ie: The Double Empathy Problem - Carefully planned homework and assessment policies with clear consideration of SEND needs	- Positive home/school partnership with clear lines of communication including clear and accessible ways parents can express any concerns - Actively engage parents and the wider community Positive relationships with parents The power of a good home and school partnership - True co-production principles and actions Sefton Parent Carer Forum - Access plan to include wider educational context - Parents and children and young people are valued as equal partners in learning

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latest research/ guidance in ci; audits practice within the setting; engages parents around supporting ci needs; liaises with governors about ci needs • Assessment, tracking and target setting systems in place for all young people so that concerns about social communication skills are identified as soon as possible • There are systems in place for the senior leadership team to assess how effectively policies are implemented and staff are meeting communication interaction needs such as sensory audits, classroom observations and pupil panels by completing the nen-school-standards-framework-2026_1779972723.pdf • Flexibility and creativity within school systems and policies to enable social interaction and communications to be met • Neuroaffirmative ethos, attitudes, culture and language that supports learning and wellbeing of all in line with current terminology nen-terminology-guide-2026_1785305427.pdf • Autism Acceptance week and Neurodiversity week are engaged with and peer awareness of neurodiversity is promoted • CYP - focus on pupil strengths, ensuring all pupils feel understood and valued • All whole school policies and practices are inclusive and include reasonable adjustments from a SEND perspective, including uniform, behaviour, accommodation and individual need etc... • Every member of the school community takes responsibility for an inclusive culture, leaders, staff, parents, children, young people, professionals from partner agencies and the wider community • Child centred approach i.e.: consistent language, approaches/strategies • Provision Mapping	• Active promotion and valuing of pupils' emotional/ social wellbeing • Promote opportunities for social engagement and safe spaces on the playground at break and lunchtimes eg: buddy systems, friendship benches and specific activities developed with young people • Foster a sense of belonging for all young people through groups, clubs, team sports/ activities, class/ tutor groups • Restorative behaviour policy • All staff understand the need for a flexible approach to the management of young peoples' responses in line with school policy including understanding of the communicative intent of all behaviour and the use of Functional Behaviour Analysis to understand responses • A team approach to supporting communication interaction needs is encouraged including staff having opportunities to discuss concerns and solutions and to provide support emotionally and practically to each other; planned opportunities to share good practice with other schools/ settings with senior leaders promoting and facilitating networking and mentoring opportunities • Staff mental health needs are monitored and supported • Symbol and sign software examples Widgit Online , Clicker - writing software for the primary classroom • The CIRCLE resource primary • The CIRCLE resource secondary	• School staff understand how communication interaction needs may impact on academic progress and SEMH • Staff skills are routinely and regularly audited eg AET Competencies Framework and further training on communication interaction needs accessed as identified • Systems are in place to disseminate training to the wider school staff • Whole School Autism Awareness Training ◦ Programme of CPD ◦ Expert-Led Autism Training Autism Education Trust ◦ What is autism? ◦ Sensory processing difficulties - Sheffield Children's NHS Foundation Trust	• Pupil and parent/carer voice are sought, valued and used to inform provision, outcomes, learning and effectiveness of provision • Ensure young people are aware of and involved in whole school decision making eg; pupil forums, school councils • Curriculum content regularly shared with home • One page profiles are coproduced with parent/ carers and young people • Effective proactive transition arrangements • Provide a careful induction for all young people joining the school at the beginning of and throughout the academic year • Advice sought from external agencies and professionals as appropriate
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• Access plan to include wider educational context • EEF 'Five a day principles'. • Effective good practice • Clear systems to ensure effective communication between staff including information regarding individual young people's needs ie: sharing coproduced one page profiles • All school/college trips and visits are planned with individual needs in mind and conform to legal requirements • Children's views are regularly sought, reviewed and acted upon • Top 5 autism tips: inclusion in education			
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Pupil may be displaying communication interaction needs: [See case study - Ethan](#)

Young people with social communication needs may have difficulties with:

- Social communication: for example, understanding and using verbal and non-verbal communication, such as gestures, facial expressions and tone of voice
- Social interaction: for example, recognising and understanding their own and other people's feelings and managing their own feelings
- Social imagination: for example, predicting other people's intentions and behaviour and imaging situations outside of their own routine
- Sensory differences: including some form of sensory oversensitivity (hypersensitivity) or under sensitivity (hyposensitivity) for example to sounds, touch, taste, smell, light or colours.

These needs are commonly associated with Autism but may also arise from developmental delay and/ or environmental factors such as early childhood trauma.

The Coventry Grid offers insights into the differences between Autism and Trauma, serving as guidance not a diagnostic tool. Its primary role is to encourage meaningful discussions among professionals. However, it is not supported by research evidence so should be used in a considered manner and not in isolation. Where there is evidence gathered over time of a possible autistic profile of need, a referral should be made to Alder Hey for assessment. Autistic young people can also experience trauma and may also have co-occurring needs.

	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)
Universal Classroom Offer	Refer to Sefton Inclusion Toolkit for guidance Use of school data systems to monitor progress and attainment over time: • Whole school assessments – attainment, engagement and behaviour • Attendance • Discreet observations – teaching & social time • Transition information & documents incl. previous One-Page Profile(s) • AET Progression Framework. • Show progress from starting point with B Squared assessment • The Coventry Grid • Language assessments e.g. Test of Abstract Language TALC. • Speech and Language Link, Communication Trust, Progression Tools, Wellcomm, Thinking and Talking.	High quality teaching and adaptations Curriculum • Flexible curriculum adapted to meet the needs of children with social communication needs • Consideration of the motivation of task and content in relation to the interests of particular young people. • Ensure the social aspects of the curriculum are accessible for neurodivergent learners • Within the curriculum encompass social needs and wellbeing, communication and life skills • Ensure personal and social development includes areas such as social interaction, self awareness, independence and emotional awareness • Extended opportunities for young people to engage in supported play and leisure activities, particularly at break and lunch (including time alone/ in smaller groups etc....) • Use of IT to enhance learning and provide alternative means of recording	Staff Resources: • Autism Team school drop-in surgery • Example of adapted teaching for Autism DT.pdf • NEN Environmental checklist / audit • NCSE Physical Environment Classroom Tool • NCSE Classroom sensory environment screening tool • NCSE Visual Supports within an Inclusive Learning Environment • NCSE Sensory spaces in schools • AET Progression Framework • NEN One-Page Profile ◦ Primary ◦ Secondary • Autism Team symbol based classroom pack • Sensory Padlet. Autism and Complex needs team Sefton Council. • Sefton Autism Team Padlet for Sefton Education Professionals • Sefton Autism Team Executive Function Padlet • Autism GA Padlet • Sefton Autism - Post 16	• A neuroaffirmative culture of acceptance is created in school. • Staff and pupils are aware of neurodiversity and the awareness of individuality and uniqueness within this. • Welcome to the Autistic Girls Network • Staff recognise indicators of social communication and interaction needs (including in young people who may be masking and may need a parent/ carer advocate) and make appropriate

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	• Talk Boost (designed for children 4-7) • Blast (designed for all children in nursery 3-4 years) • Blast 2 (designed for reception children) • Talk for Work, Talk Boost, Early Talk Boost, Nuffield Early Language Intervention • Leuven Scales. Awareness of the Individual: • Identification and celebration of pupil's strengths and acknowledgement of needs • Awareness of the variable profile of need and that this can vary according to context • Knowledge that certain presentations can mask in certain environments • Recognition that fear, anxiety, sensory overload and social demands act as barriers to learning and that the child needs to feel understood and supported • Understanding that neurodivergent young people are more likely to experience anxiety than the general population The "lose it" line • Awareness of pupil's wider profile and neurotypes ie: ADHD/ dyslexia/ • Talk to CYP and key stakeholders to ascertain their views and preferences i.e. Coproduced One Page Profile	• Opportunities for young people with social communication needs to practice and use skills/ knowledge across situations and people • Use passions and interests as part of the curriculum to engage and motivate Communication: • Support spoken information with visual cues so the child can see the information as well as hear the information- words disappear once they are said- use pictures, symbols, widgeits, boardmaker Widgeit Online • Visually clear environmental layout and use of visuals throughout the environment including labelling, visual timetables, zoning • Photographs of key staff and adults for young people to use • Use clear unambiguous language- say what you mean, mean what you say • Reduce your language especially when a young person is overwhelmed • Chunk instructions Useful tips Sheet Chunking.pdf • Shared scripts for consistent language and language of choice • Avoid abstract language, sarcasm, idioms • Tell pupils what you want them to do rather than what you don't want them to do • Use of gesture /non-verbal cues • Be aware a young person may well interpret what is said literally • Be aware of your body language and tone of voice- a young person may misinterpret this • Modelling and scaffolding EEF blog: Scaffolding – more than just a worksheet EEF • Task understanding checked regularly • Non-verbal methods to share ideas ie: drawing/ whiteboards • Using talking partners and peer supporters • Provide adequate processing time for the child's developmental level, receptive and expressive language abilities and capacity to process at that point in time which will be impact by external and	• nen-terminology-guide-2026_1785305427.pdf CPD: All staff will have a basic understanding of autism and neurodiversity. Staff will have an understanding that ALL behaviour is a means of communication and needs to be understood. All staff will be accessing resources that enable them to provide appropriate support. All staff will have accessed the authority's free core offer of SEN training. • AET Making Sense Of Autism Training • AET Good Autism Practice Guide • AET Making Sense of Neurodivergence in Schools • Sensory training (NHS and Autism Team follow up sessions) Pupil Resources: • Range of visual Supports: • Visuals • Whole class visual timetable (understood by all pupils and consistently used) • Use of task boards. • task planner example.pdf • Now and Next boards • Choose boards • communication board examples.pdf • IPADS for accessibility • Individual timetables. Examples Of Individual Timetables.pdf • Vocabulary mats • Talking Tins • To do lists / reminders/WAGOLs/checklists task planner.pdf • Support to develop their preferred multimodal expressive communication especially no and low tech methods for example; symbol exchange systems, non-verbal communication. Multimodal communication	provision and referrals. • Staff make appropriate environmental and social adjustments to support pupils who may have this profile of need. • Staff recognise when they need more help and advice and know how to successfully access this. Quantitative - attainment & progress data Qualitative information. for example: • Participation & engagement in learning • Increased independence • Applying and generalising new skills to unfamiliar contexts • Recording information in a variety of ways • Improved confidence and self-esteem • Clear approaches and strategies to meeting needs in place and impact regularly reviewed
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		internal factors ie: sensory needs, social demands, anxiety etc.... • Check understanding and for misunderstandings especially when external/ internal factors are likely to impact language skills (ie internal/ external sensory needs, anxiety levels, cognitive load etc...) • An understanding that all behaviour is a means of communication and use of tools such as ABC charts/ Motivational Assessment Scale (MAS), STAR approach to identify functions of behaviour when this is needed Routine & Structure: • Recognition that routine, structure and predictability reduce anxiety and support independence • Routines and structures are explicitly taught, modelled and supported by visuals • Use a visual timetable consistently as part of daily classroom practice ◦ Examples Of Individual Timetables.pdf ◦ daily calander.pdf • Provide and teach routine, structure and visuals which will develop independence ie: workstations, visual timetables, task planners etc.... • Minimise the times when all children need to do the same things at the same time • Use routines and structures in a way that minimises high traffic areas and manages use of space well • Plan ahead so all adults know their role during the transition and in the class routines so they have a clear role • Think about what to do before the transition, during and after and how to visually communicate this • Plan and prepare cues, visuals and scripts that all adults can use to make transitions predictable • Plan and prepare cues, visuals and scripts that all adults can use to make transitions predictable	• Intensive Interaction Intensive Interaction - YouTube • Range of resources/media/tech to promote independence. E.g., sand timers; alarms; checklists, apps such as Brain in Hand (NAS) etc. • Social Stories • Comic strip conversations • Incredible 5-point scale THE INCREDIBLE 5-POINT SCALE - HOME • Stress Bucket file:///C:/Users/mcgas/OneDrive%20-%20sefton.gov.uk/Documents/My%20Pictures/Stress-Bucket_2024_FINAL_EDITABLE.pdf • STAR chart BLANK STAR Analysis • Emotions Thermometer Emotions thermometer • Emotion Works • Sport Sanctuary Activities cards can be adapted for use • NAS Know yourself series Parental Support: Listen to parents and validate their experiences. • Developing positive relationships between parents and school • Aiming High • ADDvanced Solutions • Sefton Autism Team Parents Padlet • Sefton Parents and Carers • Parenting 2000 • Aiming High • ADDvanced Solutions • Family Advice and Support Team (FAST) / Early Help • Kids (SENDIASS) • Young Persons Advisory Service	• Positive response from pupil and parent/carers voice • Increased/equal access to the curriculum • Increased retention of key concepts and skills • Improved listening / attention • Positive social interactions • Positive collaborative work in class • Positive mindset • Reduced anxiety • Staff being aware of and using systems related to whole school SEMH systems • Staff well-being, feeling connected, co-developing ideas/support • Improved attendance • Reduction in number of incidents of distressed behaviour across school
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		• Consideration and support for transitions throughout the day using visual tools ie: timetables, transition objects, count downs etc.. • Clear transition plan for pupils at identified points including micro and macro transitions e.g moving class, moving schools, new staff members. • Prepare for transitions and practice transitions well in advance using a range of means • Prepare for change well in advance, support and practice with the use of visual tools ie: "oops there's a change" board, "staff in class today" board • Appreciate the impact of unexpected changes and have plans and strategies in place to support young people to manage these • Proactively teach the concept of finished supporting this with the use of visuals • Flexible groupings and seating plans that reflect needs across the day ie: when children tire or if anxiety rises they may need a quieter space to work or a less socially demanding space to work • Be aware of hypervigilance, anxiety and sensory needs when seating pupils ie: some pupils may feel vulnerable with others sat behind them and may prefer to sit at the edge back to the wall or near an exit • Effective, planned deployment of teaching assistants to support the teaching of routines, structures and independence • Variety of activities/ opportunities planned for e.g. group, independent, IT based, movement breaks • Flexible transitions ie: being allowed out early or late from a lesson to avoid crowds Social Interaction • Relationships are key- protect your relationship with the child above all else- ensure you are consistent, accepting and empathic at all times and that you develop a trusting relationship with the young person • Support peers to develop their understanding of neurodiversity • Neurodiversity Celebration Week		
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		• Learning about Neurodiversity at School programme • Adjustments to lunch time and playtime expectations, routines and activities e.g; structured games, small group alternatives, opportunities to be alone, opportunities to engage in passions, quiet spaces, sensory circuits, access to nature • Understanding that social interactions use up “social calories” and can cause fatigue and overwhelm if not considered/ planned for and managed • Consideration of the social demands of working with and being with others considered and adjusted according to individual needs • Observe for signs of social overwhelm and support children to communicate this if appropriate and take a break Emotional Regulation: • Teach all children about sensory and emotional differences • Teach all children self-advocacy skills • Support developmentally appropriate ways for all children to identify their own emotions and supportive strategies ie: The incredible five-point scale/ zones of regulation • Acceptance of stimming as a self-regulatory behaviour and opportunities to engage in this as needed • Awareness, acceptance and positive understanding of a pupil's masking profile. • Schedule in time to be spent on passions and interests • Consideration of the varying presentation of autism depending on context and external/ internal drivers (ie; sleep/ hunger/ pain/ anxiety/ environment etc...) and the impact this has on presentation at any given time, which can fluctuate • Consideration of the tendency for some individuals to catastrophise		
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		Sensory / Physical Environment: • Visually structured, organised and clutter free learning environment • Calm and neutral tones reflected in displays to minimise distraction. • Exits are clear and accessible. • Environment clear of unnecessary obstructions • Flexible classroom seating including adapted seating such as wobble stools/ beanbags/ standing desks • Understand the impact of sensory overload and how this affects young people • Input of young people around reasonable adjustments to meet sensory needs ie: regular sensory/ environmental audits completed with young people • Quiet spaces for work/ decompression • Safe spaces inside and outside class • Pupil initiated access to safe spaces if they are able ie: time out/ take a break cards • Safe tight spaces to calm • Access to natural light, nature and outside spaces • Sensory circuits used within daily class/ school routines ie: outside to inside transition times/ breaks/ home time/ assembly times • Variety of activities/ opportunities planned for e.g. group, independent, IT based, movement breaks, time to engage in passions • Variety of appropriately graded (developmentally and age wise) sensory activities young people can access with and without support available at all times ie: class lunch, break, assemblies, school trips (R- kits) • Adjustments made to support fine and gross motor needs • Consideration of the dynamic presentation of sensory needs • Optimisation of mental capacity by reducing sensory distress		
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		Input of young people around reasonable adjustments to meet sensory needs ie: sensory/ environmental audits completed with young people		
Targeted / Small Group	Pupils may: Have specific challenges with aspects of school life e.g. sensory, social environment, learning, which do not respond to the above High Quality Teaching support which is fully embedded by staff who have accessed and consistently implemented appropriate training and advice See case study - Sam Indicators of need which may require more targeted support include: The adjustments made through High Quality Teaching have not resulted in adequate progress. The young person's social and emotional regulation skills indicate an increasing gap between them and their peers. The development of the young person's social communication and emotional regulation skills is a barrier to developmental progress. Parents have raised concerns regarding the presentation of the young person in other contexts despite difficulties not being apparent in school.			
	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)
	Formative and summative assessment identify: Increasing and persistent difficulties or gaps in attainment and progress. Assess – as universal, plus; - Class/ subject teacher plus relevant others e.g. SENCO, Specialist Teacher, Adviser, IC etc. - NEN Progression Framework - Academic assessment in line with school protocol if CYP is sitting outside of this use a different tool e.g. B squared, PIVATS, Engagement Scale - Specialist academic tracking if a concern/ working below e.g. B squared SCERTS as a tool for assessing areas of need, developing	Additional and Different support Communication: - Personalise a system for pupil to communicate understanding - Provide individual methods for requesting, asking for help and getting needs met - SALT support Structured language scripting for gestalt learners Routine & Structure: - TEACCH Principles and tasks planned to match personal goals - Individual timetable taking into account concentration/ attention, monotropism, academic ability and neurotypes - Daily meet and greet with known member of staff - Carefully planned and supported transitions using visual supports and reducing unnecessary transitions - Opportunities to develop generalisation of skills	Please be informed, social skills groups/ programmes may emphasise conforming to neurotypical social behaviours, which can feel invalidating or inauthentic for some individuals. All work with neurodivergent young people should be neuroaffirmative. Evidenced Based support such as: TEACCH/ Structured Teaching Attention Autism - Social groups: Lego Therapy, Circle of friends Social communication groups - Social stories - Comic strip conversations Sensory circuits Word Aware – Thinking Talking (designed for 5-11 years but easily adaptable for secondary) Talkabout Blacksheep Press	Refer to Universal review progress indicators, in addition to: - All information gathered has informed a more detailed and specific support package - CYP have been involved at all stages supported by key stakeholders including parents/ carers - AET progression framework (inc generalising)

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	intervention and evaluating progress and support - Ascertain pupil views on areas of strength and difference they would wish to Awareness of the Individual: - CYP plus key stakeholders centrally involved in the coproduced one-page profile and target setting - Make sure assessment and understanding of the pupil enables appropriate support in the three areas of difference and consideration of cooccurring needs	- Develop independence through the use of routines, structures and visual supports rather than adult support Social Interaction: - Ensure pupil voice is gathered and incorporated into any work on social interaction - Teaching specific methods of emotional understanding and regulation - Unpick social understanding to support self awareness and strategies to navigate social situations being aware of the “Double Empathy” problem Emotional Regulation: - Ensure pupil voice is gathered and incorporated into any work on emotional regulation - Use resources to such as Zones of Regulation resources to support self awareness - Teach techniques such as energy accounting - Feelings thermometer - Positive and proactive regulation plan Sensory / Physical Environment: - Create personalised home/ school transition plan to support school attendance and avoid long term emotionally based school avoidance - Planned interventions e.g. sensory processing activities, fine/gross motor skills, self-advocacy, post-diagnostic support etc - Positive and proactive sensory support plan - Access to individual sensory equipment / resources ie: Regulation kit - Access to nature and natural light	- Careers framework Careers Education Framework Supporting young autistic people Welcome to the Autistic Girls Network Autism Diagnoses in Adults and Children Neurodiversity Pride Day June 16 2026 ND Pride Week 2026 Referrals: Sefton Educational Psychology Service Developmental Paediatrics Referral Sefton S&L referral Sefton OT referral Resources: - NEN Progression Framework - NEN sensory profile/ observation chart Social Stories/ Comic Strip Conversations Elklan Language Builders for ASD The Conversation Train The Green Zone conversation Book - Visual supports My Turn Your Turn.pdf help card.pdf NEurodivergent Peer Support Kit (NEST) NAS Know yourself series - Exploring Feelings by Tony Attwood - FRIENDS for life by Dr Paula Barratt - Think Good, Feel Good by Paul Stallard - The ASD Girls Toolkit by Rae and Such - The Thriving Adolescent: Using Acceptance and Commitment Therapy and Positive Psychology to Help Teens Manage Emotions, Achieve Goals and Build Connection by Hayes and Joseph Ciarrochi - Understanding race , ethnicity and bias resources-to-understand-race-and-racism.pdf CPD: As for universal but in addition - Bespoke training via Autism Team, SALT, IC etc. - NEN Good Autism Practice	learning) & academic tracking data - Positive outcomes from explicit teaching & support - Attendance - Behaviour recording tools - Consultation request or direct observation – Autism Team and/or SEN IC Reviews should include: - Assessment of the young person’s progress in the target areas - Information about the adjustments which have been made in the classroom and their effectiveness - Information about how intervention has been implemented including how often it took place, who delivered it and how engaged the young person was
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			• The SPELL framework • OT training – sensory processing • ABC chart/ MAS/ STAR behaviour analysis training • NEN Autism and Anxiety • NEN Anxiety and Attendance • Sensory differences Autism team training • Not another social skills group training link • Autism Team Structured Teaching Training Parental support: • Early Bird Plus Programme (Ages 5-10) • TeenLife (Ages 10-16) • Advanced solutions	• Any other updated info Possible review outcomes: • The young person has made accelerated progress and the level of support can reduce to encourage independence • The young person has made expected progress and the level of support needs to continue • The young person has not made expected progress and the support needs to be refined • Very occasionally the review will indicate that significant concerns remain despite rigorous cycles of assess, plan, do, review and
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				advice from specialist support service being consistently implemented in school. In such cases consideration of an Education Health and Care Plan may be considered. Quantitative - attainment & progress data Qualitative information for example: • Able to apply and generalise skills to other contexts. • Improved self-esteem and attitude to learning. • Better able to articulate their emotions. • Improved self-esteem and confidence. • Developing I can attitude. • Clear approach/strategies of what to do when unsure about a task/situation. • Better understanding of child's needs.
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				• Able to identify & manage emotions that are both comfortable and uncomfortable. • Able to recognise sensory needs and manage them proactively • Positive relationships with peers
Specialist/Individual	Pupils may: Have challenges which continue even when all the strategies suggested above have been thoroughly embedded and teacher skills and knowledge are thoroughly developed See case study Jack			
	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)
	Formative and summative assessment by specially trained class/ subject team supported by other professionals • Multi-agency assessment is central to determine levels of need, taking into account co-occurring conditions • AET progression Framework Show Progress - Online Progress Tracking for Special Educational Needs (/ B squared (autism specific) • OT sensory assessment • SALT assessment if required • Specific assessment of the 3 areas of difference • Physiotherapy assessment • Medical Care Plan (if needed)	Specialist support • High quality inclusive teaching plus personalised interventions to maximise progress which are reviewed timely. • Brain in Hand Neurodiversity Platform & Workplace Support • Adapted and specialist curriculum is planned according to need(s) and interests • Personalised Curriculum for example: life skills curriculum; project-based approaches; Reference to AET Progression Framework; BSquared (autism specific) focussed on developmental stage rather than chronological age • Generalisation of learning throughout the curriculum • Generalisation of learning, understanding and skills across multiple settings • Highly individualised support plan that identifies specific strategies and support, usually in conjunction with external advice. • Generalisation of all learning, understanding and skills across multiple settings including social, sensory and emotional regulation • Highly personalised motivating systems	Pupil Resources / Intervention: • Symbols, communication mats, visual supports ◦ Refer for specialist support: Sefton specialist teaching service Sefton complex needs team Sefton S&L referral Sefton OT referral Autism and Complex Needs Team Refer for specialist assessment: • Education, Health and Care Plans – good practice Mental Health: • Online counselling for 11–18-year-olds. Home - Kooth. • MindMate - Emotional wellbeing and mental health. • YoungMinds Mental Health Charity For Children And Young People Young Minds • stress-bucket-activity.pdf •	Refer to Universal and targeted review progress indicators, in addition to: • Use all information gathered to inform a more detailed and specific support package • CYP involved at all stages supported by key stakeholders • AET progression framework (inc generalising learning) & academic tracking data • Outcomes from explicit teaching & support

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	CYP plus key stakeholders involved in One-page profile and target setting	- Regular analysis of the functions of behaviours to develop and inform a clear and consistent Positive Regulation Plan used consistently by all. - Risk assessment - Absconding plan - Reintegration plan - Pastoral support plan - Attendance at multi-agency meetings - Referral to external agencies Exam access arrangements Communication: - Personalised communication system using AAC where needed e.g. PECs, Dynovox, TOBi, etc. - Implementation of specialist advice and support for example; Speech and Language Therapy. - Therapeutic, one to one sessions - Setting up a Communication Environment – planned spaces, places, areas and activities to enable a child to communicate throughout the day as part of their day - Generalisation of learning, understanding and skills across multiple settings Routine & Structure: - TEACCH methods, strategies and principles embedded as standard - High staffing level – personalised according to activity/ need - Individualised timetables taking into account concentration/ attention, academic ability and additional needs - Personalised work station in the classroom and outside of the classroom. - Structured 1:1 or very small group interventions, with reliable evidence of effectiveness - Consistent cycle of 1:1, independent, small group throughout the day - Highly planned & rigorously supported transitions personalised to the young person Social Interaction:	Children at risk: Sefton Safeguarding Children Partnership Sefton Level of Need Guidance Sefton Children's Health and Advice Team (CHAT) First Day Response Sefton admissions and transfers Sefton Virtual School for LAC or previously cared for children CPD : As previous in addition Home TEACCH® Autism Program Intensive Interaction Institute - Training	- Attendance - Behaviour recording tools e.g. SLEUTH used to analyse and report on behaviour and periods of distress - Consultation request & parental permission for direct observation – Autism Team and/or SEN IC - Information feeds into EHCP review and tracking meetings
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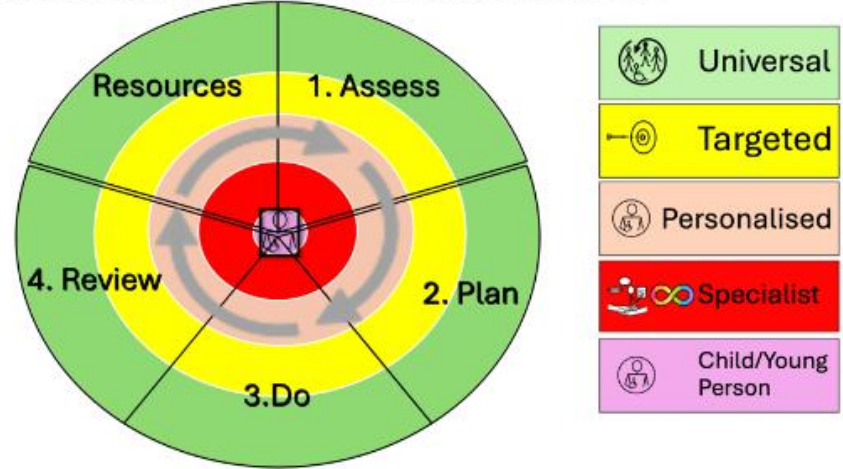
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		• Specific diagnosis awareness and understanding work. • Daily support for social thinking, social success/ social understanding and understanding of self and others threaded through the day • Generalisation of learning, understanding and skills across multiple settings • Emotional Regulation: • Teaching specific methods which are personalised around emotional understanding and regulation • Personalised home/ school transition to support school attendance and avoid long term emotionally based school avoidance where needed • Generalisation of learning, understanding and skills across multiple settings • Highly personalised self-regulation plan that enables independence of emotional wellbeing over time. Sensory / Physical Environment: • A learning environment which is adaptable for sensitivity to noise and other sensory factors. • Access to low arousal personalised work area. • Sensory circuits and activities appropriate and personalised to the child as an integral part of the school day • Individual sensory profile • Generalisation of learning around sensory needs, understanding and skills across multiple settings		
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Walker N., *Neurodiversity: Some Basic Terms & Definitions*. Available at: <https://neuroqueer.com/neurodiversity-terms-and-definitions/> (Accessed: April 2024)

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