



**Autism
Education
Trust**

Supported by



Department
for Education

The Autism Education Trust

Today's Workshop

- Introduce the Autism Education Trust
- Outline the strategic approach the AET use to work with local and regional areas to manage demand for specialist services
- Discuss a commissioning approach to embedding a mainstream plus approach
- Signposting to useful resources that will support you on your own local journeys to embedding good autism practice.

The Autism Education Trust

- Not for profit partnership organisation founded in 2007
- Supported by Department for Education and part of the Autism Strategy 2021-24 Implementation Plan
- At the heart of the partnership are autistic young people and parents/carers
- Work across Early Years, Schools & Post 16 in partnership with other national organisations such as NHSE, National Autistic Society, Ambitious about Autism, NASEN & Whole School SEND, Education Training Foundation, NDTi and local partners such as voluntary and community sector organisations, local authorities, Clinical Commissioning Groups, early years providers, schools, colleges, universities and employers

The AET delivers the only DfE endorsed training on autism for schools across England

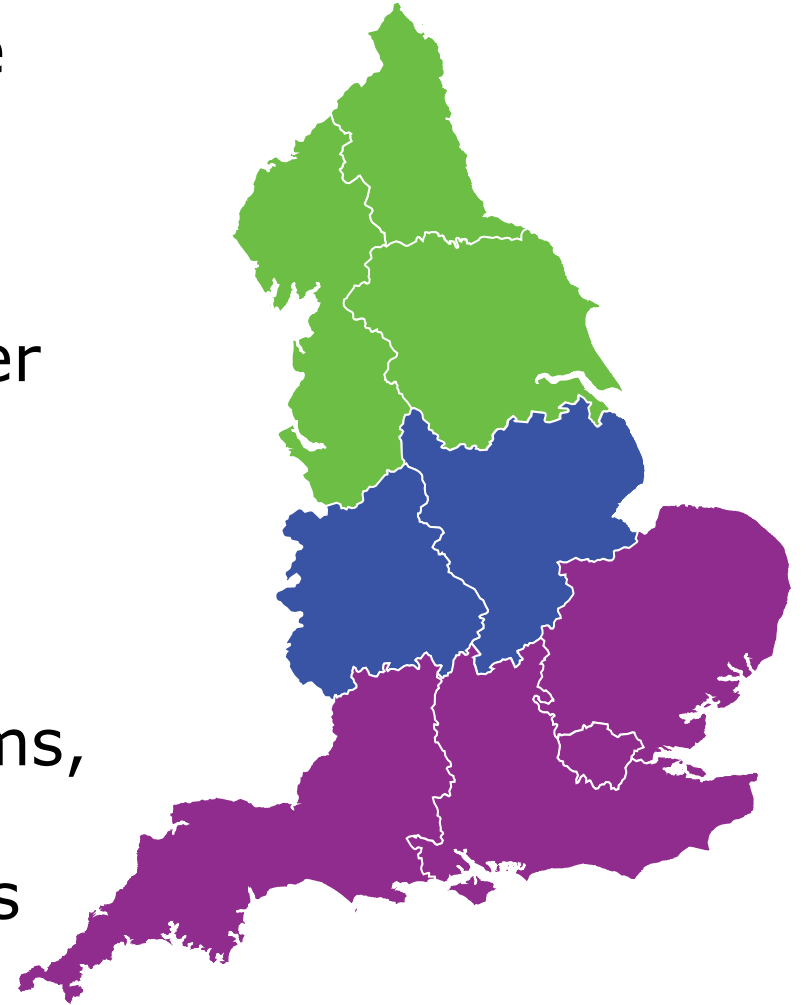


The AET Network of Partners

For each of the 9 DfE government regions the AET has a strategic partner who is also a licenced training partner.

For each local authority area 3 training partner licences are available:
Early Years, Schools, Post 16

We currently have just under 100 training partners who are a mixture of LA autism Teams, School Improvement Teams, Special Schools, Academies, Colleges, Nurseries, Organisations providing a variety of community services for autistic children and young people.

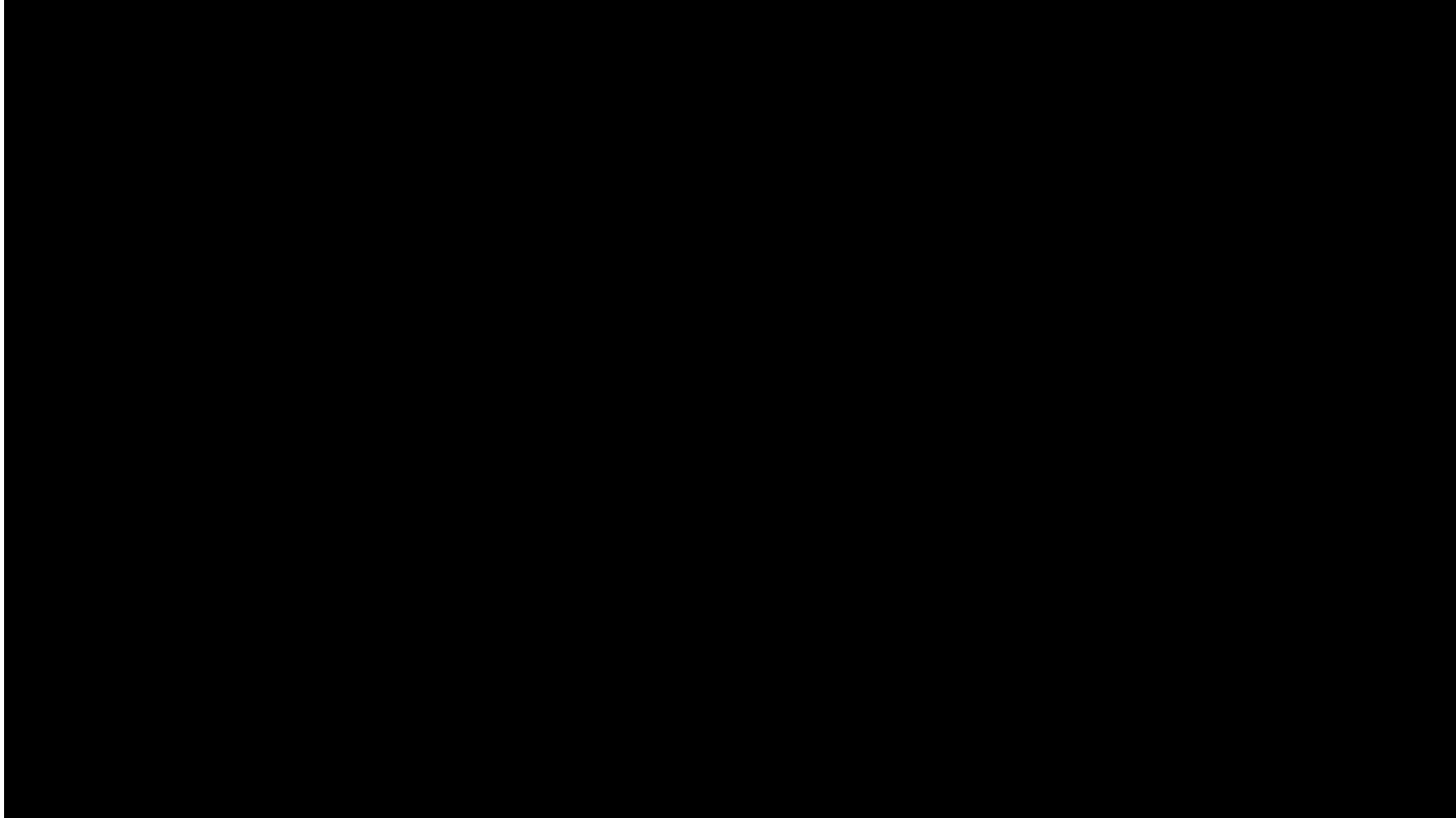


AET Autistic Young Experts



Autism is a
difference not a
deficit

Bella's Poem



Eight Promises

We promise to:

1 Understand what you are good at, what you like doing, and when you might need help.

2 Listen to and act upon your ideas about how we can help you if you need it.

3 Listen to and work with the people who know you best and who you trust.

4 Make sure we are always progressing towards your goals and aspirations.

5 Make sure all staff know the best way to support you, both in and out of lessons.

6 Help you to get involved and be included in the activities you wish to participate in.

7 Work together to set achievable goals that are important to you, and that help you see how well you are doing.

8 Help you to feel safe, secure, empowered, and able to learn.



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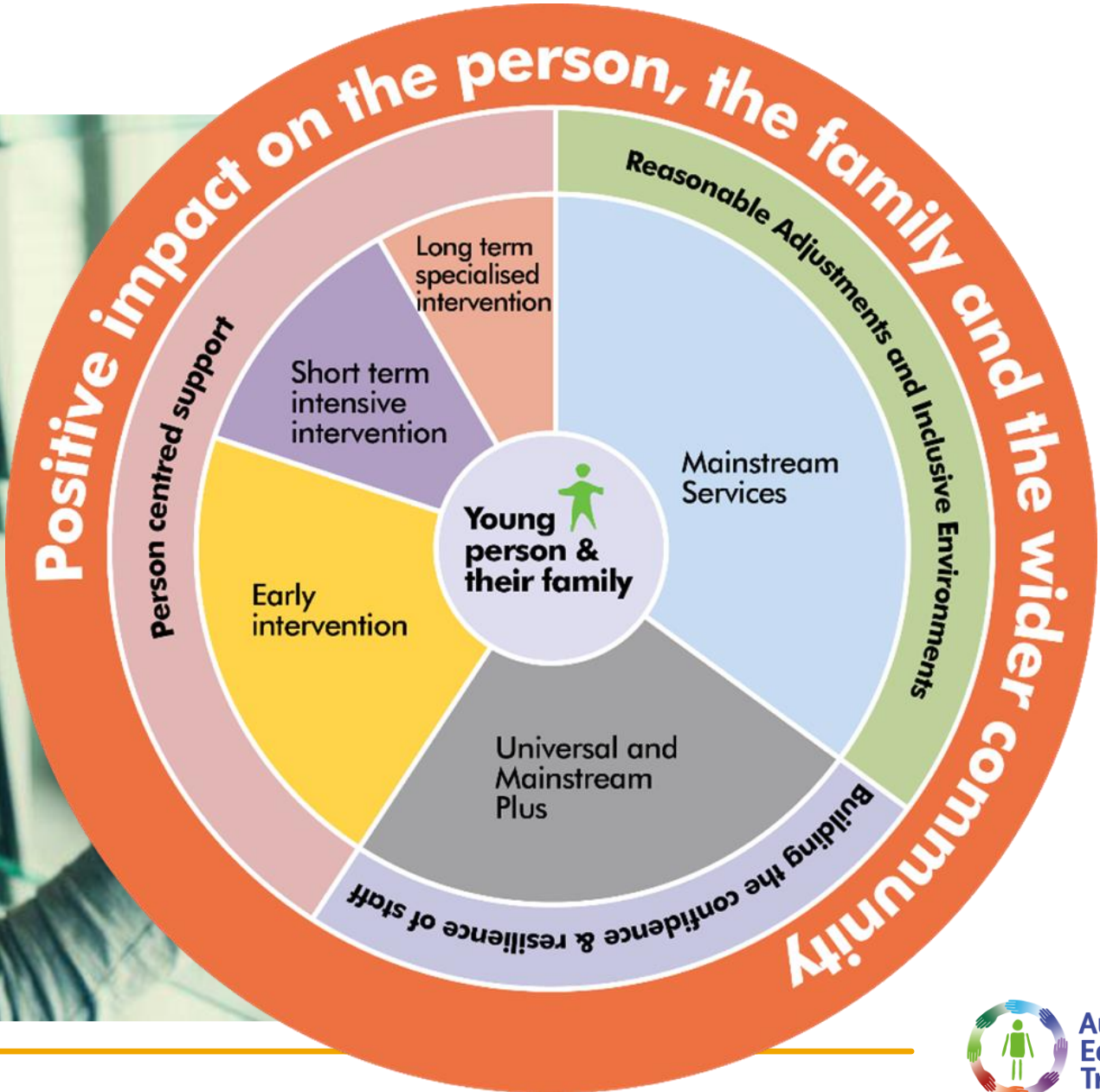


Working Strategically has Impact

Local and National Challenges

- Increasing number of autistic children & young people & increasing complexity of need
- Mainstream services lack confidence and skill to meet the needs of autistic children & young people
- Rising demand for specialist services that coupled with an increasing number of autistic children & young people results in costs that are not sustainable
- Increasing number of autistic children & young people experience exclusion. Evidence suggests that exclusions result in poor outcomes for children & young people and vast economical cost to the public purse

Managing Demand



Importance of staff understanding autism



AET from an Operational Perspective

NAS Mainstream
School Inclusion
Award

Standards
Framework
&
Mentoring
for Leaders

Whole
school
community
autism
training

Peer
Learning
Network &
competency
framework

Monitoring
progress &
progression
framework

Embedding the 8
principles of good autism
practice across settings

Increasing the knowledge
of autism across the
school & its community

Increasing the confidence
& skills of the workforce

Measuring the progress of
autistic children & young
people towards the
outcomes they desire

Good Autism Practice

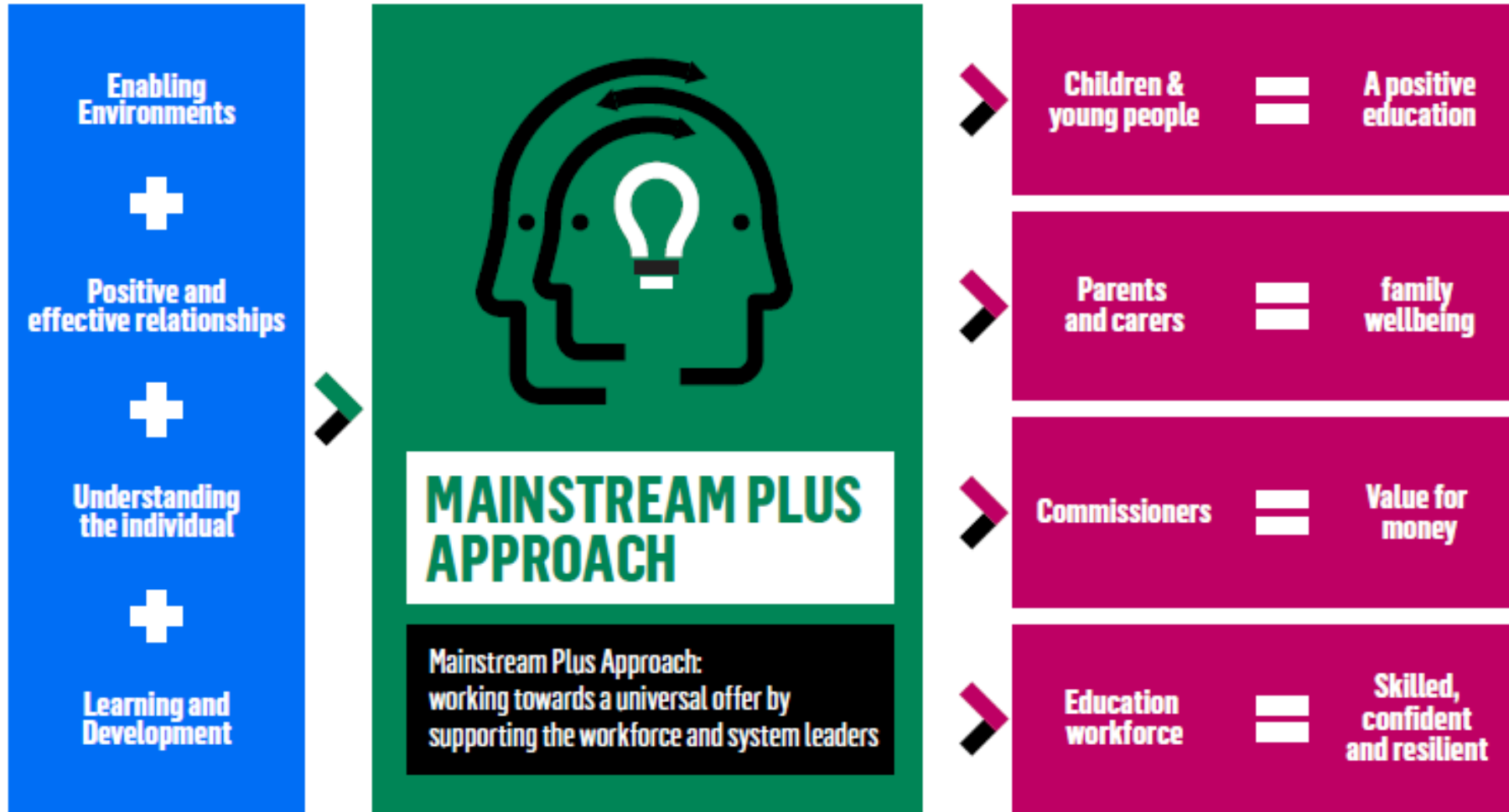
Four themes

8 Principles &
Promises

16 Standards &
Competencies



Mainstream Plus Model



Case Study 1

- Lincolnshire Autism, Social Communication SEND Outreach Service began to embed the AET programme in 2015.
- There was an increase by 28.4% from 2015 to 2019 of autistic children and young people in Lincolnshire's schools.
- Lincolnshire delivered the AET training for schools & their communities (including parents) & other professionals. They provided mentoring support to leaders to embed the standards and competency frameworks in schools. They embedded the progression framework in EHCPs.
- Strategic commissioners worked to make the AET programme part of the local strategic approach.
- Decrease in the number of exclusions from mainstream settings by 80% since 2015.
- Reduced transferring to specialist school settings. Between 2017 and 2019 this resulted in a saving of over £1 million. The AET Licence costs approximately £15K.

Case Study 2

- Leicestershire have an early years, schools and post 16 licence
- Training is mandatory for education settings BUT offered free to all settings.
- Whole setting training, practitioners training & tools,
- Support for leaders to embed standards, competencies, and progression frameworks
- Standards, competencies & progression framework used to inform EHCPs & funding requests
- Training offered to other stakeholders who work in or around education
- Between 2017 and 2018 there was a 17.5% increase in the number of autistic children and young people in Leicestershire but by implementing a mainstream plus approach the team managed a 3% decrease for specialist support.



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Applying a commissioning approach

Part of commissioning is shaping the market but how do you shape a fragmented market?

- Who makes up the market?
- What are their priorities?
- What is their language?
- What is our common ground?



An Example: Multi-Academy Trusts (MATs)

- What are their priorities?

MATs want their schools to be rated outstanding by Ofsted

- What is their language?

The language in the Ofsted Framework, Teacher Standards and Head Teacher Standards

- What is our common ground?

Ofsted describe an outstanding school as one that delivers outstanding lessons. Ofsted describe an outstanding lesson as one where all pupils make progress.

Outstanding School = All Pupils Make Progress

To make progress

- Learners need to be keen to contribute



To contribute

- Learners need to be able to understand the lesson and communicate their contribution



To understand & communicate

- Learners need information presented in a way they can process it and the opportunity to communicate in ways that meet their needs



Ofsted state that in outstanding lessons, all the students make progress.

All Pupils make progress = high quality teaching

Teacher Standards describe high quality teaching

Standard 5: Adapt teaching to respond to the strengths and needs of all pupils:

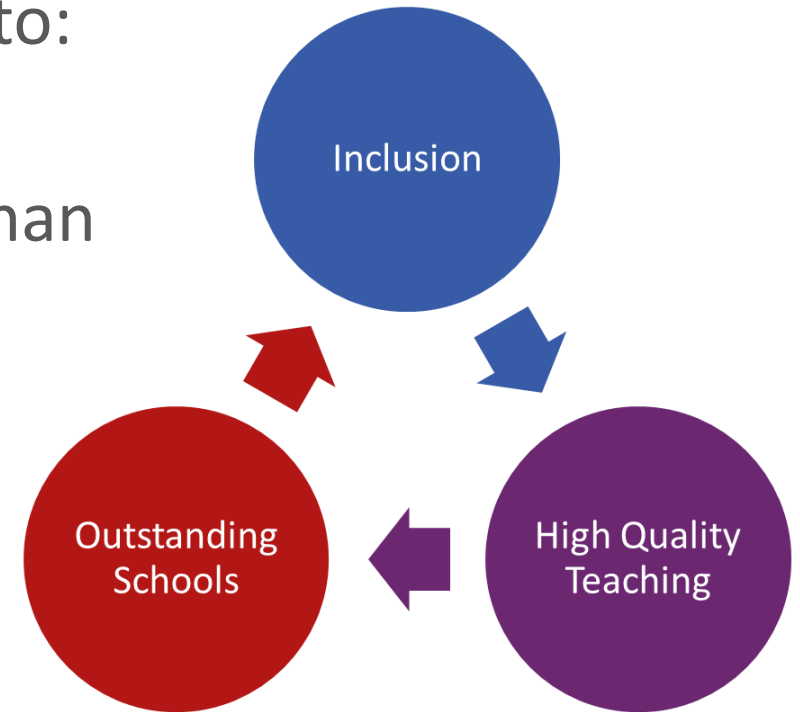
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.



High quality teaching = Inclusion

For all pupils to make progress schools need to:

- Identify groups with lower achievement than others
- Prioritise these groups in the school improvement plan
- Improve the teaching of these groups

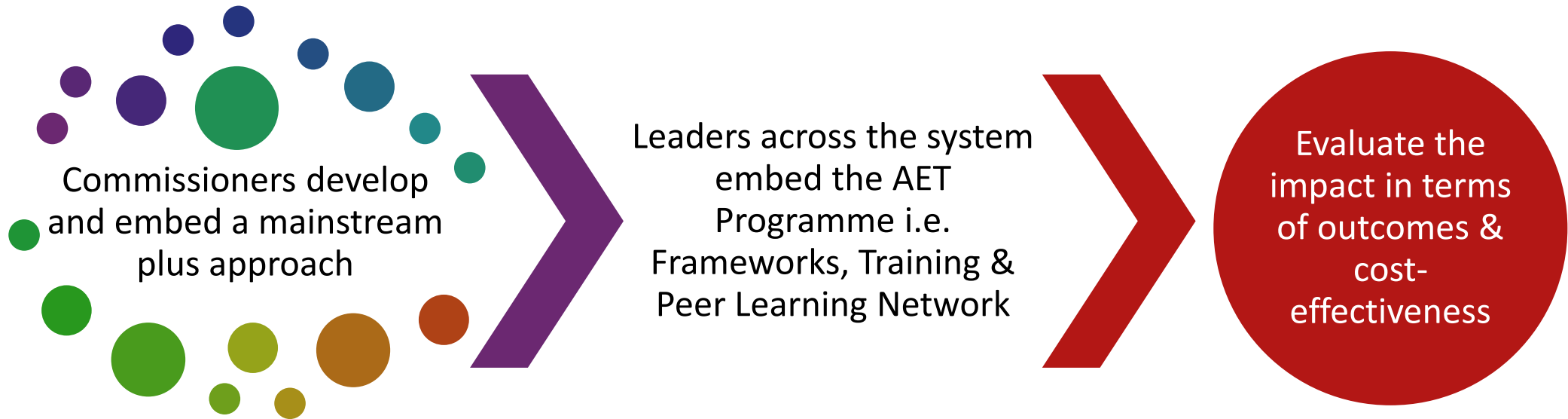


Research tells us that one of the groups with lower achievement than others are autistic children and young people.

Making Inclusion Strategic.....joining the dots

1. Embed inclusion principles into all age commissioning strategies and market position statements
2. Map the MATs operating in your local area
3. Engage with MAT CEOs on their priority to have outstanding schools (rather than your priorities)
4. Provide them with an easy route to improving the progress of their autistic pupils by offering the AET Programme (i.e. mentoring support to embed the frameworks, training and peer learning)
5. Embed the AET Programme so that access to more intensive services begins with doing the training and embedding the framework i.e. the first action is mainstream plus
6. Join the dots....inclusion principles in your strategy.....outstanding schools.....high quality teaching.....teacher standards.....AET Frameworks which encompass all of this in a practical way

In Summary





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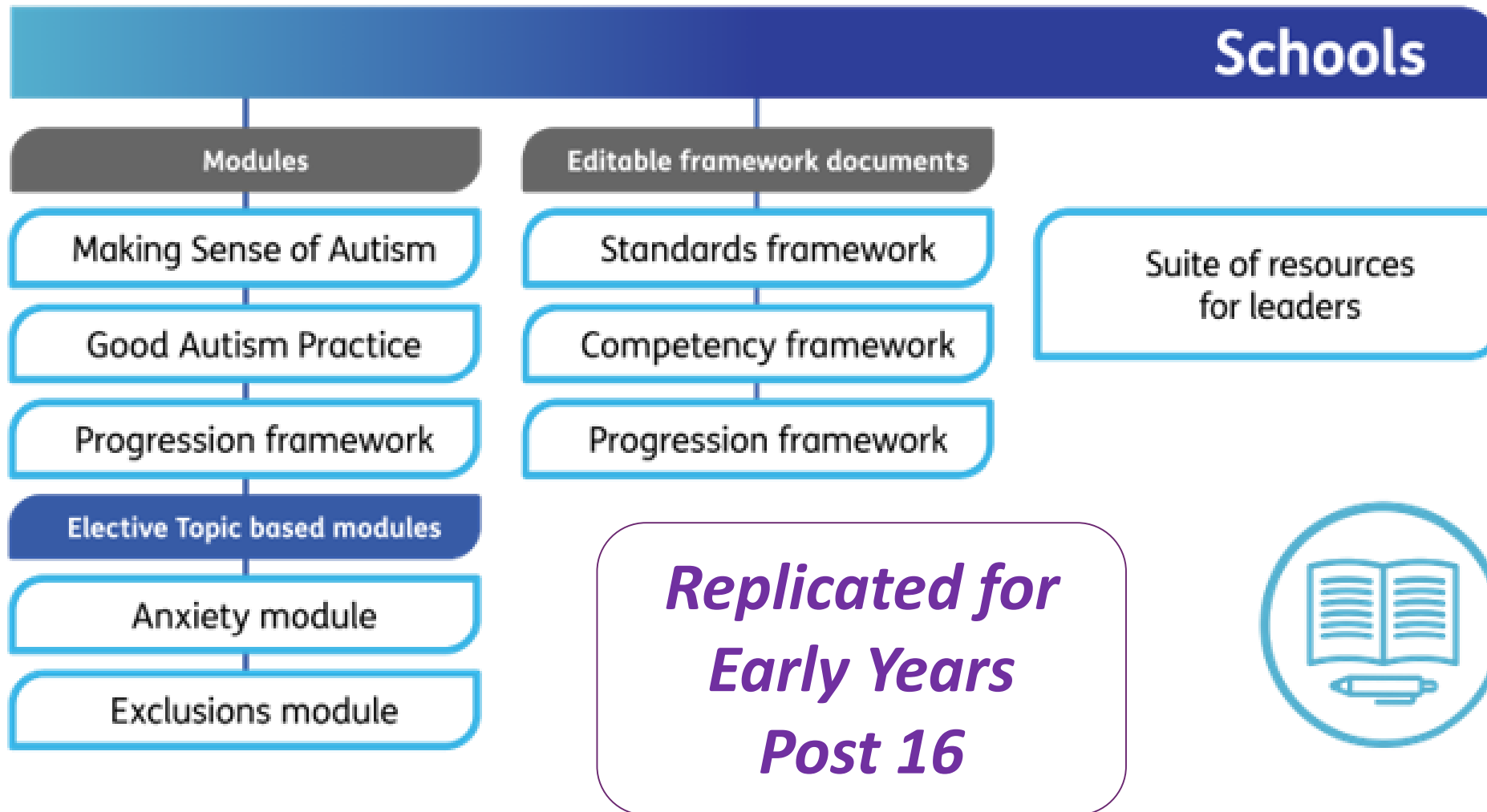
Useful Resources



AET Website - Guidance and Resources

- ✓ Good Autism Practice Guidance
- ✓ The Autism Resource Suite
 - Promoting Autism Inclusive Attitudes
 - Supporting Learners with Autism during Transition
 - A Senco's Guide
 - Guidance for School Leaders on supporting autistic members of staff
- ✓ Resources for Schools on reducing anxiety, school refusal, preventing exclusions and successful reintegration
- ✓ Parent Guides for Working Together with Your Child's School and navigating equality law, rights and entitlements if your child is at risk of exclusion

Local Training



Tools

Examples of Tools accessed via AET Training

- ✓ Sensory Assessment
- ✓ Environmental Audit
- ✓ Visual Strategies
- ✓ Social Communication and Play Journal

Website Resources

- ✓ Transition to Employment Toolkit
- ✓ Blogs on lots of different topics with tools or top tips

Wendy and Sam

