

## So what does this mean for you?

It is likely that you have been sent this leaflet because your child's school is considering a referral to the C&I Support Service.

This means that a member of the SENSS team will visit your child. This may be a Specialist Advisory Teacher, (SAT) or an Advisory Support Worker (ASW). They will advise the school, suggest training and strategies that might help and sometimes they will work directly with your child. They may provide an advisory report suggesting some useful strategies. The school will send you a copy of any reports that are written about your child.

We value input from parents and carers and would very much like to know what works well for your child at home and in their community – please send us your thoughts concerns and ideas via the school, and if appropriate, the school may arrange a meeting between you and the Advisory Teacher

We work with all schools across the county and your child's teacher or SENCO can raise any concerns they have with us at any time. They have access to our advice and support and are encouraged to take up the training we offer.

We keep a record of the support we have given to schools.

Once we become involved with your child, we may provide support for a short period, such as 6 to 8 weeks, or we may have ongoing input over a longer period. If your child has once been referred, we will keep their details on file.

There will be no need to refer them again if they need some more support.

If you have any concerns about the information in this leaflet please discuss them with your child's teacher.

### Referrals for C&I Support

The C&I Support Service accepts referrals **only** from schools.

If you have concerns about your child please discuss these with the SENCO or class teacher, who will decide whether a referral is needed or whether his / her needs can be met through our universal offer. If they are not sure – they will also discuss your concerns with the SENSS C&I Advisory Teacher



### SENSS

#### Communication and Interaction Support Service Specialist Advisory Support for Schools

## Information for Parents and Carers

The SENSS Communication and Interaction (C&I) Support Service provides advice, training and support to schools to help them meet the needs of children with Autism and other differences in communication and interaction.

Many school staff are already highly skilled in providing excellent support to help children communicate well and interact with others. They know how to adapt teaching approaches in highly creative ways.

We work with schools to ensure that all staff have a good understanding of children with Autism and C&I needs, so that they enjoy school, make good progress and are included in the school community. Most children with Autism do well in school if their teachers and support staff have a good understanding of their needs and of how their differences impact on their learning and inclusion. Some children may require a higher level of support and this is where we come in.

Our graduated support model has been developed by SENSS advisory staff in discussion with school leaders and SENCOs. It is designed to ensure that specialist C&I Support Service advice empowers school staff to meet the needs of your child with confidence and in a timely way.

We provide a range of inputs to schools, offering training, ideas and strategies, advice tailored to individual needs and we also sometimes work individually with children.

We are ambitious about inclusion and we believe there is always more that we can do to support schools to become inclusive, welcoming and comfortable places in which children with C&I Needs can learn and flourish.

You have been sent this leaflet by your child's school because they believe your child may benefit from our support. It tells you about what you can expect from our service.



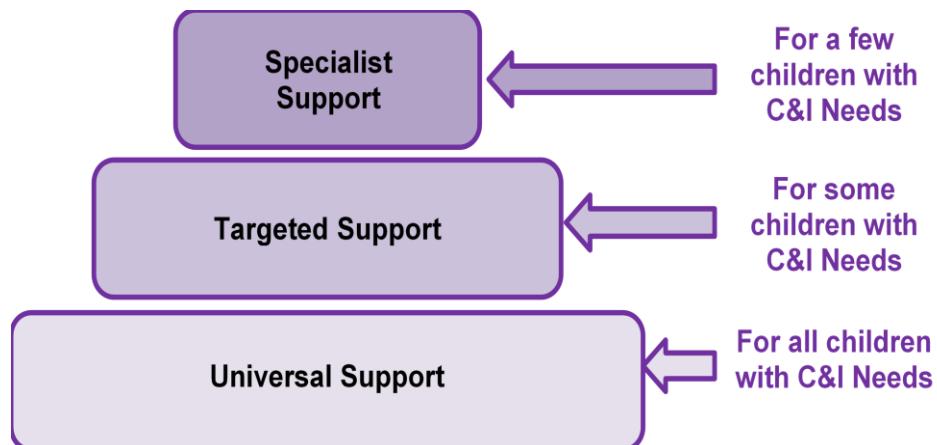
For information and guidance on SEND please visit Oxfordshire's Local Offer [www.oxfordshire.gov.uk/localoffer](http://www.oxfordshire.gov.uk/localoffer)

Oxfordshire County Council's [privacy notice \(pdf format, 204kb\)](#) explains how and why information about you will be used and stored by us

## SENSS Core Principles of Advisory Work in Schools

- High aspirations for the inclusion of children with C&I needs:** We want children with C&I needs to do well and enjoy success in their local school alongside their friends.
- Empowerment of school staff:** We want all professionals working in schools to be confident, skilled and understanding in how they support children with C&I needs.
- Getting in early to support teachers:** We want to make schools aware of the small changes they can make to help your child right from the beginning of their school journey.
- Promoting school-wide inclusive practice:** We want the whole school to be a communication rich and autism friendly place.
- Making the most of the time spent in schools:** We want SENSS staff to work closely with teachers and support staff in schools and spend a bit less time writing reports.
- A consistent but flexible service:** We are determined to offer a consistently high standard of service. We also want to be flexible, responding to the different ways in which different schools are improving their practice. One size does not fit all!

This is what the Graduated Approach looks like:



## The Graduated Approach – What SENSS C&I Service Offers

**Universal Support:** The focus at this level is on empowering school staff to adopt universal best practice for all children

At this level, SENSS offers training, support and advice on effective strategies that will work across the whole school. We help with adapting the school environment to meet sensory needs, with adapting teaching to be more suited to the learning style of children with Autism, with putting consistent visual supports in place across the whole school, and with how to measure progress for children with Autism.

All children will benefit from these approaches. The input is vital to ensure that schools make the adjustments that are needed to allow children with C&I needs to be fully included.

We do not work with individual children, at this level so there is no need for a referral to our service.

**Targeted Support:** The focus at this level is on using targeted support and advice to address identified areas of need.

Children at this level are receiving school support for their Special Educational Needs and may, or may not, have an Education, Health and Care Plan. They typically need more input, including some specifically targeted support. Both Advisory Teachers and SENSS Advisory Support Workers may be involved, offering further advice and further training for staff, informal 'on the job' training and modelling strategies for key staff.

We will support the school to run groups to help children overcome their difficulties. SENSS staff may also attend meetings such as Annual Reviews. These children will be referred individually to the service, by the school, after a conversation with the Advisory Teacher. School will let you know that they are planning to make a referral and ask for your input.

**Specialist Support:** The focus here is on the individual student, advice and interventions tailored to address individual need.

A higher level of individualised support is needed, the child may or may not have an EHCP, but their C&I needs are presenting significant barriers to learning and inclusion. The Advisory Teacher will visit the child for observations, assessment and advice, a rolling advisory report will be provided for the school and shared with parents. At this level we can also work one to one with children to help them understand their diagnosis, with personalised transition support or support with emotional regulation.

Typically, young people may be offered termly visits, but this will vary according to need. Advisory teachers will respond flexibly to the needs of your child at any given time.

INCREASING NEEDS