

Communication and Interaction Advisory Support Service

Statement of Purpose

C&I Advisory Service forms part of a continuum of Local Authority provision to meet the needs of children and young people with Communication and Interaction Differences.

The C&I Advisory service is integrated with the School Age Speech and Language Therapy Service and operates a joint referral and shared caseload system to ensure that children's needs are addressed by the most appropriate professional

The **primary purpose** of the Advisory Service is as follows:

1. To **promote good educational progress and positive social inclusion** in all aspects of school life for children with Communication and Interaction difficulties, including Autism, and Speech, Language and Communication Needs.
2. Through a graduated approach offering Universal, Targeted and Specialist interventions, to **advise, support and empower schools and settings** to understand and meet the special educational needs of these children.
3. To **plan and deliver specialist training programmes** to school staff, other professionals and parents, to promote understanding and best practice in supporting the SEN of children with C&I needs across the county.
4. To work in partnership with other professionals **to support statutory processes and fulfil statutory duties** in relation to children with statements and Education Health and Care Plans.

Core Functions

1. Promoting good educational progress and positive social inclusion:

- Informing and empowering schools re best practice in C&I education through liaison with key people in schools and other agencies, including:
 - Planning meetings to identify key development priorities and training / CPD needs of staff
 - Regular discussion with SENCOs, class teachers, key workers, school leaders, professionals from other agencies and parents.
 - Telephone and email, consultations regarding children on a 'no names' basis
 - Referrals for specialist and targeted support as needed
- Advising schools on appropriate access arrangements and their responsibilities under the equalities act
- Challenging schools to develop best practice where necessary, in line with the SEN Code of Practice and Oxfordshire SEN guidance

2. Advising, supporting and empowering schools and settings includes:

- A robust universal offer including training, support and advice on effective, whole school strategies and advice on adapting teaching and learning and the school environment, to ensure that schools make required adjustments to ensure children with C&I needs are fully included. This may include advice on:
 - Curriculum differentiation and appropriate teaching approaches
 - Peer relationships and social inclusion
 - Environmental adaptations and access arrangements
 - Transition planning
 - Promoting independent learning
- A targeted and specialist offer that included visiting, observing and working with children in school to assess their SEN and make recommendations to school staff regarding:
 - Individual assessment
 - Appropriate strategies and approaches to address individual need
 - Social Skills interventions to support peer relationships and inclusion in social aspects of school life
 - Advice on positive behaviour support
 - Personalised transition arrangements
 - Setting up and supporting the delivery of group and individual interventions to promote learning and social inclusion

3. Planning and delivering Specialist Training includes a range of universal, targeted and specialist training to meet the identified CPD needs of the school:

- A **free Universal training offer** on key areas of best practice for children with C&I needs
- Demonstrating and modelling approaches in the school setting to strengthen staff skills and confidence to meet individual needs
- **Nationally accredited baseline training**, including Autism Education Trust: Level 2 for key staff, Level 3 for SENCO and senior leaders.
- Further **specialist training** as required, for example:
 - AET progression framework
 - Positive Behaviour Support,
 - Resilience Training
 - Specialist interventions e.g. TALKBOOST, Narrative Therapy, Social Stories, peer support etc
- **Training for Parents:** Including SWIFT and Secondary SWIFT
- **Bespoke training** on the request of schools, partnerships or other agencies and partners

4. Supporting statutory processes and fulfilling statutory duties includes:

- Preparing Specialist Advisory Reports to inform school provision planning
- Completing Educational advice for statutory assessment purposes
- Advising schools on how to meet the general requirements of the Code of Practice in relation to children with SEN and how to meet the outcomes set out in individual EHCPs.
- Providing specialist advice to support Local Authority decision making panels regarding placement and provision
- Supporting local authority officers in preparation and presentation of cases to SEND tribunal hearings, and specialist witness advice.