

# Hertfordshire Autism Quality Offer

In accordance with the Children and Families Act 2014, [Hertfordshire's Quality SEND Offer](#) describes the special educational provision that families can expect to be available for children and young people who have special educational needs and/or disabilities (SEND).

The Autism Quality Offer exemplifies what works well for children and young people with autism<sup>1</sup> and will support schools to develop staff confidence and quality of provision whilst strengthening partnerships with parents.

## **Outcome 1: Providing high-quality provision that meets the needs of children and young people with autism by:**

- appointing a named autism lead who can support the implementation of the Local Authority's school autism approach
- providing high-quality teaching that is differentiated and personalised
- removing barriers to learning and putting effective provision in place beginning with strategies described in the Hertfordshire Autism Training 'Reasonable Adjustments' workshop and the level 1 e-learning course (to be released in Summer 2023), and supporting resources
- including children and young people with autism and their families in the life of the school or setting
- having a clear approach to identifying those who require SEND support at the earliest point
- responding to the particular needs of children and young people with autism in specific circumstances, including Children Looked After
- using a graduated approach, in the form of a four-part cycle of 'assess, plan, do and review', through which decisions and actions are made, revisited, refined and revised
- ensuring all teachers and support staff undertake Hertfordshire Autism Training, including the level 1 e-learning, the level 2 Autism in Schools training and supporting workshops
- implementing advice, recommendations and strategies received through Advisory Teacher support and training
- evidencing the use of reasonable adjustments, ensuring access to the curriculum and learning environment
- using provision mapping and management systems to maintain an overview of the programmes and interventions used with pupils with autism.
- regularly seeking the view of children and young people with autism in order to inform teaching and provision
- evaluating the effectiveness of provision, through usual school improvement systems

**Outcome 2: Improving short and long term outcomes for children and young people with autism by:**

- promoting high expectations and ensuring all children and young people with autism achieve their best
- ensuring teachers are responsible and accountable for the progress and development of the pupils in their class using goal-based outcomes and SMART targets, including where pupils access support from teaching assistants or specialist staff
- ensure that pupil voice is used to inform the setting of, and monitoring against, outcomes
- developing the effectiveness of teaching and learning for pupils with autism through the monitoring and self- evaluation approaches used in the school
- ensuring use of the graduated approach fully engages with parents, children and young people, and clearly evidences progress towards outcomes
- supporting the social and emotional development and mental health of children and young people with autism, including providing extra support for listening to the views of a child or young person and measures to prevent bullying

**Outcome 3: Communicating sensitively, appropriately and effectively with parents, children and young people with autism, engendering trust, confidence, respect and constructive partnership working by:**

- having a school contact that ensures children and young people with autism and their parents have fully participated in discussions and have a sense of co-ownership of desired outcomes.
- keeping a record of the agreed outcomes, actions and support and sharing this with families and appropriate school staff
- informing parents when they are making special educational provision for their child
- arranging meetings with parents, allowing sufficient time to explore the parents' views and to plan effectively

**Outcome 4: Managing resources for SEND through a transparent approach that is fair, meets the needs of children and young people with autism and achieves best value for money by:**

- deploying the school's delegated budget and other resources. This may include funding received through EHCPs, and provision of services and equipment, including auxiliary aids as identified in the school's accessibility plan
- incorporating information into the SEND information report regarding the school's approach to supporting pupils with autism and their families.
- ensuring the governing body or a sub-committee has oversight of the school's arrangements for autism
- ensure that all policies reflect the needs of children and young people with autism

**Outcome 5: Working proactively and collaboratively to improve provision by:**

- working in close partnership with their DSPL Area SEND Lead/s to develop and deliver local services for autism
- engaging with health and social care, local authority support services and voluntary sector organisations so these can be accessed appropriately
- contributing to DSPL Area systems in situations where a child or young person with autism is at risk of exclusion, school placement breakdown or subject to a reduced timetable in line with Hertfordshire guidance
- thorough planning and preparation for transitions during the school day, between phases in education and preparation for adult life, including career guidance for children and young people with SEND via Services for Young People
- cooperating with the local authority to respond to recommendations from all SEND Strategy workstreams
- cooperating with the local authority to review and develop the Local Offer
- regular review, monitoring and self-evaluation, including the views experiences and involvement of pupils, parents and others

<sup>1</sup>Identifying and addressing the educational needs of pupils does not depend on having a diagnosis. Schools should identify a pupil's needs and explore with them and their family the appropriate support that they would like and would benefit from.