

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 Hertfordshire Review of Educational Provision for Children and Young People on the Autistic Spectrum, completed in 2015, set out key recommendations which have been taken forward by headteachers, parents and other professionals as part of the SEND Strategy - Autism work stream.

The Autism Quality Offer exemplifies what the evidence tells us works well for pupils with autism¹ and will support schools to develop staff confidence and quality of provision whilst strengthening partnerships with parents.

Hertfordshire is an [Autism Education Trust \(AET\) Schools Training Hub](#) affiliated to the AET Eastern Region. Each DSPL area is funded to provide [SEND Lead](#) (initially focussing on autism) to support the delivery of the outcomes in the Autism Quality Offer.

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, including where pupils access support from teaching assistants or specialist staff.
- developing the effectiveness of teaching and learning for pupils with autism through the monitoring and 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 emotional, mental and social development 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.
- thorough planning and preparation for transitions during the school day, between phases in education and preparation for adult life using ideas and strategies suggested in the [AET Transition Toolkit](#).

Outcome 4: Managing resources for SEN 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 Exceptional Needs Funding, and provision of services and equipment, including auxiliary aids as identified in the school's accessibility plan.
- using the [AET Autism Standards](#) to contribute to school improvement by reviewing which standards are well established and which are not yet fully in place and identifying priorities for development in the next steps action plan.
- recording decisions on the extent to which [AET Autism Standards](#) are met and aligning with the Hertfordshire Benchmark & Planning Tool.
- incorporating information into the SEN 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.

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](#).
- high quality teaching that is differentiated and personalised making best use of [AET resources](#).
- removing barriers to learning and putting effective provision in place beginning with strategies described in AET's guide for teachers, [Do You have a Child with Autism in Your Class?](#)
- fully 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 SEN 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 [AET Tier 1 Making Sense of Autism](#), at least two members of staff undertake [AET Tier 2 Good Autism Practice](#) and at least two members of the senior leadership team undertake [AET Tier 3 Leading Good Autism Practice](#) training.
- supporting members of staff to complete the [AET Competency Framework](#).
- evidencing the use of reasonable adjustments, ensuring access to the curriculum, written word and learning environment.
- using provision mapping and management systems to maintain an overview of the programmes and interventions used with pupils with autism.
- evaluating the effectiveness of provision, through normal school improvement systems.

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.
- promoting the use of [Working Together with your Child's School](#), an AET autism guide for parents and carers, and using an appropriate [pupil passport or profile](#).
- 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 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.
- agreeing actions that ensure successful transitions between schools, phases and year groups using ideas and strategies suggested in the [AET Transition Toolkit](#).
- 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 evaluation, including the views experiences and involvement of pupils, parents and others

¹Identifying 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.