

City of York Early Years Banding Thresholds

Autism /
Communication & Interaction

City of York Banding Thresholds

These Thresholds were developed with reference to the special educational needs and disability code of practice 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (July 2014)

6:28 of the SEN Code of Practice outlines 4 broad areas of need:

- **Communication and interaction**
 - **Cognition and learning**
- **Social, emotional and mental health difficulties**
 - **Sensory and/or physical needs**

This Threshold document refers to Communication and interaction—Autism

6.29 Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

	FUNDING	DESCRIPTOR AUTISM	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
0	<p>Mainstream EY Element 1 Possibly accessing 2,3 or 4 year funding up to 15 hours</p> <p>September 14</p>	<p>The Child has low level of needs</p> <p>This child will not have a diagnosis of autism however he/she may exhibit some of the following characteristics: finds social situations confusing; can be unclear about appropriate responses and how to form relationships with other children</p> <ul style="list-style-type: none"> - likes to follow own interests rather than accept direction. - displays a strong interest in a particular subject. - has a tendency to seek repetitive actions or routines. - low level sensory likes and dislikes. 	<ul style="list-style-type: none"> • Early support development journal or EYFS formative and summative assessment and tracking • Monitoring of child's response to positive feedback • Observations by EY Practitioners • Advice and support from the parents • Information from the child regarding their opinions and preferred strategies using person centered approaches where appropriate • The setting is proactive in identifying individual needs and ensures that action is taken • Risk assessment where appropriate • Health care plan where appropriate 	<ul style="list-style-type: none"> • Practitioners are responsible for the learning and progress of the child in the setting • Quality Teaching and Early years experiences meet the needs of all children and includes: <ul style="list-style-type: none"> - Flexible grouping arrangements - Some differentiations of activities and materials - Differentiated questioning - Use of visual and auditory and kinaesthetic approaches. - Awareness that a child may need more time to complete tasks and that equality of access may mean they need to do some things differently - Resources and displays that support independence. - Routine feedback to pupils. • Environmental considerations are made to meet the needs of all children e.g. Seating positions, personal space and setting layouts, displays and signage. • Consideration to child's learning style/ characteristics of effective learning. • An understanding that the disability may have a wider impact on a child's social and emotional well being despite the apparent lack of obvious impairment. The child may also be vulnerable or have low self-esteem. • A range of alternative equipment may be useful. • Use of symbols • Activities and experiences may need to be delivered at a slower pace. • Clear and positively stated rules and expectations for behaviour are apparent and consistently delivered by all adults through visual means. • Visual and practical supports e.g. Visual timetables and resources in the indoor and outdoor environments • Awareness that a child may need more time to process language and complete activities • A range of teaching strategies are used that develop the independent learning of the child 	<ul style="list-style-type: none"> • The setting can demonstrate an inclusive ethos that supports the learning and wellbeing of all children <ul style="list-style-type: none"> • Children can learn in a setting with appropriate differentiation of activity and teaching style • The wider EYFS promotes positive examples of diversity • A broad and balanced curriculum is planned for all children • PSED is supported with opportunities for children to express themselves and how they feel • Opportunities to explore and begin to understand emotions • Opportunities for social interaction between friends may need to be engineered to bolster self esteem and confidence. • Provision of planned opportunities to learn and practice social skills during structured activities. • Provision of an inclusive outdoor environment and access to physical development • Setting trips which are planned well in advance and take into consideration the needs of the child. • Other setting pastoral interventions could include <ul style="list-style-type: none"> - Meeting and Greeting - Circle Time - Box of feelings 	<ul style="list-style-type: none"> • A regularly updated SEN policy details the effectiveness of the arrangements for SEN in the setting. • A regularly monitored, reviewed and updated inclusion policy underpins practice. • All staff have up to date job descriptions and are included in whole setting appraisal systems. • Designated time is allocated for planning and preparation • All staff have a basic knowledge of SEN and understand how to support children with learning difficulties, supported by the setting SENDCO • Setting staff access LA training to keep informed on meeting the needs of children. • Staff make use of a wide range of resources, including those produced within the LA, to inform their inclusive practice. E.g. <ul style="list-style-type: none"> - Communication tool kit - Behaviour tool kit - Supporting Autistic Spectrum Condition <ul style="list-style-type: none"> - Using Symbols to Support learning & Communication - Other relevant materials. • Whole setting inclusion policies are practiced and implemented consistently. • General advice to setting from the EYLW team and specialist teaching team. • General training for all staff.

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1 EYA	<p>Mainstream EY Element 1 Possibly accessing 2,3 or 4 year funding up to 15 hours</p> <p>September 14</p>	<p>Child has identified needs that correlate to Autism For example a Child who finds it difficult:</p> <p><i>All of Band 0 plus:</i></p> <ul style="list-style-type: none"> - to interact socially - with social/emotional/ organizational skills. - by changes in routines and settings. - in developing communication and language skills - Initiate play - in noisy environments . <p>The Child may be socially isolated and vulnerable to bullying or low self esteem</p> <p>Shows little interest in peers or may approach them inappropriately.</p> <p>The child may display some differences in behavior.</p> <p>May experience some anxiety with the demands of the day.</p> <p>display some sensory differences eg—avoids messy play or absorbed in sand tray.</p> <p>May show limited imaginative play,</p> <p>may not point to objects when requesting.</p> <p>May be unable to share joint attention</p>	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Observations by SENCO. • Use of a structured observation profile to target differentiation including MAO's with SMART targets that are reviewed and updated regularly. • Child and parents involved in setting and monitoring their own targets where appropriate. • Parents involved regularly and know how to support targets at home. • Advice is taken on successful strategies eg routine arrangements, language prompts and enabling environment to compliment their characteristics of effective learning. • Any visits or visitors are planned well in advance and take into consideration the needs of the Child. 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Information about the Child's difficulties is shared with relevant staff, in partnership with parents. • Individual outcomes agreed and monitored, following discussion with Child and parents. • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. • Key person is targeted towards support for access for specific tasks/settings and is not necessarily needed for all learning. <p>4</p>	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Access to small group support. Group work to be planned and tailored to meet identified need and includes good role models. • Child can learn through whole group activities and teaching, needs support when they find the setting environment difficult or stressful. • Teaching problem solving skills • Activities are differentiated by task and outcome to meet individual needs. • Preparation for changes to activities/ routines/ staffing • Visual timetables will be useful • Checking child's understanding of activities and instructions • Supporting specific areas of difficulty e.g. snack time, lunch time, forest schools etc. • Supporting child to recognise and communicate their feelings • Focused activities to develop social skills. 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Support/advice from SENDCO • Child's needs are highlighted to all staff with advice on support strategies provided and monitored by the SENDCO/leader/manager. • Staff access appropriate LA training regarding meeting the needs of child. • Setting-school communication book. • Time for scheduled meetings with parents on a regular basis. • Setting may consult the EYLW Team regarding issues relating to Autism.

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2 EYA +	<p>Mainstream EY Element 1 Possibly access 2,3 or 4 year funding up to 15 hours</p> <p>September 14</p>	<p>The Child has identified needs and is going through assessment for Autism,/or a diagnosis of Autism.</p> <p>. For example, a CYP who finds it difficult <i>Band 0 and 1 plus:</i></p> <p>learning in the Prime Areas of learning, accessing areas of provision and whole group activities and may flit from one activity to another</p> <p>taking part in small groups</p> <ul style="list-style-type: none"> with understanding and using language or may be pre verbal - with the social use of language - understanding social interactions and friendships - with social understanding (e.g. difficulties interpreting other peoples behavior, language and intentions) - Frequently experiences high levels of anxiety coping with the demands of the day - Can participate in most aspects of the day but has difficulties in following instructions, routines and maintaining attention to task - Displays strong pre-occupations needs support or preparing for changes in routines. Difficulty sharing resources or turntaking <p>The Child's autism could co-exist with other secondary needs foe example developmental delay. May display significant sensory differences</p> <p>-May become absorbed in specific interests and find it difficult to move on without support</p>	<p><i>Bands 0 and 1 plus:</i></p> <p>A My support plan is in place</p> <ul style="list-style-type: none"> • Environmental audit using Autism education trust materials • Consideration to FEHA if appropriate. • Risk assessments of tricky situations to inform adaptations incl. accessing the environment and some equipment and outside visits or visitors • Specialist assessments e.g. Specialist Teacher (if diagnosed), Educational Psychologist, SALT, OT, CAMHS. • Individual outcomes are agreed and monitored following discussion with child and parents. • There is a commitment to developing independence with steps planned and agreed • Careful reviewing of needs before transition at key stages e.g. starting pre school • Individual Management Plan including <ul style="list-style-type: none"> • - risk assessment to inform handling of tricky situations • - Moving and Handling • - Individual Health Care Plan • - setting risk assessment • - emergency evacuation • Close scrutiny of tracking 	<p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> • Manage access arrangements for internal and external examinations and assessments. • Awareness of social and emotional aspects of disability. • Established communication strategies to facilitate communication and to assess learning. E.g PECS or visual communication strips • Modified and adapted activities as required. • The Key person is experienced and confident as a trusted adult to offer support during vulnerable times. • Personalised reward systems known to all staff in the setting are implemented consistently throughout the day. • SENDCO and Key Person to complete the following; <ul style="list-style-type: none"> -prepare and make relevant visual supports and structure - chunking activities and tasks into manageable amounts for the child - provide access to visual approaches- e.g.TEACCH, Numicon, -support emotional development e.g. supporting child to begin to recognise and communicate their feelings • Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal for Social Interaction/ Communication groups/musical interaction. • Access to a differentiated curriculum. <p>5</p>	<p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> • Regular small group teaching and support of their PSED. • a detailed time limited programme, • intervention personalised timetable and/or resource. • Short term small group and/or individual intervention, to develop specific areas of EYFS access as identified by the SENDCO or educational specialist teacher, following a programme designed or recommended by that professional. • Teaching style adapted to suit child's characteristics of effective learning . • Personalised timetable introduced in negotiation with child, parents and staff. This may include temporary withdrawal from some activities • Access to structured teaching (TEACCH) as required. • Individualised support to implement recommendations from support services • use of social stories.. • Individual support for pre and post teaching. • Access to a key person as required for all children as set out in the EYFS 	<p><i>Bands 0 and 1 plus:</i></p> <ul style="list-style-type: none"> • Time for formal meetings with parents on a regular basis. • Allocate appropriate accommodation for visiting professionals to work with individual children, taking into account safeguarding issues. • Access to STT parent groups. • Adult intervention targeted at specific areas of learning or specific social times. • Settings will ensure that key information is passed on at times of transition and, where appropriate, will consult with the specialist teaching team. • Access to low stimulus area for focused tasks e.g. individual structured teaching or joint attention activity. • Access to a quiet area for 'chill-out' at times of stress. • Time for formal meetings with parents on a regular basis. • Time for meetings with the Specialist Teacher for Autism. It should be noted that the Specialist Teacher for Autism can only work with children who have a formal diagnosis. • TA/teacher to have attended LA Autism awareness training.

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2B	EY Element 2 AND ERP place or Mainstream or EY Element 2 AND EYIF	The Child has a level of need that has been assessed as requiring a highly specialist teaching and provision as part of an ERP or additional funding to enable effective support to access the EYFS	<p><i>Bands 0, 1 and 2 plus:</i></p> <p>Placement to be reviewed termly</p>	<p><i>Bands 0, 1 and 2 plus:</i></p> <ul style="list-style-type: none"> • In the ERP Specialist, highly skilled and trained staff take responsibility for devising, delivering & evaluating a personalised programme that accelerates learning. • In a setting the SENDCO/ Leader/ Manager takes responsibility for devising, delivering and evaluating a programme of learning to ensure maximum impact and accelerated learning • Children are taught strategies and provided with resources to assist with the development of independent learning • Autism specific strategies are incorporated throughout the day 	<p><i>Bands 0, 1 and 2 plus:</i></p> <ul style="list-style-type: none"> • Intensive opportunities are provided to develop automaticity in the Prime areas of learning • Children are included in typical early Years Settings with appropriately planned support that promotes independence • small group work • IT software programs are used to support learning and communication 	<p><i>Bands 0, 1 and 2 plus:</i></p> <ul style="list-style-type: none"> • Highly specialist teaching and personalised provision • Practitioners have received additional training to develop skills directly related to understanding and supporting children with autism. • CPD from specialist staff ensures that staff have understanding of autism and are provided with appropriate strategies and advice • Consult with the specialist teacher for when recruiting staff to work with a named child.

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3 ST	<p>EY Element 2 EY ERP place or Mainstream EY Element 1 & 3 AND EHCP High Need Funding</p> <p>September 14</p>	<p>The Child has significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals as part of statutory assessment / EHC plan Possibly some complexity of other needs This child has a diagnosis of Autism resulting in behavioural and/or sensory needs, making their learning in a mainstream setting environment challenging. For example a child who: <i>Band 0,1 and 2 plus:</i> - has difficulties following instructions, routines and in maintaining attention on task without a high level of adult support and structure - little or no progress within the EYFS, except in specific areas of strength -experiences significant difficulty responding to adult direction . -Finds it difficult to play alongside/with other children. - may show inappropriate interactions with peers/adults - has significant speech and language needs, pre verbal or limited use of words - has significant difficulties with social use of language - is very rigid and finds it difficult to change routines including transition to school environment Lacks Flexibility and preference for sameness leading to difficulty with changes to routine- - experiences a high level of anxiety in most setting situations -has a high level of sensory needs - May have strong pre occupations which create barriers to learning.</p>	<ul style="list-style-type: none"> • <i>Band 0,1 and 2 plus</i> • Transition and planning is prioritized. • Specialist assessments e.g. by Specialist Teacher for Autism , Educational Psychologist, SALT, OT, CAMHS etc as part of statutory assessment / EHC plan. • Risk assessment to identify dangers and need for additional support. • Regular multi agency assessment and/or review of strategies and progress. • Review the statement 6 monthly when all agencies are involved in reflection and joint planning in partnership with child and their parents/ carers. • Introduction of a Positive Handling Plan may be considered • individual risk assessments for particular areas of provision • Specialist assessments e.g. Specialist Teacher for, Educational Psychologist, SALT, OT. • Involvement of educational and non-educational professionals as part of 6 monthly Review. • Assessment and advice from specialist teaching team that is updated regularly. • 	<ul style="list-style-type: none"> • <i>Band 0,1 and 2 plus</i> • Leaders/Managers are accountable for the progress of the child within the setting • Identified individual support across the EYFS in an inclusive setting to provide a personalised learning experience, taking into account the advice within the EHCP reviews and advice from agencies. • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher for autism. • The use of specialist software appropriate to access the EYFS and for communication. Eg— communicate in print • Specialised modification of all teaching and learning styles and resources. • Pupil may require Augmented and Alternative Communication (e.g. PECS (Picture Exchange Communication System) to support functional communication. <p>7</p>	<ul style="list-style-type: none"> • <i>Band 0,1 and 2 plus:</i> • Individualised support to implement recommendations from support services e.g. STT, OT etc. • Structured individual programmes. • Programmes to develop social interaction and emotional well being, as identified by the MAO. • Teaching focuses on all areas of learning and social skills throughout the day. • Targets informed by statutory assessment/EHC plan or 6 monthly. • Regular small group activities of PSED. • Personalised timetable introduced in negotiation with child, parents and staff. This may include temporary withdrawal from some activities/ reduced day. • Access to structured teaching (TEACCH) as required. • 	<ul style="list-style-type: none"> • <i>Band 0,1 and 2 plus :</i> • SENDCOs provide support to Key person and staff and take responsibility for arranging appropriate specialist CPD and quality assuring the learning experience of the Child • Staff training in the awareness of sensory needs, understanding behaviour , structured teaching and visuals where appropriate. • Staff trained in the use of PECS and/or augmentative communication • Time to work with the Specialist Teacher for joint planning with the child, family and other professionals. • Staff to work with small group and/or individual intervention to develop specific areas of the EYFS following a programme designed or recommended by a specialist teacher/SALT/EP. • Liaison with children, parents and other professionals when determining priorities for individual children.. • Sign post families and setting to a range of voluntary and statutory services regarding benefits, access to additional funding for non-educational activities and other services. • Encourage participation in activities organised by voluntary organizations.eg—parent email info. • facilitate social interaction, to develop/ maintain attention skills, support to set up equipment, support child’s management of it, and establish working routines. • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher for autism support. • Regular communication with parents/carers via home school book, email or tapestry.

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4 St+ Alt	EY Element 2 EY ERP place or Mainstream EY Element 1 & 3 AND EHCP Highest Need Funding	<p>The Child will experience significant, complex persistent and enduring difficulties</p> <p>The child presents with a range of issues and an accumulation of layered needs, which could include , relationships, behavioural, physical, medical, sensory, communication & cognitive.</p> <p>Children in mainstream settings/ schools with a high level of support throughout the day</p>	<p><i>Bands 1,2 and 3 plus:</i></p> <ul style="list-style-type: none"> Assessments indicate that needs can only be met in specialist placement or with a high level of support in mainstream. Risk assessment to consider risks to self and others. 	<p><i>Bands 1,2 and 3 plus:</i></p> <ul style="list-style-type: none"> Main provision by key person with support from SENDCO and advice from education and non-educational professionals as appropriate The use of specialist or adapted equipment / software in all lessons to access the EYFS and environment. Specialised modification of all teaching and learning styles and resources. 	<p><i>Bands 1,2 and 3 plus:</i></p> <ul style="list-style-type: none"> Specialist teaching focusing on both learning and social skills throughout the day. outcomes informed by 6 monthly Review/ EHC plan. Facilitate production of differentiated materials in accordance with the advice from the specialist teacher. Adult support to access an individualised programme of learning 	<p><i>Bands 1,2 and 3 plus:</i></p> <ul style="list-style-type: none"> Skilled practitioners who have a good understanding of Autism and the impact this has on the individual. High levels of specialist support in mainstream. Skilled practitioner who has understanding of the implications of disability and has knowledge of access equipment. Additional individual support in line with risk assessments. Personalised timetable providing access to TA support as specified in EHC Plan. Time for outside agencies to meet termly to assess progress and plan future targets. Specialist support, alongside a multi-agency approach is essential. Advice from other professionals as needed access to a quiet room for small group and 1:1 sessions. Specialist staff training. Introduction of a Positive Handling Plan if required. therapeutic intervention e.g. family therapy

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5 Alt +	EY Element 4 + Special School From 2 years old AND	The child experiences significant life long learning difficulties for which specialist provision is appropriate. These may be compounded by other co-existing needs.	<p><i>Bands 0,1,2,3 and 4 plus:</i></p> <ul style="list-style-type: none"> • Long term involvement of educational and non-educational professionals as part of Biannual review/EHC plan • regular risk assessments to consider risks to self and others. • Completion of assessments for consideration at SENAP and/or Joint Panel. All professionals agree that the pupils needs can only be met within a CYC special school. 		<p><i>Bands 0,1,2,3 and 4 plus:</i></p> <p>Requires additional staff support to access learning in a specialist setting/mainstream due to high level of vulnerability presented by the child.</p>	<p><i>Bands 0,1,2,3 and 4 plus:</i></p> <ul style="list-style-type: none"> • Requires additional staff support in a specialist setting due to high level of vulnerability presented by the child. • Staff have access to regular consultations with support services e.g. SALT, OT, CAMHS.