

ENFIELD ADVISORY SERVICE FOR AUTISM

Annual Report: February 2021 – January 2022

Contents

1. Introduction
2. Summary of Key Developments in EASA during Feb 2021 - Jan 2022
3. Parent Support Services
 - a. *Help understanding autism (ATLAS and Cygnet Courses)*
 - b. *Opportunities to meet other parents (Cuppa and Chat Session)*
 - c. *Help with meeting their child/young person's needs (Presentations, workshops and bespoke advice)*
 - d. *Support to work with their child/young person's educational setting (Community building, TAF and TAC work, EHCP support)*
 - e. *Signposting to sources of support (including work with partnership organisations)*
4. Work with Educational Settings
 - a. *School or Setting Development (AET Standards audits and action planning)*
 - b. *Staff Development (Training, workshops and mentoring)*
 - c. *Supporting children and young people (Surgeries and telephone consultations)*
5. Direct Work with Children and Young People
 - a. *Understanding a diagnosis of autism (the All About Me Programme and raising awareness amongst peers)*
 - b. *Therapeutic support (individual cases)*
 - c. *Sibling Support (online group)*
6. Local Authority Work
 - a. *Tribunal and mediation support*
 - b. *Supporting the LA SEND Strategy and Initiatives*
7. Finance
 - a. *Income and expenditure*
 - b. *Carry forward*
8. Challenges and Future Development
 - a. *Uptake of services and attendance*
 - b. *Impact data*
 - c. *Autism In Schools (AIS) Pilot Project*
9. Appendix
 - a. *Settings who have used EASA services*
 - b. *Case studies*

1. Introduction

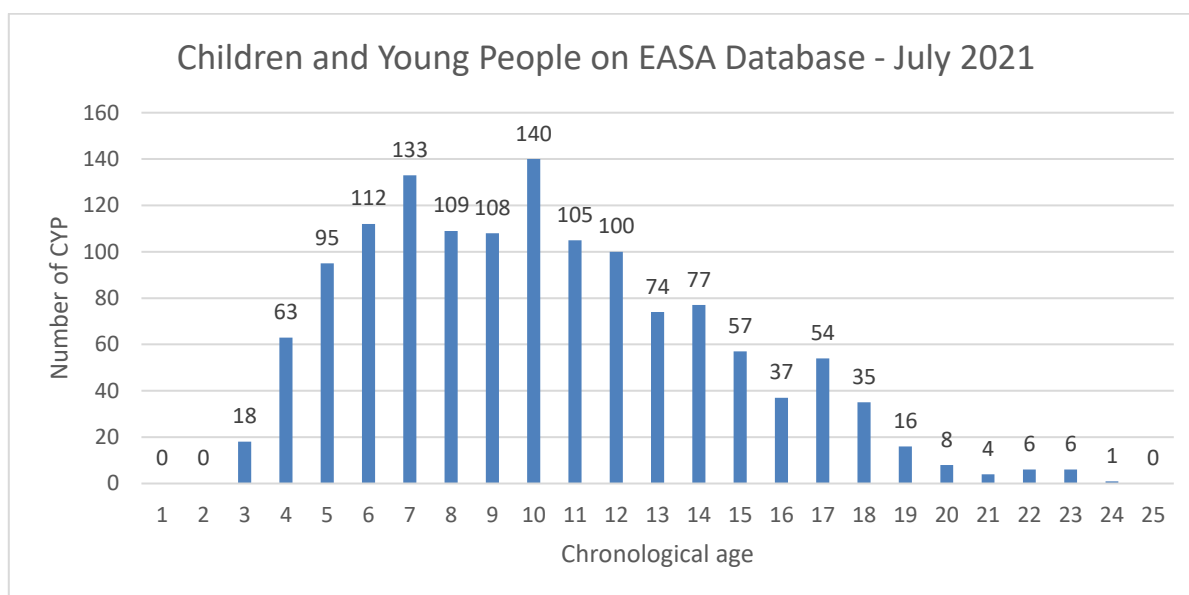
This report outlines the work done by Enfield Advisory Service for Autism (EASA) from February 2021 to January 2022. This period has seen **significant changes within EASA** to prepare for, and begin, an expansion project with additional funding from Enfield Council's High Needs Block provided from September 2021. The additional funding agreement was an outcome of Enfield's SEND review. It was revealed that Enfield has high numbers of EHCP applications compared to other similar boroughs and that there were several hundred children and young people with SEND being educated out-of-borough. It was known that many Enfield schools were struggling to meet needs, particularly of autistic children and young people. The expansion of EASA is part of a 'spend to save' initiative to improve understanding and acceptance of autism and to implement appropriate support strategies in educational settings, with families and with autistic children and young people, so that needs can be met early on and children and young people have a better chance of success in Enfield settings. The additional funding granted to EASA would be for at least 3 years to enable this development.

From February to August 2021, the EASA Team worked in partnership with the Autism Education Trust to develop a **new EASA Vision and Strategy** that would align closely with the national Autism Strategy and incorporate evidence-

informed Good Autism Practice (see the AET's 8 Good Practice Principles, 2021, and the [Good Autism Practice Guidance | Autism Education Trust](#) (link embedded), whilst also recognising the views and wishes of local stakeholders. Interviews and surveys were carried out by an independent consultant with stakeholders in all local partner services (education, health, social care and the voluntary sector) to ascertain views on what EASA was doing well, what they would like to see improve locally and their ideas for EASA's development. The outcomes of the stakeholder consultation are outlined in EASA's Vision and Strategy document, available on the website: [Enfield Advisory Service for Autism - EASA's Vision and Strategy \(enfieldasa.org.uk\)](#)

2. Summary of Key Developments in EASA during Feb 2021 - Jan 2022

As well as writing our new Vision and Strategy, we also sought to establish our baseline data. It was clear that the majority of parents who came to EASA for support had children in the primary school and lower secondary school age bands.



We also knew that the majority of schools who sought EASA support were primary schools. We anticipate that with the roll-out of our new strategy, numbers of families who seek support prior to and during diagnosis of their young children will increase. We also hope to increase the support delivered to the families of young people in upper secondary and in post-16 education, through targeted interventions aimed at the needs of autistic adolescents and young adults.

A key factor in improving delivery and uptake of support at each end of our age-spectrum would be to **improve our publicity**. This was started with a complete **refresh of our website** during Autumn 2021. Our offer is now clearly communicated with easy-to-use referral and request forms for parents and educational setting staff. Family members and staff can also register for training and events via registration links that are easily accessible on the website.

From September 2021, we began to welcome **new colleagues to the team**, particularly a wider group of Educational Psychologists and Assistant EP, new Advisory Teaching Assistants and two Advisory Teachers from the Early Intervention Support Service. We divided our team into **Age-phase Teams** to focus on development of our offer and services for Early Years, School-age and the Post-16 sector. It has been a period of adjustment for everyone, getting to know each other's skills and strengths and how we can work together to provide a comprehensive service.

3. Parent Support Services

The EASA Parent Support offer is published on the EASA website and a flyer is sent to parents, Enfield schools and nurseries, local services, Children Services and Enfield NHS multidisciplinary partners. This year we saw a **67% rise in parent referrals** from 170 in 2020-21 to 285 in 2021-22.

2% of parents required an interpreter. The following languages were used: Spanish, Albanian, Lingala, Polish, Somalian, Romanian, Greek, Turkish and Mandarin.

3a) Help understanding autism

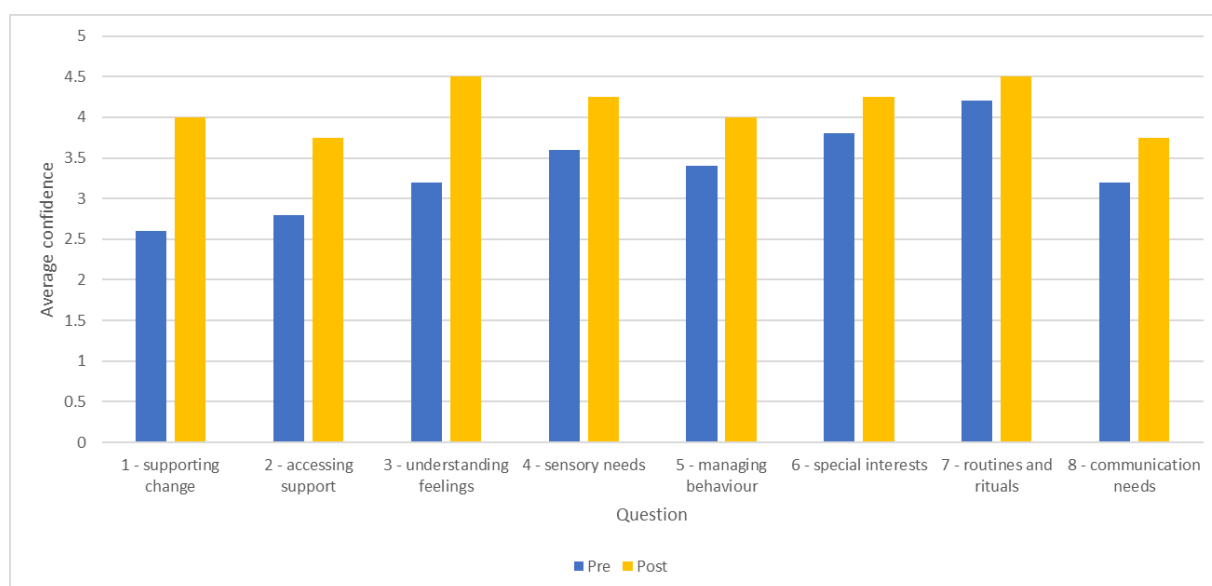
The **ATLAS (Autism Training Links And Support) Course** is especially for parents of newly diagnosed young children up to 6 years. The course comprises 5 sessions. It is held online and runs 5 times per year. Each session is led by a different professional from health, education, and the voluntary sector.

"I have been on this autism journey with my son for over two years but the workshop had new information for me to learn and refreshed what I already knew".

The **Cygnets Course** is for parents of autistic children 6 years to 18 years, to help them learn more autism and how to support their children better. This 6 session course ran 4 times this year with 31 attendees in all.

There are pre- and post- course evaluations for parents to complete. The average responses can be seen here:

Average parent confidence by area of learning, pre- and post-intervention



Key: 0 = No confidence, 1 = Little confidence, 2 = Some confidence, 3 = Average confidence, 4 = Mostly confident, 5 = Completely confident

This shows that the average **confidence of parents increased** across all areas following the Cygnets programme. Overall average parental confidence across all areas increased from 3.35 to 4.13 over the course of the Cygnets programme, representing an increase from being 'average confidence' to 'mostly confident'. The biggest increase in confidence was seen for parents' confidence in supporting their child when they are distressed by change and understanding why their child may find it difficult to understand the feelings of others.

Following the Autumn Term Cygnets Course, one mother and her daughter benefitted from follow up work which was done with the school to support the daughter with complex mental health needs. Details can be found in the appendix case studies.

3b) Opportunities to meet other parents

7 Cuppa and Chat sessions were held at Russet House School, attended by 111 parents overall. These give parents the opportunity to form a network with others in similar situations, to share experiences and support each other. Top themes that have come up from parents during discussions are that **newly diagnosed families need advice and guidance**. Many **struggle with their own mental health** and emotional well-being and need a chance to chat with others in a non-judgemental space. Some have practical concerns such as how to get their young children toilet trained. There has also been lots of **concern about children on reduced timetables in schools** and parents have raised their frustrations with schools and the local authority. The parent Support advisors have been able to feedback these

Enfield Advisory Service for Autism, Bell Lane, Enfield, Middlesex, EN3 5PA

concerns to members of the team who work with schools and the local authority so that we can work to remedy these issues.

3c) Help with meeting their child/young person's needs

Drop-ins are held fortnightly and are often the quickest way to access advice and support for parents. Dates of upcoming Drop-in sessions can be found on our website. 9 parents made use of drop-in sessions for advice this year.

Online Parent Presentations have continued to run regularly on a variety of themes which have previously been requested or raised by parents as **topics of concern** (e.g. toileting, behaviour, independence, sleep and adolescence). This year we were unable to run any face-to-face workshops because of covid restrictions. Although we get good numbers of parents interested in the presentations (evidenced in the registration data), the actual attendance numbers are much lower (see chart in section 8 on Challenges). We are currently exploring ways to improve attendance and increase access to advice for parents.

3d) Support to work with my child/young person's educational setting

In several cases, a Parent Support Advisor or another member of the team has accompanied a parent to a meeting with staff at the child's educational setting. This has helped the parent to clarify their thoughts and wishes, and for the school's perspective to be noted and understood. This forms a good basis for the **parent and school to problem-solve issues together**.

We have begun to work on training programmes that can be accessed by schools and parents together so that they can work in partnership on common issues such as toilet-training and homework.

3e) Signposting to sources of support

Lots of parents come to EASA to find out more about the support they can find in Enfield.

"I wish I had known more about EASA and the sessions such as ATLAS when my son was younger as we would have been more aware of his behaviour from then."

With the expansion of our team, we are aiming to be a **'one-stop-shop'** for parents so that they are not referred on to different services for different kinds of support. However, we have a good partnership with the Enfield branch of the National Autistic Society (ENAS) and often refer to them for further community support.

4. Educational Settings

EASA's offer for Educational Settings is published on the EASA website and is sent to Enfield schools and nurseries, children services and NHS multidisciplinary partners. Schools can access services freely and easily using the new online form and registration links on our website. Staff who do not work in Enfield schools are able to access courses and services at a charge, details of which are on the website. During this reporting period, **74 of Enfield's 97 schools accessed EASA's services (77%). This is consistent with the previous year.** For some schools, the engagement was minimal (e.g. several staff attending a workshop; a single telephone consultation with the SENDCo). Other schools used a range of EASA services on multiple occasions throughout the year. Information on schools' engagement and use of the service is kept for analysis and future planning and is available at the Local Authority's request.

Type of work undertaken	Number of schools
Advice and Support on Provision set up	16
AET Standards and Action Planning	13
Referral from Parent or SEN (not from school)	8
Telephone Consultation about 1 pupil	43
All About Me Programme and/or Individual Support	30
Surgery	18
Engagement with the Professional Learning offer	51
Bespoke Training Delivered	5

4a) School or Setting Development

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We use the **Autism Education Trust Standards** to audit educational settings and help them understand **what they are doing well and areas they would like to improve**. We then support them to write an action plan for their setting which highlights other aspects of the EASA offer they will need to access in the coming year. Regardless of the type of support request coming from a school, we signpost them to the AET Standards if they are not already familiar with these. If we give advice about an individual child or several children, we will always follow it up with work on the whole school standards. This year, 13 schools were supported to work through the AET standards and create action plans. This has been very productive as these quotes from SENCOs testify:

“Thank you so much for all of your help in completing our school standards and Next Steps action plan. You have been really helpful and supportive and I appreciate all of your time and efforts to date.

I will review the next steps at the end of Spring and Summer term to ensure that we are implementing the actions suggested on the plan” SENCO at Houndsfield School

“I have recently worked through the AET standards with Vaneessa and have some clear, manageable actions to put in place during the next few months. I found this a really positive process, having the time to reflect on what we do well and what we can do better.”

SENCO at St James’ Primary School

We are developing a system for **monitoring the impact of implementing the AET Standards and Action Plans** in setting and will be reviewing with each setting at 6-monthly intervals.

Our Parent Support Advisors supported **community building** work in settings by attending 2 coffee mornings (one pre-school and one primary school). This has been more limited than usual because of covid restrictions on group gatherings.

4b) Staff Development

Again, we have offered a variety of staff training options, including all the Autism Education Trust modules for Early Years, Schools and Post 16 staff. We have also hosted online workshops on a variety of themes. The following quotes give a flavour of the feedback we received from delegates:

“I came in not knowing anything and now feel more confident in helping and teaching an autistic child.”

“It’s opened up discussions and highlighted areas that we need to develop or develop further. Will meet with our SENDCO to begin devising an action plan to begin addressing these.”

“I have learnt that there is not a ‘one size fits all’ approach to teaching autistic individuals and that it is vital to develop a pupil profile in order to be successful in meeting their needs.”

“It will enrich my everyday teaching. I have learnt a lot, most importantly I now can understand more the core of autism.”

“ [Trainer] shared valuable strategies about engaging children with Autism. From this training I will get to know the different children with Autism across the year group, their likes and dislikes and what their triggers may be if they had any. I will refer to the visual timetable in class more, focus on the message behind the behaviour. “

Delegate figures for AET courses are shown in the chart below.

AET Courses		EY's Virt MSA	EY's F2F GAP	EY's Virt GAP	EY's Virt GAP E+E	EY's Virt LGAP	Sch F2F MSA	Sch Virt MSA	Sch F2F GAP	Sch Virt LGAP	Sch Virt CNP	Sch Virt PF	P16 Virt RA
2021	February			20	7								
	March									10			
	April					10				5			
	May												
	June							19			14		
	July												
	August												
	September		14				18			40			
	October								70				
	November	21	6					33	5			20	
	December												
2022	January	24	16					4					30
Total		45	36	20	7	10	18	56	75	55	14	20	30

Course titles: MSA – Making Sense of Autism (90 mins); GAP – Good Autism Practice (1 day); E+E – Extending and Enhancing (half day); LGAP – Leading Good Autism Practice (1 day); PF – Progression Framework (half day); RA – Raising Awareness (90 mins)

Attendance figures for EASA Professional Learning Programme online workshops are shown here:

Workshop/Presentation Title	Attendees
Intro to Cognitive Behavioural Therapy	25
Intro to Solution Focused Thinking	15
Girls with Autism, a Communication Perspective	51
Dealing with Complexity in Autism	25
Homework and Home Learning for children with autism	10
Supporting Independence through Prompting	31
Toilet Training and Autism	28
Supporting teenagers with autism	17
Independent Living: Preparing for Adulthood	8
Supporting Transitions into new classes/settings - Transition from Year 6 to Year 7	7
Enfield OT NHS Provision	7
What is Psychoeducation & why is it helpful?	11
Older children and Mental Health	8
Psychoeducation for siblings	5
Food and Autism	27
Zones of Regulation	26
Positive behaviour support and autism	11
Social stories and comic strip conversations	19
Visuals without a laminator	16
Setting up an autism friendly classroom	13

Our **Advisory TA team has increased** by 2 more staff and we are now able to offer up to 4 support sessions per week compared to only one per week last year. Schools are recommended for this support through the AET Standards audit work they undertake with one of our Advisory Teachers. A programme of 4 – 6 support sessions is then planned. The **Autism Education Trust Competency Framework** is used with individual staff in the setting to help them identify their training needs and demonstrate their professional development.

So far we have carried out support **TA/LSA Mentoring Support Programmes in 2 nurseries and 4 schools**. We will be conducting evaluation visits 3 months after each programme to gauge lasting impact.

4c) Supporting children and young people

Surgeries are usually a half-day session with a school. They give staff the chance to discuss up to 6 children or young people with one of our Advisory Teachers. This can be done in-person or online. Surgeries also inform whole setting development and the training needs of staff. If a school has a single concern or situation they wish to discuss, they can also request a telephone consultation with a member of the team. **123 individual pupils/students were discussed and supported through telephone consultations and surgeries with staff.**

We have been supporting PVI nursery settings to embed the **AET's Progression Framework**, a free assessment tool for non-academic areas of development and a **useful tool to monitor progress** in learning. We did this by introducing the tool to the Area SENCos and providing a pre-recorded training session which settings could watch and for the Area SENCos to follow up with implementation support. Suzanne Goddard, our Early Years lead, will be seeking feedback from Area SENCos at meetings with the Early Years SEND Partnership Team.

The AET Progression Framework is particularly helpful if children are working below Age Related Expectations and need something more bespoke to demonstrate small-steps of progress. We will continue working to ensure that all autistic children and young people in Enfield are assessed using measures appropriate to their learning needs and rates of progress.

There are no official local authority figures about numbers of children on part-time timetables, excluded or at risk of exclusion at the current time. EASA is keen to support gathering of this data so that we understand the true picture of how school attendance patterns affect our autistic children and young people.

5. Direct Work with Children and Young People

5a) Understanding a diagnosis of autism

Our Educational Psychologists can support school staff to work through the **'All About Me'** programme with a child or young person, **helping them learn about their own autism in a positive and constructive way**. If school staff are unable to do the programme with their pupil/student, the child or young person can register for this programme directly with EASA and attend sessions with their parent or carer. This year, **30 children and young people were supported with this**; 21 primary school pupils and 9 secondary school pupils.

5b) Therapeutic support

Some of our Educational Psychologist colleagues attended intensive training to be able to lead the PEERS programme. This is a programme of group sessions aimed at helping children and young people to develop interaction and friendship skills. There is **some concern in the autistic community about social skills programmes which are aimed at masking autistic differences so that autistic people 'fit in'** with their neuro-typical peers. In EASA we wish to address these concerns by adapting the programme slightly to ensure that it is **positive about autism and social differences** and that young people will choose to take part in the programme with informed consent. Our programme, the Enfield Abridged PEERS Programme, will pilot in the summer term with students at one of our secondary schools.

5c) Sibling support

For the first time, two Educational Psychologists ran a 7 week **Online Siblings Group**. 5 young people took part, ranging in age from 7 to 13 years. A **'Tree of Life' narrative therapy** model was used to structure the groups. Parents facilitated their children's access to the Zoom sessions. Following the sessions, parents sent feedback as follows:

"I would like to send a huge thank you to [Educational Psychologists] for the tree of life course. [My son] got so much from it and I think he would be interested in another course if one was available, especially in person. I was also thinking that it might benefit XX to have a similar group course with like-minded kids with ASD/ADHD. I think it would be helpful for him to meet and talk to other children who face similar struggles. In the same way that it has been useful for him to meet other siblings"

“I just wanted to say and please pass this on to [Educational Psychologists], that the sessions were so well thought out and both did such a wonderful job at being sensitive, calm and patient, getting the children/young people to open up about something perhaps that isn't very much talked about but it very much front of mind and a daily challenge. However, love and compassion is at the centre of it all.”

“Even though at times [my daughter] was quiet she was very much thinking and reflecting on what the other members were saying and I think found great comfort in that knowledge. When listening to the sessions, I found it very useful and actually moving and emotional (in a good way) as we have such busy lives sitting down and thinking is not a luxury but something. I know I need to do more of with my family. Anyway, thanks so much [daughter] was able to express herself to others who understood and did not judge her so found it very useful and will miss her Tuesday Zoom meetings (when they worked!) and she would be interested in whatever is planned next.”

It was thought that subsequent groups would benefit from being bigger and being held in person rather than online.

6. Additional Local Authority Support

6a) Tribunal/Placement Support

This year, EASA has supported the Enfield SEN team with two cases of pupils in Haringey schools where parents have disputed EHCP provision. In one case, an observation was carried out jointly with an advisory teacher from the Haringey Autism Team and a report was written to support the tribunal. In the other case, an observation was carried out and a report written to support a mediation process. We have yet to hear the outcomes of these.

6b) Supporting the LA SEND Strategy and Initiatives

EASA has supported other local authority initiatives and projects this year as follows:

- Writing the Autism section of the Ordinarily Available Provision document
- Working with the SEN team to write an Autism Position Statement
- Working with NHS Speech and Language service to collaborate on training and advice to settings
- Collaboration with CAMHS and other clinical teams on the mapping and pathways projects and to support with wait times for CYP and families
- Collaboration with OurVoice to facilitate the Autism in Schools London pilot project
- Supporting the EBSA panel with advice for autistic CYP who are out of school
- Collaborating with the ECASS team

The Head of Service has regularly attended and contributed to several wider strategic groups for the development of local and national autism policy and practice, including:

- Enfield Autism Partnership Group
- Enfield Early Years Partnership Board
- Enfield High Needs Working Group
- AET Strategic Partnership Board
- Pan London Autism Schools Network (PLASN) Research Group

7. Finance

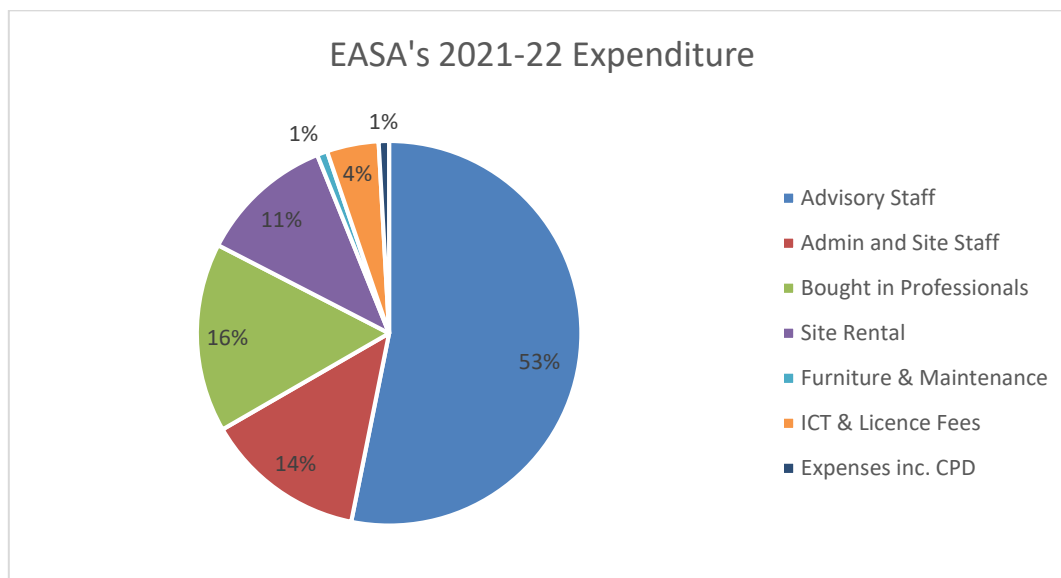
7a) Income and expenditure

The EASA's income for 2021-22 was as follows:

Income type	Amount
LA income (Standard plus additional project funding)	£ 457,000.00
Carry forward from 2020-21 (contingency)	£ 84,000.00
Income from services provided	£ 8,800.00
Total:	£ 549,800.00

The expenditure is outlined in the following charts:

Category of Expenditure	Cost
Advisory Staff	£ 244,000.00
Admin and Site Staff	£ 62,000.00
Bought in Professionals	£ 73,000.00
Site Rental	£ 52,000.00
Furniture & Maintenance	£ 4,000.00
ICT & Licence Fees	£ 20,000.00
Expenses inc. CPD	£ 4,000.00
Total:	£ 459,000.00



It can be seen that the **expenditure is closely in line with the funding from the local authority**. We did not spend the carry forward from the previous year, partly because covid restrictions continued, limiting face to face services, and we also took a cautious approach to spending because of delays in receiving the signed service level agreement from the local authority, without which we were not guaranteed ongoing finance.

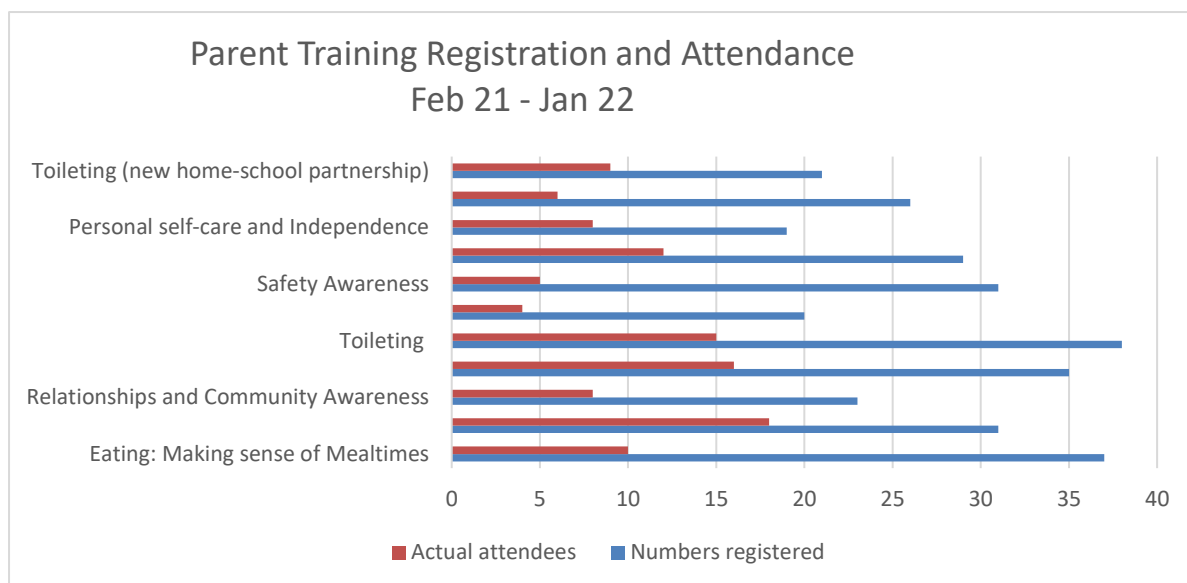
7b) Carry Forward

We are now in receipt of a 3 year SLA with the local authority and as a result we are more stable as a service. We thus requested to keep this years' proposed carry forward (approx. £92,000) to spend on further service development, including additional administration to support data collection and management. This request was not granted, although we were given permission to retain £30,000 of the underspend which we will be able to use for additional equipment or agency support.

8. Challenges and Future Development

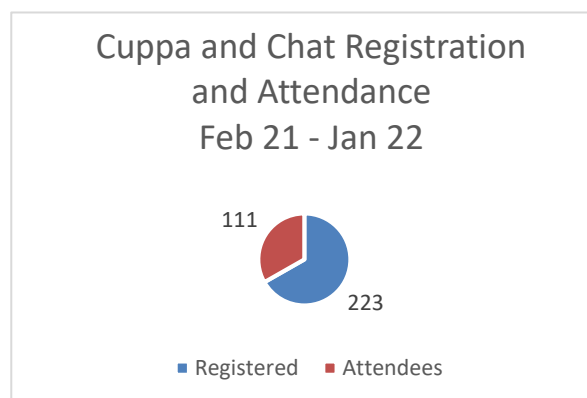
8a) Uptake of services and attendance

It has been a concern that numbers of parents attending some of our parent events have been far fewer than those registered, as can be seen from training and cuppa and chat session data:



We will be looking at ways to **increase the attendance of parents**, including sending text reminders and producing more targeted publicity.

We have also seen **a drop in numbers of staff attending face-to-face training since the pandemic**. We are aware that some staff will be anxious about attending group events outside of their workplace because of ongoing covid risks and that also schools are suffering staffing shortages because of covid isolation. Although we have a good online training offer, this cannot entirely replace the quality of work and learning done when staff from different settings meet, discuss issues and complete activities together. We will continue to **explore ways to improve online interactivity and face-to-face attendance**.



8b) Impact data

We currently collect quantitative and qualitative data in relation to all services we provide so it is possible to state how many of different types of interventions we have provided and how many individual recipients have benefitted, as well as their feedback on what we did. We do not have data on **longer term outputs and wider impact**, though we are in the process of designing these systems. We are particularly looking at the impact of implementing the AET Autism Standards, where we hope to see a **reduction in the numbers of CYP being excluded or on part-time timetables** as a result of schools and settings becoming more autism aware and implementing more reasonable adjustments to the environment. As Enfield schools become better at meeting the needs of autistic learners, we also hope to see a **reduction in out-of-borough placements and parent requests for alternative provision**. We will need to work in partnership with the local authority to gather and monitor appropriate data to measure these impacts.

8c) Autism In Schools (AIS) London Pilot Project

This project is an NHS England and Parent Carer Forums initiative, aimed at reducing the numbers of autistic adults who become inpatients as a result of serious mental health conditions, including severe anxiety, depression and suicidal ideation. It is known that these problems are often the result of a negative spiral which starts from school exclusion. This project is being managed in London by the Autism Education Trust and Enfield will be part of the project, selection 2 secondary schools in which to run the pilot. EASA will work in partnership with the OurVoice parent carer forum and local NHS colleagues to deliver the project in the two chosen schools in the summer term of 2022.

Dr Rachel Walker, Head of Service, February 2022

Enfield Advisory Service for Autism, Bell Lane, Enfield, Middlesex, EN3 5PA

9. Appendices

9a) Settings that have used EASA services this year

The following settings received support from EASA during February 2021 to January 2022. Details of how each setting was supported and their engagement with EASA services are available on request.

Nurseries:

Dreams Nursery, Craig Park
 Park Avenue Pre-School, Bush Hill Park
 St John's Nursery, Bourne Hill
 St Thomas' Nursery, Oakwood

Enfield Schools:

Alma Primary School
 ARK John Keats Academy
 Aylward Academy
 Bowes Primary School
 Brimsdown Primary School
 Broomfield Secondary School
 Bush Hill Park Primary School
 Capel Manor Primary School
 Carterhatch Infant School
 Carterhatch Junior School
 Chase Side Primary School
 Chesterfield Primary School
 Churchfield Primary School
 De Bohun Primary School
 Eastfield Primary School
 Eldon Primary School
 (Infant & Junior School)
 Enfield County School for Girls
 Enfield Grammar
 Eversley Primary School
 Firs Farm Primary School
 Fleecefield Primary School
 Freezywater St Georges C of E Primary School
 Galliard Primary School
 Garfield Primary School
 George Spicer Primary School
 Grange Park Primary School
 Hadley Wood Primary School
 Hazelbury Primary School
 Hazelwood Infant & Junior School
 Heron Hall Academy
 Highfield Primary School
 Highlands Secondary School
 Houndsfield Primary School
 Keys Meadow Primary School
 Kingfisher Hall Primary Academy
 Kingsmead School and Sixth Form
 Latymer Secondary School
 Lavender Primary School
 Meridian Angel Primary School
 Merryhills Primary School

Oakthorpe Primary School
 Oasis Academy Hadley
 One Degree Academy
 Orchardside School
 Our Lady of Lourdes Catholic Primary School
 Prince of Wales Primary School
 Raglan Infant School
 Raglan Junior School
 Raynham Primary School
 Russet House School
 Southbury Primary School
 St Andrew's C of E Primary School (Enfield)
 St Andrew's Southgate Primary School (C of E)
 St Anne's Catholic High School for Girls
 St Edmund's Catholic Primary School
 St George's Catholic Primary School
 St Ignatius College
 St James' C of E Primary School
 St John & St James' C of E Primary School
 St John's C of E Primary School
 St Mary's Catholic Primary School
 St Matthew's C of E Primary School
 St Michael's C of E Primary School
 St Monica's Roman Catholic Primary School
 St Paul's C of E Primary School
 Starks Field Primary School
 Suffolks Primary School
 Tottenham Infant School
 Walker Primary School
 Waverley Pre-School
 Waverley School
 West Lea School
 Wilbury Primary School
 Winchmore Secondary School
 Wolfson Hillel Primary School
 Woodpecker Hall Primary Academy
 Worcesters Primary School
 Wren Academy

Out of Borough Schools:

Lordship Lane Primary, Haringey
 Noel Park Primary, Haringey
 Millbrook Primary, Herts

Post 16:

CONEL College

9b) Case Studies

The following is an excerpt from a **mother's email** regarding support the EASA team provided **following her attendance at the Cygnet Course**, which included liaison with CAMHS and the daughter's school:

"I would like to take the opportunity to thank Claire Collins and Marsha Walton for the immense efforts to support me and my daughter [secondary school student]. I am very grateful for all the help and advice and also the time that Claire and Marsha have given me throughout the duration of the Cygnet course and after the course. The contact with the school and CAMHS has helped things to start move a bit better in future hopefully and I really thank you for that as at times it can be quite a challenge to achieve much on your own, I could not have done it without your advice and guidance and intervention which is so important for all parents at the most difficult times in our lives so Thank you so much for everything and for truly caring."

The following notes are typical of **parent support cases** that are dealt with by the service:

Toileting concerns

Met with both parents, needed to use translation service- discussed concerns (main concern child not going into bathroom) gave advice (use motivators, change in toilet etc.) showed and then prepared bespoke resources (visual schedule, now/next)

Followed up one month later over the phone and parent reported that things were going well. Child now happy to enter toilet for approx. 2 mins, responding well to visuals. Discussed toileting workshop on 20th January and parent going to attend.

Further PSA support to continue after workshop.

Going out in the Community

Phone consultation with parent (main concern safety/activities) gave advice, prepared bespoke resources (safety visuals, activities to access, social story etc.)

Followed up one month later over the phone. Parent reported that she was using resources and child was responding well. Parent adapted resources into a keyring for convenience. PSA support ongoing.

Pre-diagnosis

Referral made by SALT. Phone consultation with parent. Discussed Parent Support offer and finding a setting. EASA Information emailed on 'Finding a School'

Parent called again very distressed. She had received a diagnosis and was really upset. We spoke at length and I felt at this time it would be good for her to also speak with ENAS. Provided emotional support.

PSA called parent to review support. Parent was feeling better than when we last spoke. She had applied to schools and was going to start accessing some activities with her son to encourage his social interactions. Gave details of the local offer to help and said she can call anytime if she wants to chat or discuss support. Also told her about drop ins etc.

The **TA/LSA Mentoring support** has had a significant impact on practice in some schools. The photo below shows the adaptations made to visual supports that a mainstream Learning Support Assistant was using with her 1-1 pupil to suit his individual needs. These adaptations include the pupil's own writing on the symbols, giving him some ownership, enabling him to understand staff expectations, and resulting in him feeling much calmer and ready to learn. The LSA learnt skills and ideas she could adapt for other pupils too.

Creating individualised resources in a mainstream school to support inclusion

