Autism Spectrum Disorder : A focus on Buckinghamshire

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- Understanding the local and national picture
- What is Autism Spectrum Disorder (ASD)?
- Diagnosis pathways for ASD
- ASD provision within Buckinghamshire
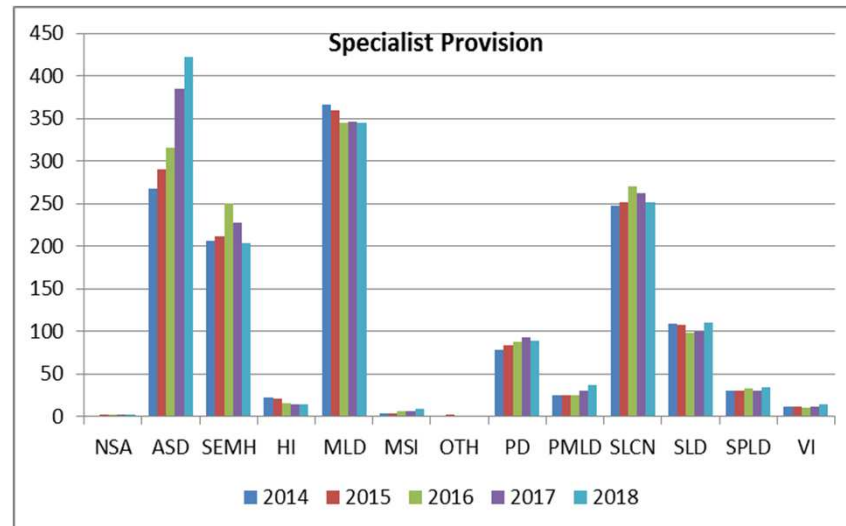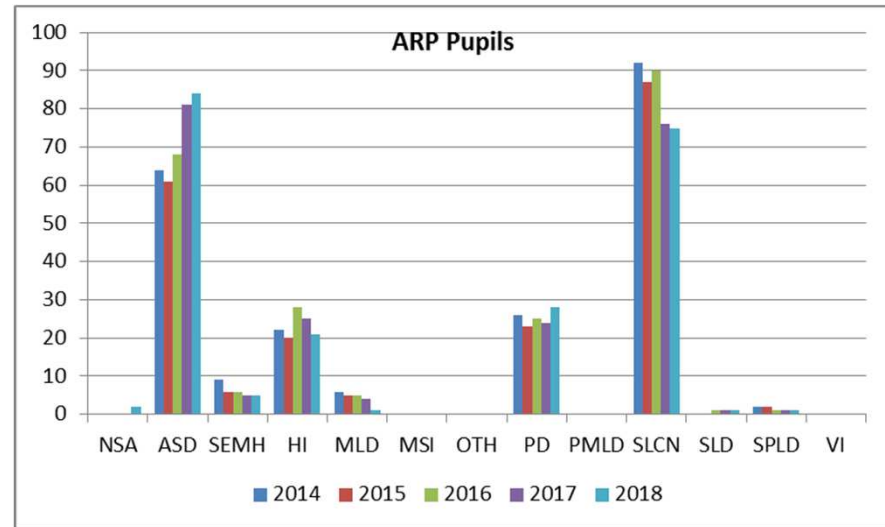- Future planning for ASD provision

Understanding the local and national picture

Changes in SEN

	2012	2013	2014	2015	2016	2017	2018
Buckinghamshire	3.40	3.40	3.30	3.20	3.10	3.10	3.10
South East	2.90	2.90	2.90	2.90	2.90	3.00	3.10
England	2.80	2.80	2.80	2.80	2.80	2.80	2.90

% of pupils with statement of SEN or EHC Plans
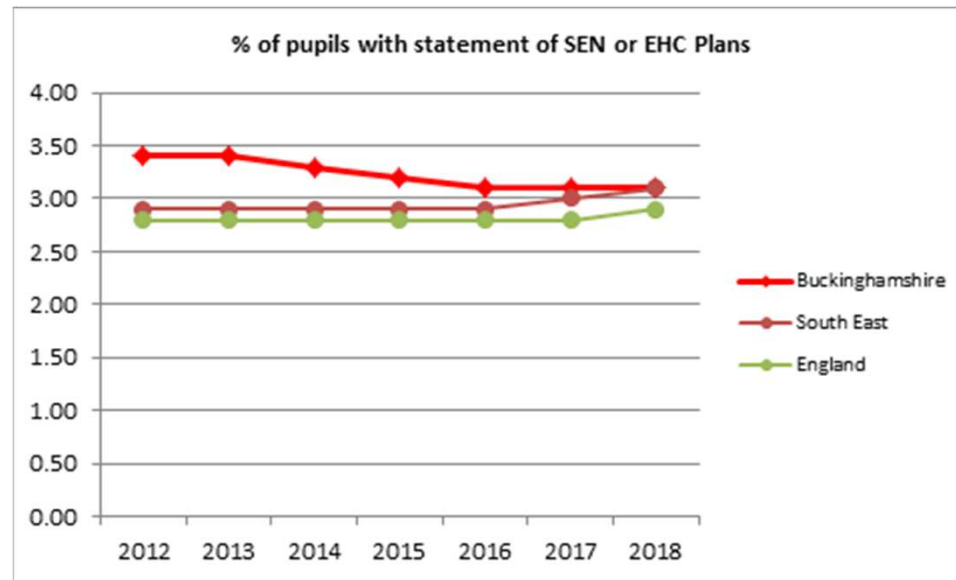
Change in types of SEND
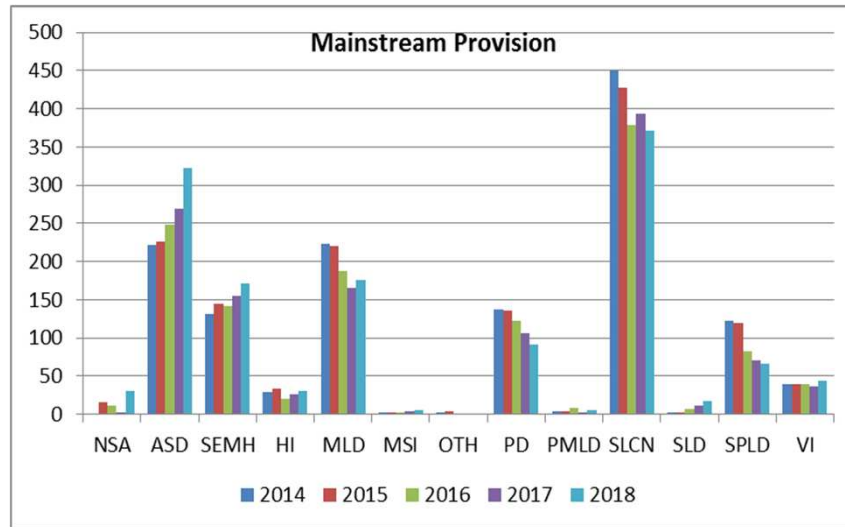
Changes in ASD EHCP Numbers
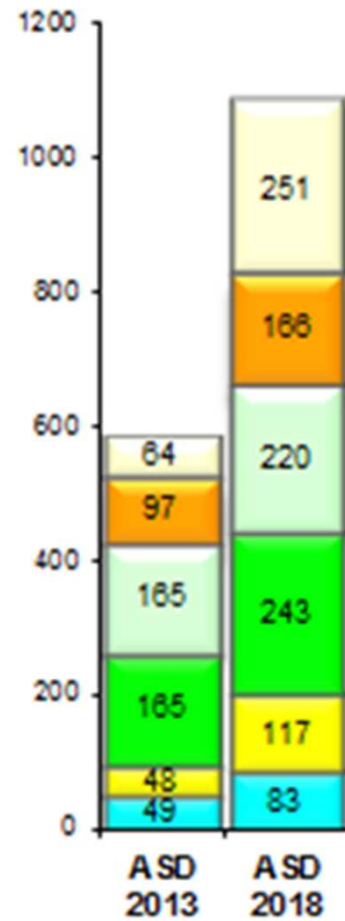
What is Autism Spectrum Disorder?
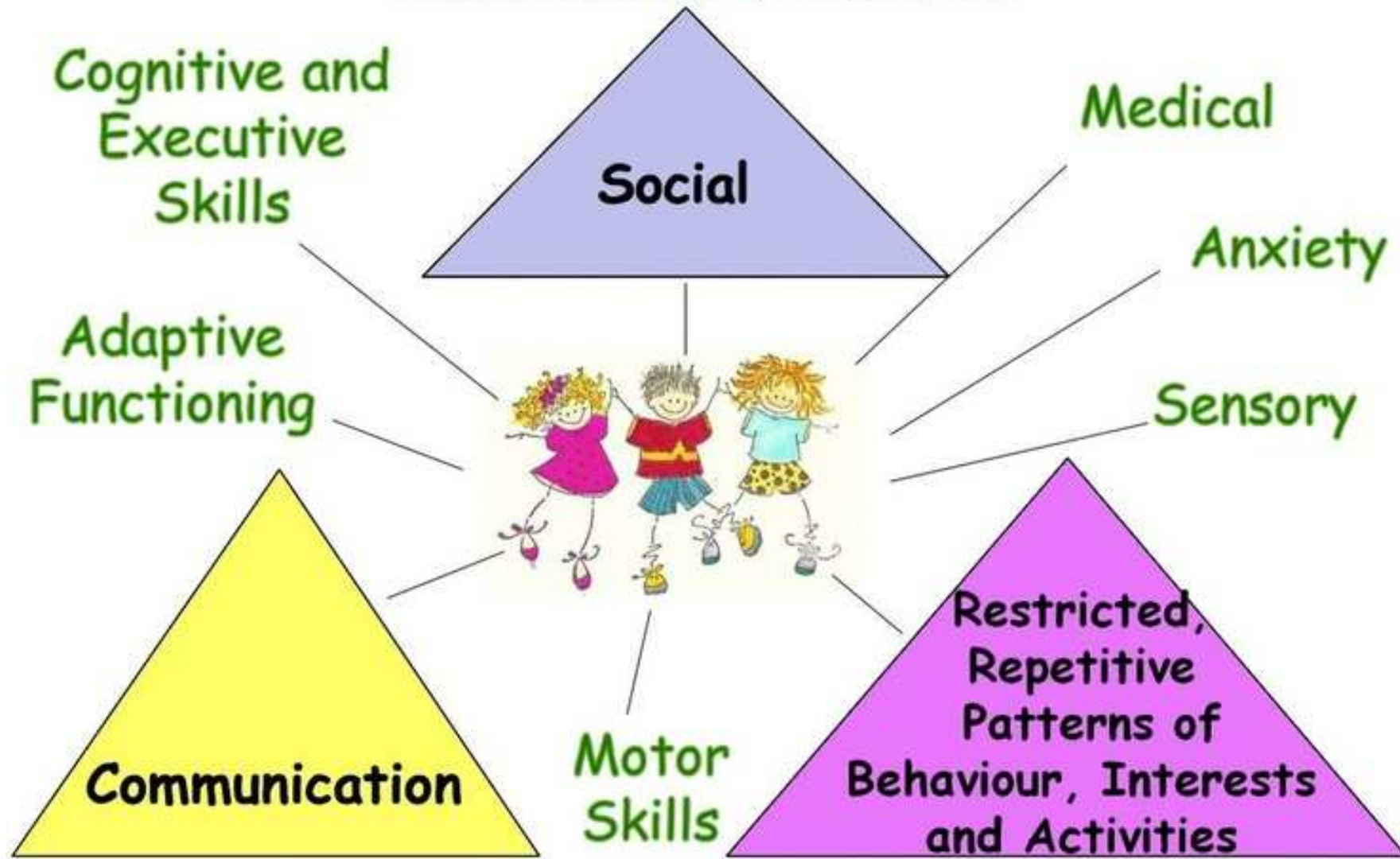
The Triad of Characteristics and Associated Features

Cognitive and Executive Skills

Adaptive Functioning

Social

Medical

Anxiety

Sensory

Communication

Motor Skills

Restricted, Repetitive Patterns of Behaviour, Interests and Activities

Understanding as in the classroom

	Social impairment	Social communication impairment	Imagination impairment	Repetitive activities
L E V E L O F S E V E R I T Y ↑	• Aloof, indifferent • Passive • Active but odd, bizarre • Over-formal, stilted • Sociable with 1 person – problems with groups	• No communication • Communicates own needs • Repetitive, one sided • Formal, long-winded, literal	• Handles objects for simple sensations • Handles objects for practical uses • Copies pretend play of others • Limited "pretend" play; repetitive, isolated • Invents own imaginary world – but rigid, stereotyped	• Bodily movements • Fascination with sensory stimuli • Simple, object directed • Routines involving objects • Routines in space or time • Verbal routines • Routines related to special skills • Intellectual interests

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Girls and Autism

It is recognised that girls with Autism Spectrum Disorder will often present later and with different areas of concern to boys.

They are often overlooked within the educational setting until they are teenagers and social and educational pressures increase and they become less able to mask their disorder.

Assessment by the Neurodevelopmental Team will be adjusted accordingly with less reliance on raw test data and consideration of how girls adapt their behaviours

Diagnosis pathways for ASD

Autism Diagnosis in Buckinghamshire

0-4 years : Community Paediatrics and Child Development Team. CDT also includes therapists for multi-disciplinary assessment

5-17 : Neurodevelopmental SPA from January 2019 with joint service provided by CAMHS and Paediatrics. (Previously 5-10 Paediatrics and 11-18 CAMHS)

18+ : The Adult ASD Diagnostic Servi the Whiteleaf Centre in Aylesbury of and post diagnostic treatment

Neurodevelopmental Diagnostic Pathway (Single Point of Access)

- Oxford Health Foundation Trust and Buckinghamshire Health Care Trust are collaborating to deliver a Buckinghamshire Neurodevelopmental 5-17+ year old 'Single Point of Access for Assessment and Treatment'.

- Our aim is to ensure that Children & Young People with Neuro developmental concerns are seen by the most appropriate professional in a timely manner.

- The new pathway provides a multi-disciplinary approach with panel decisions where required.

Post-Diagnostic Support

- Early Bird (NAS) course – Early Years Team (Education)

- Cygnet course– CAMHS (Health)

- Support in school – including school nursing service

- Occupational Therapy courses including Sensory workshops

- SALT courses

- CAMHS support groups for families and ASD children/young people

- CAMHS Parenting Courses

- CAMHS schools link

- Paediatric follow-up

- Integrated Therapies (SALT and OT) including Link Therapists

- STS Surgeries (Education)

- Autism Toolbox on the Local Offer

- Portage

- Adult mental health services

- Trailblazer funded support

ASD provision within Buckinghamshire

ASD Additional Resource Provision (ARP)

School	Designation	Phase	No of places
Aston Clinton School	SCLN	Primary	10
Oak Green School	ASD	Primary	12
William Harding Combined School	PD : SLCN	Primary	8
Elmtree School	SCLN	Primary	8
Holtspur School	SCLN	Primary	10
Carrington Infant School	ASD	Primary	6
Carrington Junior School	ASD	Primary	8
Claytons Primary School	ASD	Primary	12
Disraeli School & Children's Centre,	ASD	Primary	18
King's Wood School	SCLN	Primary	15
Princes Risborough Primary School	ASD	Primary	12
William Harding	SLCN	Primary	8
Holmer Green Senior School	SCLN	Secondary	26
Misbourne School, The	ASD	Secondary	6
Bourne End Academy	ASD	Secondary	18
Princes Risborough School	ASD	Secondary	20
Sir William Ramsay School	PD : HI : SLCN	Secondary	16
Total			

Special School Provision

School	Designation	Phase	No of places	Tolerance (temporary additional places)
Booker Park	ASD: HI: MLD: PD: SLCN: SLD: VI : SEMH	Primary	235	7
Stocklake Park	ASD: HI: MLD: PD: SLCN: SLD: VI	Secondary	80	2
Chiltern Wood (2 sites)	MLD: SLCN: SLD	Primary & Secondary	208	6
Stony Dean	MLD: ASD: SLCN	Secondary	186	5
Furze Down	ASD: HI: MLD: PD: SLCN: SLD: VI	Primary & Secondary	165	4
Chiltern Way Academy (2 sites)	SEMH : ASD	Primary & Secondary	150	5
Westfield	SEMH: ASD	Primary	56	1

Independent School Placements

Provider	Type	Full year Education cost - £
Abingdon House School	Day	56,420
Akeley Wood Junior School	Day	13,374
Bladon House	Residential	139,911
Bletchley Park School	Day	83,000
Cambian Asperger Syndrome	Day	184,793
Cambian Autism Services	Day	155,690
Claires Court School	Day	14,472
Cotswold Chine School	Day	150,345
Egerton Rothesay	Day	350,070
Forum School	Residential	124,338
Gretton School	Day	101,500
Hillingdon Manor School	Day	310,842
Kestrel House School	Day	49,934
LVS Oxford	Day	250,661
Macintyre School	Residential	273,739
Pield Heath House School	Day	38,499
Pottersbury Lodge School	Day	331,756
Priory Group	Day	93,912
Puzzle Centre	Day	84,960
St Dominic's School	Day	52,214
St Piers School (Lingfield)	Residential	19,987
Swalcliffe Park School Trust	Day	535,200
Thames Valley school (Reading)	Day	22,942
The Jam Academy	Day	9,600
Witherslack Group	Residential	82,049
Wynchwood School	Day	10,768
		3,540,974

Future planning for ASD provision

Future Planning – Short Term

Action	Rationale	Current / Expected outcome
Develop work to de-escalate ASD secondary age pupils from specialist to mainstream provision	Pupils should be given the opportunity to achieve at their best through Side by Side partnerships between special and mainstream secondary schools.	Reduction of places at special schools.
Develop support from Specialist Teaching Service (STS) to upskill staff within mainstream settings	A higher level of expertise and understanding within mainstream schools will result in earlier intervention and reduced need to assess for EHCPs.	Reduced numbers of ECHP assessments.

Buckinghamshire's Autism Toolbox
on the Local Offer on BFIS

This "Toolbox" brings together advice, local support, services, activities and resources relating to autism. The name toolbox has been chosen to reflect that anyone, with or without an autism diagnosis, parents and professionals can make use of this information which covers various topics.

Buckinghamshire's
Local Offer for SEND

Future Planning – Medium Term

Action	Rationale	Current / Expected outcome
Increase capacity at Westfield School (ASD)	Additional 20 places for primary pupils with ASD will alleviate pressure on out of county placements	Reduction on out of county placements
Develop new primary SEMH capacity	Additional 18 places for primary pupils with SEMH will alleviate pressure on out of county placements	Reduction on out of county placements
Development of new whole school behaviour management strategy	The new strategy will improve management of SEMH pupils at mainstream level and prevent escalation of pupils to assessment at EHCP.	Reduction of pupil placements at Pupil Referral Units (PRUs) and special schools

Future Planning – Long Term

Action	Rationale	Current / Expected outcome
Commissioning of primary PRU SEN provision	Development of SEMH ARPs across the authority to manage pupils with moderate challenge who would otherwise attend special school provision	Reduction of pupil placements at Pupil Referral Units (PRUs) and special schools

How can we engage the local Head Teachers and Schools in educating and supporting these children locally?

- Sufficiency Strategy
- Review of permanent exclusions and elective home education
- Encouraging Autism Champions
- Adopting School Autism policies
- Adapting Behaviour policies
- Side by Side project work
- Graduated Approach
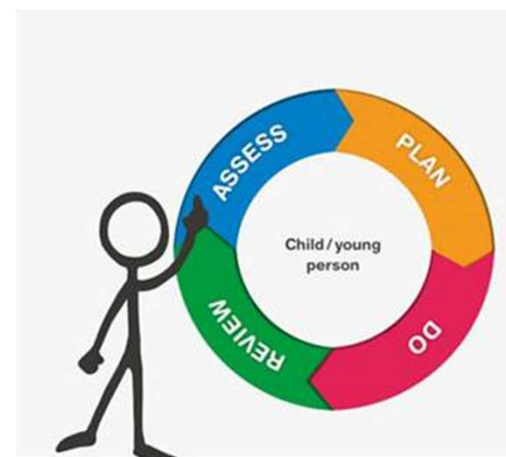
(Dyslexia-SpLD Trust/Department for Education, 2014)