



BARNSLEY
Metropolitan Borough Council

Threshold Descriptors

Autism

S4.4

Range	Autism Descriptor (Apply 'best fit')	Assessment & Planning	Grouping for Teaching	Resources	Curriculum & Teaching methods	This column may be used for notes
1	<ul style="list-style-type: none"> • Referred to health for an autism assessment • Difficulties with social relationships and communication may affect functioning as a member of a group • May have difficulties in understanding that s/he is part of a group • May be signs of poor hand/eye co-ordination • Unusual responses to sensory stimuli e.g. bright lights, loud noises • May show signs of stress and anxiety particularly at times of transition • Difficulties understanding whole class instructions and general information • May only understand spoken language which is literal, and speech may be delayed or unusual • Finds abstract concepts difficult • Prefers own agenda and may be reluctant to follow directions or accept a change in routine • May/may not have a diagnosis of autism by an appropriately qualified professional • May have difficulties with fine and gross motor skills • May have difficulties with reciprocal social interaction with peers • Poor concept of time and sequencing of events 	<p>Assessment</p> <ul style="list-style-type: none"> • Part of usual assessments. Inclusion Team or ALS may be involved in more specific assessments and observations <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include individual/group targets • Parents involved regularly and support targets at home • Learner involved in setting and monitoring own targets 	<ul style="list-style-type: none"> • Mainstream class with targeted support for targets which involve communication and interaction • Opportunities for over-learning basic concepts within a small group 	<ul style="list-style-type: none"> • Use of a visual class timetable • Flexible use of resources and staffing available in the classroom • Support to promote social skills and interactions with peers and over-learning of basic concepts • Support with recording of work • Staff to have completed autism awareness training 	<ul style="list-style-type: none"> • Flexibility will be needed in expectations to follow instructions/ record work • Instructions supported by and written clues • Preparation for any change and the need for clear routines 	
2	<ul style="list-style-type: none"> • Difficulties with social interaction, social communication and social understanding affect behaviour in most contexts • At home and/or at school the learner may be socially vulnerable or withdrawn or prone to outbursts due to stress and anxiety • Inconsistent patterns of behaviour • Is likely to be highly distractible • Has difficulties in some of the following areas: hand/eye co-ordination; changes in routine; sensory responses; • Difficulties with receptive understanding and expressive use of language both in terms of content and context • Difficulties with imagination, particularly apparent in older s in creative writing, RE, History etc • Difficulties with moving from the concrete to the abstract and application of learning • Usually a diagnosis of autism by an appropriately qualified professional or investigations are ongoing • Is likely to show stress and anxiety particularly at times of transition • May have difficulties with reciprocal social interaction 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 1 plus use of more detailed assessment tools • Involvement of education and non-education professionals as appropriate e.g. CAMHS • CAF recommended <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plans reflect levels of achievement and includes individually focused IEP targets especially Speech and Language components • Additional steps taken 	<ul style="list-style-type: none"> • Mainstream class based, but with some opportunity for small group and individual work • A quiet area within the classroom may be useful for individual work • An individual table/area within the classroom may be helpful for independent working to offer opportunities for over-learning and working on areas of difficulty e.g. abstract concepts and 'de-stressing' • Opportunities for one to one support 	<ul style="list-style-type: none"> • Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. This may also involve some modification to the environment (low stimulus; distraction-free) • Use of a personal visual timetable • Use of specific materials, approaches and resources as appropriate e.g. PECs as indicated on IEP 	<ul style="list-style-type: none"> • Curriculum access will be facilitated by using a structured approach, which may involve: using visual systems/timetables; reducing language for instructions/ information giving • Teaching strategies should give consideration to difficulties with transfer of skills • Teaching approaches should take account of difficulties in the understanding of social rules and expectations within the classroom; slow processing of information 	

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	with peers and/or adults •Working or full diagnosis of autism in place	to involve parents and learner as appropriate		•May have involvement with the Inclusion Team or ALS team		
3	<p>Significant difficulties with social interaction, social communication and social understanding which may include:</p> <ul style="list-style-type: none"> •Lack of understanding in social contexts, socially vulnerable, isolated or prone to outbursts •Behaviour difficulties which impact on others •Unusual use of everyday items, objects/toys •difficulties with switching attention or redirection to an alternative task •Increasing difficulties in many of the following areas: hand/eye co-ordination changes in routine; sensory responses; •Significant difficulty with receptive and expressive language both in terms of content and context •Difficulty thinking flexibly impacts both socially and on learning •Significant difficulty moving from the concrete to abstract and application of learning •A diagnosis of Autism by an appropriately qualified professional •Stereotypical behaviours and interests with people/objects •Difficulties with the pace of communication and curriculum delivery. •Difficulties with reciprocal social interaction with peers and /or adults <ul style="list-style-type: none"> •Resistance to the demands of others •Little or no awareness of the feelings of others and operates in an egocentric fashion, often in isolation from others 	<p>Assessment</p> <ul style="list-style-type: none"> •As Range 2 plus more additional assessment tools/approaches as needed •CAF in place •Where appropriate the Inclusion team or ALS and other agencies will offer support <p>Planning</p> <ul style="list-style-type: none"> •Department understanding of learner's' needs •Specific approaches e.g. PECS and visual aids to prepare the learner for their timetable. 	<ul style="list-style-type: none"> •Mainstream class with targeted support •The need for small group work and one to one to develop individual targets and introduce any new concepts •Access to a quiet area within the classroom when needed •It is likely that the following will aid teaching and learning: an individual workstation to offer opportunities for over learning and working on areas of difficulty. 	<ul style="list-style-type: none"> •specialist training of staff to support curriculum modifications and social interaction, social communication and social understanding •Use of specific materials, approaches and resources as appropriate e.g. Makaton 	<ul style="list-style-type: none"> •Curriculum access will be facilitated by using a structured approach which may involve: using visual systems/timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom •One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations 	
4	<p>Significant and challenging difficulties with social interaction, social communication and social understanding even in familiar contexts. This may include:</p> <ul style="list-style-type: none"> •Most social contexts presenting challenges. Learner is very vulnerable, isolated or prone to unpredictable outbursts •An uneven learning profile requiring a personalised curriculum •Has significant difficulties in many of the following 	<p>Assessment</p> <ul style="list-style-type: none"> •As Range 2 plus more additional assessment tools/approaches as needed •They will need specific autism assessments and planning to inform 	<ul style="list-style-type: none"> •Consideration of the need to use a variety of groupings to ensure learning, including time in a quiet, distraction free environment either 1:1 or in a small group for learning new skills and concepts •Mainstream class for 	<ul style="list-style-type: none"> •Availability of staff trained and experienced in working with people with autism. •Additional training of mainstream staff to support curriculum modifications and social interaction, 	<ul style="list-style-type: none"> •Curriculum access will be facilitated by using a structured approach which may involve: using visual systems/timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer 	

To be reviewed 2017-18

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	<p>areas: hand/eye co-ordination; changes in routine; sensory responses;</p> <ul style="list-style-type: none"> •Difficulty thinking flexibly impacts both socially and on learning •A diagnosis of autism by an appropriately qualified multi- agency team/CAMHS •Stereotypical behaviours and obsessions with people/objects •Difficulty with aspects of language such as idioms and sarcasm. •Significant difficulties with the pace of communication and curriculum delivery •Significant difficulties with reciprocal social interaction with peers and /or adults •Significant resistance to the demands of others 	<p>teaching and learning.</p> <ul style="list-style-type: none"> •Is likely to include detailed assessment for PSD and life skills. •Where appropriate, education staff and other agencies will offer support. <p>Planning</p> <ul style="list-style-type: none"> •Whole department understanding of learners needs (for example, training such as use of visual supports). •Individual care plan/protocol to be in place 	<p>specific curriculum areas where appropriate using targeted support to enable learning</p> <ul style="list-style-type: none"> •Access to a quiet area within the College when needed •The following may aid teaching and learning: an individual workstation to offer opportunities for over learning and working on areas of difficulty. 	<p>social communication and social understanding</p> <ul style="list-style-type: none"> •Use of specific materials, approaches and resources as appropriate e.g. PECS •Involvement of the Inclusion team or ALS. 	<p>of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom</p> <ul style="list-style-type: none"> •One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations •May need enhanced PSD and Sexual Relationships Education programmes. 	
5	<p>Severe/complex difficulties with social interaction, social communication and social imagination even in known and familiar contexts</p> <ul style="list-style-type: none"> • Will have a diagnosis of autism • may have an uneven learning profile and may have moderate or severe learning difficulties • difficult to engage - unusual or inappropriate, attention and listening skills • may have repetitive body movements • may notice and react to every tiny change in the environment • may use objects for sensation • may be significantly resistant to the demands of others most of the time. • may be destructive of every day items • may have obsessional compulsive actions when completing tasks • may have limited understanding of non-verbal communication. 	<p>Assessment</p> <ul style="list-style-type: none"> • Learners will usually have a working diagnosis of autism • Detailed assessments to inform planning/target setting. • On-going teaching and assessments including life skills and preparation for life. • Long-term involvement of educational and non educational 	<ul style="list-style-type: none"> • Small groups within a specialist provision. • Specialist educational setting • Daily opportunities for small group and 1:1 teaching and learning 	<ul style="list-style-type: none"> • High staffing ratio to support teaching and learning with sustained opportunities for 1:1 support. • Staff trained and experienced in working with s with autism. • Additional staffing to escort s and support at times of crisis and stress. • Access to specialist services. 	<ul style="list-style-type: none"> • Curriculum access will be facilitated by using a predictable approach which may involve: using visual systems/timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom • May use a range of alternative augmentative communication to support social and functional 	

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	<ul style="list-style-type: none"> • may not be aware of danger to themselves, nor the harm they inflict on others • communication skills may vary from having a full range of spoken language that may be unusual in some respects, to being non-verbal and heavily reliant on objects of reference, photographic/pictorial systems. • may have absconding tendencies. • may display significant levels of anxiety which may lead to compulsive behaviour patterns and/or challenging behaviour. • may have personal space issues • communication and interaction difficulties are a significant barrier to learning 	<p>professionals as appropriate.</p> <ul style="list-style-type: none"> • The assessment of behaviour and medical needs to inform the planning process <p>Planning</p> <ul style="list-style-type: none"> • Curriculum planning closely tracks levels of attainment and incorporates individual targets and specialist therapy/intervention programmes. • Targets are individualised, short term, specific reviewed. • Individual care plan/protocol to be in place • <i>A positive handling plan where appropriate.</i> 		<ul style="list-style-type: none"> • Staff trained and experienced in de-escalation approaches. • Consistent staff team experienced in autism. • Access to specialist approaches and equipment including assistive technologies as appropriate. 	<p>communication skills to enhance interaction and understanding (e.g. PECS, Makaton. electronic voice output communication aids (VOCA))</p> <ul style="list-style-type: none"> • Use of adapted teaching materials, resources to support teaching and learning for those with sensory and/or coordination difficulties. • Likely to need enhanced PSD Life Skills and Sexual Relationships Education programmes. 	

- Each range builds upon the previous range(s) i.e. the provision is accumulative