

### Autism Team levels of Intervention

<p><b>Level 1</b> <b>School support only</b></p> <p><b>Lead for Autism involvement</b></p>	<p>The majority of pupils with a diagnosis of ASD / Autism will be on Level 1 or 2, supported successfully by quality first teaching and <b>Autism Education Trust (AET)</b> key strategies. Schools will have their own monitoring arrangements in place to ensure that your child is making progress.</p> <p>A child at <b>Level 1</b>, has a diagnosis of ASD and will be monitored by school. The Autism Team can offer general advice if required as part of on going school support.</p>
<p><b>Level 2</b> <b>School support only</b></p> <p><b>Lead for Autism involvement</b></p> <p><i>School may wish to create /review the Needs Based Plan to ensure that all strategies are relevant and supportive for your child</i></p>	<p>A child at <b>Level 2</b> will be discussed on a termly basis as part of the planning meeting between school and the named teacher from the Autism Team. Your child may also be included in some school led group interventions if this is an area that the school prioritises. Your child may be on a Level 2 because they are experiencing some <b>increased barriers</b> to their learning as a result of their ASD which could include; difficulties with managing the sensory environment of school, increased anxiety or increasing difficulties with social interaction.</p>
<p><b>Level 3</b> <b>Main Caseload of SISS Autism Team</b></p> <p><i>Intervention at this level will be dependent on capacity and whether it is appropriate for the individual.</i></p> <p><i>It may include; group work, liaison with key staff in school and liaison with parents/carers.</i></p> <p><i>1:1 targeted intervention may be provided but for a short term block only.</i></p>	<p>A child at <b>Level 3</b> is experiencing significant barriers to their learning as a result of their ASD despite targeted intervention and support from school. They may show signs of high anxiety or may be identified as being at risk of exclusions.</p> <p>A child at this level may require a key person in school who they can go to and share any on-going anxieties that they may be experiencing. The extent of the anxiety won't necessarily be apparent unless they are talking to a familiar and trusted adult away from other staff/peers.</p> <p>Triggers of anxiety and 'behaviour' need to be thoroughly investigated by school; use of sensory audit, analysis of patterns of incidents or high anxiety to explore potential causes.</p> <p>Access to <b>group support</b> from the allocated ISP Worker</p> <p>Schools should incorporate all aspects of the AET framework to ensure that provision for children at Level 3 is effective.</p>
<p><b>Level 4</b> <b>Main Caseload of SISS Autism Team</b></p> <p><i>Intervention from the Autism Team will vary depending on the individual circumstances. It may include; 1:1 targeted intervention or a high level of specialist advice and support to schools and attendance at emergency reviews</i></p>	<p>A child at <b>Level 4</b></p> <ul style="list-style-type: none"> <li>• Is at significant risk of their school placement breaking down and requires a multiagency approach to support them.</li> <li>• Requires significant support, accessing 50% of small group learning opportunities.</li> </ul> <p><b>Level 3</b> intervention from school will have been implemented and evidenced and the Needs Based Plan developed or reviewed to reflect the current concerns. There should also be evidence of recommendations from the other agencies involved being implemented and evaluated.</p> <p><b>This level is for extreme and escalating cases only.</b></p> <p>A child at <b>level 4c</b> will require a key person in school who they can go to and share any on-going anxieties that they may be experiencing. The extent of the anxiety won't necessarily be apparent unless they are talking to a familiar and trusted adult away from other staff/peers</p> <p>Triggers of anxiety and 'behaviour' need to be thoroughly investigated by school and the Named Teacher; use of sensory audit, interventions, analysis</p>

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	<p>of patterns of incidents or high anxiety to explore potential causes.</p> <p>Access to <b>specific 1:1 support</b> from allocated ISP Worker</p> <p>A child at <b>Level 4B</b> will require a key person from the Autism Team who they can go to and share any on-going anxieties that they may be experiencing. The extent of the anxiety won't necessarily be apparent unless they are talking to a familiar and trusted adult away from other staff/peers</p> <p>Triggers of anxiety and 'behaviour' need to be thoroughly investigated by school and the AIM Co-ordinator; use of sensory audit, interventions, analysis of patterns of incidents or high anxiety to explore potential causes.</p> <p>Access to <b>specific 1: 1 support</b> from the allocated ISP Worker</p> <p>A child at <b>Level 4A</b> will require a referral to AIM ( Autism Intense Monitoring)</p> <p>Schools should incorporate all aspects of the AET framework to ensure that provision for children at Level 4 is effective</p>
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**Graduated Approach:** *While the vast majority of children and young people with Autism can have their needs met successfully within school, for some pupils they may require an assessment for an **Education and Health Care Plan (EHCP)**. If a child's ASD is their primary need and there is evidence of continued, targeted intervention from school then a meeting to discuss whether this is necessary may be considered if a child has been placed at Level 3 for longer than two terms*