



Caerphilly Autistic Spectrum Service

CASS Policy

Summer 2019

Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

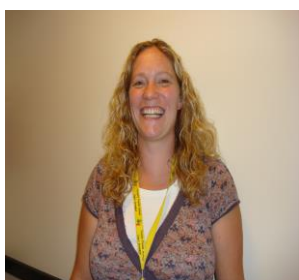
In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **“Education in Wales: Our national mission (2017)”. These are:**

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

The CASS team



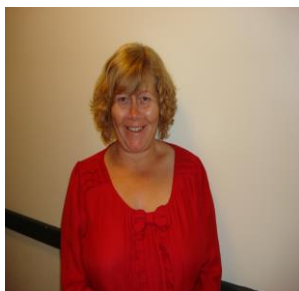
Michelle Fitton

Assistant Head Teacher Trinity Fields School and Resource Centre in charge of CASS

Michelle joined Trinity Fields School and the CASS team in January 2013. Previously Michelle was the Head of the Caerphilly Specialist Resource Base for pupils with ASD aged 11-16 where she worked for 9 years. She was integral in developing the Resource Base into a highly specialist and successful placement for pupils with a diagnosis of ASD.

Michelle trained as a primary school teacher and specialised in working with children and young people on the Autistic Spectrum. She has worked in a range of educational settings with young people ages 3-19.

Michelle is the primary point of contact for the CASS service.



Caroline Clayton- Communication support

Caroline is the support assistant for alternative and augmentative communication and has worked in CASS for 10 years. Previous to joining the CASS team Caroline was the specialist support assistant for Speech and Language in Trinity Fields School and Resource Centre.



Claire Hawkins- Home support

Claire has worked for CASS for 10 years as a home support worker and has achieved a University Certificate qualification in Autistic Spectrum Disorder. Claire has worked with children and adults with a diagnosis Autistic Spectrum Disorder for the majority of her career.



Cerys Jenkins- School support

Cerys has worked with CASS as an outreach teaching assistant for 10 years. Cerys is highly experienced in working with young people of all ages with a diagnosis of Autistic Spectrum Disorder.



Alison Evans – Home Support

Alison has worked for CASS as a home/school support worker for 2 years. Alison previously worked with an outreach service for children with additional needs including children with a diagnosis of Autistic Spectrum Disorder.

All staff can be contacted at the following address:

Trinity Fields School and Resource Centre
Caerphilly Road
Ystrad Mynach
Hengoed
CF82 7XW
01443 866000

Summary of Privacy Notice: How we will use your information

The Caerphilly Autism Spectrum Service (CASS) will process referrals for support/advice either through training, home support, school support or communication support. We will collate the information relevant to your request, your identity and contact details for the purposes of providing you with a response and correspondence.

Involvement from CASS will involve collating/sharing information with other services areas within Caerphilly Country Borough Council and other organisations such as relevant schools/educational establishments, Health Boards, Careers Wales, Welsh Government, Special Educational Needs Tribunal Wales, SNAP Cymru and other Local Authorities. Your information will be kept for 35 years.

You have a number of rights in relation to your information including the right of access to information we hold about you and the right of complaint if you are unhappy with the way that we have handled your request or your information.

For further information on how we process your information and your rights find a copy of the full Privacy Notice on the CASS page of the Trinity Fields and Resource Centre Website.

CASS- About Us

The Caerphilly Autistic Spectrum Service (CASS) is based at Trinity Fields School and Resource Centre. This team has been developed to support children and young people (CYP) with a diagnosis of Autistic Spectrum Disorder. Additionally, the service also provides support for parents, families and school staff working with children and young people (CYP) up to the age of 19 Years who have been diagnosed the Autism Spectrum Disorder. Support is directed towards:

- Parents and/or carers
- Children & young people with a diagnosis of ASD
- Family members
- SENCO's
- Teachers
- Learning Support staff & other professionals working with CYP

The service is tailored to facilitate a multi-disciplinary approach in addressing the individual needs of the CYP. CASS works with other agencies & professionals including:

- Educational Psychologists
- Social Services
- Child and Adolescent Mental Health Team (CAMHs)
- Primary Mental Health Care team
- Pediatricians
- Speech and Language Therapy (SALT)
- The National Autistic Society (NAS)
- The Caerphilly NAS Branch parent group
- Occupational Therapists
- Any other agencies where appropriate

Range of CASS Support

Young people aged 2-19 and their families can be referred to CASS for the following support and services:

School Support - The young people must have a diagnosis of ASD to be eligible for school intervention. Support is available from CASS to empower schools in meeting the needs of young people with a diagnosis of ASD. This support may include modelling good practice, advice, preparing or loaning of resources and staff training.

Home Support - The young people must have a diagnosis of ASD to be eligible for home support. Additionally, difficulties at home must be impacting on education or the young person's ability to access education to meet criteria for support. Support can include working with young people, advice and sharing of resources or referral to other appropriate services. **CASS does not offer any type of respite care.**

Communication Support – Often working closely alongside SALT, our communication support worker can implement PECs and other effective strategies that promote communication such as intensive interaction both at home and at school.

All types of CASS support can include:

- Face to face discussions on a regular basis (regularity dependent upon the level of need)

- Observations of the CYP in various settings
- Advice for parents and/or professionals.
- Target setting with regular reviews and updating of the targets
- Modelling behaviour/approaches and positive interactions
- Resources for the CYP/ staff/ the home and school environment
- Telephone and email support for staff and families
- Liaison with a range of professionals
- INSET training for staff within the setting/children in the setting/peers of child with a diagnosis of ASD.
- Literature concerning Autism Spectrum Disorders upon request
- Attending annual reviews and multi-disciplinary meetings where appropriate.
- Peer support work– training for the peers in small groups/whole class discussions.

Transition

CASS is unable to arrange transition for every child transitioning from one educational environment to another but will provide the following support for schools and CYP.

- Transition training for school staff if required/requested.
- Transition groups for CYP for children transitioning from Key Stage 2 to Key stage 3 from Trinity Fields School and Resource Centre in the summer term. Mainstream pupils with a diagnosis who meet to group criteria will automatically be invited to this group based on information provided by Caerphilly County Borough Council (CCBC). Schools may check a young person is on the list by contacting Michelle Fitton. Groups will only run if there are viable numbers.

A referral may be made to CASS to support an individual's transition when an Educational Psychologist or Advisory Teacher deems that the schools alone cannot meet the child's transition needs. We ask that the following time scales be followed to ensure CASS involvement:

Children transitioning from Primary to Secondary School

- Transition needs are highlighted to the Educational Psychologist either during or as a result of the year 5 annual reviews or SENCO/Psychologist meeting.
- Referral made to CASS no later than October half term of Year 6.

Children transitioning in Early Years, College or any other setting

- Referral made as soon as placement is decided.

Although CASS endeavors to work with every child or young person referred to us we cannot commit to arranging transition when the referral has been made late in the process. However, advice is always available.

Training

Families can be referred to CASS for the following training courses:

NAS Early Bird- 10 weeks of training for Families with a child who has received a diagnosis of ASD aged 0-3 years.

NAS Early Bird Plus - 10 weeks of training for Families with a child who has received a diagnosis of ASD aged 4-8 years. If the child is in school a member of school staff can also attend the training with parents.

Incredible Years (Autism Spectrum and Language Delays Parent program) – The incredible Years ASD programme is aimed at supporting families of children aged 3-6 who have a diagnosis of ASD. This 12 session program is offered to parents in order to promote children's emotional regulation, social competence, language skills, school readiness, and relationships with others.

Cygnnet Training – A 6 week parenting programme for families with older children aged 7-18 years. The aim of the course is to increase parent understanding of ASD and guide parents through practical strategies they can use with their child.

NAS Early Bird Healthy Minds - This is a six-session parent support programme to help promote good mental health in children with a diagnosis of Autism aged 7-12 years.

Family Seminar Courses- One off four-hour sessions for families on the following:

- Understanding ASD
- Managing Anger
- Sensory Issues

Training for school and other professionals

CASS can currently offer the following training packages as part of whole school/setting training or for smaller groups of professionals. Training is not only available to schools but to any setting/professionals working with CYP with a diagnosis of ASD.

In addition to the training listed below we can also devise bespoke training to meet the needs of your individual setting or staff. Some of the training packages available include:

- An introduction to ASD
- Strategies
- Managing Anger/challenging Behaviour
- Sensory Needs
- Managing ASD in the mainstream classroom
- Meeting the needs of young people with High Functioning ASD & Aspergers Syndrome
- Managing Anxiety
- An introduction to PDA
- Writing Social Stories
- Resource Making Sessions

These courses can be combined in any way.

Course Prices have been kept to a minimum and are in place to cover costs.

Training Costs for Professionals

Whole Day Training (over 15 staff) - **£150.00**

Whole Day Training (under 15 staff) - **£120.00**

Half Day Training (over 15 staff) - **£100.00**

Half Day Training (under 15 staff) - **£80.00**

Twilight session 1 Hour - **£75.00**

Twilight session 2 Hours (can be booked over more than one date) - **£120.00**

For further details or to book training please contact:

Michelle Fitton, Assistant Head Teacher, Trinity Fields School & Resource Centre, Caerphilly Road, Ystrad Mynach, Hengoed, CF82 7XW, 01443 866000

CASS Referral- Who do we work with?

Residency

To receive CASS Home support the CYP must be a resident of Caerphilly County Borough Council (CCBC). CASS will provide school support for CYP educated in a CCBC school but living outside the authority.

Diagnosis

All CYP accessing the service are recognised and known to the borough to have a medical diagnosis of an Autism Spectrum Disorder (ASD). This includes Autism, High functioning Autism and Aspergers Syndrome. This does not include Semantic/Pragmatic Disorder.

Due to the extremely high demand for Home and School support CASS can only provide support to families who have a CYP with a confirmed diagnosis of ASD or Aspergers Syndrome

CASS Intervention

CYP can be referred to CASS for the following reasons:

- Accessing education
- Behaviour
- Anxiety
- Social Skills
- Toileting (when the issues are directly linked to the CYP's diagnosis of ASD)
- Peers
- Transition (see transition to see if CYP meets criteria)
- Developing appropriate routines
- Managing Anger

Referrals

In line with other Neurodevelopmental services CASS referrals are to be made on an **ISCAN referral form and emailed directly to ISCAN at iscan@caerphilly.go.uk or posted to ISCAN at Caerphilly Children's Centre.**

Please specify on the referral for whether the referral is a single agency referral just for CASS or a multi-agency referral for discussion at the ISCAN panel.

All professions can make an ISCAN referral, please follow the guidance on how to complete the referral form. **When a referral is being made for CASS for School Support please ensure that it is part of a graduated response and that this response is evidenced on the referral form. Where schools have not evidenced a graduated response referrals will not be accepted for School Support.**

Please be specific about the type of support is required (you can ask for more than one), and be clear about the desired outcomes.

CASS will confirm receipt of referral within one month of the referral being made. Parents will also be informed and asked to sign consent to allow CASS to work with the CYP and share information with appropriate agencies.

Parents or carers will be informed of progress and current targets via action plans/exit forms, discussions by phone or e-mail and/or home visits. Parents also have the option to contact the service.

Discharge Criteria

- The CYP has achieved the initial targets set.
- The planned piece of intervention or advice has been delivered. The CYP can be referred again to CASS in the future if necessary.
- The CYP needs to be referred to another service.
- The school or parents feel support is no longer required and request to be discharged from the CASS service.
- The CYP, family or school refuses to engage with the service.
- The CYP is no longer a resident in Caerphilly County Borough Council.
- The CYP does not meet CASS criteria for intervention.

When the young person is discharged from the service a copy Exit form will be sent to the:

- Referrer
- Parents
- School (for school & communication support)
- Any other relevant professional

Working Arrangements

- 1) CASS will process the referral and place the CYP on the relevant waiting list (based on the support requested on the referral form). Families will be invited to attend training where requested.
- 2) Upon receipt of the completed referral form, the team will respond and confirm it is an appropriate referral with the referring professional.
- 3) The school will also be notified if the CYP has been referred for school or communication support.

School or Communication Support - When the CYP reaches the top of the waiting list a member of the CASS team will arrange a school visit to speak to staff and make an observation of the CYP.

- CASS will set targets for the CYP.
- CASS will outline planned intervention.
- CASS will share the targets and planned intervention with the school, parents and CYP (where appropriate).
- CASS intervention will take place over a specified time period and reviewed at the end of this period. Intervention can be extended and targets amended where deemed appropriate.
- Once CASS intervention is complete, targets will be reviewed and the CYP will be exited from the service.
- CASS will support the school or parent in making a referral to another service when appropriate.
- The CYP will need to be re-referred to CASS to receive further intervention.

Home Support- When the CYP reaches the top of the waiting list a member of the CASS team will arrange a home visit to speak to parents. CASS may observe the CYP at home and/or at school.

- CASS will set targets for the CYP.
- CASS will outline planned intervention.
- CASS will share the targets and planned intervention with the parents & CYP (where appropriate).
- Where intervention involves the school CASS will keep the school fully informed.
- CASS intervention will take place over a specified time period and reviewed at the end of this period. Intervention can be extended and targets amended where deemed appropriate.
- Once CASS intervention is complete, targets will be reviewed and the CYP will be exited from the service.
- CASS will refer/support referral to other services if necessary.

The CYP will need to be re-referred to CASS to receive further intervention.

Policy Review

This policy will be reviewed as detailed in the school’s policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes. Further updates will be made as guidance on the ALN and ET (Wales) Act and ASD developments are published.

Signed		Headteacher
Signed		Chair of Governors
Date of Review: Autumn 2019		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child’s personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.