



## **H+H Model of Autism/ASD Stages Early Years**

### **Action for Early Years SENCo**

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- **Early Years SENCo** to liaise with Sure Start/Pre-school/Nursery/Playgroup/Portage/Early Year's Adviser to:
- **Identify child's special needs**  
Inform and consult with all professionals involved at early stages and seek advice. Put together pre-school package of support and services.
- **Seek children who have not accessed nursery or pre-school groups**  
Check to identify if special needs are present. Put together support package.
  - a) Implement H+H Proforma
  - b) What is the condition?
  - c) What kind of treatment/package of support?
  - d) What type of education? Specialist or mainstream?
  - e) Transfer of information must be during autumn term (September-December) before year of access to school.

#### **Time scale:**

Age 3+ Early Years SENCo, nursery teacher, parents identify special need and consult with all other agencies. Begin multi-agency file. Transfer information on H+H Proforma to give receiving school time for staff training and school support programme.

- **Early Years SENCo to liaise with primary school SENCo**
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## H+H Model H+H Model of Autism/ASD Stages of Transition

### Early Years Transfer Proforma

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#### Child

Surname \_\_\_\_\_ Forename \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DOB \_\_\_\_\_ Sex \_\_\_\_\_ School Year Group \_\_\_\_\_

#### Parent/Guardian Information

Surname \_\_\_\_\_ Title \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

#### School Details

Name \_\_\_\_\_ Headteacher \_\_\_\_\_

Address \_\_\_\_\_

SENCo \_\_\_\_\_ Telephone \_\_\_\_\_

PRE-SCHOOL/NURSERY  SEN

EARLY YEARS ACTION  EARLY YEARS PLUS

TRANSITION YR

This document provides a summary of current and past working practices that are key in supporting the child. It is designed to be kept as front page to the child's records, as an easily accessed up-to-date stand alone document. PLEASE ALSO REFER TO THE 'KENT RECORD OF TRANSFER' DOCUMENT PROVIDED BY THE LOCAL AUTHORITY.



## **H+H Model** of AUTISM/ASD stages of Transition

Information about the child to inform school and home based support strategies

<b>Able to do?</b>	<b>What makes them able?</b>
<b>Has difficulty with?</b>	<b>What exacerbates the problem?</b>

Completed by \* School/Parent  
\*(please delete as appropriate)

See overleaf for guidance notes



## Guidance notes for **schools** completing page 8

### Information about the child

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This is not an exhaustive list, please add any other guidance

- Is there any relevant assessment information?
- At what level is the child functioning socially, emotionally and academically and how does that compare to age group?
- Is there a specific behaviour or classroom need that the child has ie special chair, front of class etc?

#### **Recommendations for strategies.**

Utilised positively for this child for example:

- Behaviour management strategies that have worked
  - Learning programmes, TEACCH programmed educational strategies/SPELL-NAS approach, tailor made etc
  - Social stories etc.
  - Circle time
  - Calming strategies when the young person is stressed
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## Guidance notes for **parents** completing page 8

### Information about the child

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This is not an exhaustive list, please add any other guidance

- Is there any relevant assessment information?
- At what level is the child functioning socially, emotionally and academically and how does that compare to age group?
- Is there anything specific that you feel may be helpful to the child that has worked at home ie special chair, special pencil/pen, strategies etc.

#### **Recommendations for strategies.**

Utilised positively for this child for example:

- Behaviour management strategies that have worked
  - Learning programmes, TEACCH programmed educational strategies/SPELL-NAS approach, tailor made etc
  - Social stories etc.
  - Calming strategies when the child is stressed
- 

**PLEASE RETURN PARENT INFORMATION TO SENCo/TEACHER**



## H+H Model – Parent/Guardian – Information/Contact List

### Year on Year

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**Child:**

**YR-Group:**

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**School:**

**Class:**

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Transport to and from school or college.

**Name of Company:**

**Tel No:**

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SENCO/named person responsible for managing child. Statement oversight and hold annual review.

**Name:**

**SENCo:**

**Tel:**

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Named person/contact regarding day to day management at school.

**Name:**

**Tel:**

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TA support and level provided, supervision in school or groups.

**Name of TA:**

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Regular review. H+H Model checklist.

**Checklist:**

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The purpose of this list is to ensure that all those involved (parents/teacher/named TA/child) are in receipt of key contacts in respect of guidance for the child in order to aid communication.

**CC: parents/teacher/named TA/child**



## Guidance notes for parents/teacher/named TA/child completing page 10 to 12 checklist

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These checklists support the H+H model by providing a simple recording and information reference base for pupils, and all those who teach and support them. It is recommended that check points are set up at regular intervals according to the needs of the child. Weekly/fortnightly checks will allow an opportunity for pupils/teachers/TAs/parents to schedule any support needed by the child to maintain continuity of development etc in line with their peers.

Experience shows that if parents are to be enabled to support their child and the schools programme, all documentation must be posted independently of the child to ensure it arrives with the parent. To encourage independence the school can send copies home with the child in addition to posted version.

Children with autism need support managing their lives to establish routines and it is therefore vital parents are enabled to support this process.



## H+H Model Checklist

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**Name:**

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**Class/Tutor Group:**

**Term:**

Target	Details	Date due

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### Signed Off

Child:

School:

Home:

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Comments School

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Comments Home

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See overleaf for guidance

**CC: parents/teacher/named TA/child**



## Guidance notes for parents/teacher/named TA/child, completing page 10 to 12 Checklist

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Experience shows that if parents are to be enabled to support their child and the schools programme all documentation must be posted independently of the child to ensure it arrives with the parent. To encourage independence the school can send copies home with the child in addition to posted version.

Children with autism need support managing their lives to establish routines and it is therefore vital parents are enabled to support this process.

### Notes for checklist

This is to communicate simple targets on a daily/weekly basis (as opposed to termly with an IEP) in order to facilitate the ongoing day to day management of social, communication, behavioural and educational needs. This will ensure a proactive approach to managing issues and developments as they arise.

**Signing off is intended to ensure all concerned have seen and acknowledged the subject/target sheet.**

**The comments section is to further encourage good communication between home and school.**