



H+H Model of Autism/ASD Stages

Primary School

Action for Primary SENCo

Primary SENCo

To liaise with Early Years SENCo.

Discuss individual pupil's needs.

Has the pupil already been identified with AEN?

If not assess for School Action/School Action Plus.

Implement H+H Model (proforma) year on year from YrR - Yr6.

Time scale

- YrR KS1 to KS2 transition (see H+H model).
 - Yr5 autumn term (no later than December).
 - Identify all schools in the locality with the appropriate specialism and training.
 - Identify mainstream schools who are willing to train for expertise or special school with specialist teachers.
 - Parents and pupil encouraged to visit the schools and decide suitability.
 - SENCo liaise with information and exchange on learning style method/teaching skills, using H+H Proforma.
 - Primary SENCo to liaise with Secondary SENCo in Yr5 in the Autumn term.
 - Transfer information ie H+H Model (proforma) to receiving school (from Jan to April, spring term) to coincide with planned visits of pupils and teaching staff from both schools as detailed in H+H Model.
 - All Annual Reviews for transition purposes must be held during Autumn term (September-December) before year of transfer, or one whole academic year before transfer/exams in order to accommodate receiving school/college training needs. In addition this will enable identification and adaptations to facilitate relevant ongoing whole school/college training needs.
 - To enable adequate time to advertise, employ and train any additional support or specialist staff that will accommodate the pupil's needs.
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KS1 and KS2 Transfer Proforma Process happens in academic year, during Autumn term

Meeting

- Whilst it is a legal requirement to hold an annual review for statemented pupils to monitor the statement, placement and provision, it is good practice to involve pupils, parents, the school and outside agencies in this review. Likewise it would be good practice to keep the progress of pupils at School Action/School Action Plus under review in a similar way via such a meeting.

This will support good communication between all concerned to ensure good progress and transition planning throughout the pupil's education.

- Transfer of information can take place in Yr 2 and the proforma implemented at this stage.



KS1 and KS2 Review Agenda

- How can we support pupils (Year 6) to identify their educational needs?
- How will the Statement of Special Educational Needs change to accommodate the pupil's needs?
- How can we introduce changes to an already established and familiar routine and environment?
- Who will oversee the information transfer between schools and reviews, and implement changes and provision?
- Set out a transition plan in order to get the system/strategies in place prior to commencement of secondary school education.



KS1 and KS2 Transfer Proforma Process Checklist

- Pupils and parents to meet SENCo and teacher of chosen secondary school, Year 7 and TA staff for contact familiarisation 'pre- transfer'.
- Identify the trained named members of staff (mentor) for pupils who are experiencing a bad day or whom can they turn to when they feel they are having difficulty coping?
- Social Skills Needs?
Identify P.S.H.E. issues and needs, receiving school's plan needs to accommodate and modify this to be suitable for the pupil's needs.
- Identify pupil's social understanding and social behaviour, and set up a programme to accommodate their needs in adapting to new situations.



H+H Model of Autism/ASD Stages of Transition

Primary Transfer Proforma

Pupil

Surname _____ Forename _____

Address _____

DOB _____ Sex _____ School Year Group _____

Parent/Guardian Information

Surname _____ Title _____

Address _____

Telephone _____

School Details

Name _____ Headteacher _____

Address _____

SENCo _____ Telephone _____

PRIMARY SCHOOL

SEN

SCHOOL ACTION

SCHOOL ACTION PLUS

TRANSITION YR

This document provides a summary of current and past working practices that are key in supporting the pupil. It is designed to be kept as front page to pupil records, as an easily accessed up-to-date stand alone document.



H+H Model of Autism/ASD stages of Transition

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

Able to do?	What makes them able?
Has difficulty with?	What exacerbates the problem?

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

See overleaf for guidance notes



Guidance notes for **schools** completing page 20

Information about the pupil

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

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

Recommendations for strategies

Utilised positively for this pupil 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 pupil is stressed.
-

Guidance notes for **parents** completing page 20

Information about the pupil/young person

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

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

Recommendations for strategies

Utilised positively for this child/young person 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 pupil/young person is stressed.
-

PLEASE RETURN PARENT INFORMATION TO SENCo/TEACHER



H+H Model – Parent/Guardian – Information/contact List

Year on Year

Pupil:

YR-Group:

School:

Class:

Transport to and from school or college.

Name of Company:

Tel No:

SENCo/named person responsible for managing pupil. Statement oversight and hold annual review.

Name:

SENCo:

Tel:

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

Name:

Tel:

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

Name of TA:

Regular review or checkpoints of coursework. H+H Model checklist.

Checklist:

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

CC: parents/teacher/named TA/child



Guidance notes for parents/teacher/named TA/pupil, completing page 22 to 26 checklist

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 pupil. Weekly/fortnightly checks will allow an opportunity for pupils/teachers/TAs/parents to schedule any support needed by the pupil to maintain continuity of class work/coursework etc in line with their peers.

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

Pupils 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 Subject monitoring checklist

Year on Year



Pupil:

YR – Group:

SENCo/Named TA:

Class:

Class/ Tutor Group:

Subject	Course-Work	H/Work Revision	Exams /SATS /Schedule /Dates

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H+H Model Subject/Target Sheets

Name:

Class/Tutor Group:

Term:

Target	Details	Date due

Signed Off

Pupil:

School:

Home:

Comments School

Comments Home

See overleaf for guidance



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Notes for Subject/Target Sheets

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, communicational, 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