



H+H Model of Autism/ASD Stages

Secondary Schooling

Action for Secondary SENCo

Secondary SENCo

To liaise with primary school SENCo on transfer of information/H+H (proforma) from primary school.
Exchange information on learning style/method/teaching skills to coincide with planned visits.
Implement H+H proforma year on year Yr 7 to Yr 11.

Year 9 Annual Reviews

Connexions, Social Services and Health representatives are to be invited and encouraged to attend (even to just identify that they are not needed) along with school, parents and student.

Assess at what level the student is going to achieve academically, tailor appropriate support to help the student to achieve realistic and desired outcomes for examinations or vocational subjects.

TA role to include PA type aspects, to be developed along the Connexions model of PA working. This will establish good working links with the school and any other statutory and non-statutory agencies who are working with the student.

Work collaboratively to promote and facilitate development of independent learning and development of life skills in the student.

Year 10 Review

Recommends review is held in (Spring Term Jan-April of Yr 10) in preparation for transfer at the end of Yr 11.

H+H Yr 11 transfer proforma to be used.

SENCo to liaise with post 16 on transfer of information and implementation of Yr 11 transfer proforma.

Secondary School SENCo

To liaise with post 16 named person, (The school based co-ordinator who is most likely to be Deputy Head Pastoral/Head of 6th form), on Yr 11 transfer proforma and year on year proforma.



KS3 and KS4 Transfer Proforma actually happens in year 10

Meeting

- Whilst it is a legal requirement to hold an annual review for statemented students to monitor the statement, placement and provision, it is good practice to involve students, parents, the school and outside agencies in this review. Likewise it would be good practice to keep the progress of students 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 student's education.

- Transfer of information can take place in Yr 10, and the proforma implemented at this stage.



KS3 and KS4 Transfer Proforma Review Agenda

Next steps meeting – Post 16?



6th form?



College?



Leave school?

- How can we support students (Yr 11), to identify their education and training needs?
- Students, Parents, School, LEA, Connexions Service.
- Discuss with student their thoughts and expectations for post 16.
- How will the Statement of Special Educational Needs change to accommodate student needs?
- How can we introduce changes to an already established and familiar routine and environment?
- Who will oversee the post 16 annual reviews and implement changes and provision?
- Set out a post 16 plan in order to get the system/strategies in place prior to commencement of Post 16 education.



KS3 and KS4 Transfer Proforma Process Checklist

SCHOOL

COLLEGE

- Continuance of transport to and from school or college in Post 16, who organises/who will be picking up the costs?
- Named person responsible for managing students Post 16 SSEN, oversee/hold annual review.
- Who is named person/contact regarding day to day student management?
- Who is implementing and planning exam procedures including allocation of additional time, advance notification and production of timetable of exam/coursework hand in dates to students, parents and TA support?
- Regular review or checkpoints established for coursework/exams against a countdown timetable/schedule.
- Subject monitoring checklist to record subject information and targets, to inform student, parents and school.
- Identification of gaps in coursework and strategies/targets to utilise private study time and to address them.
- Guidance for exam revision and time allocated to reflect the needs of individual students.
- Identify named TA support and level of support provided, supervision of students coursework, study classes or groups, catch up sessions.



KS3 and KS4 Transfer Proforma Process Checklist

- Named members of staff (mentor) for students experiencing a bad day, who can they turn to?
- Students and parents to meet 6th form head and Yr 12 staff or college (AEN) team for contact familiarisation pre-transfer. Identify and plan for addressing needs of student and staff.
- Social skills?
Identify (PSHE) issues and needs, and accommodate in receiving school plan.
- Identify student's social understanding and social behaviour, and set up a programme to accommodate needs and how to facilitate adapting to new situations.
- Graduated withdrawal of programmed support from Yr 11 to post 16 structure, guidance for students on how to make choices and simple decisions in everyday situations.
- Involvement of Connexions Personal Adviser.



H+H Model of Autism/ASD Stages of Transition

Secondary Transfer Proforma

Student

Surname _____ Forename _____

Address _____

DOB _____ Sex _____ School Year Group _____

Parent/Guardian Information

Surname _____ Title _____

Address _____

Telephone _____

School Details

Name _____ Headteacher _____

Address _____

SENCo _____ Telephone _____

SECONDARY SCHOOL YR 7-YR 11 SEN

SCHOOL ACTION SCHOOL ACTION PLUS

TRANSITION YR STATEMENT

POST 16 SCHOOL/COLLEGE

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



H+H Model of Autism/ASD stages of Transition

Information about the student 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 **school** completing page 35

Information about the child

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

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

Recommendations for strategies

Utilised positively for this student 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 student is stressed.
-

Guidance notes for **parents** completing page 35

Information about the young person

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

- Is there any relevant assessment information?
- At what level is the 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 young person that has worked at home ie special chair, special pencil/pen, strategies etc.

Recommendations for strategies

Utilised positively for this 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 young person is stressed.
-

PLEASE RETURN PARENT INFORMATION TO SENCo/TEACHER



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

Year on Year

Student:

YR-Group:

School:

Form:

Transport to and from school or college

Name of Company:

Tel No:

SENCo/named person responsible for managing student. 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/student) are in receipt of key contacts in respect of guidance for the student in order to aid communication.

CC: parents/teacher/named TA/student



Guidance notes for parents/teacher/named TA/student, completing page 37 to 41 checklist

These checklists support the H+H model by providing a simple recording and information reference base for students, 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 student. Weekly/fortnightly checks will allow an opportunity for students/teachers/TAs/parents to schedule any support needed by the student 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 student to ensure it arrives with the parent. To encourage independence the school can send copies home with the student in addition to posted version.

Students 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



Student:

YR – Group:

SEINCo/Named TA:

Form:

Form/Tutor Group:

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

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.

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H+H Model Subject/Target Sheets

Name:

Class/Tutor Group:

Term:

Target	Details	Date due

Signed Off

Student:

School:

Home:

Comments School

Comments Home

See overleaf for guidance

CC: parents/teacher/named TA/student

H+H Autism/Autistic Spectrum Disorder Model
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Mr A Harris & Mrs D Harris, Rhya Homewood 2004



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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.