



Oakham Primary School



Parent Coffee Morning

Emily Woolman



Complex Communication and Autism



1



Welcome

Purpose of Today:

- What is neurodiversity?
- What is Autism?
- An overview of the CCAT team and processes to support your child in school
- Strategies to support at home
- Answer the questions that have been sent in
- Signposting and where to go for support



2



Neurodiversity

- Neurodiverse
- Neurodivergent
- Neurotypical

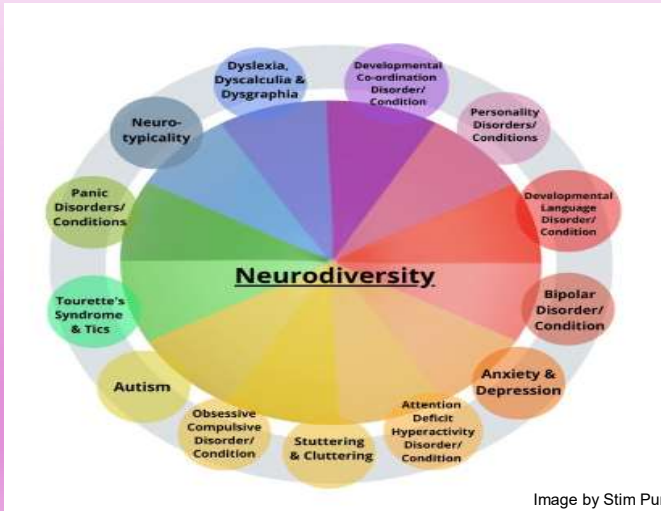
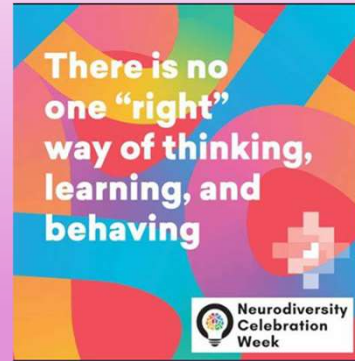


Image by Stim Punks



3



4

The impact of the three areas of difference:



Social understanding and communication



Flexibility, information processing, and understanding



Sensory processing and integration

We need to look at these differences in terms of both the strengths and support needs that might arise. We need to understand the impact of these differences on the pupil's levels of anxiety.



5

Choice of language matters...

Autism Spectrum Condition

Neurodiversity

Aspergers*

Autism Spectrum Disorder



On the spectrum

High/low Functioning

Autistic/Autism



6



Complex Communication and Autism Team (CCAT)

• CCAT = Complex Communication & Autism Team

• Part of Sandwell Inclusion Support

• Support children and staff in schools

• Focus on communication, interaction and autism



7

?

The CCAT Team

CCAT becomes involved when a school SENCo requests support. We work with schools.

We work with children who have communication, interaction and autistic needs, and we support the staff and families around them.

Our assessments, observations and consultations help schools understand children's needs and put practical, effective strategies in place.

As part of our role, we provide training and are trainers for the Neuroinclusive Network



8



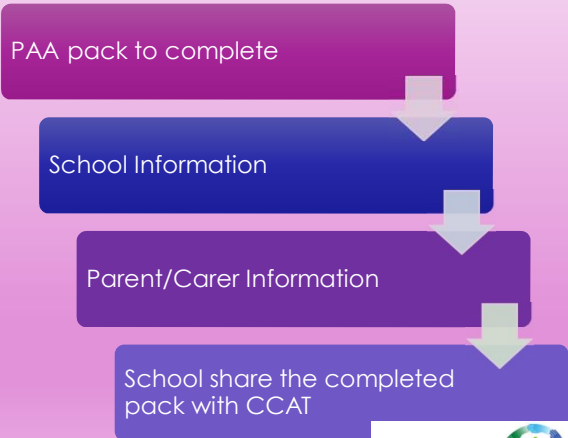
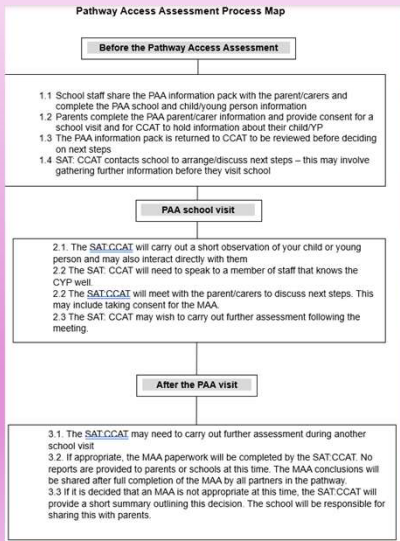
Multi-Agency Working

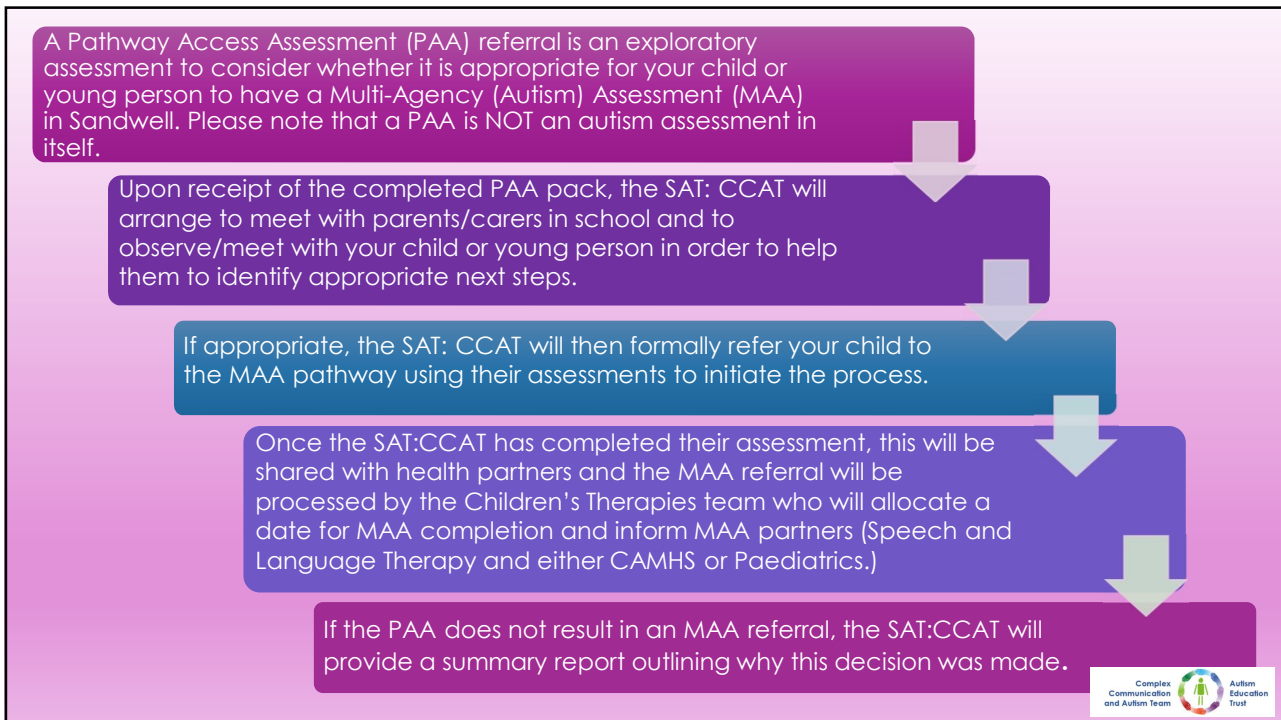
We work with CAMHS, Paediatrics and Speech & Language Therapy as part of a wider team that carries out multi-agency autism assessments.

This assessment pathway is separate from the support and advice we provide directly to schools and families



CCAT Pathway Access Assessment





11

This answers one of the questions ☺

How can you help?

- Adapt our communication style
- Seek connection and build a trusting relationship
- Accept all forms of communication
- Allow some choice
- Use visual supports
- Model and/ or explain expected social behaviours but don't always expect conformity – focus on being socially safe

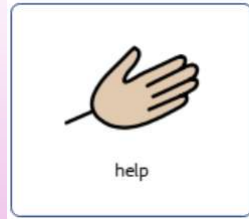
?

Complex Communication and Autism Team Autism Education Trust

12

This answers one of the questions ☺

How can you help?



- Provide visual structure and predictable routine
- Use individualised visual supports consistently
- Prepare for transition/change
- Structure activities and the traditionally unstructured times
- Recognise that play is play – there is no 'right' way to play
- Recognise that they may have 'spiky' profiles
- Co-regulate, teach self-advocacy and self-regulation

13

This answers one of the questions ☺

How can you help?



- Get to know an individual's preferences & observe their responses
- Be mindful of the environment and your own sensory stimulus.
- Audit and adapt the environment (including yourself)
- Provide needed input
- Provide tools to manage
- Co-regulate, teach self-advocacy & self-regulation

14

This answers one of the questions ☺

?

Right to Choose:

Your GP can refer direct to the provider chosen by you and does not need to seek funding approval from the ICB, or submit an individual funding request to the ICB.

For information about the RTC providers, please follow this link:

<https://blackcountry.icb.nhs.uk/your-health/health-services/patient-choice/right-choose-referrals-attention-deficit-hyperactivity-disorder-adhd-or-autism-spectrum-condition-asc>

If GPs refuse to refer, complain to:

TIME2TALK (NHS BLACK COUNTRY ICB - D2P2L) bcicb.time2talk@nhs.net



15

This answers one of the questions ☺

?

Information from The National Autistic Society:

What is epilepsy?

- Epilepsy is due to an imbalance in brain chemistry, which means that the messages that travel between nerve cells or neurons become scrambled. Because of this, the activity of neurons is disturbed and results in a seizure or loss of consciousness. Many types of seizure can occur and epilepsy can affect anyone at any age.

Is there a link between autism and epilepsy?

- The relationship of autism to epilepsy has been an area of scientific interest for decades. The first studies on the subject in the 1960s helped to show that autism is a condition of the brain. We now know that autistic people are more likely to develop epilepsy than those who are neurotypical. We also know that people with epilepsy are more likely to be autistic than those without epilepsy.



16

This answers one of the questions ☺



Celebrating Difference

- Celebrate how we are ALL **different** and ALL **important**.
- Understand how we can ALL **support** each other.



Think about a band...

- A band is made up of many **musicians**
- They all have different **strengths** and **skills**
- They all **bring something different** to the band
- They are all **important**

**Just like the musicians
make up one band, we
are all part of...**

- one school
- one community
- one world



Complex
Communication
and Autism Team



Autism
Education
Trust

17

Luckily, I have recently learnt that
Autism is actually just a different kind
of brain. Different, and not worse!



My natural traits, Autistic social skills,
and communication style are different -
and that's OK!

NeuroWild

Complex
Communication
and Autism Team




Autism
Education
Trust

18

So I've decided to stop hiding them!
You might notice me:


- STIMMING
- Using tools to help regulate
- Self-advocating
- Using less eye contact
- Moving around when learning
- Asking for accommodations
- Communicating more directly
- Setting more boundaries



NeuroWild

Complex Communication and Autism Team | Autism Education Trust

19



Support

National Autistic Society:
<https://www.autism.org.uk>

Autism Central:
<https://www.autismcentral.nhs.uk/>

Kids: <https://www.kids.org.uk/services/sandwell-autism-service/>

Speak to the SENCo/ Inclusion Manager and they can contact Inclusion Support

Complex Communication and Autism Team | Autism Education Trust

20



Thank you

If you have any questions following today's coffee morning, please share them with Tracey and she will contact me.



BEAUTY in DIVERSITY

ALL BRAINS. ALL BODIES,
ALL HUMANS.

