



Information for parents – the STARS Service Offer 2022

We are in the process of revising our service model, as we recognise that many settings have submitted referrals (requests for support) to the team and are presently on a waiting list.

In addition, several members of the team have moved on in recent months. We are actively recruiting to these posts.

As a team we want to continue to offer effective and quality support to settings, so that they are empowered to provide excellent education and support for their autistic pupils. To do this, it is important that we reduce waiting times for referrals for individual support and encourage schools to engage consistently with our wider service offer.

To effect positive long-term changes, particularly in relation to waiting times, we need to ensure that schools are accessing every aspect of the STARS team's extensive support offer, and meeting agreed pre-referral expectations. This will ensure that school staff have the skills and confidence to implement the foundations of good autism support, that will meet most pupils needs well. With those systems in place, direct referrals should in most cases, only be required for those autistic pupils with the highest level of need.

In response to this current context, we have devised an interim model of support for educational settings in Leeds. This comprises of the following:

Training

We continue to offer the full package of Autism Education Trust Training (Early years, School Age, Post 16), alongside bespoke STARS training packages. Schools can book live and eLearning training for their whole staff or for individuals working closely with autistic children. Our training offer is extensive, covering a wide range of topics, and waiting times for training are short.

Lead Practitioner Workshops

These free workshops are offered to practitioners working with and/or supporting Autistic CYP in Leeds Educational Settings

These will continue to run as advertised throughout the 2022/2023 academic year. For further information and booking, please see the flyer on Leeds for Learning and on the STARS website: www.starsteam.org.uk

Transition Workshops

These free virtual workshops and resource packs are offered to practitioners working directly or indirectly with Autistic CYP in Leeds Education settings. We continue to offer:

Post 16 Transition to Adulthood: www.leedsforlearning.co.uk/Event/17756

Transition from Primary to Secondary school: www.leedsforlearning.co.uk/Event/177571

Transition from Early Years to Primary: www.leedsforlearning.co.uk/Event/171886 , OR www.leedsforlearning.co.uk/Event/171887

Drop – In

We are reviewing the ‘drop-in’ element of our offer. We will honour all drop-in appointments already arranged.

Drop-in workshops (as advertised via STARS website www.starsteam.org.uk) will continue to be free.



STARS drop-in workshop Flyer 2022.

We have also started to develop a library of short eLearning videos and resource packs, that we intend to add to when we can. The first 6 videos and resource packs are on this [page](#).

Requests for Support (the process previously known as a referral)

To access direct support, schools are asked to complete a Support Request Form. This request form will only be accepted if the form is completed thoroughly. We have supported settings to do this, by providing them with a ‘pre-referral checklist’. Pre-referral requirements on the checklist include:

- The child/young person (CYP) you are requesting support for must have a diagnosis of autism.
- Primary and secondary schools have appointed a Lead Practitioner for autism, who engages with the STARS team’s wider training and support offer
- The Lead Practitioner for autism and/ or SENCO is consistently available for the duration of any STARS visit
- All staff must have accessed free whole setting ‘Making Sense of Autism’ training module within the last 3 years (Early Years, School Age or Post 16).
- Key staff have accessed additional AET or STARS training, such as the AET ‘Good Autism Practice’ module
- SENIT or any other Learning Inclusion Service team member are not currently involved with the CYP
- The setting must have completed and evidenced a ‘graduated approach’*

*A graduated approach is a 4 part cycle, designed to enable schools to evaluate and meet the needs of CYPs who have SEND, it is a requirement identified in the SEND Code of Practice. The cycle includes:

- Assess – the individual needs, strengths, barriers, and priorities for the CYP
- Plan – appropriate support to meet those needs and overcome barriers for the CYP
- Do – consistently implement support
- Review – review the impact of the support, make changes and additions responsively, where necessary

For more information about a graduated approach, this diagram may be useful:



assess, plan, do,
review simple diagram

STARS waiting list



We have held a waiting list for some years, and this has not facilitated a prompt service across the city. We aim to address this in the following ways:

- All settings who have made referrals/requests for support prior to April 22 will be contacted and asked to consider whether a request for STARS support is still appropriate and required.
- If support is still required, settings will need to consider the criteria for making requests to the team, using the pre-referral checklist as a guide.
- Based on the information received we will offer direct support or signposting to our wider service offer.
- Requests for support made from April 2022 will be reviewed directly by the team. We will review the information thoroughly and will offer direct support or signposting to our wider service offer.

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