



www.wtt.org.uk

outreach@gosberton-house.lincs.sch.uk

Who are we?

- ▶ The Working Together Team is a National Autistic Society (NAS) Beacon STATUS Accredited service.
- ▶ Licensed Trainers for Autism Education Trust and National Autistic Society
- ▶ The team are all skilled practitioners with specialist training and day-to-day hands on experience of teaching youngsters with Autism, Social Communication and a wealth of special educational needs.
- ▶ We provide expertise and practical specialised advice to mainstream schools/academies and colleges, that **enables** children and young people to achieve the best possible social and educational outcomes and make the successful transitions to adulthood

Role within Lincolnshire County Council

- ▶ WTT service works as part of the One Lincolnshire Approach, as part of the High Needs Strategy and alongside the SEND Workforce Development platform.
- ▶ Role to support and challenge Lincolnshire mainstream settings
- ▶ Underpinned by the social model of inclusion.
- ▶ Focus on whole setting approaches.
- ▶ Greater focus on Training offer to further upskill mainstream settings.
- ▶ Greater focus on collaboration

Foundation, Core and Bespoke WTT support.

WTT Professional Training Ladder

Working within the WTT Ladder of Support, as part of the Lincolnshire High Needs Strategy, SEND Workforce Development platform and delivered in collaboration with colleague services where appropriate.



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FOUNDATION

Tier 1 SEND Workforce Development Platform

- Autism Education Trust (AET) Making sense of Autism (Early years, schools, Post-16)
- Sensory Integration/Processing differences

CORE

- SPELL (National Autistic Society), Leadership, Inclusion and Structural reasonable adjustments
- AET Good Autism Practice,
- AET Anxiety,
- AET Exclusions,
- AET progression Framework,
- Transitions
- Supporting sensory differences

BESPOKE 1 (ENHANCING UNDERSTANDING)

- Autism and Masking
- Supporting a profile of Demand Avoidance
- Down Syndrome and social communication
- Structured Teaching (inc TEACCH)
- TBA* Adapting the Foundation Stage environment for autistic children.
- TBA* Creating resources for autistic students.

BESPOKE 2 (INTERVENTIONS)

- A sensory circuit approach
- A sensory circuit approach in action
- SPELL approach in the classroom
- TBA* Exam Adaptations and revision techniques
- Teaching Inference
- Autism and emotions
- Autism and Executive functioning
- Using Social stories and comic strip conversations
- WTT whole setting support.
- WTT modelling

**NAS Earlybird Plus,
NAS Teen life alongside parents/carers**

*TBA = training being developed for delivery in 2023

Workshops for Parents/Carers

WTT Parent/Carer Workshops

Working within the WTT Ladder of Support, as part of the Lincolnshire High Needs Strategy, SEND Workforce Development platform and delivered in collaboration with colleague services where appropriate.

*We are continually enhancing our workshop offer to ensure it addresses the needs of our settings and their communities. Please contact WTT to share ideas about further workshops for Lincolnshire families of autistic children and young people.



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UNDERSTANDING AUTISM

- AET Making sense of Autism
- AET Anxiety,
- AET Exclusions, Transitions
- Autism and Masking
- Supporting a profile of Demand Avoidance

NAS Earlybird Plus,

NAS Teen life (professional can attend alongside). For more information and an application form contact outreach@gosberton-house.lincs.sch.uk

APPROACHES FOR HOME AND SCHOOL

- Supporting sensory differences
- A sensory circuit approach
- Autism and emotions
- Autism and Executive functioning
- Using Social stories and comic strip conversations
- * Using visual cues and systems at home

*New for 2023



EarlyBird Plus

Teen Life

Please email outreach@gosberton-house.lincs.sch.uk for an application pack for either programme

The WTT Ladder- Purpose and How it works

- ▶ Forms part of the Graduated Approach.
- ▶ Evidences engagement from setting with WTT support from Step 1
- ▶ Provides an ongoing dialogue between setting/family and WTT about an individual's differences and how the setting should support them.
- ▶ Opportunity to reflect on and develop existing practice.
- ▶ Focus on what adults will do to enable success for the child/young person.

