

# EASA TERMLY NEWSLETTER

for Families, Educational Settings, Professionals and Partners

## WELCOME

In recent months, members of the EASA team have been forging links with more families, educational settings and partner organisations near and far. There have been some great opportunities to deliver training in new places. We have also been working with colleagues from Zambia and America to share good practice and gain insight into new ways of working. We hope you enjoy our latest newsletter.

**Dr Rachel Walker,**  
Head of Service



During the  
Summer Term  
2023...

217  
Parent referrals  
received

7  
Settings requested  
bespoke training  
delivery for their  
staff

59  
Individual Case  
Study  
Consultations  
took place

26  
Settings had staff  
attending EASA led  
workshops and AET  
training modules

*"Our mission is to empower the education workforce, parents and autistic young people to **work together**, **share understanding** and **create opportunities** to **enhance the education, wellbeing and success** of all autistic children and young people in Enfield."*

## Young People's Voice

At EASA, we have been providing group and 1:1 support sessions for children and young people with an autism diagnosis. EASA provides a place where autism is explored, understood and embraced. Young people can develop their understanding of themselves and their support networks with skilled staff who are knowledgeable and supportive.

The following quotes are from those we have supported recently (names have been changed to protect identity).

### What the young people say:

*"It has been good to talk about everything and it has been helpful. I like the way it has separated everything out."*

*"I found my people!"*

*"I know I can find help if I'm finding something difficult."*

### Parents' reflections on their children's participation in EASA support programmes:

*"I think for me the main thing that has helped is knowing that we are being supported and that everything we are going through facing Charlie's autism is understood because in the real world it is understood very little. You giving Charlie validation for her feelings helps a lot so she doesn't feel so alone. Reminding her of all the people in her support network has also added reassurance for Charlie."*

*"The 1;1 support for Seren really has helped and I haven't had to drag her along, she has come willingly. I know she would be less willing to share things amongst others. Seren is talking about friends more which is fantastic and her end of term assessment report was amazing! She is definitely in a happier place."*

*Claire Collins*

*Senior Specialist Educational Psychologist in Autism  
& Systemic Practitioner*

## Linda visits Zambia

You may know the land of Zambia for the Victoria Falls and animals such as zebras, elephants and lions. It is a butterfly shaped country in the south eastern part of Africa. It is known for its copper and mineral mines but many people live by subsistence farming. I was there in July, the southern hemisphere winter and it does get chilly but never rains! I have been there six times now, staying in the capital city Lusaka and working with a few schools in the Ng'ombe part of the city, which means cow, but cows have long left the area and it is a shanty town with a number of schools and not much greenery left.

Autism awareness is growing (at least in the capital), with the University of Zambia giving diagnoses. The mainstream schools I worked with, would ask me questions about whether some of their children were autistic and on request I delivered training for them. I also worked with a special needs school (started by Roman Catholic nuns) where numbers of children with autism are increasing. At present they have a group of girls that work with two members of staff in their own room with a work table and some sensory toys. I demonstrated the autism attention approach and that they can access videos via the internet although sometimes electricity is not available, even so they are now regularly using this approach.

Some of the children have additional needs such as epilepsy and need an intensive interaction approach. Symbols are used with the other children and I helped make some with words and story books in one of the local languages (Nyanja) as there is not much available otherwise, as far as I can see. Although English is the official language there are approximately 72 local languages and the government curriculum now recommends that children are taught in the most relevant of these from grades 1 to 4.

Some of my time was also spent in helping with independence skills. One little girl was used to being fed as she would refuse to feed herself. I consulted with her mother who told me that when she was left alone with the food it did seem to be eaten although she wouldn't show anyone when she was doing it! With some perseverance you can see that she did eventually manage to do this.

There are regular weekly groups for parents and while I was there, we combined sewing and talking with parents. They said that they feel a lack of support in the community especially when their children have complex needs and they can feel embarrassed taking them outside as people do not understand.

I also had some involvement with a group of children who had left the special school but did not have anything to do in the day. My contribution was to teach them some sewing.

I feel I have made many friends in Lusaka and always come away feeling they have taught me far more than I can ever teach them!



*Linda Nevin Drummond  
Advisory Teacher*



## Education Case Study Consultations

### What is a Case Study Consultation?

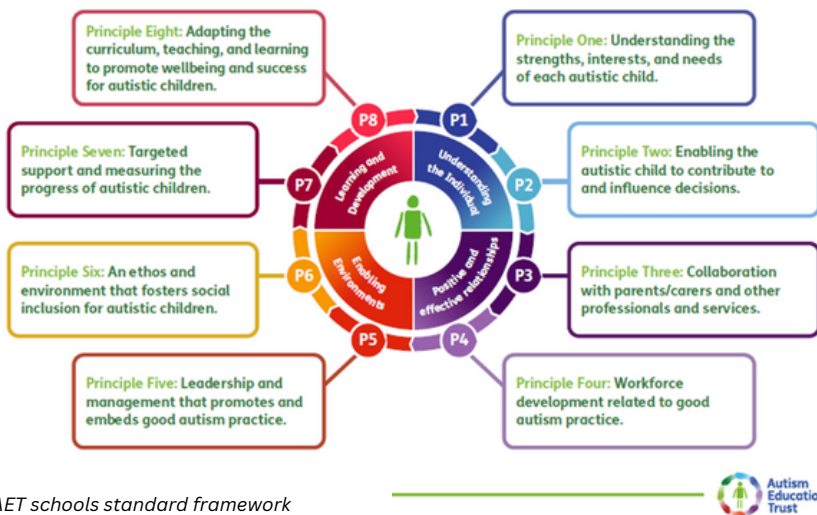
A Case Study Consultation makes up part of EASA’s Educational Settings Offer to schools and settings in Enfield. Schools can make a request for a case study of an individual child to receive support to evaluate and build on the existing good practice in their setting. An Advisory Teacher or Practitioner will meet with school and parents to offer advice, strategies, mediation between staff and parents and advise on training opportunities. Schools and settings are given time to implement and embed the suggested approaches. A review meeting is then held the following term to evaluate impact.

### How?

We use the Autism Education Trust’s 8 Principles of Good Autism Practice as a framework for helping staff to think about the needs and provision for individual pupils/students in their settings. The perspective of the school, child’s parents and the child are gathered using a Case Study Consultation Form, a One Page Profile and a Hopes, Dreams and Aspirations form to ensure settings are doing the best to understand and meet the child’s needs with the resources available.

### The AET Eight GAP Principles

This is how the Eight Principles of Good Autism Practice are embedded in the four themes.



AET schools standard framework



#### Schools said:

*We found the discussion on sensory differences very interesting and have now put in place daily sensory activities not only for the child in question but for the whole class. We have found this has helped to calm and focus the whole class.*

*We had not heard of backward chaining before. We have been using this approach to support completing tasks and encouraging x to sit on the carpet with his peers for longer.*

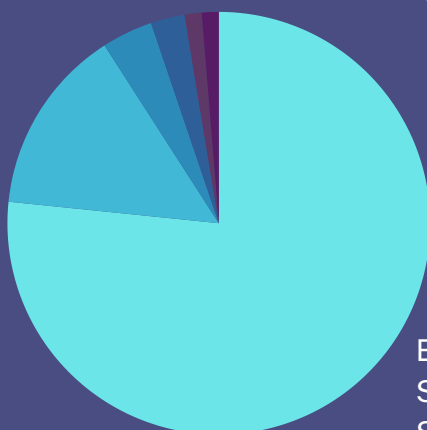
#### Parents said:

*We hadn't made the connection between my child really liking tight hugs and his sensory needs. I am really happy that a professional is acknowledging my concerns.*

77 Educational Settings have accessed EASA Case Study Consultations

*“Jo your support and help has been so valuable! This describes one of our girls perfectly! Will also use this information in the EHCP application. Thank you!”*

- Private Nurseries 1
- Enfield Special Schools 1
- Independent Schools 2
- Out of Borough Schools (Enfield EHCP) 3
- Enfield Secondary Schools 11
- Enfield Primary Schools 59



EASA started Case Study Consultations in September 2021. Since then, 77 different settings have had them. We are very pleased that 59 out of 69 Enfield Primary Schools (86%) have used this service.



## Parent Support

It was a busy summer for our Parent Support Advisors at EASA who were available to offer continued support to families during the long summer break. In a break from our regular Cuppa and Chats, we held our first "Open Garden" sessions at Russet House School. This was a great opportunity for families to come along and enjoy the lovely safe outside space that the school has to offer. Parents/carers expressed that they had enjoyed meeting each other and having the opportunity to discuss any concerns with members of the EASA team.



The children certainly seemed to enjoy using the space and play equipment despite one session being exceptionally wet.

*Jacky Stevenson & Marsha Walton  
Parent Support Advisors*

Attended by  
24 families  
registered  
with EASA



## New - Early Years Sessions

If you are a parent with an autistic child between the age of 18 months and 3 years 6 months, these sessions may be for you. Your child does not need to have a diagnosis to attend these sessions. If you think your child maybe autistic or is in process of being assessed, then these sessions are suitable for you. The play-based sessions will focus on the key developmental differences in autism.

- Social understanding and communication.
- Flexible thinking, information processing and understanding.
- Sensory processing and integration. The child's parent/carer you will be working alongside the team to support your child in accessing the session and develop skills in the key areas of learning.

**Thursday 4th January, Thursday 1st February, Thursday 7th March**

**Visit our website to book your place.**

A poster titled "Time to play" for families with autistic children. It includes text about the sessions, key developmental differences, and booking information. The poster features a small icon of a woman and child holding hands.

**Time to play**  
for families with autistic children  
between the age of 18 months and 3 years 6 months

"If you have a young autistic child or they are on the autistic pathway (i.e. waiting for a diagnosis assessment) then these sessions are suitable for you"

**Play-based sessions to focus on the key developmental differences in autism**

- Social understanding and communication
- Flexible thinking, information processing and understanding
- Sensory processing and integration

09:30am - 11:00am  
Russet House School  
Autumn Close  
Enfield  
EN1 4JA

Book online at [www.enfieldasa.org.uk](http://www.enfieldasa.org.uk)

admin@enfieldasa.org.uk  
0208 353 4186

## EASA Team Development

Did you know the EASA Team has over 20 members altogether?

Many of the team are part-time and also work for other local services and organisations (including the NHS, Educational Psychology Service, the Early Intervention Support Service) so we are rarely all in one place at the same time!

In September, we had our Team Development Day. We all got together to look at what's working well, consider the latest ideas and research in autism education, and plan developments for the year ahead.

We will be creating new resources and adapting practice to help more families and settings as our case-load continues to grow.



## AET Modules available through EASA



- All modules are available through EASA. See our website for booking details.
- Charges only apply to attendees from out-of-borough settings, independent and private settings, and companies.
- Bespoke delivery of our courses can be arranged for INSET days and staff meetings. However, please be aware that availability at beginnings and ends of terms is limited - dates get booked up quickly!

### Making Sense of Autism

**Versions Available:** Early Years, Schools, Post 16

**Who it is for:** Everyone in the school/setting community (staff, governors, parents)

**What is covered:** Autism as a difference, not a deficit; the 3 areas of difference; listening to the perspectives of autistic young people and their parents and carers; reflecting on practice and adjustments that everyone can make to support autistic children and young people.



### Good Autism Practice

**Versions Available:** Early Years, Schools, Post 16

**Who it is for:** School/setting staff (everyone involved with educational planning, provision and teaching and learning for children and young people)

**What is covered:** Autism as a difference, not a deficit; the 3 areas of difference; involving autistic children and young people and their parents and carers in person-centred planning; approaches and strategies to enhance classroom practice and make the environment more accessible for autistic learners; removing barriers to learning.



### Leadership, Inclusion and Structural Reasonable Adjustments

**Versions Available:** Schools

**Who it is for:** Leaders in school settings

**What is covered:** Developing a culture where autistic learners feel listened to and supported; have the confidence to lead change in your setting; have an understanding of inclusion legislation; reflect on and plan changes to develop inclusive culture in your setting; know how to use the AET Frameworks (free resources).



### Autism and Inclusion

**Versions Available:** Schools

**Who it is for:** Leaders in school settings

**What is covered:** The exclusion process; autism and behaviour; impact of exclusion on autistic children and families; ways to accommodate needs to avoid exclusion.



### Post 16 Transition to Employment

**Versions Available:** Post 16

**Who it is for:** Leaders, Teachers, Lecturers, Tutors, Mentors who work with Post 16 students

**What is covered:** explaining the recruitment process to autistic young people; promoting employment to autistic young people and employers; accessibility requirements for employment placements; inclusive practice in the workplace for autistic young people.



## What's coming up in Spring Term 2024

### EASA Cuppa and Chat Sessions for Parents and Carers

**For those with Early Years and Primary-aged children:**

Thursdays: 11th January, 8th February, 14th March

**For those with Secondary and Post-16 aged Children  
and Young People:**

Thursdays: 18th January, 8th February, 21st March

All Cuppa and Chat sessions are held at Russet House  
School from 9:30am - 11am.

Please book in advance on our website.

### Therapeutic Sessions for Children and Young People

**Therapeutic Groups for Children aged 11-15:**

PEERS (abridged) - Starts Tuesday 20th February 2024

Tree of Life - Starts Thursday 22nd February 2024

**Training for Staff in Educational Settings:**

Learning to implement the **All About Me** Programme -  
23rd January & 30th January (2 afternoons)

## Training

**AET Modules**

**Good Autism Practice (1 day face-2-face)**

Early Years - 2nd February

Post 16 - 31st January

**Making Sense of Autism (90 mins online)**

Early Years - 9th or 12th January

**Autism and Anxiety (half day, face-2-face)**

Schools & Post 16 - 26th January

Early Years - 27th February

**Autism and Inclusion (1 day, face-2-face)**

Schools & Post 16 - 7th February

**Leadership Modules:**

**Understanding the GAP Frameworks (AM)**

**Inclusion, and Structural Reasonable Adjustments (PM)**

Wednesday 6th March - both sessions face-2-face

**Transition to employment for Post 16 (1 day, face-2-face)**

Wednesday 20th March

*For more information and to register your place for a  
training module, please visit our website.*

*If you can't find the help you need, please get in touch.*

### Training Enfield Cross-Party Councillors

In September, Rachel and Jo were honoured to be invited to deliver the AET Making Sense of Autism training module and answer questions with local councillors in the Enfield Council Chamber.



### Coffee Mornings in Schools

EASA continues to be invited to schools in the borough to present at their coffee mornings. These are a great opportunity for community building. All parents can be invited, giving autism families a chance to get together as well as helping others learn more about autism and creating a stronger autism friendly community.

***If you would like us to attend a Coffee Morning at your school please email [admin@enfieldasa.org.uk](mailto:admin@enfieldasa.org.uk)***

### Let EASA hear your thoughts!

*Have you worked with EASA in the last year?*

*Attended a Cuppa & Chat session or Professional training?*

*Have you had a call or meeting with a member of the team?*

Then we would love to hear from you!

We always like to receive feedback from parents and professionals, as we believe this contributes to developing and improving our services further.

Please take a minute to scan the QR code below to leave us a google review.



**Enfield Advisory Service for Autism**

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**0208 353 4186**

**[admin@enfieldasa.org.uk](mailto:admin@enfieldasa.org.uk)**

**[www.enfieldasa.org.uk](http://www.enfieldasa.org.uk)**