COMMUNICATION, LEARNING AND AUTISM SUPPORT SERVICE (CLASS)
A Guide for Schools
What others say

“The one to one support for X has been incredibly powerful in increasing her confidence and the highly detailed report is a powerful tool for teachers to use to understand her difficulties at a far greater depth.”
Primary SENCo

“Thank you for your on-going support with H. It’s making a real difference.”
Secondary SENCo

“The best course I have been on in years. I am buzzing with ideas and have learnt so much.”
School (Support Staff)
“My team have learned a great deal from working alongside you and as a school we are in a strong position to move forward in this complex area.”
Director of Learning – Inclusion (SENCo)

“I am entirely happy with the support N has received and feel that it has made a great improvement in her work.”
Parent

“This training was perfectly pitched for my needs.”
Parent

“Thank you for my lessons. I have learnt lots and lots.”
Year 3 pupil
Our core values and beliefs
OUR CORE VALUES AND BELIEFS

CLASS – Your Partner in Inclusion

The Communication, Learning and Autism Support Service (CLASS) is committed to offering support and training at an individual or whole school level in the areas of Autism, Speech, Language and Communication Needs and Specific Learning Difficulties.

We believe that children with learning differences should be celebrated for their strengths and supported with their areas of need.

To reflect these values we:

• value and seek the views of pupils through the CLASS Pupil Voice materials
• value parent/carer input, recognising their expertise on their child’s strengths and needs
• offer an extensive portfolio of services ranging from consultation, assessment and specialist interventions to training and professional development groups
• provide a team of advisors and practitioners who hold additional specialist qualifications
• provide high quality training and support to schools and educational settings at an individual or whole school level
• build capacity in schools through the role of our Link Advisors and our core and traded offers.

One of our key strengths is to offer bespoke training and services. If you don’t find what you are looking for in this brochure, please get in touch and we will endeavor to accommodate your needs.
THE CLASS OFFER

The CLASS team can offer a range of expertise and services to your school. We have a core offer of support available to all mainstream East Sussex schools, as well as a traded offer which can be bought in via the Services to Schools Webshop. Support for individuals from CLASS can also be accessed via the ISEND Front Door.

CLASS support via the ISEND Front Door

CLASS support for individuals can be accessed via the ISEND Front Door referral process where appropriate. More information about the referral process can be found in the section ‘How to access CLASS support’. Support accessed through the ISEND Front Door is offered as core support for which there is no charge.

Support for individual Front Door cases can take a variety of formats depending on the needs of the individual and the provision that is already in place within the school. This support can be:

• initial contact to obtain more information about reasonable adjustments already in place in school and offer any immediate suggestions around this
• staff training in a specific area of SEND
• pupil observation (may be joint with a member of school staff)
• obtaining the child’s views via a Pupil Voice
• obtaining parental views via a Parent Voice
• staff consultation
• attendance at multi-agency meetings
• advice regarding strategies and resources
• a SMART Intervention delivered by a practitioner in order to model strategies to school staff
• joint work with other ISEND services in which CLASS might lead or give input to
• ongoing contact to monitor the impact of support given.

CLASS support for schools through wider activities

• ISEND Early Years’ Service collaborative transition programme (in conjunction with other ISEND services)
• ISEND services internal training
• project work related to (ISEND) SEN Practice and Standards (e.g. NQT SEN training)
• subject specific training related to identified areas of need (e.g. Makaton for professionals, one day professionals Autism course).
Core offer for primary schools

CLASS offers a package of core support to primary schools. We aim to build the capacity within the school to successfully support students with additional communication and learning needs.

• **CLASS Link Advisor** – Each school is allocated a Link Advisor who acts as a key point of contact. The Link Advisor works with the school SENCo to support whole school development in relation to communication needs, learning difficulties and autism.

The Link Advisor offers two Link Meetings with the school SENCo per year in order to discuss, advise and signpost on identified issues. In addition, schools can access two additional Drop In visits per year, the format of which can be agreed with the SENCo.

• **Core training** - Primary schools are offered three training packages per year, free of charge. These are universal level training sessions suitable for all staff in:

  Understanding Autism
  Understanding Speech, Language and Communication Needs
  Understanding Dyslexia

*Each training session is approximately three hours in length. The delivery mode of these can be flexible and school specific needs around this can be discussed with the Link Advisor. Where appropriate, we can offer these sessions to groups of schools in order to promote school-to-school networking and support in these areas of SEND.*
Core offer for secondary schools

CLASS offers a package of core support to secondary schools. We aim to build the capacity within the school to successfully support students with additional communication and learning needs.

• **CLASS Link Advisor** – Each school is allocated a Link Advisor, who acts a key point of contact. The Link Advisor works with the school SENCo to support whole school development in relation to communication needs, learning difficulties and autism.

The Link Advisor offers three Link Meetings with the school SENCo per year in order to discuss, advise and signpost on identified issues, with a particular focus around transition for vulnerable students.

• **Core support options** - Secondary schools are offered three choices from the following menu of core support options per year, free of charge:

Understanding Autism  
Understanding Speech, Language and Communication Needs  
Understanding Dyslexia  
Practical workshop *(on strategies to support an identified area of need)*  
Drop In *(session format to be agreed with school SENCo)*  
Focused consultation meeting *(to address whole school themes or issues)*

*Each of these options consists of a session of up to three hours. There is some flexibility regarding the format of delivery, which can be discussed with the Link Advisor.*
UNITS AND EXAMPLES OF TRADED SUPPORT

CLASS support is charged in units.
1 unit = 1 hour of an advisor’s time or 1.5 hours of a practitioner’s time.
The unit cost is reviewed at the beginning of each financial year.
The current unit cost can be found on the Services to Schools website. You can buy units at any time during the year. After you have purchased units, we will keep you informed as to how you are spending them. If you need to buy more you can do so at any time. You will find more details on the Services to Schools website:
http://www.services2schools.co.uk/services/details/389.
Alternatively, you can contact your CLASS Link Advisor or email class@eastsussex.gov.uk.

The types of support your school can access using CLASS units:

Consultation service
• Consultation Meetings – the role of Inclusion Manager/SENCo in a school can be isolating and it can be useful to have the opportunity to discuss your needs with a specialist.

• Drop-In Sessions for School Staff – an opportunity for teachers and support staff to discuss any issues they may have in supporting the needs of their most vulnerable learners.

Individual assessment and reports
CLASS can carry out a range of individual pupil assessments in order to ascertain a detailed picture of pupil attainment, strengths and areas of need using standardized and diagnostic assessment tests.
• Individual Assessment for Exam Access Arrangements – A CLASS Advisor can act as a Specialist Assessor and administer appropriate testing for Form 8 Access Arrangements.
**Traded interventions**
CLASS staff can run specialist individual or group interventions tailored to the needs of your pupil(s) on a traded basis (e.g. Social Skills, Lego Therapy Approaches). The cost of this will include planning and preparation. We recommend that a member of school staff attends any intervention sessions in order to be able to integrate strategies into the school day and ensure sustained progress and generalised outcomes.

Please contact your Link Advisor, or CLASS directly, to discuss further options. We are able to offer bespoke interventions based on individual need.

**Other services we offer**

- **Individual Pupil Observation** – A structured observation used to inform inclusive practice for an individual pupil to support their access to the curriculum and act as an initial analysis of their need. This can be joint with a key member of staff.

- **Support for Individual Speech and Language Therapy targets** – CLASS practitioners can help support staff develop their confidence and skills in delivering Speech and Language Therapy targets/interventions to individual pupils

- **Dyslexia Friendly Schools Status** – ‘A Dyslexia Friendly school enhances the learning of all’ (MacKay, 2006 p8). CLASS can assist your school in obtaining Dyslexia Friendly status.
Building capacity within schools through high quality training courses

Unless otherwise stated, all courses are accessible to primary and secondary schools. In some cases the content might be tailored according to the needs of a particular age range. All training packages can be adapted to meet your school’s needs. Please contact CLASS to gain further information about any of these packages.

Communication and Interaction

<table>
<thead>
<tr>
<th>Training</th>
<th>Description</th>
<th>Time</th>
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<tbody>
<tr>
<td>Understanding Speech, Language and Communication Needs</td>
<td>Learn how to recognise, relate and respond to the needs of learners with SLCN.</td>
<td>3 hours or 2 x 1.5 hour sessions (ideal for twilights)</td>
</tr>
<tr>
<td>Working with Pupils with Speech, Language and Communication Needs (Accredited by the University of Brighton)</td>
<td>On successful completion participants will acquire a level 4/6 qualification and gain a certificate and thirty credits from the University of Brighton, which can be used towards other courses, including a Masters.</td>
<td>The course is run centrally and is completed across one academic year.</td>
</tr>
<tr>
<td>Understanding Autism</td>
<td>Learn how to recognise, relate and respond to the needs of learners with autism.</td>
<td>3 hours or 2 x 1.5 hour sessions (ideal for twilights)</td>
</tr>
<tr>
<td>How to run Social Skills groups</td>
<td>This course will cover: - identification of pupils who would benefit from developing their social skills - planning for the group - how to teach social skills - how to support generalization of skills</td>
<td>2 x 2.5 hour sessions</td>
</tr>
<tr>
<td>How to use Social Narratives</td>
<td>This course will cover: - identifying the purpose of a social narrative and how to use in context - the structure of a social narrative</td>
<td>1.5 hours</td>
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<tr>
<td>Course Title</td>
<td>Description</td>
<td>Duration</td>
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<tr>
<td>How to use Comic Strip Conversations</td>
<td>This course will cover:</td>
<td>1.5 hours</td>
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<tr>
<td></td>
<td>- an Introduction to Comic Strip Conversations</td>
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<td>- an opportunity to review tools, examples and ‘have a go’</td>
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<td></td>
<td>- developing skills in using a communication system for pupils who may be struggling with verbal expression and social understanding.</td>
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<tr>
<td>How to use Speech Link</td>
<td>A hands-on opportunity to learn about and practice using the Speech Link programme to support children with a speech sound difficulty.</td>
<td>3 hours</td>
</tr>
<tr>
<td>How to use Infant/Junior Language Link</td>
<td>A hands-on opportunity to learn about and practice using the Language Link programme to support children with a receptive language difficulty.</td>
<td>2 x 3 hours, approximately 3 weeks apart</td>
</tr>
<tr>
<td>Makaton Taster Session</td>
<td>A general introduction to Makaton including thirty signs and symbols.</td>
<td>1.5 hours</td>
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<tr>
<td>Makaton Foundation Workshop</td>
<td>This course will include:</td>
<td>2 days (central training)</td>
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<td>- an introduction to the theoretical and practical purposes and uses of Makaton</td>
<td>Or</td>
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<td>- signs and symbols for Stages 1-4 and ‘Additional’ of the Makaton Core Vocabulary</td>
<td>2 days/4 x 3 hours (in-school training)</td>
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How to use Lego Therapy approaches

- Pocket books for signs and symbols learned
- A certificate of attendance.

1.5 hours

Cognition and Learning

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<tr>
<td>Understanding Dyslexia</td>
<td>Learn how to recognise, relate and respond to the needs of learners with dyslexia.</td>
<td>3 hours or 2 x 1.5 hour sessions (ideal for twilights)</td>
</tr>
<tr>
<td>Early Identification of Dyslexia</td>
<td>Early Years and KS1 staff will learn more about dyslexia in early childhood, identify those at risk and understand how to support learning.</td>
<td>3 hours</td>
</tr>
<tr>
<td>The CLASS Dyslexia Course (Accredited by the University of Brighton)</td>
<td>On successful completion participants will acquire a level 4/6 qualification and gain a certificate and thirty credits from the University of Brighton which can be used towards other courses, including a Masters.</td>
<td>The course is run centrally and is completed across one academic year.</td>
</tr>
<tr>
<td>Using the Dyslexia Screening Test</td>
<td>A centrally run training course on how to administer the DST.</td>
<td>1 day</td>
</tr>
<tr>
<td>How to use Bullseye!</td>
<td>Learn about a fun way of teaching high frequency words with a robust assessment tool to show impact of the intervention.</td>
<td>3 hours</td>
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<td>Course Description</td>
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<td>Duration</td>
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<tr>
<td>How to support struggling readers in effective 1:1 reading sessions</td>
<td>Learn a range of strategies and skills to support struggling readers.</td>
<td>2 x 3 hours</td>
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</table>
| How to use multisensory techniques to support learning                             | This course will cover: - understanding of the impact of multi-sensory techniques  
- maximising opportunities for overlearning  
- ideas of how to make intervention sessions motivating  
- hands-on resource making opportunities.                                                                                                           | 3 hours        |
| How to support writing with Clicker 7                                              | Learn how to use Clicker 7 as an effective word processor, how to adapt ready-made materials and make your own Clicker sets.                                                                                     | 3 hours        |
| How to support children with Maths difficulties                                     | This course will cover: - understanding of why a pupil might have maths difficulties  
- the importance of assessment and appropriate tools  
- ideas and strategies to support maths difficulties.                                                                                               | 3 hours        |
| How to use spelling games and strategies effectively                               | Training in spelling strategies and the use of the CLASS Spelling Games pack will enable staff to provide systematic practice of spelling in the classroom for whole class, groups and individuals. | 3 hours        |
| Personalised Learning for Reading (PLR)                                            | PLR is a personalised wave 3 intervention using a systematic multi-sensory approach to reading, based on assessment for learning.                                                                             | 2 days, approximately 1 month apart |

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<tr>
<td>Participants will receive a PLR file containing assessment and teaching resources. Schools will need to send a teacher and a Teaching Assistant to train together.</td>
<td>This course will include: - an understanding of appropriate supporting resources and how to personalize these for individual pupils - an opportunity for TAs to begin to develop their own toolkit, supported by a CLASS practitioner - a range of resources that will be made available for download for your school.</td>
<td>3 hours maximum</td>
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<tr>
<td>Personalised Toolkits for Maths or Literacy (for Teaching Assistants)</td>
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<tr>
<td>Speed Up! Training</td>
<td>Speed Up! is an intervention aimed at developing handwriting and fluency. Staff will learn how to set up and run intervention groups.</td>
<td>3 hours</td>
</tr>
<tr>
<td>Word Aware</td>
<td>Word Aware is a structured whole school approach to promote the vocabulary development of all children, with a focus on whole class teaching. This is a practical and inspiring workshop full of ideas that can be easily applied by busy classroom practitioners to develop both spoken and written vocabulary. The following options are available: 1 hour taster 1 day course (can also be run as 2 x 1.5 hour sessions or twilights)</td>
<td>2 hours (approximate)</td>
</tr>
<tr>
<td>Communication and Learning Information (COLIN)</td>
<td>Training in this Early Identification and Intervention tool will enable you to have a detailed and systematic means of</td>
<td>2 hours (approximate)</td>
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Social, Emotional and Mental Health

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>The Zones of Regulation</td>
<td>A practical opportunity to learn how to use this systematic, cognitive behavioral approach to teaching self-regulation skills for students with autism. You will acquire skills in teaching self-awareness and self-regulation of sensory needs, emotions and impulsive behaviour as well as developing conflict-resolution skills for students with autism.</td>
<td>1.5 hours minimum (The length of the training session can be agreed according to school need)</td>
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developments in thinking and relating to girls who have autism and gain an overview of strategies to support in school.

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<thead>
<tr>
<th>Sensory/Physical</th>
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<tbody>
<tr>
<td>Training</td>
</tr>
<tr>
<td>How to support sensory issues in the classroom</td>
</tr>
<tr>
<td>Sensory Circuits and Jump Ahead</td>
</tr>
</tbody>
</table>
TEAM AROUND THE CHILD

CLASS works to support schools in building their capacity to meet the special educational needs of learners in the areas of social communication and autism. We recognize that this is one element of the support that can be required to enhance educational attainment as well as the development of social communication and emotional regulation. In recognition of this, the wider CLASS service encompasses two additional teams: CLASS+ and Spectrum.

CLASS+
CLASS+ work to provide guidance and training to enable families to build their understanding of the strengths and challenges faced by children and young people with autism and/or social communication difficulties. CLASS+ offer support in the following formats:

• Weekly advice line
• Signposting
• Coffee mornings
• Training for parents
• Short pieces of home based support (for school aged children)

Parents can access support directly from CLASS+ at class@eastsussex.gov.uk / 01273 336887. Follow CLASS+ on Facebook for up-to-date information on events and activities: www.facebook.com/ClassPlusEastSussex

Spectrum
Spectrum works across East Sussex to support young people with autism to independently access their community. This may include support to manage everyday activities such as travelling on public transport and attending personal appointments or accessing recreational clubs and social activities.

Spectrum also runs the Spectrum Skills Award. This is a range of courses designed to bring small groups of young people together to help them understand autism and how it affects them, while giving them a safe environment to develop social skills.

You can contact Spectrum at spectrum@eastsussex.gov.uk / 01323 466030 or via their Facebook page: http://www.facebook.com/spectrumautismsupport

Referrals to Spectrum can be made via: http://www.eastsussex.gov.uk/spectrum
HOW TO ACCESS CLASS SUPPORT

**Traded support**
CLASS support can be accessed through the purchase of units. You can buy units at any time during the year. After you have purchased units, we will keep you informed as to how you are spending them. If you need to buy more you can do so at any time. You will find more details at: [http://www.services2schools.co.uk/services/details/389](http://www.services2schools.co.uk/services/details/389). Alternatively, contact us at class@eastsussex.gov.uk.

**Access to CLASS via the ISEND Front Door**
CLASS support for individuals can be accessed via the ISEND Front Door referral process where appropriate. Access the Front Door and find information about the referral process on Czone: [https://czone.eastsussex.gov.uk/inclusion-and-send/front-door-referrals/](https://czone.eastsussex.gov.uk/inclusion-and-send/front-door-referrals/)

In order to access support from CLASS via the Front Door process, schools will submit supporting documentation including an Additional Needs Plan or one term minimum Assess/Plan/Do/Review cycle.

CLASS also request the following supporting documentation for particular areas of need:
- **Autism**: Evidence of diagnosis or being on the diagnostic pathway, e.g. letter from a medical professional.
- **Speech, Language and Communication Needs**: Evidence of assessment demonstrating areas of concern, e.g. Language Link.
- **Dyslexia**: Evidence of assessment demonstrating areas of concern, e.g. Dyslexia Screening Test.

The support offered by CLASS will reflect the needs of the individual and the current provision in place in the school.

Schools can contact CLASS via their Link Advisor, or directly at class@eastsussex.gov.uk, at any time to discuss concerns or ask questions about making a Front Door referral.
QUALITY ASSURANCE

We expect CLASS provision to be of the highest quality and appropriate to each individual’s learning differences. In order to achieve this we rely on up-to-date research of interventions, relevant and appropriate multi-sensory resources and techniques and careful planning informed through thorough and robust assessment. We measure our success by pupil’s progress, both academic and social and emotional.

Work undertaken by CLASS is also quality assured through regular conversations with schools. We also collect school, parent and pupil evaluations, which focus on a range of positive outcome measures.

CLASS – Your Partner in Inclusion
FIND OUT MORE

If you would like to find out more about our service, please contact us at:

CLASS
County Hall • St Anne’s Crescent • Lewes • BN7 1UE

Tel: 01273 336887
E-mail: CLASS@eastsussex.gov.uk

www.eastsussex.gov.uk/LocalOffer