

# Autism Project Impact Study



**Hambleton**  
**Richmondshire**  
Locality Board





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*Data to evidence KPIs*



**Engagement  
across settings**  
*(engaged with at least  
1x sub project)*

**KPI 1.**

80% of settings / colleges and 60% of EY providers will have engaged with at least one sub-project by July 2024.

	<b>Number of settings</b>	<b>Number engaged in at least 1 sub project</b>	<b>%</b>	
<b>Early Years</b>	<b>135</b>	<b>28</b>	<b>20.7407</b>	
<b>Primary</b>	<b>84</b>	<b>73</b>	<b>86.9048</b>	
<b>Secondary</b>	<b>12</b>	<b>10</b>	<b>83.3333</b>	
<b>Post 16</b>	<b>8</b>	<b>7</b>	<b>87.5</b>	

## New ways of working

### KPI 2.

Of those who engaged with at least one sub-project, 80% will be able to evidence a new way of supporting CYP with autism as a result\*.

100% of those who accessed at least one sub-project and fed back, could evidence at least one new way of working / supporting CYP with autism within their setting.

*\*Measured at least six weeks following the end of training / intervention from the project*

## Reduction in hub referrals

### KPI 3.

There will be a 10% decrease in the number of SENCOs requesting support from the hubs since the July 2023 SENCO survey, in July 2024.

We don't believe that this has been the case. However, this aligns with national data and trends which suggest;

- There has been an exponential rise in the number of children who are now diagnosed as having autism, around 1 in 36 children are now believed to have autism.
- ADHD and autism referrals have seen a five-fold increase since the pandemic
- This leads to a greater presentation of CYP with autism / C&I needs within our settings, and increased pressure on SENCOs to ensure needs are met



*Quantitative data from  
commissioned training*

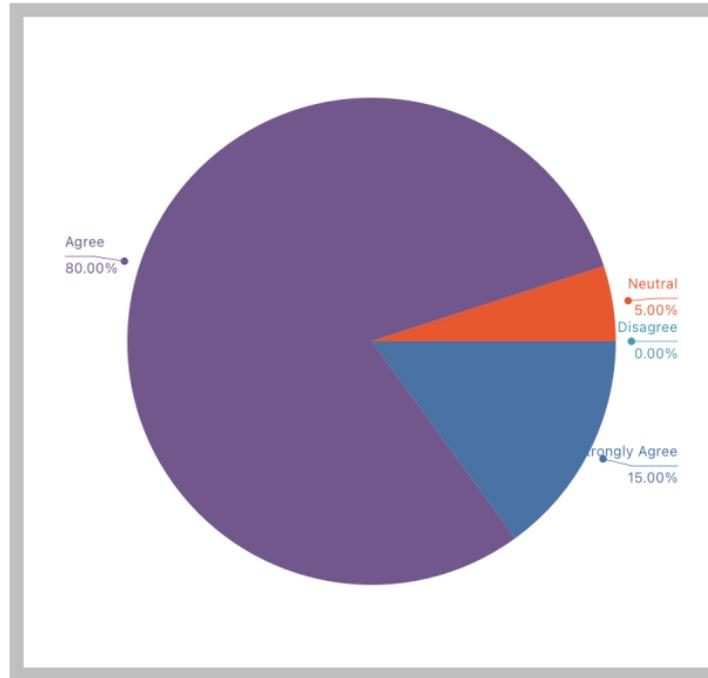
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# Engagement with commissioned training

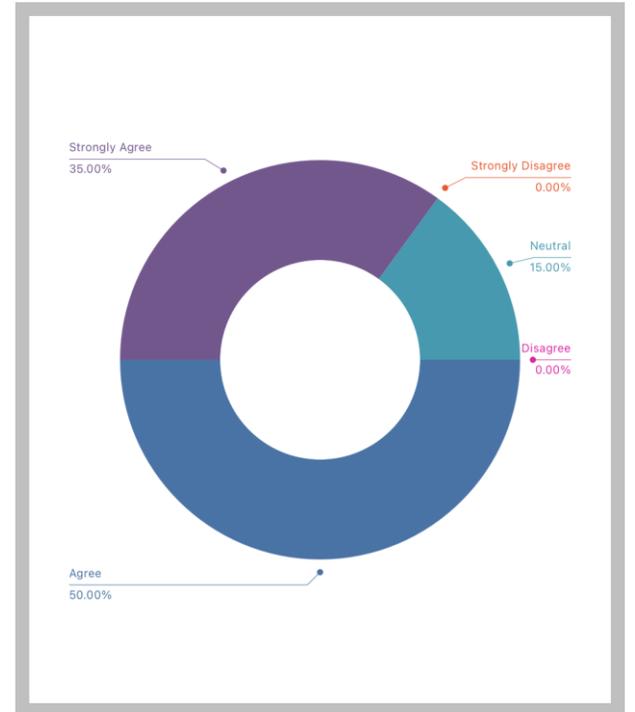
Output	Engagement
Unlocking Autism	46 participants
Think Sensory, Not Behaviour	38 participants (Days 1&2) 15 participants (Day 3)
Sensory Circuits	20 participants
Lego Therapy Phase 1	49 participants
Lego Therapy Phase 2	4 participants
Social Stories	33 participants
<b>TOTAL</b>	<b>205 participants</b>

# Unlocking Autism (1x day, online)



95% of participants either agreed or strongly agreed that they now had a more developed knowledge of autism

85% of participants either agreed or strongly agreed that they were now able to more effectively support students with autism



*Data gathered six weeks following training*

Lego Therapy  
'Brick by Brick'  
Phase I  
Certified  
Facilitator  
(6 weeks,  
online)

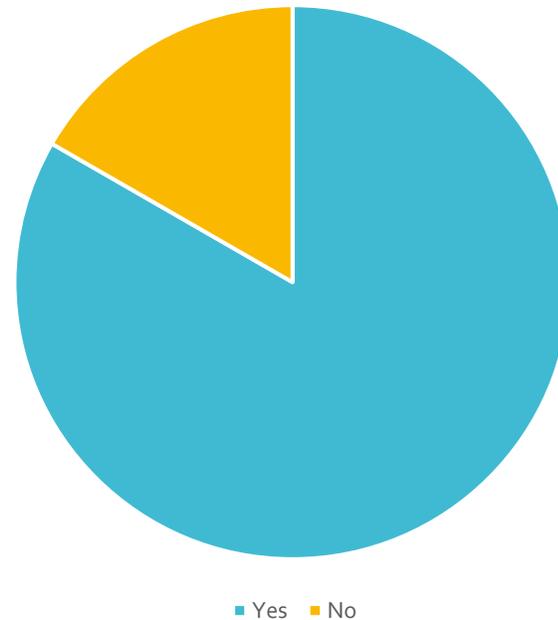
100% of participants either agreed or strongly agreed that they now understood the theory behind the approach and felt ready to establish a brick club within their own setting.

*Data gathered six weeks following training*

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## Social Stories (2 days, online)

100% of participants felt that the knowledge they had gained on the course had helped them in writing effective social stories.



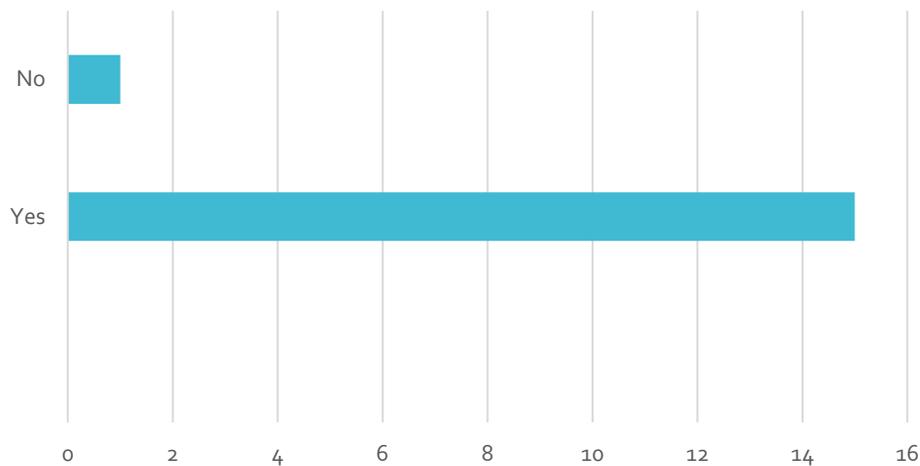
83% of participants said that, within six weeks of the training, they had already used the knowledge they had acquired to support children with autism through the creation of effective social stories

*Data gathered six weeks following training*

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'Think Sensory,  
Not Behaviour'  
(3x days, in  
person)

100% of delegates felt that the training had helped them to understand how sensory processing difficulties impacted upon a child's function and self-regulation.



94% of delegates said that they were using additional strategies to support students with sensory processing needs within their settings as a result of the training.

*Data gathered six weeks following training*

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## 'Think Sensory, Not Behaviour'

*'This will enable me to plan interventions more effectively'*

*'I understand more now that something that we may overlook could be a trigger for a child'*

*'Will definitely be using all of the techniques you have shared in my setting!'*

*'Lots to take in and consider in the school setting'*

*'This will enable me to increase how I am able to support my class teacher'*

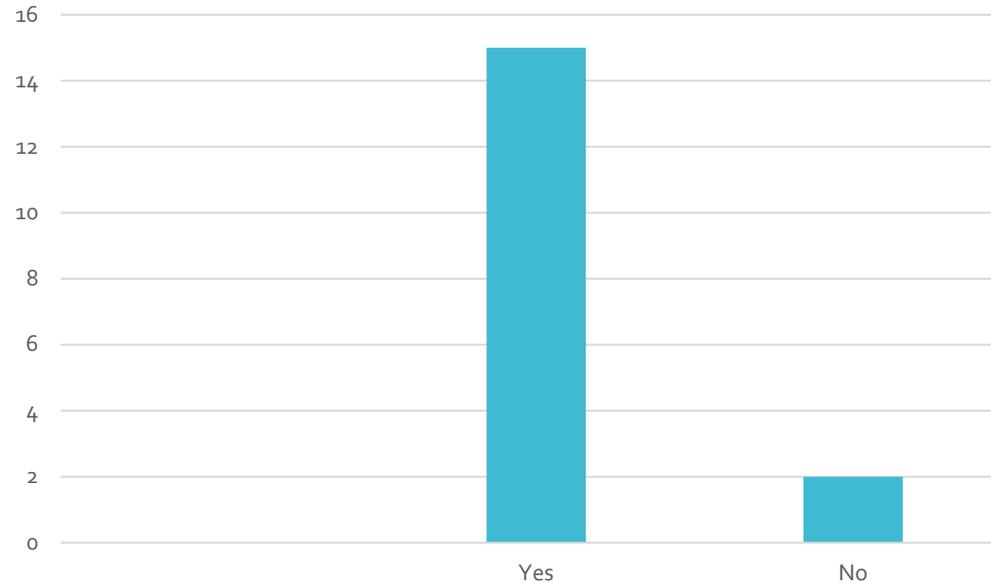
*'Trainer very knowledgeable and kept us all focused and engaged – loved it!'*

*'The course was very informative and made some of the situations we face in school seem more manageable'*

*'This will help us to review how we work with and support students'*

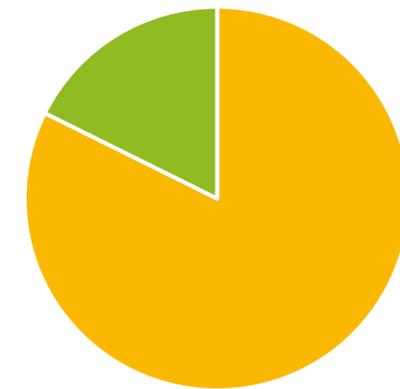
*'I now view behaviour differently'.*

# 'Sensory Circuits' (1x day, in person)



88% of delegates felt that the training had helped them to understand how a sensory circuit can aid a child's function and self-regulation.

83% of delegates felt that the knowledge they had gained had supported them in implementing sensory circuits for a students / students within their setting.



■ Yes ■ No

*Data gathered six weeks following training*

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## 'Sensory Circuits'

*'Great course, very informative, full of ideas!'*

*'I will be able to take this information and use it to support my 1:1 children who struggle'*

*'This course has made me realise the number of children in my setting who will benefit from sensory circuits'*

*'Lots of ideas to take back and use in my setting'.*

*'This course will help me put into practice all of the theory I have learned to support our students'*

*'I'm leaving the day with a much greater level of understanding. Thank you for all the practical ideas and the book'.*

*'I will be setting up sensory circuits and disseminating to ALL staff!'*

*'Thank you for two amazing days!'*



*Anecdotal feedback for project  
led workshops / referrals*

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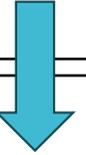
# Overview of the Advisory Referral Service

Offering a team or department approach to support

## 1. Identify need through:

For example;

- Discussions with staff
- Environment audit
- Time spent in classrooms and further informal discussions with all staff, including teaching assistants



## 2. Workshop Recommendations

For example;

- Autism and Anxiety
- Sensory Processing & Support
- Supporting Dysregulation
- Supporting the SEMH of students with autism
- Enabling Environments



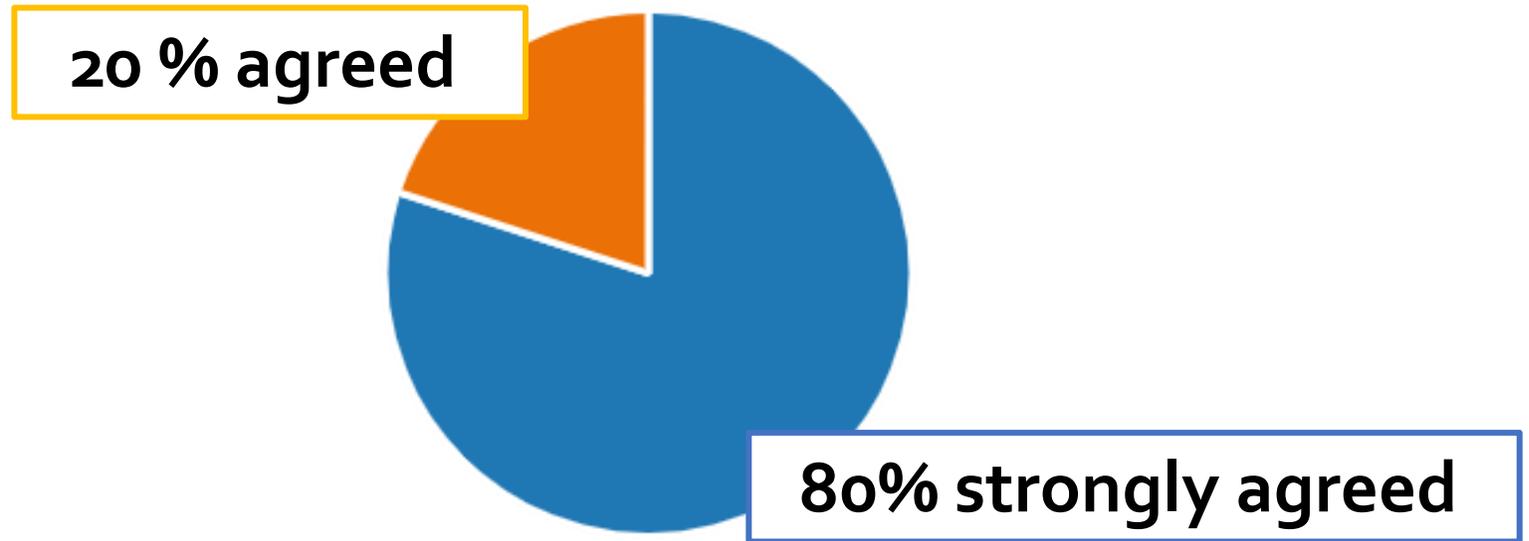
## 3. In-Setting Recommendations

For example;

- 1:1 coaching
- Drop In's
- In class observations
- Modelling recommendations and approaches
- Signposting
- Guidance on implementing strategies to support reasonable adjustments
- Attending staff meetings

## Advisory Referral Service

**100% either agreed or strongly agreed** that the support received through the advisory service has helped them to better understand the needs of children with autism in their setting.



*Data gathered six weeks following training for those settings where intervention had been completed. Data still to be collated for settings who received support during the summer term.*

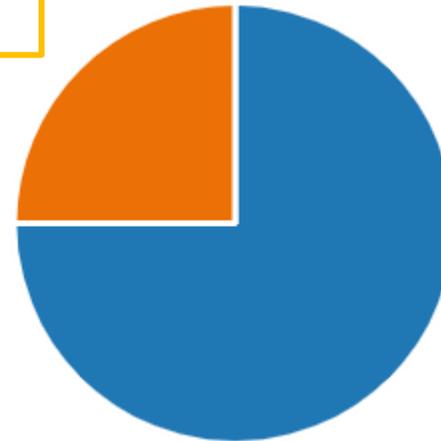
## *Advisory Referral Service*

'... it was incredibly valuable for staff to understand the 'uniqueness' of every child with autism. It has been a brilliant facilitator for further staff discussions surrounding provision/resources/strategies that would support each child, rather than blanket strategies for all children with autism'

# Advisory Referral Service

**100 % either agreed or strongly agreed** that the support received from the advisory service has given their staff an **increased range of tools / strategies** with which to support children and young people with autism / awaiting diagnosis.

**25 % agreed**



**75% strongly agreed**

*Data gathered six weeks following training for those settings where intervention had been completed. Data still to be collated for settings who received support during the summer term.*

## Advisory Referral Service

*'Lots of practical advice to make learning environments more accessible for autistic learners'*

*'It was so helpful to look at the sensory difficulties, and how these show in different children and what we can do to help'*

*'Staff have worked on sensory checklists and have supported children by being able to meet individual needs, a sensory room has been set up to support the children, expectations have changed a better understanding of children and their unique needs'*

*'Different strategies to aid in helping children who have difficulties at times with communicating their needs, difficulties with noises and transitions'*

*Advisory  
Referral  
Service*

‘I just wanted to say thank you really, to you and your team, you’ve had a really massive impact on my team, more than any other training we’ve done.’

# TA Workshops

*'Very accessible course and staff very knowledgeable about the content shared'*

*'Great location and friendly staff'*

*'Great workshops; super knowledge, fab at answering questions, helping with specific problems. Lovely ladies'*

*'A really informative series of workshops. The resources were a lovely surprise and bonus. Thank you'*

*'A really good, informative workshop. Lovely to share tips etc with other TA's working in different schools'*

*'The course was really informative, and had good resources to use / put in place to support students in my setting'*

*Support staff workshops were completed in the summer term – data will be collected in the autumn term to evidence impact of this intervention.*