



## IMPACT Evidence Item: **WORKFORCE (Targeted and Specialist)**

In the last two years, the profile of need within our mainstream school and SRP has changed considerably. Attention Autism is a key intervention for many of our children but staff understanding was limited.

This year, the SENCO/ Lead SRP Teacher has led Attention Autism sessions with all staff, demonstrating the role of each stage and expectations of the adults. The SRP also has a staff bulletin and staff have been directed to resources and training from the Gina Davies Centre, with many staff providing feedback from their viewing.

**WALLABY CLASS BULLETIN**  
2nd May 2023

**ATTENTION AUTISM**

Please do watch this short video on the role of the adult in Attention Autism sessions. It was originally filmed to support children and parents at home during COVID, but is still relevant for us! (Click on the photo below)



**INTERVENTION TRACKING**

This week, you should all have folders and tracking sheets for interventions. Please fill them in and give them to Philippa each Friday.

**MORNING MEETINGS**

We will start morning meetings at 8.10. Please go to your year groups first thing in the morning, collect any work and prepare visuals that are needed for the day, e.g. visual timetable, now/ next, communication boards etc.

**THIS WEEK**

**Monday**  
Bank holiday

**Tuesday**  
10.30 - Chloe SALT (Jenny)  
11.15 - Luca SALT (Jo)  
Philippa out PM  
Kate downstairs  
13.20 - Isaac SALT (Ambix)  
Year 2 swimming - Emma B and Shauna; Pia R with Daniel  
After school - Joint Planning Meetings (Sophie and Kate)

**Wednesday**  
Sophie out on trip

**Thursday**  
Sophie out on trip  
Living Lands trip - Year 3 and 4 - same adults as last week

**Friday**  
Sophie out on trip

Please do give children Dojo points and upload at least 2 photos or videos per child to their profile each week with a little comment

As a result of this, staff show an improved understanding of their role as models of good communication and attention during Attention Autism sessions and are observed to sit within the group, make comments and model purposeful attention and turn taking skills. They are using far fewer verbal cues to children and instead relying on the activities providing “an irresistible opportunity to learn”.