COMMUNICATION AND INTERACTION SUPPORT SERVICE

Service Managers

Alison Blaylock (Specialist Team Manager)
Helen Brooke (Senior Manager, SLCN)
Pat Hudson (Senior Manager, SLCN)

Contact Details

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Advanced Practitioners (Language and Communication)
Suzanne Dominian    Sarah Vincent
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Communication and Interaction Resource Bases

The Cherwell School, (City secondary, Autism)
Base Coordinators – Pete Austin and Richard Brooks
Marston Ferry Road, Oxford OX2 7EE
South Site (Lower School)    Phone 01865 316712
North Site (Upper School)    Phone 01865 559918

St Nicholas’ School (City primary, Autism)
Base Coordinator - Sue Saville
Raymund Road, Old Marston, Oxford, OX3 0PJ
Phone 01865 726956
Lord Williams School Thame (South secondary, Autism)  
Base Coordinator - Jennie Hodgkinson  
Lower School, Towersey Road, Thame, OX9 3NW  
Phone 01844 210710  
Upper School Oxford Road, Thame, OX9 2 AW  
Phone 01844 210567  

St Andrew’s School, Chinnor (South primary, Autism)  
Base Coordinator - Margaret King  
St Andrew’s School, Station Road, Chinnor, OX39 4 PU  
Phone 01844 354827  

Fitzharrys School, Abingdon  
(South secondary, Language and Communication)  
Base Coordinator - Julie Macaro  
Fitzharrys School, Northcourt Road, Abingdon OX14 1NP  
Phone 01235 535542  

Caldecott School Abingdon  
(South primary, Language and Communication)  
Base Coordinator – Sarah Vincent  
Caldecott Primary School, Caldecott Road, Abingdon OX14 5HB  
Phone 01235 521720  

The Warriner School, Bloxham  
(North Secondary, Communication and Interaction)  
Base Coordinator – Jill Instone  
The Warriner School, Bloxham, Banbury OX15 4LJ  
Phone 01295 720777  

Queensway School, Banbury  
(North Primary, Communication and Interaction)  
Base Coordinator – VACANT  
Queensway Primary School, Brantwood Rise, Queensway, Banbury OX16 9NH  
Phone 01295 275926  

Description of Service

The Communication & Interaction Support Service was formed in September 2010 by the amalgamation of the Autism Support Service and the Integrated Speech, Language & Communication Support Service. The two services retain distinct specialisms but are now in the process of coming together to provide a coherent Communication & Interaction Support Service.
The Autism Advisory Service supports approximately 800 children and young people with Autism Spectrum Conditions and their teaching and support staff in mainstream and special schools throughout the county.

Specialist Resource Bases are attached to mainstream schools with approximately 60 places for students needing a more structured environment and higher levels of support than can be provided through full inclusion in the mainstream. Some secondary age students with ASC are also placed at the SENSS Communication and Interaction Resource Base.

The Individual Learning Team provides a highly individualised programme of support to children and young people whose education has reached a crisis point, such as the threat of exclusion, anxiety related school refusal, escalating challenging behaviour or a particularly difficult transition. This team currently supports about 12 children and young people.

The local authority also provides for children and young people with ASC and related learning difficulties in a range of generic special schools, and the Autism Service also monitors placements of students with ASC placed out of the county.

The Autism Advisory Service also leads on In-Service Training on Autism and ASCs for the Local Authority. Training to support the inclusion of individual children is provided free of charge to staff working with that child, generic training for staff teams is offered through OQSA or as bespoke packages on request.

The Integrated Speech Language and Communication Support Service incorporates specialist teachers (education) and speech and language therapists (health) who work collaboratively with a range of support staff and in partnership with families and other agencies to meet the needs of pupils with speech, language and communication difficulties in Oxfordshire.

This pupil-focused, flexible service is delivered across a range of settings, including early years provision, mainstream and special schools and within resource bases, where pupils experience a differentiated teaching and learning environment but within a mainstream school context with opportunities for inclusion.

A team of Language and Communication Advisory Teachers (LACATS) works with schools on an individual case basis (FS to Yr 11) and offers training. They work jointly with speech and language therapists.

Lines of Referral

Referral forms are available on the SENSS page in the intranet. Initial assessment for referrals to the ISLCSS will be by the speech and language therapist.

Each school has a designated LACAT and an Autism Advisory Teacher from whom referral forms can also be requested.

Referrals for Individual Learning Team support can be made only through advisory teachers or SEN Officers.

SENSS operates an admissions procedure for places in the Communication and Interaction Resource Bases in conjunction with the Local Authority. The LA’s moderation panel considers all requests and, if appropriate to a pupil’s needs, refers
cases to a SENSS admissions panel who make final admissions decisions, based on availability and the individual needs of particular pupils with SEN.

**Schools’ Responsibilities**

There is a partnership agreement between schools and the Service which sets out guidelines for working arrangements in schools, including the provision of an appropriate working space, adequate notice of reviews etc.

Advisory Support is provided free to schools, including case specific training to staff working with a particular child. Generic training and whole school INSET can also be provided as a traded service.