



Autism Spectrum Disorder Friendly School Guidelines

Lead Staff Member: Thea Roberts Inclusion Manager (Level 3)

Lead LSA: Katie Cain (Level 2)

An Autism Spectrum Disorder Friendly school should:

- Understand the Four Key Areas of Difference with interacting, processing information, sensory processing and communication. Ensure that staff are informed to at least Level 1 - Autism Awareness.
- Make sure all teachers are aware of their duties under the Additional Support Needs Code of practice to identify children's needs, including those with Autism.
- Have a key person, who can provide guidance on Autism and ensure that all staff that come into contact with a child with an Autism Spectrum Disorder are aware of the particular needs of that child.
- Keep an up-to-date bank of information on Autism which is easily accessible for use by staff and parents (eg Autism Education Trust or Autism Toolkit resources).
- Ensure the curriculum of the child with an Autism Spectrum Disorder is tailored to meet their needs, including the provision of a visual framework necessary to support their understanding. Look at using their special interests as a route in to engagement with their learning.
- Teach 'transitioning' skills throughout each lesson and daily opportunities to do so (e.g. telling the child 'when we are done with this, then we need to move onto this', etc.). Ensure that children have plenty of time to go from one activity to another and give warnings before moving to the next activity.



. Recognise the need for specific teaching of strategies to promote calm and avoid anger. Be familiar with resources to help with this such as, 'The Incredible 5 Point Scale' or colour coded emotions cards. Where possible provide quiet spaces as opportunities to calm down.

• Focus on building 'connections' or positive relationships as a key factor. Use communication and social skills groups to support those that need it.

• Recognise that Information and Communication Technology can be a particularly effective medium for children with an Autism Spectrum Disorder.

. Celebrate neuro-diversity and take part in Autism awareness events, including activities to promote awareness and understanding with the class as appropriate.

• Modify the school environment, where possible and appropriate, to take account of the difficulties with sensory stimuli experienced by some children with an Autism Spectrum Disorder.



• Work closely with parents and families, consulting them about targets, plans, behaviour protocols etc. Invite them to join in with Autism Spectrum Disorder policy making/training where appropriate. Involve families in creating profiles of learners. Use home school books as appropriate to support parents in talking to their children about their school day.

. Recognise the strain that parents of children with Autism can feel and be supportive.



• Ensure smooth transition between settings, by exchanging accurate and up-to-date records, profiles and ways of working with the individual child and utilising the Autism Outreach Transition resources.