

Communication and Interaction Needs: Autism Spectrum (ASD) **Universal provision**

Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- Continuing professional development (CPD) programme for all staff relating to the needs of children and young people with AS e.g. the use of the Inclusion Development Plan AS materials to inform skills, knowledge and understanding
- School uses resources to support awareness of AS, planning and practice.
- School aware of the guidance and support available to staff from organisations specialising in AS and internal colleagues with specialist knowledge
- Structured promotion of social interaction and communication integral within the content and delivery of the curriculum
- Specific opportunities provided to acquire, comprehend and use language within the curriculum. To include teaching of vocabulary, inference and listening skills
- The creation of an organised and well-defined physical environment which is labeled using text and visual cues
- Opportunities provided to develop imagination and creativity
- A life skills option at KS3 & KS4, according to individual need
- Staff aware of how the curriculum can be differentiated for children and young people with AS and plan appropriately. To include, for example:
 - ◊ Peer awareness and peer support
 - ◊ Avoiding sensory overload
 - ◊ Consistency in terms of organisation, structure, routines within the learning environment
 - ◊ Adults simplifying their language and emphasising key points using visual cues wherever possible
 - ◊ Teacher explanation that is explicit and consistent
 - ◊ The use of visual supports, checklists and objects of reference
 - ◊ Facilitated opportunities for group and paired working
- Information on children and young people's needs distributed to all relevant staff
- Opportunities to work in a supported small group
- Opportunities to develop fine motor coordination
- Support with sequencing and organisational skills
- Additional time to process and complete tasks
- Class support including for example:
 - ◊ Whole class visual timetable
 - ◊ Prompt or instruction sheets
 - ◊ Visually identified expectations and teaching outcomes
 - ◊ To incorporate visual supports for teaching including gesture, sign and pictures
 - ◊ Careful choice of working partners and groups to facilitate social interaction

Assessment

- All staff aware of the indicators of AS and able to contribute to the early identification of children and young people with AS
- SENCO/teachers use a range of assessment strategies, including observation, to begin to identify children and young people with possible AS
- Use a range of assessment strategies to build up a profile of children and young people's strengths and difficulties
- Regular reviews of progress to include children and young people, parents/carers and specialist teacher (where one is involved) as part of whole school processes

Pastoral Care

- As much specific, Special Educational Needs & Disability (SEND) information as possible collected about children and young people with ASD before admission.
- At transition, all relevant staff take responsibility to develop an appropriate transition plan for all pupils.
- Open dialogue is set up with parents/carers to share relevant information.
- Parent/carers signposted to parent support groups and voluntary groups
- Whole school policies acknowledge that differentiation may be needed to take account of the individual needs of children and young people with AS.
- Discussion with children and young people and parents/carers and involvement in identification, assessment and planning.
- Individualised pastoral support available as appropriate
- Recognition that it is common for children and young people with AS to exhibit very different behaviours at school and at home.
- Understanding that some children and young people with AS may be passive and will not exhibit acting out or challenging behaviours
- Access to a safe haven for difficult times
- Recognition of particular stresses and anxieties that AS needs can cause
- Recognition that children and young people with AS are very vulnerable to bullying and close monitoring of this is required

Communication and Interaction Needs: Autism Spectrum (ASD) Special Educational Needs Support

Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- Advice/support sought from specialist support services
- All staff adopt strategies identified by SENCO and/or outside agencies to support individual needs of Child or Young Person. Examples may include:
 - ◊ Specific teaching of play, narrative, turn taking and social skills
 - ◊ Support with communication e.g. the use of symbols and/or signs
 - ◊ Support for small daily changes of routine
 - ◊ Specific preparation and support, which may include a risk assessment, when out of school in unfamiliar environments
- The inclusion of children and young people in time-limited targeted intervention groups, for example:
 - ◊ Social skills, social language, active listening
 - ◊ Fine/gross motor skills
- Targeted in-class support
- Specialist approaches to facilitate social interaction such as Circle of Friends
- Significant differentiation/ modification of the curriculum according to individual need
- Careful scaffolding of curricular language and subject specific vocabulary
- Key Stage 4 alternative curriculum, alternative accreditation, work-related learning and college opportunities, as appropriate
- Life skills, social skills, mobility training built in to the children and young people's curriculum as appropriate
- Where appropriate an updated individual Provision map/individual plan identifying all 'additional to' and 'different from' provision and therapeutic interventions including Speech and Language Therapy (SaLT) and Occupational Therapy (OT) and including guidance/advice/ intervention from other support services and health professionals
- Teachers adopt specific evidence based strategies identified by SENCO and specialist support services to support individual needs of children and young people. To include, for example:
 - ◊ Visual structure strategies
 - ◊ Visual communication based interventions
- Teachers feedback to the SENCO to inform planning and provision
- Additional modifications to the physical environment e.g. individual work station
- Small group or individual teaching to address specific needs
- Where appropriate opportunities for a personalized timetable, curriculum, teaching method and/or resources

Assessment

- Additional investigations to build up a more detailed profile of children and young people's strengths, communication skills, sensory responses, interaction and flexible thinking and vulnerabilities. These areas should be observed in a variety of situations during the school day with advice from specialist support services where appropriate.
- Further specialist assessment where there is evidence of lack of expected progress despite high quality time limited interventions
- Regular reviews of progress to include children and young people/ parents/ carers, specialist support services and agencies where a specialist teacher is involved
- A multi-agency meeting, such as CAF or Team Around the Child, is set up, as appropriate
- An appropriate assessment tool such as PIVATS or B Squared for tracking progress in the area of Personal and Social Development where appropriate
- Individual risk assessment and handling policy where health and safety requires it

Pastoral Care

- Additional peer support systems, additional adult support or access to a safe haven, particularly at unstructured times
- Opportunities for the specific teaching of social skills and how to keep safe
- Additional time for activities relating to the development of self-care skills
- Strategies to reduce unusual behaviours caused by sensory overload or information overload such as breaks in lessons
- Strategies to promote appropriate social interaction, behaviour and understanding such as social stories
- Additional support, as required, to enable the children and young people and his/her family to accept and come to terms with the fact that the children and young people has AS
- Equality of provision for enrichment activities
- Regular sharing of information with children and young people, parents/carers and other agencies
- Well developed and planned personalised strategies to support transitions
- Identified staff receive mandatory training where appropriate in 'positive handling, updated annually Specific and ongoing peer support structures to provide opportunities for the development of social interaction and communication skills. This could include Circles of Friends, mentoring /buddying
- In the secondary phase, early contact with careers advice service to ensure forward planning and transition support for school leavers
- Individualised pastoral support/counselling where appropriate
- Access to a named adult(s) such as a Learning Mentor
- Equal access to appropriately challenging work experience/supported placement opportunities