

'Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.' (SEND COP, 2015, p.97)

Suggested whole-setting approaches:

Have a supportive ethos and environment which promotes respect and values diversity

Curriculum teaching and learning to promote resilience and support social and emotional learning

Use the [Autism Education Trust \(AET\) Competency Framework](#) as a self-reflection tool to identify which aspects of your autism practice require further development

Have clear, explicit and consistent routines in place in the classroom

If the learner becomes anxious, allow them to go to an agreed quiet / calm area

Incorporate time for sensory circuits; this may be appropriate for the whole class not just individual CYP with ASD

Be aware that learners' facial expressions and language may not reflect their actions or feelings

Use alternative means of communication/ augmentative communication strategies where appropriate

Be aware of the constraints of testing when ascertaining a CYP's cognitive ability, attainment and progress and be flexible in approach to meet the needs of individuals

Explicitly teach social skills eg what to say/do when praised, how to ask for help. Use [Social Stories](#) or [Comic Strip Conversations](#) to explain social rules and expected behaviour

Encourage social interaction by supporting organisation of structured lunchtime clubs, focusing on shared interests or by using a buddy system

Identify need and monitor impact of interventions eg [AET progression tools](#)

Request training eg [Making Sense of Autism](#) or support from ASD Specialists eg [EPSS](#)

Use the [Autism Education Trust \(AET\) School Autism Standards \(5-19\)](#) to evaluate current practice

Provide training for all staff to promote understanding and confidence around ASD

Suggested SEND support strategies in the classroom:

Prepare the learner for any changes of routine or staffing well in advance

Prepare the learner before the session/lesson by outlining what it will be about

Ensure there is good communication with parents and the learner, particularly around homework, special events and planning trips (eg home school book)

Engage with resources for early intervention, such as Portage, to ensure [positive transitions into early years](#) settings

Support oral explanations with charts, diagrams, pictures, real objects or actions

Allow CYP to work alone rather than in a group where possible. If in a group, give clear roles within the group and put the rules and roles into writing

Seat learner in an area of the classroom with a workstation free from busy displays and distractions

Suggestions for the SENDCo:

Plan targeted support and seek advice from external providers, including referrals to appropriate services

Consider a [School 2 School Support \(S2S\)](#) referral or outreach from an appropriate ASD [Specialist Resource Base \(SRB\)](#) for advice, support or training

Include areas identified from the Autism Standards in the setting improvement plan

Use consistent visuals around the setting to reinforce key routines and expectations

Adapt curriculum to any specific interests to increase motivation and engagement

Use short simple instructions. Give one at a time and check for understanding. Repeat instructions in same words rather than different ones. Write instructions down as a list for the learner to tick off when completed

Provide a structure for unstructured times where appropriate eg chess club rather than breaktime outside

Be aware of any sensory sensitivities (smell, clothing, noise, touch) and consider reasonable adjustments that can be made in response eg use of ear defenders

Use visual prompts on cards or photos, or consistent non-verbal signs (sit, look, listen, hand up, wait, quiet) to show CYP the social behaviours expected

Use technology, writing frames (eg mind maps, flow charts, photocopied notes) to minimise the need for written recording

Use a 'stress scale' to turn emotions into more concrete concepts eg [The Incredible 5 point scale](#) or [Zones of Regulation](#)

Suggestions for the SENDCo:

Continue the cycle of support (assess, plan, do, review) while specialist advice is sought

Consider a referral to the [Access Through Technology](#) team

Support parents/carers by signposting resources and sources of information and support eg Autism Anglia, ASD Helping Hands

Ensure [effective transitions](#) are planned at every stage (particularly at phase transfer)

Create a 'one-page profile' involving parent/carers and the learner in identifying how best to support

Make reasonable adjustments to the learning environment eg consistent seating, individual workstation, visual timetable, timings of breaks and transition arrangements within the day, use of timers

Set tasks with clear goals and break them down into step-by-step form. Ask direct, concrete questions at their level of understanding

Use a visual timetable or 'now/next' board to help order and manage tasks

Provide extra time to think and respond to questions eg '10 second rule'

Use symbols to support spoken language and text eg www.widgit.com

Don't ask the learner to talk or write about imagined experiences and avoid tasks which depend on empathy

Be aware that CYP may have difficulty understanding gestures, facial expressions, tone of voice and jokes

Avoid or explain the use of irony, sarcasm, figurative language, rhetorical questions, idioms eg 'pull your socks up', 'it's raining cats and dogs', 'in a minute'

Use programmes to explicitly teach social skills, such as [Time to Talk](#), [Socially Speaking](#) or [Talkabout](#)

Seek advice on specialist arrangements for examinations and assessments