

ASHGATE CROFT SCHOOL

AUTISM POLICY



Approved by Full Governors: 23rd November 2017

Minute No.: 95.1/17

To be reviewed bi-annually Deputy Head

INTRODUCTION

An autism spectrum disorder (ASD) is a lifelong developmental disability that affects the way a person communicates and relates to the people and world around them. The term spectrum is used as, although people with an ASD will share three main areas of difficulty, the condition will affect them in differing ways. Therefore, the support strategies you put into place will vary from child to child. The three main areas of difficulty are known as the triad of impairments. These are the impairment of imagination (also known as inflexibility of thought), the impairment of communication and the impairment of social understanding. In addition, many children on the autism spectrum experience some form of sensory processing difficulties.

Purpose

- To ensure that the needs of all pupils with ASD are addressed and met.
- So that potential barriers to learning are removed.
- To improve the outcomes for pupils with Autism
- To ensure that the Autism Education Trust (AET) national standards in autism education are met and that the Autism lead and all staff meet relevant competencies in the AET Professional Competency Framework.

Aims

To show how the main areas of difference are addressed;

- The impairment of imagination
- The impairment of communication
- The impairment of social understanding
- Sensory sensitivities
- Behaviour management

See appendix for definitions.

PROCEDURES AND PRACTICE

Each pupil with ASD has the right to have all of their needs met. Teachers and staff will therefore need to identify their individual needs and decide from the strategies outlined below which are most appropriate to meet those needs.

The Impairment of Imagination

- Have areas of the classroom clearly defined
- Use aspects from the TEACCH and National Autistic's Society's SPELL approach
- Prepare pupils for transitions
- Individual timetables (written, symbolised, objects of reference, photos). *Please see Guidance and progression Individual Timetables in appendices*
- Now/next, 1st/then strips
- Choice boards
- Visual clues
- Workstations. Please see Guidance for use of workstations at ACS in appendices
- Allow structured time for special interests to be discussed
- Allow structured time for rituals and routines to be carried out
- Make links between experiences.

The Impairment of Communication

- To ensure the child's primary means of communication is made available to them at all times throughout the day
 - PECS
 - Makaton
 - I-pads
 - Symbols
 - Any other communication device
- Communication in Print
- Visual supports (symbol/photo keyrings)
- Label areas of the classroom and school
- Use language that is clear, precise and concrete (say what you mean and mean what you say)
- Use literal questions
- Don't use metaphors or sarcasm
- Don't refer to things as 'that'
- Give time for processing information or instructions
- Use positive language
- Use pupil's name at the start of an instruction

The Impairment of Social Understanding

- Social Stories
- Comic book conversations
- Intensive interaction
- R-time/turn taking games
- Teach social rules explicitly
- Encourage recognition of child's own emotions

Sensory Sensitivities

Carry out sensory audits of classrooms/areas in school annually. Carry out sensory processing checklists on pupils as and when required (see appendix)

NOTE: Pupils may be Hypersensitive or Hyposensitive (seek or avoid)

- Sensory integration/processing
- Occupation Therapy input/advice
- Low arousal environments
- Time out area/safe area in class
- Follow a sensory diet
- Have sensory items available at all times (e.g. ear defenders, fiddle toys, weighted snakes/blankets etc), and ensure these are noted in the pupil's IBP

Behaviour Management

See Behaviour Management Policy

- Consistent approach is vital

GENERAL

- This must be an individual approach
- *'When you have met one person with autism, you have met one person with autism'*
- Use pupils' special interests (these are not obsessions)
- Make any approaches age appropriate
- Adapt any approach/strategy to match the understanding of a child
- Follow the 'Guidance for non-lesson activities' (see appendix)

*SEE 'TOOLS FOR TEACHERS' FOR FURTHER GUIDANCE/STRATEGIES (ALL TEACHERS WILL HAVE A COPY)

Training

In 2013 all teachers, Teaching assistants, pupil support assistants and Midday support assistants had AET Level 2 training in Autism.

In 2013 all school support staff and governors had AET level 1 training in Autism.

Basic Autism training is given as part of staff induction within the first year by the Autism Lead.

Where further autism training is identified as part of a staff member's profession development, staff are signposted to the online training <http://www.advanced-training.org.uk/module1/M01U01A.html> (units 10-20), further support is available from the Autism Lead.

Whole staff training in specific areas is provided as part of the CPD programme within school.

Assessment

See: Annual Progress and Attainment Report

Role of the Lead Practitioner

- *To support the school to achieve and maintain all AET national standards in autism education*
- *To support staff to achieve the AET professional competencies within the framework*
- *Provide ongoing support and advice to all classes with pupils with autism*
- *Provide basic training in autism to new staff*

Parental Involvement

- *A two way process with parents/carers will be maintained.*
- *Information will be shared between school and parents via the website, text, leaflets and letters*

Equal Opportunities

See Equality Policy

Monitoring of the policy

- *Monitored by Jenny Dodds and Claire Jones*
- *Annual audit of standards/Professional Competencies*

Children's Rights

Within The Autism Policy the Children's Rights which are developed are:

- Article 12- Children have the right to say what they think
- Article 13 -Every child has the right to freedom of expression
- Article 14 -Every child has the right to freedom of thought, belief and religion
- Article 23 -Children with disabilities are provided support to participate
- Article 28 -The Right to education

http://www.unicef.org/crc/files/Rights_overview.pdf

APPENDICES

- Definitions of
 1. The impairment of imagination
 2. The impairment of communication
 3. The impairment of social understanding
 4. Sensory sensitivities
 5. Behaviour management
- Environment audit

- Sensory checklist
- Guidance for non-lesson activities
- Guidance and progression; individual timetables
- Workstation use at Ashgate Croft School