



**Autism
Education
Trust**

Schools

Practical Support Pack:

Good Autism Practice in Schools

A collection of practical tools, templates, top tips, checklists and strategies for busy professionals to use to support autistic children.



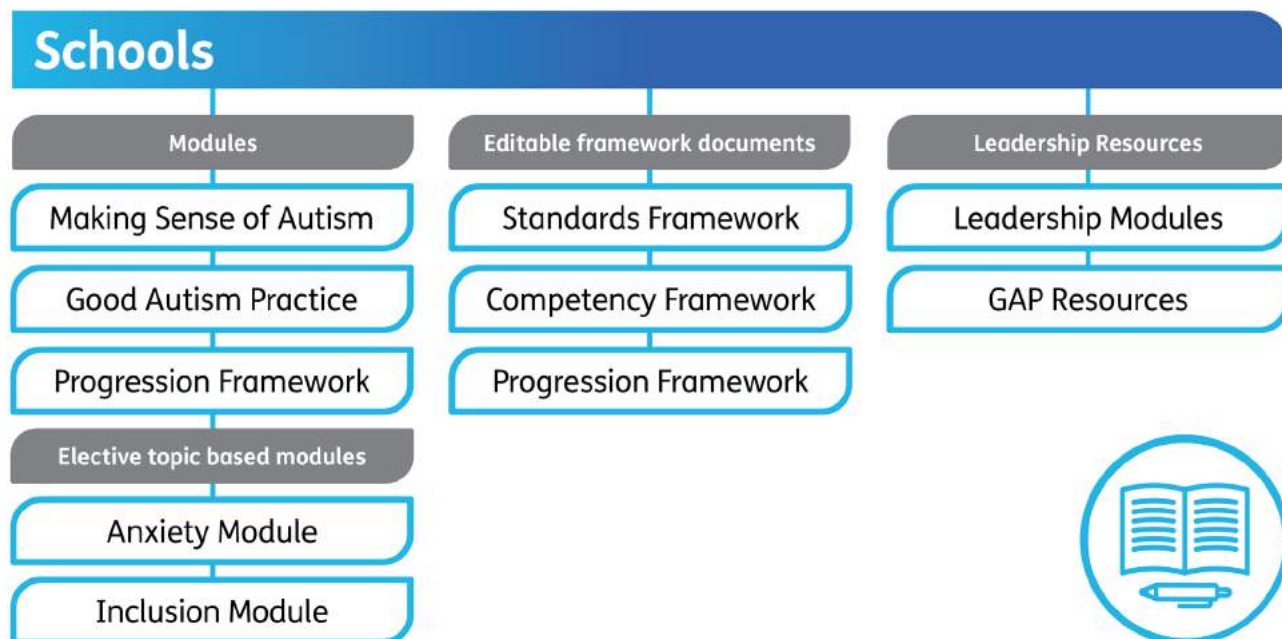
Supported by



**Autistic
Young
Experts**



The AET Schools Professional Development Programme



Policy expectations

The AET Schools Professional Development Programme (PDP) enables practitioners to enhance and embed good practice and provision for autistic pupils in a way that complies with statutory framework, Special Educational Needs and Disability Code of Practice (2014), legal requirements and equality duties whilst also complying with the Ofsted Education Inspection Framework (2019). For more information about the Schools PDP visit the AET website here. <https://www.autismeducationtrust.org.uk/schools-professional-development-programme>

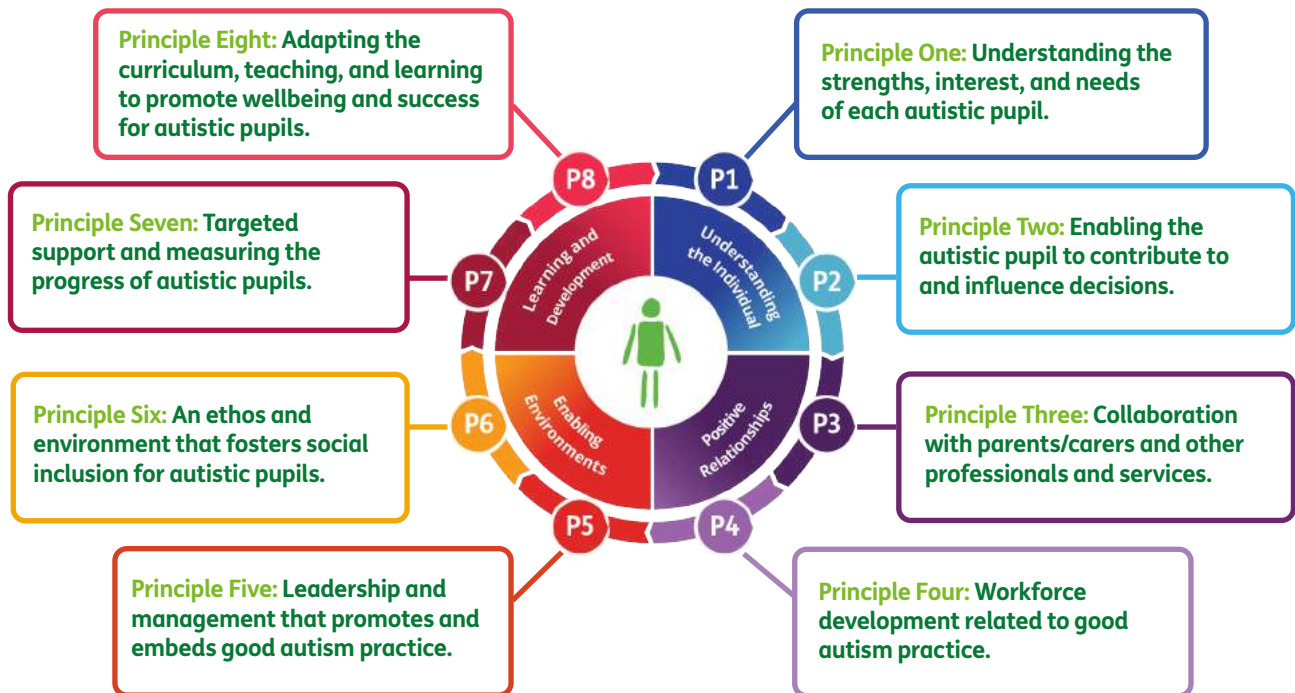
The AET professional development resources are structured around four themes:

- Understanding the individual
- Positive relationships
- Learning and development
- Enabling environments

Within the framework of those four themes, eight principles guide the development of good autism practice when working with autistic children and their families. These eight principles emerged from an examination of the current evidence from research and practice, as well as key policies, and the perspectives and insights of autistic individuals (Guldberg et al., 2019). The reports outlining this work are available on the [Autism Education Trust website](https://www.autismeducationtrust.org.uk). They consist of two reports: Good Autism Practice: Full Report, and the Good Autism Practice Practitioner Guide.

The Eight Principles of Good Autism Practice

This is how the Eight Principles of Good Autism Practice are embedded in the four themes.



The Eight Inclusion Promises

The eight GAP principles are also distilled into eight Inclusion Promises developed by the Autistic Young Experts panel. The panel created these promises so that the GAP principles were more accessible for autistic pupils.

We promise to:

- 1 Understand what you are good at, what you like doing, and when you might need help.
- 2 Listen to and act upon your ideas about how we can help you if you need it.
- 3 Listen to and work with the people who know you best and who you trust.
- 4 Make sure we are always progressing towards your goals and aspirations.
- 5 Make sure all staff know the best way to support you, both in and out of lessons.
- 6 Help you to get involved and be included in the activities you wish to participate in.
- 7 Work together to set achievable goals that are important to you, and that help you see how well you are doing.
- 8 Help you to feel safe, secure, empowered, and able to learn.

Members of the AET Autistic Young Experts Panel



Good Autism Practice Tools

Tool 1 – My Hopes, Dreams and Aspirations

This resource is something that practitioners can use with pupils to learn more about them and identify what is important to them both now and in their future. This resource provides one way for staff to record this information in the interest of using this to ensure that pupil centred planning matches the pupil's interests and goals.

Tool 2 – STAR chart

Within the Understanding the Individual section, delegates will explore distressed behaviours and what can be done to help pupils. The STAR chart is a way of both recording and analysing incidences of distressed behaviours. This resource explains how to use it as well as the purpose and offers a format in which to record relevant information. It encourages practitioners to examine both the adult's and the pupil's behaviour and use the information to spot possible triggers. Once these have been identified, those that know the pupil well can put strategies in place to reduce occurrences of the behaviour.

Tool 3 - Social Understanding and Communication, Strengths and Differences

Differences in the areas of social understanding and communication can influence how the pupil develops relationships. Practitioners must pay careful attention to how the pupil responds to the way they and others communicate and interact with them.

This tool will be used in Activity 3 within the Positive and Effective Relationships section of the Good Autism Practice module and offers the opportunity to identify an individual's strengths and differences across various areas of social understanding and communication. As always, there is included, an opportunity to reflect on reasonable adjustments that might be made.

Tool 4 – What are Visual Strategies?

Within the Positive and Effective Relationships section of the training, delegates explore autistic pupil's strengths and differences within social understanding and communication as well as what they can do to help. One of the strategies that can support communication is the use of visual strategies. This resource explains what visual strategies are, why they are important and when they might be appropriate for autistic pupils.

Tool 5 – Visual Timetables

As part of the exploration of visual strategies, visual timetables will be discussed with delegates. This resource gives examples of how they might be presented, as well as; what they are, when and how to use them and where they might be kept.

Tool 6 – Friendship Circle

This tool is a way of supporting an autistic pupil to think about (and visually represent) the nature of their relationships with different people. This will then allow the pupil to consider how the relative ‘closeness’ of each relationship informs the way they relate to and behave with people.

It will be used in Activity 4 within the Positive Relationships section.

Tool 7 - The Team Around the Pupil

Within this module, delegates will explore how to work in partnership with the pupil, family and other professionals involved. To ensure effective communication, staff need to ensure that the team around the pupil is regularly informed of current issues and the strategies that have been agreed.

This resource offers a format in which staff can record the name and contact information of the Team around the Pupil in one place.

Tool 8- Parent Questionnaire

The Positive Relationships section also looks at the importance of effective communication with parents/ carers of autistic pupils. This resource can be used as a starting point to communicate with parents/ carers of a pupil who you think may have autism. It should not be viewed as an endpoint in itself. It is meant to begin the discussion between practitioners and parents/ carers about their child.

Tool 9 - Pupil-Centred Education Plan

A Pupil-Centred Education Plan (PCEP) puts pupils at the centre of planning and decisions that affect them by meaningfully involving them. It should include a record of the pupil’s goals and adjustments that the practitioner is making.

This tool will be used as part of Activity 5 in Learning & Development. Delegates will add information that they already know about an individual pupil and it will also identify what they might wish to find out from the pupil and their parent/ carer upon their return to the school setting.

Tool 10 – Assess, Plan, Do, Review (APDR) Template

This supports delegates to follow the graduated approach and keep a record of actions taken and the impact these have had for individual pupils. This can be used to support Pupil Centred Planning and will be referred to within Activity 5 and can be added to when back in the school in consultation with the pupil and parent/ carer.

Tool 11 – Flexibility, Information Processing and Understanding, Strengths and Differences

Autistic pupils will have differences in how they:

- Perceive things
- Plan
- Understand concepts
- Generalise their learning
- Make predictions
- Manage transitions

This tool encourages staff supporting autistic pupils to identify an individual's strengths and differences across these key areas.

Tool 12 – Supporting Learners with Autism During Transition

Within the Enabling Environments section of the module, delegates will cover the strengths and differences that autistic pupils commonly experience with Flexibility, Information Processing and Understanding. As part of this discussion, we look at the issues that can increase autistic pupil's anxiety when it comes to micro and macro transitions throughout their time in school. This resource supports delegates to think about how they can best support autistic pupils with Transition.

Tool 13 – Sensory Differences and Preferences

We all process sensory information differently. Sensory processing and integration is the way our bodies unconsciously take in information through our senses, and how this information is organised and made sense of in our brain.

This tool can be used to record possible hyper and hypo sensitivities across the different sensory systems and record strategies that are being used or could be.

Tool 14 – Environment Checklist

It is estimated that up to 95% of autistic pupils experience sensory processing differences. Our sensory processing and integration forms the foundations for our learning and development and how we understand and respond to the world.

This tool offers a checklist of good practice in relation to the classroom environment including the staff within it and allows for the identification of areas for development. It will be used during Activity 8 of this module.



Schools GAP Tool 1: My Hopes, Dreams and Aspirations

🔍 What is it?

This tool is aimed to help you capture a pupil's voice about their future. It will help to identify things that are important to them and what their aspirations are.

🕒 When should it be used?

This tool should be used as part of the information gathering process when a practitioner is getting to know a pupil. Relevant parts of the information can be included on the One Page Profile and shared with all practitioners working in the school. It can also be used as a way of adding the pupil voice to Pupil Centred Planning and Target Setting as well as at times of transition or Preparing for Adulthood, to ensure opportunities and experiences link with the pupil's hopes, dreams and aspirations and are moving them closer to their goals.

✅ How to use it:

Use this tool to record the pupil's hopes, dreams and aspirations. It can be used in conjunction with other pupil centred tools, such as the One Page Profile or Pupil Centred Education Plan. This might also be used to support what a pupil wants to share within a person-centred meeting such as an Annual Review. Staff can use this information to decide how best to support the pupil.



What do you want to do or be in the future?

Learning



Employment/Work Volunteering



Friendships/Relationships



Where and How I want to live



Skills, Hobbies & Interests



Being Healthy



Anything else?



Schools GAP Tool 2: STAR Chart

? What is it?

A STAR chart is a way of both recording and analysing incidences of distressed behaviours.

🕒 When should it be used?

When a pupil is displaying distressed behaviours that you or a family member are concerned about.

✓ How to use it?

The STAR chart works by providing a detailed record of the behaviour which is taking place, in relation to

Setting - where and in what context the behaviour took place.

Trigger - what might have led to the behaviour, including what happened immediately before it.

Action - what did the pupil do in that situation.

Result - what happened as a result – for the pupil, what happened immediately after.

The idea is that by gathering information in relation to these key points you will be able to recognise patterns in behaviour and develop an understanding of the cause. Once you know this, you can implement a behaviour strategy which will aim to reduce and ideally replace the distressed behaviour with more appropriate behaviours. For example, you might be able to reduce or eliminate a particular behaviour by altering the setting, reducing the trigger, teaching an alternative behaviour to achieve the same end and/or changing the consequences/responses.

The chart should be completed each time there is an incident, and over time you should begin to see patterns. For example, if a particular behaviour occurs in response to an unplanned or unexpected activity, using a timetable or schedule to let a pupil know what is happening will eliminate the ‘trigger’ and potentially stop the behaviour from happening.

Pupils have often developed very effective, but not always appropriate behaviours, and this may be because they are not aware that there is an alternative behaviour which could achieve the same need.

Schools GAP Tool 2: STAR Chart

Star chart

Name of the pupil:

Date:

Staff present:

Time	Setting / Context	Trigger	Action	Result
	Describe both the situation (what was happening) and the context in which it took place (describe physical and social setting).	What happened just before the behaviour took place? (factual). Where appropriate add any interpretive comments i.e. -What do you think caused the incident?	What did the pupil do? Describe/define all behaviour in terms of what was observable.	What happened as an immediate consequence – i.e. what did the staff do, what was the situation for the pupil after the incident?

Schools GAP Tool 3: Social Understanding and Communication, Strengths and Differences

? What is it?

This tool is a table of strengths and differences that can be completed by Practitioners in reference to an individual pupil. It helps staff in schools to identify and understand the pupil's strengths and differences within the key area of Social Communication and Understanding.

🕒 When should it be used?

This tool should be used as part of the information gathering process when a practitioner is getting to know a pupil. Key information identified can be included on the One Page Profile, Pupil-Centred Education Plan and shared with all practitioners working in the setting. It can also be used during meetings and communication with parents to ensure it reflects what they see too.

✓ How to use it:

Differences in the areas of social understanding and communication can influence how the pupil develops relationships. Practitioners must pay careful attention to how the pupil responds to the way they and others communicate and interact with them.

Staff in settings can complete this tool during observations, discussions or on reflection.

Schools GAP Tool 3: Social Understanding and Communication, Strengths and Differences

Think about a pupil you work with and specifically their Social Communication and Understanding. What are the pupil's relationships and interactions like with others, in terms of:

Social Understanding and Communication	Strengths	Differences
Coping with social demands		
Awareness of others		
Their ability to interpret what others communicate both verbally and non-verbally		
Shared interests with others		
Showing awareness of others/other's perspectives in social situations		
What are their relationships and interactions like with adults (family members, practitioners, unfamiliar people).		
What reasonable adjustments could be made to further support any differences in the area of social understanding and communication?		

? What are visual strategies?

Visual strategies are a way of supplementing information which is supplied verbally with visual information. They can be used to accomplish a range of goals. You may use something visual to help a pupil to understand a situation, or to provide a visual prompt so a pupil can accomplish a task more independently.

Visual strategies may take a range of formats including signs, symbols, objects of reference, photographs and writing, or a combination of the above. The needs and skills of the individual should determine the size, format, quantity and complexity of the information being communicated.

🕒 Why use visual strategies?

Autistic pupils have differences in communication, which means they may not be able to process and respond to information only supplied verbally. In addition, they tend to be visual thinkers. As a result, they will benefit from the use of visual strategies to support their learning.

Using visual strategies will facilitate learning and independence by:

- Enabling the pupil to “see” the task. The visual provided will not disappear from them as spoken instructions do.
- Giving additional time for processing information.
- Allowing pupils to process the information in their own time.
- Promoting independence by providing a visual tool to refer to in order to identify and carry out a task or stages of a task.
- In addition, they can be looked at, sequenced, rehearsed and learned.

✔ When should visual strategies be used?

Visual strategies can be used in a range of situations:

1. **Give information** – to answer the who, what, why, where, when questions.
2. **Explain social situations** – Autistic pupils have differences in social understanding. Providing social information e.g. social rules, both verbally and with a visual support can help pupils understand a variety of social situations.
3. **Give choices** – Let pupils know what their options are, what is available/ not available.
4. **Provide structure** – Communicate what is happening and when throughout the day, week, month. This can help reduce anxiety around the unknown.

Schools GAP Tool 4: Visual Strategies

5. **Teach routines and/or new skills** – When we follow a recipe or the instructions for putting together flat pack furniture, having the steps broken down in a routine makes it easier. When the pupil can see what they need to do and in what order, this will help them to learn the routine and minimize mistakes.
6. **Be more independent in the environment** – Providing an organised, structured and well labelled environment will help pupils to know where to find the things they need, and where to put them when it is time to tidy.
7. **Organise the space in the environment** – Some pupils will benefit from visual supports to identify their particular space to work, play or sit? They may benefit from clear visual strategies to communicate the purpose of a particular space (e.g. art, music etc.) and from knowing which parts of the environment can be used and which parts are “off limits.”
8. **Support transitions** – Visual strategies can be very helpful in supporting autistic pupils to stop one activity and start another, or move from one environment to another.
9. **Stay on task** – Remembering what the current activity is and staying involved with it until it is completed. What does it mean to be “finished?”
10. **Manage time** – How long is 5 minutes or one hour? How much time is there before a transition in the schedule? How long am I doing this for? Time is invisible. Timers and clocks turn time into something pupils can see. Use something concrete and visual e.g. stopwatch, sand timer.
11. **Communicate rules** – These might be generic rules (e.g. class rules) or social rules. Autistic pupils have differences in social understanding that many of us acquire instinctively. Visual strategies such as power cards, can help with this.
12. **Assist pupils in coping with change** – When something in the routine is going to change, try to prepare the pupil in advance. Preparing pupils when something will be different from what they normally expect can reduce anxiety around the unknown.
13. **Support self-regulation** – Pupils need to learn how to cope when they get anxious or encounter a problem. Strategies such as visual imagery can help with this.
14. **Aid memory** – Remembering what to do and/or when.
15. **Communicate emotions** – Although autistic pupils will demonstrate a variety of emotions with their actions, they may struggle to recognise and name their emotions, and this makes it harder for them to manage them. Helping them to translate emotional responses into pictures or written language gives an opportunity to explain, clarify or validate how they are feeling.

Schools GAP Tool 4: Visual Strategies

16. **Clarify verbal information** – Autistic pupils can interpret language very literally and struggle to infer what is meant from what is said (the words used) and the way it is communicated. Using visuals can help clarify the message and helps to eliminate confusion.



Schools GAP Tool 5: Visual Timetable

? What is a whole day timetable or schedule?

A daily schedule or timetable is one of the most important elements of a visual support system. It provides accurate information about what will happen and when. It can be amended to include information about the day, changes from the expected routine or any other information that is important to or for the pupil. It should be adapted to reflect the pupil's level of ability and understanding.

🕒 When should it be used?

To support autistic pupils to be able to 'see' and understand what is happening across the day, including being aware of any changes to routine.

✓ How to use it?

Begin by dividing the day into segments. For example – Register, circle time, break/playtime, lunch, art, reading, project time, PE, science, computers etc.

Consider objects of reference, photographs, line drawings or written words. You might find it helpful to refer to the 'Visual Strategies' guidance to help you to do this.

Select a format

Is the schedule for a whole group or for an individual?

Where will you keep it?

- On a wall
- On a desk
- Pupil carries it in a book or clip board

Schools GAP Tool 5: Visual Timetable

Decide when and how the pupil will use it throughout the day.

Some pupils look at it once and remember all the information.

Some pupils need to go back to the schedule at each transition point in the day to review what comes next.

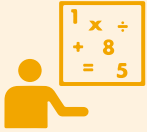




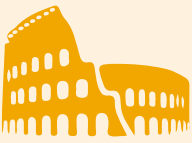


Some pupils will want to remove segments as they are completed/finished, in which case you need to have removable symbols. If this is the case, attach each object, symbol, photo, drawing or word onto the schedule with Velcro in the order to what will be happening each day. (Everything other than an object will need to be laminated). Once each activity has been completed, it is then taken off the timetable and placed in the finished box/envelope. This will help the pupil to understand what activities are complete and what s/he has left to do.

For pupils who require a more sophisticated schedule or for those who tend to move cards around, a full day schedule may be appropriate. This could be a one-page image of the timetable, presented in a format the pupil understands. As the pupil progresses through the day s/he crosses through each activity as they are completed, with support if necessary.



Schools GAP Tool 5: Visual Timetable

Picture Timetable

			 			
Maths	Playtime	Reading	Lunchtime	History	PE	Home time

Maths	Playtime	Reading	Lunchtime	History	PE	Home time

Birmingham Communication and Autism Team (CAT)

Schools GAP Tool 5: Visual Timetable

Weekly Timetable

	Morning	Afternoon	After school
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Schools GAP Tool 6: Friendship Circle

? What is it?

A friendship circle is a way of supporting an autistic pupil to begin to think about and visually represent the nature of their relationship with a range of people in order to consider how the relative 'closeness' of that relationship should inform the way in which s/he relates to them.

🕒 When should it be used?

With autistic pupils who are finding it hard to understand the nature of relationships and need support to improve their understanding of the rules which govern them.

✔ How to use it?

Show the template to the pupil (you might want to print it out on A3 paper or do it electronically and show it on a white board).

Put the pupil's name or photo in the middle (the innermost circle).

Working out from the middle, put in the names and/or photos of people the pupil knows, starting with those s/he is closest to first. This will vary from pupil to pupil depending on the family make up and other social contacts. In the second ring, for example, some pupils might have mum, dad, and a sibling, others might have Granny or mum and partner.

The completed friendship chart will give you an idea of how it works.

Talk to the pupil to ensure s/he understand all the terms. You might need to spend some time exploring and developing the pupil's understanding of the difference between close friend

and acquaintance. Work with the pupil to develop a set of rules or questions to support this, taking care to recognise the social, cultural and religious variations that may exist in families and the implications for everyday customs and interactions. Working in partnership with the pupil's family will help you with this.

For example:

Parents/immediate family care giver – live in the same house as, see (almost every day), share meals together often, share affection, help you with everyday things – providing meals, washing, and enjoy shared leisure activities (holidays, days out, watching television)

Close family – siblings, grandparents, others, may be similar to above, but perhaps don't see as regularly or spend as much time with.

Close friends – see regularly, call by first name, likely to come to your house and vice versa, likely to attend shared events such as birthday parties and outings, have common interests, know other members of their family/friendship circle because you spend a lot of time together. Some close friends may share physical affection when they meet (e.g. hug or kiss on cheek). Comfortable being in close physical proximity e.g. huddled together under an umbrella to keep the rain off, or sitting side by side and touching when watching television.

Teachers and teaching assistants or other people who work with you regularly – you know them well, but they are not friends, you may call them by their full name (Mr Jones) rather than by their first name. You are only likely to see them during fixed times (e.g. the school day or term) and in fixed places (school). They will help and

Schools GAP Tool 6: Friendship Circle

support you but you do not share physical affection with them. Set rules within this – i.e. professionals (whether teachers or community contacts) can only be in a certain circle & no closer.

Classmates/other peers- examples of classmates/pupils in school they may know to say hi to, but don't regularly spend time with or go to their home.

Acquaintances – People you have been introduced to but don't know well i.e. you know their name, recognise their faces, say hello and goodbye to them when you see them and may have short conversations about general safe topics (weather, what you are doing) or common areas of interest. (NB it may or may not be appropriate for the pupil to have both other peers and acquaintances – you may choose to do one or the other, or blend the two).

Community contacts – these include shop assistants, waiters, plumbers, postman, doctors, dentists, hairdressers, emergency services (police, medical, fire). You may say hello to them if you pass them on the street. You might be able to ask them a question or have a conversation with them, so long as it relates to their role e.g. asking a store assistant where the bread is in the shop, making an order in a café or restaurant, or talking to a doctor about your health.

Strangers – someone you don't know and have never met. You would not normally have occasion to talk to a stranger as adult strangers do not tend to talk to children they don't know. Sometimes adult strangers ask other adults who they don't know for help – e.g. the time or for directions but you should look for a recognised community contact if you need help (a police officer).

Sometimes autistic pupils develop a liking for other peers and want to develop a close relationship with them. You can use the friendship circle to help the pupil to identify where the peer in question is in relation to them on their circle but by making circles for others they can see where they are on that person's circle.

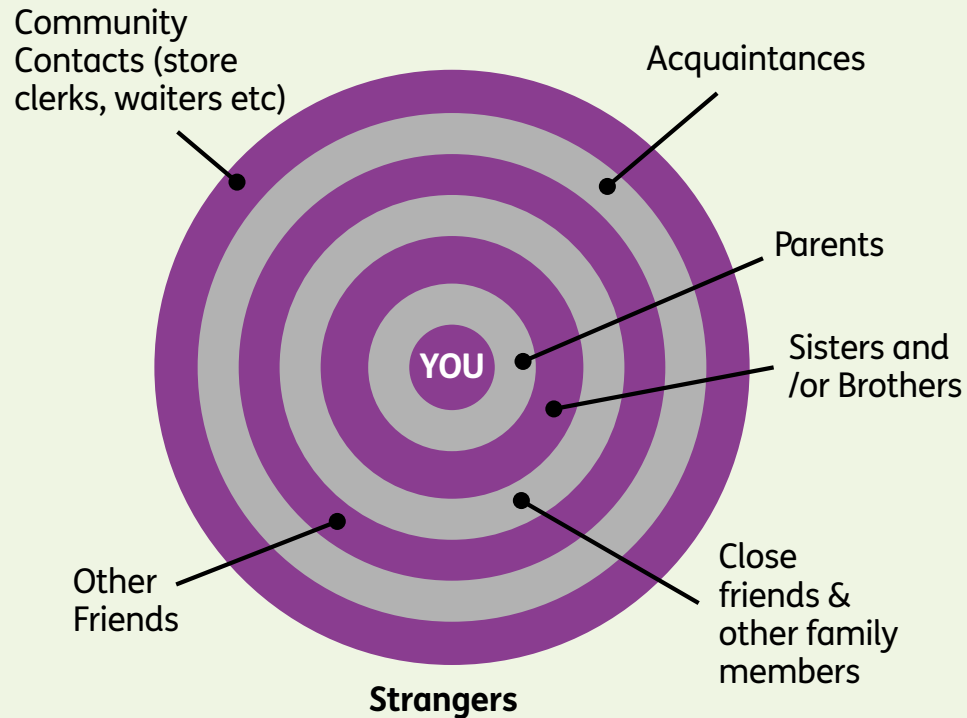
This is a useful exercise because:

- They can begin to understand how their behaviour can move them up or down
- They can see how other people's behaviour can affect them
- They can begin to learn appropriate means to interact dependent on which circle
- Download tool above – 'Where are you in someone else's circle?'

Once you have developed the friendship circle (for the pupil and/or where appropriate for others) you can use it to:

- Explore the ways in which a pupil relates to people s/he knows and/or to explore suitable topics of conversation. (See Jeanette McAfee for detail)
- Consider how someone might move between circles.
- Develop understanding of how a 'friend' can become a good friend or even a girl-friend/boyfriend

Schools GAP Tool 6: Friendship Circle



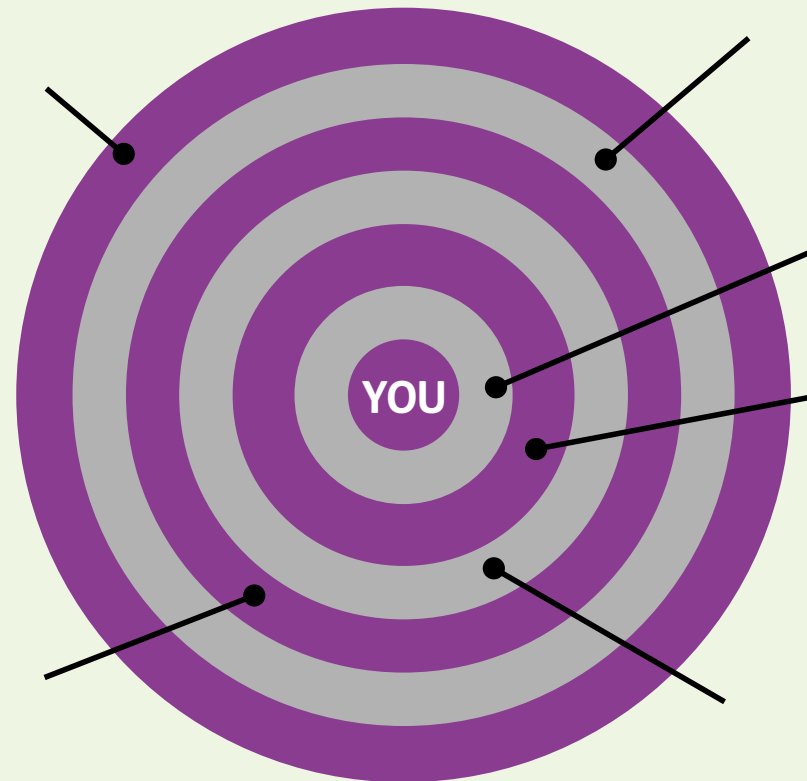
Where are you in someone else's circle?



What behaviours affect your position when in the circle?

Developed by Jeannie McAfee and extended by Kevin Baskerville

Schools GAP Tool 6: Friendship Circle



Developed by Jeannie McAfee and extended by Kevin Baskerville

Schools GAP Tool 7: Team Around the Pupil

? What is it?

This tool allows an overview of the names, role and contact details of the team of professionals, family and peers who are working collectively to support a pupil.

🕒 When should it be used?

This tool should be used as part of the information gathering process when a practitioner is getting to know a pupil. Key contact information and the role of everyone working together as a team around the pupil should be gathered. This is especially helpful for those pupil's who have a large group of professionals and other people contributing to their support.

✓ How to use it:

This can be completed within multi-disciplinary team meetings when everyone is present and should be regularly updated. When the Team around the Pupil has been identified using this tool, it can support effective communication by helping staff to ensure that everyone in the team is made aware of changes, strategies and recommendations that have been agreed and made. You can place a photo of the pupil in the middle of the template and where possible include photos of those professionals involved with the family.



Team Around the Pupil

Click to add a photo here	GP / health visitor / paediatrician Name
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Click to add a photo here	Occupational therapist Name
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Click to add a photo here	Speech and language therapist Name
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Click to add a photo here	SEN advisory team / services Name
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Click to add a photo here	Educational psychologist Name
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Pupil
Click to add a photo here

	Click to add a photo here
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Schools GAP Tool 8: Parent Questionnaire

? What is it?

The Positive Relationships section looks at the importance of effective communication with parents/ carers of autistic pupils. It can act as a prompt for practitioners during meetings and allows them to record parent responses and points against each question.

🕒 When should it be used?

This tool is an example of some of the questions you might like to raise/ ask when communicating with parents/ carers of a pupil who you think may have autism. It can be used to begin the discussion between practitioners and parents about their child.

✅ How do I use it?

This resource can be used as a starting point to communicate with parents/ carers of a pupil who you are concerned may have autism. It should not be viewed as an endpoint in itself. It is meant to begin the discussion between practitioners and parents/ carers about their child and can be added to as a working document during future discussions and follow up meetings.



Schools GAP Tool 8: Parent Questionnaire

1. What are your child's areas of strengths, interests, and favourite activities?

2. How does your child best communicate with others?

- Spoken language
- Written language
- Pulling/physically prompting
- Sign language/gesture
- Communication device
- Other (please describe) :
- Combination of the above (please describe):

Schools GAP Tool 8: Parent Questionnaire

- | | |
|----|---|
| | |
| 3. | How does your child communicate with:
A familiar person?
An unfamiliar person? |
| 4. | How do you usually communicate to your child to ensure that your message is understood? |

Schools GAP Tool 8: Parent Questionnaire

5. How do you know when your child is overwhelmed or upset?
What signs does the child show?

6. What strategies do you use to help your child calm when they are upset?
What strategies does your child use?

Schools GAP Tool 8: Parent Questionnaire

7. Does your child have any sensory needs that I should be aware of?

If yes, what type of sensitivity does the child have?

Visual

Auditory

Smells

Touch

Taste

Balance

Body awareness

Internal sensations

Other (please describe):

What kinds of things have helped with these sensitivities in the past?

Schools GAP Tool 8: Parent Questionnaire

8. Does your child show or share things with others? Please give an example.

9. Does your child play with others? Please give an example.

Schools GAP Tool 8: Parent Questionnaire

10. Does your child like routine? Please give an example.

Adapted by the Puzzle Centre from the SCERTS framework (www.scerts.com)

Schools GAP Tool 9: Pupil Centred Education Plan

? What is it?

A Pupil-Centred Education plan provides a tool for planning and recording the “next steps” in a pupil’s learning and development, detailing what is going to be done to support the pupil to achieve those steps, and monitoring and reviewing progress over time.

A Pupil-Centred Education Plan puts the pupil at the centre of planning and decisions that affect them by meaningfully involving them and those that know them well. Regularly planning and reviewing targeted support and recording adjustments that have been made to support the pupil’s learning and development are important to provide consistency between the setting and home.

🕒 When should it be used?

The Pupil-Centred Education Plan should be used to record what the pupil can do and is good at now, plan the next steps, identify interventions and strategies to support them to achieve those next steps and a date when their progress will be reviewed and adjustments made accordingly.

✓ How to use it:

The Pupil-Centred Education Plan is a recording template for recording interventions and strategies to support a pupil’s learning and development and reviewing their progress. Ideally it should be written with the pupil’s views as the starting point and with parents/carers and other professionals contributing. Each plan will be unique to the individual pupil taking into account the development of new skills using their interests to maximise learning. It is important that the plan is regularly reviewed (half termly) as some pupils will develop and change quickly.

Schools GAP Tool 9: Pupil Centred Education Plan

Name:

My interests are:

Age:

My strengths are:

Date:

My learning style is:



insert your
picture
here

Where do I need support?	What is my learning goal?	What reasonable adjustments/additional support do I need?	When do I want to review this?
e.g. I find it hard to follow instructions when there is a lot to remember	By (date) I will be able to follow and complete a two-part instruction	<ul style="list-style-type: none"> • Complete my OPP for all staff I work with (including supply staff) • Keep language clear and concise 'SJ get coat' • Use my name to gain attention prior to giving instruction • Use visuals e.g. picture/symbol of a coat to pair with the spoken instruction • Use visuals around the classroom/school e.g. 'coat' by pegs 	Sept

Schools GAP Tool 9: Pupil Centred Education Plan

Always complete APDR documentation as well to document progress (See AET Template)

Schools GAP Tool 10: Assess, Plan, Do, Review (APDR) Template

? What is it?

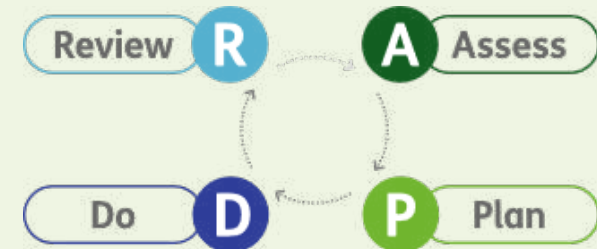
This tool is a document that allows practitioners in school to demonstrate that they have followed the Graduated Approach that is laid out within the SEND Code of Practice.

🕒 When should it be used?

It should be used as an ongoing working document that is started at the beginning of the APDR cycle and completed for an individual pupil. It should be used when it has been agreed that the Graduated Approach needs to begin for a pupil and to evidence this to all those working together to support the pupil.

✅ How do I use it?

Dates should be recorded within each section with a summary of what assessment was completed, what it identified and what has been planned in response to the need identified. Staff should summarise and date what has been 'done' or delivered with the pupil and review the impact that this has had. E.g. Comparative data from assessments or use of the AET Progression Framework. It can be shared with parents/ carers, the pupil and other professionals to demonstrate progress and inform the next APDR cycle or what needs to happen next.



Schools GAP Tool 10: Assess, Plan, Do, Review (APDR) Template

Name:

Date:

Assess

What are the pupil's needs/barriers to learning?
What is their level of attainment and progress?
What is the view of pupil/parents/teacher/support staff/other

Plan

What can we put in place to support this pupil?
Do we need to make any referrals?
What outcomes do we want to achieve?

Schools GAP Tool 10: Assess, Plan, Do, Review (APDR) Template

ASSESS		Review	
ACTION TAKEN	DATE	OUTCOME	DATE

Schools GAP Tool 11: Flexibility, Information Processing and Understanding

❓ What is it?

This tool is a table of strengths and differences that can be completed by Practitioners in reference to an individual pupil. It helps staff in schools to identify and understand the pupil's strengths and differences within the key area of Flexibility, Information Processing and Understanding.

🕒 When should it be used?

This tool should be used as part of the information gathering process when a practitioner is getting to know a pupil. Key information identified can be included on the One Page Profile, Pupil-Centred Education Plan and shared with all practitioners working in the setting. It can also be used during meetings and communication with parents to ensure it reflects what they see too.

✅ How to use it:

Differences in the areas of Flexibility, Information Processing and Understanding can influence how the pupil develops relationships. Practitioners must pay careful attention to how the pupil responds to the way they and others communicate and interact with them.

Staff in settings can complete this tool during observations, discussions or on reflection.

Schools GAP Tool 11: Flexibility, Information Processing and Understanding

Recording strengths/differences in flexibility, information processing and understanding

Think about a pupil you work with and their ability to think flexibly, process information and understand what is happening now and in the future. What are the pupil's reactions, in terms of:

Flexibility, Information Processing and Understanding	Strengths	Differences
How does the pupil manage routines and transitions?		
How does the pupil manage demands, choices and decision-making?		
What are the pupil's interests?		

Schools GAP Tool 11: Flexibility, Information Processing and Understanding

How is the pupil able to process information?		
What reasonable adjustments could be made to further support their differences?		

Schools GAP Tool 12: Supporting Autistic Learners During Transition

? What is it?

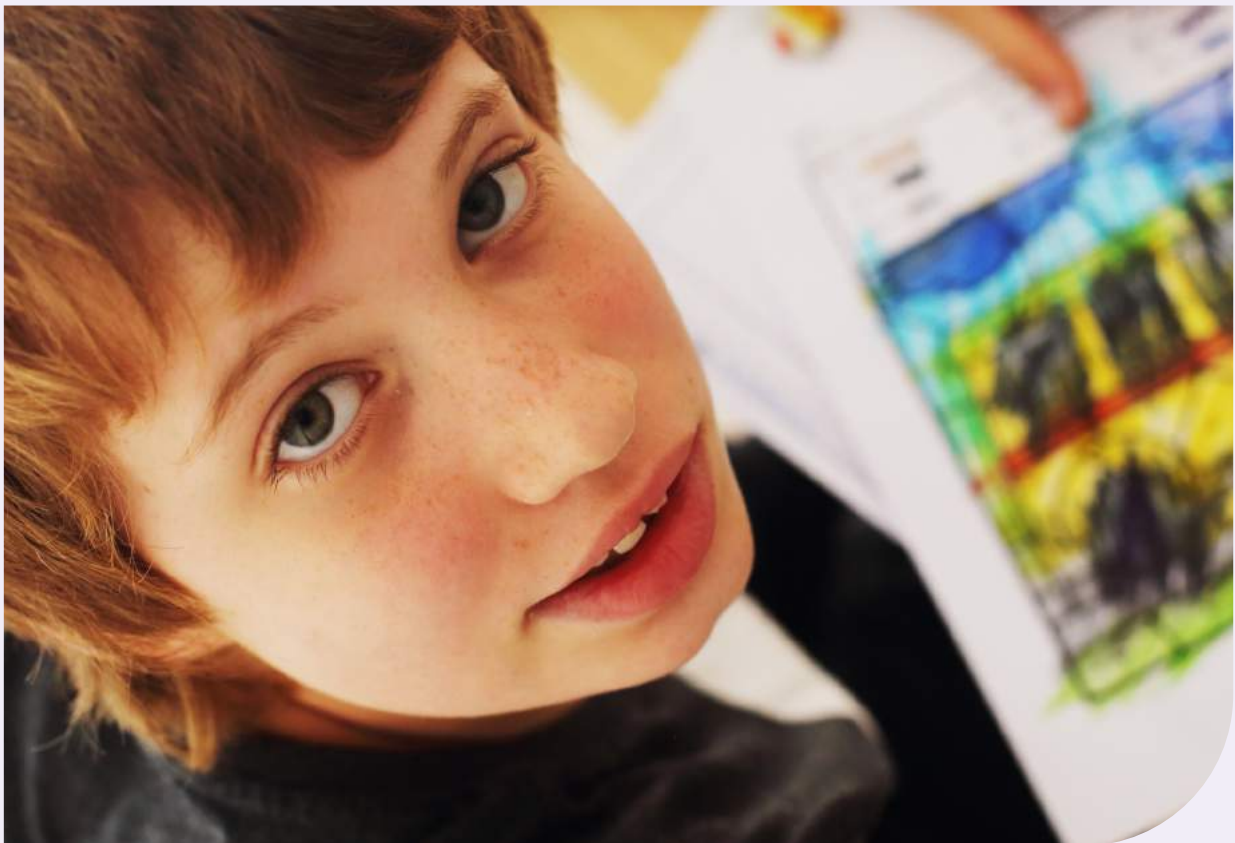
These templates can be used as a basis for developing your own material for pupils, to help them to prepare for the move from Primary to Secondary school. This resource has been developed as part of the Whole School SEND Autism Resource Suite.

🕒 When should it be used?

Within an educational context, transition is used to describe major changes, such as moving from one educational setting to another. These templates can help autistic pupils to cope with a change in setting and: understand what is expected in the new location, express their concerns about the move, form new relationships, cope with different kinds of sensory information and organise and plan their day. Adaptation of the templates, can be used for preparing the learner for these macro-transitions, as well as preparing the relevant individuals involved with them.

✓ How to use it?

Use these templates with both the pupil, their parents and key members of staff to gather important information that can be shared with the new setting.



Schools GAP Tool 12: Supporting Autistic Learners During Transition

Suggested checklist for transition

Actions	Completed	Comments
YEAR 5		
Discuss with parents the different Secondary school options they have.		
Encourage parents to visit schools and provide them with helpful questions to ask.		
Support the parents to understand the local deadlines for expressing their preferences for schools.		
Discuss how to prepare the learner for the move that has been organised.		
YEAR 6 (AUTUMN TERM)		
Parents have confirmed their school preference.		
Independent travelling plans are in place.		
The learner is being provided opportunities to develop self-organisation skills.		
Staff and/or locations are being changed for some of the lessons.		
Contacts have been made between the Primary and Secondary schools.		
YEAR 6 (SPRING TERM)		
The learner visits the new school for the open day.		
A transition meeting has taken place, which involves staff from the Secondary school.		
The learner is being provided opportunities to discuss their thoughts and feelings about the move.		
Information from all the professionals involved with the learner are gathered to be included in the learner report.		
Initial reports have been shared with the Secondary school.		

Suggested checklist for transition continued...

Actions	Completed	Comments
YEAR 6 (SUMMER TERM)		
The learner has opportunities to visit the school.		
The Secondary school has provided relevant information (e.g. timetables, school map, key members of staff, school rules).		
The Secondary staff have visited the learner in the Primary school and observed them.		
The Secondary school staff have training in autism and how it impacts the learner.		
The learner has opportunities to practise routes around the Secondary school.		
The learner has opportunities to meet peer mentors from the Secondary school.		
Staff develop a learner profile along with the learner.		
Staff provide strategies for the learner to use at the Secondary school (e.g. what can I do if...?, finding a safe space).		
Detailed information about the first day at the Secondary school has been provided.		
Learner practises travelling to the Secondary school from home.		
YEAR 7		
A mentor or key member of staff is identified for the learner.		
The learner has received guidance about new routines and systems at the Secondary school.		

Moving to Secondary school

Note for the teacher/TA: This document is provided to the learner to help them to gather their thoughts about the move. Some learners will need support in completing this, and it may take a few sessions for the learner to capture all their thoughts or understand what is involved with the transition to Secondary school. Prompts which you can use are all highlighted in colour. Please delete these, and fill in who the learner can discuss their thoughts with, before using the document with the learner.

Instructions for the student: This is a document for you to gather your thoughts and feelings about moving to Secondary school. You can note down anything you would like to know about the move.

You can discuss these with:

I am looking forward to

I am anxious about

I need to learn or know

Schools GAP Tool 12: Supporting Autistic Learners During Transition

What do I do if?

Note for the teacher/TA: This document should be completed with the learner before they move to Secondary school and during the first few days at the Secondary school. You can personalise the scenarios based on the school structure and the learner's concerns. Please delete these instructions before using the document with the learner.

Scenario	Strategies
I am late for school	
I am lost in the school	
I find the canteen noisy or uncomfortable	
I am bullied	
I have not managed to make a note of my homework	
I don't understand what is being taught in the lesson	
I feel anxious	

Schools GAP Tool 13: Sensory Differences and Preferences

❓ What is it?

We all process sensory information differently. Sensory processing and integration is the way our bodies unconsciously take in information through our senses, and how this information is organised and made sense of in our brain.

The sensory preferences and differences template is a tool for recording a pupil's sensory differences and preferences across the different sensory systems and strategies that can be used to support the pupil remain calm and to access learning.

This tool can be used to help staff identify and record possible hyper and hypo sensitivities that the pupil may be experiencing across the different sensory systems and record strategies that could be used to support him/her.

🕒 When should it be used?

This tool should be used as part of the information gathering process when a practitioner is getting to know a pupil. The information can be included on the One Page Profile and shared with all practitioners working in the setting.

✅ How to use it:

Use this tool to record the pupil's sensory preferences and differences. It can be used in conjunction with a STAR chart or Behaviour Chart to analyse why a pupil may have become distressed. The information about the pupil's sensory preferences and differences and appropriate strategies can be used to inform the Pupil-Centred Education plan and as a basis for staff discussion about how best to support them.

To fully understand a pupil's sensory needs and to safely implement effective strategies to optimise a pupil's learning and health outcomes, a comprehensive sensory assessment and report should be completed by an appropriately trained health professional e.g. an Occupational Therapist.

If a sensory assessment has been carried out by a trained health professional, please refer to this when filling out the table below.

Schools GAP Tool 13: Sensory Differences and Preferences

Pupil's name:

Tactile (Touch)

Hypo sensitivities:

Strategies:

Hyper sensitivities:

Strategies:

Schools GAP Tool 13: Sensory Differences and Preferences

Visual (Sight)

Hypo sensitivities:

Strategies:

Hyper sensitivities:

Strategies:

Schools GAP Tool 13: Sensory Differences and Preferences

Auditory (Sound)

Hypo sensitivities:

Strategies:

Hyper sensitivities:

Strategies:

Schools GAP Tool 13: Sensory Differences and Preferences

Gustatory (Taste)

Hypo sensitivities:

Strategies:

Hyper sensitivities:

Strategies:

Schools GAP Tool 13: Sensory Differences and Preferences

Olfactory (Smell)

Hypo sensitivities:

Strategies:

Hyper sensitivities:

Strategies:

Schools GAP Tool 13: Sensory Differences and Preferences

Vestibular (Balance)

Hypo sensitivities:

Strategies:

Hyper sensitivities:

Strategies:

Schools GAP Tool 13: Sensory Differences and Preferences

Proprioceptive (Body Awareness)

Hypo sensitivities:

Strategies:

Hyper sensitivities:

Strategies:

Schools GAP Tool 13: Sensory Differences and Preferences

Interoception (Internal Sensations)

Hypo sensitivities:

Strategies:

Hyper sensitivities:

Strategies:

Schools GAP Tool 14: Environmental checklist

What is it?

This tool is a checklist of questions/ prompts that staff can consider in relation to the environment in which they work as well as the presentation of the staff themselves. It relates to the sensory processing and integration of the pupils they support.

When should it be used?

This tool can be used regularly by staff (termly/ half termly) to audit the school environment and staff practice in consideration of the sensory processing and integration needs of the pupils they support. If an autistic pupil has expressed that they are experiencing sensory differences or if this has been identified by staff supporting them, the checklist could be completed to help identify possible reasonable adjustments that might help.

How to use it?

Staff/ curriculum teams can complete the checklist by moving around the school environment or the part of it in which they are based. They can tick the statements/ questions as appropriate and identify areas for development once completed. Senior Leadership Teams could also consider completing this tool during Learning Walks of the school environment too.



Schools GAP Tool 14: Environmental checklist

Classroom:

Date:

General Classroom Appearance	Tick
Are the furniture tops clear?	
Are cupboard doors closed?	
Are the blinds closed when the sun shines in?	
Are all cupboards and boxes labelled clearly?	
Are all resources stored in cupboards or lidded boxes?	

Organisation of room	Tick
Is there a clear area for group work?	
Is there a clear snack area (or a strategy which indicates change of use)?	
Are work areas clearly organised with resources clearly labelled so pupils can access the materials they need?	
Are materials/stationary in a good state of repair?	

Computer	Tick
Are wires hidden?	
Are stop/no touching signs in places for when the computer is not in use?	
Is the computer area clean and tidy?	

Sound	Tick
Are windows closed if people are outside?	
Do chairs have stoppers to minimise noise?	

Schools GAP Tool 14: Environmental checklist

Staff	Tick
Do staff consider clothing choices (remembering bright and highly patterned clothing may not conducive to learning)	
Are accessories kept to a minimum?	
Do staff avoid wearing strong perfume or hair products?	
Do staff support understanding using symbols?	
Do staff use minimal language where appropriate?	
Are staff conversations kept to essential information only in the presence of pupils?	

Areas for development



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