Inclusive support series: autism

Use this strengths based tool to identify reasonable adjustments in learning settings (not all the strategies will need to be implemented at one time).

Name: **Class:**   **Date:**   **Completed by:**

Language and communication

	Verbal instructions are simple and clear, and given with natural pauses to allow for processing – 10 second rule. The language used is appropriate to child or young person's language levels
	Language development is supported by staff repeating, emphasising and expanding responses from children and young people
	Vocabulary is taught within or before the lesson (pre-teaching) and key words are provided with visual support where possible
	Auditory and visual attention is gained before instructions are given, e.g. say the child or young person's name first
	Staff work to develop a positive, communicative relationship with the child or young person based on the child or young person's language ability and communication preferences. This may include using approaches such as SCERTS or May I Join You

Learning environment

	Classroom environment is predictable, organised and consistent
	Clear expectations/boundaries of what is 'expected' are set and applied consistently, e.g. class expectations for learning are on the wall
	Seating is considered to cater for needs, e.g. to see/hear teacher or be near door if need to go to a safe space or de-escalate
	Access to structured activities or a safe space during break and lunch times
	Demands of group working are considered, e.g. does a child or young person prefer to work independently, what peers would be supportive, do they need to access a strategy such as LEGO-based therapy?

Learning and engagement

	Additional time is given to process and respond to verbal questions and written tasks
	Work tasks and rewards are linked to special interests to motivate and/or benefits of learning the topic are explicit
	Activities are organised and structured. Longer tasks are broken down into clear manageable tasks
	Modelling of activity, use of 'what a good one looks like'. Activities/work are scaffolded
	Individualised visual supports are used to enhance understanding, e.g. timetable, now and next boards, task sheets or task management boards
	Use of ICT/assistive technology/alternative means of recording such as mind maps/ writing frames are used if recording is slow/ difficult
	Homework is differentiated and scaffolds are provided where necessary

Please ensure that these strategies are implemented consistently.

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Organisation and transitions

	Careful transition arrangements are in place between activities and lessons, e.g. support with visual/concrete resources and verbal prompts
	Arrival at lessons, assembly and lunch hall is carefully considered – where will the child or young person wait? If lining up, where is their place in the line?
	Provide advance warning of changes, e.g. supply teacher or timetable, wherever possible
	Organisation of equipment is supported by visuals or lists. What equipment is needed for the lesson? What equipment needs to be packed away at the end?
	Enhanced transition support is carefully considered for larger changes. e.g. year groups, schools and settings

Building relationships

	Ensure the child or young person has at least one key adult with whom they have a positive relationship
	Teaching and support staff have an appreciation of the child or young person's interests, experiences and culture
	Teaching and support staff provide a calm, respectful, restorative approach utilising the fresh start principle

Sensory support

	The child or young person's sensory preferences are known, and reasonable adjustments are made to minimise the impact of sensory sensitivities, e.g. consider school/PE uniform, glare/harsh lighting, loud acoustics, busy environments, lunch hall smells
	Sensory needs are accommodated in planning for specialist subjects, e.g. smells, textures, tastes, sounds, balance and body awareness in DT, science, PE, etc

Emotional regulation

	Awareness of child's behaviour as a way of communicating a need/anxiety
	Teach, model, practice, prompt de-escalation strategies and prompt to use when calm. This may include using approaches such as zones of regulation
	Emotional check-ins with children and young people to prompt and model effective regulation strategies
	Trusted adult and safe space that the child or young person can go in times of worry, stress or crisis

Consider:
- How long each adjustment has been in place?
- What impact is it having?
- Is this still the right adjustment? (i.e. have things changed or is it ineffective)
- Is it being used consistently? (by all in contact with the child)

Please ensure that these strategies are implemented consistently.

Date of review: ....

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