



Suggestions for Evidence

STRUCTURE	To give predictability and security; this aids independence and flexibility and helps to reduce reliance on rigid routines. (NAS SPELL Approach 2014)	The Schools Autism Standards (2016 edition), accessed via the Autism Education Trust (AET) website (www.autismeducationtrust.org.uk) will extend the range of exemplars.
Prompt	Suggestions for evidence of application, impact and outcomes (evidence to be current & anonymised)	Links with Schools Autism Standards (2016 edition).
1. <u>POLICIES</u> Your setting has policies that promote inclusion with special reference to children and young people (CYP) who are on the Autism Spectrum (AS) or who have Social Communication (S/C) needs.	Policies, brochures and website all have references to Autism/Social Communication (AS/SC); references are highlighted in documents submitted as evidence. Information includes addresses of safe sites with links to further information on Autism eg. National Autistic Society (www.autism.org.uk); eg AET <i>National Autism Standards</i> (www.autismeducationtrust.org.uk).	Individual Pupil 3 and 6

	<p>Students, staff and parents/carers are involved in developing policies eg <i>pupil and parent/carer questionnaires; letters to parents/carers; staff meeting/training notes; minutes from staff meetings and governors meetings where policies are reviewed; information/advice from local and national Autism organisations.</i></p> <p>The <i>School Local Offer</i> includes provision for CYP with AS/SC.</p>	<p>Individual pupil 1 and 10</p>
	<p>Copies of Safeguarding policies, including e-safety and actions to assist CYP with AS/SC to communicate their concerns (eg NAS publication 2014 <i>Safeguarding Children with Autism</i>; NSPCC downloadable resource: <i>Simple Conversations to Keep Your Child Safe from Abuse - PANTS</i>).</p>	<p>Individual pupil 2</p>
<p>2. ENVIRONMENT (whole school)</p> <p>There are structures & strategies to lessen anxiety at key times eg before and after school, break times and moving between lessons.</p>	<p>Work undertaken with the CYP to manage anxiety eg <i>views of the CYP; copies of visual timetables – general setting, whole group, individual, depending on needs of students.</i></p>	<p>Individual pupil 4</p>
	<p>Understanding of sensory issues and individual needs eg <i>Pupil Profiles; quiet areas and pictures of when and how they are used; timetable adaptations and flexibility for individuals eg; arrangements for entering and leaving a session before the group; seating in a particular spot, any considerations needed during extra-curricular activities.</i></p>	<p>Individual pupil 1 and 3. Enabling Environment 1 and 2</p>
	<p>Involvement of CYP and carers in setting up adaptations eg <i>evidenced in IEP or meeting notes /letters.</i></p>	<p>Individual pupil 8, Building Relationships 1 and 2</p>

	Impact for the CYP eg <i>views of CYP, family and staff; record of success as more activities are accessed.</i>	Building Relationships 1 and 2
<p>3. <u>AUTISM CHAMPION/LEAD PRACTITIONER</u></p> <p>There is an Autism Champion/Lead practitioner as AS/SC Lead.</p>	Examples of the Roles & Responsibilities and the impact for CYP, Staff and Parents/ Carers.	Building Relationships 3
	Evidence of best practice with regard to Signs of Safety and AS/SC.	Individual Pupil 4
	Evidence of best practice with regard to CPD for all staff within the setting. CYP demonstrates how and when to contact the Autism Champion/Lead practitioner.	Individual pupil 6, Enabling Environments 7 and 10
	Evidence of family's interaction with the Autism Champion/Lead practitioner eg <i>Gold Form</i> .	Building Relationships 2 and 6



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POSITIVE APPROACH	Positive approaches and expectations which recognise and develop individual strengths and abilities and allow confidence and self esteem to grow. (NAS SPELL Approach 2014).	The National Autism Standards, accessed via the Autism Education Trust (AET) website (www.autismeducationtrust.org.uk), will extend the range of exemplars.
Prompt	Suggestions for evidence of application, impact and outcomes (evidence to be current & anonymised)	Links to National Standards.
1. ASSESSMENT Assessment identifies the social-communication, interaction, sensory and learning needs of the CYP and the level of support they require.	Autism checklists eg Autism Education Trust (AET) resources.	Curriculum and Learning 6, Enabling Environments 1
	Assessment data eg <i>IEP, PIVATS</i> etc overseen and actioned by the Autism Champion/Lead practitioner.	Building Relationships 3, Curriculum and learning 7
	Advice from associated professionals eg <i>Outreach, Paediatrician, S&LT, OT, EP.</i>	Building Relationships 6
	<i>Sensory Profile.</i>	Enabling Environments 1

<p>2. APPLICATION of ASSESSMENT</p> <p>2.1. There are adaptations to recognise difference, promote inclusion & ensure positive outcomes.</p>	<p><i>Passports / Pupil Profiles</i> to ensure all Staff in the setting and Parents / Carers are aware of the differences the CYP has and how to include them.</p> <p><u>Adaptations and impact</u>, including <i>pupil-voice</i>:</p> <ul style="list-style-type: none"> a) Examples of clear structures, explicit language and routines used by the setting to enhance predictability and security. b) Conversely, examples of strategies used to reduce prompt-reliance and increase independence. 	<p>Individual pupil 1 and 5</p> <p>Curriculum and Learning 2, Building Relationships 10</p>
<p>2.2. There are strategies and flexible adjustments to meet identified needs within the classroom, school and playground.</p>	<ul style="list-style-type: none"> c) Photos of defined areas for activities and low distraction work spaces. Seating plans. Arrangements for quiet time and reflection. Adjusted lighting. d) Appropriate visual cues and prompts. Visual checklist. Clear labelling. Changing colours on white boards/ coloured paper. Clear choices eg choice-boards. 	<p>Enabling Environments 5</p>
<p>2.3. Learning styles reflect the CYP's individual strengths & differences.</p>	<ul style="list-style-type: none"> e) Programmes using the CYP's interests. f) Rewards, sanctions and motivators which are meaningful to the CYP. g) Pre teaching and pre learning of vocabulary and skills for the activity or situation. 	<p>Building Relationships 9</p>
<p>2.4. There is generalisation and transference of skills across the setting.</p>	<ul style="list-style-type: none"> h) Modelling and prompting to directly teach the use and application of skills across the setting. i) Activities for unstructured times eg <i>Social-play strategies; Talking partners</i> 	<p>Individual Pupil 9, Curriculum and Learning 10</p>

<p><u>3.SELF-CONFIDENCE & SELF-ESTEEM</u></p> <p>3.1. Differences are respected and valued.</p>	<p><i>Examples of social experiences that are positive and inclusive, recognise individual difference and are applied flexibly.</i></p> <p><i>Example of a cumulative reward system that helps the CYP to recognise positive aspects of their behaviour, contributions and achievements.</i></p> <p><i>Copies of programmes and activities to ensure individual difference is respected and valued by all: eg "Is it teasing banter or bullying?"</i></p>	<p>Individual pupil 2</p>
<p>3.2. There are clear mentoring and counselling systems that the CYP can access independently.</p>	<p><i>The CYP's views on mentoring / counselling systems.</i></p>	<p>Curriculum and Learning 4</p>
	<p><i>Evidence of opportunities for the CYP to be included in clubs, activities, school visits etc as part of their entitlement. Feedback from the CYP.</i></p> <p><i>Evidence of CPD for staff who run transport, clubs and out of school activities</i></p>	<p>Building Relationships 7</p>



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EMPATHY	Approaches which understand the experiences and views of the individual and their unique stresses and motivators. (NAS SPELL Approach 2014).	The National Autism Standards, accessed via the Autism Education Trust (AET) website (www.autismeducationtrust.org.uk) will extend the range of exemplars.
Prompt	Suggestions for evidence of application, impact and outcomes (evidence to be current & anonymised)	Links to National Standards;
1. <u>CPD: WHOLE SCHOOL</u>	A named member of staff e.g. SENCO has accessed recent (in the previous 12 months) training on AS and the information has been cascaded to all staff.	Building Relationships 3
1.1 There is a named member of staff.	Ongoing audit of staff skills and training needs <i>eg a list of training attended and impact evaluated, copy of Induction Policy, copy of School Local Offer.</i>	Building Relationships 7
1.2 There is an ongoing audit of staff skills and training needs.	New staff induction includes <i>AS/SC Understanding & Awareness Raising and Safeguarding for CYP with AS/SC.</i>	

<p>1.3 There is a bank of up-to-date resources.</p>	<p>Staff have access to and reflect on current research and resources eg <i>publications; NAS website; Autism Education Trust website.</i></p> <p>Resources are regularly reviewed and renewed and staff are aware of available resources eg <i>a visual timetable, the name of the social skills programme being used; examples of differentiation within a lesson.</i></p>	
<p>2. <u>PUPIL PROFILES</u></p> <p>All staff have relevant information about the individual CYP with AS/SC.</p>	<p>Examples of relevant information, including transitional information, eg <i>EHC/Passport/Pupil Profile [co-produced with CYP and CYP's family] which includes: management of micro and macro transitions; learning/support strategies, lesson plans showing differentiation to take account of the structuring, sequencing, language and communication needs of CYP with AS/SC; Information is available and presented in a "user-friendly" format.</i></p>	<p>Building Relationships 5</p>
	<p>Individual plans demonstrate flexibility in using approaches and methods that encourage the CYP to be engaged with the educational, recreational and social opportunities offered eg <i>reviewed plans with support strategies clearly identified and evidence of multi-agency working.</i></p>	<p>Curriculum and Learning 3 Enabling Environments 4</p>
	<p>Personalised, realistic, achievable targets are developed through discussion with all involved i.e. the multi-professional team, including the CYP and family. Targets are written in clear, comprehensible language and address the unique characteristics of the CYP, including the triad of impairment eg <i>evidence of how CYP's interests have been used to embed learning.</i></p>	
	<p>Opportunities for self- monitoring and self-assessment are included eg <i>anonymised copies of self -reflection on successes and identification of areas for further support.</i></p>	
	<p>Over a period of time, targets show a personalised learning pathway, including a clear developmental hierarchy of skills. Reviews indicate successes and ways forward eg <i>a series of reviewed plans.</i></p>	

<p>3. ADDRESSING INDIVIDUAL NEEDS</p> <p>3.1. The views of the CYP are included.</p>	<p>Pupils' views are routinely used to inform future planning eg <i>opportunities exist to extend and personalise learning through technology to enhance access/engagement. The CYP's interests and experiences are utilised as a basis for developing enhanced learning.</i></p>	
<p>3.2. Adaptations reflect pupil profiles.</p>	<p>Within each teaching session and activity there is evidence of adaptations which reflect pupil profiles eg <i>enhanced use of visual material and prompts; pre-teaching of vocabulary and key topic information; access to alternative means of recording; allowing time to process information and to produce a response.</i></p>	<p>Curriculum and Learning 3</p>
<p>3.3. Self- management strategies are taught.</p>	<p>The educational setting supports the CYP to develop self- management strategies which are transferable eg <i>anonymised Passport/profile which identifies CYP's preferred strategies; stress thermometer; traffic light system; quiet areas for reflection.</i></p>	<p>Curriculum and Learning 1</p>
<p>3.4. Families are actively encouraged to work with the setting.</p>	<p><i>Examples could include: annual reviews, open days, information sheets, sign posting, newsletters, website information and examples of the impact of family/multi-professional support.</i></p>	
<p>4. COMMUNICATION</p> <p>Consideration is given to:</p> <p>4.1. Communication with the CYP.</p>	<p>Language and communication are consistently modified across the setting to meet the needs of the CYP eg a Communications Policy; evidence of a 'whole school' approach, with examples of reducing language to words/phrases, allowing processing time, avoiding the use of non-literal language, such as metaphors, idioms, sarcasm.</p>	<p>Individual Pupil 7, Curriculum and Learning 5</p>

	Staff use differentiated visual communication supports and prompts, with evidence of developmental and age appropriate modifications eg photographs of objects/places/people; pictures, symbols or signs; written information and instructions; voice output communication aids; ICT.	Individual Pupil 7 and 10, Enabling Environments 4
4.2. Listening to the CYP.	Views of CYP are sought and acted upon eg pupil questionnaires, evaluations, school council, mind-mapping, with evidence of how these have been used to inform practice.	Individual Pupil 10, Building Relationships 2, Curriculum and Learning 9, Enabling Environments 2 and 9



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Prompt	Suggestions for evidence of application, impact and outcomes (evidence to be current & anonymised)	Links to National Standards
LOW AROUSAL	Managing surroundings to accommodate sensory sensitivities and reduce hyper/ hypo stimulation, reducing anxiety and aiding concentration. (NAS SPELL Approach 2014)	The National Autism Standards, accessed via the Autism Education Trust (AET) website (www.autismeducationtrust.org.uk) will extend the range of exemplars.
1. THE INDIVIDUAL		
1.1. Individual perspective is captured / understood.	A description of strategies used to understand the child or young person's perspective eg <i>comic strip conversations; discussion; mentoring</i> . <i>Sensory profiles/audits</i> to identify individual sensory differences (available from nas.org.uk or autismeducationtrust.org.uk).	<i>Individual Pupil 1</i> <i>Enabling Environments 1</i>
1.2. Views of CYP, staff and parents/carers are recorded, analysed and used to modify the setting; inform planning; and promote inclusion.	Examples of adaptations to the curriculum and physical environment in order to accommodate identified sensory differences eg <i>opportunities to learn in quieter areas; reductions in sensory stimulation; increased use of visual prompts, use of Social Stories</i> etc	<i>Curriculum and Learning 8, Enabling Environments 3</i>
1.3. There are clear and consistently applied consequences for	Examples of <i>Individual Support Plans</i> .	

<p>inappropriate actions. Consequences are individually chosen to be meaningful to the CYP.</p>		
<p>2. <u>WHOLE-SCHOOL UNDERSTANDING</u></p> <p>2.1. Understanding the impact of AS/SC on the individual.</p>	<p><i>School policies</i> highlight the importance of understanding and accommodating sensory differences.</p> <p>There are <i>positive support plans/Individual plans</i> where meaningful rewards are clearly recorded and this information is shared with staff and families.</p>	<p>Individual Pupil 5, Building Relationships 3</p>
<p>2.2. Evidence of the impact of intervention</p>	<p>There is evidence of discussion and reflection on proposed intervention.</p> <p>There is evidence of effective intervention eg <i>increase in social inclusion; access to learning; on-task behaviours</i>.</p>	<p>Enabling Environments 6</p>
<p>3. <u>MULTI-AGENCY WORKING</u></p> <p>There is liaison with parents/carers and agencies.</p>	<p>The setting liaises with parents/carers in order to understand sensory differences/needs and to ensure support strategies are consistently applied.</p> <p>Staff, parents/carers, agencies and the young person themselves liaise</p> <p>a) to develop and b) to implement:</p> <ul style="list-style-type: none"> • pupil profiles • targets • support plans 	<p>Building Relationships 8</p>



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LINKS	Developing a consistent approach between all supporters and settings and ensuring smooth transitions session to session and day to day. (NAS SPELL Approach 2014).	The National Autism Standards, accessed via the Autism Education Trust (AET) website (www.autismeducationtrust.org.uk) will extend the range of exemplars.
Prompt	Suggestions for evidence of application, impact and outcomes (evidence to be current & anonymised)	Links to National Standards
<p>1. <u>COMMUNICATION with the CYP</u></p> <p>Communication links between the CYP with AS/SC and staff are:</p> <ul style="list-style-type: none"> a) clear b) effective c) monitored 	Examples of how staff locate and use <i>information and resources</i> on Autism / Social-Communication.	Building relationships 2
	Evidence of how <i>CPD</i> is disseminated and applied.	Building relationships 2
	A copy of an <i>up-to-date profile</i> for each CYP with AS/SC, with evidence showing <i>how this information is used</i> across the setting.	Curriculum and Learning 5
	Examples of <i>clear internal procedures for advice and support</i> to staff across the setting.	
	Evidence that the CYP knows who their <i>Autism Champion/Lead practitioner</i> is and how to access support.	

	There are <i>examples of action</i> taken to address specific concerns of CYP, the outcome, and the CYP's views.	
<p>2. HOME & SETTING LINKS</p> <p>Communication links between home and setting are:</p> <ul style="list-style-type: none"> a) clear b) recorded c) effective 	<p>A copy of the <i>Home-School Communication Policy</i>.</p> <p>Information sources: <i>letters / updates / school website</i>.</p> <p>Anonymised <i>feedback/testimonials from families</i>.</p> <p>Evidence of partnership work eg <i>IEPs; joint problem-solving; diaries; meetings</i>.</p> <p>Examples of information sharing eg <i>from local / national AS/SC support groups; from courses</i>.</p>	Building Relationships 5
<p>3. PARTNER AGENCIES</p> <p>Communication links with partner agencies are:</p> <ul style="list-style-type: none"> a) clear b) recorded c) effective 	<p>There is a <i>Autism Champion/Lead practitioner to co-ordinate information</i> about the CYP with AS/SC.</p> <p>Examples of <i>how information is shared regularly</i> with staff and links to good practice.</p> <p>Examples of <i>how staff use information from other agencies</i> eg Outreach, Paediatrician, OT, PT, S&LT, EP) to inform the CYP's day-to-day social, emotional and academic learning.</p> <p>There is evidence from formal reviews that the CYP, his/her family and other professionals are able to <i>reflect on the impact of an AS diagnosis</i> and how working together can support the CYP to develop the skills necessary to experience a fulfilling life.</p> <p>There is evidence of <i>support for macro and micro transitions</i>.</p>	<p>Building Relationships 3</p> <p>Building Relationships 4</p> <p>Enabling Environments 9</p>

<p>4. <u>COMMUNITY LINKS</u></p> <p>The CYP with AS/SC is enabled to participate in a meaningful way in the life of the wider community.</p>	<p>Evidence of programmes and strategies used to develop independent life-skills eg <i>using public transport or local facilities.</i></p> <p>Visits / workshops - <i>cultural; sports; curriculum-related</i> – and the CYP's views.</p> <p>Participation in <i>inter-school / County events</i> (eg sports, arts) and <i>the CYP's views.</i></p> <p><i>Work-experience opportunities</i> and the CYP's views.</p> <p><i>Certificates of achievements / awards.</i></p> <p><i>Fund-raising / volunteering</i> and the CYP's views.</p> <p><i>Networking</i> with national/local agencies and other educational settings.</p>	