

Caedmon College, Whitby
Area of Need - Autism - Summary of Provision

Wave 1 Quality First Teaching for All	Wave 2 Group teaching and learning	Wave 3 Additional and Different for some pupils
<p><u>Differentiation to Support Sensory</u></p> <p>The classroom environment is organised to make sure it is a conducive for learning. Some of the students have difficulty ignoring distractions:</p> <ul style="list-style-type: none"> - Background noise is avoided, light source is in front of the teacher, and we take action to avoid unnecessary distractions. <p>Some students have difficulty screening out unwanted sensory information and suffer from sensory overload, particularly auditory overload:</p> <ul style="list-style-type: none"> - Only one sensory pathway should be used at one time when teaching the class or speaking to the individual. <p>Loud or unexpected noises can be distressing for students with autism:</p> <ul style="list-style-type: none"> - Staff should avoid shouting and take action to support students when fire bell sounds. <p>Some students may seek sensory stimulation and that this might appear as 'poor behaviour':</p> <ul style="list-style-type: none"> - Use of 'stress ball' to fiddle with to focus stimulation to enable listening. <p>Students may be sensitive to us 'invading their personal space' and understand this might not be reciprocated.</p> <p><u>Differentiation to Support Social Cognition</u></p> <p>Students with autism lack flexibility of thought and action. Making choices is difficult for some students:</p> <ul style="list-style-type: none"> - Limit choice where appropriate, model how to make choices, or differentiate by giving choice free tasks. <p>Changes to routine may be a cause of extreme anxiety. Every effort is made to inform the student, parents, and support staff of known changes:</p> <ul style="list-style-type: none"> - School trips, visitors into school, work experience interviews and placements etc. by letters home and visual information for students as they may not grasp the verbal information. 	<p>Lunchtime clubs establish a circle of friends or other peer support systems</p> <p>In class support focus' on supporting communication and social interaction in addition to cognition and learning</p> <p>Some students need a high level of 1:1 support, including at unstructured times such as lunchtime and break times</p> <p>We encourage peer support activities, e.g. working with peer groups to enhance their own understanding in order to reduce bullying.</p> <p>We feedback to SENCO and parents at the end of block of intervention</p>	<p>Individual key workers are allocated to individual students to encourage regular and close contact with parents/carers incl. Emails, Home / School Contact Book</p> <p>Some students need a high level of 1:1 support which may require withdrawal from lessons for specialist intervention</p> <p>Personalised Curriculum is offered where students cannot access their given timetable E.G. Arts Award, 1:1 support sessions</p> <p>Social Stories are used to assist individuals to develop greater social understanding</p> <p>Other specialist support E.G. ASCOS provide access to regular mentoring work e.g. Students individual key worker, ASCOS support if appropriate.</p> <p>Specify and consider reducing the</p>

<p>Routines are important, so keep to them when possible and manage changes pro-actively:</p> <ul style="list-style-type: none"> - All staff use seating plan and leave copy for Cover Teacher <p>To support change we use strategies appropriate to the student:</p> <ul style="list-style-type: none"> - Individual explanations in preparation for group explanations, visual time lines, visual schedules. <p>Some students with autism have difficulty acquiring and developing planning and organisational skills. To encourage independence and generalisation of skills:</p> <ul style="list-style-type: none"> - Break down tasks into smaller, clear steps to make them more manageable. - Provide structure to encourage independent working. - Writing frames, revision frames, task lists, differentiate task and / or how this is communicated to the student. <p>Homework can be an issue for students with autism and use a range of approaches:</p> <ul style="list-style-type: none"> - Differentiate task, time allowed, break down tasks into chunks (mini-deadlines), - Have homework ready prepared on labels which can be quickly stuck into planners, use the LSA to write in planner and check the student understands task. <p>Some students need support following rules:</p> <ul style="list-style-type: none"> - Rules are clear, followed by all and applied consistently. <p>Understanding and managing time effectively is difficult for students with autism and working to time limits is a source of extreme anxiety: Work with the student to manage tasks, teach self-help skills by:</p> <ul style="list-style-type: none"> - Provide sequencing frames/writing frames/flow charts to aid the structure of the lesson - Have spare equipment such as pens, rulers, pencils etc. as students with autism may forget or lose them. Accept this and don't draw too much attention to the fact they are disorganised. - Teach students how to use a planner effectively and teach strategies to help them become more organised such as use of post-its, colour coding, folding pages over etc - Provide lunchtime clubs to help students with homework or organisational skills. 		<p>vocabulary/concepts to be learned for students with specific language needs.</p> <p>Plan for pre-teaching of specific vocabulary, skills or concepts using a structured format</p> <p>Identify key approaches for LSA to use with individual students/small group, either to support class activity or support student on 1:1 basis.</p> <p>Produce individual support materials for students with autism, addressing individual need. E.g. Concept maps, writing frames, clearly define the task in stages, using visual support.</p> <p>Individualised strategies and resources to promote independence, organisation, keeping to time limits.</p> <p>Identify with the student a source of assistance when they have a problem in the lesson, e.g. a named peer, appropriate adult.</p> <p>Access to a variety of different pens /pencils with differing grips, hardness/light-up pens etc.</p>
---	--	---

Differentiation to Support Social Skills

Students with social awareness and their own social skills:

- Use their name, take time to get to know them and build relationships to model positive behaviours e.g. how to hold conversations, take turns, keep on the subject and use appropriate body language etc.
- A space is provided where students can come at break time/lunchtimes where they can socialise in a small secure environment.

Some students find the social environment of the classroom a potential barrier to participation in the lesson and learning so we take this into account when planning and resourcing lessons. We know some students find it difficult to work in groups, pairs, share equipment / text books or cope with the increased noise in discussion and group tasks.

Differentiation to Support with Communication

Students have a range of learning styles, and students with autism often prefer visual strategies to communicate instructions and information and so aid learning:

- Communicate orally and visually the learning objectives for the lesson, the related vocabulary/concepts and the success criteria e.g. WALT, WILF, Must – Should – Could
- Homework sticker, task lists, photocopy of lesson PowerPoint where appropriate.
- Label resources and equipment and where they are to be stored, to promote independence
- Visual information can help individuals to understand and make sense of the world, communicate, behave appropriately, keep calm & function more independently
- Refer to visual displays related to the topic where possible

Identify core vocabulary and concepts for lessons and develop concept mapping.

Information is given in short chunks, allowing time for auditory processing and for students to process verbal instructions. People with autism take at least 3 times longer to process verbal instructions:

- Repeat information / instructions if necessary and check individual understands. E.g. can the student tell you / show you what they have to do?
- Differentiate by asking questions at the appropriate level
- Use concrete language and try to be specific about what we saying, avoiding sarcasm, inferential language, both spoken and avoid idioms unless there is time to check understanding or teach figurative language.

- Try to be clear in the use of non-verbal body language and facial expressions and 'model' appropriate interactions
- Understand that students with autism have difficulty understanding their own emotions and communicating their needs or anxieties effectively or appropriately.

Differentiation to Support Self Awareness

Students with autism lack empathy and struggle seeing things from our point of view may be difficult. They can have difficulty 'putting themselves in someone else's shoes' and seeing things from another perspective:

- This should be taken into account when resolving conflict and when planning lessons, sourcing materials and resources etc.

Some students can't get started on individual tasks without seeing the 'whole picture' e.g. what the task is leading to:

- Explicit links need to be made to previous learning to enable students to see the 'whole picture' and support generalisation of skills
- Opportunities are built in within lessons for over-learning, repetition, generalisation of concepts and make cross-curricular links to support transference of skills
- Explicit links are made to previous learning to provide a context.

We make students aware of their strengths not just focus on their areas for development or their weaknesses. We are highly aware of the impact on self esteem, self image and their view of themselves as a learner. We ask the student how they want/need to be taught – what works well for them in the classroom and record this in the Inclusion passport.