

Waves of Support C&I Autism

Wave 1 – Universally available support or ‘quality first teaching’ strategies

All staff have Level 1 ASD training

Class Teaching Team		
Pragmatics	Anxiety	Sensory
<p>Aspects of structured teaching are used according to pupil needs (e.g. visual timetables, clear concise instructions with written or visual prompts, particularly during transitions).</p> <p>Social stories</p> <p>Visual Supports - Now and next boards, Task Boards, Visual timetables</p> <p>Use of software to provide visual representations (eg Communicate in Print)</p> <p>Tasks are broken down into small manageable steps, these steps are shown explicitly.</p> <p>Learners are given time to process information before being asked to respond.</p> <p>Modelling is used to aid understanding.</p> <p>Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role-models, mixed-ability groups, structured opportunities for conversation and sharing of ideas and access to additional adults.</p> <p>Use of additional adults is planned between the teacher and additional adult to maximise their impact on learning.</p> <p>There are opportunities to develop peer awareness/sensitivity and support for different needs and disabilities both in and out of the classroom.</p> <p>Grouping learner with social communication difficulties with socially competent peers.</p> <p>Use the learner’s name to gain their attention before giving instructions.</p> <p>Keep instructions simple.</p> <p>Avoid use of sarcasm, idioms and figures of speech</p> <p>Awareness of the impact of language and social communication difficulties on peer relationships and potential</p>	<p>Provide a secure base (safe and predictable environment). Consider the reason/purpose of behaviour – what is the context/history?</p> <p>Routines and changes are communicated in advance.</p> <p>Careful consideration of seating position.</p> <p>Where possible, make tasks relevant and interesting, linked to the learner’s strengths and development needs.</p> <p>Awareness of activities that may cause anxiety for pupils. This requires careful, sensitive planning whilst providing opportunities for development of skills.</p> <p>Ensure consistent rules, boundaries and schedules whilst remaining willing to offer some flexibility.</p> <p>Offer a safe place within the classroom and offer to co-regulate when necessary.</p> <p>Zones of Regulation ‘Size of the problem’</p> <p>PHSE Curriculum that explores mental health, wellbeing and uses a structured programme to develop self-efficacy</p> <p>Use of additional adults is planned between the teacher and additional adult to maximise their impact on learning.</p>	<p>Displays are meaningful and visually accessible to reduce sensory overload.</p> <p>Staff are aware of lighting in the room, e.g. use of natural light, glare from the board, use of window blinds, who is facing the light, where to stand in relation to the light.</p> <p>Use of pale background and accessible font styles with good colour contrast on the interactive whiteboards.</p> <p>Use of good sized clear font on worksheets</p> <p>Staff are aware of pupils who may be sensitive to particular sounds, sights or smells and take steps to minimise the impact or remove these sensory stimuli.</p> <p>Carefully planned seating – including proximity to sensory distractions, adult support and peer relationships</p> <p>Sensory breaks throughout the day</p> <p>Management of busy environments (cloakrooms etc)</p> <p>Fidget toys</p> <p>Use of additional adults is planned between the teacher and additional adult to maximise their impact on learning.</p> <p>Resources are kept in clear and uncluttered spaces, labelled using text and images. Print size and font is appropriate. Coloured backgrounds and paper are used to reduce visual stress.</p> <p>A quiet and calm space or place is available within the classroom or an identified area of the school for pupils who need this.</p>

vulnerability; careful consideration of grouping and be vigilant to misunderstandings leading to conflict or ridicule. Social rules displayed visually and referred to explicitly		
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Wave 2 – Targeted approaches – children accessing these strategies may or may not be on the SEND register

Class Teaching Team (teachers & TAs under the direction and guidance of the SENCo)		
Pragmatics	Anxiety	Sensory
<p>Small group or individual language sessions eg Language Link Programmes</p> <p>Staff are aware of those who will need additional support for all or most transitions and plan for these transitions.</p> <p>Symbol communication such as PECs.</p> <p>Comic strip conversations/story boards.</p> <p>Explicit teaching of social rules, the reasons and benefits of their use.</p> <p>Lego-based interventions.</p> <p>Social communication groups. – <i>such as Sulp, Time2Talk, Socially Talented</i></p> <p>Modelling</p> <p>Lunchtime Nurture Club</p> <p>1:1 Check back that any verbal input has been understood.</p> <p>Pre-teach key vocabulary – small group or individual support.</p> <p>Explicit teaching of inference.</p> <p>Use of narrative programmes.</p> <p>Use scaffolding techniques, e.g. writing frames.</p> <p>Provide alternative methods of recording e.g. laptop</p>	<p>Specific work on building self-esteem and resilience</p> <p>Use of specific literature / CPT approaches eg What To Do When You Worry Too Much, Panicusuarus</p> <p>Active teaching of relaxation strategies</p> <p>Active teaching of self-regulation</p> <p>The Incredible 5 Point Scale</p> <p>Time to talk with a trusted adult</p> <p>Teaching of breathing techniques</p> <p>Use of positive affirmations</p> <p>Yoga</p> <p>Mindfulness</p> <p>STAR analysis (exploring triggers)</p> <p>Safe Place</p> <p>Peer mentor / circle of friends</p> <p>Positive/negative voice</p> <p>Exposing to minor challenges to experience success</p> <p>Developing self help toolkit</p> <p>Making an individual plan for anxiety triggers</p> <p>Meet and greet in the morning to aid transition</p> <p>‘Buddy’ systems</p> <p>Allocation of a key person.</p>	<p>Sensory Circuits intervention – whole school or individualised delivered by trained staff</p> <p>Tools to minimise sensory input (eg sound cancelling headphones)</p> <p>Tools to increase sensory input (eg pencil grips, dycem, slopes, wobble boards, Therabands)</p> <p>Alternative provision for busy environments – eg lunchtime, assembly, performances.</p> <p>Equipment, apparatus and adapted resources are available for those pupils who need them.</p> <p>Plans are made for unstructured times: quiet and calm spaces and a range of activities are available.</p> <p>Use of workstations or re-positioning of individual table or desks</p> <p>Where space allows, set up a sensory space.</p> <p>Sensory tool box.</p> <p>Help/exit cards.</p> <p>Use sensory profiling.</p> <p>Pre-warning of fire drills or announcements where possible.</p>

Wave 3 – Specialist approaches – Children will be on the SEND register and have difficulties highlighted as ‘significantly different than the majority of their peers’.

Internal (SENCo, Head of Inclusion, FLO)	External Support / Highly Specialised Approaches
<p>Adopt a Key Person approach.</p> <p>Seek advice around self-harming or risktaking behaviours – a multi-professional approach</p> <p>Supported transition in to school each day.</p> <p>Enhanced communication plan agreed with parents, which may include more regular phone calls, emails, meetings, use of contact.</p> <p>Personal Emergency Evacuation Plans</p> <p>Individual Pupil Risk Assessment</p> <p>Peer awareness training.</p> <p>SEMH team to provide structured advice for pupils with significant Mental Health difficulties</p> <p>High Needs Funding</p> <p>Signing / Signalong / Makaton</p> <p>Play Therapy</p> <p>School Speech and Language Therapist</p> <p>Education Health and Care Plan</p>	<p>Utilising the ‘Local Offer’ through:</p> <p>Parental support services – Early Bird / Early Bird Plus / Cygnet</p> <p>Referral to Mental Health Services</p> <p>Referral to Early Help</p> <p>Referral to LIFT to access support and advice of the Specialist Teaching Service</p> <p>Referral to NHS SALT to explore significant language difficulties</p> <p>Referral to CAMHS / CHYPS (child Mental Health Services)</p> <p>Liaison with School Health (Kent).</p>