

AUTISM FRIENDLY SCHOOLS

Characteristics

- A child centred ethos – an ability to adapt flexibly to the needs of individual children
- Flexible use of adults, peers and resources in the design of interventions
- A knowledgeable SENCo without class responsibility
- A management structure that supports SEN
- A willingness to provide small group or individual learning opportunities
- A high value placed on teamwork between classroom staff
- Evidence of team planning for individual need
- Strong lines of communication between classroom staff and management
- A management structure that values the role of all staff in decision making about individual children
- A programme of staff development that regularly addresses the needs of children with asd
- Flexible use of space
- Structured activities in place for break and lunch time
- Attitudes to parents that reflect their anxieties and need for information and a willingness to make special arrangements for regular contact
- A willingness to make use of information from parents in planning
- A strong and active anti-bullying ethos
- A willingness to tailor disciplinary processes to individual need
- Evidence of a process for supporting staff in the management of challenging behaviour
- Staff demonstrate a professional attitude to issues arising from the inclusion of youngsters with SEN
- All staff welcome the youngster as a respected and equal member of the school and seek opportunities to affirm him or her in the school and wider community
- Evidence of a readiness to seek and act on advice from support services
- A willingness to work co-operatively towards implementing advice from Educational Psychology Service and the Autism Outreach team (AOT)
- A willingness to review school provision for children with asd against the Pointers to Good Practice document produced by DfES, available at

<http://www.teachernet.gov.uk/wholeschool/sen/teacherlearningassistant/asd/>

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