



Principle One

Understanding the strengths, interests and needs of each autistic pupil.

Standard 1.

We are committed to developing knowledge about autism, and we gather information from a range of sources to fully understand the individual autistic pupil.

Further examples of how we can do this

	Room for improvement:	Developing:	Do this really well
Staff have an understanding of the three areas of difference, and know that autistic pupils develop differently to their peers.			
We spend time getting to know what the pupil's interests are.			
We observe the pupil in at least four different settings (e.g. in the playground; during a structured classroom activity, in PE and working independently). Observations help staff to understand pupil's strengths, interests and ways of learning.			
We use the parental interview framework to structure discussion with parents/carers about their perspectives on their child's areas of difference and the goals they consider important to work on.			
We understand that autistic pupils may develop differently to their peers and are likely to have an uneven profile of abilities.			
Information from previous reports and assessments inform the creation of a one-page profile for every autistic pupil. The one-page profile considers each pupil's strengths, and their preferred way of communicating, interacting and learning.			
We coordinate and disseminate important information from all stakeholders, and ensure this information is shared with all, including the autistic pupil.			
The one-page profile is regularly updated and then shared through appropriate means.			



Practical resources

- [Observation Form](#) template is provided with the ‘Making Sense of Autism’ module
- [Diagnosing Autism](#) (Autism West Midlands)
- The Progression Framework (in free AET resources)
- One-page profile template is provided with the ‘Making Sense of Autism’ module
- Parental interview framework is provided with the ‘Good Autism Practice’ module
- NAS information on diagnosis (see useful websites)

Standard 2.

We take account of how each pupil’s co-occurring conditions and/or differences, including anxiety and stress, can impact upon behaviour and can cause barriers to learning. We are committed to understanding the causes and functions of behaviour.

Further examples of how we can do this

	Room for improvement:	Developing:	Do this really well
We provide training (when required) for staff on co-occurring conditions and differences.			
Staff are aware that co-occurring conditions and differences can include ADHD and dyslexia, for example. Physical health conditions can include sleep difficulties, epilepsy or gastrointestinal issues. Mental health conditions and differences can include anxiety and depression.			
Staff are aware that we have a statutory duty to provide education for all pupils with health needs, including those pupils who cannot attend school due to health needs.			
The setting has a link person for medical needs and provides equipment needed for accessibility.			
We make sure that one-page profiles, pupil-centred education plans and EHCPs have up-to-date information about the pupil and any co-occurring conditions and physical/mental health conditions.			



	Room for improvement:	Developing:	Do this really well
Staff recognise that autistic pupils can experience high levels of stress and anxiety. This will be a significant barrier to learning. Staff understand that this can lead to clinically significant anxiety, eating disorders, depression and self-harm.			
Behavioural expectations are developmentally appropriate and meaningful for pupils.			
We use STAR charts, in order to identify the function of behaviour and to plan effective and individualised approaches.			

Practical resources

- Key fact sheets on ADHD, Learning Disabilities, Dyslexia – NAS (see useful websites)
- STAR Chart is provided with the ‘Good Autism Practice’ module
- CAT [Co-occurring conditions](#)
- Reward Chart (free AET resource)
- Pupil-centred education plan is provided with the ‘Good Autism Practice’ module



Principle Two:

Enabling the pupil to contribute to and influence decisions.

Standard 3.

We use pupil-centred approaches to support pupils to communicate their hopes, dreams and aspirations.

Further examples of how we can do this

We regularly arrange times to discuss the support pupils receive and what might help.			
Staff adapt their own ways of communicating and interacting, for example, by allowing extra processing time, reducing the amount of language used and using alternative and augmentative forms of communication.			
All pupil profiles, pupil-centred education plans and Education, Health and Care plans have up to date information about the pupil's hopes, dreams and aspirations.			
We note the pupil's perspective in review meetings and in transition planning.			
We provide training for staff on using pupil-centred approaches. For example, the AET Good Autism Practice module provides guidance on the practicalities of developing a pupil-centred education plan for a pupil.			

Practical resources

- One Page Profile is provided in the 'Making sense of autism' module.
- Pupil-centred support plan provided in Good Autism Practice module.
- Likes/Dislikes (free AET resource)
- My World Map (free AET resource)
- Helen Sanderson templates (see useful websites)



Standard 4.

We actively involve autistic pupils as part of the ‘Assess, Plan, Do, Review’ cycle so that the pupil is at the centre of educational planning.

Further examples of how we can do this

	Room for improvement:	Developing:	Do this really well
The one-page profile includes how a pupil’s interests are used to promote interaction and support, if needed, to engage with others.			
We engage pupils in making choices about curricular and extra-curricular activities.			
We recognise that for some pupils, planned approaches and the assess, plan do, review cycle will be sufficient in ensuring that their individual needs are met and that they make progress. For other pupils, a targeted plan and further support from specialist services might be needed.			
Pupil perspectives on their education are included in the one-page profile and in the pupil-centred education plans.			
We provide training for staff on how to involve pupils in the Assess, Plan, Do, Review process. For example, the AET Good Autism Practice module provides guidance and resources on how to involve pupils in the Assess, Plan, Do, Review cycle.			

Practical resources

- One Page Profile is provided in the ‘Making sense of autism’ module.
- Assess, plan, do, review template provided in Making Sense of autism module



Principle Three

Collaboration with parents/carers and other professionals and services.

Standard 5.

We actively listen to and involve parents/carers in contributing to decisions about their child’s education and on future prospects.

Further examples of how we can do this

	Room for improvement:	Developing:	Do this really well
We understand the needs of parents who may themselves have autism as well as families from diverse cultural and religious backgrounds.			
We provide and/or signpost parents/carers to a forum where parents can meet together to share information. We recognise that creating a wider network of support and help has been shown to be beneficial for addressing parental stress and isolation for families. This can be particularly helpful for carers of newly diagnosed pupils.			
If parents are seeking diagnostic assessment, we inform them about the referral pathway in their local area.			
We signpost parents/carers to appropriate services and support in and around the local area.			
We provide timely information to parents/carers on possible post-16 options and post-18 education and training.			
Learning journals and summaries are used to support learning at home and to enable a consistent approach.			
Our setting uses home school communication systems.			
We regularly update information for parents/carers on our website and ensure that parents/carers who cannot access the internet have an alternative means of being given this information.			



Practical resources

- Positive Relationship Between Home and School (Free AET resource)
- Link to GAP Case Studies Report. Case Study of John at St John the Baptist Church of England Primary School: p3 in GAP Case Studies.
- Daily Diary (free AET resource)
- Parental Interview Framework is provided in the Good Autism Practice module.
- Class dojo – an app to enable staff to communicate with parents
<https://www.classdojo.com>

Standard 6.

We work collaboratively with health, social care and other professionals to improve educational experiences and outcomes for autistic pupils.

Further examples of how we can do this

	Room for improvement:	Developing:	Do this really well
We bring together professionals within and beyond the setting in a multi-disciplinary approach and all staff are aware of the team around the pupil.			
A designated member of staff leads the development of the one-page profile in partnership with the parents/carers, the pupil and other staff.			
A member of staff has a role as liaison person to make and maintain contact with other organisations.			
We engage in joint planning and working with health and education professionals, peripatetic, respite and youth club staff beyond the setting to support language and communication, emotional wellbeing and to create an environment conducive to learning.			
We are aware that the gold standard for diagnosis is a multi-disciplinary assessment and we have clear processes for making referrals for further assessment.			
Our staff receive guidance and support on how to gather information for referral to appropriate services.			



	Room for improvement:	Developing:	Do this really well
Our staff seek out sources of expertise and training in their local area and are aware of all the services that exist in our Local Offer.			
We provide training for our staff on working effectively with other professionals.			

Practical resources

- Team Around the Child Template is provided in the Good Autism Practice Module



Principle Four

Workforce development related to good autism practice.

Standard 7.

We show a commitment to ongoing professional development across our staff and ensure they receive ongoing training that is appropriate to their role.

Further examples of how we can do this

	Room for improvement:	Developing:	Do this really well
We recognise that autism-specific professional development comprising an initial workshop or series of workshops followed by individualised support via coaching, consultation, or mentoring has been found to have the greatest impact on practice and on pupil outcomes. Ongoing Continuous Professional Development and Learning (CPDL) includes self-directed learning, mentoring and coaching, discussion and collaboration with colleagues.			
We use the AET Schools Competencies to identify the professional development needs of all staff.			
Our setting has access to a lead practitioner who coordinates the professional development needs of staff.			
Enhanced CPDL enables staff to embed inclusive teaching in their practice. At specialist level the autism lead practitioner coordinates the support for autistic pupils in our school.			
Our school improvement plan sets out the training needs of staff.			
We allocate budget and time for professional development.			



Practical resources

- The AET Schools Competencies
- Promote and embed Good autism Practice Bite Size Learning Fact Sheet (free AET resource)
- SEND CoP (see legislation)
- Children and Families Act (see legislation)
- IPSEA – How should the setting/school help This provides advice on supporting children with SEND and their families

Standard 8.

We audit staff confidence levels, understanding and knowledge of autism, and the changes staff make to practice as a result of undertaking professional development.

Further examples of how we can do this

	Room for improvement:	Developing:	Do this really well
After participating in CPDL, we ask staff to complete an evaluation form to provide feedback on what they have learnt from CPDL, and the implications for their practice.			
We gather information from staff about the changes they make to their practice as a result of professional development and for performance management purposes.			
We analyse and highlight key ways in which staff change their knowledge and practice after having undertaken CPDL by extracting information staff have included in their self-evaluation form, and the CPDL evaluations about their own knowledge and practice before and after attending CPDL.			
We share and cascade knowledge and learning among staff.			

Practical resources



- Assessing and Planning Tool Scottish Toolbox (see useful websites)
- AET Schools Competency Framework
- Promote and embed Good autism Practice Bite Size Learning Fact Sheet (free AET resource)
- SEND CoP (see legislation)
- Children and Families Act (see legislation)
- [IPSEA – How should the setting/school help](#) This provides advice on supporting children with SEND and their families



Principle Five

Leadership and management that promotes and embeds good autism practice

Standard 9.

We promote a supportive environment where leaders and managers are knowledgeable about autism and cascade information. We encourage our staff to reflect upon, discuss and evaluate their practice.

Further examples of how we can do this

	Room for improvement:	Developing:	Do this really well
Leaders use a coaching model with staff and regularly monitor how staff are working with pupils. They provide specific feedback on their interaction with children in order to develop consistency across the school.			
We enact our statutory obligation to create enabling environments through making reasonable adjustments.			
We are aware of the different forms of disability discrimination and our setting's legal duties under the Equality Act (2014).			
We use the AET School Standards to identify areas of good autism practice and areas that need development (e.g. EY, School or Post-16 settings use this information as part of the development plan for their setting).			
We have developed an action plan for the implementation of the AET School Standards.			
We note how we encourage culture change. For example, by delivering whole-school assemblies, inviting autistic people to present, creating a lead practitioner role.			

Practical resources

- Self-evaluation exercise (free AET resource)
- AET Schools Competency Framework.
- CPD log (free AET resource)
- School Standards 2018 (see legislation)

Standard 10.



We develop mutual understanding, communication and support between autistic pupils and staff, between autistic pupils and their peers, and between parents/carers and staff. We address the risk of social exclusion for autistic pupils.

Further examples of how we can do this

	Room for improvement:	Developing:	Do this really well
Our school implements approaches to develop the mutual understanding, communication and support between autistic pupils, their peers and staff. For example, we set up buddy systems and peer mentoring schemes.			
Developmentally appropriate autism awareness sessions are delivered to peers and staff to increase understanding and promote a supportive attitude to pupils on the autism spectrum.			
We recognise the vulnerability of autistic pupils and safeguard against actual and perceived episodes of teasing and bullying both on and offline.			
Effective anti-bullying policies and practices that support the social inclusion of children and young people on the autism spectrum are developed and implemented. Staff understand the principles and purpose of the school's policy, its legal responsibilities, how to resolve problems, and where to seek support.			
We work with our autistic pupils to provide specific guidance on how to recognise the signs of bullying and what they should do if they feel they, or others, are being bullied. This includes information on cyber-bullying and how to stay safe online.			
The leadership of the school proactively seeks to manage and reduce exclusions. In considering whether exclusion is an appropriate and proportionate measure and whether alternatives have been explored, we first consider how autism affects an individual child or young person (including levels of anxiety and stress) and whether reasonable adjustments have been made to support them.			



	Room for improvement:	Developing:	Do this really well
We provide materials, resources and guidance on the legal context regarding exclusion to the whole-school community, including governors.			
If a child has been excluded, we support the autistic child, young people and their family before, during and after exclusion. This includes managing the transition back into school.			

Practical resources

- Bullying Guide for Teachers (see useful websites)
- Tony Attwood indices of Friendship (see useful websites)
- Circle of Friends template provided in Schools Good Autism Practice module.
- AET Exclusions Guidance (in free AET resources)
- Good Autism Practice Case Study (Nursery and Primary School in the South West of England: p 11 on workforce development).
- Appreciative Enquiry (see useful websites)
- Next Steps Action Plan (free AET Resource)



Principle Six

An ethos and environment that fosters social inclusion for autistic pupils.

Standard 11.

Our enabling approaches foster a calm low arousal learning environment and promote a sense of wellbeing, security and belonging for all our pupils.

Further examples of how we can do this

	Room for improvement:	Developing:	Do this really well
We conduct an audit of the sensory environment, and use sensory checklists to inform how we make adaptations.			
We organise classrooms and other spaces to minimise sensory experiences that may be distracting or uncomfortable.			
Pupils have access to quiet spaces that are suitable for regulating sensory needs. We help pupils to recognise, and indicate, their need for a sensory break.			
We identify triggers for anxiety and stress in autistic pupils and develop strategies to reduce these.			
We support the pupil to recognise the bodily sensations linked to emotions e.g. quickly beating heart, sweaty palms, being tense. We use visual scales of emotions to help recognise, quantify and communicate how they are feeling.			
Pupils are supported in identifying causes of emotional dysregulation in themselves and others. Pupils are provided with opportunities to practice and generalise a range of emotional coping strategies and problem-solving skills.			
We recognise the benefits of technology in enabling many autistic pupils to increase their social contact and networks through activities such as online gaming and social media.			



Practical resources

- My Ideal School. Heather Moran (see useful websites)
- Link to Peter Vermeulen’s sensory preferences checklist - NAS (see useful websites)
- Promoting Autism Inclusive Attitudes - Whole School SEND Suite of Resources (in free AET resources)
- Sensory preferences and differences template provided in Good Autism Practice module
- Environmental audit template provided in Good autism practice module

Standard 12.

Our learning environments are structured, understandable and predictable. We adapt learning environments to enable pupils to fully participate in learning.

Further examples of how we can do this

	Room for improvement:	Developing:	Do this really well
Reasonable adjustments are made to remove barriers to participation and enable autistic pupils to access the curriculum, break and lunchtimes, extra-curricular activities, residential trips, work experience or exams.			
Class rules and routines are developed in collaboration with the class and regularly reinforced using visual aids. Expectations are set out clearly and supported by visual aids.			
We use objects, pictures and visual timetables to support understanding and learning and promote independence. The classroom is arranged to allow accessibility and easy management of materials (e.g. use of labels, visuals and colour coding).			
Visual schedules/timetables are used to provide predictability and structure to the school day. Consistent and clear timekeeping methods are provided for students as required (e.g. sand timers/digital timers).			



	Room for improvement:	Developing:	Do this really well
Staff adapt their communication, interaction and teaching. This includes giving pupils processing time and reducing the amount of language used, for example.			
We provide activities the pupil enjoys either alone or with others at breaktimes and lunchtimes to reduce unpredictability.			
Flexible educational approaches are adopted, based on understanding the requirements of the individual pupil. For example, this can include where the pupil sits in class, how and when they do their homework.			
We recognise that changes associated with key transitions (micro- e.g. moving from classroom to another, or from the playground into the classroom, or macro: from one setting to another) require support. That said, in preparing for adulthood, the longer-term aim is to increase the pupil's capacity to manage changes outside of routines or when a schedule is not available.			

Practical resources

- Professional reflection tool on transitions - Scottish Autism toolbox (see useful websites)
- Transition checklists: EY to primary; Primary to Secondary - Scottish Autism toolbox (see useful websites)
- Transition Guide for parents and young people, NAS (see useful websites)
- Professional reflection tool on transitions Scottish Autism toolbox (see useful websites)
- Transition checklists: EY to primary; Primary to Secondary Scottish Autism toolbox (see useful websites)
- 'Check your timetable' cards - Scottish Autism Toolbox (see useful websites)
- Sensory preferences and differences template provided in Good Autism Practice module
- Environmental audit template provided in Good autism practice module
- Visual timetable template is provide in Making Sense of Autism Module
- Transition Guidance Whole School SEND Suite of Resources (free AET resource)



Principle Seven

Targeted support and measuring the progress of autistic pupils

Standard 13.

We use a holistic approach to assessment that includes a pupils' sensory needs, emotional wellbeing, and preferred way of communicating, interacting and learning.

Further examples of how we can do this

	Room for improvement:	Developing:	Do this really well
A variety of assessment approaches are used to build a comprehensive profile of the pupil's performance of key skills across a range of environments.			
When assessing progress towards learning goals, data is collected on social and emotional awareness, communication, social understanding and inclusion, daily life skills, independence and autonomy (by working in partnership with parents/carers and other professionals).			
Pupils' skills in recognising, understanding, labelling and expressing emotions in themselves and others have been identified.			
The individual pupil's capacity to problem-solve and regulate their emotions within social-emotional interactions at a level appropriate to their ability, have been identified.			
Support needs in relation to the student's access to and participation in leisure and play activities have been identified.			
Records of assessment and learning objectives are kept and relevant information is incorporated in the pupil-centred education plan.			

Practical Resources

- The AET Progression Framework interactive tool (in AET free resources)
- Bite size AET resources (in AET free resources)
- Assessment app <http://www.evidenceforlearning.net/>
- Observation forms provided in Good Autism Practice module



Standard 14.

We develop and implement targeted pupil-centred education plans in partnership with the pupil and parents/carers. These are regularly reviewed to monitor progress.

Further examples of how we can do this

	Room for improvement:	Developing:	Do this really well
We are committed to preparing pupils for adulthood, through the holistic development of their daily living skills and we embed Preparing for Adulthood Outcomes (community, independence, life skills) in all education plans.			
We develop and implement individualised transition plans which combine information from the student, their family and staff who know them well.			
Careful review of targets, approaches used and outcomes related to the learning environment happen every term. Pupil-centred education plans are updated and review dates are set.			

Practical resources

- Pupil-centred support plan provided in Good Autism Practice module.
- Assess, plan, do, review template provided in Making Sense of autism module
- Preparing for adulthood outcomes (see useful websites)



Principle Eight

Adapting the curriculum, teaching and learning to promote wellbeing and success for autistic pupils

Standard 15.

We provide a broad, flexible and balanced curriculum that addresses the learning needs of autistic pupils and their social, emotional well-being, communication needs and life skills.

Further examples of how we can do this

	Room for improvement:	Developing:	Do this really well
We plan engaging activities that build on the strengths and interests of the pupil to deliver the curriculum.			
Staff are aware that pupils may need adjustments and differentiated curriculum content, teaching approaches and learning environments. Reasonable adjustments are identified and monitored over time to ensure they are effective and if so, become embedded into everyday teaching.			

Practical resources

- SEND Code of Practice 2014 (see legislation)
- Happy Book template is provided in the Good Autism Practice module
- Equality Act 2010 (see useful websites)



Standard 16.

We always promote positive attitudes towards autism and have high expectations of all of our pupils and staff.

Further examples of how we can do this

	Room for improvement:	Developing:	Do this really well
We use positive language to describe autism in our school and see autism as a different way of being rather than as a disorder.			
We develop a culture of high ambition and aspiration for all pupils and this includes autistic pupils.			
School leaders lead the development and monitoring of whole-school policies and practices that are inclusive of autistic pupils.			
We promote a culture of reflection in which we regularly review inclusive practice and policies, including parental/carers and pupil engagement.			
All staff understand autism and adapt their classroom management and teaching approaches to provide high quality and differentiated teaching.			
Staff undertake responsibility for all pupils in their classes and collaborate to plan approaches and adaptations that support meaningful inclusion and that address pupils' priority learning needs.			

Practical Resources

8 inclusion promises handout (free AET resource)