Inclusion Development Programme Primary and Secondary

Supporting pupils on the autism spectrum -

Department for Education

Minimum specification		
	PC	**Mac**
CPU	Pentium III or greater	PowerPC G4 (867MHz or faster)
RAM	128 MB	512 MB
Hard drive	100 MB space	100 MB space
CD/DVD-ROM drive	24 x speed	24 x speed
SVGA graphics card	16 bit colour	16 bit colour
Minimum screen resolution	800 x 600	800 x 600
Sound card, speakers, or headphones	16 bit	Standard
Keyboard and mouse	Yes (Microsoft compatible)	Yes
Operating system	Windows 2000 or later	Mac OS X or later

Instructions for running the disk

Insert the DVD-ROM into your disk tray. Your computer may automatically run the program if you have a feature called **Auto run** enabled. If it does not automatically run, use the following steps.

For PC users, double click on My Computer, and then double click on the disk icon to open.

For Mac users, double click on the disk icon on your desktop to open.

Double click on the file '**index.htm**'.

Inclusion Development Programme

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The websites referred to in these materials existed at the time of going to print.

Please check all website references carefully to see if they have changed and substitute other references where appropriate.

About the Inclusion Development Programme

The Inclusion Development Programme (IDP) is part of the Government's strategy for children with special educational needs (SEN), outlined in *Removing Barriers to Achievement* (DfES/0117/2004).

The IDP is a suite of materials aimed to support teachers, teaching assistants (TAs) and trainee teachers to increase their knowledge and skills in working with children and young people with a range of SEN, so that their quality first teaching is even more effective. The IDP is not intended to replace specialist knowledge; rather, it is intended to support specialist advice and guidance.

The IDP includes essential guidance for headteachers and leadership teams so that it can be viewed in the context of other whole-school priorities.

Previously published IDP resources are:

- *Inclusion Development Programme, Primary/Secondary: Dyslexia and speech, language and communication needs* (00070-2008DVD-EN)

- *Inclusion Development Programme: Supporting children with speech, language and communication needs: Guidance for practitioners in the Early Years Foundation Stage* (00215-2008BKT-EN).

Both of these resources can be found in the Inclusion area at www.standards.dcsf.gov.uk/nationalstrategies/inclusion/sen/idp

Introduction to the Inclusion Development Programme: Supporting pupils on the autism spectrum

The aims of this programme on the autism spectrum are to:

- improve outcomes for pupils on the autism spectrum

- increase knowledge and understanding among professionals about the autism spectrum

- share good practice so that professionals in mainstream schools can make adjustments to their policies, practices, procedures and curriculum that will enable more young people on the autism spectrum to benefit from a mainstream education.

How to use this resource

The IDP is available on DVD-ROM and on the web at www.standards.dcsf.gov.uk/nationalstrategies/inclusion/sen/idp

There is also an Early Years Foundation Stage (EYFS) IDP programme on the autism spectrum. This resource has a handbook and accompanying DVD-ROM, and may also

be viewed on the web at www.standards.dcsf.gov.uk/
nationalstrategies/inclusion/sen/idp

This resource on the autism spectrum may be used in a variety
of ways and by a range of users. Ideally, the units should be
introduced in sequence because later units build on the activities
and video clips in earlier units and assume an understanding of
language and information.

As with all professional development, obtaining a baseline of
existing skills and knowledge in the area before starting the
programme will allow professionals within local authorities,
schools and initial teacher training programmes to measure any
gains upon completion of the programme. The **self-evaluation
checklist** (see page 7) enables learners, headteachers, special
educational needs coordinators (SENCOs) and leadership teams
to assess skills and knowledge. Members of leadership teams can
encourage staff to complete the self-evaluation checklist before
and after using the DVD-ROM or online materials and share the
results to produce an audit of available skills.

Using this resource via the web

To view this IDP resource on the web go to www.standards.
dcsf.gov.uk/nationalstrategies/inclusion/sen/idp. Before you
begin you may find it useful to set up an IDP folder on the
desktop of your personal computer. Here you can save key
documents that you download and set up a reflective learning
log which will allow you to record your learning as you
proceed through the programme.

Important

As with the IDP resource on dyslexia and speech, language and
communication needs, updates will be added to the web version
at intervals in the future.

The units

There are eight units in the resource:

1. What is the autism spectrum?

2. Social and emotional understanding

3. Communication and language

4. Flexibility of thought and behaviour

5. Sensory perception and responses

6. Know the pupil

7. Curriculum priorities and inclusive practice

8. Sources of support

What's in it for me?

This section describes how you can get the most from this resource. It explains the navigation features, the main menu items and how to use the filters to find the downloadable resources. On screens 6 and 7 you are given an overview of each unit. On screen 8 you can select your specific role to find out what is in the programme for you. The selection includes: a teacher, a TA, a trainee teacher facilitator, headteacher, a member of the leadership team (including the SENCO), or none of these.

If you select a teacher or TA it will direct you to the main menu and you can go to the learning but first you should complete your self-evaluation.

If you select a trainee teacher you will watch a short video clip of a newly qualified teacher (NQT) describing how she gathered knowledge about the autism spectrum. This section will give you ideas on how you can use this resource to support your learning and provide you with the evidence that you need towards some of the qualified teacher standards that you will be working towards.

If you select headteacher, facilitator or member of a leadership team it will direct you to guidance documents which will support you in your role in training or developing whole-school policy.

Parents

Parents can use the resource to find out about potential issues in school and how these may be addressed, and can view video clips of parents, staff and pupils talking about their experiences.

Check what I know

The self-evaluation checklist is in this section.

Self-evaluation checklist

Note: The self-evaluation checklist should be completed by learners before and after using the resource to identify existing knowledge and understanding and the areas in which they might enhance their skills.

Members of leadership teams in schools may encourage staff to complete the self-evaluation checklist before and after using the DVD-ROM or online materials and share the results to produce an audit of knowledge and skills. This audit could help leadership teams prioritise areas for development.

Codes used:

K – Knowledge

A – Adjustment to practice

The following is a sample of the self-evaluation checklist. The full checklist can be downloaded from the DVD-ROM.

The National Strategies
Primary and Secondary Inclusion Development Programme

Self-evaluation checklist for the learner

Note: The self-evaluation tool should be completed by learners before and after using the resource to identify existing knowledge and understanding and the areas in which they might enhance their skills.

Members of leadership teams in schools may encourage staff to complete the self-evaluation tool before and after using the DVD-ROM or online materials and share the results to produce an audit of knowledge and skills. This audit could help leadership teams prioritise areas for development.

Codes used:
   K – knowledge
   A – adjustment to practice

My knowledge and understanding of the autism spectrum and adjustments to practice	Rate 1–4 1 = not very confident 4 = very confident			
	1	2	3	4
Unit 1: What is the autism spectrum?				
1K	I know the main areas affected in pupils on the autism spectrum.			
2K	I have some knowledge of the early development of pupils on the autism spectrum.			
3A	I take action to find out how a pupil on the autism spectrum is affected in these areas.			
4A	I alter my approach in the light of this information.			
Unit 2: Social and emotional understanding				
5K	I know why social interaction with peers and adults is hard for a pupil on the spectrum.			
6K	I know that the pupil has difficulty in being aware of and understanding his or her emotions and those of others.			
7A	I adjust my communication style to facilitate interactions with pupils on the autism spectrum.			
8A	I use strategies to facilitate the social inclusion of pupils on the autism spectrum.			
Unit 3: Communication and language				
9K	I know some of the ways in which the communication of pupils on the autism spectrum differs from typical pupils.			
10K	I know some of the specific difficulties in the understanding and use of speech and non-verbal language (e.g. gesture, facial expression) that pupils on the autism spectrum experience.			

Overview of learning units

This is where you will find a summary of the units.

Unit 1: What is the autism spectrum?

- The autism spectrum is diverse and covers a range of subgroups, but all these pupils have needs in common, as well as different strengths, interests and needs.

- Autism has a biological basis and is present by the age of three years although diagnosis may not occur until later.

- There are three key developmental areas for diagnosis.

- There are two main dimensions that lead to difference – intellect of the pupil and the severity of their autism.

- Diagnosis enables all who live and work with the pupil to understand and address their needs.

- School presents a number of challenges which may lead to anxiety and challenging behaviour.

Unit 2: Social and emotional understanding

- Pupils on the autism spectrum will experience difficulties with social understanding and interaction.
- Pupils may have problems understanding the rules of social engagement or when these change.
- Babies and young children on the autism spectrum develop differently to typically developing children.
- Pupils may have difficulty working or playing with others, turn taking or listening to others' points of view.
- Pupils may have difficulty understanding or communicating their own emotions.
- Pupils may have difficulty understanding the emotions and feelings of others.

Unit 3: Communication and language

- Pupils on the autism spectrum may need help to communicate effectively.
- Pupils will need help to express themselves or understand the communication of others.
- Pupils may interpret written or spoken language literally, misunderstand metaphors, similes and jokes.
- Pupils may use echolalia or repetitive questioning and remain in these phases longer than other children.
- Stress and anxiety are likely to increase difficulties in communication and may lead to behaviour which challenges staff and others.

- Staff need to be able to communicate with these pupils in a variety of different ways.

Unit 4: Flexibility of thought and behaviour

- Pupils on the autism spectrum may find it difficult managing a change to a familiar routine and to apply their skills in different settings.

- They may have difficulty with choice, problem-solving and decision making.

- Pupils will need support to manage change.

- Unstructured times may lead to difficulties as pupils may be uncertain as to what to do.

- Special interests are excellent motivators for pupils on the autism spectrum.

- Transition to a new school or class is very challenging for pupils on the autism spectrum and they will require a lot of support.

Unit 5: Sensory perceptions and responses

- Many pupils on the autism spectrum have sensory processing difficulties.

- Pupils may experience over-sensitivity or under-sensitivity in each of the senses and will have different tolerances to sensory stimuli.

- Staff need to create a sensory profile for pupils on the autism spectrum using a sensory checklist.

- Staff should make reasonable adjustments within school and classrooms to reduce sensory issues using a School Sensory checklist.

Unit 6: Know the pupil

- Pupils on the autism spectrum often have very uneven profiles.

- Knowing the individual pupil is as important as knowing about the autism spectrum.

- There are four main areas to assess.

- It is important to find out about a pupil's level of self-esteem and emotional well-being.

- Staff can work together with families to produce a passport for a pupil.
- There are a number of sources of information both in and outside school.

Unit 7: Curriculum priorities and inclusive practice

- Pupils on the autism spectrum may experience difficulties in certain subject areas.
- Pupils may experience difficulties in understanding instructions and may not communicate this to others.
- Pre-tutoring of a lesson can help pupils to understand the specific terms and rules of an activity before it happens.
- Reasonable adjustments should be made to help pupils adapt to different areas of the curriculum.
- Revision, homework and exam times can be particularly difficult for pupils on the autism spectrum and extra support should be provided where necessary.
- Inclusion in mainstream education can be extremely beneficial for pupils on the autism spectrum.

Unit 8: Sources of support

- There are several key elements of good school practice.

- There are a number of people within school and external agencies who can support teaching staff and families.

- It is important to keep parents and carers in the loop and to promote effective home-school communication.

- Consistency in communication systems for the pupils and across all settings and staff is important.

- Self advocacy for pupils should be encouraged.

- Good practice in relation to the autism spectrum needs to be disseminated and evident across all classes and settings within school.

- Staff need to share knowledge of pupils and the autism spectrum with each other.

Video clips

Throughout the resource, you will be introduced to pupils, parents, headteachers, SENCOs, teachers, TAs and other professionals working with pupils on the autism spectrum. Their testimonies and experiences provide real-life examples to enhance the information and strategies which are recommended in the IDP.

Who's who in the video

Alan is the lead teacher for SEN in a secondary school. He talks about his work supporting and informing staff, parents and pupils on the autism spectrum.

Ann is a member of an autism outreach team. She runs support groups for pupils on the autism spectrum and prepares pupils and schools for transitions, in addition to suggesting strategies for individual pupils.

Barbie is a TA in a primary school who has supported Zac and Bill and been involved in preparing them for the transition to secondary school.

Bill is a Year 7 pupil with autism and also a specific speech and language difficulty. You will see him in his final term at primary school. Bill's mother, Sam, also appears in the video describing her hopes for Bill and his transition to secondary school. Bill has just started at his new secondary school.

Claire and Mike are Daniel's parents. They talk about the support the school has given to Daniel.

Daniel is a Year 7 pupil who attends a mainstream secondary school. You will see him talking with two classmates, Connor and Josh, about their friendship.

Debbie is the mother of two boys on the autism spectrum. Her older son, Tom, is 14 and very able, and her younger son, Joe, has autism and learning difficulties. They both attend mainstream schools but their profiles and needs are very different. Debbie describes their early development and the benefits of their attendance at a mainstream school.

Geraldine is a modern foreign languages teacher who is a Year 7 teacher. She noticed that Daniel was being teased by others, and so held a class discussion to address this. Geraldine also talks about the issues involved in the disapplication of areas of the curriculum for pupils with SEN.

Helena is a speech and language therapist with a special interest in working with pupils on the autism spectrum. She explains the benefits of a good communication system and how a pupil should be assessed in order to design an effective visual system.

Ian is a young adult (aged 17) with autism who left school last year. He suggests how TAs should work with pupils.

Jay is a Year 1 pupil on the autism spectrum. He enjoys sensory activities, and you will see him in a sensory room with his TA, Mel. Jay's primary school saw the benefits of a sensory room for pupils (not just those on the autism spectrum) and for staff and parents to relax in – and sought funding to create this.

Jo is the mother of Zac, a Year 7 pupil who appears in the video. She explains the differences in Zac's behaviour at home and school, how Zac expects people to know how he is feeling and why she chose mainstream school for him.

John is a young adult with Asperger syndrome who attended a mainstream secondary school. He was not diagnosed until he was in Year 11. He describes his uneven profile, some of the difficulties he experienced at school and argues that the positive aspects of the diagnosis should be highlighted.

Kim is an English NQT in her first year of teaching at a mainstream secondary school. She explains how she gained general information on autism and argues the importance of getting to know the individual pupil.

Lalli is the head of an autism outreach service which supports families and schools. The service acts as a bridge to enable staff and parents to work effectively together.

Laura is a TA at the secondary school that Zac and Bill attend. She also attends the weekly support group held at school for all the pupils on the autism spectrum.

Poppy is a little girl who is not on the autism spectrum. She is seen with her childminder and other children to show typical interaction and communication, including shared attention, imitation and use of language.

Robert is the headteacher of a mainstream secondary school that has a number of pupils on the autism spectrum on roll. He explains the importance of giving teachers and TAs lead roles in different areas and also in creating an ethos in which staff can express any difficulties with pupils and seek support.

Ruaridh is a Year 9 pupil with Asperger syndrome. He is part of a group of pupils at his mainstream secondary school who are on

the autism spectrum. This group meets weekly with an autism outreach worker to discuss issues and share strategies. The pupils range from Year 7 to Year 11, and the new Year 6 pupils meet the group in July, before they start the school in September. Ruaridh describes what Asperger syndrome means to him.

Sally is a TA in a secondary school with a lead role for autism and she spends time giving advice to teachers and other TAs on how to work effectively with pupils on the autism spectrum.

Sam is Bill's mother. She explains her wishes and what the move to secondary school will mean for Bill, a Year 7 pupil who also appears in the video.

Sandra is the SENCO at a large primary school that has a number of pupils on the autism spectrum. She describes how the school has raised the awareness of other pupils on the needs of children who are different.

Sharnai's mother talks about the work the school has done to support her daughter's social inclusion, and describes the benefits of working closely with staff.

Sheila is an educational psychologist who explains her role in relation to pupils on the autism spectrum within schools.

Steve is an adult with autism who was not diagnosed until adulthood. He deliberately under-performed at school so as not to stand out, and found social times very difficult. He has found that wearing tinted lenses enables him to see people's faces much more clearly.

Steve is a member of an autism support service which supports staff and pupils in mainstream schools and also works with parents at home and in workshop sessions.

Sue has worked in further education colleges and is now an educational adviser to a regional society for autism. She explains

the issues that can arise with breaks and lunch times for older students.

Trevor is the headteacher of a primary school that has a number of pupils on the autism spectrum. He describes how the school supports these pupils, and the benefits to other children.

Zac is a Year 7 pupil with autism who has just started at secondary school. You will also see him in his final term at primary school playing football. His mother, Jo, appears in the video describing Zac's needs and the transition to secondary school.

Staff meetings

There are video clips of two staff meetings where staff meet before and after the transition of Bill and Zac.

In the first meeting, you will see Barbie (the TA), Sarah (the primary SENCO), Peter (the secondary SENCO) and Ann (from the autism outreach team) talk about the work they have done to prepare for transition.

In the second meeting, you will see Audrey (the form teacher), Laura (the TA), Ann and Peter talk about how the transition has worked so far.

Appendix 1

The SEN/AEN value for money (VfM) resource pack

The *SEN/AEN VfM resource pack* may be of interest to headteachers and leadership teams. The pack has been produced by the Audit Commission in conjunction with National Strategies and the DCSF. The *SEN/AEN VfM resource pack* aims to support schools to make best use of available resources by:

- identifying resources that come into school for SEN or additional educational needs (AEN) to support the personalisation agenda

- helping schools improve their strategic planning for support and interventions, and to focus on evaluation of progress and outcomes.

The pack includes a seven-stage self-evaluation model covering:

- income, expenditure and variance

- needs assessment

- provision and evaluation.

To download the pack, visit:
http://sen-aen.audit-commission.gov.uk

Visit the National Strategies website at
www.standards.dcsf.gov.uk/nationalstrategies for further information on:

- progression guidance

- P scales.

Appendix 2

Disability Equality Duty

The Disability Discrimination Act (DDA) 2005 brought in a duty on all public authorities to promote disability equality – DDA Part 5A: The Disability Equality Duty. The Disability Equality Duty builds on schools' duties under parts 2, 3 and 4 of the DDA.

General duty

The duty requires schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the DDA
- eliminate harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

The duty applies across schools' duties, to:

- disabled pupils
- disabled staff
- disabled parents and carers and other users of the school.

The general duty has applied to all schools from 4 December 2006.

Specific duty

In addition to the general duty, regulations made under part 5A of the DDA set out a specific duty on certain public authorities, including all publicly-funded schools, that requires them to demonstrate how they meet the general duty. In effect, the general duty sets out what schools must do; the specific duty sets out how schools must do it and what they need to record as evidence of what they have done.

The main requirements of the specific duty are to:

- prepare and publish a disability equality scheme (a scheme)
- involve disabled people in the development of a scheme
- implement the scheme
- report on the scheme.

The purpose of the scheme is to demonstrate how the school will meet the Disability Equality Duty. Schools are required to develop their schemes in a particular way and to include specific elements. Each school must:

- involve disabled people (pupils, staff and parents) in the preparation of the scheme

- set out in its schemes:
  - how disabled people have been involved in the preparation of the scheme
  - the school's arrangements for gathering information on the effect of the school's policies on the recruitment, development and retention of disabled employees
  - the educational opportunities available to and the achievements of disabled pupils
  - the school's methods for assessing the impact of its current or proposed policies and practices on disability equality
  - the steps the school will take to meet the general duty (the school's action plan)
  - the arrangements for using information to support the review of the action plan and to inform subsequent schemes
- implement the actions in its scheme within three years
- report on its scheme annually
- review and revise its scheme every three years.

The school is not required to do anything under its scheme that is unreasonable or impracticable.

Schemes should have been published by 4 December 2006, except for schemes for primary schools, special schools and pupil referral units (PRUs); these schemes should have been published by 3 December 2007. The local authority has responsibility for the scheme for a PRU.

The Disability Rights Commission published a code of practice, *The duty to promote disability equality: Statutory code of practice*, and guidance for schools, *Schools and the Disability Equality Duty in England and Wales: Guidance for Governors, Headteachers, teaching and support staff working in schools in England and Wales*. These may be accessed at www.equalityhumanrights.com in the section 'Public sector duties'.

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