**Provision for children with Autism**

**Dinglewell Junior School 2023**

People with Autism may experience difficulties with one or more of following areas:

* Communication
* Restricted and repetitive behaviours and interests
* Social interaction and imagination

A Dinglewell we support these children by:

* Ensuring the pupil knows key adults to turn to for support and can be helped to form relationships with others.
* Respecting and celebrating their interests- we are all different and that’s ok
* Checking in with the pupil at key points in the lesson.
* Giving the pupil key markers to listen out for during whole class or group input.
* Placing the student in the part of the room with the fewest distractions. Carpet time – consider use of a set place or chair.
* Considering seating so that can leave the room with minimum disruption.
* Creating a distraction free, quiet environment – keep work area clear of non essential items. This to be seen as a positive by the child to support them.
* Calm, quiet classrooms with low levels of arousal
* Clear routine and structure (visual timetables), with warnings of change or transitions.
* Breaking down tasks into small manageable chunks with clear time scales to complete work.(timers)
* Planning in opportunities to move around and have breaks.
* Avoiding verbal overloading – ensuring the instruction is the last thing they hear.
* Gaining student’s attention, by saying their name, making eye contact, before delivering instruction.
* Taking their fears/worries seriously
* Engaging in topics of interest to the student.
* Ensuring they experience success.
* Varying presentation of material, with simple layout.
* Monitoring and recording behaviours of concern to identify potential triggers.
* Access to equipment that the pupil may find helps such as noise cancelling headphones, fiddle objects, such as Blu Tack or a squeeze ball
* Use visuals, colour, graphics and animation to keep attention.
* Checklists on board
* Writing frames, word mats, visual prompts to support understanding.
* Sentence starters rather than questions to encourage independence
* Avoiding the use of saying- being clear and literal
* Positive feedback
* Sharing targets with children.
* Work closely with parents.
* Sensory circuits
* Social stories to model appropriate behaviours.
* Playtime support to engage and interact with their peers
* Incredible five point scale
* Use of the rainbow room or other quiet spaces when needed to regulate/decompress