



## Autism: Support Strategies for Children in Your Classroom

### Organisation

- Class visual timetable
- Explain changes to the day in advance where possible.
- Use the daily schedule or first-then and or now-next schedules to explain changes visually.
- Give children well organised tasks that have a clearly defined beginning, middle and end point.
- Chunk tasks into small, manageable pieces with breaks if needed.
- Children who struggle with self-care independence, backwards chaining visuals should be used to build independence.

### Learning supports

- Writing scaffolds and supports.
- Be aware of over-sensitivity to sounds, light, touch, smells and adjust the environment accordingly.
- Many children with ASD struggle with fine motor skills. Assess their pencil grip and if they need an adapted pencil or pencil grip support to use.
- Offer alternative methods of recording (microphone on seesaw / typing) for those who find writing a barrier.
- Use visual supports like sand timers for countdowns and upcoming transitions.
- Support the young person 'how to' complete a task and what to do once the task is complete.
- Provide one step instruction at a time
- Do not repeat an instruction or question in a different format - this will increase the processing time.
- Integrating a young person's special interest into the day can help to motivate and engage a pupil in a learning task

### Communication

- Use communication aids such as Widgit symbols, sign language or other tech devices as appropriate.
- Longer time to process language.
- Have visuals on display that will help children to express their feelings. (Zones of Regulation)
- Have a visual choice board on display so that children know they can ask for what they need or want.
- Give simple and straightforward instructions with visual aids to support understanding.
- Say your child's name before giving an instruction so that they know you are talking to them.
- Children may have a SALT plan. If they have been discharged from SALT they can continue to work on communication through Talk Boost, Lego Therapy, Colourful Semantics, High Order Level Questioning approaches.
- All SEND children have a Pupil Passport - this should express their views/needs/likes/dislikes clearly.

### Social skills

- Incidental social stories to explain social situations.
- Break down the steps for complicated social interactions and explicitly teach.
- Practise scripts for regular social interactions. For example, how to join a game or what to say if someone is in your way.
- Children are taught skills like playing, sharing and turn taking in class or as part of Nurture group.
- Adult support and mediation when needed for PSED, group / paired tasks.
- Annual enhanced transition to build relationships with new staff members.

### Emotional Literacy & Regulation

- Children to use Zones of Regulation resources in the classroom to label how they're feeling and learn strategies to help them when dysregulated.
- Clear simple class rules - displayed
- Reinforce and praise positive behaviour immediately.
- Give your child access to a designated space that they can choose to use in order to stay regulated (calm corner / leave the classroom with an adult).
- Some children may need a Meet & Greet in the morning to help them settle into class.
- Transitional objects for children who need them.
- For children with challenging behaviour, use ABC charts to observe their behaviours. Referrals to Behaviour Support or Autism Outreach when necessary.
- Special interests may also be used as a tool for calming and relaxation.
- Provide good channels of communication with home via regular seesaws, discussions or a communication book.

### Sensory needs

- All neurodiversity pupils should be offered sensory room visits several times per week.
- If they do not visit the sensory room daily, they should be offered regular movement breaks (away from classroom) and have access to sensory resources in class.
- Sensory Needs Toolkit: KS2 children should be able to complete a sensory audit with the adult, younger children this will be done through observation. Use this to write a sensory diet plan.
- Access to ear defenders and individual sensory resources (chew jewellery, fidget toys) when needed
- Provide a safe space to retreat to in order to support sensory regulation.