

A SENCO's guide to supporting learners on the autism spectrum



Good practice guidelines,
resources and evidence based
practical strategies for SENCOs

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In collaboration with

A SENCO's guide to supporting learners on the autism spectrum

As a SENCO or Inclusion manager, you play a vital role in supporting the education of learners on the autism spectrum. This resource is aimed at SENCOs and provides some good practice guidelines on supporting learners with autism. It will also signpost to some evidence-based practical strategies and existing resources for SENCOs at various points. This resource is developed as part of the Whole School SEND [Autism Resource Suite](#).

Terminology

As you are probably aware, the issue of terminology in the field of autism is complicated, as there is no clear agreement regarding the appropriate words to use. We will be using the term autism or autism spectrum to describe the differences that an individual with the condition could have. We are avoiding the term 'disorder'. Similarly, we are using person-first language (learner/learner with autism, or on the autism spectrum) rather than identity-first language (autistic learner) as suggested by some autistic adults and some researchers. This is because most studies around terminology do not include children's voices and therefore these debates do not necessarily represent children's views.

Secondly, we acknowledge that identity is complex and is an individual choice and as a result should be negotiated with the individual learner (where appropriate) to ascertain their views.

This resource is aimed at SENCOs in Early Years settings as well as schools. However, for ease of reading, 'school' or 'education setting' is used as a generic term to represent the different settings. For similar reasons the term 'learner' has been used in this resource, to represent children and young people of every age group, rather than using a range of terms.

Distinctive needs of autism

Autism is a lifelong condition which impacts an individual's way of perceiving the world, communicating and interacting with others. The term spectrum signifies that these characteristics could vary in each individual. Therefore, while all learners with autism will have to show differences in some of these areas in order to meet the diagnostic criteria, it is important to remember that you will still need to understand how autism impacts the specific learner that you or your colleagues are supporting.

In an educational context, learners with autism are likely to show differences in three areas:

- **Social understanding and communication** - which could include: difficulties in expressing themselves or understanding what is being communicated, understanding indirect language, social interaction with others, expressing their emotions and perceiving others' mental states.
- **Flexibility, information processing and understanding** - which could make it difficult to cope with changes, see the relevance of what is being taught, and control their own impulses.
- **Sensory processing** - where the individual may respond in an unusual way to the sensory information (such as sound, touch, or body balance).

Learners with autism could have a very good eye for detail, which can be used for teaching specific subjects such as mathematics, science, design and technology. However, they may also find it difficult to get the gist of a topic or see the bigger picture.

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Therefore, staff need to regularly explain how the learning is relevant to the overall aim. Generalising what has been learnt in one setting to another, or from one subject to another, could also be difficult for some learners. Opportunities must be given to practise new skills or rules in different contexts and with different people. This will be especially important with school rules for behaviour.

In addition to these differences, learners on the autism spectrum could have other conditions such as learning difficulties, dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), sensory impairments and anxiety (Levy et al., 2010). When considering educational provision and support, sufficient attention should be given to these additional conditions and their impact on the learner, to get a good idea of the distinctive needs and strengths of the individual.

Developing good practice

The Autism Education Trust's (AET) Good Autism Practice report (2019) suggests four key themes that are important for good quality autism provision:

- **Understanding the individual.**
- **Learning and development.**
- **Providing an enabling environment.**
- **Nurturing positive and effective relationships.**

These four themes will be the basis of this resource, and we will develop some of the principles under each theme to explore some practical strategies and to provide guidance. This resource is structured under four key topics:

- 1 **Teaching, learning and curriculum.**
- 2 **Understanding autism diagnosis.**
- 3 **Role of support staff.**
- 4 **Planning staff development.**

Appendix 1 provides a checklist covering all the key suggestions. More general information on features of autism and provision of support for each area of difference can be found in the material produced by AET and via AET training.

When thinking about developing good autism practice within your setting, as a first step you may want to use the [AET Autism Standards](#) to assess where your school or Early Years setting is in terms of your autism provision and identify a development plan accordingly. This will help you in making your setting an environment where learners with autism can thrive.





1

Teaching, learning and curriculum

The SEND Code of Practice (2015) recommends the use of the assess-plan-do-review cycle. This section provides suggestions which are related to these four phases. In practice however, these often overlap, so rather than presenting the information under each of these stages, it is presented under the four key topics listed previously.



1 Teaching, learning and curriculum

Personalised learning

Assess the learner: Learners with autism will often have uneven educational profiles, which could mean that while they are good at some subjects or tasks within a subject, they may not have similar understanding of other subjects or concepts. As a SENCO you will need to help the staff to understand the learner's uneven profile, and have systems within the school which will help to capture the learner's abilities.

Ideally a range of assessment approaches and tools should be used. The Education Endowment Foundation has [guidelines](#) which can be used for reflecting on the variety and appropriateness of assessments within your setting. The Autism Education Trust has created a [progression framework](#) which could be used to understand the abilities of learners on the autism spectrum in a range of areas. This can be used along with Early Years outcomes, Development Matters and the National Curriculum.

Sensory audits: Autistic advocates often express the impact that the sensory environment can have on their day-to-day functioning. Educational settings by their very nature are full of sensory information. Learners who are hyper-sensitive can find being in this type of environment overwhelming, and may need opportunities to withdraw to a quiet, calming area. On the contrary, learners who need a higher level of sensory stimulation could find some school activities, such as quiet reading and assemblies, understimulating and may need something like a fidget toy to help them to be focused.

It is important that [sensory audits of your school environment](#) are conducted, to understand the potential impact of the environment on the learner. In addition to these, you may want to use a similar checklist to understand the personal sensory preferences of the individual learners.

There are many such checklists available on the internet (including on the [AET website](#)) and in various books. If your school has access to an occupational therapist, they can also help you in identifying such tools. Some learners may benefit from sensory circuit programmes such as the [ALERT program](#). You could aim to incorporate such programmes for the whole class to help all the learners' learning.

Interest-based learning: Learning is enjoyable when it provides opportunities to develop skills and engage in subjects that an individual is interested in. It is important that learners with autism are given opportunities to develop their strengths. Several learners will also have special interests which can be used as motivators for learning. Encourage staff in your setting to understand the learner's interests and strengths by gathering information from parents/carers, previous teachers, observing the learner's performance in various activities, and asking the learner.

Listening to the learner: Learner voice can be encouraged by using alternative strategies even when they are unable to express verbally, for example, by writing, drawing, using symbols and videos. Using [learner profiles](#) can also facilitate sharing such information on a regular basis.

Broad and relevant curriculum

Inclusive learning opportunities: Learners with autism should have access to broad areas of curriculum within the Early Years Framework or the National Curriculum. Following the Universal Design for Learning (UDL) principles could improve access to learning not only for learners with autism, but all the learners. You can find information about UDL [here](#).

1 Teaching, learning and curriculum

Evidence-informed strategies: In addition to the regular curriculum, as part of your individual assessments, you may notice that some learners will need specific support in developing communication skills, play skills, building relationships and understanding of their own and others' emotions. There are a range of approaches used in the field of autism, and sometimes it is hard to decide which ones to choose. The Education Endowment Foundation website has information about several general strategies used in schools, along with details of evidence gathered about each, which can be found [here](#).

The National Clearinghouse on Autism Evidence and Practice is a USA based [website](#) which provides evaluation of some of the autism-specific strategies. While both these websites offer research evidence, you will still need to use your own judgement in terms of choosing appropriate ways for teaching and supporting learners within your setting, based on your school ethos, staff knowledge and the individual needs of the learner. You could use this information as part of your planning stage for the individual learners, along with advice from EPs, autism advisory teams and other professionals.

Range of learning opportunities

Planning for new events and experiences: Planning and preparing are key for success in any new situation that the learner is likely to encounter, such as having a visitor, going on a school trip, joining school clubs or taking up a work placement. The learner needs to be aware of where they are going, why they are going there and what they need to do there. You can provide this information in different ways to suit the individual learner. For example, pictures or a virtual tour of the place where the learner is going can be shown, and a Social Story™ can be written to explain

to the learner the reason for the visit and what is expected in that situation, from them and others. Details about using visual supports and Social Stories™ can be found [here](#).

Dealing with change: It is also important that the learner is taught to deal with some changes, which can be introduced in a structured way, for example by using a change symbol on the visual timetable. Look at the TEACCH approach [website](#) or resources for more detailed guidance on how change can be introduced.

Work placements: Work placements have the additional complexity that the learner is often expected to negotiate in the new environment on their own. The above-mentioned strategies along with those mentioned in the '[Supporting Learners with Autism During Transition](#)' resource, produced as part of [The Autism Resource Suite](#), can be used for work placements. The learner may need help in finding an appropriate work placement. The National Autistic Society offers a course on finding employment, which can be a useful resource for the learners. You can find further details about the course [here](#).

Once the placement has been found, the learner will need to know what is expected of them, on the first day and for the whole duration of the placement. A map of the office and the facilities nearby would help the learner to orientate themselves. You should request a placement plan from the setting in advance, which provides details of the nature of work expected from the learner, the name and role of the learner's mentor (and if possible, their photo), other people at the placement, dress code and office hours.

In collaboration with the learner, develop an individual profile to be sent to the mentor at the placement. Discuss with the learner whether they want to disclose their diagnosis or not, and respect their decision. Learners may also need to know who to go to for support in case their mentor is unavailable.

1 Teaching, learning and curriculum

If required, provide the mentor and their colleagues with information about autism and how to support someone with autism. The National Autistic Society has some useful information which you can [signpost](#) the placement colleagues to.

Access arrangements: Access arrangements are the reasonable adjustments which are required as part of the Equality Act (2010), which enable a learner to undertake standardised tests or exams, such as SATS or GCSEs. It is important when requesting access arrangements that these are familiar to the learner. Otherwise, the novelty of the arrangement could make it particularly confusing for a learner with autism. The learner will also need to be prepared for what is expected in the exam situation. Strategies such as visual schedules, Social Stories™ and mock exams can be used to help in this process. Understanding the exam papers, in terms of terminology used, the structure of questions and exam paper layout will also be necessary for some learners.

The school will need to apply for the access arrangements beforehand. Access arrangements could include reasonable adjustments made to help someone with processing difficulties, which is often the most relevant category for a learner with autism, unless they have additional learning needs. Therefore, access arrangements could involve having a reader who will explain the question to the learner, or having a break during the exam. [The National Autistic Society](#) and the [Autism Education Trust](#) provide specific guidelines for making access arrangements for learners on the autism spectrum.

Before any access arrangements are made it is important to have a discussion with the learner in order to establish their needs and understand what will help them perform well in an exam situation. Not involving the learner's voice can lead to inappropriate arrangements being made.





2

Understanding autism diagnosis

Raising autism understanding within the family and with school peers is important in creating an accepting environment for the learner. Along with this, some learners may want to better understand their diagnosis. Appropriate support during this process is important for mental well being and developing positive self-esteem.



2 Understanding autism diagnosis

Supporting the learner

Understanding autism: Depending on their age and ability, learners with autism will notice at varying times that they are different. Receiving additional support in an educational setting will also make them feel that they are different. Some learners may have been informed about their diagnosis by their parents, while in other cases the parents may approach you as a SENCO for advice on how to bring this up with their child. Your local autism outreach team colleagues may have existing resources to help you with this process. Alternatively, a number of books are available which explain the diagnosis of autism to children and young people. The National Autistic Society also provides some guidance on this subject, which can be found [here](#).

Being sensitive to individual views:

It is important to highlight to the learner that although their autism means they think and behave differently, that does not mean they are impaired. Even when this message is shared, some learners may not want to disclose their diagnosis to others, especially their peers. Their view needs to be respected and considered before starting any peer awareness programmes or using strategies such as a buddy system or circle of friends.

Developing autism identity: Some learners may want to meet others with autism to understand their condition and to develop their self-identity. It may not be possible for you to facilitate such a group within your setting, but signpost the learner to local groups for individuals with autism or to online communities. It is vital that parents are aware of your discussions and are in agreement with your strategies. Some parents may not want their children to know that they have a diagnosis of autism, and you will need to work with parents before you discuss the diagnosis of autism with their child.

Peer awareness: An inclusive environment can only be created where learners with autism are accepted and welcomed by everyone. You may want to plan general peer awareness sessions about autism as part of PHSE or a school assembly. If you want to discuss the diagnosis of a specific learner, it is important that you have permission from the learner as well as their family before doing this. Several peer awareness materials are available, including the 'Promoting Autism Inclusive Attitudes' guidance produced as part of [The Autism Resource Suite](#), which can be used to introduce the concept of autism and neurodiversity to learners at various key stages.

Supporting the family

Getting the diagnosis: Parents and carers may need guidance on whom to approach for information, support and how to get a diagnosis for their child. Explain that diagnosis is usually a medical procedure and that the family needs to consult their GP to refer the child to the appropriate diagnostic team.

Focus on the positives: The process of an autism diagnosis and getting some types of support can draw the family's attention to what their child cannot do. It is important that you and your setting help the parents to understand and appreciate their child's strengths. Sensitise staff in your setting to get a balance between identifying difficulties and showcasing achievements in their communication with the parents and family members.

Building relationships: Parents may face difficulties at various points during their child's education. Therefore, plan regular opportunities to check in on how the parents are managing. Provide the family with information on how to contact you or to set up a meeting with you. Parents often have in-depth understandings of their children, and actively involving them in the educational provision of their child will help in providing a more consistent and enriching education to the learner.

2 Understanding autism diagnosis

Collaborative working with the family is not only good practice, but is also a central principle of SEND Code of Practice. Whole School SEND (WSS) has developed a leaflet with some questions which families may have regarding their child's provision (found [here](#)). Being able to provide answers to questions can facilitate building a trusting relationship with families.

Building networks: Provide parents with networks of support by facilitating a parent support group within your setting if possible, or alternatively by signposting them to local parent groups and support. Information about these groups, including parent carer forums, will be available online on the local authority's website as part of the local offer information.

Providing support to siblings: You may have learners within your setting who have a brother or sister with autism. Siblings could find understanding their brother's or sister's autism difficult, and could be embarrassed to talk about their family or have their friends visit them at home.

They may also have practical difficulties such as finding a quiet place to do their homework, or having a good night sleep, which can impact on their own academic performance. Some siblings may also take the role of a young carer.

Gather information about the family situation of such learners so that you can put appropriate support measures in place along with your colleagues, which for example, could be allowing them to complete their homework at school, or not penalising them when they are late to school. You may also need to contact the local authority or make a referral to early help support services where this may be supportive to the parents and siblings. Provide emotional support as well, by either facilitating a siblings group at school (which does not have to be autism specific) or signposting them to other sibling support groups run by local organisations or the national charity [Sibs](#). A sibling group at school can be run on the principles of a Nurture group which will enable the siblings to share their thoughts and feelings as well as build informal peer support networks within the school.





3

Role of support staff

Teaching assistants and key staff are important team members, who can help a learner with autism within an education setting if they are deployed effectively.



3 Role of support staff

Appropriate training for teaching assistants (TA): Teaching assistants need clear guidance on their role and to receive appropriate training to support the learners.

Training teachers to work with teaching assistants: Research (Webster et al., 2013) suggests that for teaching assistants to be effective in a school setting, teachers should have a clear understanding of how to manage them, and should prepare them for the lessons they are to support in. A model of deployment where the teaching assistant solely works with a learner is considered to be less effective. You may want to consider providing specific training for teachers on working effectively with teaching assistants. The Education Endowment Foundation has an [online course](#) on making the best use of teaching assistants, which can be useful for teachers as well as SENCOs.

Deployment of teaching assistants: As some learners with autism have difficulties in learning with new people, or in group situations, it is important that there is a balance between providing consistency and challenging the learner to work with different adults. The role of the teaching assistant should be to facilitate group participation of the learner with autism, and to allow the learner to develop their independence.

The National Association for Special Educational Needs (NASEN) have produced a mini-guide on [Effective Adult Support](#) which provides an overview of some of the research in using teaching assistants, and provides some reflection points which can help you in planning staff deployment within your setting. Whole School SEND has produced the [TA Deployment Review Guide](#) which has useful forms for self-evaluation, and for exploring teachers' and TAs' views which can also contribute in planning a strategy for your own school setting.





4

Planning staff development

Developing staff knowledge and skills is important to create an inclusive educational setting.



4 Planning staff development

Identify staff knowledge and needs:

The first step in planning appropriate staff development in autism for all the members of staff within your setting would be undertaking an audit of staff knowledge and skills. There are several audit tools which can be accessed on the internet which provide a general overview of the staff's understanding of SEND within your school. You could also use the Professional Standards for Teaching Assistants, which can be found [here](#), as a means of identifying the staff development needs of teaching assistants.

While these generic audit tools provide information about staff knowledge and skills in the broader SEND field, if you want to get an insight specifically in relation to autism, the Autism Education Trust has produced the [Autism competency framework](#) which can be used to identify the personal development needs of staff members who are working with learners on the autism spectrum.

These audit tools should be supplemented with other strategies such as observations, to get a better understanding of the skills and approaches that are being used in practice.

Planning training provision: Once the staff needs are identified, you could provide opportunities for them to develop deeper understanding of autism. This could be through a range of methods, such as training sessions, reading material, and discussions. Providing different types of learning will facilitate engagement from staff with different roles and learning styles. Whereas some members of staff will need more detailed understanding of autism, you will also need to have provision for more generic autism training, such as the resources provided by AET. Advanced Training has a [free online course](#) which covers autism.

Autism champions: Appointing an identified autism lead within your setting is one way of sharing coordination responsibilities for some of these activities.



Conclusion

Learners with autism come with a range of strengths and needs. To provide an inclusive setting for all these learners, the school's values and ethos should encourage inclusion and diversity. While it is important to understand the particular differences that learners on the autism spectrum usually have in common, staff should not forget the individual nature of learning experience, and should devote time to understanding the specific learners.

Developing empathy should go hand in hand with expanding autism knowledge and appropriate skills to support the learners. Staff development becomes a vital aspect to facilitate this, and to encourage positive attitudes towards autism. Inclusion involves wider context, so to create a truly inclusive school positive attitudes towards learners on the autism spectrum, and to diversity, are needed from all the staff, volunteers and other learners in the setting.



Useful resources and references

Levy, S., Giarelli, E., Lee, LC., Schieve, L., Kirby, R., Cunniff, C., Nicholas, J., Reaven, J., Rice, C. (2010) Autism spectrum disorder and co-occurring developmental, psychiatric, and medical conditions among children in multiple populations of the United States, *Journal of Developmental and Behavioral Pediatrics*, 31(4), 267-75

A self-evaluation process	<p>AET Autism Standards https://www.autismeducationtrust.org.uk/resources/</p>
Assessment approaches	<p>Information on assessment and monitoring process https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-learner-progress/</p> <p>AET progression framework https://www.autismeducationtrust.org.uk/resources/</p>
Sensory audits	<p>Environmental audit www.aettraininghubs.org.uk/wp-content/uploads/2012/05/37.1-Sensory-audit-tool-for-environments.pdf</p> <p>Individual sensory profile https://www.autismeducationtrust.org.uk/sensory-profiles/</p>
Gathering learner voice	<p>Person-centred planning resources https://www.walthamforest.gov.uk/content/person-centred-planning</p> <p>http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/</p> <p>Learner profile examples https://my.optimus-education.com/learner-passport-template</p>
Principles of Universal Design for Learning	<p>https://www.cast.org/impact/universal-design-for-learning-udl?utm_source=udlguidelines&utm_medium=web&utm_campaign=none&utm_content=homepage</p>
Evidence informed strategies	<p>Evidence based for general strategies https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> <p>Evidence base for autism strategies https://ncaep.fpg.unc.edu/</p>

Useful resources and references

<p>Preparing for change</p>	<p>Information on visual strategies https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools</p> <p>Information on Social Stories https://carolgraysocialstories.com/</p> <p>Information on introducing change https://teacch.com/resources/teacch-tips/</p>
<p>Preparing for work placements</p>	<p>Finding employment course https://www.autism.org.uk/what-we-do/professional-development/training-and-conferences/employment/finding-employment</p> <p>Employing autistic staff guidelines https://www.autism.org.uk/advice-and-guidance/topics/employment/employing-autistic-people/employers</p>
<p>Access arrangements for exams</p>	<p>NAS Exam guidance https://www.autism.org.uk/advice-and-guidance/topics/education/exams</p> <p>AET exam accommodation https://www.autismeducationtrust.org.uk/resources/schools-resources/</p>
<p>Explaining autism to the learner</p>	<p>Broaching the subject https://www.autism.org.uk/advice-and-guidance/topics/diagnosis/broaching-the-subject</p> <p>Miller, A (2018) All about me: a step by step guide to telling children and young people on the autism spectrum about their diagnosis, London: Jessica Kingsley</p>
<p>Understanding family concerns</p>	<p>Parental questions about provision https://www.sendgateway.org.uk/resources/ask-listen-do-guide-making-conversations-count-all-families</p>
<p>Support for siblings</p>	<p>https://www.sibs.org.uk/</p>

Useful resources and references

Teaching assistants deployment	<p>Blatchford, P., Russell, A., Webster, R. (2016) <i>Maximising the Impact of Teaching Assistants: Guidance for school leaders and teachers</i>, 2nd edition, Abingdon and New York, NY: Routledge</p> <p>Morewood, GD., Humphrey, N., and Symes, W. (2011) Mainstreaming autism: making it work, <i>Good Autism Practice Journal</i> 12(2), 62–68</p> <p>Webster, R., Blatchford, P. and Russell, A. (2013) Challenging and changing how schools use teaching assistants: Findings from the Effective Deployment of Teaching Assistants project, <i>School Leadership and Management</i>, 33(1) pp. 78-96</p> <p>Online training for teachers and SENCOs https://educationendowmentfoundation.org.uk/tools/ta-online-course/</p> <p>Guidance on adult deployment https://nasen.org.uk/resources/effective-adult-support-inclusive-practice https://www.sendgateway.org.uk/search?search_api_fulltext=TA+deployment</p>
Staff development	<p>ITeaching assistant standards https://bit.ly/2W9CsMo</p> <p>AET Autism competencies https://www.autismeducationtrust.org.uk/resources/schools-resources/</p> <p>Online autism awareness training http://advanced-training.org.uk/</p> <p>Miller, P., Hards, M., Gore, N., and Brady, S. (2013). The Autism Champions Project: strengthening capacity within and across schools, <i>Good Autism Practice Journal</i>, 14(2), 33–37</p>

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Appendix 1

This checklist summarises all the key areas mentioned in this document and can be used as a self-evaluation tool for your own setting.

Area	Not in place	Started, or some elements in place	Fully established
A self-evaluation process (such as AET Autism Standards) is used to assess the setting's autism provision on a regular basis.			
A range of assessments are used to capture the range of learning profiles of learners with autism, and any additional learning needs they may have.			
Sensory audits are conducted, and relevant strategies are put in place, when required.			
Opportunities for developing learners' individual strengths and interests are included in teaching and learning plans.			
A range of approaches are used to gather learner voice on a regular basis.			
Principles of Universal Design for Learning are used when planning for teaching.			
Evidence-informed autism strategies are used within the setting.			
Teaching and school curriculum involves areas other than academics, such as communication skills, play skills, understanding relationships, preparation for work settings, which are important for the learner to thrive.			
Learners are prepared for new or unpredictable situations or events.			
Learner is taught to cope with unexpected changes.			

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Appendix 1

Area	Not in place	Started, or some elements in place	Fully established
Careful planning is undertaken for transitions, work placements and other major changes which the learner faces.			
A learner profile is prepared and updated on a regular basis.			
Relevant members of staff have access to the learner profile.			
Access arrangements for exams are in place for all learners with autism.			
Learners with autism are supported in understanding their condition and appropriate support networks are in place.			
Opportunities for developing peer awareness of autism are in place.			
Family members are provided opportunities to meet with school staff on a regular basis.			
Family support systems, such as signposting to relevant information or support groups, are in place.			
Staff are provided with training and information for supporting the family members of a child with autism.			
Siblings of children with autism are supported in the setting in practical and emotional ways.			
The setting has a clear rationale for their selected approach of using support staff and key workers.			
Staff development needs in the area of autism are identified, and appropriate training is provided.			

This document has been developed by the Autism Education Trust to support the work of SENCOs as part of The Autism Resource Suite developed by the Whole School SEND Consortium to embed good SEND provision in schools.

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Autism Education Trust

www.autismeducationtrust.org.uk

Autism Centre for Education and Research (ACER)

www.birmingham.ac.uk/research/acer

Nasen

www.nasen.org.uk

Whole School SEND

www.sendgateway.org.uk

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