

### DSPL1 Suggested 'Autism Offer' for Age Phases

Phase	Suggestions to add to School Offer
<b>Early Years</b>	<ul style="list-style-type: none"> <li>• We have a Setting/School Autism Lead, he/she is called.... This is your initial point of contact if you need information about services available.</li> <li>• Every child with autism will be given a Pupil Profile that highlights their strengths, interests and needs – and will be reviewed regularly.</li> <li>• Our .... is a safe place where your child can go to be quiet and free from any distractions</li> <li>• Our staff are in the process of being trained by the Autism Education Trust to ensure that everyone who comes into contact with your child has a greater understanding of their individual needs.</li> <li>• We ensure that there is a positive 'Transition Pathway' that will support transitions within the setting/school and when your child moves on to their School.</li> <li>• We ensure that we have strong Parental partnerships so that any change in your child's circumstances are quickly responded to and needs are met. This relies on open parental communication.</li> <li>• We endeavour to listen to your child's views, we take in to consideration that children have different ways of communicating and we will need appropriate strategies to support them.</li> </ul>
<b>Primary</b>	<ul style="list-style-type: none"> <li>• We have a Setting/School Autism Lead, he/she is called.... This is your initial point of contact if you need information about services available.</li> <li>• Every child with autism will be given a Pupil Profile that highlights their strengths, interests and needs – and will be reviewed regularly.</li> <li>• Our .... is a safe place where your child can go to be quiet and free from any distractions</li> <li>• Our staff are in the process of being trained by the Autism Education Trust to ensure that everyone who comes into contact with your child has a greater understanding of their individual needs.</li> <li>• We ensure that there is a positive 'Transition Pathway' that will support transitions within the setting/school and when your child moves on to their next School.</li> <li>• We ensure that we have strong Parental partnerships so that any change in your child's circumstances are quickly responded to and needs are met. This relies on open parental communication.</li> <li>• We endeavour to listen to your child's views, we take in to consideration that children have different ways of communicating and we will need appropriate strategies to support them.</li> </ul>
<b>Secondary</b>	<ul style="list-style-type: none"> <li>• We have a Setting/School Autism Lead, he/she is called.... This is your</li> </ul>

	<p>initial point of contact if you need information about services available.</p> <ul style="list-style-type: none"> <li>• Every child with autism will be given a Pupil Profile that highlights their strengths, interests and needs – and will be reviewed regularly.</li> <li>• Our Learning Support Centre is a safe place where your child can go to be quiet and free of any distractions</li> <li>• Our staff are in the process of being trained by the Autism Education Trust to ensure that everyone who comes into contact with your child has a greater understanding of their individual needs.</li> <li>• We ensure that there is a positive ‘Transition Pathway’ that will support transitions within the school and when your child moves on to their next place of education or workplace.</li> <li>• We ensure that we have strong Parental partnerships so that any change in your child’s circumstances are quickly responded to and needs are met. This relies on open parental communication.</li> <li>• We endeavour to listen to your child’s/young person’s views, we take in to consideration that children and young people have different ways of communicating and we will need appropriate strategies to support them.</li> </ul>
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- DSPL1 recommend that in your Behaviour Policy you add:  
“The school offers an ‘Early Resolution’ system in situations where a pupil in the school/setting might need a reduced timetable or is at risk of exclusion. (Your DSPL1 Autism Lead will be able to support the school with any difficulties).
- DSPL1 also recommend that when a child or Young Person is transitioning to a new school/setting that the School Autism Lead directs a Parent or Carer with a child or Young Person with Autism to use the **AET Working Together** document for guidance.
- DSPL1 suggest that schools direct parents to download the AET “Parents and Carers guide to finding a school for your child with autism”.
- DSPL1 recommends that schools/settings undertake an Autism Audit Review using the Autism Education Trust (AET) National Standards (There is a specific Early Years/5-16 years/post 16)
- The Autism Education Trust (AET) have a ‘Guide for Teachers’ – “Do you have a child with autism in your class?” that can help teachers and support staff.
- Guidance for how to create a Pupil Profile can be found at Helen Sanderson Associates (HAS).