

Autism Spectrum Condition Provision at St. John's

Teaching Environment and Grouping	People and Resources
<ul style="list-style-type: none"> • Low arousal areas may be available within the school to support focused learning as required by the student on the autism spectrum • Access to a 'retreat' in school, which can be used when the pupil's emotions have begun to escalate out of control and they require a quiet, calm environment • Staff are advised on how to adopt a calm, empathic approach and to give students with autism time to process and respond to instructions. • The effect of external environmental factors is taken into account when analysing students' behavior that staff find challenging • Pupils will have access to support to develop an understanding of their emotional responses and the regulation of their own feelings. Flexibility of approach is demonstrated by making adjustments to activities, lessons, timetables and their delivery, as necessary, for students with autism • Teachers will encourage pupils to work in a social environment they can access, while providing them with targets to help improve their social interactions • Access to social story work as appropriate to facilitate understanding of social situations and reduce potential anxiety • Access to opportunities to develop positive relationships and work cooperatively with peers using a peer support system or Circle of Friends • Pupils have some opportunities for support in understanding and developing social relationships with peers and understanding of social situations • There is a named and experienced/ trained member of staff – Ms D'Aristou, with general knowledge about autism and specific information about individual pupils. Good contact is maintained between that person (and other members of staff as necessary) and the Advisory Teacher for the autism spectrum for 	<ul style="list-style-type: none"> • The curriculum addresses the learning needs of students with autism (including styles of learning and uneven ability profiles) as well as their social, emotional well-being, their communication needs and life skills • Personalised visual supports are provided when appropriate to ensure that the sequence of activities during the day is understandable and predictable • Learning activities are well organised, structured and planned and, where possible, advance warning is given of any changes to familiar routines in a way that is meaningful to the student with autism. • The process and quality of the learning experience (not just outcomes) is assessed from the perspective of the student with autism and considers the particular demands of whole class/group working. • A range of communication strategies is used to facilitate two-way communication where necessary

the school

- Training about autism at different levels is provided in-house or accessed through external agencies for all teaching and support staff. New staff are informed about the needs of students with autism ensuring that these staff know where to access immediate support