

Provision for Autistic Spectrum Disorder (ASD)

Universal provision

How will you keep my child safe and cared for?

- ◇ Settings to collect clear and concise information about individual children prior to admission including specific questions about parental concerns.
- ◇ Discussion with parents/carers and children during identification, assessment and planning.
- ◇ An understanding of how children on the ASD continuum can exhibit different behaviours, e.g. passive, active and aggressive, and tailor plans accordingly.
- ◇ Policies acknowledge that differentiation may be needed to take account of the individual needs of children with ASD.
- ◇ Recognition that children and young people with ASD are vulnerable.
- ◇ Recognition of particular stresses and anxieties including the environment that ASD needs can cause.
- ◇ Access to a quiet space for difficult times.
- ◇ At transition all relevant staff take responsibility to develop an appropriate transition plan for all children.
- ◇ Parents signposted to parent support groups and voluntary groups.

What activities, adult interactions and support will be provided to help my child learn?

- ◇ Cycle of observe, assess, plan, do and review provides differentiated opportunities for individual children's needs and specific strategies to support AS. For example
 - ◇ Peer awareness
 - ◇ Avoiding sensory overload
 - ◇ Consistency with structure and routines within the environment
 - ◇ Adults simplifying their language and emphasising key points using visual clues wherever possible
 - ◇ Practitioners to use appropriate and consistent ways of communicating
 - ◇ The use of visual supports and objects of reference
- ◇ Setting uses resources to support raising awareness of ASD.
- ◇ Setting responsible for making practitioners aware of the guidance and support available from other organisations and how to access this support (Local Offer).
- ◇ Specific opportunities, routines and activities are provided to promote appropriate social interaction and communication throughout the day i.e. simple turn-taking.
- ◇ Information on children's needs shared with all relevant staff.
- ◇ Child given additional time to process and complete instructions.

How will I / you know my child is making progress?

- ◇ Through the Early Identification process Key Worker and SENCO to recognise significant delay in areas of communication and language, making relationships and social interaction and play skills and refer to appropriate services after discussion with parents.

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Special Educational needs provision

How will you keep my child safe and cared for?

- ◇ Well developed and planned personalised strategies to support transitions.
- ◇ Additional time may be required to support the individual needs around the area of self-care and independence.

What activities, adult interactions and support will be provided to help my child learn?

- ◇ Specialist support staff work with the SENCO / key worker to facilitate the child's Early Years Foundation Stage (EYFS) curriculum access. This may include,
 - ◇ Specific modelling of play, turn taking and social skills
 - ◇ Support with communication e.g. the use of objects, pictures symbols and/or signs
 - ◇ Support for small daily changes of routine
 - ◇ Support via the use of photos or social stories to plan for changes of routine and unfamiliar changes to the environment (risk assessments where required)
 - ◇ Specialist approaches to facilitate social interaction such as a buddy system
 - ◇ Detailed individual plan that identifies all the additional to and different from provision i.e. together time session, interventions supported by Speech and Language Team (SALT) or an Occupational Therapist
 - ◇ Recognition of when the environment needs to change in order to support the child
 - ◇ Targeted use of support for individual or group activity within and outside the room to promote communication and social interaction.

How will I / you know my child is making progress?

- ◇ Specific targets relating to communication and interaction will be included and identified support and strategies implemented across all sessions. Progress of these will be monitored regularly.