

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

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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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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