

## MARSHFIELDS HUB STRATEGY PROGRAMME

**STRATEGY:** Supporting Autistic Children in the classroom.

**AIM:** Welcoming every child into the classroom. Inclusion does not equal mainstreaming. Activities need to be carefully selected to support success for the ASC student. Social environments may create great stress and confusion for children on the spectrum, a quiet uncluttered work area is really important and the permissions to work at a pace that may be different to their peers.

### WHAT IS AUTISM?

Autistic people may act in a different way to other people

Autistic people may:

- find it hard to communicate and interact with other people.
- find it hard to understand how other people think or feel.
- find things like bright lights or loud noises overwhelming, stressful or uncomfortable.
- get anxious or upset about unfamiliar situations and social events.
- take longer to understand information.
- do or think the same things over and over.

<https://www.nhs.uk/conditions/autism/what-is-autism/>

Tips	Resources	
1	Use of a workstation 	Use of workstation cube, clear and tidy, as one activity ends the next is placed on the workstation.  Avoid clutter.  Allow child to show when done by pushing work to the finished area.  Student can choose to sit in usual space or at their workstation.
2	Knowledge of the Student Know the details of the EHCP 	Focus on what works and build on this.  The curriculum is secondary to the social aspects of school in the first instance.  Empower teachers through realistic targets that may not be academic in the first instance.
3	Taking part	Create a 'taking part' culture or 'having a go' rather than we must finish this writing/ worksheet.

		Tactile stimulation can be important for many children with autism.
	Clear Language	Keep language to the point, use key vocab know to child.
	Pre-teach.	Pre-teach, so that child knows what coming next lesson.  Pre-teaching can replace the plenary. Rather than assessing what they have learned, you introduce the key topics that will come up in the next.
4		Keep praise relevant and appropriate.  For example: 'That is a very straight line.'  'Thank you for tidying your workstation.'
5	Two choices are enough.	Give no more than two choices, Now and next.  Limited choice: 'do you want to colour or write?'
6	Social stories support understanding and allow for reflection later.	Social stories to allow for processing time, understanding a given aspect, provide print on reverse of social story.  There is an example at the end of this document.
7	One strategy at a time	One new strategy at a time, this needs to be repeated many times to allow processing before being sure it is not successful.  Do not be tempted to try and address all aspects of a child's needs at the same time. Focus on one, allow for progress, then consider which is next.
8	Engage all adults	Engage parents, Teaching Assistant and Teacher.  This must be a team approach- not simply the work of the allocated 1:1 support.
9	Glues, craft materials, and other common school items produce a scent that is quite difficult for some children with ASD.	Many children with ASC benefit from a sensory-friendly environment.  Students can be sensitive to perfume, toothpaste, smell of coffee on their teacher's breath. Look at reducing this sensory overload.

10	Space needed	<p>Children with ASC may need space to regroup more frequently and for longer periods than their peers.</p> <p>The child should have the opportunity to reengage later in the lesson.</p> <p>Ensure there are sensory packs for the child in a safe space. One of the key breakthroughs with an ASC child is when they are able to access this space without adult direction.</p>
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### SAMPLE SOCIAL STORY

At Marshfields School we use Communication in Print to generate social stories. You do not have to use this programme – any explanation with pictures will work.

Further information on this programme can be found here:

<https://www.widgit.com/products/inprint/index.htm>

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 Because of the virus and the lockdown in England,

        
 the school has had to make some changes to make sure

     
 that we are as safe as possible.

       
 We are going back to Year group pods, so that we

      
 are not moving around the school as much

       
 This means that your rooms will change.

        
 There will be less students in school, but we have

    +    
 tried to keep your teachers and timetable of subjects

  
 the same.

        
 Students not in school will be accessing lessons through

  
 Zoom.