

## Whole School Approach to Supporting Students With Autism Spectrum Disorders

Features	Not in place	Partially in place	Fully in place	Priority for planning (1-3)
<b>SCHOOL LEADERSHIP (CULTURE, VALUES &amp; BELIEFS)</b>				
<b>SCHOOL STRUCTURES &amp; SYSTEMS</b>				
Staff have knowledge and understanding about ASD and the implications on learning and behaviour				
A learning support team is involved in developing a personalised learning plan				
Families are involved in a collaborative planning process				
A multi disciplinary team is available / accessed				
Whole school adjustments are planned for and provided e.g. <ul style="list-style-type: none"> <li>- playground supports</li> <li>- timetable flexibility</li> <li>- concessions re uniform are made</li> <li>- specific 'time out' area is identified</li> <li>- staff / adult mentor is identified</li> <li>- other students are provided information to develop awareness and understanding about ASD (e.g. Sixth Sense)</li> <li>- social supports e.g. peer supports, strategies to manage bullying, social skills groups</li> </ul>				
Positive approach to behaviour is used e.g. <ul style="list-style-type: none"> <li>- preventive strategies are in place</li> <li>- functional assessment of behaviour</li> <li>- focus on skill building</li> <li>- flexibility of school discipline/ welfare policy</li> </ul>				
Students have an individualised plan/ personalised plan that addresses the specific learning needs of students with ASD (communication, social, sensory, behavioural)				



Features (key indicators)	Not in place	Partially in place	Fully in place	Priority for planning (1-3)
<b>CLASSROOM ADJUSTMENTS/SUPPORTS- Classroom supports &amp; adjustments are planned for and provided e.g.</b>				
<ul style="list-style-type: none"> <li>- structure, routine, predictability</li> <li>- visual supports e.g. schedules, topic boards, written instructions, define steps within a task, enhance attention in group activities, foster active involvement</li> <li>- sensory supports e.g. movement breaks, seating, lighting</li> <li>- social supports – e.g. peers supports, social scripts, a focus on incidental teaching of social skills</li> <li>- homework support</li> <li>- positive behavioral strategies are used</li> <li>- use of AAC support to enhance communication and expressive language</li> <li>- use of AAC to support understanding of language and behaviour</li> <li>- use of AAC to enhance expression of emotion/ emotional regulation</li> <li>- adjustments to task complexity</li> <li>- adjustments to assessment tasks</li> </ul>				

