

**TOP 5 - MUST HAVES**

- Use of visual strategies to aid teaching and learning e.g. visual timetables
- Supporting with Routines - Routines are important, so keep them when possible and manage changes proactively
- Following Rules - Make sure rules are clear, followed by all and applied consistently.
- Time to Process - Give instructions but then wait to make sure that it has been taken in.
- Auditory Memory - Give short instructions, about one thing at a time

**Individual or small group support strategies**

- In class support with a focus on supporting speech and language.
- Socially Speaking & Social Communication Groups
- Lego therapy
- Blacksheep Narrative - Nursery, Reception, KS1
- BLAST speech intervention - focus on vocabulary
- Nuffield Early Language Intervention
- Attention Autism - Bucket Game
- Visual timetables
- Now and Next
- Sensory circuits
- Movement circuits

**Universal provision - Quality First Teaching**

*At all times it is imperative that practitioners and other adults work together to provide structure, improve understanding and consider the environment for CYP with ASC.*

Provide Structure

- Visual information can help individuals to: understand and make sense of the world, communicate, behave appropriately, keep calm & function more independently.
- Supporting with Routines - Routines are important, so keep them when possible and manage changes proactively.
- Dealing with Change - Time lines, schedules, diaries and written lists can help to explain changes.
- Following Rules - Make sure rules are clear, followed by all and applied consistently.
- Waiting - Waiting might be difficult, e.g. in queues, so structuring and organising that time will help.
- Planning and Organising - Break down tasks into smaller, clear steps to make them more manageable.
- Starting & Stopping - Give prompts and make it clear when to start and finish activities.

Improve Understanding

- Communication - Think about what you want to get across and double check understanding.
- Holding conversations - You might have to spell it out, when it's the persons turn to talk in conversations.
- Time to Process - Give instructions but then wait to make sure that it has been taken in.
- Auditory Memory - Give short instructions, about one thing at a time.
- Empathy - Seeing things from your point of view may be difficult so don't take it personally.
- Logically Speaking - Use concrete language and be specific about what you are saying.
- Adult to repeat instructions and use visuals.

Consider the Environment

- It may be helpful to provide a distraction free area for the individual to work in at those times when the

individual needs to be able to concentrate.

- It is absolutely essential that the school identifies an area that the individual is able to go to when they need time out or when they become distressed.
- Building in regular rest breaks will be necessary for many individuals who are not able to cope well with normal workloads.

Consider Sensory Needs

- Use of Sensory boxes for individuals - some of these may be brought from home.
- Use of sensory breaks as part of an individual timetable.
- Use of ear defenders if noise is causing sensory overload.

Consider Masking

- Use energy accounting to support individuals to monitor and limit situations where they will feel required to mask.
- Build-in decompression time after transitions or social tasks
- Provide a quiet space or sensory break area
- Reduce performance-based tasks or public speaking
- Offer alternative ways to demonstrate understanding (e.g., drawing, typing, voice recording)
- Allow for movement breaks throughout the day
- Use check-ins with a trusted adult
- Incorporate visual supports and schedules
- Pair the student with a supportive peer, not just any peer
- Offer extended time on assignments and assessments
- Reduce or remove unnecessary social demands (like forced group work)
- Teach emotional identification and regulation explicitly
- Use neutral tone and language when addressing the student
- Train staff to identify signs of internal distress, not just external behaviour
- Include goals around self-advocacy and communication of needs