

Autism Spectrum

Transitions Good Practice Guide

Information, planning guidance & record sheets pack for use by early years settings and school staff, parents and other professionals supporting the child/young person who has an Autistic Spectrum Disorder (ASD)

This pack has been produced by
Norfolk's Autistic Spectrum Disorder (ASD) Steering Group

Members of the steering group



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ASD SRBs

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Introduction

The ASD Steering Group

Norfolk's Autistic Spectrum Disorder (ASD) Steering Group is a multi-agency steering group with a 30+ membership consisting of parents and representatives from statutory and voluntary organisations.

It provides a forum to:

- Share information and good/best practice and disseminating this within our respective networks;
- Work collaboratively on relevant projects;
- Be a point of reference for other individuals/groups working with children and young people with ASD in the county;
- Contribute to local, regional and national consultations relevant to children and young people with ASD.
- Identify needs, gaps in provision and possible solutions

The ASD steering group acted as a stakeholder reference group for the SEN strategy and related proposals including development of ASD Specialist Resource Bases (SRBs).

What Do We Mean By Autistic Spectrum Disorders (ASD)?

Autistic Spectrum Disorders (ASD) are defined and diagnosed by the observation of behaviours. These behaviours, which indicate developmental differences, are often named as the Triad of Impairments (Wing and Gould, 1979).

At the present time these can be described as differences in:

- Social understanding and social interaction.
- Communication, both verbal and non-verbal.
- Behaviour and thought that lead to repetitiveness and inflexibility.

Alongside these differences, although not part of the diagnostic criteria, it is increasingly recognised that those with an ASD will also often have sensory perceptual differences. This can include over or under sensitivity to sounds, sights, smells and touch and problems with sensory integration. There may also be motor difficulties present, which lead to problems in motor planning and self-organisation.

People with autism may have visual strengths that can be used to compensate for some of their difficulties. Where they have difficulty processing verbal information, visual information is often more easily understood. However, some people with autism have trouble tracking things visually or find some visual information too cluttered, finding it easier to listen. They sometimes do this with their eyes closed in order to reduce visual stimulation.

The prevalence of autism is approximately 1:100 (National Autistic Society 2008) and locally there is an increase in numbers of children being diagnosed with this disability. Many are also diagnosed with additional needs including those relating to mental health, learning difficulties and sensory perception difficulties. They often have co-morbidity with other disorders such as ADHD, OCD, epilepsy and many others.

Please note:

Throughout this pack the term ASD is used to describe many related difficulties including Asperger syndrome.

What Does Transition Mean?

Transition is - 'change' 'changeover' 'move' 'switch' 'alteration'

Traditionally we think of transition as the time when a child or young person moves from one phase of their education to the next, from one school to the next or when the young person is preparing for leaving school.

However there are many more transitions a child or young person makes from the time he/she starts at a pre-school setting until leaving statutory education, which can be at age 16.

These transitions include such things as transport changes, changes from one class to another, having a new teacher, moving from lesson to lesson and changes in school procedures.

Some of these transitions may be more obviously stressful to a particular individual than others but should not be dismissed or belittled in any way.

Lack of planning for transitions / changes can lead to a build up of frustration, bewilderment, anxiety, stress, fear and traumas for the child/young person with an ASD.

How Should This Pack Be Used?

- Parents/carers and all staff should read the information with the child/young person if possible.
- Complete the pupil profile with the child if appropriate and parents/carers.
- Obtain other information if needed, including from parents as they are the experts on their own child.
- A planning and recording toolkit is provided and should be completed for all significant changes for a child or young person with an ASD. Ideally where a diagnosis has been obtained in the early years, planning needs to start as soon as the child is being considered for any pre-school provision, and then continue through his/her educational career. For others, when diagnosis comes later, this needs to start with immediate effect.

What Does Successful Planning Include?

- Early liaison between parents/ carers and professionals
- The voice of the child or young person
- Views of parents/carers.
- Actions and strategies centred on each individual child and their needs
- Children feeling included, safe, secure and valued
- Integrated support for young people and their families
- Parents and practitioners working together
- Clear communication systems between everyone
- Children and young people learning to become independent
- Caring adults as well as high quality resources and equipment
- Frequent monitoring and recording of strategies used whether successful or not
- Time for the pupil with an ASD to be Autistic
- Staff who are either experienced and trained in Autism or have access to appropriate training and support, therefore understanding the needs of those with an ASD and are confident in supporting pupils with Autism through times of change.
- Using the experience and expertise of others from outside the pre-school / school
- Identification of any training, resource and support needs including those for Headteacher, SENCo, Teachers, Teaching Assistants, Taxi drivers and escorts, mid-day supervisory assistants, peers. Appendix 1 provides details of some relevant personal development opportunities and support available.

**TRANSITION
PLANNING and
RECORDING TOOLKIT**

Pupil Profile

Date completed:

Pupil's Name:

Date of birth:

Diagnosis:

Medical condition(s):

Medication & protocol:

Dietary needs & protocol:

Care plan: YES / NO date of last plan:

CAF: YES / NO name of lead professional:

CAF meeting date(s):

SEN status: EYA EYA+ SA SA+ statement

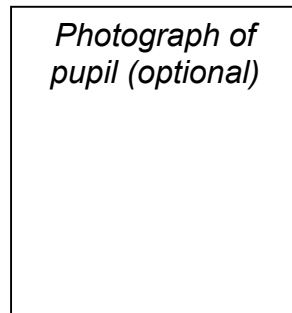
Main carer's name:

Relationship to pupil:

Address:

Telephone:

Emergency telephone:



Pupil's Personal Strengths, Interests and Needs

Pupil's Name:..... **Date completed:**.....

Communication (listening, understanding, speaking, non-verbal)

Social skills:

Sensory:

Self help / independence:

Curriculum areas:

Stress indicators:

Out of school activities and interests:

Other:

Child / Young Person's Information Update Sheet

Pupil's Name:.....

Date	New information	Updated by

Transition (Change) Strategies And Resources Planning Record Sheets

[To be used as individually appropriate and in liaison with parents/carers]

Pupil's Name:.....

Date of completion:

Date to be reviewed:

Type of transition:

Strategy / Resource	Details (What For, Frequency, Who, etc)	Who To Arrange & Ensure Implementation	Date To Be Commenced	Date To Be Completed By
Additional visits to receiving placement				
Personal information booklet				
Photographs				
Map				
Video				
Schedules / Timetables				

Strategy / Resource	Details (What For, Frequency, Who, etc)	Who To Arrange & Ensure Implementation	Date To Be Commenced	Date To Be Completed By
Cue cards				
Social stories				
Comic strip conversations				
Symbols				
Pupil passport				
'Goodbye'/ Closure activity				
Other				

Identified Training Needs And Support For Staff (see Appendix 1)

Pupil's Name:.....

Date of completion:

Date to be reviewed:

Training / Support For (Names & Role)	Training / Support Required	Date To Be Completed By

Some Personal Development Needs to Consider and Where to Find Support and Training Information

It is essential to identify training and support needs for a range of people and not just those directly involved with the child or young person during the transition being planned for.

Therefore consideration of any personal development needs of the following is recommended although this is not an exhaustive list: Headteacher, SENCo, Teachers, Teaching Assistants, Taxi drivers and escorts, Mid-day Supervisory Assistants, peers.

Use the sheet on page 13 of the toolkit to record identified training and / or support needs.

Inclusion Development Programme (IDP) - Supporting pupils on the Autism Spectrum

The National Strategies are responsible for taking forward the commitment made in Removing Barriers to Achievement by providing a four-year programme of continuing professional development (CPD). This is designed to increase the confidence and expertise of mainstream practitioners in meeting the high incidence of SEN in mainstream settings and schools.

The aim of the Inclusion Development Programme is to support schools and Early Years settings through web-based materials, which will include:

- teaching and learning resources
- training materials
- guidance on effective classroom strategies
- models of good practice for multi-disciplinary teams
- information about sources of more specialist advice.

The aims of this programme on the Autism Spectrum are to:

- improve outcomes for pupils on the Autism Spectrum
- increase knowledge and understanding among professionals about the autism spectrum
- share good practice so that professionals in mainstream schools can make adjustments to their policies, practices, procedures.

There are two IDPs relating to Autism. These are:

- Inclusion Development Programme Autism Spectrum Primary and Secondary
- Inclusion Development Programme Autism Spectrum Early Years Foundation Stage

The materials can be found at:

<http://nationalstrategies.standards.dcsf.gov.uk/node/173574>

TEACCH

Division TEACCH originated in 1966 in the Department of Psychiatry of the School of Medicine at the University of North Carolina in the USA.

Today TEACCH provides a wide range of services to a broad spectrum of toddlers, children, adolescents, adults and their families including diagnosis and assessment, individualised treatment programmes, special education, social skills training, vocational training, school consultations, parent training and counselling and the facilitation of parent group activities. TEACCH also maintains an active research programme and provides multidisciplinary training for professionals dealing with children/adolescents/adults with autism and their families.

The primary aim of the TEACCH programme is to help to prepare people with autism to live or work more effectively at home, at school and in the community. Special emphasis is placed on helping people with autism and their families live together more effectively by reducing or removing 'autistic behaviours'. (Extract from Approaches to autism: an annotated list published by The National Autistic Society, 1993/revised 2003)
<http://www.autism.org.uk/teacch>

Central to TEACCH is the idea of using the visual strengths often seen within Autism to compensate for difficulties such as problems coping with change in routine. By structuring the physical environment and also making what is going to happen visually clear through the use of structures such as a visual timetable, individuals can learn to cope in situations that would otherwise be challenging and can be helped to maximise their potential.

The closest equivalent of the complete TEACCH service in the UK is the adoption of the model by Northamptonshire County Council's Autism Family Advisory Team.

Many schools have incorporated elements of TEACCH into their curricula. Other schools have participated in teacher exchange programmes with staff at TEACCH.

There are one, two, three and five-day training programmes provided for professionals and parents who may wish to use TEACCH.

Further information including details of available training can be obtained from:

Autism Independent UK (Formerly SFTAH)

199-203 Blandford Avenue

Kettering

Northamptonshire

NN16 9AT

United Kingdom

Tel/Fax: + 44 (0)1536 523274

Website: www.autismuk.com

NAS Training and Consultancy

Castle Heights
4th Floor
72 Maid Marian Way
Nottingham NG1 6BJ
United Kingdom
Tel: + 44 (0)115 911 3363
Fax: + 44 (0)115 911 3362
Email: training@nas.org.uk
Website: www.autism.org.uk

Priors Court Foundation

Hermitage
Thatcham
Berkshire RG18 9NU
United Kingdom
Tel: +44(0)1635 245928
Email: training@priorscourt.org.uk
Website: www.priorscourt.org.uk

Picture Exchange Communication System (PECS)

PECS begins with teaching students to exchange a picture of a desired item with a teacher, who immediately honours the request. For example, if they want a drink, they will give a picture of 'drink' to an adult who directly hands them a drink. Verbal prompts are not used, thus encouraging spontaneity and avoiding prompt dependency.

The system goes on to teach discrimination of symbols and how to construct simple "sentences." Ideas for teaching commenting and other language structures such as asking and answering questions are also incorporated. It has been reported that both pre-school and older students have begun to develop speech when using PECS. The system has been successful with adolescents and adults who have a wide array of communicative, cognitive and physical difficulties.

(Extract from: pyramid@pecs.org.uk)

Further information about PECS is available from:
Pyramid Educational Consultants UK Ltd.,
Pavilion House, 6 Old Steine, Brighton, BN1 1EJ
Tel: 01273 609555
Fax: 01273 609556
Email: pyramid@pecs.org.uk
Website: www.pecs.org.uk

The National Autistic Society has details of other approaches and training on their website : www.autism.org.uk

See Appendix 4 for useful sources of information, publications, references and resources.

Norfolk Specific

EPSS Advisory Learning Support Teachers (ALSTs) for pupils with Autistic Spectrum Disorder (ASD)

Within Educational Psychology and Specialist Support there are Advisory Support Teachers who have an interest, experience and advanced skills in working with children with ASD. This role is completed additionally to other responsibilities and therefore is a time-limited resource.

Access to these specialist Advisory Support Teachers is through the School Support Team Planning Meetings and area EPSS management structures. Also there is a website which can be accessed at http://www.schools.norfolk.gov.uk/page_61.cfm

These web pages are aimed at schools and settings that have pupils who are on the Autistic Spectrum and offers advice around strategies to support these pupils. The main purpose is to offer information, materials, guidance and direction, to support and further meet the needs of our children and young people in Norfolk.

There is also a dedicated email address, which is checked daily to provide a quick response to school colleagues who may have an ASD specific question. asd.alst@norfolk.gov.uk

Alternatively the Senior Specialist Lead Teacher for ASD is Janet Butler who can be contacted on 01692 409506 or email janet.butler@norfolk.gov.uk

EPSS Autistic Spectrum Disorder Specialist Support Assistant Team

These are experienced Specialist Support Assistants whose full time role involves working to support children demonstrating Autistic Spectrum Conditions in Norfolk Schools. They also offer a range of training packages to support school staff.

These Specialist Support Assistants can be accessed through the School Support Team Planning Meetings or via the Senior Area Educational Psychologists.

The request for intervention will be discussed at a planning meeting and the Specialist Support Assistant, allocated to the work, will contact the school and arrange to visit.

Norfolk Steps

The service provides training and advice for practitioners supporting children and young people who may present challenging behaviour. It is available to all schools, services and individuals concerned with the care and education of Norfolk children.

- **'Step On'** training to provide essential knowledge and understanding to support the inclusion of children who may present challenging behaviour
- **Advice and training** to support individual child risk management plans
- **'Step Up'** training to provide specific restrictive physical intervention skills as part of a risk reduction plan
- **Bespoke training** to further develop skills in de-escalation, individual child risk management and post incident restorative approaches

Norfolk Steps is nationally accredited within the BILD code of practice for the use and reduction of restrictive physical intervention.

Contact: Angela Wadham: 01603 303365 (Team Manager) or Tracy Howard: 01603 307735 (Team Administrator) Email: norfolksteps@norfolk.gov.uk

Some Examples of Times When Transitions Occur, Things to Think About and Ideas to Try

Please remember that each child/young person will have differing needs, which may change at any time.

1. Before Arriving At School:

Things To Think About

School staff may be unaware that the behaviour they see in school could be a result of something not going to routine that morning, well before the child arrives at the school gate.

At Home

Getting up, washed, dressed and having breakfast are all things most of us take for granted. However, for a child/young person with an ASD these can be very stressful events; even small changes in their morning routine at home, for whatever the reason, could lead to a stressful and anxious day.

On The Way To School

These sorts of changes might cause anxiety and/or distress:

- Something that is normally seen on the way to school has changed.
- The child/young person may need to pass objects, places or people each time the journey is made
- The route to school may be different for whatever reason
- The taxi/bus may have been late/early
- There may be a different driver/escort or different vehicle
- The bus may have been noisy

Some Ideas To Try

- Frequent liaison between parents/carers and school
- Close liaison between taxi/bus personnel, parents/carers and school
- School to encourage parents/carers to inform them of any difficulties that may have been experienced that morning
- A home/school book may be helpful

2. Arriving And Going Into School

Things To Think About

For any child this can be a time of mixed emotions, however for the child with an ASD this time can cause more anxiety, as he/she will not necessarily be able to make sense of this or be able to understand their emotions or express their feelings. The following may be of particular worry for them.

- Getting from the car/taxi/bus to the school gate
- Just coming through the school gate – so many others on the playground
- Noise, other children rushing around
- Others coming too close
- Having to queue and wait
- Might be late/early arriving
- Getting to where coats are hung up/ getting to the classroom
- Getting to a locker / deciding what to take into the classroom
- The many sensory factors causing over stimulus

Some Ideas To Try

- If possible avoid queuing or place the pupil with an ASD at the front or end of the queue
- Allow the child/young person to arrive before the rush
- Maps of where to go
- Visual cues
- Reduce noise
- Allow the pupil with an ASD to go in a little earlier than the others to hang up their coat and get to the classroom. This will reduce the stimulation of having to cope with numbers of pupils in the cloakroom and pupils moving around the school at the same time.
- A buddy may be able to help at this time.
- Social story

3. In The Classroom

Things To Think About

- Someone else sitting in 'my place'
- Teacher or teaching assistant may be late or not there today
- Supply staff unknown to the child/young person
- Different teachers/teaching assistants/teaching styles
- The displays in the classroom may have been changed
- The layout of the room may have been changed
- There may be new equipment, furniture, etc. – environmental aspects
- Sensory factors may cause over stimulation and distraction

Some Ideas To Try

- Use a workstation or clearly defined personal workspace
- Where possible reduce stimuli by having a clear wall in front of the child/young person or cover up what is on the wall whilst they are working in that area
- Reduce stimuli and distractions especially those that are visual or noise related
- Provide a 'safe haven' and ensure the child is aware of it and how to access it
- Use visual timetables to show when transitions will occur and where possible give 'warnings' of impending changes and reassurance that things will return to 'normal'
- As much as possible keep to regular routines.

4. Moving Around The School And Break & Lunchtimes

Things To Think About

- Volume of noise
- Numbers of children/young people moving around
- Others coming in close proximity
- Confusion of where to go and worries about finding the right room especially in larger schools
- Worries about being late for the lesson and being told off
- Working out what is needed for each lesson
- There may be no apparent 'rules'
- The time when other children/young people will 'let off steam' and 'chill out' may be a time of total confusion and sensory overload
- The expectations to socialise mean that this is still 'learning time' for the child with an ASD
- Smells in the dining room

Some Ideas To Try

- Visual markers, colour-coding to match those used on the timetable or in their planner
- A different route that is quieter with less people
- A buddy
- Establish clear rules and reinforce with visual prompts
- Role-play lunchtime routines in a quiet, empty dining room
- Social stories
- A 'special seat' marked in some way to make it easy to identify. This may need to be at the side of the room or at the end of a table leaving one or two spaces between the child/young person and the next child/young person
- Allow the child/young person to eat in a quiet room with some buddies
- Allow time for walking around the playground on their own
- Provide a specific safe area
- Put some structure into the time and use visual prompts to remind and support

5. School To Home

Things To Think About

- Having used a lot of effort to cope with all the social rules and communications of the day at school, some children/young people are very wound up when they arrive home
- Letting out all the anxiety and stress may mean that the child/young person comes across as angry and may take this out on their loved ones

Some Ideas To Try

- Discuss this with parents/carers and school staff
- Would a wind down session in a safe haven just before the end of school help?
- Is there a good routine at home that may help?
- Would some warning of what will happen at home help?

6. Homework

Things To Think About

- The child/young person with an ASD may well perceive that schoolwork is done at school not at home
- Parents may have great difficulties in getting their son/daughter to do the homework
- The homework requirements may not be clear once the child/young person gets home

Some Ideas To Try

- Is there really a need for homework?
- Can the pupil do the homework at school?
- Homework requirements recorded by school staff in diary or on a separate sheet

7. Exams

Things To Think About

As with all pupils this will be a time for change in routine, uncertainty and anxiety. However for a pupil with an ASD this will be an even more worrying time.

Some Ideas To Try

- Preparation for the change of routine
- Extra time to complete exam
- Use of a separate room

8. Exclusion From School & Reintegration

Things To Think About

Any form of exclusion whether fixed term, permanent or internal will:

- Be a change in normal routine
- Cause initial and ongoing anxiety and confusion
- Mean adjustment to what then becomes a new routine

For those excluded for longer periods the child/young person with an ASD may adjust to their new routine then experience anxiety and confusion when returning to school (reintegration), having to relearn and follow the 'old routines' of being in school.

9. Changing Schools

Things To Think About

- What approaches and strategies are being used that the new school will need to be aware of?
- How often will the child/young person be able to visit and for how long before being expected to cope in a new environment with new people
- What outside help and resources will be needed?
- What training will be needed?
- Will the child/young person have peers and friends moving to the new setting?

Some Ideas To Try

- A transition meeting between all key persons, parents/carers and a member of the ASD outreach team
- Training in approaches and strategies for all staff before the child/young person begins the new school
- Provide photos of staff and school rooms, a map of the school, a social story about the new school
- A pen portrait, passport or spider-gram giving key information about the child/young person may be needed for all staff
- Gradual and carefully planned visits in an empty school
- Sharing information between home, school and the new school will be needed.
- A home/school book may be helpful
- Parents/carers encouraged to share information.
- Sharing of information and time to observe the child/young person in their present setting should be allowed for
- Regular and frequent meetings
- A buddy system set up before the move to the new school

10. From A Home Programme To School

Things To Think About

- Most parents/carers who are or who have run home programmes will have had training in the approach or combination of approaches and will be very knowledgeable in what works for their son or daughter
- What training will be needed before the child/young person enters the school gates.
- How often will the child/young person attend school and what time of day will be best
- The home programme may continue while school hours are being built up. How will consistency and the sharing of information be maintained between settings?
- Parents may wish to stay involved in their son's or daughter's education more than other parents by continuing to work with their son or daughter at home and at weekends.

Some Ideas To Try

- Training for staff in any approaches that have worked or are working for the child/young person
- A member of staff to assist with the delivery of the home programme or to observe the home programme in action, before the child/young person enters school
- A member of staff from the home programme to become the teaching assistant in school
- Some shared Individual Education Plan (IEP) targets may be useful between school and the home programme
- Information sharing between parents/carers and school
- An understanding by school staff that the parents/carers may be more knowledgeable about approaches and strategies and about their son/daughter.

11. Transition Into Adulthood (From Year 9 - Age 14)

Things to think about and discuss with the young person and his / her family

- What choices are available
- How & when plans will be made
- Independence & life skills
- What help will be needed
- The young person's involvement
- What support the young person with ASD will need so they can make realistic and appropriate choices
- All young people with an ASD require a transition plan, not just those with a statement of special educational needs
- Who else needs to be involved now and in future years, e.g. moving on from school to college, children's services to adult services

If the young person holds a statement of special educational needs details of what the statutory requirements are for the Year 9 (transition) Annual review meeting can be found in the SEN Code of Practice (downloadable from Teachernet)

In all cases whether the young person holds a statement of SEN or not it is good practice to:

- Prepare a transition plan
- Involve a Guidance Advisor from Information, Advice & Guidance Service (formally known as Personal Advisor from Connexions) in the writing of the plan and in reviewing the plan on a regular basis
- Involve the young person at all stages of planning. Listen to their views. Help them to make realistic and appropriate choices for their continued statutory education and beyond
- Involve parents at all stages of planning
- Involve all other relevant people, e.g. social worker, school support team, EPSS ASD Specialist support

12. Additional Times Of Change That Need Thinking About And Planning For Include

- Outings & trips
- Lunchtime clubs
- Sports day and other themed days
- School holidays

Some Things To Think About

- All of these will be a change in routine and will need careful planning to reduce the level of anxiety the pupil with an ASD experiences.
- For some, risk assessments will need to be made
- How and when will the child/young person be prepared for these changes and who by.

Some Ideas To Try

- Early & ongoing liaison with parents.
- Social story
- Visual timetable

An ASD Friendly Setting

Here are some general pointers to good practice, which can make a setting more ASD friendly. (reference DoH & DfE 'Autism Good Practice Guide')

- Keep accurate records and Individual Educational Plans (IEPs) that are meaningful, reviewed and updated regularly.
- An understanding of how to differentiate teaching, activities and tasks for children and young people with ASDs.
- Be willing to modify systems and environment, take reasonable steps and be flexible enough to include a child or young person with an ASD in all activities.
- Have received or be willing to undertake training about ASDs.
- Work closely with the child or young person, the parents/carers and the other key people involved in supporting the child or young person with an ASD.
- Use approaches that develop from a child's or young person's interests and strengths.
- A curriculum that is relevant, realistic, meaningful and useful to the child or young person with an ASD.

Other points to remember

- It is good practice to plan and carry out transitional activities over a period of time prior to starting any new placement.
- It is important to address how transitional links with what is familiar can be applied.
- A transition support plan should be drawn up well in advance of admission or other change and can be part of an Annual Statement Review if the child or young person has a Statement of Special Educational Needs.
- The child/young person's transition portfolio can be added to and move with the child/young person from class to class and setting to setting.
- Provide a calm, consistent atmosphere.
- Think about how lessons are structured and what happens at playtimes and lunchtimes
- Ensure ongoing communication with parents and work in partnership with them.
- Forewarn pupils about changes to the structure of the usual day or school whenever possible

Some useful sources of support, information, publications and resources for professionals and parents

Norfolk Children's Services

ASD specialist Advisory Support Teachers – access via the School Support Team Planning Meetings and area EPSS management structures.

Website http://www.schools.norfolk.gov.uk/page_61.cfm

Email: asd.alst@norfolk.gov.uk checked daily to provide a quick response to school colleagues who may have an ASD specific question.

Alternatively contact the Senior Specialist Lead Teacher for ASD, Janet Butler
Tel: 01692 409506 or email: janet.butler@norfolk.gov.uk

EPSS Autistic Spectrum Disorder Specialist Support Assistant Team

Accessed through the School Support Team Planning Meetings or via the Senior Area Educational Psychologists

Government Departments

Department for Education (DfE): www.education.gov.uk

Teachernet: www.teachernet.gov.uk

Voluntary Sector Organisations

National Autistic Society

393 City Road

London

EC1V 1NG

Tel: 0207 833 229 9

Email: nas@nas.org.uk

www.autism.org.uk

Asperger East Anglia

Charing Cross Centre

17-19 St John Maddermarket

Norwich NR2 1DP

Tel: 01603 620 500

Email: info@asperger.org.uk

www.asperger.org.uk

Autism Anglia

Head Office

Century House

Riverside Office Centre

North Station Rd

Colchester CO1 1RE

Tel: 01206 577678

Norfolk office tel: 01362 853 753

Email: info@autism-anglia.org.uk

www.autism-anglia.org.uk

Autistic WaY incorporating Smart Kids OK

7 Enterprise Court

Gapton Hall Road

Great Yarmouth, NR31 0ND

Tel: 01493 442 123

Email: autisticway@smartkids-ok.org

www.smartkids-ok.org

West Norfolk branch

National Autistic Society

Tel: 01553 660 224

Email: nas.wnorfolk@googlemail.com

www.freewebs.com/naswnorfolk

Autism Education Trust

Tel: 020 7903 3650 or 07827 283494

Email:

info@autismeducationtrust.org.uk

www.autismeducationtrust.org.uk

Special Educational Needs Code of Practice (SENCoP) – available free from DfE Publications tel: 0845 602 226 0

Autistic Spectrum Disorders Good Practice Guidance (ASDGPG) - available free from DfE Publications tel: 0845 602 226 0

Guidelines for Working with Pupils with an ASD in Key Stages 3 & 4 – available from The National Autistic Society tel: 0207 903 369 5

Autism in the Early Years: A Practical Guide By Val Cumine, Julia Leach and Gill Stevenson – available from The National Autistic Society tel: 0207 903 369 5

Asperger Syndrome: A Practical Guide for Teachers by Val Cumine, Julia Leach and Gill Stevenson – available from The National Autistic Society tel: 0207 903 369 5

Educating Pupils with Autistic Spectrum Disorders – A Practical Guide by Martin Hanbury – available from The National Autistic Society tel: 0207 903 369 5

My Social Stories Book by Carol Gray – available from The National Autistic Society tel: 0207 903 369 5

Revealing the hidden code: Social Stories for people with autistic spectrum disorders by Marie Howley and Eileen Arnold – available from The National Autistic Society tel: 0207 903 369 5

Accessing the curriculum for pupils with Autistic spectrum disorders: Using the TEACCH programme to help inclusion by Gary Mesibov and Marie Howley – available from The National Autistic Society tel: 0207 903 369 5

Planning for transition – available from the National Autistic Society website – www.autism.org.uk (key in transition to the search box)

Transition planning at the age of 14 – available from The National Autistic Society website – www.autism.org.uk (key in transition to the search box)

TEACCH Publications & references

A complete listing of research papers, assessment tools, publications and video material is available from the TEACCH website: <http://www.teacch.com/publications.html>

An overview of the TEACCH philosophy can be found in:
Mesibov, G.B., Shea, V. and Schopler, E. (2004). London: Springer Marcus L. and Schopler, E. (2007).

Educational approaches for autism TEACCH. In: Hollander E. L and Anagnostou E. Washington: American Psychiatric Publishing Inc, pp211-233 (pp. 767-795). New York: Wiley

Mesibov G.B. and Shea V. (2010). 'The TEACCH program in the era of evidence-based practice.' In: 40(5), pp. 570-579 Available from the NAS Information Centre.

Mesibov G.B. and Shea V. (2008). Structured teaching and environmental supports. In: Buron K.D. and Wolfberg P. (eds.) Learners on the autism spectrum. Shawnee Mission: Autism Asperger Publishing. pp. 115-138 Available from the NAS Information Centre.

Mesibov, G. and Howley, M. (2003). Accessing the curriculum for pupils with autistic spectrum disorders: using the TEACCH programme to help inclusion. London: David Fulton, 1853467952

Panerai S. et al. (2009). 'Special education versus inclusive education: the role of the TEACCH program.' In: Journal of Autism and Developmental Disorders, 39(6), pp. 874-882 Available from the NAS Information Centre.

Panerai, S., Ferrante, L. and Zingale M. (2002). 'Benefits of the Treatment and Education of Autistic and Communication Handicapped Children (TEACCH) programme as compared with a non-specific approach.' In: Journal of Intellectual Disability Research, 46(4), pp. 318-327.

Preece D. and Almond J. (2008). 'Supporting families with children on the autism spectrum: using structured teaching approaches in the home and community.' In: Good Autism Practice, 9(2), pp. 44-53. Available from the NAS Information Centre.

Preece D.R. et al. (2000). 'The adoption of TEACCH in Northamptonshire, UK.' In: International Journal of Mental Health. 29(2),19-32.

Siaperas P. and Beadle-Brown J. (2006). 'A case study of the use of a structured teaching approach in adults with autism in a residential home in Greece.' In: Autism, 10(4), pp. 330-343 Available from the NAS Information Centre.

Sines, D. (1996). Belfast: Parents and Professionals and Autism (PAPA). Available to download from: www.autismni.org/news/research.asp

Useful contacts for visual resources

Do to Learn

A source of picture symbols and suggestions for their use available from:

Email: do2learn@do2learn.com Website: www.do2learn.com

ISPEEK

Dixon J. (2007) ISPEEK at home: over 1300 visual communication images. Available from Jessica Kingsley publishers

A range of picture symbol resources can be obtained from:

Winslow, Goyt Side Road, Chesterfield, Derbyshire, S40 2PH

Tel: 0845 230 2777

Fax: 01246 551195

Email: sales@winslow-cat.com Website: www.winslow-cat.com

Software for a range of picture symbols is available from:

Widgit Software Ltd, 26 Queen Street, Cubbington, Leamington Spa,

Warwickshire, CV32 7NA

Tel: 01926 333680

Fax: 01926 885293

Email: sales@widgit.com

Website: www.widgit.com