

General guidelines to support education practitioners to make reasonable adjustments



Changes happen on a regular basis within an education setting eg. changing staff, activity, location and timetable.

For most pupils, these micro-transitions may not sound important enough to need strategies in place, however learners with autism can find them disturbing and difficult to adjust to.

Under the Equality Act (2010), schools and Early Years settings have a duty to make reasonable adjustments to ensure that autistic learners can fully participate in all aspects of school life.

RAISE STAFF AWARENESS

This understanding can improve staff members' empathy, which will help them to see the world from the perspective of the learner with autism, and thereby create a supportive environment.

EXPLAIN THE CHANGE

Learners with autism may not be aware of what the change implies.

Explaining what will be the same or different in the new situation, will help the individual to cope.

On a day-to-day basis you can help learners to prepare for immediate change by pre-warning, or using countdown to explain it is an end of an activity.

USE VISUALS

Research suggests that a number of autistic people are visual thinkers and are better at understanding information that is presented visually.

Use of pictures, photos, symbols, written words and videos can all help to convey information.

Strategies such as timers, visual timetables, and clear explanation of tasks to be completed, can be used for preparing for all sorts of transitions.

PROVIDE COPING STRATEGIES

Explain and teach what the learner you are working with can do when they find a situation difficult or distressing.

This could involve self-management strategies, such as using earphones if they find a place too noisy, as well as learning to seek help from appropriate people.

WORK COLLABORATIVELY

Some autistic learners can find it difficult to adapt their behaviour according to the context, or transfer the skills and knowledge they have developed in one setting into another.

Working collaboratively with others involved with the learner is important, whether this means across teams, with outside professionals, or with family members.

Link

[Click here for full PDF resource: Supporting Autistic Learners During Transition](#)