

Adjusting Provision for Autistic Pupils Returning to Education Settings



Department
for Education



Content

- Be aware of the basic reasonable adjustments you should put in place and others that you could consider.



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A quick reminder.....

Autism is a difference not a deficit.

Autistic children and young people experience differences in 4 key areas:

- Communication
- Social Understanding
- Sensory Sensitivities
- Information processing and planning



Reasonable Adjustments



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Reasonable adjustments – The basics

- Allow time for a re-familiarisation stage.
- Structure their return in a way that reduces the amount of direct demands made and gradually build upon these.
- Avoid testing in the early stages.
- Enable the pupil to spend some time with familiar (and favourite) staff at the beginning of transition

Reasonable Adjustments – The basics

- Focus specifically on rebuilding skills for learning e.g. tolerance to sitting and listening.
- Utilise outdoor space.
- Create quiet and safe spaces.
- Allow the pupil/parent voice to contribute to your plans.



Reasonable adjustments – consider doing

- Consider a staggered return: Which aspects of school might it be best to start with or avoid /Which lessons/activities would provide a calmer/quieter start?
- Carry out a sensory audit of the environment for autistic pupils.
- Provide extra time for staff to reflect and share information.

AET Resources...

- Covid-19 Information Centre:

<https://www.autismeducationtrust.org.uk/covid-19-information-centre/>

Where you will find our latest Tools for Teachers Covid-19 edition booklet and a wealth of support materials from our partners across England.

- All of our Covid-19 content is free to access and download. The full Tools for Teachers, consisting of 44 tools, is available to purchase for £35.99 here:

<https://www.autismeducationtrust.org.uk/shop/>