

What leaders and managers do to promote and embed good autism practice in their education settings:

- ✔ Create an inclusive educational environment through changing attitudes and behaviours towards students with SEND, including autistic pupils
- ✔ Create enabling environments through making reasonable adjustments.
- ✔ Understand that learning and working environments that do not accommodate autistic differences will disable young people on the autism spectrum.
- ✔ Recognise the needs of autistic students and take proactive steps to reduce formal and informal exclusions.
- ✔ Promote the use of the AET National Standards to identify areas of good autism practice and areas that need development.
- ✔ Commit to inclusive values and to meeting the needs of all students on the autism spectrum within their settings.
- ✔ Have a responsibility to establish an inclusive culture and ethos towards autism.
- ✔ Influence an inclusive culture and ethos, the attitudes and beliefs of staff, students, their families and the wider community.
- ✔ Have high expectations for all learners and a strong commitment to equal opportunities.
- ✔ Enable staff to proactively meet the needs of autistic students through making reasonable adjustments in their practice.
- ✔ Commit to an ongoing programme of CPD so that staff, including themselves and governors, have the appropriate skills and knowledge to support students on the autism spectrum.



This #GoodAutismPractice bite-sized learning resource is part of our Good Autism Practice Guidance. You can access the original resource by clicking [here](#).