

10 WAYS

Education Professionals Can Support the Needs of Autistic Students Via Learning and the Curriculum



Consider a short-term part time time-table to avoid school refusal, or to support a pupil who is returning to school after a period of school refusal.



Encourage the pupil to give a mark out of ten for each lesson. For those lessons they score low, ask them why.



Use intense interests to differentiate work so that it motivates the pupil.



Consider making the curriculum meaningful and relevant to the pupil, addressing their aspirations and career options.



Allow time to focus on specific teaching of social and emotional skills.



Consider providing extra breaks during the course of the school day. Some pupils may need to be redirected to a different activity, have a quick run outside, or retreat to a quieter area of the school.



Consider the way that tasks are presented in class. Break down text into smaller chunks and have photocopies of a lesson's objectives and success criteria to help the pupil understand what they need to complete.



Allow time for the pupil to process information, such as instructions and questions.



Differentiate tasks to make them achievable, but also sufficiently challenging.



Ask and act on feedback from pupils on the autism spectrum about their experiences at school.

By working together and developing an understanding of the pupil's needs and providing tailored support, barriers can be overcome and every autistic pupil can be enabled to enjoy school and fulfil their potential.

This checklist has been taken from our series of Exclusions resources which you can download here:

<https://www.autismeducationtrust.org.uk/shop/exclusions-resources/>