

AET national autism standards for schools and educational settings

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A. What is the purpose of these National Standards in autism education?

The Autism Education Trust (AET) has developed this set of National Standards with funding from the Department for Education in England, to describe the key factors common to good practice for pupils with autism.

The Standards have been designed to enable staff in schools and educational settings to ascertain the extent to which the needs of pupils with autism are addressed by analysing policies, systems and whole school development work.

The Standards can be used as an instrument to generate debate on provision and its rationale and to foster and sustain good practice. It is hoped that completion of the Standards will support schools to identify and remove potential barriers to learning, enabling pupils with autism to make good progress. Ideally, the Standards should be used on a regular basis over time to ascertain whether practice is developing and improving. The views of pupils with autism and their parents/carers should be sought when completing these Standards.

The evidence produced by this analysis of provision can be used for a variety of purposes (e.g. to determine staff training needs; to feed in to the school development plan; to consider environmental adaptations or new builds; to build parent/carer confidence; to submit as evidence to Ofsted and other external agencies; to use in consultation with pupils with autism).

Ultimately, it is hoped that work on these Standards will improve outcomes for pupils with autism by developing provision and meeting individual needs.

A separate framework is being developed by the AET (due to be finished in July 2012) to set out the knowledge, understanding and skills that staff require to work with pupils with autism. These Standards are therefore not intended to cover staff competency but instead are focused on schools and other educational settings.



B. Why have these National Standards in autism education been developed?

Autism is often hard to detect in some pupils and their needs might go unnoticed particularly as some pupils may not express their difficulties or stress to staff. Using these Standards might enable staff to better identify and meet needs.

- There are increasing numbers of pupils with autism in all types of school as a result of increased awareness and diagnosis of autism. It is highly likely that staff in both special and mainstream schools will have pupils with autism in their class.
- Reports from parents, pupils and professionals demonstrate that **all** staff should have basic information on autism
- Education is the most successful intervention in terms of outcome for pupils with autism (Parsons et al., 2009, [link to pdf of report](#)).
- Each Standard is linked to 3 or 4 examples of how a setting or school might implement the Standard. These are just examples and there are obviously other ways too of meeting each Standard. The examples can be accessed by clicking on the link if you are on the Internet.

C. Who should complete the AET Standards?

These Standards have been written **for all schools and educational settings for pupils with autism aged between 5 and 16 years. This includes mainstream schools; special and specialist schools; autism specific units, alternative educational settings and programmes.**

For Special Educational Needs Co-ordinators (SENCOs) and other lead professionals in mainstream, special and specialist schools, work on these Standards could be linked to the monitoring aspects of their role (e.g. carrying out an autism-focused learning walk). This could also involve an advisory teacher from a support service specialising in autism, adults with autism from the local area, parents and School Governors.

The Standards can be completed by an individual member of staff, by a small group of staff, by the whole staff and/or by an external professional (e.g. autism outreach service; educational psychologist). They could also be analysed by a group of pupils with autism and by parents/carers, or Governors, and their responses fed back to senior management.

D. What is covered in the Standards?

There are **43 Standards in total** and it is highly unlikely that any school or setting – even a school which specialises in autism, will have **all** these Standards well established as it takes time for staff to discuss, develop and resource these. The aim is that **over time**, a school or setting will increase the number of Standards rated as established and enhanced. Using these Standards will enable a school or setting to create **a whole school development plan**.

The Standards are divided into 4 main groups which focus on:

1. **The individual pupil** (how to understand and address their strengths and needs)
2. **Building relationships** (with staff; parents/carers and peers)
3. **Curriculum and learning** (adjustments to the way in which activities are presented, selection of priorities and modifications to the timetable)
4. **Enabling environments** (how to create good classroom and school environments for pupils with autism).

Each Standard is **linked to resources** which show how a school or setting might evidence the Standard. Users can **click on the link** and the resource will open if you are on the Internet. These **resources include published papers, photographs, other guidance and reports on the autism spectrum, accounts from pupils and short video clips**.



	Standard	Rating (Your setting)					Resources which illustrate the Standard	Priority rating	Type of evidence
		N/A State reason why	Not yet Developed	Developing	Established	Enhanced			
	The individual pupil							H M L	If N/A please give reason why D = Document O = Observed V = Verbal report
1	Your setting obtains information directly from the pupil on their strengths, interests, needs and emotional well-being, to add to information given by parents/carers and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1 Matthew's passport 1.2 Joe's passport 1.3 Rocco - GAP paper 'My comprehensive school' 1.4 Martin, GAP paper - Personal statements of students at University 1.5 AET Toolkit Tool 5, p80 What hurts card – showing different parts of the body	H	Weekly team meetings with pupils, TA and SENCO's



E. How is each Standard rated?

For each Standard, the user can evaluate the extent to which this Standard is in place within the school/setting using the ratings:

- **Not appropriate**
- **Not yet developed**
- **Developing**
- **Established**
- **Enhanced**

Definitions of these headings

Not appropriate

This category can be used for one of two main reasons. In schools or settings where there are only one or two pupils with autism, some aspects of practice might not be necessary or relevant to those particular pupils, or staff may have good reasons to know that a focus on this may be a source of distress and anxiety for these pupils. **Whenever this box is ticked, staff need to provide the rationale for this decision.**

Not yet developed

Work will be done to consider how to develop practice in this area.

Developing

Work has started on this area of practice.

Established

This is established in some areas and is now being spread across the whole setting.

Enhanced

Work is well established across the whole setting and being shared with other settings.

F. How will a school or setting show that it has reached the levels within each Standard?

In deciding the extent to which a Standard is met, staff should aim to show documentary evidence **(D)** (e.g. policy document; accounts from pupils, staff or parents; records on training events); for relevant practice to be observable and obvious **(O)** within the school or setting; and for staff, parents and/or pupils to be able to verbalise **(V)** (talk about) the policies, procedures, cultures, and systems within settings, if asked. It is possible to ask an external professional to evaluate some of the Standards to provide a more independent and objective view (e.g. from the autism outreach team, an Educational Psychologist, or members of the Governing body). The Standards are designed to enable whole school development and are not intended to be used to ascertain the skills and knowledge of the staff.

Please comment on the type of evidence available in the last column;

D = Document

O = Observed

V = Verbal accounts from pupils, parents/carers/staff





G. What are the next steps/actions to be taken after completion of the Standards?

On the basis of the responses to this document, staff within the setting can discuss and decide which Standards are well established and require little work, just regular review, and which Standards are not yet fully in place. Decisions can then be made as to which Standards in the latter group should take priority. These are likely to be those where a change in practice could have the most benefit to pupils with autism. The last column for each of the Standards enables staff to enter the priority level for work on the Standard based on the needs of the current population of pupils on the autism spectrum and the current rating of the Standard, as follows;

H = High

M = Medium

L = Low



H. What is the evidence base for the Standards?

Most other Standards and principles of practice are based on the expertise and opinions of people who have worked in the field of autism for several years. Evidence from research studies is often limited. Research in autism is complex due to differences between pupils with autism; the fact that pupils often receive more than one intervention at a time, and many other factors, that affect outcomes for a pupil. These Standards have also been written largely on the basis of expert and stakeholder opinion. A list of all the stakeholder groups and key people who have been involved is given at the end of this document.

I. What these Standards are not

These Standards are not intended as a guide to the different interventions that staff might use. The literature on interventions is huge and every pupil with autism is likely to need different types of support and adjustments to meet their needs during their school career. However, the guidance will help the user to understand the areas of development and the aspects of school/setting life which are likely to require assessment and intervention for the majority of pupils with autism.

There are other sets of Standards in education that staff are required to consult and use (e.g. Professional Development Standards; SENCO standards; Ofsted framework; other standards for other SEN). These Autism Standards are not intended to replace these, nor are they intended to be used in isolation.



The AET Standards can be used to complement and support the use of existing frameworks and schools and settings may cross reference between sets of Standards.

J. What is autism?

Autism is a term used to describe a **neurological difference in brain development** that has a marked effect on how a person develops. There are **four areas of difference** that are particularly important for staff in schools and educational settings to understand and pay attention to because most pupils with autism will have individual educational needs to be met in these areas. Pupils on the autism spectrum will have **different levels of support needs** in relation to:

- **Understanding the social interactive style and emotional expression of staff and peers** – just as it is difficult for staff and peers to understand the social interactive style and emotional expression of pupils on the autism spectrum.
- **Understanding and using communication and language - both verbal and non-verbal** (eg gesture; facial expression; tone of voice)
- **Differences in how information is processed** can lead to a strict adherence to routines and rules and/or difficulties in planning and personal memory. Pupils on the autism spectrum have difficulties in predicting what will happen when a familiar timetable or activity is changed. Conversely, such styles of processing can lead to strengths and abilities in a number of areas (often related to factual memory or areas of interest and motivation).
- **Differences in the way sensory information is processed**, often leading to over-sensitivities (often to external stimuli such as lighting, smells, or sounds), and under-sensitivities (often not noticing internal feelings such as pain, body awareness and hunger, until they become overwhelming). It should be noted that sensory sensitivities can lead to extreme levels of stress and anxiety in unfamiliar or over-stimulating environments.





Further details of each of these four areas are given below.

Understanding the social interactive style and emotional expression of staff and peers

Most pupils with autism find social interaction with adults and peers very effortful. Pupils with autism are not easily able to understand commonly used implicit social messages and may find it hard to understand or relate to how social rules change due to context, or what is considered socially 'appropriate' (ie that what is appropriate to say and do in some situations is inappropriate in other situations). It is difficult for pupils on the autism spectrum to easily and quickly read and understand the emotional intentions of staff and peers, but it should also be remembered that this can be a 'two-way' difficulty. The actions of pupils on the autism spectrum are often misinterpreted as intentionally insensitive or defiant. When wanting to play with peers, or join a group activity, pupils with autism may need support or help in doing so.

Understanding and using communication and language - both verbal and non-verbal

Pupils with autism at all levels of intellectual ability have difficulties in understanding the communication and language of adults and peers and in communicating effectively themselves. About 40% of pupils with autism are delayed in learning to speak and some pupils develop little or no speech. It is likely that most pupils with autism will need support and strategies to help teach them how to communicate with staff and peers in order to have their needs met. This can involve the use of alternative means of communication (e.g. objects of reference, visual symbols, photos, gestures, spoken word, or a combination of means).

It should be remembered that an approach to communication for a pupil should be consistent across the school day.

Differences in how information is processed and adjusting to unpredictable changes in routine

Pupils with autism find change much more difficult than other pupils as they are not easily able to predict what will happen instead or what to do in the changed situation. Some pupils with autism develop special interests in a topic or activity which may occupy a great deal of their thought and time. Such interests can be used to very good effect as part of the learning process and can be broadened into related areas and act as a route into employment. Pupils on the autism spectrum have an uneven profile of abilities, which can also coincide with other factors such as age, personality, or the existence of other developmental differences or impairments. It is therefore of paramount importance to assess each pupil to gain an overall profile of their strengths and needs.

Differences in the way sensory information is processed

Many pupils with autism are under-sensitive or over-sensitive to particular sensory stimuli such as sights, sounds and smells. They may also be overwhelmed as they have problems in separating out sensory information and attending to the most relevant. This can cause high levels of anxiety and staff can do a great deal to reduce this by finding out what each pupil finds hard and creating a classroom and school environment which addresses these difficulties.



K. What is the 'difference not deficit' debate and current terminology?

There is often an assumption that pupils on the autism spectrum need to behave and live like those without autism. Many adults on the autism spectrum take exception to this assumption and the fact that much of the literature on autism uses medical terms such as deficit, disorder, and intervention. They argue that such terms are both inaccurate and stigmatising and based on an incorrect notion of what humanity and normalcy entail. They argue that such notions can further disable people on the autism spectrum, and if internalised can lead to crises in self-identity, esteem and worth. On the other hand, there are others that argue that they are severely impaired and want to retain the term disorder to explain their experience. In recognition of this debate, much of the literature now just refers to autism or autism spectrum and not autism spectrum disorder or condition. **If their needs are recognised and appropriate support is given, a significant number of pupils on the autism spectrum will experience relatively few difficulties in their school lives and into adulthood.**

Although different subgroups have been identified (e.g. Asperger syndrome, high functioning autism, 'classical' autism, atypical autism, semantic pragmatic syndrome), it is current thinking that such distinctions are not easily made, and these will be merged into one category of autism spectrum in the revised diagnostic classification system DSM V. The term autism spectrum was created by Lorna Wing in 1996 who suggested that it is simpler to state that all individuals affected in the four areas are on the autism spectrum, rather than trying to categorise them under other specific groups. Increasingly, across education, social care and health, the short-hand term of autism is being used to refer to all individuals on the autism spectrum.



L. How many children and young people on the autism spectrum are there?

It is estimated that there are **approximately 1 in 100** children and adults **on the autism spectrum**. Autism is hard to detect in some pupils, particularly in girls, and so there may be pupils at your school or setting who are not yet diagnosed. However, **identifying and addressing the educational needs of a pupil does not depend on having a diagnosis**, whether that is autism, a literacy problem, or a social and communication difficulty, for example. Staff should not focus all their efforts on 'getting a formal diagnosis' as they can address the needs of the pupil without this, by finding out with the pupil, exactly what aspects of school life are difficult and the type of support the pupil would like and benefit from.

M. How many pupils with autism have exceptional skills or talents?

A significant number of pupils with autism have good knowledge and skills in a specific area, relative to their skills in other areas. They often have a much more uneven profile of skills and difficulties than other pupils, so it is important that staff do not assume that because pupils have average or above average skills or attainments in some areas, does not mean they have no problems in school.

N. Which conditions often co-occur together with autism?

It is estimated that about one third of pupils with autism also have learning disabilities, and two thirds of the autism population are of average or above average intellectual ability. Commonly associated problems with autism are sleep disturbance, limited diet and/or erratic eating and drinking times/constipation and gut problems. About a third of pupils with autism also have epilepsy which may be hard to detect. All of these additional difficulties can have an adverse effect on a pupil's ability to focus on tasks and it is vital that good information from parents/carers and from staff who have taught them in the past is gathered and passed on to new staff.



O. Guide to the resources contained within the Standards

Each Standard has a set of resources which illustrate how some schools and settings have addressed that area or papers and reports which highlight key issues and ideas. These are **not the only way** to address the Standard.

P. Resources and websites

At the end of the Standards document there is a list of the resources and a brief description on each. There is also a list of websites which have many useful resources within them.



The individual pupil



Autistic adults and pupils tell us that it is vital for staff to get to know their pupils as individuals and to find out from them what their interests and needs are and how they would like to be supported in school.



// Listen to me, help me, and I will enjoy school //

Pupil with autism, aged 13 years

national autism standards

	Standard	Rating (Your setting)					Resources which illustrate the Standard	Priority rating	Type of evidence
	The individual pupil	N/A State reason why	Not yet Developed	Developing	Established	Enhanced		H M L	If N/A please give reason why D = Document O = Observed V = Verbal report
1	Your setting obtains information directly from the pupil on their strengths, interests, needs and emotional well-being, to add to information given by parents/carers and staff.						1.1 Matthew's passport 1.2 Joe's passport 1.3 Rocco - GAP paper 'My comprehensive school' 1.4 Martin, GAP paper - Personal statements of students at University 1.5 AET Toolkit Tool 5, p80 What hurts card – showing different parts of the body		
2	Your setting encourages and motivates pupils with autism by using their strengths, special interests and favourite activities in a meaningful way.						2.1 Pupil consultation form 2.2 John Simpson audio transcript IDP 2.3 Pupils' views on school		
3	Your setting ensures that pupils with autism are effectively and regularly consulted on all aspects of their education and experience at school.						3.1 Scott – GAP paper Designing the ideal classroom with pupils 3.2 Williams and Hanke – GAP paper Pupils drawing their ideal school. 3.3 Pupil consultation form 3.4 I want to choose too document showing how preverbal pupils can communicate choice. 3.5 Talking mats www.talkingmats.com 3.6 Christie et al. GAP paper on gaining the views of pupils at a specialist school		

national autism standards

	Standard	Rating					Resources which illustrate the Standard	Priority rating	Type of evidence
	The individual pupil	N/A	NTD	Dev	Est	Enh			
4	Your setting recognises the particular vulnerability of pupils with autism and safeguards against actual and perceived episodes of teasing and bullying, including cyber bullying.						4.1 Etherington GAP paper on prevention of bullying and peer awareness 4.2 SEND anti-bullying guidance 4.3 B is for Bullied NAS report by Reid and Batten 4.4 Anti-bullying alliance www.antibullyingalliance.org.uk		
5	Your setting understands that pupils with autism often have additional needs arising from other conditions (e.g. visual or hearing impairment, attachment disorders; dyslexia, dyscalculia, learning disabilities, dyspraxia, ADHD, OCD, PDA and speech, language and communication difficulties, Tourette). Staff know how to access advice and guidance on these.						5.1 NICE guidance on autism, ADHD, epilepsy and OCD 5.2 Christie et al. paper on PDA giving guidance to schools 5.3 Carlile GAP paper on PDA (Pathological Demand Avoidance syndrome) 5.4 Moran GAP paper on similarities and differences between attachment disorder and autism 5.5 Tourette syndrome: Key facts 5.6 Tourette syndrome: Education issues 5.7 Gascoigne paper on meeting the needs of pupils with SLCN in integrated services 5.8 What is dyslexia?		
6	Your setting safeguards the well-being of pupils with autism by recognising that they are predisposed to high levels of stress, anxiety and depression and that these can be prevented or reduced if needs are recognised and met.						6.1 AET toolkit: Emotion scales – Tool 11 page 32 6.2 Moran GAP paper Pupils discussing their ideal self pdf 6.3 Emotions keyring 6.4 Fitzpatrick GAP paper on anger management 6.5 Emotional well-being booklet		

national autism standards

	Standard	Rating					Resources which illustrate the Standard	Priority rating	Type of evidence
	The individual pupil	N/A	NYD	Dev	Est	Enh			
7	Your setting places value on a knowledge of autism and accepts that this underpins the analysis and interpretation of a pupil's performance and behaviour to inform effective strategies.						7.1 Autism lens		
8	Your setting trains staff to know that physical intervention is particularly difficult for pupils with autism and ensures that staff understand the legal framework of a positive handling intervention to respond in an appropriate way when managing behaviour.						8.1 Ros Blackburn GAP paper – her insights as an adult with autism 8.2 Legal guidelines from www.education.gov.uk		
9	Your setting teaches and supports pupils with autism to develop and use an effective communication system.						9.1 Objects of reference devised by Coventry LA 9.2 AET toolkit Portable communication symbols – Tool 12, page 23		
10	Your setting provides opportunities for pupils with autism to meet others with autism to share experiences and interests.						10.1 Pupil voice presentation written by pupils 10.2 Pupil participation case study		
11	Your setting creates time and provides suitable environments for pupils with autism to be away from other pupils and adults, if requested or needed.						11.1 AET Toolkit, Tool 2, page 19, 'I want to be alone.' 11.2 Badge system for social interaction		
12	Your setting effectively communicates key transitional information on pupils with autism to all relevant adults including parents/carers, and ensures that this information is given to the pupils in the most appropriate way and at the right time.						12.1 AET transition toolkit. 12.2 Getting ready for secondary school 12.3 Moving class 12.4 Facing change		

national autism standards

	Standard	Rating					Resources which illustrate the Standard	Priority rating	Type of evidence
	The individual pupil	N/A	NYD	Dev	Est	Enh			
13	Your setting has a life-long, holistic learning perspective, including an understanding of adolescence in autism and sexual health and aims for an effective pathway to fulfilled adult lives.						13.1 AET Outcomes report 13.2 Finished at school report 13.3 Pathway to work powerpoint 13.4 Resource on puberty and sexual health		

Building relationships



Building relationships between the team and the child and family should mean that all involved share commitment, responsibility and have good communication.



//
My life is so much better when all those involved with my daughter are approachable and open, and when they listen to my views on what might be best. When people move on and communication breaks down, I feel abandoned and anxious, which really affects my capacity to support her.
//

Parent of a 14 year old girl

national autism standards

	Standard	Rating					Examples of practice within settings	Priority rating	Type of evidence
	Building relationships	N/A State reason why	Not yet Developed	Developing	Established	Enhanced		H M L	If N/A please give reason why D = Document O = Observed V = Verbal report
14	Your setting establishes strong relationships between staff and pupils with autism, seeing this as the starting point for mutual understanding and support for the pupil's learning and well-being.						14.1 Emotional well-being booklet 14.2 Pupils' voice 14.3 AET Person-Centred Planning		
15	Your setting understands that building effective relationships requires active listening to pupils with autism and their parents/carers, promoting opportunities for the exchange of information and ideas.						15.1 How helping works document on effective engagement with parents and carers 15.2 Example of a home-school document 15.3 Parents' views on what makes a good school 15.4 Parent Consultation form		
16	Your setting has a named and experienced member of staff (autism champion/lead practitioner/SENCO) with general information on autism and specific information about individual pupils.						16.1 Lead practitioner role 16.2 Morewood GAP paper on Mainstreaming autism in secondary schools		

national autism standards

	Standard	Rating					Resources which illustrate the Standard	Priority rating	Type of evidence
	Building relationships	N/A	NYD	Dev	Est	Enh			
17	Your setting is aware of the referral pathway in the local area for pupils without a diagnosis who may have autism.						17.1 National Autism Plan for Children 17.2 SIGN Document 98 on the identification of autism 17.3 Video from AET diagnosis of Jonathan and his mother talking about how his diagnosis was made and the benefits 17.4 Video from AET of Helen and her mother explaining the diagnosis		
18	Your setting proactively develops links with other settings and is active in disseminating its expertise in autism to other practitioners.						18.1 AET Good Practice report		
19	Your setting knows how to access professionals in health, social care and the voluntary and independent sectors and works effectively with them.						19.1 Gascoigne paper on meeting needs of SLCN in integrated services 19.2 AET Person-Centred Planning document 19.3 Website for health professionals on autism www.nes.scot.nhs.uk/asd		
20	Your setting provides training about autism at different levels for all teaching and support staff (e.g. office staff, drivers, escorts, and lunch-time supervisors).						20.1 link to AET training hubs 20.2 Link to IDP autism spectrum on the AET microsite 20.3 AET Good Practice report		
21	Your setting invites parents and carers and individuals with autism to attend and contribute to Continuing Professional Development (CPD) events.						21.1 Clubb GAP paper on EarlyBird plus with parents and staff being trained together		

national autism standards

	Standard	Rating					Resources which illustrate the Standard	Priority rating	Type of evidence
	Building relationships	N/A	NTD	Dev	Est	Enh			
22	Your setting has a system that informs and supports supply staff and new staff about the needs of pupils with autism through an induction programme ensuring that these staff know where to access immediate support.						22.1 West Midlands training framework		
23	Your setting proactively engages with parents and carers of pupils with autism and aims to ensure that staff are open and approachable to discuss issues with the pupil's family.						23.1 Parents' views on what makes an effective school 23.2 Parent/carers consultation form 23.3 Structured conversations with parents (Achievement for All) pdf		
24	Your setting provides opportunities and support for pupils with autism to develop relationships with peers.						24.1 link to info re AET Awesomes pack 24.2 Circle of friends booklet 24.3 Friendship programme for secondary pupils		
25	Your setting sets clear rules and limits to demonstrate what is acceptable and expected from pupils with autism. These are consistently applied, except where staff have good reasons to know that a focus on rules and routines may be distressing for some pupils with autism						25.1 AET toolkit Tool 3 page 104 Visual information on school rules		

Curriculum and learning



All pupils are entitled to a **broad** and **relevant curriculum**. Pupils on the autism spectrum have **specific learning needs** and **styles** that must be addressed if they are to access the curriculum in a **meaningful** and **successful way**.



//
**I like Maths and IT best.
I like it when we do
things. I don't like to sit
and listen all the time.**
//

Pupil aged 13 years

national autism standards

	Standard	Rating					Examples of practice within settings	Priority rating	Type of evidence
	Curriculum and learning	N/A State reason why	Not yet Developed	Developing	Established	Enhanced		H M L	If N/A please give reason why D = Document O = Observed V = Verbal report
26	Your setting has a curriculum that captures not only the learning needs of pupils with autism (including styles of learning and uneven ability profiles) but also addresses their social, emotional well-being, their communication needs and life skills						26.1 AET Teacher's Guide 26.2 wiki How website which gives answers to any question on every aspect of life www.wikihow.com 26.3 Gascoigne paper on meeting the needs of pupils with speech, language and communication needs		
27	Your setting provides individualised visual supports to ensure that the sequence of activities during the day is understandable and predictable.						27.1 AET Toolkit Tool 16 page 65 Visual schedule for washing hands 27.2 Other resources can be found at www.dotolearn.com		
28	Your setting has activities that are well organised, structured and planned, and ensures that, where possible, advance warning is given of any changes to familiar routines in a way that is meaningful to the pupil with autism.						28.1 GAP paper by Johnston and Hatton on the effects of change 28.2 Group working: clear roles 28.3 AET Toolkit, Tool 20 p70 Prompt cards for different situations.		
29	Your setting demonstrates equality of access to activities for pupils with autism, including the extended curriculum and exam concessions, where appropriate.						29.1 QCA Exam concessions 29.2 Differentiation: A Guide to primary Differentiation 29.3 A Guide to secondary differentiation		

national autism standards

	Standard	Rating					Resources which illustrate the Standard	Priority rating	Type of evidence
	Curriculum and learning	N/A	NTD	Dev	Est	Enh			
30	Your setting trains key staff in the use of a range of communication strategies to facilitate two-way communication.						30.1 Video of Karen from Early Years IDP showing value of adding other forms of communication to speech 30.2 Confusing world of words 30.3 AET Toolkit Tool 12 Portable communication symbols page 23 30.4 Gascoigne paper on meeting the needs of pupils with speech, language and communication needs		
31	Your setting creates time for staff to reflect on, discuss and evaluate their practice in relation to pupils with autism and the rationale that underpins practice, to create a consensus and consistency across the setting.						31.1 O'Neill paper on evaluating practice 31.2 McAteer paper on adult style 31.3 Blatchford report on the deployment of TAs 31.4 Practitioner views on what makes an effective school 31.5 Practitioner consultation form 31.6 Peeters and Jordan GAP paper on what makes an effective practitioner		
32	Your setting collects additional data that measures progress in the areas of social and emotional awareness, communication and autonomy.						32.1 AET Outcomes report		
33	Your setting assesses the process and quality of the learning experience (not just outcomes) from the perspective of the pupil with autism and considers the particular demands of group working.						33.1 IDP John Simpson audio transcript 33.2 Pupils' views on school 33.3 Pupil consultation form 33.4 see www.talkingmats.com for ways to engage preverbal pupils		

national autism standards

	Standard	Rating					Resources which illustrate the Standard	Priority rating	Type of evidence
	Curriculum and learning	N/A	NTD	Dev	Est	Enh			
34	Your setting consults pupils with autism on what to do in their free time (e.g. at break and lunch times) both inside and outdoors, and facilitates support for this in activities, structured play, and opportunities for games and interactions with others.						34.1 Morewood GAP paper on mainstreaming inclusion 34.2 AET Toolkit Tool 1, page 19 Communication board: What can we do at breaktime? 34.3 Pupils' views on break and lunchtime		
35	Your setting demonstrates flexibility in making adjustments to activities, lessons, timetables and their delivery, as necessary, for pupils with autism.						35.1 Differentiation: A Guide to primary differentiation 35.2 A Guide to secondary differentiation		
36	Your setting provides opportunities for pupils with autism to practise and use their knowledge and skills across situations and people, and to develop flexibility, by making planned changes and posing problems to solve.								

Enabling environments



The general ethos should be to **adapt the setting** to the needs of the individual pupil with autism **rather than making the pupils fit the setting**.



//
If I get anxious I have
my time out card,
school is now a safe
place. **//**

Pupil with autism, aged 11 years

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	Standard	Rating					Examples of practice within settings	Priority rating	Type of evidence
	Enabling environments	N/A State reason why	Not yet Developed	Developing	Established	Enhanced		H M L	If N/A please give reason why D = Document O = Observed V = Verbal report
37	Your setting conducts sensory audits both within and outside the setting, including transport and community facilities, which involves pupils with autism, to consider potential sensory challenges and identify how these will be managed.						37.1 Sensory checklist to assess the sensory challenges within a setting 37.2 Sensory checklist to assess the needs of pupils 37.3 Scott GAP paper on school design 37.4 Audio transcript of an adult talking re sensory issues – John Simpson IDP		
38	Your setting uses a variety of cues (e.g. tactile, visual, auditory) to help pupils with autism understand and navigate the environment.						38.1 List of objects of reference 38.2 Swimming toolkit 38.3 Virtual tour of special school setting visit www.brackenhill.notts.sch		
39	Your setting has guidelines that encourage staff to adopt a calm, empathic approach and to give pupils with autism time to process and respond to instructions.						39.1 Views of an autistic adult on staff and peer behaviour 39.2 Professional views on staff qualities 39.3 A short presentation giving the views of pupils with SEND on staff in their secondary school		
40	Your setting has clearly defined spaces/areas for personal equipment and places of safety for pupils with autism.						40.1 Brackenhill school virtual tour in their website Click on school tour www.brackenhill.notts.sch		

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	Standard	Rating					Resources which illustrate the Standard	Priority rating	Type of evidence
	Enabling environments	N/A	NTD	Dev	Est	Enh			
41	Your setting takes into account the effect of external environmental factors when analysing the behaviour that challenges staff.						41.1 Dean Beadle video – misunderstood – all seen as within child - AET diagnosis DVD 41.2 Autism lens – perspective of pupils on the autism spectrum		
42	Your setting regularly audits (at least once per year) staff confidence levels, understanding and knowledge of autism and links this to Continuing Professional Development and performance management systems.						42.1. West Midlands Training Framework 42.2 Link to the TDA website www.tda.gov.uk		
43	Your setting involves pupils with autism, where possible, in formulating their long-term goals and ambitions, and all staff have high aspirations for these pupils.						43.1 Pathway to work 43.2 AET Person-Centred Planning Toolkit 43.3 Beardon et al. GAP paper which considers the wishes of students in FE and HE 43.4 AET Outcomes report		

Next Steps Action Plan

Standard	Standard numbers with highest priority	Next steps (including who is responsible for the action)	Time scale
The individual pupil			
Building relationships			
Curriculum and learning			
Enabling environments			

Glossary of terms

Term	Definition
ASC	Autism Spectrum Condition is a term used in some areas in preference to ASD (Autism Spectrum Disorder).
ASD	Autism Spectrum Disorder is the term used in much of the literature but there is debate as to whether the word Disorder should continue to be used as it has negative connotations.
Asperger syndrome	A diagnostic category for a pupil of average or above average intelligence with autism who was not significantly delayed in learning to speak.
Atypical autism	A category used to cover those who have characteristics in common with autism and Asperger syndrome but who do not quite meet the criteria for either of these categories. It is also referred to as pervasive developmental disorder not otherwise specified (PDD-NOS).
Autism	A diagnostic category which may also be referred to as autistic disorder, Kanner's autism and classical autism.
Autism outreach	Many authorities have a team of staff who support schools and families in their work with pupils on the autism spectrum. These are often referred to as autism outreach teams, communication teams or specialist teams.
Autism spectrum	Term given to cover the whole range of subgroups including autism, Asperger syndrome, atypical autism and PDD-NOS.
Differentiation	Lessons can be variously differentiated by: outcome (learning objective), task, process (the method of teaching), pupil grouping, tailoring the content of the lesson for the individual pupil (personalised learning), provision (access to specialists), choice and self-direction, learning style.
Educational psychologist (EP)	A psychologist who ascertains the educational needs of pupils in discussion with parents, carers and staff and makes recommendations on strategies and provision.
Expressive language	The use of words and sentences, vocabulary and grammar.
FE	Further Education
HE	Higher Education
High Functioning Autism (HFA)	A pupil who is of average or above average ability but who was delayed in learning to speak.

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Term	Definition
IDP	Inclusion Development Programme
Multi-agency	Groups from different professions or disciplines.
Neurodiversity	A term favoured by autistic adults which sees autism as a particular way of being and their neurodiversity being a positive and not a negative.
Neurotypical	A term given to individuals without autism
Non-verbal communication	Communication through the use of facial expressions, gesture and body language.
Occupational therapist	A therapist who ascertains a pupil's sensory needs and ability to perform everyday tasks and self care skills.
Pathological demand avoidance syndrome	A term given by some clinicians for individuals who have some of the characteristics of autism and Asperger syndrome, but who find it extremely hard to follow other people's demands or agendas.
Pervasive developmental disorder (PDD)	A term used in diagnostic systems to group together certain clinical conditions. All the autism spectrum disorders (autism, Asperger syndrome and PDD-NOS) fall into this category. In addition, it includes Rett's syndrome and Heller's syndrome (childhood disintegrative disorder), which are generally not included within the autism spectrum because of their characteristics and prognosis.
Pervasive developmental disorder not otherwise specified (PDD-NOS)	Those who have characteristics in common with autism and Asperger syndrome, but who do not quite meet the criteria for either of these categories. It is also referred to as atypical autism.
Preverbal	Description given to a pupil who has not yet developed spoken language.
Quality-first teaching	High quality provision for all pupils from all teachers and teaching assistants. Wave 1 should be on offer to ALL pupils. Such teaching will be based on clear objectives that are shared with the pupils and returned to at the end of the lesson; new vocabulary is explained; visual and kinaesthetic methods are used as well as auditory/verbal learning. These approaches are the best way to reduce the number of pupils who need extra help.
Receptive language	Understanding what is communicated or written, including vocabulary, grammar, stories and non-verbal communication.
Speech and language therapist (SALT)	A therapist who assesses an individual's ability to communicate and their speech and language skills and devises programmes to develop these.

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Term	Definition
SEND	Special Educational Needs and Disability
Social and emotional aspects of learning (SEAL)	A programme designed to enhance understanding of the importance of the social and emotional aspects of learning.
Special educational needs (SEN)	A term used to describe a pupil who is deemed to require additional or different educational support from others of the same age.
Special educational needs coordinator (SENCO)	A person within school who is responsible for coordinating information and action for pupils with special educational needs.

Resources contained within the Standards

These resources are examples only. Some of them are suitable for the majority of pupils with autism and others will be more suited to a particular age group or ability.

A short description of each resource is given in the list below.

Key

- M** MOST - This resource will be useful to most pupils with autism
- KS1-2** This resource will be useful for pupils in Key Stage 1 and Key Stage 2
- KS3-4** This resource will be useful for pupils in Key Stage 3 and Key Stage 4
- PV** Preverbal – This resource will be useful for pupils who have not developed speech



Standards document

Standard	Resource	Description
1.1	Matthew's passport M	A powerpoint presentation created by a 14 year old pupil with autism to explain his strengths and needs at school and what helps him.
1.2	Joe's passport M/PV	An example of a passport or profile for a pupil with autism and learning difficulties that staff and parents can create together to give key information on strengths, needs, likes and dislikes.
1.3	Rocco My comprehensive school KS3-4	A paper written by an 11 year old pupil with autism about his first year at secondary school.
1.4	Writing personal statements KS3-4	A paper by Nicola Martin describing the construction of personal statements by students with autism at University to tell others what they would like.
1.5	AET tool 5 p80 What hurts card – showing different parts of the body M	A visual chart for staff to teach pupils how to communicate which part of their body is hurt or in pain.
2.1 3.3 33.3	pupil consultation form M	An example of a form for pupils to give their views on school.
2.2	John Simpson audio transcript IDP M	A young adult with autism talks about the importance of his special interests.
2.3 33.2	Pupils' views on school M	Data collected from 23 children and young people with autism which gives their views on school.
3.1	Involving pupils in designing classrooms M/PV	A paper by Iain Scott which describes a project within a special school with the pupils and students of architecture to design their ideal classroom.

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3.2	The school that I'd like M	A paper by Diane Hanke and Jane Williams which describes a technique to explore what pupils with autism value about school.
3.4	I want to choose too M/PV	A document devised by a team at Bristol University to enable pupils without speech to express their choices.
3.5	Talking mats M	www.talkingmats.com
3.6	Personal tutorials M	A paper by Phil Christie and staff at a specialist school for autism on ways to gain pupils' views.
4.1	Bullying and teasing KS3-4	A paper by Annie Etherington, which describes work with peers and a boy with autism in a secondary mainstream school to address bullying.
4.2	SEND briefing paper on bullying M	This document gives the views of children with SEN and disabilities on their experiences of bullying and makes recommendations on how to address this.
4.3	B is for Bullied M	An NAS report by Reid and Batten which describes the teasing and bullying experienced by pupils with autism.
4.4	Anti-bullying alliance M	www.antibullyingalliance.org.uk
5.1	NICE guidelines doc M	References to links to NICE on ADHD, autism, epilepsy and OCD.
5.2	Strategies for teaching pupils with PDA M	A paper by Phil Christie and staff which gives general guidance to staff on working with pupils thought to have Pathological Demand Avoidance syndrome.
5.3	Carlile A case study of a pupil with PDA M	A case study by Jo Carlile giving strategies on the support given to a Year 7 pupil with PDA.

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5.4	Moran paper attachment M/PV	A paper by Heather Moran which explores the similarities and differences between autism and attachment disorder.
5.5	Tourette syndrome: Key facts M	A leaflet describing the key facts about Tourette syndrome from Tourettes Action.
5.6	Tourette syndrome: Education issues M	A leaflet describing educational issues relating to Tourette syndrome from Tourettes Action.
5.7 26.3 30.4	Gascoigne paper on SCLN M/PV	A paper by Marie Gascoigne for the Royal College of Speech and Language Therapists which sets out the needs of pupils with speech, language and communication difficulties and how services should work together.
5.8	What is dyslexia? M	A document written by the British Dyslexia Association on key facts about dyslexia.
6.1	AET toolkit, Tool 11 p32 An emotion scale M	A visual aid for staff and the pupil to use to show different levels of emotional states.
6.2	Moran Ideal self KS2, 3, 4	This paper by Heather Moran describes a technique used with pupils to explore the factors that lead to good emotional well-being.
6.3	Emotions keyring M	A template into which staff can put information about a pupil's emotional behaviour and strategies to help.
6.4	Fitzpatrick M	A paper by Ena Fitzpatrick which describes how staff helped a boy with autism to gauge his levels of anger.
6.5 14.1	Emotional well being document M	A document with strategies on supporting the emotional well-being of pupils with autism.
7.1 41.2	Autism Lens M	Understanding the actions of pupils on the autism spectrum produced by Val Jones and Damian Milton.

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8.1	Blackburn paper Ros M	This paper by Ros Blackburn, an autistic adult, gives her views on how autism affects her.
8.2	Legal guidelines from www.education.gov.uk M	Guidance on the use of physical intervention.
9.1 38.1	Objects of reference M/PV	A list of objects and what they might represent to facilitate communication with pupils produced by speech and language therapists in Coventry.
9.2 30.3	AET toolkit Portable communication symbols – Tool 12, page 23 M	Illustration of how the symbols a pupil might require can be made portable.
10.1 14.2	Pupil voice powerpoint presentation written by pupils M	A powerpoint presentation on different aspects of school life produced by pupils with SEN who were members of the School Council at Bulwell Academy.
10.2	Pupil participation case study M	All pupils within a secondary school met together to create resources, including a DVD, to give their views about school to others.
11.1	AET Toolkit, Tool 2, page 19, 'I want to be alone.'	Sample cards for a pupil to use to indicate the wish to be alone.
11.2	Badge system for social interaction M	A strategy created by autistic adults which could enable pupils to indicate to others whether they want to interact socially.
12.1	AET transition toolkit M	A guide to support pupils with autism with transitions between activities, classes and schools.
12.2	Getting ready for secondary school KS1-2	A checklist developed by advisory staff in Blackpool to identify a pupil's concerns about transfer to secondary school.
12.3	Moving class KS1-2	A booklet for KS1 and 2 pupils to complete when changing class at primary school developed by Rachael Cooper in Oxfordshire.
12.4	Facing change M	An article written about change and transitions by Alice Stobart for the NASEN journal.

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13.1 32.1 43.4	Outcomes report AET M	A report written by Kerstin Wittemeyer et al. (2011) which explores the outcomes which parents, individuals with autism and professionals consider important.
13.2	Finished at school KS3-4	A report by Kevin and Alison O'Brien for Ambitious About Autism on the issues relating to transition from school to adult life for pupils with autism.
13.3 43.1	Pathway to work KS3-4	A powerpoint template for setting out options for work experience and careers written by Teresa Allen.
13.4	Personal hygiene, puberty and sexual health document M	A document on personal hygiene, puberty and personal and sexual relationships for individuals with learning difficulties created by a team from Sheffield and Leeds NHS for the Department of Health.
14.3 19.2 43.2	AET Person-Centred Planning booklet M	A toolkit on person-centred planning created by the Autism Education Trust to develop plans with staff, parents and pupils which puts the pupil at the centre.
15.1	How helping works M	A document which sets out the key principles for professionals to effectively engage and consult with parents and carers.
15.2	Home-school document M	An example of a document which can be completed by staff and parents to share information about a pupil.
15.3 23.1	Parents' views on school M	Data collected from 72 parents of children with autism when creating these Standards, which gives their views on school and teaching staff.
15.4 23.2	Parent/carers consultation form M	A form devised for parents to complete to give their views on school to inform the development of these Standards.

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16.1	Role of the Lead Practitioner M	This document was written by Mark Hill and sets out the key roles of a lead practitioner or named person for autism within a school.
16.2 34.1	Morewood et al. Mainstreaming autism paper KS3-4	A paper by Gareth Morewood which gives details on inclusive practice for pupils with autism in a mainstream secondary school.
17.1	National Autism Plan for Children (2003) M	A guide on the process for the identification, assessment and diagnosis of autism developed by a working party to advise those working in health, social care and education on best practice.
17.2	SIGN Report 98 M	A guide to the effective identification, assessment and diagnosis of autism produced by the Scottish Intercollegiate Guidance Network.
17.3	Diagnosis Jonathan M	Jonathan and his mother reflect on when the diagnosis was made.
17.4	Diagnosis Helen M	Helen and her mother talk about how her diagnosis of autism was made.
18.1 20.3	Good practice report M	A report by Tony Charman and others for the AET which sets out the key principles which underpin good practice in the education of pupils with autism.
19.3	Website for health professionals on autism www.nes.scot.nhs.uk/asd M	A web-based learning resource about the autism spectrum for all primary health care practitioners (eg health visitors; GPs; nurses; dentists).
20.1	Link to AET training materials information Level 1 M	An autism awareness training session developed by the AET for all those who may meet pupils on the autism spectrum in the course of their work (eg lunch time supervisors; drivers and escorts; office staff; caretakers).
20.2	Link to IDP autism spectrum on the AET microsite M	A web-based resource developed for teaching staff to explain autism and key ways to support pupils in mainstream schools.

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21.1	Clubb GAP paper on EarlyBird plus with parents and staff being trained together M	A paper which reports on the benefits of training parents and staff together.
22.1 42.1	West Midlands Training framework M	A framework produced by a working group in the West Midlands which sets out the knowledge and skills to include in training at different levels from awareness and foundation to advanced.
23.3	Structured conversations M	A handbook produced by the Department of Children Schools and Families which sets out guidance for school staff on how to structure conversations with parents and carers.
24.1	Link to information on the AET Awesomes pack KS2-3	A peer awareness pack created by the Autism Education Trust with materials for all pupils in Year 5, 6 and 7 to explore differences in strengths and skills in a class group.
24.2	Circle of friends booklet M	A booklet which guides staff into how to create a Circle of friends to enhance the inclusion and understanding of peers and pupils on the autism spectrum produced by Leicestershire Autism Outreach Team.
24.3	Friendships programme KS3-4	A booklet on creating friendships for pupils with autism at secondary school produced by Leicestershire Autism Outreach Team.
25.1	Tool 3 page 104 M	School rules are illustrated by symbols and words.
26.1	AET Teachers guide M	A guide for classroom staff created by the Autism Education Trust on ways to teach pupils on the autism spectrum.
26.2	www.wikihow.com M	A website which gives answers to any question on every aspect of life.
27.1	AET tool 16 p65 Visual schedule for washing hands M	A visual schedule which shows the pupil the steps in washing and drying their hands.

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27.2	www.dotolearn.com M	For resources on making activities and tasks visually clear.
28.1	Johnston and Hatton paper M	An adult with autism, Paula Johnston, explains the great difficulties she has in coping with change in her everyday life.
28.2	Group working: clear roles M	Ideas on how to give each member of a team a clear task to do in group work devised by Rachael Cooper.
28.3	AET tool 20 p70 Prompt cards (eg If I arrive late...) M	Some examples of prompt cards which pupils can use to remind them what they should do in different situations.
29.1	QCA Exam arrangements for pupils with SEN KS3-4	This document from the QCA sets out the criteria against which adjustments can be made for pupils with SEN.
29.2 35.1	Differentiation: A Guide to Primary Differentiation KS1-2	Strategies to differentiate activities to enable access to pupils on the autism spectrum in primary schools produced by Leicestershire Autism Outreach Service.
29.3 35.2	Differentiation: A Guide to Secondary Differentiation KS3-4	Strategies to differentiate activities to enable access to pupils on the autism spectrum in secondary schools produced by Leicestershire Autism Outreach Service.
30.1	Adding meaning to communication PV M	A video clip of a person speaking Norwegian and then adding gesture, drawings and words to clarify and add meaning.
30.2	The confusing world of words M	This document, written by Rachael Cooper, highlights the phrases which staff often use which have the potential to confuse pupils with autism.
31.1	O'Neill Evaluating practice M	A paper by Jan O'Neill and colleagues to show how staff in a special school evaluated the outcomes and processes involved when introducing a new intervention.
31.2	McAteer effect of adult style M	This paper by Mary McAteer and Melanie Wilkinson considers the effect of adult style when working with pupils with autism at an all age special school.

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31.3	Deployment and effects of support staff M	Report on research by Peter Blatchford and colleagues into the deployment and impact of support staff for pupils with SEN in primary, secondary and special schools.
31.4	Practitioner views on what makes an effective school M	Data collected from 42 professionals for the consultation to produce these Standards which gives their views on school.
31.5	Practitioner consultation form M	The form for professionals to complete for the consultation to produce these Standards.
31.6	What makes an effective practitioner? M	A paper by Theo Peeters and Rita Jordan on what makes a good practitioner in the field of autism.
33.1	John Simpson audio 1 M	John, a young adult on the autism spectrum, describes some of the issues he faced at school.
33.4	Talking mats M	A method for gaining the views of pupils who have little or no speech.
34.2	AET Toolkit Tool 1, page 19 Communication board: What can we do at breaktime? M	A communication board in the playground to show a pupil what is on offer.
34.3	Pupils' views on break and lunch time M	A short powerpoint giving the views of pupils with SEND on break and lunchtimes at their secondary school.
37.1	Sensory audit tool for environments M	A checklist to enable staff and pupils to identify potential sensory challenges within a school or setting for pupils with autism developed by Ian Attfield, Amy Fowler and Val Jones.
37.2	Sensory assessment checklist for pupils M	This checklist enables staff, pupils and parents to document any sensory issues and to create an action plan, modified from a checklist written by Olga Bogdashina.
37.3	Building design for autism M	A paper by Iain Scott which describes the key design features of four new school buildings for pupils with autism.

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37.4	John Simpson audio 2 M	John, a young adult on the autism spectrum, describes some of the sensory challenges he faced at school.
38.2	Earl GAP 11, 2, 35-45 M	A toolkit produced by Julie Earl, to support pupils with autism during swimming lessons.
38.3 40.1	Virtual tour of special school setting M	Visit www.brackenhill.notts.sch.uk to see examples of classroom layouts and labelling in their school tour.
39.1	Views of an autistic adult on staff and peer behaviour M	This is a list of actions by staff and peers devised by Damian Milton, an autistic adult who is studying for his PhD.
39.2	Professionals' views on staff qualities M	Data collected from 42 professionals on the qualities they feel that staff need to work with pupils with autism.
39.3	Pupils' views on staff M	A short powerpoint giving the views of pupils with SEND on staff in their secondary school.
41.1	Dean Beadle video from AET M	Dean Beadle, a young adult on the autism spectrum, describes how some staff in his primary school misunderstood him.
42.2	www.tda.gov.uk M	For information on training materials and programmes for teaching staff.
43.3	Beardon et al. paper KS3-4	A paper by Luke Beardon and colleagues which considers the wishes of students with autism in FE and HE.

Useful websites

www.acer.bham.ac.uk

Autism Centre for Education and Research

www.afa3as.org.uk

www.ambitiousaboutautism.org.uk

www.asdinclusion.info

www.autism.org.uk

www.autismeducationtrust.org.uk

www.bild.org.uk

Website for BILD (British Institute for Learning Disabilities) Resources on children and adults with learning disabilities

www.researchautism.net

Provides information on the evidence of different interventions in autism

www.communicationmatters.org.uk

www.crae.ioe.ac.uk

Centre for Research on Autism and Education

www.csie.org.uk

Index for inclusion

www.dfe.gov.uk

www.dotolearn.com

Several resources for pupils and staff

www.dyscovery.info

www.education.gov.uk

www.leics.gov.uk

www.nasen.org.uk

www.nes.scot.nhs.uk/asd

Website with information on autism for health professionals

www.northants.gov.uk

www.sexualhealthsheffield.nhs.uk

www.talkingmats.org.uk

www.tda.gov.uk

www.thecommunicationtrust.org.uk

www.thedyslexia-spldtrust.org.uk

Acknowledgements

Teresa Allen - Professional

Ian Attfield - Professional and Parent

Penny Barratt - Professional

Ryan Bradley - Professional

Phil Christie - Professional

Sarah Cobbe - Professional

Rachael Cooper - Professional

Louise Denne - Professional

Amy Fowler - Professional

Nigel Fulton - Professional

Katerina Giannadou - Professional

Mark Hill - Professional and Parent

***Paul Johnstone** - Professional

Val Jones - Professional

Penny Lacey - Professional

Bob Lowndes - Professional

Damian Milton - Professional and Parent

Robert Pritchatt - Professional

Amelia Roberts - Professional

Christopher Robertson - Professional

Anne Sheddick - Professional

Keith Smith - Professional

Alex Stanyer - Professional

George Thomas - Professional

AET Expert reference group - England

AET Programme Board - England

AET training hubs - Kent, London, Oldham, Birmingham, Leicestershire, Nottinghamshire

Autism outreach teams - Birmingham, Blackpool, Barnet, Leicestershire, Northamptonshire, Nottingham City, Nottinghamshire, Oxfordshire, Warwickshire,

Bracken Hill School - Nottinghamshire

Bulwell Academy - Nottingham

Communication and Autism Team - Birmingham

Communications Trust - England

Dyslexia-SpLD Trust - England

Educational Psychologists - Nottinghamshire

National Autistic Society - England

Respondents from the parent survey (87) - England

Respondents from the professional survey (42) - England

Respondents from the pupil survey (23) - England

Sutherland House School - Nottinghamshire

Genium - creative agency

*With special thanks to Warwickshire Autism Team for sharing their draft document: 'An Evaluation of School ASD Provision' by Paul Johnstone and Sue Amos (2012), on which some of the standards are based.



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