

AET Professional Competency Framework

Developed by: Kerstin
Wittmeyer, Annette English,
Glenys Jones, Linda Lyn-Cook
and Damian Milton



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competency framework

Introduction and instructions



A. What is the purpose of the AET Competency Framework?

The Autism Education Trust (AET) has developed this set of competencies with funding from the Department for Education in England, to describe the knowledge, understanding and skills that staff working in schools and other educational settings require to work effectively with pupils on the autism spectrum.

The AET Competency Framework provides a clear structure against which staff can reflect upon and evaluate their practice and aims to provide a source of guidance to help schools assess and develop capacity within their workforce to improve outcomes for pupils on the autism spectrum. This framework will help school leaders, Special Educational Needs Co-ordinators (SENCOs) and Continuing Professional Development (CPD) co-ordinators to identify gaps in knowledge and skills across their setting. They will then be able to plan and provide effective and relevant training programmes to meet the needs of individual members of staff. In turn this can have a positive impact on the experience in school for pupils on the autism spectrum.

Ideally, the Competency Framework should be used on a regular basis to ascertain whether practice is developing and improving. This process should be closely linked with teacher and Teaching Assistant (TA) performance management systems. The views of pupils on the autism spectrum and their parents/carers should be sought when completing this self-evaluation.

A separate document, the [AET National Autism Standards](#), sets out key factors common to good practice for the whole school or other educational settings. This is also available on the AET programme microsite: www.aetraininghubs.org.uk

B. Why do we need a Competency Framework specifically for working with pupils on the autism spectrum?

There are increasing numbers of pupils on the autism spectrum in all types of schools and other educational settings as a result of increased awareness and diagnosis and it is highly likely that staff will have pupils on the autism spectrum in their class. Accounts from parents/carers, pupils and professionals demonstrate that all staff should have basic awareness and understanding of autism. Additionally, various reports have indicated that the outcomes for children with special educational needs (SEN) and, in particular, outcomes for children on the autism spectrum could and should be significantly improved (DoH 2010; Lamb 2009; DfE 2011).

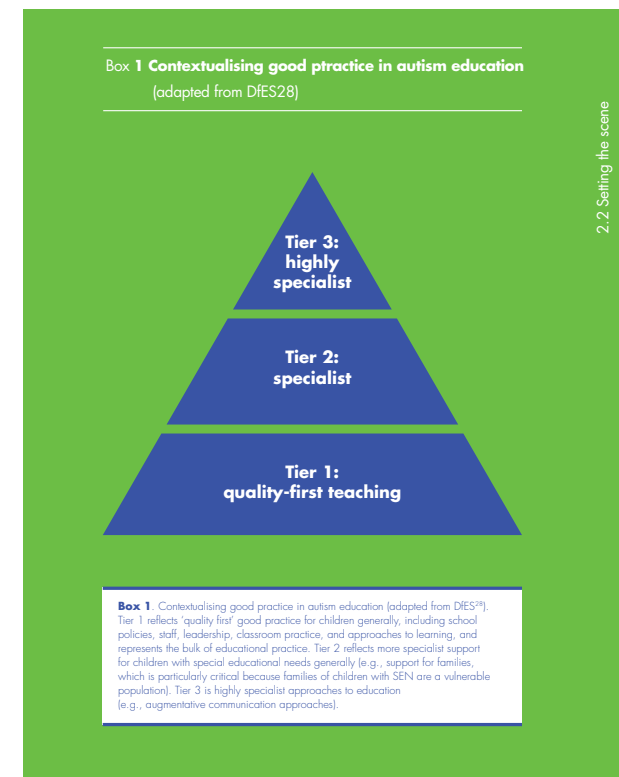
A recent report from the AET on outcomes for children on the autism spectrum emphasises the need for greater understanding and awareness amongst teaching staff:

“The increased risk of exclusion from school and the need for improved communication amongst teaching staff and between teachers and parents/carers was highlighted. Children, young people and adults with autism felt that some teaching staff lacked an understanding of their problems.” (Wittemeyer et al., 2011, AET Outcomes report, p. 10)

The key to improving outcomes for this group lies in the expertise of teachers, teaching assistants and head teachers, as well as all the staff in the educational setting being autism aware.

The diagram opposite is taken from the AET Good Practice Report (Charman et al., 2011) and demonstrates a tiered approach to teaching pupils with special educational needs. This model sets out what should be in place for **all** pupils as part of everyday lessons at the first tier (e.g., effective differentiation of the curriculum). At the next tier, some pupils may require carefully planned small group or paired work, **in addition to** the quality-first teaching principles at tier 1, to meet their needs. Finally, at the third tier, a highly personalised and individualised approach may be needed for part of the school day for a small number of pupils, many of whom may be on the autism spectrum.

There is likely to be a diverse range of individual needs and abilities amongst pupils on the autism spectrum in any given classroom and therefore this three-tier model has relevance for both mainstream and specialist settings.



Source: AET Good Practice Report (Charman et.al, 2011, p.14)



C. Who should complete the Competency Framework?

The competencies have been written for all staff in all schools and educational settings who have pupils on the autism spectrum aged between 5 and 16 years. This includes: mainstream schools; special and specialist schools; autism specific units; alternative educational settings and programmes. The Competency Framework should be completed by individual members of staff as part of an on-going evaluation of their CPD.

Two levels of competencies exist: core and advanced. It is envisaged that all staff should aim to develop their core competencies, with staff who wish to extend their knowledge of autism, aiming to develop the advanced competencies. Staff who have a lead role in autism or who are their setting's 'autism champion' should be encouraged to work towards the advanced competencies.

competency framework

D. What is covered in the Competency Framework?

There are **57 competencies in total, 33 addressing core skills** and **24 advanced competencies**. The Competency Framework is designed to be used as an on-going tool to help focus staff on which aspects of their autism practice require further development. Using this framework should help individuals create a CPD plan that is part of the setting's performance management system.

The competencies are divided into 4 main topic areas which have also been used in the AET National Autism Standards and the AET training materials:

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 curriculum)
4. **Enabling environments** (how to create good learning environments for pupils on the autism spectrum).



competency framework

Each competency statement is **linked to resources** which show how a staff member might evidence and improve their knowledge and skills in this area. Users can **click on a link** and the resource will open if they are connected to the Internet. These **resources include published papers, audio-visual material and a range of reports and guidelines related to the competency's topic.**

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/ Observed, / Voice)	Resources and links which illustrate the competency
The individual pupil	Not yet Developed	Developing	Established	H M L	D = Document O = Observed V = Voice	
1 You can identify the key strengths and challenges faced by pupils on the autism spectrum in the areas of communication, social interaction, information processing, interests and sensory processing and know how these can affect pupil's actions and learning.						1a. The four key areas of difference. 1b. Milton, D. So what exactly is autism? 1c. The autism lens 1d. AET Teacher's Guide AET National Autism Standard 7, p.19
9 You have a good understanding of the main cognitive and social theories of how autism affects pupils' attention, perception, learning and relationships. Your knowledge of these theories should influence your educational planning for pupils.						9a. Milton, D. So what exactly is autism? 9b. False belief task 9c. NAS - "Think differently about autism" campaign. 'Misunderstanding'?

☐ Core competencies
☐ Advanced competencies



E. How is each competency rated?

For each competency, the user can evaluate the extent to which this competency is developed using the ratings:

- **Not yet developed**
- **Developing**
- **Established**

Definitions of these headings

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/competency.

Established

The staff member can provide evidence that this competency is well established in everyday practice.

If none of these ratings is applicable, users should leave the rating blank for that particular item.

competency framework

F. How will a staff member demonstrate that they have met a competency?

In deciding the extent to which a competency is met, the staff member completing the Competency Framework 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 **(O)** within the school or setting; and for colleagues, parents/carers and/or pupils to be able to voice **(V)** their views on this competency, if asked.

Comments on the type of evidence available should be made in the column 'Type of evidence'

D = Document

O = Observed

V = Voice of pupils, parents/carers or colleagues

In addition, each competency is linked to examples (in the 'Resources and links' column) of how a staff member might demonstrate the competency. These are just examples and there are obviously other ways of meeting and evidencing each competency. The examples can be accessed by clicking on the link if you are connected to the Internet.





G. What are the next steps to be taken after completion of the Competency Framework?

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

H = High

M = Medium

L = Low

H. What is the evidence base for the competencies?

These competencies are based on an analysis of perceptions and narratives from a wide range of stakeholder groups (from survey responses, working group discussions and interviews) together with information from an extensive literature review. A list of the stakeholder groups, key people who have been involved and key documents reviewed is provided at the end of this document.

The Competency Framework has been written with new documentation in mind, particularly the new Teachers' Standards (2012) which contain eight key standards setting out the basic framework for all teachers from the point of initial teacher training. The Teachers' Standards state that:

"As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working." (Teacher Standards, DfE 2012, p.3).

Completion of this Competency Framework should help teaching staff demonstrate that they are extending the depth and breadth of their knowledge, skill and understanding.

I. What this Competency Framework is not

This set of competencies is not a complete list of all the skills and knowledge that staff will require to work with pupils on the autism spectrum. Even when a member of staff has addressed all the competencies in both core and advanced, there will always be skills and knowledge to update. Our knowledge and thinking about pupils on the autism spectrum is a constantly developing area and staff should strive to keep their knowledge, skills and understanding up to date and relevant.

It is hoped that all training courses on the autism spectrum will take note of these competencies but the framework is not intended to be a comprehensive blueprint for all training course content. Different training courses will cover different aspects of autism practice and be written for a variety of audiences.

The following sections, J- N, give a brief overview of the current thinking about the autism spectrum and can also be found in the AET's National Autism Standards (2012).



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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** (e.g. 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 oversensitivities (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 on 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 oversensitive 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.





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.

O. Autism in a social context

Reports from adults and pupils on the autism spectrum often state that it is not their autism that poses them difficulties as such, but the expectations and responses they have from other people. In particular the expectation to act, respond and learn in the same way that more typically developing pupils do.

When working with pupils on the autism spectrum, it is imperative to understand that such pupils have a differing way of processing information and thus differing understandings and social expectations to their more typically developing peers. This can create great difficulties with regard to understanding the communications and intentions of others, as well as a perceived lack of understanding from others of their own intentions. This disruption in mutual understanding coupled with potential sensory sensitivities can make school a particularly challenging environment for pupils on the autism spectrum.

It is therefore vital that staff who work with pupils on the autism spectrum enhance their understanding of these differences and make adjustments to their own style of interaction and their expectations and modify how they interact and deliver the curriculum to these pupils.

Knowledge and understanding of autism and how best to support pupils on the autism spectrum continues to change and develop, thus it is important for practitioners to keep up to date with developments in the field. From our current understanding regarding autism however, this framework prioritises the following key points:

1. Autism can be described as a difference in the way the brain processes information. It must be remembered however that many of the difficulties faced by people on the autism spectrum are due to social environments not being conducive to their particular needs (hence the 'Enabling environments' section in this Competency Framework).
2. As a result, adults and pupils on the autism spectrum have a different perspective and different abilities from more typically developing individuals of the same age which can convey strengths and advantages as well as significant challenges within the learning environment.





3. The main areas of difference are in everyday sensory experiences, the use of attention and how interest can range from little reaction to great intensity. Differences in the ability to predict events which are not of their own making (i.e. when imposed upon by others) also need to be considered when working with pupils on the autism spectrum. Adults on the autism spectrum maintain that the goal of education should not be to change their 'way of being' to make them into typical individuals, but to acknowledge and appreciate their differences and create environments in which they can thrive.
4. Unlike pupils with obvious physical or sensory impairments, autism is often hidden. Staff naturally make adjustments for pupils who are deaf or blind or who cannot walk, but can unwittingly expect pupils on the autism spectrum to manage in the classroom and at break and lunchtimes without any adjustment or support. Donna Williams, an autistic adult, says that asking her to work in a group (with high social and sensory demands) is the equivalent of asking a wheelchair user to get up and walk.

P. Guide to the resources contained within the Competency Framework

Each competency 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. It should be noted that these are not the only way to address the competency.

The individual pupil



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**By understanding the hopes,
dreams, strengths and
weaknesses of autistic people,
society can gain a deeper and
rounder view of human nature.**

Lawson, W (1998)
Life Behind Glass. London: Jessica
Kingsley. p.ii.



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

Pupil with autism, aged 13 years

competency framework

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, /Voice)	Resources and links which illustrate the competency
The individual pupil	Not yet Developed	Developing	Established	H M L	D = Document O = Observed V = Voice	
1 You can identify the key strengths and challenges faced by pupils on the autism spectrum in the areas of communication, social interaction, information processing, interests and sensory processing and know how these can affect pupil's actions and learning.						1a. The four key areas of difference. 1b. Milton, D. So what exactly is autism? 1c. The autism lens 1d. AET Teacher's Guide AET National Autism Standard 7, p.19
2 You broaden your perspective on autism by reading or listening to accounts from people on the autism spectrum and parents or other family members.						2a. Audio transcript of an adult talking about sensory issues – John Simpson 2b. Pupils on the autism spectrum on 'What makes a good school' (survey data) 2c. The autistic view resource bank (annotated reading/AV list) 2d. Essential competencies for staff working with pupils on the autism spectrum: views of people identifying as being on the autism spectrum (Survey responses) 2e. Essential competencies for staff working with pupils on the autism spectrum: views of parents and carers (Survey responses) AET National Autism Standard 7, p.19

competency framework

Competency			Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, / Voice)	Resources and links which illustrate the competency
The individual pupil	NYD	Dev	Est		
3 You use a range of strategies to get to know the individual pupil and find out about their particular profile of strengths, challenges, interests and aspirations. You record and share this information with relevant others.					Examples of pupil passports: 3a. Matthew 3b. Joe 3c. Tools for Teachers Tool 20: Information sharing – Pupil profiles 3d. Martin, N. Personal statements to aid transition to Further and Higher Education 3e. Williams, J., Hanke, D. Do you want to know what sort of school I want? Optimum features of school provision for pupils with Autistic Spectrum Disorder 3f. Christie, P. et al. Promoting social and emotional development in children with autism. 3g. www.talkingmats.com (illustrating ways to engage non-verbal pupils) AET National Autism Standard 1, p.17 AET National Autism Standard 2, p.17 AET National Autism Standard 15, p.22
4 You understand that pupils often have an uneven profile of abilities and that their performance can further vary depending on the context.					4a. Milton, D. So what exactly is autism? 4b. John Simpson describing the uneven profile of pupils with autism - IDP (Unit 6. Know the pupil. Slide 2) AET National Autism Standard 7, p.19 AET National Autism Standard 26, p.26

competency framework

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/ Observed, / Voice)	Resources and links which illustrate the competency
The individual pupil	NYD	Dev	Est			
5 You know that pupils on the autism spectrum are likely to experience high levels of stress and anxiety. You can identify the early signs of this occurring.						5a. Fitzpatrick, E. The use of cognitive behavioural strategies in the management of anger in a child with an autistic spectrum disorder: an evaluation 5b. Emotional well-being booklet 5c. Primary National Strategies Social and Emotional Aspects of Learning (SEAL) resources – Emotional barometer 5d. Primary National Strategies Social and Emotional Aspects of Learning (SEAL) resources – Feelings fan AET National Autism Standard 6, p. 18
6 You can list other conditions which often co-occur with autism and are aware of the impact that these may have on pupils. Your knowledge of these conditions should influence your educational planning for pupils.						6a. NICE guidance on autism, ADHD, epilepsy and OCD 6b. Tourette syndrome: Key facts 6c. Tourette syndrome: Education issues 6d. What is dyslexia? 6e. Gascoigne, M. Supporting children with speech, language and communication needs within integrated children's services AET National Autism Standard 5, p. 18
7 You know that pupils on the autism spectrum often have disturbed and erratic eating, sleeping and toileting routines, which have significant effects on their physical well-being and may affect their actions and learning.						7a. Selective eating in children with autism – Presentation by Dr G. Harris (NAS professional conference 2011) AET National Autism Standard 23, p.24

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Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/ Observed, / Voice)	Resources and links which illustrate the competency
The individual pupil	NYD	Dev	Est			
8 You use your knowledge of autism and the individual pupil to interpret and de-escalate pupils' actions that may be harmful to themselves or others.						8a. The autism lens 8b. Andrew McDonnell on Studio 3 and the low arousal approach (opens powerpoint) AET National Autism Standard 7, p. 19 AET National Autism Standard 8, p. 19 AET National Autism Standard 41, p. 31
9 You have a good understanding of the main cognitive and social theories of how autism affects pupils' attention, perception, learning and relationships. Your knowledge of these theories should influence your educational planning for pupils.						9a. Milton, D. So what exactly is autism? 9b. False belief task 9c. NAS - "Think differently about autism" campaign. 'Misunderstanding'?
10 You attend and organise CPD events where people on the autism spectrum and parents or other family members share their experiences and perspective.						10a. Clubb, M. An evaluation of EarlyBird and EarlyBird Plus over seven years: the benefits of parents and school staff being trained together 10b. The autistic view resource bank (annotated reading/AV list) AET National Autism Standard 21, p. 23

competency framework

Competency			Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, /Voice)	Resources and links which illustrate the competency
The individual pupil	NYD	Dev	Est		
11 You arrange opportunities for pupils to have contact with others on the autism spectrum or to read/listen to biographical accounts.					11a. Bullying and autism spectrum disorders: a guide for school staff (NAS) 11b. AET. The Den - information hub for young people on the autism spectrum 11c. The autistic view resource bank (annotated reading/AV list) 11d. CyberMentors – online support for young people by young people 11e. AET Good practice Resource file for professionals - Advocacy 11f. AET Good practice Resource file for professionals - Bullying AET National Autism Standard 10, p. 19
12 You manage and keep accurate records of pupil profiles and progression, based on information obtained directly from the pupil, as well as from parents/carers and direct observations. You share this information with all staff to inform ways of adjusting the learning environment.					Examples of pupil passports: 12a. Matthew 12b. Joe 12c. Williams, J., Hanke, D. Do you want to know what sort of school I want? Optimum features of school provision for pupils with Autistic Spectrum Disorder 12d. Essential competencies for staff working with pupils on the autism spectrum: views of practitioners (Survey responses) AET National Autism Standard 1, p. 17 AET National Autism Standard 22, p. 24

competency framework

Competency			Priority rating (High/Medium/Low)	Type of evidence (Document/ Observed, / Voice)	Resources and links which illustrate the competency
The individual pupil	NYD	Dev	Est		
13 You are able to provide advice and guidance to colleagues on the additional needs a pupil may have arising from other conditions which often co-occur with autism.					13a. Hodge, N., and Chantler, S. <i>It's not what you do; it's the way that you question: that's what gets results</i> 13b. NICE guidance on autism, ADHD, epilepsy and OCD 13c. Tourette syndrome: Key facts 13d. Tourette syndrome: Education issues 13e. What is dyslexia? 13f. Moran, H. <i>Clinical observations of the differences between children on the autism spectrum and those with attachment problems</i> 13g. Gascoigne, M. <i>Supporting children with speech, language and communication needs within integrated children's services</i> AET National Autism Standard 5, p. 18
14 You observe, record and analyse pupil's actions which are a cause for concern and provide information to colleagues on the legal framework for physical intervention. You create a prevention and management plan for each pupil.					14a. The autism lens 14b. Andrew McDonnell on Studio 3 and the low arousal approach (opens powerpoint) 14c. Key considerations in physical interventions – Factsheet by www.bild.org.uk 14d. Information on 'Climate for learning' principles 14e. DfE: Guidance for safer working practice for adults who work with children and young people in education settings AET National Autism Standard 7, p. 19 AET National Autism Standard 8, p. 19 AET National Autism Standard 41, p. 31

Building relationships



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



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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.
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Parent of a 14 year old girl

competency framework

Competency			Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, / Voice)	Resources and links which illustrate the competency
Building relationships	Not yet Developed	Developing	Established	H M L	D = Document O = Observed V = Voice
15 You understand the importance of listening to the voice of the pupil and identify strategies to ensure that communication systems are not just used to inform and instruct pupils, but also offer the opportunity for pupils to express their views.					15a. Rocco, S. My comprehensive school 15b. Williams, J., Hanke, D. Do you want to know what sort of school I want? Optimum features of school provision for pupils with Autistic Spectrum Disorder 15c. Pupil voice presentation written by pupils 15d. I want to choose too - document showing how nonverbal pupils can communicate choice 15e. AET Person-Centred Planning Toolkit 15f. Pupils' views on school 15g. A short presentation giving the views of pupils with SEND on staff in their secondary school 15h. Christie, P. et al. Promoting social and emotional development in children with autism. 15i. Ridout, S., Guldberg, K., Macleod, A. Hear me out! AET National Autism Standard 3, p. 17 AET National Autism Standard 15, p. 22 AET National Autism Standard 30, p. 27

competency framework

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, /Voice)	Resources and links which illustrate the competency
Building relationships	NYD	Dev	Est			
16 You use your knowledge of the pupil and build on the pupil's interests to establish and maintain positive relationships.						16a. Rocco, S. My comprehensive school 16b. Audio transcript of an adult talking about sensory issues – John Simpson 16c. Intensive Interaction – Factsheet by www.bild.org.uk 16d. YouTube clips from Phoebe Caldwell Intensive Interaction training DVD AET National Autism Standard 1, p. 17 AET National Autism Standard 2, p. 17
17 You maintain consistency in how you interact with the pupil and set clear rules and limits to demonstrate what is expected in a given situation.						17a. Pupils' views on school 17b. McAteer, M., Wilkinson, M. Adult style: What helps to facilitate interaction and communication with children on the autism spectrum? AET National Autism Standard 25, p. 24 AET National Autism Standard 28, p. 26 AET National Autism Standard 39, p. 30
18 You are aware of the level of peer interaction the pupil on the autism spectrum feels comfortable with and if appropriate, provide opportunities and support to develop relationships with peers.						18b. Circle of friends booklet 18c. Friendship programme for secondary pupils 18d. Pupils' views on school AET National Autism Standard 4, p. 18 AET National Autism Standard 24, p. 24 AET National Autism Standard 34, p. 28

competency framework

Competency			Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, / Voice)	Resources and links which illustrate the competency
Building relationships	NYD	Dev	Est		
19 You know that pupils on the autism spectrum are much more likely to be teased and bullied, (including cyber bullying) and take steps to prevent and manage bullying.					19a. Etherington, A. Bullying and teasing and children with ASD: what can we do? 19b. SEND anti-bullying guidance 19c. B is for Bullied NAS report by Reid and Batten 19d. Anti-bullying alliance www.antibullyingalliance.org.uk 19e. Safe to Learn: Embedding anti-bullying work in schools (DfE) AET National Autism Standard 4, p. 18 AET National Autism Standard 40, p. 30
20 You proactively engage with parents and carers of pupils on the autism spectrum and have developed ways to communicate and collaborate effectively to share and exchange information and ideas					20a. Essential competencies for staff working with pupils on the autism spectrum: views of parents and carers (Survey responses) 20b. Example of a home-school document 20c. Essential competencies for staff working with pupils on the autism spectrum: views of parents and carers (Survey responses) 20d. Essential competencies for staff working with pupils on the autism spectrum: views of practitioners (Survey responses) 20e. Parents' views on what makes a good school 20f. Structured conversations with parents (Achievement for All) pdf 20g. Preece, D, and Almond, J. Supporting families with children on the autism spectrum to use structured teaching approaches in the home and community 20h. Healthtalkonline interviews on 'Life on the Autism spectrum' – Parent views. AET National Autism Standard 15, p. 22 AET National Autism Standard 23, p. 24

competency framework

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, /Voice)	Resources and links which illustrate the competency
Building relationships	NYD	Dev	Est			
21 You know who the named and experienced member of staff (autism champion/lead practitioner/SENCO) with general information on autism and specific information about individual pupils is in your setting and how to access information from them.						21a. Lead practitioner role 21b. Morewood, G., Humphrey, N., Symes, W. Mainstreaming autism: making it work 21c. Essential competencies for staff working with pupils on the autism spectrum: views of practitioners (Survey responses) AET National Autism Standard 16, p.22 AET National Autism Standard 22, p. 24
22 You support staff in your setting to understand the importance of consistency and communicating expectations and rules clearly to pupils.						22a. Visual information on school rules 22b. Survey data on pupils' views on school AET National Autism Standard 25, p. 24 AET National Autism Standard 27, p. 26 AET National Autism Standard 28, p. 26
23 You understand issues and concerns about peer awareness of autism and implement ways to promote positive peer relationships.						23a. AET 100% Awesomes peer awareness lesson 23b. Circle of friends booklet 23c. Introduction to autism and Asperger syndrome - NAS lesson guide (forms part of the 'Make school make sense' education campaign teachers' pack) 23d. Friendship programme for secondary pupils 23e. DFE Video on peer support. (Slide 3) AET National Autism Standard 10, p. 19 AET National Autism Standard 24, p. 24

competency framework

Competency			Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, / Voice)	Resources and links which illustrate the competency
Building relationships	NYD	Dev	Est		
24 You have information on local services and support groups for parents/carers, pupils and their siblings, including information on the referral pathway for pupils who you think may be on the autism spectrum					24a. National Autism Plan for Children 24b. SIGN Document 98 on the identification of autism 24c. AET DVD on Autism – receiving and understanding a diagnosis 24d. Heeks, R. What are the needs of siblings of children on the autism spectrum and how might support services address their needs? AET National Autism Standard 17, p. 23 AET National Autism Standard 19, p. 23 AET National Autism Standard 23, p. 24
25 You oversee and co-ordinate ongoing autism staff training across the workforce (e.g. from specialist teachers to lunchtime supervisors) including an induction programme for new and supply staff, to ensure colleagues keep abreast of new developments and update their skills and knowledge					25a. DfE Autism Inclusion Development programme on the AET website 25b. AET Good Practice report 25c. O'Neill, J. The SCERTS model: implementation and evaluation in a primary special school 25d. Hodge, N., and Chantler, S. It's not what you do; it's the way that you question: that's what gets results 25e. Essential competencies for staff working with pupils on the autism spectrum: views of practitioners (Survey responses) 25e. Practitioner views on what makes an effective school 25f. AET Person-Centred Planning document 25g. AET training hubs 25h. Peeters, T., and Jordan, R. What makes a 'good' practitioner in the field of autism? 25i. TDA website www.tda.gov.uk AET National Autism Standard 20, p. 23 AET National Autism Standard 22, p.24 AET National Autism Standard 42, p. 31

competency framework

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, / Voice)	Resources and links which illustrate the competency
Building relationships	NYD	Dev	Est			
26 You coordinate and facilitate information-sharing about individual pupils and about autism in general, to create consensus and consistency ensuring that contributions from all staff are valued.						26a. Lead practitioner role 26b. AET Good Practice report 26c. O'Neill, J. The SCERTS model: implementation and evaluation in a primary special school 26d. Blatchford report on the deployment of TAs 26e. Practitioner views on what makes an effective school 26f. Peeters, T., and Jordan, R. What makes a 'good' practitioner in the field of autism? 26g. Essential competencies for staff working with pupils on the autism spectrum: views of practitioners (Survey responses) 26h. AET outcomes report AET National Autism Standard 16, p. 22 AET National Autism Standard 22, p. 24 AET National Autism Standard 31, p. 27
27 You know how and when to contact external professionals and outside agencies, to co-ordinate multi-agency support and incorporate their advice into educational programming.						27a. AET. Good practice. Professionals - multi-agency support 27b. DfE Autism Inclusion Development programme on the AET website 27c. Gascoigne, M. Supporting children with speech, language and communication needs within integrated children's services AET National Autism Standard 19, p. 23
28 You identify opportunities for networking with colleagues from other schools and settings and exchange resources and information on the autism spectrum.						28a. AET good practice report 28b. Network autism website 28c. DfE Specialist Schools and Academies Trust (SSAT) Schools Network: Complex Learning Difficulties and Disabilities website AET National Autism Standard 18, p. 23

competency framework

Competency			Priority rating (High/Medium/Low)	Type of evidence (Document/ Observed, / Voice)	Resources and links which illustrate the competency
Building relationships	NYD	Dev	Est		
29 At times of transition you co-ordinate and disseminate important information from all key stakeholders (including parents/carers and other family members) and ensure this information is shared with all, including the pupil					29a. Martin, N. Personal statements to aid transition to Further and Higher Education 29b. AET transition toolkit 29c. Getting ready for secondary school 29d. Moving class 29e. Facing change AET National Autism Standard 12, p. 19 AET National Autism Standard 18, p. 23

Curriculum and learning



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**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

//
**Teaching children with autism
gives you a crucial opportunity to
re-evaluate your teaching of all
children and to reassert the
values and goals that most of us
believe should be at the heart of
education.**

Jordan.R

(2002) Autistic Spectrum Disorders in the
Early Years: A Guide for Practitioners.
Lichfield: Qed. p.42

competency framework

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/ Observed, / Voice)	Resources and links which illustrate the competency
Curriculum and learning	Not yet Developed	Developing	Established	H M L	D = Document O = Observed V = Voice	
						30a. Survey data on pupils' views on school 30b. DfE Autism Inclusion Development programme on the AET website AET National Autism Standard 2, p. 17
						31a. Differentiation: a guide to primary differentiation 31b. A guide to secondary differentiation 31c. NAS Helpfile on Supporting children with an ASD with homework (website and pdf) 31d. Autism and educational assessment:- UK policy and practice. NFER AET National Autism Standard 29, p. 26 AET National Autism Standard 35, p. 28
						32a. Differentiation: a guide to primary differentiation 32b. A guide to secondary differentiation 32c. AET Teacher's Guide AET National Autism Standard 26, p. 26 AET National Autism Standard 32, p. 27 AET National Autism Standard 35, p. 28

competency framework

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, / Voice)	Resources and links which illustrate the competency
Curriculum and learning	NYD	Dev	Est			
33 You deliver a broad and balanced curriculum that encompasses aspects of the pupil's social and emotional well being, their communication needs and life skills.						33a. AET Outcomes report 33b. Finished at school report 33c. Resource on puberty and sexual health AET National Autism Standard 13, p. 20 AET National Autism Standard 26, p. 26 AET National Autism Standard 32, p. 27
34 You understand the many potential benefits of using ICT (Information and Communication Technology) for pupils on the autism spectrum to enhance their learning experience and as a tool for communication and leisure						34a. AET Teacher's Guide 34b. Autism and Computing website 34c. Flo Longhorn: Apps for very special learners (website) 34d. ReacTickles website 34e. www.talkingmats.com (illustrating ways to engage non-verbal pupils) 34f. AET The Den (video of Robyn) AET National Autism Standard 2, p. 17 AET National Autism Standard 33, p. 27 AET National Autism Standard 35, p. 28
35 You have knowledge of alternative forms of communication, other than speech (e.g. objects; photos; symbols; pictures) and how a pupil might benefit from and be taught to use these.						35a. Objects of reference devised by Coventry LA 35b. Video clip illustrating the value of adding other forms of communication to speech (Early Years IDP). The confusing world of words 35c. Gascoigne, M. Supporting children with speech, language and communication needs within integrated children's services AET National Autism Standard 9, p. 19 AET National Autism Standard 30, p. 27

competency framework

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, /Voice)	Resources and links which illustrate the competency
Curriculum and learning	NYD	Dev	Est			
36 You provide skilled support to extend opportunities for pupils to engage in play and leisure activities, in particular during break and lunchtimes.						36a. Pupils' views on break and lunchtime 36b. NAS guide on Understanding difficulties at break time and lunchtime 36c. I want to choose too - document showing how nonverbal pupils can communicate choice 36d. www.talkingmats.com (illustrating ways to engage non-verbal pupils) 36e. Means, reasons and opportunities model of communication 36f. Communication Matters website – resources and links on Augmentative and Alternative Communication AET National Autism Standard 26, p. 26 AET National Autism Standard 34, p. 28
37 You create a range of opportunities for pupils on the autism spectrum to practise and use their knowledge and skills across situations and people.						37a. Pathway to work 37b. Johnston, P., Hatton, S. Coping with change: an interview with Paula Johnston, an adult with autism AET National Autism Standard 36, p. 28

competency framework

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, / Voice)	Resources and links which illustrate the competency
Curriculum and learning	NYD	Dev	Est			
38 You prepare for transitions well in advance using a range of means (e.g. transition books, videos, school websites).						38a. AET transition toolkit 38b. Getting ready for secondary school 38c. Moving class 38d. Facing change 38e. AET Outcomes report 38f. Finished at school report 38g. Pathway to work 38h. NAS Moving from primary to secondary Helpfile AET National Autism Standard 12, p. 19 AET National Autism Standard 13, p. 20
39 You regularly check the pupils' understanding of tasks and provide a range of opportunities for them to participate throughout the lesson.						39a. Differentiation: a guide to primary differentiation 39b. A guide to secondary differentiation 39c. Autism and educational assessment:- UK policy and practice. NFER AET National Autism Standard 27, p. 26 AET National Autism Standard 38, p. 30
40 Your tasks and lessons have a visible and predictable structure, with explicitly described objectives, which are returned to at the end of the lesson.						40a. Visual schedule 40b. National Autistic Society. The SPELL approach. London: NAS 40c. Objects of reference devised by Coventry LA 40d. Group working: clear roles AET National Autism Standard 27, p. 26 AET National Autism Standard 28, p. 26 AET National Autism Standard 38, p. 30

competency framework

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, / Voice)	Resources and links which illustrate the competency
Curriculum and learning	NYD	Dev	Est			
41 You involve pupils on the autism spectrum in formulating their long-term goals and ambitions, ensuring that all staff have high aspirations for the pupil						41a. Pathway to work 41b. AET Person-Centred Planning Toolkit 41c. Beardon, L., Martin, N., and Woolsey, I. What do students with Asperger syndrome or highfunctioning autism want at college and university? (in their own words) 41d. AET Outcomes report 41e. Ridout, S., Guldberg, K., Macleod, A. Hear me out! AET National Autism Standard 3, p. 17 AET National Autism Standard 13, p. 20 AET National Autism Standard 43, p. 31
42 You observe staff and advise them on how to differentiate their teaching style and content to address the needs of pupils on the autism spectrum						42a. Johnston, P., Hatton, S. Coping with change: an interview with Paula Johnston, an adult with autism 42b. Learning walks. (from the National Strategies) 42c. Differentiation: a guide to primary differentiation 42d. A guide to secondary differentiation 42e. McAteer, M., Wilkinson, M. Adult style: What helps to facilitate interaction and communication with children on the autism spectrum? 42f. Essential competencies for staff working with pupils on the autism spectrum: views of practitioners (Survey responses) 42g. Peeters, T., and Jordan, R. What makes a 'good' practitioner in the field of autism? AET National Autism Standard 31, p. 27 AET National Autism Standard 35, p. 28 AET National Autism Standard 39, p. 30

competency framework

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/ Observed, / Voice)	Resources and links which illustrate the competency
Curriculum and learning	NYD	Dev	Est			
43 You use a wide range of formal and informal ways of assessing pupils' progress in all areas including social and emotional understanding, communication and daily life skills.						43a. AET Outcomes report 43b. National Autistic Society. The SPELL approach. London: NAS 43c. Autism and educational assessment:- UK policy and practice. NFER AET National Autism Standard 32, p. 27
44 You have a good understanding of the framework for access arrangements for exams (including end of Key stage assessments) and can ensure the necessary arrangements are in place for pupils on the autism spectrum						44a. QCA Exam concessions 44b. Differentiation: a guide to primary differentiation 44c. A guide to secondary differentiation 44d. NAS Helpfile on Exams (opens pdf) 44e. Autism and educational assessment:- UK policy and practice. NFER AET National Autism Standard 29, p. 26 AET National Autism Standard 35, p. 28
45 You understand the rationale for the key strategies used with pupils on the autism spectrum in your school or setting and discuss these with staff.						45a. Research Autism website 45b. Parsons, S. et al. International review of the literature of evidence of best practice provision in the education of persons with ASD 45c. Milton, D. So what exactly is autism? 45d. Hodge, N., and Chantler, S. It's not what you do; it's the way that you question: that's what gets results AET National Autism Standard 31, p. 27

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.**



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If I get anxious I have my time out card, school is now a safe place.
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Pupil with autism, aged 11 years

competency framework

Competency			Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, / Voice)	Resources and links which illustrate the competency
Enabling environments	Not yet Developed	Developing	Established	H M L	D = Document O = Observed V = Voice
46 You consider existing environments and modify these to be conducive to the pupil's well-being and learning.					46a. Sensory checklist to assess the needs of pupils 46b. Scott, I. Designing learning spaces for children on the autism spectrum 46c. AET Teacher's Guide AET National Autism Standard 29, p. 26 AET National Autism Standard 37, p. 30
47 You know that pupils on the autism spectrum will benefit from a clearly organised environment, with visual cues and signposts, which should offer information adjusted to the level of understanding of the pupil (e.g. written information, symbols, objects of reference).					47a. www.dotolearn.com 47b. Johnston, P., Hatton, S. Coping with change: an interview with Paula Johnston, an adult with autism 47c. Group working: clear roles 47d. List of objects of reference 47e. Earl, J. An evaluation of a swimming toolkit for children on the autism spectrum 47f. NAS - Living with autism. Visual supports AET National Autism Standard 27, p. 26 AET National Autism Standard 28, p. 26 AET National Autism Standard 38, p. 30

competency framework

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/ Observed, / Voice)	Resources and links which illustrate the competency
Enabling environments	NYD	Dev	Est			
48 You recognise that pupils on the autism spectrum will benefit if you adjust your communication style by speaking clearly, slowly and calmly, and give pupils enough time to respond to your instructions and requests.						48a. Objects of reference devised by Coventry LA 48b. Video clip illustrating the value of adding other forms of communication to speech (Early Years IDP). The confusing world of words 48c. Gascoigne, M. Supporting children with speech, language and communication needs within integrated children's services AET National Autism Standard 30, p. 27 AET National Autism Standard 39, p. 30
49 You consider the accessibility of the learning environment by taking into account the social demands of working with or being with other pupils.						49a. Audio transcript of an adult talking about sensory issues – John Simpson 49b. Pupils' views on school 49c. www.talkingmats.com (illustrating ways to engage non-verbal pupils) AET National Autism Standard 33, p. 27 AET National Autism Standard 35, p. 28 AET National Autism Standard 40, p. 30
50 You know that pupils on the autism spectrum may have sensory processing difficulties associated with seeing, hearing, touching, tasting and smelling, as well as sensing where their body is and maintaining balance. You take these issues into account when considering a suitable learning environment and when interpreting a pupil's actions.						50a. Sensory checklist to assess the sensory challenges within a setting 50b. Sensory checklist to assess the needs of the individual pupil 50c. Scott, I. Designing learning spaces for children on the autism spectrum 50d. Audio transcript of an adult talking about sensory issues – John Simpson AET National Autism Standard 11, p. 19 AET National Autism Standard 37, p. 30 AET National Autism Standard 40, p. 30

competency framework

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, / Voice)	Resources and links which illustrate the competency
Enabling environments	NYD	Dev	Est			
51 You monitor pupils' physical and emotional well-being and recognise signals that they are distressed, unwell, in pain or upset.						51a. Fitzpatrick, E. The use of cognitive behavioural strategies in the management of anger in a child with an autistic spectrum disorder: an evaluation 51b. Emotional well-being booklet 51c. Badge system for social interaction 51d. Views of an autistic adult on staff and peer behaviour 51e. Professional views on staff qualities 51f. A short presentation giving the views of pupils with SEND on staff in their secondary school AET National Autism Standard 6, p. 18 AET National Autism Standard 11, p. 19 AET National Autism Standard 39, p.30
52 You understand that enabling environments through making reasonable adjustments is a statutory obligation in disability law, and that in terms of 'good autism practice' this is a minimum requirement.						52a. Audio transcript of an adult talking about sensory issues – John Simpson 52b. Pupils' views on school 52c. Milton, D. So what exactly is autism? 52d. Information on 'Climate for learning' principles AET National Autism Standard 29, p. 26 AET National Autism Standard 35, p. 28
53 You oversee an audit of existing learning environments and share ideas on how to make these more enabling.						53a. Sensory checklist to assess the sensory challenges within a setting 53b. Scott, I. Designing learning spaces for children on the autism spectrum AET National Autism Standard 27, p. 26 AET National Autism Standard 28, p. 26 AET National Autism Standard 38, p. 30

competency framework

Competency				Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, /Voice)	Resources and links which illustrate the competency
Enabling environments	NYD	Dev	Est			
54 You support and advise colleagues, especially new or inexperienced staff, in adapting their communication and teaching style to suit the needs of pupils in their class.						54a. Video clip illustrating the value of adding other forms of communication to speech (Early Years IDP). The confusing world of words AET National Autism Standard 9, p. 19 AET National Autism Standard 30, p. 27 AET National Autism Standard 39, p. 30
55 You observe pupils and consult with them about their sensory environment. You identify quiet spaces and monitor how these are being used.						55a. Badge system for social interaction 55b. Sensory checklist to assess the sensory challenges within a setting 55c. Sensory checklist to assess the needs of pupils 55d. Scott, I. Designing learning spaces for children on the autism spectrum 55e. Audio transcript of an adult talking about sensory issues – John Simpson 55f. Williams, J., Hanke, D. Do you want to know what sort of school I want? Optimum features of school provision for pupils with Autistic Spectrum Disorder 55g. Andrew McDonnell on Studio 3 and the low arousal approach (opens powerpoint) AET National Autism Standard 11, p. 19 AET National Autism Standard 37, p. 30 AET National Autism Standard 40, p. 30
56 You conduct audits of whole school effectiveness in relation to pupils on the autism spectrum, using the AET National Autism Standards or a similar document.						56a. AET National Standards 56b. West Midlands Training Framework 56c. TDA website AET National Autism Standard 37, p. 30 AET National Autism Standard 42, p. 31

competency framework

Competency			Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, / Voice)	Resources and links which illustrate the competency
Enabling environments	NYD	Dev	Est		
57 You conduct a regular audit of staff training needs and confidence in working with pupils on the autism spectrum, using this Competency Framework, or a similar resource.					57a. AET training hubs 57b. DfE Autism Inclusion Development programme on the AET website 57c. AET Good Practice report 57d. TDA website AET National Autism Standard 20, p. 23 AET National Autism Standard 31, p. 27 AET National Autism Standard 42, p. 31

competency framework

R. Next Steps Action Plan

Competency	Competency numbers with highest priority	Next steps	Time scale
The individual pupil			
Building relationships			
Curriculum and learning			
Enabling environments			

s. References and further suggested reading

Batten, A., Corbett, C., Rosenblatt, M., Withers, L., and Yuille, R. (2006) *Make School Make Sense. Autism and Education: the reality for families today*. London: National Autistic Society Publications.

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AET Expert Reference Group

AET Programme Board

AET Training Hubs:

- Ambitious about Autism - London
- Birmingham City Council
- Bridge School, Islington
- Leicestershire County Council
- NORSACA & Nottinghamshire County Council
- Oldham Local Authority
- National Autistic Society - South East

Autism Outreach Teams - Birmingham, Leicestershire

Staff at the Bridge School - Islington

Communications Trust

Dyslexia-SpLD Trust

Genium (Creative Agency)

National Autistic Society

All 245 respondents (including people on the autism spectrum, parents/carers, practitioners and academics) to our survey as well as the respondents to surveys created for the development of the AET National Autism Standards.



Austism Education Trust

393 City Road,

London

EC1VNG, UK

e: info@autismeducationtrust.org.uk

t: 020 7903 3650

acer Autism Centre for
Education and Research
University of Birmingham

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