**Learning with Autism Early Years Settings Action Plan**

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| **Action** | **Date** | **Person Responsible** |
| Draft Setting/School Self-Evaluation Tool in order to inform Action Plan |  |  |
| Finalise Setting/School Self-Evaluation Tool in order to finalise action plan |  |  |

**Action Plan for Implementation of the Learning with Autism Programme**

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| **What needs to be done?** | **How will we do it?** | **When will we do it?** | | **How will we know if it has made a difference? / Success criteria** |
| **Proposed**  **Term /Date** | **Completed**  **Date** |
| Introduce LWA programme to teaching, support staff and childcare staff | Twilight session /staff meeting  Introductory session:   * Watch introductory film * Present self-evaluation to staff and collect further input from staff in order to complete |  |  | * All teaching and support staff have a better understanding of social communication / autism |
| Teacher, support staff, childcare staff training | Twilight session / staff meeting  Training session   * Early years staff film and discussion * All staff to independently complete online questionnaire, print/save questionnaire |  |  | * Staff recognise the signs of social communication / autism and make referrals where appropriate * Staff understand the core characteristics of social communication needs/autism and make referrals where appropriate * All staff are able to adapt their day to day practice to support children with social communication needs / autism * All staff adapt their communication style to promote understanding and decrease anxiety and confusion for children with social communication needs/ autism * All staff are providing additional structure for activities as appropriate * Behavioural incidents of children with social communication needs/autism have decreased * Engagement of pupils with social communication needs /autism has increased |
| Admin staff, midday supervisors, governors and volunteers training | * Access to the ASD generic Autism Aware PowerPoint training package and independently complete online questionnaire, print/save certificate |  |  | * All staff are able to adapt their day to day practice to support pupils with autism * Governors have more of an understanding of autism to fulfil their duties as part of the Governing Body roles and responsibilities * All staff adapt their communication style to promote understanding and decrease anxiety and confusion for children with social communication needs/autism |
| Inform Parents about the LWA programme | * Letter to be sent home informing parents of the nursery/setting participation in the programme |  |  | * Nursery/Setting are raising autism profile and awareness |
| Raise awareness of ASD with Early Years children | * Teifi and Friends lesson plan and additional activities can be accessed on line and included in sessions covering difference and being kind. |  |  | * Children to be able to be more accepting of difference and be kind to those who have social communication needs / autism |
| NQTs/new staff to the school/setting | * NQTs/new staff to the school/setting to be supported as part of their induction programme to the LWA programme by watching the appropriate LWA film |  |  | * Consistency of all new staff in the school/setting having an awareness of social communication needs/ autism and recognise the signs of autism and make referrals where appropriate * All staff are able to adapt their day to day practice to support children with social communication needs / autism * All staff adapt their communication style to promote understanding and decrease anxiety and confusion for children with social communication needs/ autism |

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| ***Below are some examples of strategies that could be implemented as part of the Learning with Autism Programme (this is not an exhaustive list, you can delete as appropriate and add to this section)*** | | | | |
| Set up visual timetables in all classrooms to support social communication needs /ASD child | Classes/setting to set up visual timetables to be used every morning while discussing the plan for the day. |  |  | * Reduction in meltdown / behavioural outburst / anxiety issues |
| Introduce Now and Next cards to support children with social communication needs /ASD | Use of Now and Next cards for children that need preparation from one activity to another |  |  | * Reduction in meltdown / behavioural outburst / anxiety issues |
| Support child to sit on the carpet | Use of a carpet “spot” to support a child with social communication/ASD to know where they are expected to sit |  |  | * Reduction in meltdown/behavioural outburst / anxiety issues |
| Support child to know when an activity is ended | Use of a sand timer to visually support a child with knowing when an activity is coming to an end. Reinforce with the use of a verbal countdown/reminder to support the preparation. |  |  | * Reduction in meltdown/behavioural outburst / anxiety issues |
| Introduce the use of visual matching activities | Use of visual matching activities to support compliance to undertake activities |  |  | * Children with social communication needs/ASD are participating in visual activities for a specific period of time |
| Introduce and set up traffic light spot system on doors around the school/setting | Spots to be stuck on all doors around the school/setting for children’s safety.  Red = I cannot go through this door this door without an adult.  Yellow = I must ask an adult to go through this door.  Green = I can go through this door on my own. |  |  | * Visually support children’s understanding of safety |
| Introduce staff photos on classroom/setting doors | Each classroom/setting to have photos of the staff who work in that class/setting on a regular basis. |  |  | * Reduce child anxiety * Visually prepare children |
| Introduce child profiles/one page profiles for social communication /ASD children | Use of a child profile/one page profile to share information on the |  |  | * Aids consistency of care * Aids transition from class/ to key stage, from setting to school * Provides information for supply staff |

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| **To apply for the LWA programme Award, you will need to ensure that:** | **(✓)** |
| * All teaching staff/support staff and childcare staff have completed the early years certification scheme |  |
| * All other staff (including admin staff, governors etc.) have completed the generic ASD Aware Scheme |  |
| * All early years children have participated in the Teifi and Friends Lesson(s) |  |
| * Practice has changed in the school/setting (evidenced within this action plan) |  |