**Learning with Autism Primary Schools Action Plan**

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| **Action** | **Date** | **Person Responsible** |
| Draft School Self-Evaluation Tool in order to inform Action Plan |  |  |
| Finalise 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 and support 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 autism |
| Teacher and support staff training | Twilight session / staff meeting  Training session   * Teacher video and discussion * Support staff video and discussion * All staff to independently complete online questionnaire, print/save questionnaire |  |  | * Staff recognise the signs of autism and make referrals where appropriate * Staff understand the core characteristics of autism and make referrals where appropriate * All staff are able to adapt their day to day practice to support pupils with autism * All staff adapt their communication style to promote understanding and decrease anxiety and confusion for pupils with autism * All staff are providing additional structure for activities as appropriate * Attainment levels of pupils with autism has increased * Behavioural incidents of pupils with autism have decreased * Engagement of pupils with 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 pupils with autism |
| Inform Parents about the LWA programme | * Letter to be sent home informing parents of the school’s participation in the programme |  |  | * School are raising autism profile and awareness |
| Raise awareness of ASD in KS2  \*A storybook version of the Autism Superheroes book is available for KS1 pupils to access but completion of this is not required to achieve the Learning with Autism whole school award | * Digital Adventure Story can be accessed online or as a book. Can be included in teaching sessions as part of PSD. |  |  | * Pupils to be more understanding and accepting of autism |
| NQTs/new staff to the school | * NQTs/new staff to the school 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 having an awareness of 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 pupils with autism * All staff adapt their communication style to promote understanding and decrease anxiety and confusion for pupils with 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 ASD pupils | Classes 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 pupils with ASD | Use of Now and Next cards for pupils who need preparation for one activity to another |  |  | * Reduction in meltdown / behavioural outburst / anxiety issues |
| Introduce and set up traffic light spot system on doors around the school | Spots to be stuck on all doors around the school 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 pupils understanding of safety |
| Introduce staff photos on classroom doors | Each classroom to have photos of the staff who work in that class on a regular basis. |  |  | * Reduce pupil anxiety * Visually prepare pupils |
| Introduce child profiles/one page profiles for ASD pupils |  |  |  | * Aids consistency of care * Aids transition from class to class / key stage * Provides information for supply teachers |

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| **To apply for the LWA programme Award, you will need to ensure that:** | **(✓)** |
| * All teaching staff have completed the teaching staff certification scheme |  |
| * All learning support staff have successfully completed the LSA certification scheme |  |
| * All non-learning support staff (e.g. admin staff, governors) have completed the generic ASD Aware Scheme |  |
| * The majority of KS2 pupils must have signed the Autism Superhero Charter |  |
| * The majority of KS1 pupils have participated in the Superheroes lesson |  |
| * Practice has changed in the school (evidenced within this action plan) |  |