**Learning with Autism Secondary Schools Action Plan**

|  |  |  |
| --- | --- | --- |
| **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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 and 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 ASD has increased * Behavioural incidents of pupils with ASD have decreased * Engagement of pupils with ASD has increased |
| Admin staff, midday supervisors, governors and volunteers training | * Access to the ASD generic autism Aware PowerPoint training package * All staff to 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 | * Make parents aware via school website of the school’s participation in the programme |  |  | * School are raising autism profile and awareness |
| Raise awareness of ASD in KS3 & KS4 | * Sgilti lesson to be delivered via PSE to raise pupils’ understanding of autism and to promote pupils’ acceptance of autism |  |  | * Pupils to be more understanding and accepting of autism * Pupils know more about autism (Sgilti lesson plan evaluation & review section evidencing success criteria) |
| 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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)*** | | | | |
| Use of visual timetable / word timetable | Visual timetable/word timetable to be devised and used in all classroom |  |  | * Reduction in meltdown / behavioural outburst / anxiety issues |
| Use of additional structure in subject specific lessons to support pupils with ASD | All teachers and support staff to use additional structure in their subject lessons |  |  | * Reduction in meltdown / behavioural outburst / anxiety issues * Increased pupil attainment |
| Visual support around the school | Visual support setting out important school rules e.g. “walk on the right hand side of the corridor” or “walk quietly” |  |  | * Aids transition around the school * Reduction in meltdown/behavioural outburst/ anxiety issues |
| Introduce independent working cards | Use of “help” and “ok” cards |  |  | * Reduction in meltdown/behavioural outburst / anxiety issues * Increased pupil attainment |
| Introduce child personal profile/one page profile to support pupils with ASD | Ensure personal profiles are shared with all teachers and support staff |  |  | * Aids consistency of care * Aids transition from subject to subject / key stage * Provides information for supply teachers |
| Introduce ASD planner app to ASD pupils | Ensure all staff are aware of the ASD planner app and are able to show the pupil how to use it |  |  | * Aids transition from one lesson to another * Provides consistency and routine * Reduction in meltdown/behavioural outbursts / anxiety issues |
| Introduce repetitive questioning board to support ASD pupils to reduce the amount of times they ask the same question | Repetitive questioning board to be implemented and all staff to use this |  |  | * Number of times repetitive questions asked has reduced * Reduction in meltdown/behavioural outbursts / anxiety issues |

|  |  |
| --- | --- |
| **To apply for the LWA programme Award, you will need to ensure that:** | **(✓)** |
| * All teaching and support staff have completed the certification scheme |  |
| * All other staff (including admin staff, governors etc.) have completed the generic ASD Aware Scheme |  |
| * The majority of KS3 & KS4 pupils must have participated in the Sgilti lesson and signed the Autism Aware Charter |  |
| * Practice has changed in the school (evidenced within this action plan) |  |