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# AUTISM COMPETENCY FRAMEWORK

Contents

Introduction

The AET schools autism 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.

It is designed to be used as an on-going self-reflection tool to help focus staff on which aspects of their autism practice require further development. Its format enables practitioners to rate their knowledge, skills and personal qualities against a set of descriptors outlining best practice that is recognised and valued by individuals on the autism spectrum, their families and professionals.

The competency framework has been updated (2016) to reflect key legislation and aspirations in the new SEND Code of Practice 0 – 25 (2014) and the Professional Standards for Teachers and Trainers in Education and Training – England (2014). The competencies have been mapped against these two key documents to help inform staff of their existing skills and their continuing professional development needs. It also demonstrates that use of the Autism Education Trust materials need not become an 'added' requirement of schools but that they support schools to evidence and meet existing statutory requirements.

A separate document, the AET schools autism standards, sets out key factors common to good practice for whole settings in the education of pupils on the autism spectrum. The standards enable the whole school or other educational setting to determine the extent to which the needs of pupils with autism are being addressed through analysing policies, systems and whole school/setting development work.

The AET schools autism standards are also available on the AET programme micro site: www.aettraininghubs.org.uk
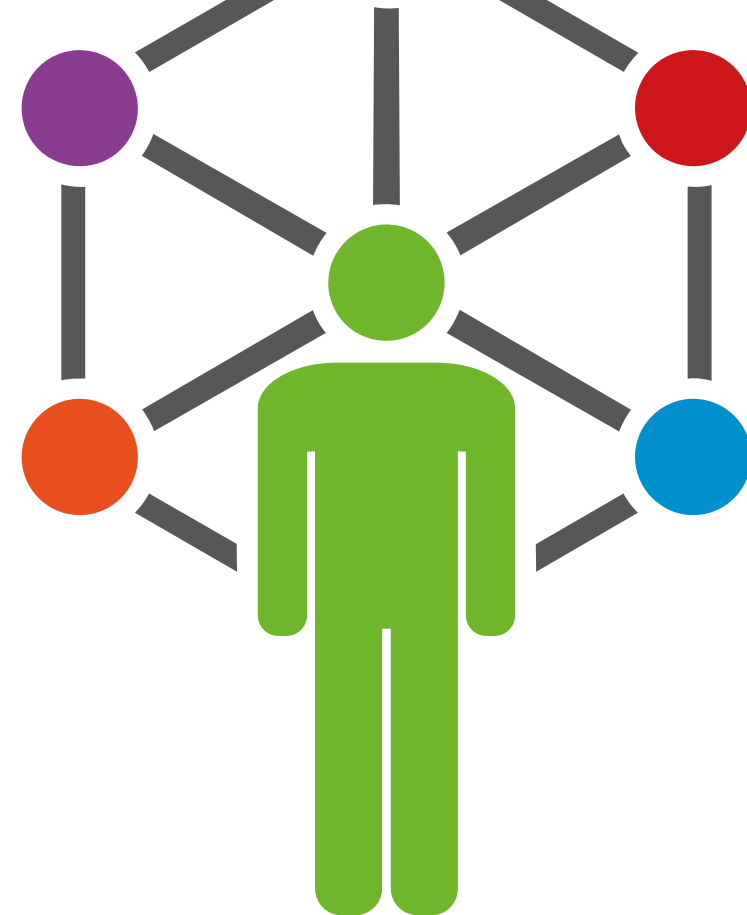
The Autism Education Trust (AET) has developed this set of competencies with funding from the Department for Education in England, to describe the knowledge, understanding and skills that staff working in schools and other educational settings require to work effectively with pupils on the autism spectrum.

How to use the autism competency framework

The competency framework can be used by all staff across a range of educational settings from mainstream to special and specialist. An autism competency framework has been produced for three separate age groups, Early Years, School Age and Post 16. This competency framework is for staff working in settings where pupils are aged between 5 – 16 years old.

It can be used by individuals to self-assess and by managers to audit skills, set Professional Development Review (PDR) targets, secure appropriate staff training and develop school capacity to meet the needs of pupils on the autism spectrum. The framework should be used on a regular basis to ascertain whether practice is improving, continuing to meet need and positively impacting on the education and experience in school for pupils on the autism spectrum.

There are 58 competencies in total, 34 addressing core or essential skills and 24 advanced/enhanced practice competencies. 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' or 'lead practitioner'* should be encouraged to work towards the advanced competencies.

The 58 competencies are each linked to web resources and articles to support the self-reflection process and further development in that area.

How to use the autism competency framework

The competencies are arranged under four main topic areas/themes. These themes are consistent throughout the AET schools autism standards and the AET training materials:

| THE INDIVIDUAL PUPIL | BUILDING RELATIONSHIPS | CURRICULUM AND LEARNING | ENABLING ENVIRONMENTS |

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 (making adjustments to the way in which activities are presented and modifying the curriculum)

4. ENABLING ENVIRONMENTS (how to create good learning environments for pupils on the autism spectrum)

RESOURCES TEACHERS STANDARDS CODE OF PRACTICE AET STANDARD

Each competency statement is linked to related resources, Teachers' Standards, Code of Practice and the AET Standard. The resources 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. After clicking on the Code of Practice or the AET Standard icons, please use the search function [CMD+F (mac)] [CTRL+F (pc)] and paste the relevant number.

Rating the competencies

For each competency, the user can evaluate the extent to which they think this competency is developed using the RAG (Red, Amber, Green) rating:

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.

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* A lead practitioner is an experienced member of staff with knowledge and expertise in autism. It is expected that this member of staff will develop their own practice and skills in order to support pupils and other staff in school. This role is explained in three articles attached to the resources – written by Hill (2012) (21a), Morewood et al (2011) (21b) and Milton (2011) (21c).

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

In deciding the extent to which a competency is met, the staff member completing the competency framework should aim to record evidence in one or all of the following three ways:

Documentary **(D)** written evidence such as a policy document; accounts from pupils, staff or parents; records on training events;

Observable **(O)** relevant practice to be observable within the school or setting;

Voice **(V)** for colleagues, parents/carers and/or pupils to be able to voice (V) their views on this competency, if asked.

The linked examples (in the 'Resources and links' column) illustrate how a staff member might demonstrate each 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 using the on-line version and are connected to the Internet.

Next steps after the completion of the competency framework

On the basis of the responses to this document, staff can decide which competencies are well established (Green) and require little development, those that require regular review (Amber), and those competencies that are not yet developed (Red). Decisions can then be made as to which competencies in the Amber or Red group should take priority for further development and training. The last column for each of the competencies enables staff to enter the priority level for work on each competency based on which change in practice could have the most benefit to the current population of pupils on the autism spectrum and/or contribute to any longer-term school/setting development plans.

Please note: 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.

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THE INDIVIDUAL PUPIL

BUILDING RELATIONSHIPS

CURRICULUM AND LEARNING

ENABLING ENVIRONMENTS

"Any understanding of autism should not be approached from a position of 'deficit', but rather from a position of 'difference'. Autistic people are not neuro-typical people with something missing or something extra added on. They are different. If we are serious about equality and inclusion within any area, then we must first of all understand that difference."

Breakey, Christine (2006)
The Autism Spectrum: A Guide to Good Practice
London: Jessica Kingsley

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THE INDIVIDUAL PUPIL

BUILDING RELATIONSHIPS

CURRICULUM AND LEARNING

ENABLING ENVIRONMENTS

CORE COMPETENCIES   ADVANCED COMPETENCIES

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.

2. You use a range of strategies to get to know the individual pupil on the autism spectrum and find out about their particular profile of strengths, challenges, interests and aspirations. You record and share this information with relevant others.

3. You understand that pupils on the autism spectrum often have an uneven profile of abilities and that their performance can further vary depending on the context

4. 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 and the likely triggers.

Not yet developed	Not yet developed	Not yet developed	Not yet developed
Developing	Developing	Developing	Developing
Established	Established	Established	Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES	TEACHERS STANDARDS 5.4 & 1.2	CODE OF PRACTICE 6.27	AET STANDARD 7 (p.19)

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES	TEACHERS STANDARDS 6.3	CODE OF PRACTICE 6.27 & 6.49	AET STANDARD 1 (p.17), 2 (p.17) & 15 (p.22)

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES	TEACHERS STANDARDS 6.1, 6.2 & 6.3	CODE OF PRACTICE 6.23	AET STANDARD 7 (p.19) & 26 (p. 26)

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES	TEACHERS STANDARDS 1.2 & 7.2	CODE OF PRACTICE 6.33	AET STANDARD 6 (p.18)

Notes or details of evidence

Notes or details of evidence

Notes or details of evidence

Notes or details of evidence

CORE COMPETENCIES   ADVANCED COMPETENCIES

5. 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 influence your educational planning for pupils.

6. 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.

7. You use your knowledge of autism and the individual pupil on the autism spectrum to interpret and de-escalate pupils' actions that may be harmful to themselves or others.

8. You broaden your perspective on autism by reading or listening to accounts from people on the autism spectrum and parents or other family members.

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES   TEACHERS STANDARDS 5.3   AET STANDARD 5 (p.18)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES   TEACHERS STANDARDS 7.1   AET STANDARD 23 (p.24)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES   TEACHERS STANDARDS 7.1 & 7.2   CODE OF PRACTICE 6.33   AET STANDARD 7 (p.19), 8 (p.19) & 41(p. 31)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES   TEACHERS STANDARDS 8.4 & 8.5   AET STANDARD 7 (p.19)

Notes or details of evidence

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THE INDIVIDUAL PUPIL

BUILDING RELATIONSHIPS

CURRICULUM AND LEARNING

ENABLING ENVIRONMENTS

CORE COMPETENCIES **ADVANCED COMPETENCIES**

1. You have a good understanding of the main cognitive and social theories of how autism affects pupils' attention, perception, communication, learning and relationships. Your knowledge of these theories influences your educational planning for pupils on the autism spectrum.

2. You manage and keep accurate records of pupil profiles and progression, based on information obtained directly from the pupil on the autism spectrum, as well as from parents/carers and direct observations. You share this information with all staff to inform ways of adjusting the learning environments

3. 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.

4. You observe, record and analyse actions of pupils on the autism spectrum 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.

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document Voice Observed

RESOURCES | TEACHERS STANDARDS 2.4, 4.5, 5.2 & 7.3 | CODE OF PRACTICE 6.29

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document Voice Observed

RESOURCES | TEACHERS STANDARDS 6.2 & 6.3 | CODE OF PRACTICE 6.72 & 6.78 | AET STANDARD 1 (p.17) & 22 (p. 24)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document Voice Observed

RESOURCES | TEACHERS STANDARDS 8.2 | CODE OF PRACTICE 6.26 & 6.27 | AET STANDARD 5 (p.18)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document Voice Observed

RESOURCES | TEACHERS STANDARDS 7.2 | CODE OF PRACTICE 6.32 & 6.33 | AET STANDARD 7 (p.19), 8 (p.19) & 41 (p.31)

Notes or details of evidence

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BUILDING RELATIONSHIPS

CURRICULUM AND LEARNING

ENABLING ENVIRONMENTS

CORE COMPETENCIES   **ADVANCED COMPETENCIES**

5. You attend and organise CPD events where people on the autism spectrum and parents/carers or other family members share their experiences and perspective.

6. You arrange opportunities for pupils to have contact with others on the autism spectrum or to read/listen to biographical accounts.

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS 8.4 & 8.5 | AET STANDARD 21 (p.23)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS 1.1 | AET STANDARD 10 (p.19)

Notes or details of evidence

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BUILDING RELATIONSHIPS

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ENABLING ENVIRONMENTS

"Difficulty with language, body language and facial expressions is a big one. These are the things that we have massive difficulties with. For the adolescent and teenage person with Asperger Syndrome, deciphering other kids' meanings is harder than deciphering ancient hieroglyphics."

Luke Jackson (2002)
Freaks, Greeks and Asperger syndrome.
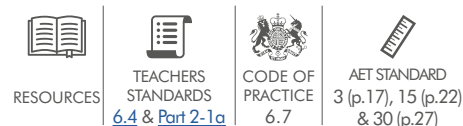
CORE COMPETENCIES   ADVANCED COMPETENCIES

1. You understand the importance of listening to the voice of the pupil on the autism spectrum 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.

2. You find out all you can about the pupil on the autism spectrum and build on the pupil's interests to establish and maintain positive relationships.

3. You maintain consistency in how you interact with the pupil on the autism spectrum and set clear rules and limits to demonstrate what is expected in a given situation.

4. 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 that are meaningful to the pupil.

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS 6.4 & Part 2-1a | CODE OF PRACTICE 6.7 | AET STANDARD 3 (p.17), 15 (p.22) & 30 (p.27)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS Part 2-1c | CODE OF PRACTICE 6.7 | AET STANDARD 1 (p.17) & 2 (p.17)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS 1.3 & Part 2-1c | AET STANDARD 25 (p.24), 28 (p.26) & 39 (p.30)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS 7.3 & 7.4 | AET STANDARD 4 (p.18), 24 (p.24) & 34 (p.28)

Notes or details of evidence

CORE COMPETENCIES ADVANCED COMPETENCIES

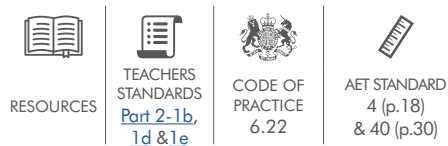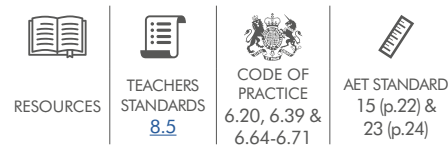|			
5. You know that pupils on the autism spectrum are much more likely to be teased and bullied, (including cyber bullying) and take steps to prevent and manage bullying.	**6.** You proactively engage with parents and carers of pupils on the autism spectrum and have developed ways to communicate and collaborate effectively to share and exchange information and ideas.	**7.** You work as a team with all those involved with the pupil on the autism spectrum, sharing ideas and information, planning and assessing the impact of support and interventions and linking this with classroom teaching and support at home.	**8.** 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 on the autism spectrum is in your setting and how to access information from them.
Not yet developed	Not yet developed	Not yet developed	Not yet developed
Developing	Developing	Developing	Developing
Established	Established	Established	Established
Priority rating:	Priority rating:	Priority rating:	Priority rating:
Type of evidence: Document Voice Observed	Type of evidence: Document Voice Observed	Type of evidence: Document Voice Observed	Type of evidence: Document Voice Observed
RESOURCES | TEACHERS STANDARDS Part 2-1b, 1d &1e | CODE OF PRACTICE 6.22 | AET STANDARD 4 (p.18) & 40 (p.30)	RESOURCES | TEACHERS STANDARDS 8.5 | CODE OF PRACTICE 6.20, 6.39 & 6.64-6.71 | AET STANDARD 15 (p.22) & 23 (p.24)	TEACHERS STANDARDS 8.2 & 8.3 | CODE OF PRACTICE 6.52	RESOURCES | TEACHERS STANDARDS 8.2, 8.4 & Part 2.2 | CODE OF PRACTICE 6.26 | AET STANDARD 16 (p.22) & 22 (p.24)
Notes or details of evidence	Notes or details of evidence	Notes or details of evidence	Notes or details of evidence

CORE COMPETENCIES   **ADVANCED COMPETENCIES**

1. You coordinate and facilitate information-sharing about individual pupils on the autism spectrum and about autism in general, to create consensus and consistency ensuring that contributions from all staff are valued.

2. 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.

3. You support staff in your setting to understand the importance of consistency, and communicating expectations and rules clearly to pupils on the autism spectrum.

4. You understand issues and concerns about peer awareness of autism and implement ways to promote positive peer relationships.

Not yet developed	Not yet developed	Not yet developed	Not yet developed
Developing	Developing	Developing	Developing
Established	Established	Established	Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES	TEACHERS STANDARDS 8.2	CODE OF PRACTICE 6.38 & 6.39	AET STANDARD 16 (p.22), 22 (p.24) & 31 (p.27)

Notes or details of evidence

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES	TEACHERS STANDARDS 8.2	CODE OF PRACTICE 6.47 & 6.58 – 6.62	AET STANDARD 19 (p.23)

Notes or details of evidence

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES	TEACHERS STANDARDS 7.1 & 8.3	AET STANDARD 25 (p.24), 27 (p.26) & 28 (p.26)

Notes or details of evidence

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES	TEACHERS STANDARDS 8.1, 8.3 & 8.4	CODE OF PRACTICE 6.33	AET STANDARD 10 (p.19) & 24 (p.24)

Notes or details of evidence

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CORE COMPETENCIES **ADVANCED COMPETENCIES**

5. You have information on local autism 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.

6. You identify opportunities for networking with colleagues from other schools and settings and exchange resources and information on the autism spectrum.

Not yet developed
Developing
Established

Not yet developed
Developing
Established

Priority rating:

Priority rating:

Type of evidence: Document Voice Observed

Type of evidence: Document Voice Observed

RESOURCES	TEACHERS STANDARDS 8.4 & 8.5	CODE OF PRACTICE 4.59 – 4.61	AET STANDARD 17 (p.23), 19 (p.23) & 23 (p.24)

RESOURCES	TEACHERS STANDARDS 8.4	AET STANDARD 18 (p.23)

Notes or details of evidence

Notes or details of evidence

"You can be the cleverest kid in the world but you won't get anywhere in life if you can't have a conversation. For people like me a social and emotional education is so much more valuable than an academic one."

Luke Dicker in Greenman, Jan (2010)
'Life at the Edge and Beyond: Living with ADHD and Asperger Syndrome' London: Jessica Kingsley

CORE COMPETENCIES   ADVANCED COMPETENCIES

1. You are aware of the importance of building on strengths and interests to motivate and encourage pupils on the autism spectrum in their learning.

2. You can identify ways of differentiating the curriculum flexibly to meet the needs of pupils on the autism spectrum.

3. You deliver a broad and balanced curriculum that encompasses aspects of the social and emotional well being of pupils on the autism spectrum, their communication needs and life skills.

4. 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.

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS 2.2 & 7.3 | AET STANDARD 2 (p.17)

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS 5.1 & 5.3 | CODE OF PRACTICE 1.24 | AET STANDARD 26 (p.26), 32 (p.27) & 35 (p.28)

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS 3.1, 4.1 & 4.2 | CODE OF PRACTICE 6.12, 6.18 & 6.29 | AET STANDARD 13 (p.20), 26 (p.26) & 32 (p.27)

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS 3.4 & 3.5 | AET STANDARD 2 (p.17), 33 (p.27) & 35 (p.28)

Notes or details of evidence | Notes or details of evidence | Notes or details of evidence | Notes or details of evidence

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CURRICULUM AND LEARNING

ENABLING ENVIRONMENTS

CORE COMPETENCIES   ADVANCED COMPETENCIES

5. You regularly check the understanding of tasks and provide a range of opportunities for pupils on the autism spectrum to enable them to participate throughout the lesson.

6. You create a range of opportunities for pupils on the autism spectrum to practise and use their knowledge and skills across situations and people.

7. You prepare for transitions well in advance using a range of means (e.g. transition books, videos, school websites).

8. Your tasks and lessons have a visible and predictable structure, with explicitly described objectives, which are returned to at the end of the lesson.

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS 2.4, 4.4, 5.1 & 6.4 | CODE OF PRACTICE 6.17 | AET STANDARD 27 (p.26) & 38 (p.30)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS 4.5 & 8.3 | AET STANDARD 36 (p.28)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS 7.3 | CODE OF PRACTICE 6.42 & 6.57 | AET STANDARD 12 (p.19) & 13 (p.20)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS 2.3 & 4.1 | AET STANDARD 27 (p.26), 28 (p.26) & 38 (p.30)

Notes or details of evidence

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ENABLING ENVIRONMENTS

CORE COMPETENCIES   ADVANCED COMPETENCIES

9. You are aware that there might be particular issues related to completing homework and revision for tests and exams that pupils on the autism spectrum need support with.

10. You provide skilled support to extend opportunities for pupils on the autism spectrum to engage in play and leisure activities, in particular during break and lunchtimes.

Not yet developed

Developing

Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES

TEACHERS STANDARDS
4.3

AET STANDARD 29 (p.26) & 35 (p.28)

Notes or details of evidence

Not yet developed

Developing

Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES

TEACHERS STANDARDS
5.4 & 8.3

AET STANDARD 26 (p.26) & 34 (p.28)

Notes or details of evidence

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CURRICULUM AND LEARNING

ENABLING ENVIRONMENTS

CORE COMPETENCIES   **ADVANCED COMPETENCIES**

1. You involve pupils on the autism spectrum in formulating their long-term goals and ambitions, ensuring that all staff have high aspirations for the pupils on the spectrum.

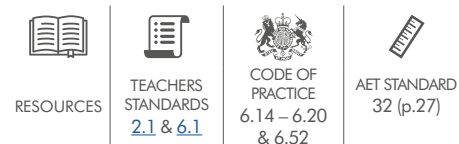**2.** You observe staff and advise them on how to differentiate content to address the needs of pupils on the autism spectrum.

3. You use a wide range of formal and informal ways of assessing the progress of pupils on the autism spectrum in all areas including social and emotional understanding, communication and daily life skills.
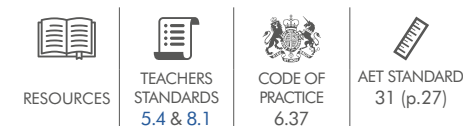
4. You understand the rationale for the key strategies used with pupils on the autism spectrum in your school or setting and discuss these with staff.

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES	TEACHERS STANDARDS 2.5 & 5.3	CODE OF PRACTICE 6.64 – 6.71	AET STANDARD 3 (p.17), 13 (p.20) & 43 (p.31)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES	TEACHERS STANDARDS 4.4 & 5.1	CODE OF PRACTICE 6.37	AET STANDARD 31 (p.27), 35 (p.28) & 39 (p.30)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES	TEACHERS STANDARDS 2.1 & 6.1	CODE OF PRACTICE 6.14 – 6.20 & 6.52	AET STANDARD 32 (p.27)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES	TEACHERS STANDARDS 5.4 & 8.1	CODE OF PRACTICE 6.37	AET STANDARD 31 (p.27)

Notes or details of evidence

CORE COMPETENCIES　　**ADVANCED COMPETENCIES**

5. 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 on the autism spectrum.

6. You have a good understanding of the Access Arrangements for exams (including end of Key stage assessments) and reasonable adjustments under the Equality Act 2010 that could be made for pupils on the autism spectrum and can ensure the necessary arrangements are in place.

Not yet developed

Developing

Established

Priority rating:

Type of evidence:　Document　Voice　Observed

| RESOURCES | TEACHERS STANDARDS 6.4, 8.2 & 8.5 | CODE OF PRACTICE 6.42 & 6.57 | AET STANDARD 9 (p.19) & 30 (p.27) |

Not yet developed

Developing

Established

Priority rating:

Type of evidence:　Document　Voice　Observed

| RESOURCES | TEACHERS STANDARDS 3.2 | AET STANDARD 29 (p.26) & 35 (p.28) |

Notes or details of evidence

Notes or details of evidence

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THE INDIVIDUAL PUPIL

BUILDING RELATIONSHIPS

CURRICULUM AND LEARNING

ENABLING ENVIRONMENTS

"If we listen to what autistic people tell us about autism, then one of the first things that we learn is that even though they may describe a war, or a battle with autism, autism in itself is not the problem. Their relationship with us and the environment is."

Christine Breakey (2006)
The Autism Spectrum: A Guide to Good Practice.

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CURRICULUM AND LEARNING

ENABLING ENVIRONMENTS

CORE COMPETENCIES ADVANCED COMPETENCIES

1. You consider existing environments using a sensory audit and know how to enable modifications that are conducive to the well-being and learning of pupils on the autism spectrum.

2. 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).

3. 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.

4. 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.

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document Voice Observed

RESOURCES | TEACHERS STANDARDS 1.1 | AET STANDARD 29 (p.26) & 37 (p.30)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document Voice Observed

RESOURCES | TEACHERS STANDARDS 1.1, 2.4 & 7.3 | AET STANDARD 27 (p.26), 28 (p.26) & 38 (p.30)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document Voice Observed

RESOURCES | TEACHERS STANDARDS 3.3 & 7.4 | AET STANDARD 30 (p.27) & 39 (p.30)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document Voice Observed

RESOURCES | TEACHERS STANDARDS 5.1, 5.2 & 7.3 | AET STANDARD 11 (p.19), 37 (p.30) & 40 (p.30)

Notes or details of evidence

THE INDIVIDUAL PUPIL

BUILDING RELATIONSHIPS

CURRICULUM AND LEARNING

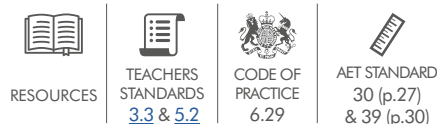ENABLING ENVIRONMENTS

CORE COMPETENCIES   **ADVANCED COMPETENCIES**

5. You have knowledge of alternative forms of communication, other than speech (e.g. objects; photos; symbols; pictures) and how a pupil on the autism spectrum might benefit from and be taught to use them.

6. You consider the accessibility of the learning environment for pupils on the autism spectrum by taking into account the social demands of working with or being with other pupils.
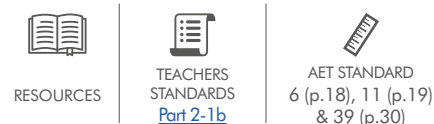
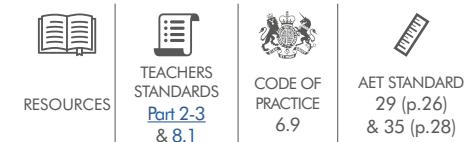**7.** You monitor the physical and emotional well-being of pupils on the autism spectrum and recognise signals that they are distressed, unwell, in pain or upset.

8. You understand that enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010), and that in terms of 'good autism practice' this is a minimum requirement.

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS 3.3 & 5.2 | CODE OF PRACTICE 6.29 | AET STANDARD 30 (p.27) & 39 (p.30)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS 5.4 | AET STANDARD 33 (p.27), 35 (p.28) & 40 (p.30)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS Part 2-1b | AET STANDARD 6 (p.18), 11 (p.19) & 39 (p.30)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document   Voice   Observed

RESOURCES | TEACHERS STANDARDS Part 2-3 & 8.1 | CODE OF PRACTICE 6.9 | AET STANDARD 29 (p.26) & 35 (p.28)

Notes or details of evidence

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CURRICULUM AND LEARNING

ENABLING ENVIRONMENTS

CORE COMPETENCIES **ADVANCED COMPETENCIES**

1. You oversee an audit of existing learning environments and share ideas on how to make these more enabling for pupils on the autism spectrum.

2. You support and advise colleagues, especially new or inexperienced staff, in adapting their communication and teaching style to suit the needs of pupils on the autism spectrum in their class.
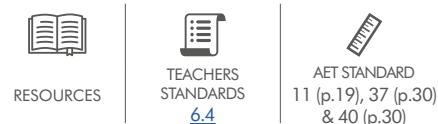
3. You observe pupils on the autism spectrum and consult with them about their sensory environment. You identify quiet spaces and monitor how these are being used.
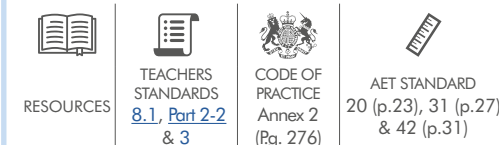
4. You conduct a regular audit of staff training needs and confidence in working with pupils on the autism spectrum, using this Competency Framework, or a similar resource.

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document Voice Observed

RESOURCES	TEACHERS STANDARDS 1.1 & 4.5	CODE OF PRACTICE 6.9 & 6.12	AET STANDARD 27 (p.26), 28 (p.26) & 38 (p.30)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document Voice Observed

RESOURCES	TEACHERS STANDARDS 8.1	CODE OF PRACTICE 6.37	AET STANDARD 9 (p.19), 30 (p.27) & 39 (p.30)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document Voice Observed

RESOURCES	TEACHERS STANDARDS 6.4	AET STANDARD 11 (p.19), 37 (p.30) & 40 (p.30)

Notes or details of evidence

Not yet developed
Developing
Established

Priority rating:

Type of evidence: Document Voice Observed

RESOURCES	TEACHERS STANDARDS 8.1, Part 2-2 & 3	CODE OF PRACTICE Annex 2 (Pg. 276)	AET STANDARD 20 (p.23), 31 (p.27) & 42 (p.31)

Notes or details of evidence

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ENABLING ENVIRONMENTS

CORE COMPETENCIES   **ADVANCED COMPETENCIES**

5. 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.

6. You conduct audits of whole school effectiveness in relation to pupils on the autism spectrum, using the AET Autism Standards or a similar document.

Not yet developed
Developing
Established

Not yet developed
Developing
Established

Priority rating:

Priority rating:

Type of evidence: Document   Voice   Observed

Type of evidence: Document   Voice   Observed

RESOURCES	TEACHERS STANDARDS 3.2, 8.1 & Part 2-3	CODE OF PRACTICE Annex 2 (P.g. 276)	AET STANDARD 20 (p.23), 31 (p.27) & 42 (p.31)

RESOURCES	TEACHERS STANDARDS 5.2, 8.1, Part 2-2 & Part 2-3	CODE OF PRACTICE Annex 2 (P.g. 276)	AET STANDARD 37 (p.30) & 42 (p.31)

Notes or details of evidence

Notes or details of evidence

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COMPETENCY	COMPETENCY NUMBERS WITH HIGHEST PRIORITY	NEXT STEPS	TIME SCALE
THE INDIVIDUAL PUPIL			
BUILDING RELATIONSHIPS			
CURRICULUM AND LEARNING			
ENABLING ENVIRONMENTS			

TEACHER STANDARDS
PART ONE: TEACHING

A TEACHER MUST:

1. Set high expectations which inspire, motivate and challenge pupils

1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect

ADVANCED COMPETENCIES No.6 | CORE COMPETENCIES No.1 | CORE COMPETENCIES No.2 | ADVANCED COMPETENCIES No.1

1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

CORE COMPETENCIES No.1 | CORE COMPETENCIES No.4

1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

CORE COMPETENCIES No.3

2. Promote good progress and outcomes by pupils

2.1 be accountable for pupils' attainment, progress and outcomes

ADVANCED COMPETENCIES No.3

2.2 be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

CORE COMPETENCIES No.1

2.3 guide pupils to reflect on the progress they have made and their emerging needs

CORE COMPETENCIES No.8

2.4 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

ADVANCED COMPETENCIES No.1 | CORE COMPETENCIES No.5 | CORE COMPETENCIES No.2

2.5 encourage pupils to take a responsible and conscientious attitude to their own work and study.

ADVANCED COMPETENCIES No.1

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TEACHER STANDARDS
PART ONE: TEACHING

3. Demonstrate good subject and curriculum knowledge

3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

CORE COMPETENCIES No.3

3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

ADVANCED COMPETENCIES No.6 **ADVANCED COMPETENCIES No.5**

3.3 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

CORE COMPETENCIES No.3 **CORE COMPETENCIES No.5**

3.4 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

CORE COMPETENCIES No.4

3.5 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

CORE COMPETENCIES No.4

4. Plan and teach well structured lessons

4.1 impart knowledge and develop understanding through effective use of lesson time

CORE COMPETENCIES No.3 **CORE COMPETENCIES No.8**

4.2 promote a love of learning and children's intellectual curiosity

CORE COMPETENCIES No.3

4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

CORE COMPETENCIES No.9

4.4 reflect systematically on the effectiveness of lessons and approaches to teaching

CORE COMPETENCIES No.5 **ADVANCED COMPETENCIES No.2**

4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

ADVANCED COMPETENCIES No.1 **CORE COMPETENCIES No.1** **CORE COMPETENCIES No.6** **ADVANCED COMPETENCIES No.1**

TEACHER STANDARDS
PART ONE: TEACHING

5. Adapt teaching to respond to the strengths and needs of all pupils

5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

| CORE COMPETENCIES No.2 | CORE COMPETENCIES No.5 | ADVANCED COMPETENCIES No.2 | CORE COMPETENCIES No.4 |

5.2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

| ADVANCED COMPETENCIES No.1 | CORE COMPETENCIES No.4 | CORE COMPETENCIES No.5 | ADVANCED COMPETENCIES No.6 |

5.3 demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

| CORE COMPETENCIES No.5 | CORE COMPETENCIES No.2 | ADVANCED COMPETENCIES No.1 |

5.4 have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

| CORE COMPETENCIES No.1 | CORE COMPETENCIES No.10 | ADVANCED COMPETENCIES No.4 | CORE COMPETENCIES No.6 |

6. Make accurate and productive use of assessment

6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

| CORE COMPETENCIES No.3 | ADVANCED COMPETENCIES No.3 |

6.2 make use of formative and summative assessment to secure pupils' progress

| CORE COMPETENCIES No.3 | ADVANCED COMPETENCIES No.2 |

6.3 use relevant data to monitor progress, set targets, and plan subsequent lessons

| CORE COMPETENCIES No.2 | CORE COMPETENCIES No.3 | ADVANCED COMPETENCIES No.2 |

6.4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

| CORE COMPETENCIES No.1 | CORE COMPETENCIES No.5 | ADVANCED COMPETENCIES No.5 | ADVANCED COMPETENCIES No.3 |

TEACHER STANDARDS
PART ONE: TEACHING

7. Manage behaviour effectively to ensure a good and safe learning environment

7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	CORE COMPETENCIES No.6	CORE COMPETENCIES No.7	ADVANCED COMPETENCIES No.3
7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	CORE COMPETENCIES No.4	CORE COMPETENCIES No.7	ADVANCED COMPETENCIES No.4
7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	CORE COMPETENCIES No.4 — CORE COMPETENCIES No.1 — CORE COMPETENCIES No.7 — CORE COMPETENCIES No.2; ADVANCED COMPETENCIES No.1 — CORE COMPETENCIES No.4		
7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary	CORE COMPETENCIES No.4	CORE COMPETENCIES No.3	

8. Fulfil wider professional responsibilities

8.1 make a positive contribution to the wider life and ethos of the school	ADVANCED COMPETENCIES No.4 — CORE COMPETENCIES No.8 — ADVANCED COMPETENCIES No.2 — ADVANCED COMPETENCIES No.4; ADVANCED COMPETENCIES No.4 — ADVANCED COMPETENCIES No.5 — ADVANCED COMPETENCIES No.6		
8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	ADVANCED COMPETENCIES No.3 — CORE COMPETENCIES No.7 — CORE COMPETENCIES No.8 — ADVANCED COMPETENCIES No.1; ADVANCED COMPETENCIES No.2 — ADVANCED COMPETENCIES No.5		
8.3 deploy support staff effectively	CORE COMPETENCIES No.7 — CORE COMPETENCIES No.6 — CORE COMPETENCIES No.10 — ADVANCED COMPETENCIES No.3; ADVANCED COMPETENCIES No.4		

TEACHER STANDARDS
PART ONE: TEACHING

8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	CORE COMPETENCIES No.8 · ADVANCED COMPETENCIES No.5 · CORE COMPETENCIES No.8 · ADVANCED COMPETENCIES No.4 · ADVANCED COMPETENCIES No.5 · ADVANCED COMPETENCIES No.6
8.5 communicate effectively with parents with regard to pupils' achievements and well-being	CORE COMPETENCIES No.8 · ADVANCED COMPETENCIES No.5 · CORE COMPETENCIES No.6 · ADVANCED COMPETENCIES No.5 · ADVANCED COMPETENCIES No.5

TEACHER STANDARDS
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

a. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

CORE COMPETENCIES No.1

b. having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

CORE COMPETENCIES No.5 | CORE COMPETENCIES No.7

c. showing tolerance of and respect for the rights of others

CORE COMPETENCIES No.2 | CORE COMPETENCIES No.3

d. not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

CORE COMPETENCIES No.5

e. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

CORE COMPETENCIES No.5

2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

CORE COMPETENCIES No.8 | ADVANCED COMPETENCIES No.4 | ADVANCED COMPETENCIES No.6

3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

CORE COMPETENCIES No.8 | ADVANCED COMPETENCIES No.4 | ADVANCED COMPETENCIES No.5 | ADVANCED COMPETENCIES No.6

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CURRICULUM AND LEARNING

ENABLING ENVIRONMENTS

CORE COMPETENCIES   ADVANCED COMPETENCIES

RESOURCES

1.
- The four key areas of difference.
- Milton, D. *So what exactly is autism?*
- The autism lens
- AET Teacher's Guide

2.
Examples of pupil passports:
- Matthew
- Joe
- Tools for Teachers Tool 20: Information sharing – Pupil profiles
- Martin, N. *Personal statements to aid transition to Further and Higher Education*
- 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*
- Christie, P. et al. *Promoting social and emotional development in children with autism.*
- www.talkingmats.com (illustrating ways to engage non-verbal pupils)

3.
- Milton, D. *So what exactly is autism?*
- John Simpson describing the uneven profile of pupils with autism – IDP (Unit 6. Know the pupil. Slide 2)

4.
- Fitzpatrick, E. *The use of cognitive behavioural strategies in the management of anger in a child with an autistic spectrum disorder: an evaluation*
- Emotional well-being booklet
- Primary National Strategies Social and Emotional Aspects of Learning (SEAL) resources – Emotional barometer
- Primary National Strategies Social and Emotional Aspects of Learning (SEAL) resources – Feelings fan

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THE INDIVIDUAL PUPIL

BUILDING RELATIONSHIPS

CURRICULUM AND LEARNING

ENABLING ENVIRONMENTS

CORE COMPETENCIES   ADVANCED COMPETENCIES

RESOURCES

5.
- NICE guidance on autism, ADHD, epilepsy and OCD
- Tourette syndrome: Key facts
- Tourette syndrome: Education issues
- What is dyslexia?
- Gascoigne, M. *Supporting children with speech, language and communication needs within integrated children's services*

6.
- Selective eating in children with autism – Presentation by Dr G. Harris (NAS professional conference 2011)

7.
- The autism lens
- Andrew McDonnell on Studio 3 and the low arousal approach (opens powerpoint)

8.
- Audio transcript of an adult talking about sensory issues – John Simpson
- Pupils on the autism spectrum on 'What makes a good school' (survey data)
- The autistic view resource bank (annotated reading/AV list)
- Essential competencies for staff working with pupils on the autism spectrum: views of people identifying as being on the autism spectrum (Survey responses)
- Essential competencies for staff working with pupils on the autism spectrum: views of parents and carers (Survey responses)

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ENABLING ENVIRONMENTS

CORE COMPETENCIES   ADVANCED COMPETENCIES

RESOURCES

1.
- Milton, D. So what exactly is autism?
- False belief task
- NAS – ''Think differently about autism'' campaign. 'Misunderstanding'?

2.
Examples of pupil passports:
- Matthew
- Joe
- 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*
- Essential competencies for staff working with pupils on the autism spectrum: views of practitioners (Survey responses)

3.
- Hodge, N., and Chantler, S. *It's not what you do; it's the way that you question: that's what gets results*
- NICE guidance on autism, ADHD, epilepsy and OCD
- Tourette syndrome: Key facts
- Tourette syndrome: Education issues
- What is dyslexia?
- Moran, H. *Clinical observations of the differences between children on the autism spectrum and those with attachment problems*
- Gascoigne, M. *Supporting children with speech, language and communication needs within integrated children's services*

4.
- The autism lens
- Andrew McDonnell on Studio 3 and the low arousal approach (opens powerpoint)
- Key considerations in physical interventions – Factsheet by www.bild.org.uk
- Information on 'Climate for learning' principles
- DfE: Guidance for *safer working practice for adults who work with children and young people in education settings*

CORE COMPETENCIES   **ADVANCED COMPETENCIES**

RESOURCES

5.
- Clubb, M. *An evaluation of EarlyBird and EarlyBird Plus over seven years: the benefits of parents and school staff being trained together*
- The autistic view resource bank (annotated reading/AV list)
- AET training programme

6.
- Bullying and autism spectrum disorders: a guide for school staff (NAS)
- AET. The Den – information hub for young people on the autism spectrum
- The autistic view resource bank (annotated reading/AV list)
- CyberMentors – online support for young people by young people
- AET Good practice Resource file for professionals – Advocacy
- AET Good practice Resource file for professionals – Bullying

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CORE COMPETENCIES   ADVANCED COMPETENCIES

RESOURCES

1.
- Rocco, S. *My comprehensive school*
- 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*
- Pupil voice presentation written by pupils
- I want to choose too – document showing how nonverbal pupils can communicate choice
- AET Person-Centred Planning Toolkit
- Pupils' views on school
- A short presentation giving the views of pupils with SEND on staff in their secondary school
- Christie, P. et al. *Promoting social and emotional development in children with autism.*
- Ridout, S., Guldberg, K., Macleod, A. *Hear me out!*

2.
- Rocco, S. *My comprehensive school*
- Audio transcript of an adult talking about sensory issues – John Simpson
- Intensive Interaction – Factsheet by www.bild.org.uk
- YouTube clips from Phoebe Caldwell Intensive Interaction training DVD

3.
- Pupils' views on school
- McAteer, M., Wilkinson, M. *Adult style: What helps to facilitate interaction and communication with children on the autism spectrum?*

4.
- Circle of friends booklet
- Friendship programme for secondary pupils
- Pupils' views on school

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CORE COMPETENCIES   ADVANCED COMPETENCIES

RESOURCES

5.
- Etherington, A. *Bullying and teasing and children with ASD: what can we do?*
- SEND anti-bullying guidance
- B is for Bullied NAS report by Reid and Batten
- Anti-bullying alliance www.antibullyingalliance.org.uk
- Safe to Learn: Embedding anti-bullying work in schools (DfE)

6.
- Essential competencies for staff working with pupils on the autism spectrum: views of parents and carers (Survey responses)
- Example of a home-school document
- Essential competencies for staff working with pupils on the autism spectrum: views of parents and carers (Survey responses)
- Essential competencies for staff working with pupils on the autism spectrum: views of practitioners (Survey responses)
- Parents' views on what makes a good school
- Structured conversations with parents (Achievement for All) pdf
- Preece, D, and Almond, J. *Supporting families with children on the autism spectrum to use structured teaching approaches in the home and community*
- Healthtalkonline interviews on 'Life on the Autism spectrum' – Parent views.

8.
- Lead practitioner role
- Morewood, G., Humphrey, N., Symes, W. *Mainstreaming autism: making it work*
- Essential competencies for staff working with pupils on the autism spectrum: views of practitioners (Survey responses)

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CORE COMPETENCIES   **ADVANCED COMPETENCIES**

RESOURCES

1.
- Lead practitioner role
- AET Good Practice report
- O'Neill, J. *The SCERTS model: implementation and evaluation in a primary special school*
- Blatchford report on the deployment of TAs
- Practitioner views on what makes an effective school
- Peeters, T., and Jordan, R. *What makes a 'good' practitioner in the field of autism?*
- Essential competencies for staff working with pupils on the autism spectrum: views of practitioners (Survey responses)
- AET Outcomes report

2.
- AET. Good practice. Professionals – multi-agency support
- DfE Autism Inclusion Development programme on the AET website
- Gascoigne, M. *Supporting children with speech, language and communication needs within integrated children's services*

3.
- Survey data on pupils' views on school

4.
- AET 100% Awesomes peer awareness lesson
- Circle of friends booklet
- Introduction to autism and Asperger syndrome – NAS lesson guide (forms part of the 'Make school make sense' education campaign teachers' pack)
- Friendship programme for secondary pupils

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CORE COMPETENCIES   ADVANCED COMPETENCIES

RESOURCES

5.
▶ National Autism Plan for Children
▶ SIGN Document 98 on the identification of autism
▶ AET DVD on Autism – receiving and understanding a diagnosis
▶ Heeks, R. *What are the needs of siblings of children on the autism spectrum and how might support services address their needs?*

6.
▶ AET good practice report
▶ Network autism website
▶ DfE Specialist Schools and Academies Trust (SSAT) Schools Network: Complex Learning Difficulties and Disabilities website

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BUILDING RELATIONSHIPS

CURRICULUM AND LEARNING

ENABLING ENVIRONMENTS

CORE COMPETENCIES   ADVANCED COMPETENCIES

RESOURCES

1.
- Survey data on pupils' views on school
- DfE Autism Inclusion Development programme on the AET website

2.
- Differentiation: a guide to primary differentiation
- A guide to secondary differentiation
- AET Teacher's Guide

3.
- AET Outcomes report
- Finished at school report
- Resource on puberty and sexual health

4.
- AET Teacher's Guide
- Autism and Computing website
- Flo Longhorn: Apps for very special learners (website)
- ReacTickles website
- www.talkingmats.com (illustrating ways to engage non-verbal pupils)
- AET The Den (video of Robyn)

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CORE COMPETENCIES   ADVANCED COMPETENCIES

RESOURCES

5.
- Differentiation: a guide to primary differentiation
- A guide to secondary differentiation
- Autism and educational assessment:- UK policy and practice. NFER

6.
- *Pathway to work*
- Johnston, P., Hatton, S. *Coping with change: an interview with Paula Johnston, an adult with autism*

7.
- AET transition toolkit
- Getting ready for secondary school
- Moving class
- Facing change
- AET Outcomes report
- Finished at school report
- *Pathway to work*
- NAS Moving from primary to secondary Helpfile

8.
- Whole day timetables and schedules
- National Autistic Society. The SPELL approach. London: NAS
- Objects of reference devised by Coventry LA
- Group working: clear roles

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CORE COMPETENCIES   ADVANCED COMPETENCIES

RESOURCES

9.
- Differentiation: a guide to primary differentiation
- A guide to secondary differentiation
- NAS Helpfile on Supporting children with an ASD with homework *(website* and *pdf)*
- Autism and educational assessment:- UK policy and practice. NFER

10.
- Pupils' views on break and lunchtime
- NAS guide on Understanding difficulties at break time and lunchtime
- I want to choose too – document showing how nonverbal pupils can communicate choice
- www.talkingmats.com (illustrating ways to engage non-verbal pupils)
- Means, reasons and opportunities model of communication
- Communication Matters website – resources and links on Augmentative and Alternative Communication

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CORE COMPETENCIES   ADVANCED COMPETENCIES

RESOURCES

1.
- *Pathway to work*
- AET Person-Centred Planning Toolkit
- 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)*
- AET Outcomes report
- Ridout, S., Guldberg, K., Macleod, A. *Hear me out!*

2.
- Johnston, P., Hatton, S. *Coping with change: an interview with Paula Johnston, an adult with autism*
- *Learning walks.* (from the National Strategies)
- *Differentiation: a guide to primary differentiation*
- A guide to secondary differentiation
- McAteer, M., Wilkinson, M. *Adult style: What helps to facilitate interaction and communication with children on the autism spectrum?*
- Essential competencies for staff working with pupils on the autism spectrum: views of practitioners (Survey responses)
- Peeters, T., and Jordan, R. *What makes a 'good' practitioner in the field of autism?*

3.
- AET Outcomes report
- National Autistic Society. The SPELL approach. London: NAS
- Autism and educational assessment:- UK policy and practice. NFER

4.
- Research Autism website
- Parsons, S. et al. *International review of the literature of evidence of best practice provision in the education of persons with ASD*
- Milton, D. *So what exactly is autism?*
- Hodge, N., and Chantler, S. *It's not what you do; it's the way that you question: that's what gets results*

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CORE COMPETENCIES   **ADVANCED COMPETENCIES**

RESOURCES

5.

▶ Objects of reference devised by Coventry LA

▶ Video clip illustrating the value of adding other forms of communication to speech (Early Years IDP). The confusing world of words

▶ Gascoigne, M. *Supporting children with speech, language and communication needs within integrated children's services*

6.

▶ QCA Exam concessions

▶ Differentiation: a guide to primary differentiation

▶ A guide to secondary differentiation

▶ NAS Helpfile on Exams (opens pdf)

▶ Autism and educational assessment:- UK policy and practice. NFER

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CORE COMPETENCIES   ADVANCED COMPETENCIES

RESOURCES

1.
- Sensory checklist to assess the needs of pupils
- Scott, I. *Designing learning spaces for children on the autism spectrum*
- AET Teacher's Guide

2.
- www.do2learn.com
- Johnston, P., Hatton, S. *Coping with change: an interview with Paula Johnston, an adult with autism*
- Group working: clear roles
- List of objects of reference
- Earl, J. *An evaluation of a swimming toolkit for children on the autism spectrum*
- NAS – Living with autism. Visual supports

3.
- Objects of reference devised by Coventry LA
- Video clip illustrating the value of adding other forms of communication to speech (Early Years IDP). The confusing world of words
- Gascoigne, M. *Supporting children with speech, language and communication needs within integrated children's services*

4.
- Sensory checklist to assess the sensory challenges within a setting
- Sensory checklist to assess the needs of the individual pupil
- Scott, I. *Designing learning spaces for children on the autism spectrum*
- Audio transcript of an adult talking about sensory issues – John Simpson

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RESOURCES

5.
- Objects of reference devised by Coventry LA
- Video clip illustrating the value of adding other forms of communication to speech (Early Years IDP). The confusing world of words
- Gascoigne, M. *Supporting children with speech, language and communication needs within integrated children's services*

6.
- Audio transcript of an adult talking about sensory issues – John Simpson
- Pupils' views on school
- www.talkingmats.com (illustrating ways to engage non-verbal pupils)

7.
- Fitzpatrick, E. *The use of cognitive behavioural strategies in the management of anger in a child with an autistic spectrum disorder: an evaluation*
- Emotional well-being booklet
- Badge system for social interaction
- Views of an autistic adult on staff and peer behaviour
- Professional views on staff qualities
- A short presentation giving the views of pupils with SEND on staff in their secondary school

8.
- Audio transcript of an adult talking about sensory issues – John Simpson
- Pupils' views on school
- Milton, D. *So what exactly is autism?*
- Creating a learning environment for pupils on the autism spectrum: the physical environment

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ENABLING ENVIRONMENTS

CORE COMPETENCIES   ADVANCED COMPETENCIES

RESOURCES

1.
▶ Sensory checklist to assess the sensory challenges within a setting
▶ Scott, I. *Designing learning spaces for children on the autism spectrum*

2.
▶ Video clip illustrating the value of adding other forms of communication to speech (Early Years IDP). The confusing world of words

3.
▶ Badge system for social interaction
▶ Sensory checklist to assess the sensory challenges within a setting
▶ Sensory checklist to assess the needs of pupils
▶ Scott, I. *Designing learning spaces for children on the autism spectrum*
▶ Audio transcript of an adult talking about sensory issues – John Simpson
▶ 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*
▶ Andrew McDonnell on Studio 3 and the low arousal approach (opens powerpoint)

4.
▶ AET training hubs
▶ DfE Autism Inclusion Development programme on the AET website
▶ AET Good Practice report

CORE COMPETENCIES   ADVANCED COMPETENCIES

RESOURCES

5.

▶ AET training hubs

▶ DfE Autism Inclusion Development programme on the AET website

▶ AET Good Practice report

6.

▶ AET National Standards

▶ West Midlands Training Framework

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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 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.

Box **1 Contextualising good ptractice in autism education** (adapted from DfES28)

Tier 3:
highly specialist

Tier 2:
specialist

Tier 1:
quality-first teaching

Box 1. Contextualising good practice in autism education (adapted from DfES28). Tier 1 reflects 'quality first' good practice for children generally, including school policies, staff, leadership, classroom practice, and approaches to learning, and represents the bulk of educational practice. Tier 2 reflects more specialist support for children with special educational needs generally (e.g., support for families, which is particularly critical because families of children with SEN are a vulnerable population). Tier 3 is highly specialist approaches to education (e.g., augmentative communication approaches).

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

## 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 key documentation in mind, particularly the 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.
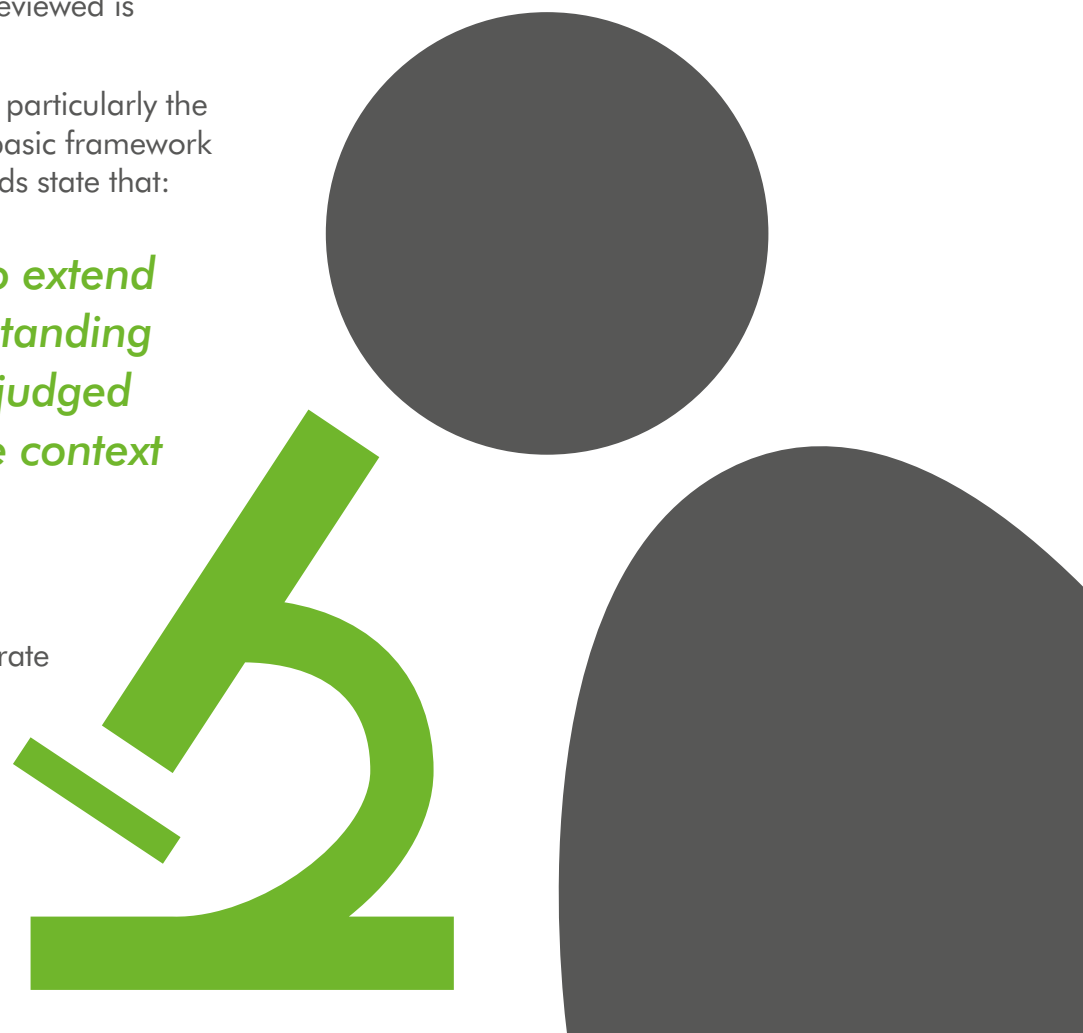
What is autism?

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.

Every child on the autism spectrum will have a range of abilities within each of these areas. Many pupils on the spectrum have high levels of anxiety. Pupils on the autism spectrum have differences in:

Interacting
…the way they interact,
play and develop relationships

Processing Information
…their attention, interests and
how they learn.
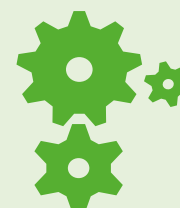
Sensory Processing
…taking in and perceiving sensory
information. This may include hyper
(high) or hypo (low) sensitivity to the
5 senses, as well as balance and
body awareness.

Communication
…the way they communicate,
understand and use language.

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 difficult and tiring. 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 what is appropriate to say and do in some situations is inappropriate in other situations). It is hard 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 may have levels of sensory perception that are atypical/outside the typical range. This can mean that they may be hypo or hyper 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.

## 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, 'classic' autism, atypical autism, semantic pragmatic syndrome), it is current thinking that such distinctions are not easily made, and these have been merged into one category of autism spectrum in the revised diagnostic classification system DSM V (2013). 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.

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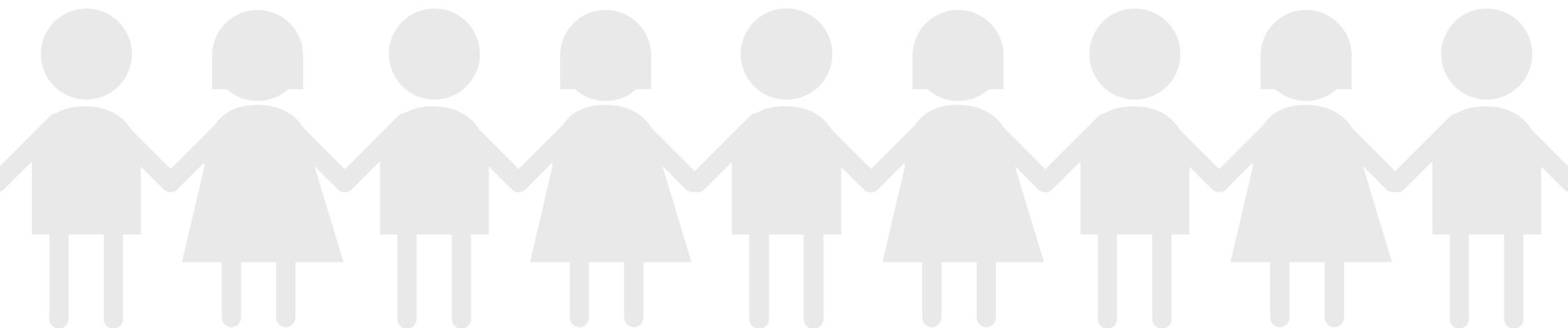
How many pupils with autism have exceptional skills or talents?

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, it does not mean they have no problems in school.

Which conditions often co-occur together with autism?

It is estimated that between 44% – 52% of people with autism may have a learning disability and between 48% – 56% of the autism population do not have a learning disability (National Autistic Society, 2015). 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 is shared between all those who are involved with the pupil.

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:
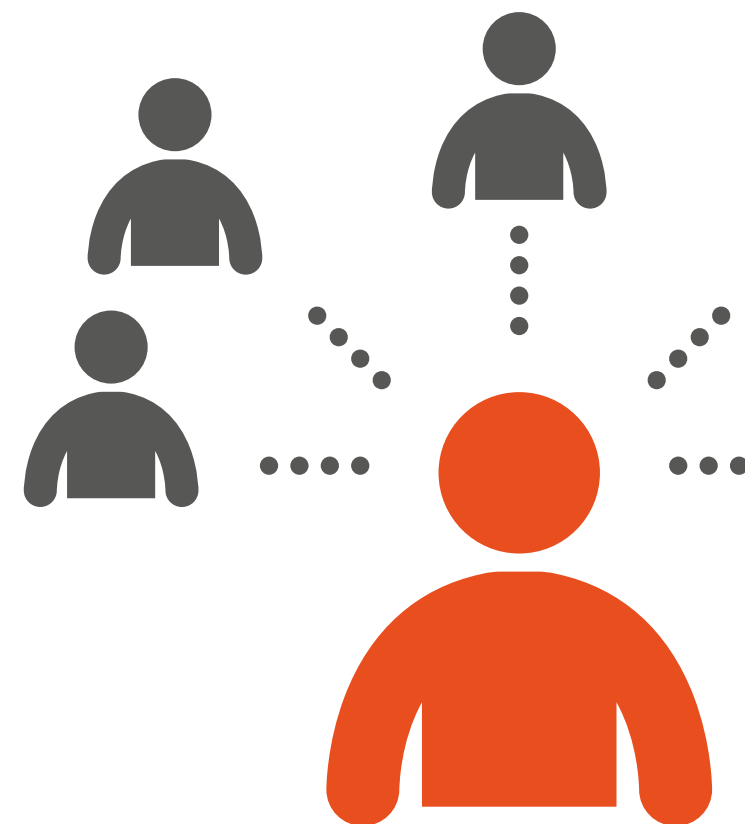
Prioritised current understanding of autism

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.

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UK ABA Autism Competence Framework, Version 1.1 (2011) (last accessed September 2015)

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With thanks to:

Sue Chantler

Louise Denne

Katerina Giannadou

Nick Hodge

Dinah Murray

Susy Ridout

Amelia Roberts

Ann Sheddick

John Simpson

George Thomas

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

SUPPORTED BY:

Department for Education

DEVELOPED BY:

genium

Birmingham City Council

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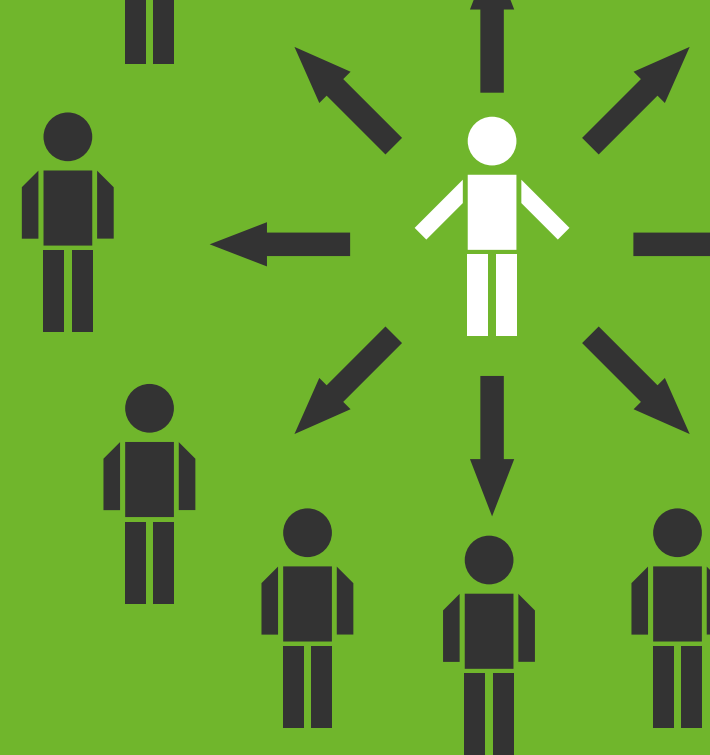
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