

SEND Parent Meeting

Autumn Term



The Need

Autism is a developmental condition affecting social interaction, communication, interests, and behavior.

Autism is a spectrum, meaning it affects individuals differently, with varying needs and strengths.



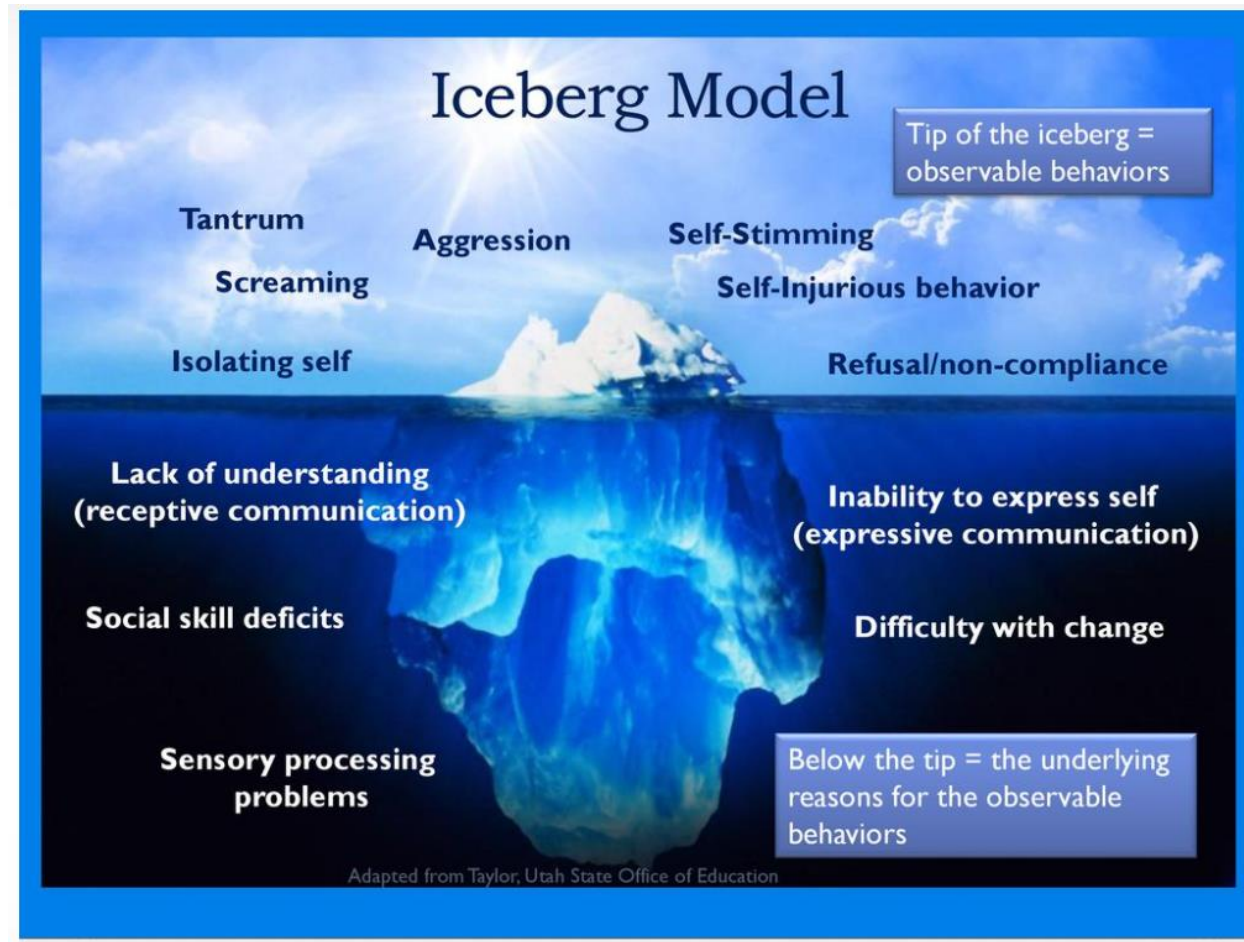
Activity

- Think of a situation that makes you anxious
- Do you avoid it?
- How do you feel ?
- What strategies do you use ?

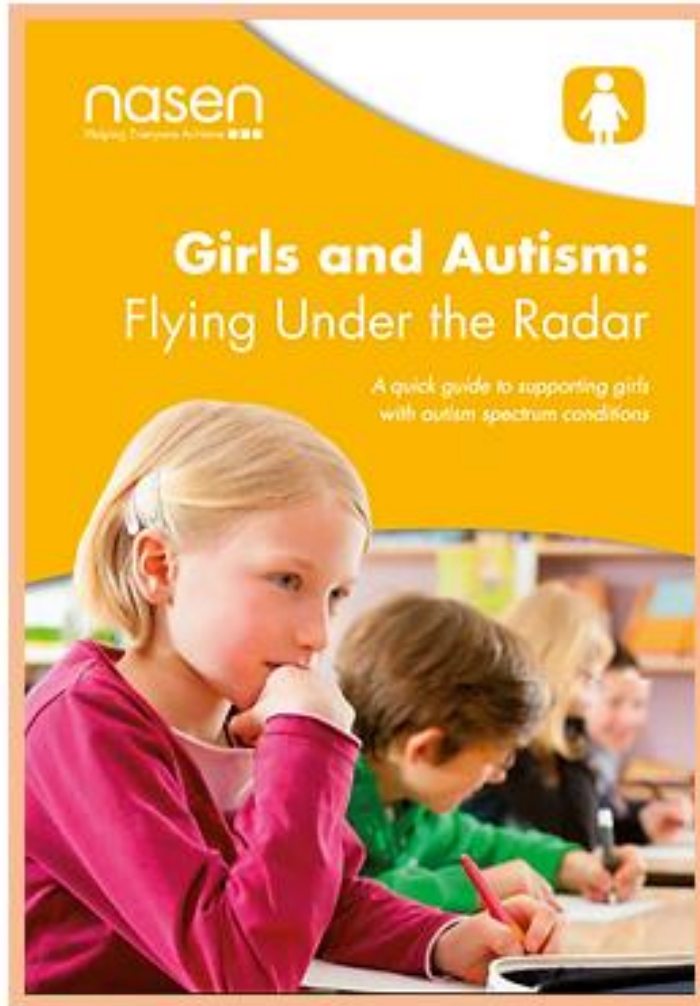
ACTIVITY

Most children with ASD feel anxious most of the time, by unpicking what is causing the anxiety we can give them strategies to cope, by creating an autism friendly school we can minimise some anxiety triggers (structure physically - zoned areas, decluttered and strategies - visual supports, timetables, scaffolds, chunked instructions)

ALL BEHAVIOUR IS COMMUNICATION



SEND – Neurodiversity



Anxious – avoidance, polite excuses, overuse of inhalers as breathing is affected

Not being able to prioritise – everything is important and needs to be perfect

Reluctance to start – task too big, causes not knowing where to start, fear of failure

Wanting to be invisible – quietly avoiding interaction, staying in the background

Parent view – wear your heart on your sleeve

wear your elastic heart on your chewed up sleeve

5 KEY QUESTIONS

What am I doing? What is happening / expected? Being asked to do - visual structure , now next
work reward systems visual timetables

Where am I doing it? Which room, seat

Who is doing it with me? Adults / learning group

How long will it last? When will it finish?

What will happen next, how will you signal that? Now next, job job treat,

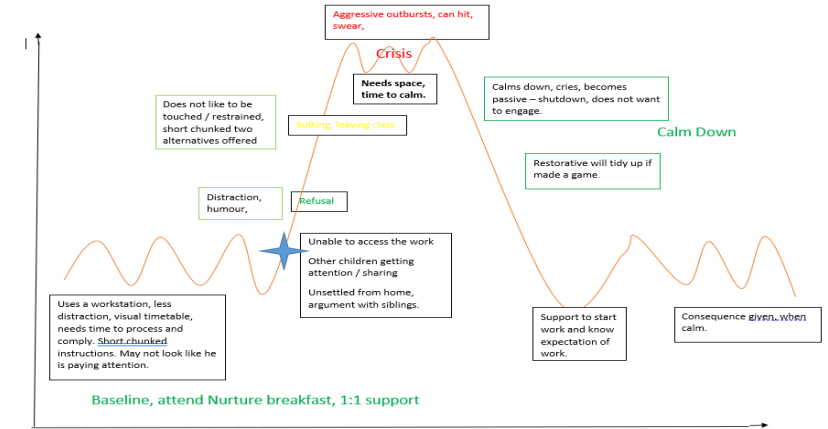
KEY MESSAGES:

- Use clear and concise language (say only what you need to do)
- Give positive instructions that tell the pupil what you want them to do
- Only 1 person speaking to the pupil (1 voice talking)
- Say the pupil's name first, then give the instruction
 - Say 'stop/pause' instead of 'no'
 - Use work/reward as often as you need
 - Use visual support to structure the day and/or the lesson
- Give timed warnings that an activity is about to end

- Use a countdown to indicate an activity has ended/'finished' – 3,2,1 Show me SLANT
- Encourage independence at all times
- Keep a calm atmosphere, tone of voice and positive body language
- Use distractors and motivators
- Offer choices - 2
- Use visual structures – whole class visual timetable, individual timetables, now/next, choice board,
- Praise positive behaviours - multiple
- Be consistent - Say what you mean and mean what you say

STRATEGIES

- Identifying what triggers high levels of stress and anxiety.
- Recognising the strategies individuals may already use to manage their own stress and anxiety, but not trying to eliminate them (for example hobbies/interests or self-stimulatory behaviour – ‘stimming’ - can reduce anxiety).
- Providing the individual with ways of identifying their own rising levels of stress and strategies to manage them (for example emotional thermometer, emotional states)
- Creating a safe place - somewhere in the pupil can have the time and space



I wish my teacher knew that...

I need to be listened to. I need help with times tables and fractions. I need someone to go to when I get a bit worried.

Things I really enjoy...

I like playoutside when some of the children get me. I love Mario and my nintendo switch. Playing with my Rainbow fish friends at playtime.

Things I really struggle with...

People not listening to me. Unexpected change. Other children being rude to me. Waiting to talk to someone about what is bothering me. Anything not being resolved straight away. Sometimes new concepts are tricky eg times tables fractions. Sometimes friends annoy me.

I find it helpful when...

I have one person I trust that I can talk to and that will listen to me. Any worry is dealt with straight way. I have a calming box.

I know I can help myself by...

Counting to 10. Going to a safe place or person if I am worried or cross. Use a calming box.

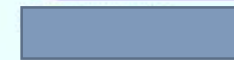
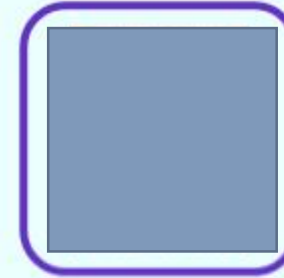
I would like you to know...

I am a lovely boy. I have autism and so I need to know what is going to happen. I would like someone to talk to me.

Currently Achieving



Ham Dingle Primary School
The best in everyone



Date: September 2021

The things people like and admire about me are...

- I have a lovely smile
- I walk nicely when holding a teacher's hand

What makes me happy...

- Playing with Whales
- Playing with the sand
- I love my mummy
- Books

How I like to be supported...

- I need reminding about where to sit
- I need reminding to focus on a task
- I find it hard to follow instructions
- I like to be praised when I do well.

How to support in class

Structured classroom

Visual timetable

Schedule

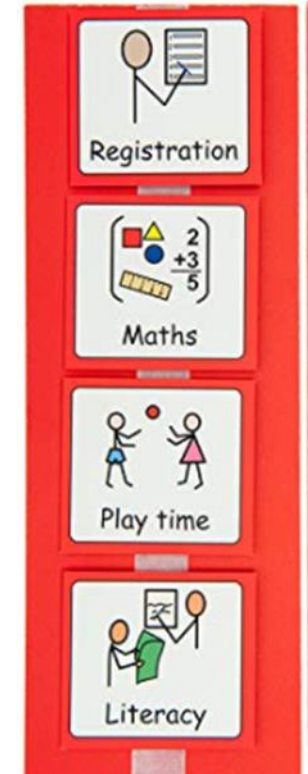
Sensory breaks

Work-station


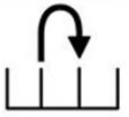

motivators




Visual timetables





Schedules

 Now	 Next	 Then
<input type="text"/>	<input type="text"/>	<input type="text"/>

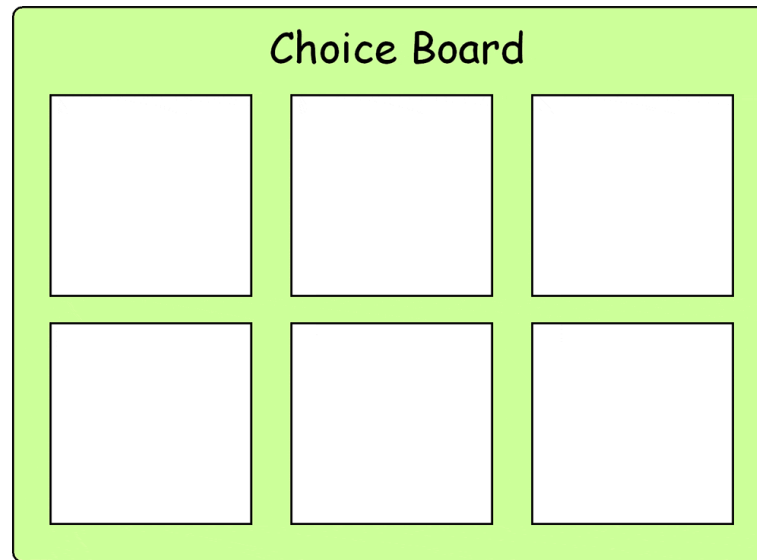
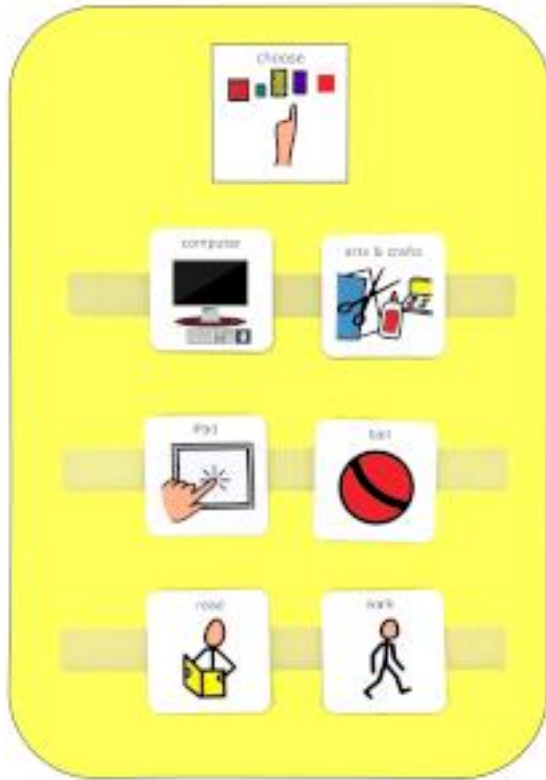
 _____'s schedule for today

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------

 now <input type="text"/>	 next <input type="text"/>
---	--

Now <input type="text"/>	Next <input type="text"/>
------------------------------------	-------------------------------------

Choice boards



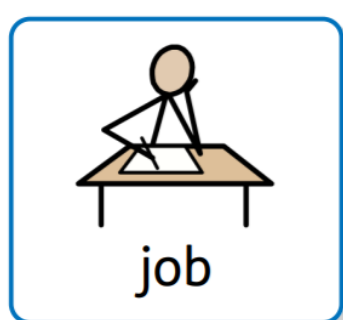
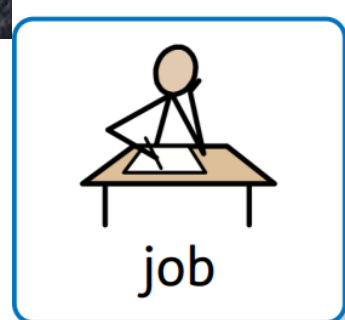
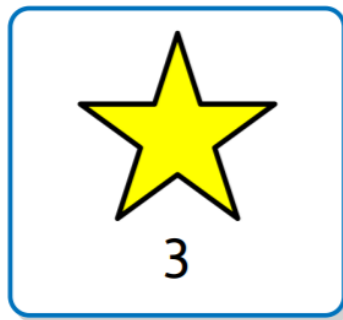
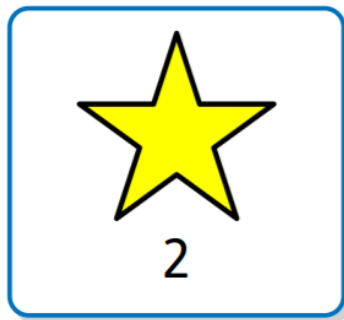
Work station

In tray

Out tray

Left to right

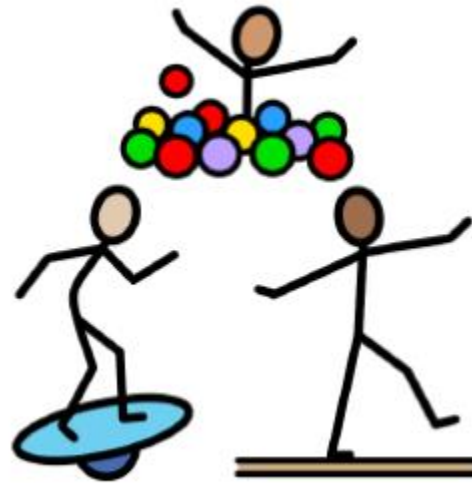
(helping to organise)



The Barriers

Sensory Overload

Pupils with autism may have heightened or diminished sensory sensitivities, which can lead to overstimulation or disengagement.



Make a 'mountain'



Squish 'bugs'



Hide your thumb



Squish balls



Squeeze



Roll a 'snake'




Communication board







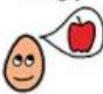





 people	 objects	 actions	 describing	 questions	 phrases	 little words
e.g. he, she, them, woman, doctor, teacher	e.g. book, bubbles, chair, biscuit	e.g. want, go, play, help, open, stand	e.g. more, hungry, fast, fun, blue	e.g. what, who, why, can, I	e.g. wow, uh oh	e.g. in, out, on, and, up, down, though
 I	 want	 toilet	 drink	 food		
 you	 stop	 sit	 hurt	 finished		
 good	 like	 coat	 bag	 help		
 more	 not	 feel	 sad	 happy		

Limit vocabulary - key word instructions



I feel



happy 	sad 	mad 	tired 
silly 	sick 	hungry 	curious 
confused 	excited 	cold 	hot 

Motivators

I Am Working For



Painting



Oral Motor Exercises



Mirror Game



Reading Together

[] [] []

I am working for: []

[] [] [] [] []

[★] [★] [★] [★] [★]



Overlapping behaviours in ADHD and ASD:

ADHD

ASD

- May seem forgetful, easily distracted.
- Can be inattentive and then have trouble following instructions.

- May be prone to meltdowns due to frustration or lack of impulse control.

- Struggles to sit still during quiet activities, for example, mealtimes or independent schoolwork. Difficulties with turn taking, being impatient.
- Constantly "on the go" or moving; fidgets and needs to pick up and fiddle with everything.

- Social skills - Can interrupt people, speak inappropriately and may struggle with nonverbal cues.
- Can act without thinking and may not understand the consequences of actions.

- May avoid eye contact and/or physical contact.

- May be prone to meltdowns due to sensory processing issues anxiety, frustration or communication difficulties.

- Uses excessive body movements to self-soothe (e.g, rocking, flapping hands, stimming)
- Constantly "on the go" or moving; fidgets and needs to pick up and fiddle with everything.

- Social skills - Gets upset by changes in routine. May be very advanced verbally, but struggles with nonverbal cues. Has obsessive interests.

Cognition and Learning

- Specific Learning Difficulties e.g dyslexia
- Moderate Learning Difficulties
- Severe Learning Difficulties

Communication and interaction

- Speech and Language needs
- Autism
- Social Communication needs

Social, Emotional Mental Health

- Attention Deficit (ADD)
- Attention Deficit with Hyperactivity (ADHD)
- Emotional and mental health needs.

Physical and Sensory

- Physical disability
- Hearing impairment
- Visual Impairment
- Multi-sensory impairment
- Sensory need

SEMH needs

There are a range of behaviours you might regularly see with children who have high SEMH needs; some of these are:

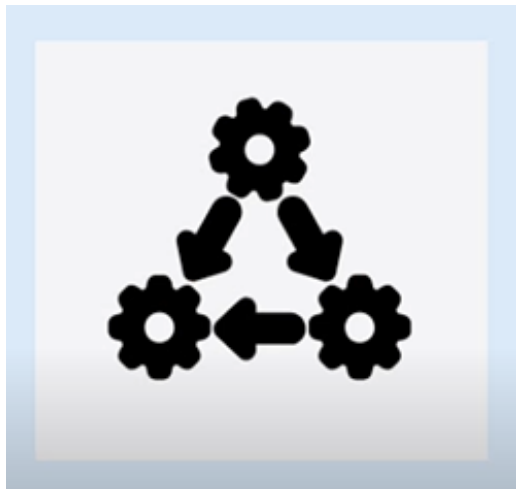
- Violent outbursts to adults and other key children
- Distress because the parent/key person is not with them
- Running off
- Refusal to join or follow instructions
- Needing to be in control and controlling things around them
- Frozen behaviours when they appear to shut down
- Hiding
- Withdrawing from adults
- Self-harm
- Sleeping difficulties

The Barriers

Difficulty with Transitions

Transitions between activities, lessons, or environments can cause anxiety, due to the need to control.

- Move before others e.g. before to be ready, lead the line
- Count down to next activity
- Distraction – other activity



Social interaction difficulties

Barriers

Removing barriers – structured social opportunities



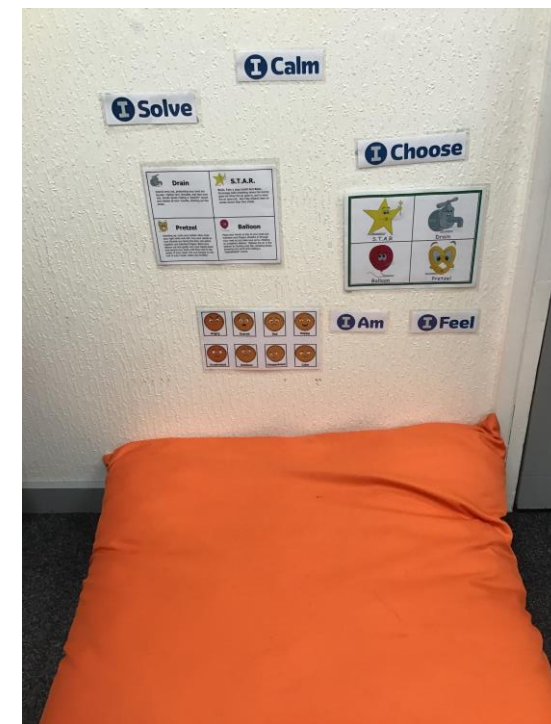
Use of Social Stories

Teaching strategies

Style

Style can significantly impact how pupils with autism engage and succeed in the classroom.

Conscious Discipline

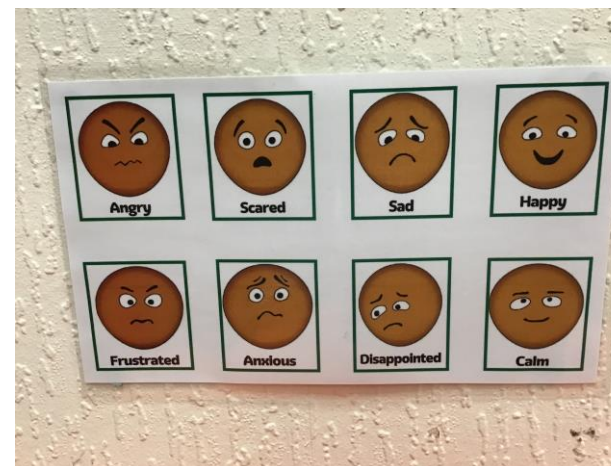
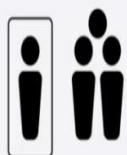


Style – Flexibility - Examples



Allowing pupils to show learning in different ways: For instance, some pupils might prefer to write, while others might benefit from using visuals or presenting orally.

Providing alternative forms of engagement: If a pupil struggles with group activities, offer independent work as an option.

Using varied methods to explain concepts: If a pupil has difficulty understanding verbal instructions, pair them with visual aids or models.



Emotion Coaching

What you say	Why you say it.
<p><u>Step 1:</u> <u>Label the feeling</u> I can see that... It seems that... I'm wondering if ... I've noticed ... I get that you might feel ... Am I right that ... I would feel like that I can see you're angry because your fists are clenched and ...</p>	<p>We need to validate children's emotions, letting them know these feelings are ok. To really identify and support the children, we need to imagine how we might feel in that situation. Children need to be taught the labels for their feelings so they can talk and plan their responses rather than 'acting out'. If children feel valued, listened to and understood they are much more likely to comply.</p>
<p><u>Step 2 – Setting limits</u> There may need to be a gap between initial conversation and setting the limits. <i>It's ok to feel how you feel, but it's not ok to ...</i> These are our school rules, we follow them to keep everyone safe.</p>	<p> Understanding that behaviour is a communication.</p> <p>Once we have helped identify the emotion that is driving the behaviour, we have to help the child learn appropriate and acceptable ways of responding.</p> <p>We limit the reactions not the emotions.</p>
<p><u>Step 3 – Problem Solving</u> Next time this happens, let's think about what we could do. Let's make a plan for next time. How do you think you could manage it differently next time?</p>	<p>When the child is calm, this conversation can take place. Explore what happened. Scaffold a plan for next time. Empower the child to independently manage their reactions.</p> 

Extra resources

- National Autism website
[National Autistic Society](#)



[For families | Anna Freud](#) – SEMH and wellbeing