AUTISM SPECTRUM CONDITION

At Cherbourg Primary School, we support pupils with social communication and interaction differences and identify teaching strategies/learning aids that will enable your child to succeed in their learning.

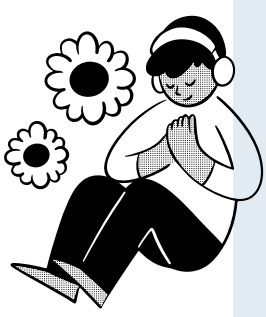
WHAT IS AUTISM?



Autism is a neurodevelopmental difference which can affect communication, social interaction, flexibility of thinking and sensory processing. Autism occurs across the full range of intellectual abilities. Schools do not diagnose autism; our role is to understand your child's profile and provide appropriate support.

Sources: NHS; National Autistic Society.

FEATURES OF AUTISM



Features may include:

- Differences in social communication
- Differences in social interaction and play
- Sensory sensitivities or differences
- Difficulties with emotional regulation
- Repetitive behaviours and/or a preference for routines
- Autism is best understood as a spectrum, with each autistic person having a unique profile of strengths and needs.
- Co-occurring differences may be seen in attention, anxiety, learning, motor coordination, or other areas.
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A helpful indication of support needs can be gained by considering how a child responds to appropriate evidence-informed interventions and support.

Sources: NHS; National Autistic Society

PROVISION - WHAT WE DO:

We regularly provide autism-related training and professional development for our staff. We draw upon guidance from the Autism Education Trust and Hampshire's Ordinary Available Provision framework.



Approaches may include:

- Visual timetables
- Now/Next boards
- Social Stories
- Zones of Regulation
- Sensory circuits
- Calm spaces
- Predictable routines
- Reduced and clear language
- Visual supports
- Draw and Talk (where appropriate)
- Emotional wellbeing and pastoral support
- Pupil Passport to School

We aim to create an autism-friendly environment. Mrs Wickens and Mrs Boukari are Cherbourg's Neurodiversity Advocates and provide guidance and support to staff, pupils and families.

IDENTIFICATION:

We observe pupils' communication, social interaction, play, sensory needs and emotional regulation. If a pupil is experiencing difficulties with social communication, flexibility of thinking or sensory processing, we consider what support and adjustments may be helpful.
We do not screen for or diagnose autism. Instead, we listen to parents' concerns, observe your child in school, and consider a range of factors, including their learning environment, communication style and sensory needs.

Useful Links:

Autism Hampshire
NHS – Autism
National Autistic Society
Ambitious About Autism
SEMH - Sensory Suggestor