



## Autism Policy

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**GOAL:** To foster an inclusive and supportive learning environment for all students, particularly those with autism spectrum disorder (ASD), by celebrating their unique strengths, providing personalised support, and empowering them to reach their full potential.

## **1. Introductions**

At ARTS Education, we recognise the unique strengths and challenges faced by students with Autism Spectrum Disorder (ASD). Individuals with a diagnosis of Autism Spectrum Disorder (ASD) have a neurodiverse brain, which means that their brains develop differently from those of neurotypical people. This difference means that many people with autism have incredible gifts, skills and passions that can lead to the development of new technology and breakthroughs in science. This policy outlines our commitment to creating a supportive and inclusive learning environment that celebrates their individual needs and empowers them to reach their full potential.

## **2. Scope and Purpose**

We believe that every student with ASD deserves to be treated with respect and dignity, accepted for who they are, and provided with the support they need to thrive. We understand that each student's needs are unique, and we will work collaboratively with their families and other professionals to develop our curriculum and approach to teaching & learning that cater to their individual strengths, interests, and challenges.

## **3. Our Key Principles**

- **Accessibility and Inclusion:** We are committed to providing a physically and emotionally accessible environment that removes barriers to learning and participation. This includes: clear communication, opportunities to access sensory-friendly spaces, and flexible routines.
- **Compassion in Relationships:** We foster strong relationships between all students, their peers, and all school staff. We promote compassion, understanding, acceptance, and collaboration within the school community.
- **Opportunities - Individualised Support:** We recognise that each student's needs are unique and provide personalised support through differentiated teaching, tailored interventions, and specialist expertise.
- **Self-worth -Strength-Based Approach:** We focus on students' strengths, interests, and talents to build confidence and self-esteem. We recognise that ASD brings unique skills and perspectives to the learning and social environment.

- Partnership with Families: We believe that communication and collaboration with families are crucial for the success of students with ASD. We maintain open communication and work together to develop and implement appropriate strategies.
- Professional Development: We ensure that all staff are equipped with the most up to date knowledge and skills necessary to support students with ASD effectively. We provide ongoing training and development opportunities for all staff members.

#### **4. Implementation in the school environment**

- Individualised Education Plans (IEPs): We develop and implement IEPs for all students, outlining their specific needs, goals, and support strategies. These plans are regularly reviewed and updated in collaboration with the student, their family, and any relevant professionals.
- Assistive Technology: We utilise assistive technology to support all students in accessing information, communicating effectively, and engaging in classroom activities.
- Sensory Considerations: We create a sensory-friendly environment that minimises potential challenges and creates a comfortable and supportive learning space.
- Social and Emotional Learning (SEL): We provide dedicated support for students with ASD to develop social and emotional skills, such as communication, self-regulation, and emotional literacy.
- Transition Planning: We collaborate with families and other professionals to ensure a smooth transition for students with ASD between different educational settings and into adulthood.

#### **5. Implementation in the classroom environment**

- Structured and purposeful teaching.
- Clear, unambiguous explicit instructions and teaching strategies.
- Using a communicative form that the student understands and can use to convey ideas to others, giving students the opportunity for learning to be achieved through experience of the world.
- A high level of adult support and tuition.
- Information is presented in differing ways to accommodate each student's learning style.
- Students are given the opportunity to record their work in a variety of ways, verbally, written, speech to text, scribe etc.

- Complex information is chunked down and regular opportunities for consolidation of learning is given.
- Personalised intervention support is given both for academic and personal growth throughout a student's time with us to ensure we are giving everyone the academic and social tools needed for next steps into adulthood.

## **6. Input from therapists / professionals**

Updates are received regularly from the visiting professionals who support/work with students– these visitors include Occupational therapists, Physiotherapists, Speech and Language therapists, CAMHS therapists, School Family Support Workers, Social Workers. ARTS Education has a dedicated in-house Creative Therapist on hand to provide planned sessions and flexible support as needed.

## **7. Monitoring and Evaluation**

We review the effectiveness of our policy and practise every two years through student feedback, parent feedback and staff reflection.

## **8. Conclusion:**

At ARTS Education , we are committed to providing an inclusive and supportive learning environment for all students, including those with ASD. We believe that through collaboration, understanding, and personalised support, every student with ASD can reach their full potential and thrive in a welcoming and accepting school community.

## **9. Additional Resources:**

- National Autistic Society: <https://www.autism.org.uk/>: <https://www.autism.org.uk/>

## **10. Links to Other Policies**

- Social and Emotional Understanding policy
- SEN policy
- Safeguarding policy
- Behaviour policy
- Online safety policy