

Zaytouna Primary School SEND Parent Coffee Morning

Tuesday 26th November 2024



Zaytouna



SEND



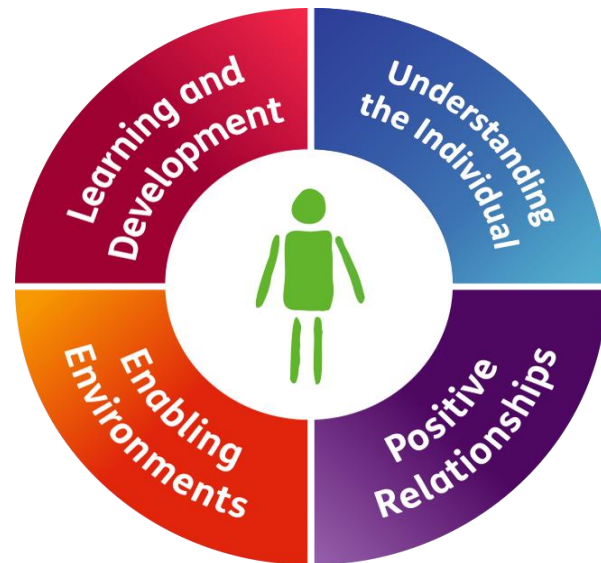
Coffee morning

Objectives

- ▶ Making Sense of Autism
- ▶ Discussion
- ▶ Future Coffee mornings

Why we do what we do...

- Working with the Autism Education Trust
- Mrs Struthers, SENDCO, has been trained as an Autism Advocate
- Work closely with the STEPS team at Derby Local Authority
- Part of the schools graduated response to support children in school



Making Sense of Autism

- To extend your understanding of how autism affects pupils in school
- To increase your expertise in recognising a pupil's individual strengths and differences
- To develop your skills in identifying barriers to learning for autistic pupils
- To develop your understanding of what “reasonable adjustments” need to be made to support an autistic pupil in your setting.



Making Sense of Autism

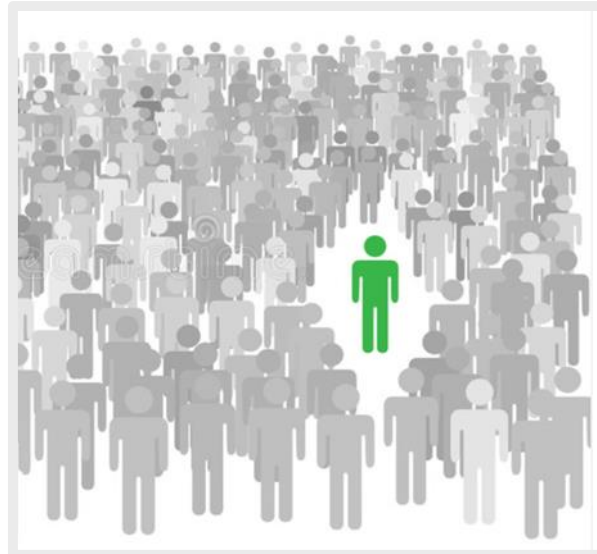
- Approach autism as a **DIFFERENCE** rather than as a disorder or impairment
- Recognise the three areas of **DIFFERENCE** for autistic pupils and how these can affect them
- Listen to and learn from the perspectives of autistic pupils and their parents/carers
- Reflect on your practice and implement reasonable adjustments to support autistic pupils.



Did you know?

- 1.7% of pupils in schools are registered as autistic in England (DfE, 2019) so all school staff are likely to come into contact with autistic pupils at some stage.
- Not all autistic pupils have a diagnosis of autism and many are recorded as having social, emotional, and mental health difficulties.
- Over 70% of autistic pupils are educated in mainstream schools in England.

1 in 60



Making Sense of Autism



5
minutes

<https://vimeo.com/773377573/05feebf9ce>

Making Sense of Autism

Autism as a difference rather than a disorder

The AET approaches autism as a different way of being. Our Autistic Young Experts make the following point:

“Autism is a difference not a deficit. Differences are to be valued not “fixed”. My normal is different from your normal and the aim shouldn’t be conformity but wellbeing.”

Making Sense of Autism

Autism Spectrum

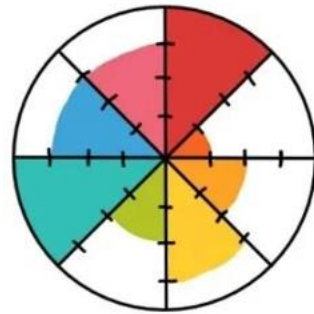
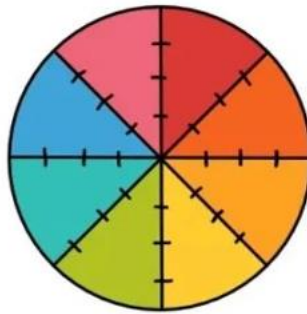
The Autism Spectrum is NOT linear



less autistic

very autistic

The Autism Spectrum looks more like:



- Social differences
- Interests
- repetitions
- sensory sensitivities
- emotional regulation
- perception
- executive functioning
- other

Terms like "high functioning", "low functioning" are harmful and outdated.

Autism-sketches

What is autism?

Autistic pupils have differences in three areas of development. These are:



**Social understanding
and communication**



**Flexibility, information
processing, and understanding**



**Sensory processing
and integration**

We need to look at these areas in terms of both the strengths and differences that might arise. We need to understand the impact of these on the pupil's levels of anxiety.

Making Sense of Autism

Co-occurring differences and conditions

Autistic pupils often have **additional needs** arising from other **Conditions and differences**.

Co-occurring differences are when the person experiences, for example: anxiety, erratic sleep patterns, eating/sleeping difficulties.

Co-occurring conditions is when someone has more than one diagnosis.

This can include:

- vision or hearing impairment
- epilepsy
- ADHD, OCD, or Tourette's
- mental health conditions.

Making Sense of Autism

A wide range of needs

Autistic pupils will have different needs. Some autistic people may require lifelong support, whereas others can live independently.

Each autistic person is also part of a family, community, and culture and this needs to be considered as well as their autism.

Autism and anxiety

Autism affects the way that a person communicates, interacts, and experiences the world around them.

Because of this, autistic pupils can experience high levels of anxiety.

Making Sense of Autism

The one-page profile:

- Gives you a framework for working with a pupil's parents/carers and staff to gain their perspective on the pupil's strengths and areas of support.
- Helps you gain the perspective from the pupil about their likes/dislikes and future aspirations.
- Is a good starting point for understanding the pupil.
- Can let other people know about the pupil's interests, ways of communicating, and areas of support.
- Helps you to share information about the pupil with others.

ONE PAGE PROFILE

Supported by Department for Education

What you can do to help me:	My name is: I am years old I communicate by:	What is important to me:
What people like and admire about me:	Me Click to add a photo here	My strengths & talents:
My dream is to:	My fears / worries / things I don't like:	My favourite things:

www.autismeducationtrust.org.uk

Autism Education Trust

Making Sense of Autism

The confusing world of words



<https://vimeo.com/773381129/60a7951afb>

2
minutes

Making Sense of Autism

What you can do to help

- Only ask one question at a time.
- Use the pupil's name when speaking to them to gain attention.
- Be clear and simple with your language.
- Sometimes it can help to give the pupil choice. Instead of 'Sam, coat on', you could say 'Sam, coat on in the hallway or in the classroom?'
- Allow the pupil time to process what you are saying and to respond to you.
- Say what you mean and avoid using sarcasm or metaphors.

Making Sense of Autism



A parent talks about how getting a diagnosis was the best thing they did for their child.

<https://vimeo.com/773381276/d0722ac3ac>

2
minutes

Making Sense of Autism

What you can do to help

- Build on the pupil's strengths to support them.
- Use pupil's interests/hobbies to engage in learning.
- Recognise that any transition between activities or environments, however small, may cause anxiety.
- Use simple direct language, pictures, signs, or symbols to support the pupil to understand what is happening next and to prepare them for times of transitions.
- Prepare the pupil for changes to routine and key staff members, whenever possible.

Making Sense of Autism

Strengths in sensory processing and integration

Strengths in this area can include:

- Excellent attention to detail
- Good hearing
- Able to attend to unique sounds
- Excellent sense of smell
- Very attentive to taste experiences.

Making Sense of Autism

Differences in sensory processing and integration

Differences can include:

- Being over-sensitive (Hyper)
- Being under-sensitive (Hypo)
- Having difficulty filtering out irrelevant sensory information.
- Taking in and responding to multiple sensory information.
- Reduced body awareness.

Making Sense of Autism

Sensory processing and integration

When the brain finds it difficult to integrate all this information coming in at the same time and knowing how to respond, autistic people have described this as being like a **traffic jam in your head with conflicting signals coming from all directions**. This can make it difficult to make sense of it all.

This can increase the pupil's level of anxiety.



Making Sense of Autism

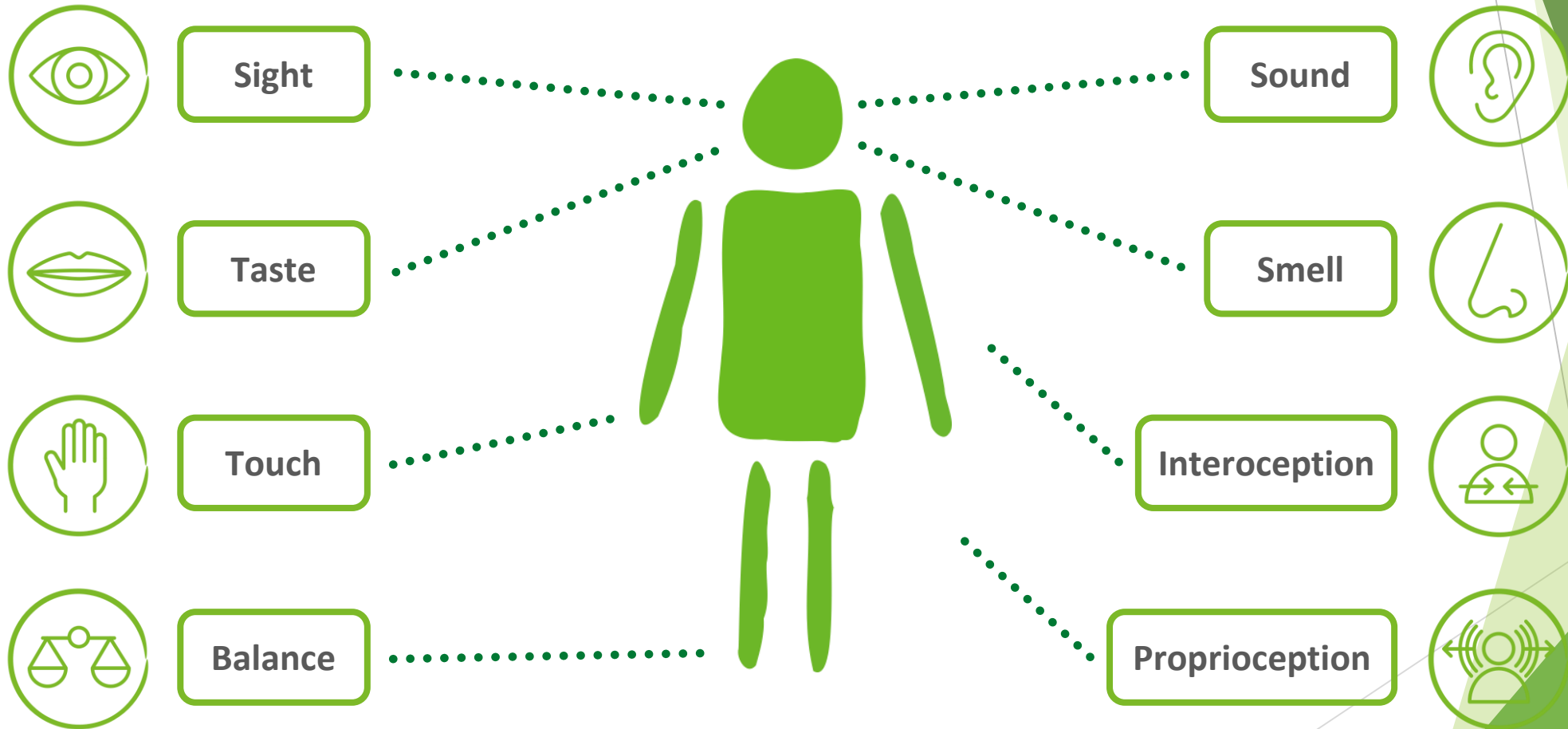
Video: Can you make it to the end?



<https://vimeo.com/773377310/2fe4e70cea>

Making Sense of Autism

The senses



Making Sense of Autism

What you can do to help

- Observe and talk to the pupil and their parent/carers to identify the pupil's sensory differences.
- Take sensory differences into account when planning activities.
- Be mindful that the autistic pupil may find it uncomfortable to listen and make eye contact at the same time. Don't insist on eye contact.
- Be mindful that twitching, fidgeting, and agitation can all be signs that the pupil is beginning to experience sensory overload.
- Provide breakout rooms or places the autistic pupil can go to where they feel safe.
- Provide a quiet area outside, away from the noise.
- Be very mindful that vestibular (movement, inclusive of spinning) activities can be very alerting and some pupils can find it very hard to modulate this input.

Making Sense of Autism

<https://www.autismeducationtrust.org.uk/>

<https://www.nhs.uk/conditions/autism/autism-and-everyday-life/help-for-families/>

<https://www.autism.org.uk/what-we-do/support-in-the-community/family-support>

Further videos:

Autistic young people talking about why it is a good thing to be different:

<https://vimeo.com/773377378/9a08f61dc3>

Autistic young people talking about their interests, their strengths and biggest achievements

<https://vimeo.com/773381008/3ec2eb7059>

Differences in Social Understanding.

<https://vimeo.com/773377445/5707714b1d>

Differences in Information Processing

<https://vimeo.com/783347218/2e9d60255b>

The Sensational Thinking Project

<https://vimeo.com/785945932/e051eb5acb>

Unfiltered Lives – Shardia and Patrick

<https://vimeo.com/773381326/dc3e80131b>

Please share
any parent
voice/feedback

Future Coffee Mornings

- Tuesday 28th January 2025
9:15am
- Tuesday 18th March 2025
9:15am
- Tuesday 6th May 2025
9:15am
- Tuesday 24th June 2025
9:15am
- Compass Changing Lives: Beyond Behaviour
- Neurodiversity
- Islam and SEND
- Anxiety

SEND Support

- <https://www.zaytounaprimary.co.uk/send/>
- <https://schoolsportal.derby.gov.uk/sen/>
- <https://derbysendiass.org.uk/>
- <https://www.autism.org.uk/what-we-do/branches/nas-derby-district-branch>
- <https://www.autismeducationtrust.org.uk/>

Any questions

