



# LONGSTONE SCHOOL

## Autism Support Policy

### Article 28

Every child has the right to an  
education.

REVIEWED: March 2020



# Longstone Autism Support Policy

## Autism Team:

Co-ordinator: Mrs Alison McArthur

Key Stage 1: Mrs Alison Gordon and Mrs Ashlea Wilson

Key Stage 2: Miss Joanne Hagan

Key Stage 3&4: Mrs Alison McArthur

Behaviour Unit: Mrs Arija Courtney

## Common Features associated with ASD (Autistic Spectrum Disorder)

Pupils with ASD may exhibit the following features:

- Lack of appropriate eye contact – may appear to be ‘not paying attention’ or inappropriate staring.
- Failure to respond when addressed as a member of a group.
- Finds change difficult- eg classrooms, teachers, routines.
- Unable to appreciate subtle humour, sarcasm or body language. Shouting at him/her does not help. Slow response to questions or comments. Does not tell lies.
- Obsessive interests and ritualistic behaviour.
- May appear uncoordinated and odd – may be subject to bullying.
- High level of anxiety and resultant stress and possibly depression.
- Erratic personal organisation- eg losing books/money/equipment/letters to and from school.
- Difficulty with any subject requiring imagination or pretence. Problems with making choices.
- Odd social behaviour- eg expecting instant attention, interrupting lesson.
- Failure to realise the effect of their odd behaviour on other people – may lead to inappropriate actions, outbursts of temper or just inappropriate staring, smiling.

(Article 23 Right to Special Education)

## School Aims

- To integrate pupils with ASD into the normal classroom routines at Longstone.
- To support pupils with ASD using structured teaching methods where appropriate.
- To review pupils needs regularly to ensure that their needs are being catered for at Longstone.
- To ensure that all staff are aware of the pupils with ASD and the structures that are in place to support them.
- To ensure continuity of approach by all staff working with pupils with ASD.  
(Article 23 Right to Special Education)

## Staff Awareness and Training

Staff awareness of ASD and the methods of working with pupils with ASD will be addressed through meetings with all staff and where appropriate by input from the ASD support officer (when available). All staff with pupils requiring structured teaching methods will be given the opportunity to attend an appropriate course or webinars on Autism. Staff training is also available from 'Middletown' and appropriate bodies that give ASD support such as 'Autism NI' and 'Helping Hands'.

(Article 28 Right to an Education)

## Pupil Information

Communication Passports will be written for each child with ASD and updated annually. These are available for all Staff who work with these pupils, ensuring Staff are aware of each pupil's individual needs and interests. Information concerning pupils for whom a structured approach would be useful will be passed on during Departmental Meetings. The class teacher of pupils in the Junior School will inform relevant subject specialists of pupils ASD needs.

(Article 3 Best Interests of the Child)

## Information for Parents

Longstone has hosted 'Middletown' Training courses and webinars for parents. Relevant information about ASD Courses from 'Middletown' and 'Autism NI' will be

regularly passed onto parents of children with a diagnosis of ASD by the Autism Team.

(Article 28 Right to an Education)

## Resourcing

A budget will be allocated for the purchase of items necessary for the development of teaching resources for pupils with ASD.

These resources will include:–

Materials essential for making individual visual schedules eg. Velcro, Files;

Sensory materials/toys for classroom sensory boxes which help with attention and concentration strategies eg. small fidget toys, oral motor resources and auditory resources (in collaboration with the Occupational Therapist);

Social Stories, Comic Strip and other ASD information books available for use by staff.

Resourcing issues will also include Teacher/Classroom Assistant time, to develop the necessary classroom resources for pupils and release time to allow staff to discuss the teaching programmes which have been in place or which need to be developed for pupils.

(Article 23 Right to Special Education)

Review of Policy – This policy will be reviewed every 2 years.

This policy was completed in March 2020

Reviewed and updated March 2022

