

Consultation with Practitioners

National Standards in Autism Education

A set of Standards for schools and educational settings in England is currently being developed by the AET. These Standards will describe the key factors common to current good practice for children and young people with autism.

With this in mind we would like your thoughts and opinions on what you value in “**Good Autism Provision**”.

If you could take some time to fill in the form below it would help to ensure that we select the **Standards that are important to practitioners**.

My current role is:
(please tick)

- | | | |
|---|---|--|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Teacher responsible for autism | <input type="checkbox"/> SENCo |
| <input type="checkbox"/> Teaching assistant | <input type="checkbox"/> Educational Psychologist | <input type="checkbox"/> Autism Outreach teacher/adviser |
| <input type="checkbox"/> Home tutor | <input type="checkbox"/> Other, please specify: | <input type="text"/> |

Please give details of the age group and the setting(s) in which you currently work below:

Age range of children on the autism spectrum _____ years

Your email address if you have one (optional) _____

Current educational settings in which you work (please tick)

- | | | |
|---|---|--|
| <input type="checkbox"/> Mainstream School | <input type="checkbox"/> Mainstream autism unit or base | <input type="checkbox"/> Special school, not just for autism |
| <input type="checkbox"/> School specifically for autism | <input type="checkbox"/> Home | <input type="checkbox"/> Other setting, please give details |



Supported by:
**Department for
Education**

Two examples of the type of Standards we plan to write and their format are:

- The setting makes quiet areas and rooms available for pupils with autism to use during the day.
- The setting effectively consults pupils with autism to inform decision-making (e.g. on their timetable; the environment and work with peers).

These will then help staff in schools and settings assess the extent to which they are addressing the needs of pupils with autism.

Please tell us 3 areas of practice that you feel should be included in the Standards that are especially important for pupils on the autism spectrum

1.

2.

3.

Please list up to three resources (e.g. books; equipment; assessment tools; adjustments) which you find particularly valuable in supporting pupils on the autism spectrum

1.

2.

3.

Please list three key qualities or skills a teacher or teaching assistant should have when working with pupils with autism

1.

2.

3.

We appreciate your input to this important set of Standards – many thanks.

Please return your completed form by clicking the submit button (at top) or post to address below.