



Cognus

No Limits on Learning

Training for Autism Leads in Schools

Alex Cozens

Advisory Teacher for Autism

MA (Special Educational Needs and Inclusive Education)

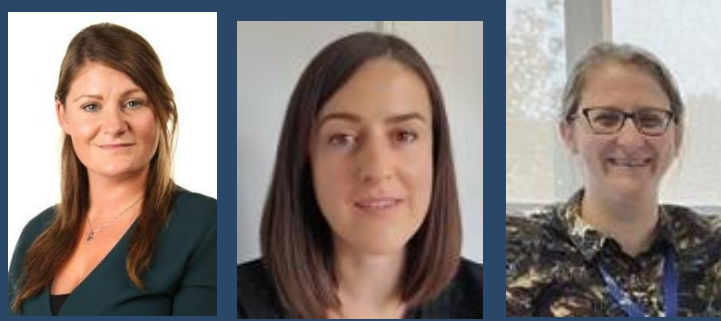
PGCE

BA (Criminology and Social Policy)

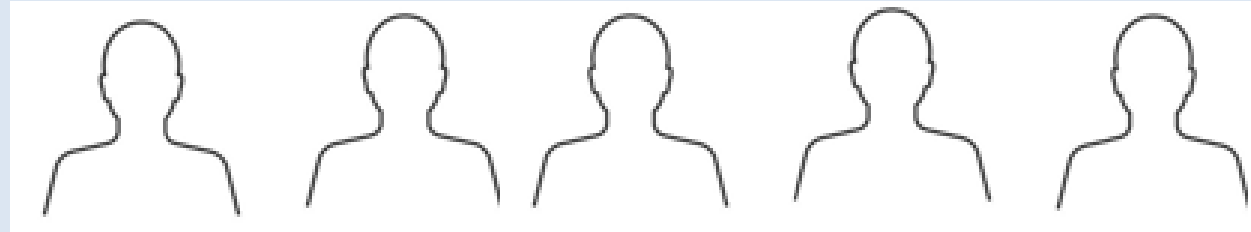
Today's session

- **Roles**
 - Advisory Teacher
 - Cognus Autism Champions
 - Autism Leads in schools
- **This year's programme**
- **What is autism?**
 - Neurodiversity
 - Social interaction
 - Social communication
 - Restrictive and repetitive behaviours/ interests
 - Sensory
 - Anxiety
- **Strategies for supporting children with autism**
 - environment
 - communication
 - visuals
 - other high quality resources and training
- **Summary and questions**

Roles

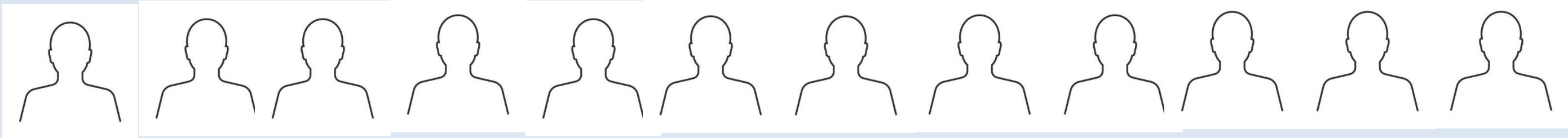


Autism Service Staff

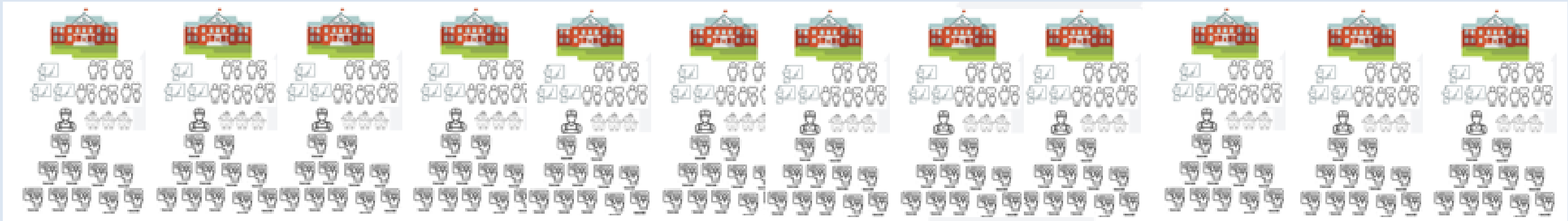


Cognus Champions

SALT / OT /Attendance/SIASS/Music Service
Early Help (Paving the Way)/ SEND Team



School Leads



School Staff



Children



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This year's programme

What would you like to cover next year?

strategies to support more extreme behaviours

Supporting autistic students in subjects which can be more challenging for them e.g. PE, music.

more on masking behaviours and exploding when the child gets home

Zones of Regulation and what comes after that for children who don't like using them anymore.

Helping parents accept diagnosis

somewhere we can all share resources

discussing how we have implemented the role in our settings. Would be good to get more ideas on how we can support our staff in an effective way

How to support autistic students when their family don't accept that they are autistic.

Demand avoidance

Supporting risky behaviour e.g. escaping area and violent behaviour
-Me too! I mean I would like to talk about this.

develop pupils awareness/understanding of abusive behaviour to keep them safe (child on child)

supporting behavioural needs. Children who become overwhelmed and will become distressed during the day. (scream)

Supporting risky behaviour e.g. escaping area and violent behaviour

Autism and girls

Masking autism

how to run friendship and social skills groups

supporting autistic children who have EAL

Difficult conversations with parents

how to effectively implement the zones of regulation

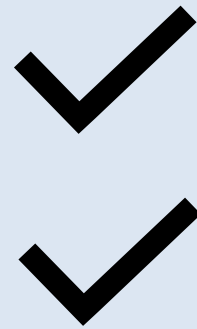
ideas for creating a calm classroom which isn't too noisy for those with sensory processing needs

This year's programme

		Secondaries – Always Mondays 3.30-4.30pm
Autumn 1		16/10/23 Autism – What is it? Maximising communication Using visuals Adapting the environment High-quality teaching strategies – signposted to videos and further support
Autumn 2		27/11/23 Supporting inclusion Autism and Girls
Spring 1		22/01/23 Creating 'Autism Friendly' settings Environment and Sensory differences and impact on learning
Spring 2		11/03/23 Challenging and extreme behaviours / PDA / Zones (practical solution focused escalation prevention)
Summer 1		13/05/23 Supporting a young person to understand their autistic identity Autism Week reminders
Summer 2		01/07/23 Promoting Independence and preparing for life – organisation strategies.

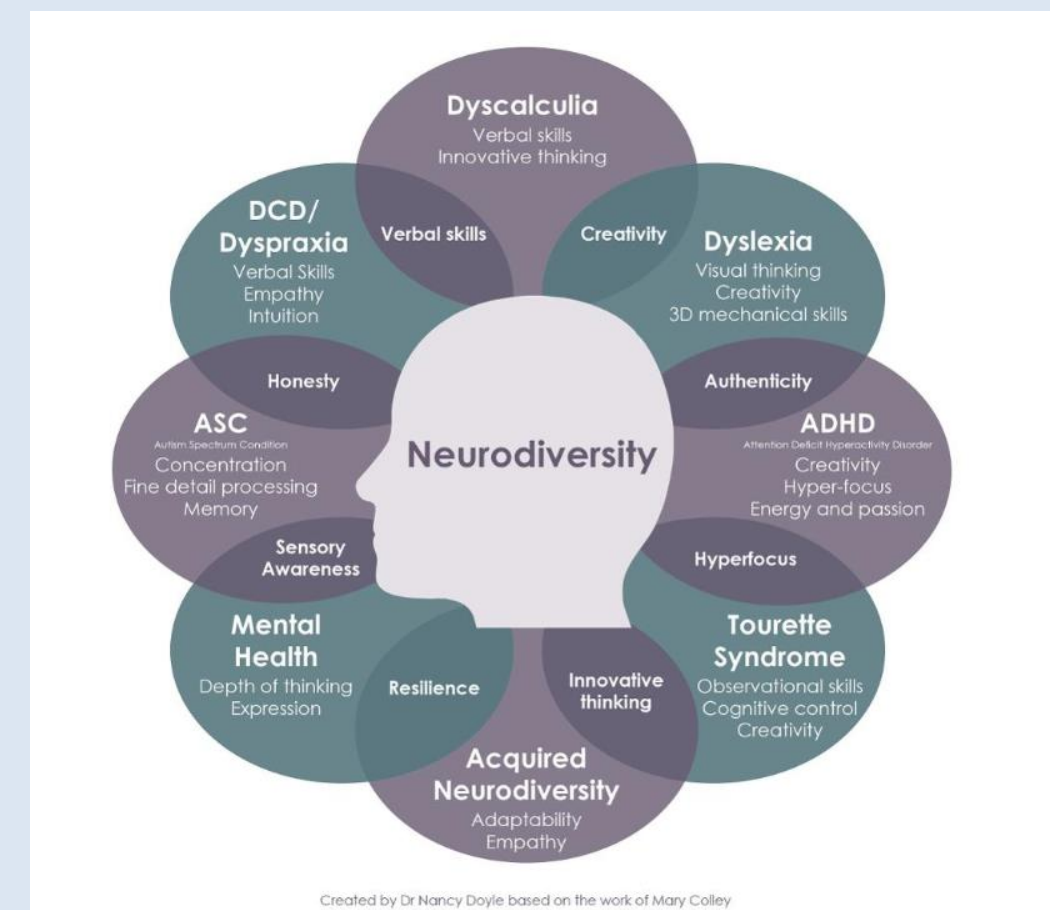
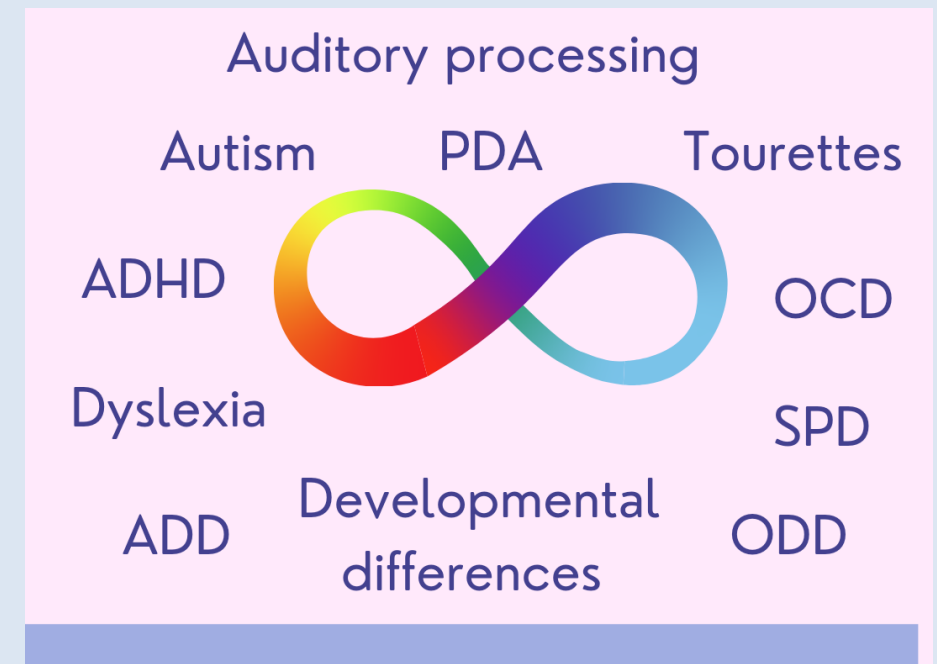
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Neurodiversity

- **Neurotypical:** The brain functions and processes information in the way society 'expects'.
- **Neurodiversity:** Different ways the brain can work and interpret information.
- Around 1 in 7 people are **neurodivergent**, meaning that the brain functions, learns and processes information differently from the average.
- <https://www.acas.org.uk/index.aspx?articleid=6676>



Neurodiversity

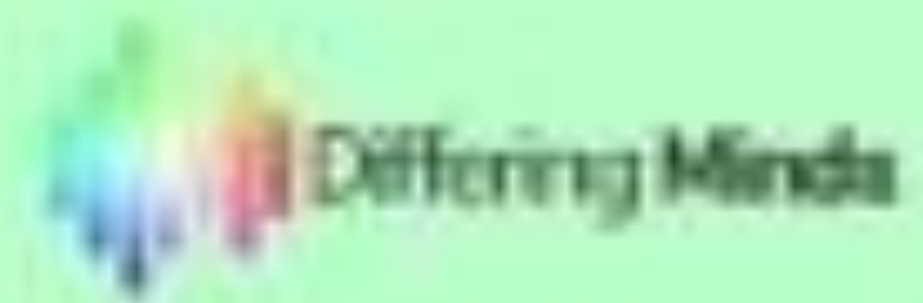
1 in 7 people



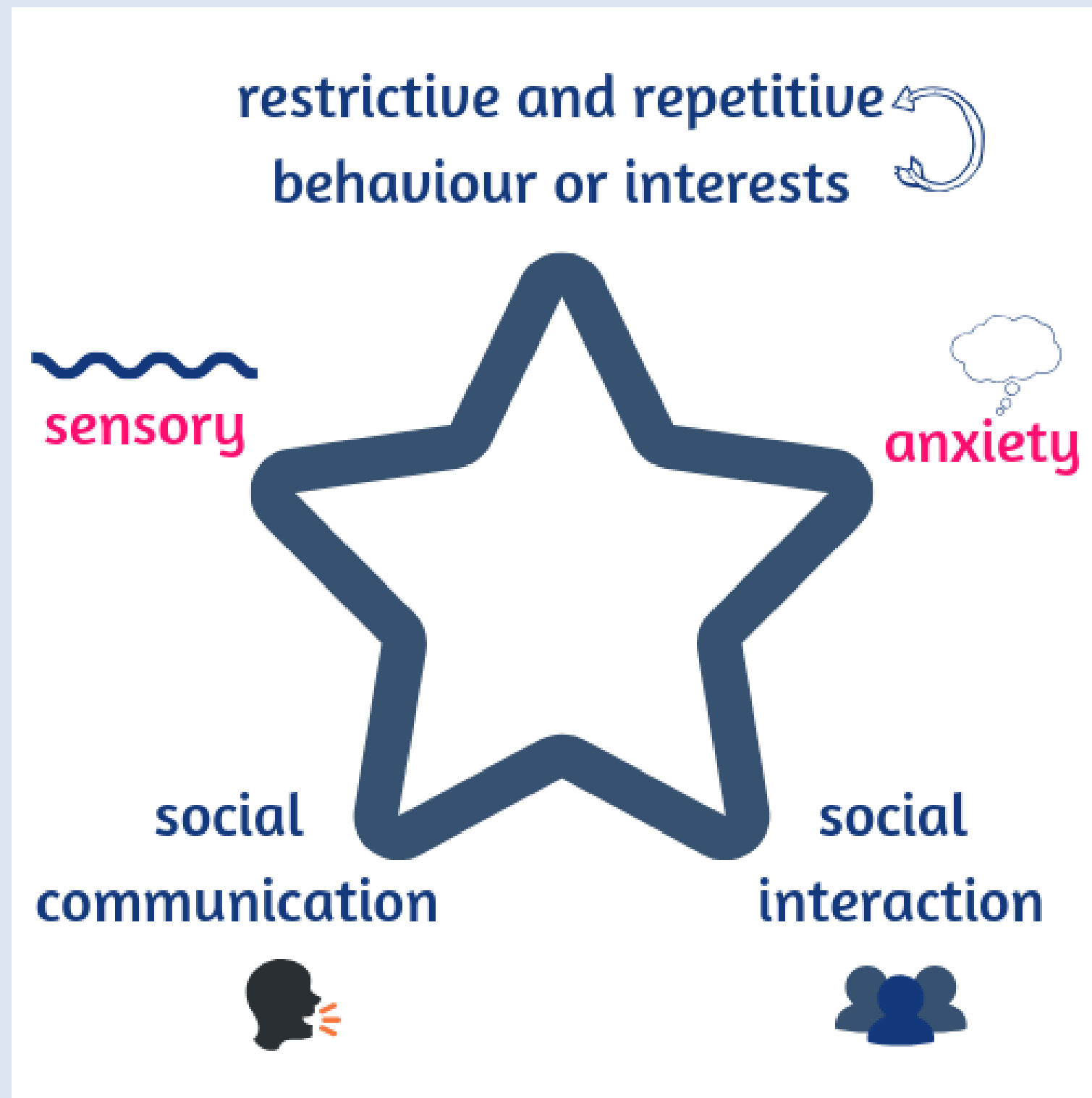
are Neurodivergent

WHAT IS

NEURODIVERSITY?



What is autism?



Language we use...

- Autism rather than ASD (D=disorder)
- Autistic person rather than person with autism (majority preference)
- Neurotypicals/Predominant Neurotype
- Neurodiversity

DO

- ✓ AUTISM
- ✓ AUTISTIC PERSON
- ✓ NEUROTYPICAL
- ✓ VARYING SUPPORT NEEDS

BE WARY

- ✗ ASD
- ✗ PERSON WITH AUTISM
- ✗ NORMAL
- ✗ HIGH/LOW FUNCTIONING SEVERE/MILD

Do say

- autistic adult/people/child
- person/child on the autism spectrum (note: this is informed by research, which indicates that there is a growing preference for positive identity first language, particularly among autistic adults)
- is autistic
- is on the autism spectrum
- has an autism diagnosis
- disabled person/person with a disability
- disability or condition
- Asperger syndrome is a form of autism (note: Asperger is pronounced with a hard "g"; see below)
- talk about the autism spectrum and the varying challenges and strengths people have (for instance, some autistic people have an accompanying learning disability and need support to do everyday things like clean, cook or exercise. Other autistic people are in full time work, with just a little extra support)
- not autistic
- neurotypical (note: neurotypical is mainly used by autistic people so may not be applicable in, for example, the popular press)
- autistic people, their families and friends
- people on the autism spectrum, their families and friends
- support or adjustments
- traits or characteristics.



Don't say

- has autism
- person/child/adult with autism
- an autistic
- an autist
- an autie
- an aspie (note: some individuals may refer to themselves in this way and this should take precedence when you're referring to them)
- suffers from or is a victim of autism
- retarded/mentally handicapped/backward/mild/severe
- disease/illness/handicap
- Asperger syndrome is a mild/rare form of autism
- high functioning or low functioning
- severe or mild
- normal
- people living with autism (to describe autistic people and their family and friends)
- treat symptoms.



UNDERSTANDING THE AUTISM SPECTRUM



What is autism?



- Often characteristics of autism can be seen as detriments, however, there are corresponding strengths! (do autistic people have a deficit in central coherence or do they have the advantage of detail-orientated thinking?)
- Some companies now actively seek autistic people e.g. Microsoft (1%)
- Establish trusting relationships first, working with an individual by joining their world first, before bringing them into your world.
- Disorder, deficit, disability and challenge vs. abilities, strengths, and advantages of the characteristics such as memory and recall, extreme and intense focus
- 3 As of autism – awareness, acceptance, appreciation

Having autism

People with autism are a bit like pens and people without autism are a bit like pencils.

Being autistic can be being like a pen in a class of pencils. People with autism are different to people without autism.

It's OK to be different.



Social Interaction



- Friendships
- Empathy
- Emotions
- Honesty
- ‘Reading’ others/social cues
- Socially ‘inappropriate’
- Sees things differently
- Determination
- Courage to be different
- May like time alone but also may be lonely

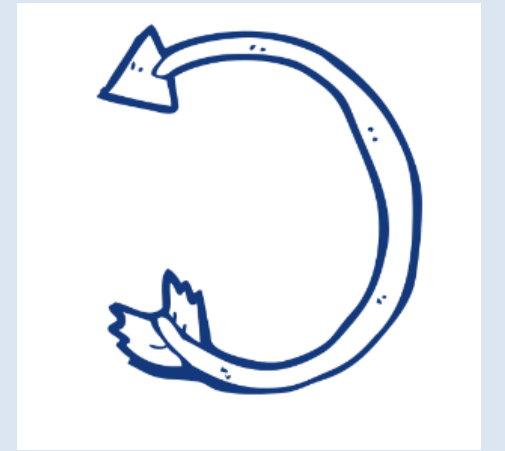
Social Communication



- Facial expressions
- Tone of voice
- Formal Vs informal spoken language
- Literal understanding
- Expressive and receptive language discrepancies
- May prefer alternative methods of communication
- Conversational rules
- Logical

Restrictive and repetitive behaviour/interests

- Attention to detail/perfectionism
- Insistence on sameness
- Relying on rules
- Change
- Experts in areas of speciality
- 'Stimming'
- Difficulty shifting attention
- Generalising
- Determination and focus

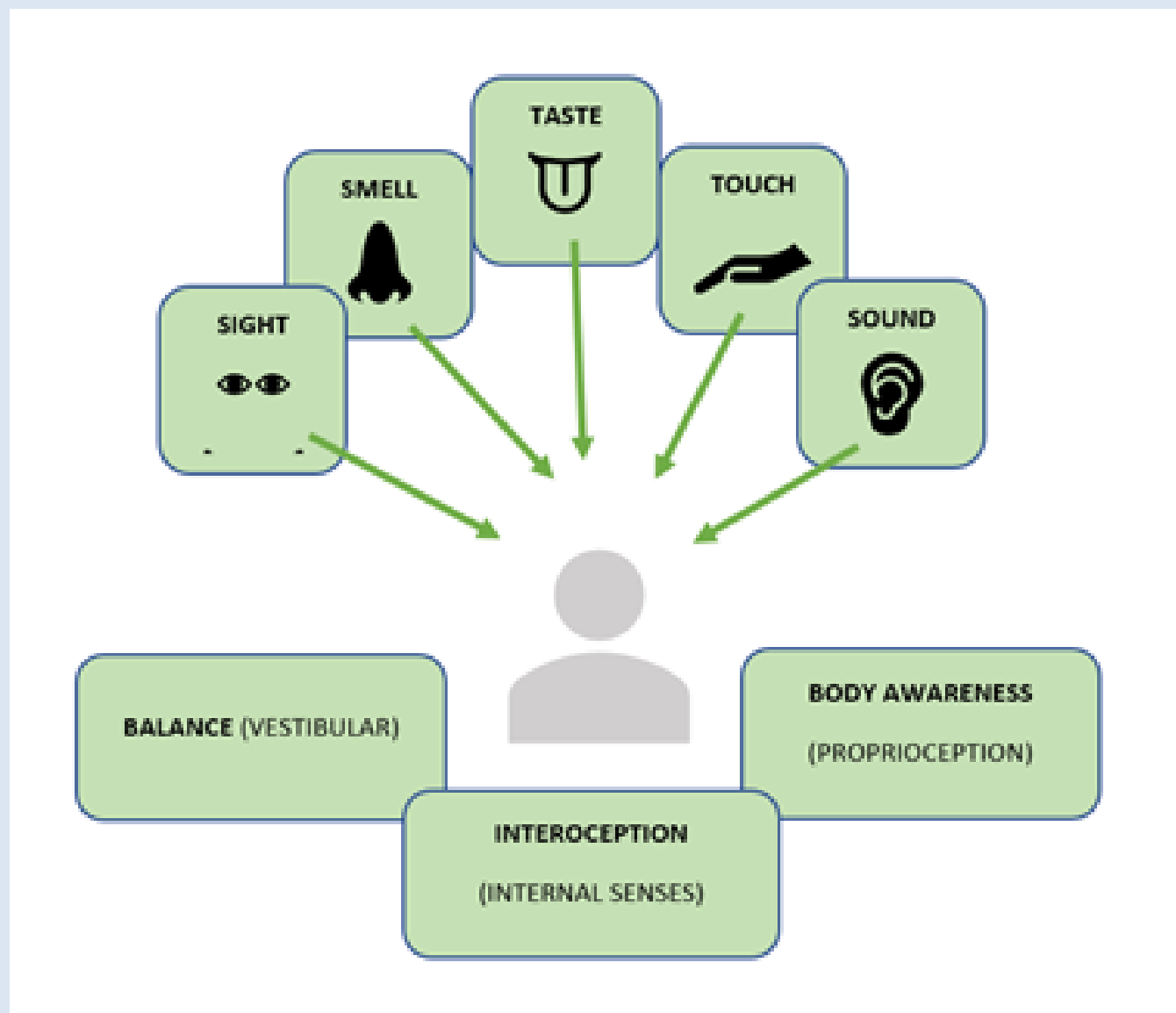


Sensory

Sensory Systems & the Brain

Taste, touch, sight, smell, hearing.

Proprioceptive System, Vestibular System,
Interoceptive System



Identifying sensory overwhelm

Sensory Overload

WHAT TO LOOK OUT FOR

Signs of Sensory Overload:

- Bocking ears with hands
- Covering eyes
- Hard time focusing
- Heavy breathing
- Fear or panic
- Limited eye contact
- Restlessness
- Irritability
- Meltdowns
- Crying
- Fidgeting
- Stress

T-ABC @occupationaltherapyabc

SENSORY OVERLOAD

What does it look like?

Behaviors associated with Sensory Overload:

- Unable to sit still
- Crying
- Convering face or ears
- Outbursts/Frustration
- Not Listening
- Aggression/Agitation
- Not communicating
- Meltdowns/Shutdowns
- Trying to leave

sensory overload

WHAT DOES IT LOOK LIKE?

Behaviors associated with Sensory Overload:

- unable to sit still
- covering face or ears
- not listening
- meltdowns/shutdowns
- aggression/agitation
- trying to leave
- crying
- outbursts/frustration
- not communicating

he's extraordinary
TOOLS FOR RAISING AN EXTRAORDINARY PERSON

Autism and Overwhelm



The same activities that can cause a meltdown one day may not have the same effect the next day, but why is this?

Each activity we do or stimulus we come across adds to 'The Bucket'. Stimuli may be something as simple as bright lights or background noise. Things we enjoy can also add to the bucket.

As each individual stimulus adds to the bucket, the water level begins to rise.

Some activities that calm us such as stimming or time alone can help to empty the bucket before it overflows.

If things are being added to the bucket faster than it slowly empties the bucket can overflow, causing a meltdown.

Meltdowns are different for everyone. Please give us space and time and don't judge us. Meltdowns are out of our control.

@autisminsightsandme

Strategies



Think about children you work with. What strategies do they currently use? What strategies might you want to try? Can you think about what overwhelms them and what supports them to feel calm and alert again?



Strategies

MOVEMENT BREAKS

1. How are you feeling?
2. What can you do?
3. For how long?
4. What do I do after?



ANYWHERE

Chair press ups



Hand squeeze



Breathing exercises



Mantra



TOOLS

Fidget tool



Wobble cushion



Weighted lap pad



Ear defenders



BIG BODY BREAKS

Wall pushes



Crab walks



Jumping jacks



Run round the playground



Anxiety



Anxiety



Why might autistic people experience anxiety?
What are the causes?

[Anxiety \(autism.org.uk\)](https://www.autism.org.uk)

Understand the triggers



How many sensory triggers can you spot?
What strategies might have supported?

Understand the triggers



How many sensory triggers can you spot?
What strategies did you see? What worked?
What adaptations could be made to support Christopher?

Play from 4.00 – 6.45

Sensory & Anxiety

Support:

- **Understand the triggers:** Keep a diary to help identify anxiety and track what may trigger it.
- **Make the environment work:** Make adaptations to the environment where possible to reduce sensory overload.
- **Visual schedules:** Create and use visual schedules to help structure the day and reduce uncertainty.
- **Monitor and manage your energy levels:** Be aware energy levels after social interactions and other events or situations. Recharge by taking time and doing things you enjoy.
- **Self-soothe:** Use sensory tools and stimming to reduce anxiety levels.
- **Relaxation and calming activities:** Use relaxation methods such as meditation, mindfulness, yoga and exercise.
- **Use an app:** The following apps offer personalised support with anxiety.
 - **Brain in Hand** – includes: a diary, notes and reminders of daily tasks, individual coping strategies, a system to monitor anxiety levels, access to support from the National Autistic Society.
 - **Molehill Mountain** – includes: a system for tracking mood and identifying triggers, evidence-based tips on how to self-manage anxiety levels.
- **Counselling and therapy or medication:** These should be carefully considered and closely monitored by a medical professional.

Autism & Anxiety can occur together: 10 Ways to reduce anxiety

www.TheGirlWithTheCurlyHair.co.uk

1. Plan in advance for situations - find out what is going to happen and what you will need to do

2. Avoid busy, noisy places and rushhour times

3. Have plenty of structure and routine in your life

4. Use clear, concise, direct communication

5. Take regular breaks

6. Comfort your senses by, for example, wearing earplugs or smelling a calming fragrance such as lavender

7. Ensure plenty of down time before and after stressful activities

8. Try to find out what is going to happen next as well as right now

9. Have plenty of time alone

10. Role play with family, situations you are about to encounter



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Environment



What difficulties might a child with autism face in these environments?



Can you think of any ways that you could reduce anxiety and sensory stimulation in these situations?



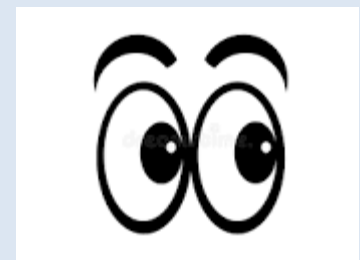
Environment

There are many ways to adapt the environment to minimise the risk of sensory overload.

Have a quiet space within classes and the wider school that is away from the main crowds, with reduced noise and lighting where an autistic person and their companions could retreat to if an environment becomes too much. This space should also be clearly signposted. Such quiet spaces could also feature soft seating and sensory toys, such as fidget toys, stress balls and games.

Visually

- Reduce the brightness of the lights within your buildings, whether through dimming or turning off lights wherever.
- Have sensory tools such as sunglasses available.
- Reduce visual clutter – use pastel colours and natural woods or hessian.
- Remove posters and unnecessary displays.
- Pack away anything that is not required.
- Keep the environment organised and clutter-free
- Avoid hanging displays.



Auditory

- Reduce the volume of music and speaking.
- Encourage taking turns to speak.
- Have a designated quiet zone.
- Advise when there will be loud noises e.g. fire alarm, music in the hall.
- Provide alternatives to noisy hand dryers in toilet areas, such as paper towels.
- Have headphones or ear defenders available to children.
- Let autistic pupils transition at quieter times.



Communication

Translating Across Two Different Operating Systems

Sometimes it is hard for the two systems to understand each other.

Both are good - just different.

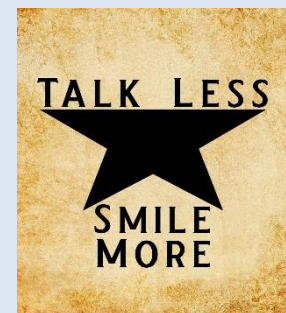


Communication

- Use their name to ensure you have attention



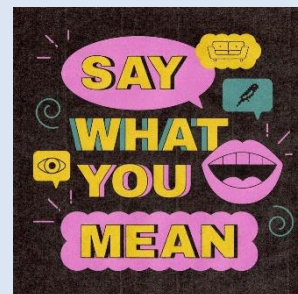
- Reduce verbal input – keywords, chunks of information



- Give more processing time



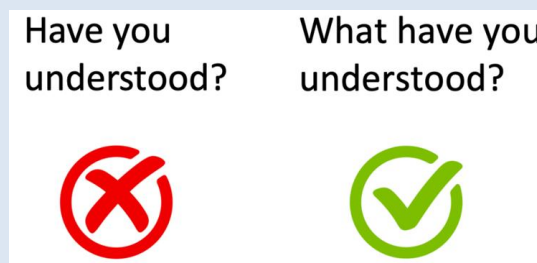
- Be clear and explain



- Use positive language – say what you **want** pupils to do

You get what you focus on, so focus on what you want.

- Check for understanding



- Give choices



Communication: Processing Information

“I am so often expected to process **more than one thing** at any one time. I find this **demanding** and because it is so difficult to do. I can become **anxious** even thinking of the event.” (Lawson 2001, p.98)

Indirect praise

- Direct praise can be daunting for the child/young person as it can be a cause of anxiety: 'Does this mean I will have to be as good the next time?'
- Give praise indirectly but within earshot of the pupil.

"I loved the way Asma helped Zack finish his work"

"Ava shared the cards out well and took turns! Amazing!"

"Zara really listened well in assembly didn't she?"

Sharing knowledge

Class 4A

James

1. Break down instructions one at a time
2. Check with me to see if I have understood the task
3. Write homework down for me

Asef

1. Don't pick on me to answer a question
2. Speak to me one-to-one to check for understanding
3. Don't sit next to Alex

Sylvia

1. Lots of praise
2. Provide visual breakdown of instructions (e.g. post-it notes)
3. Give lots of movement breaks e.g. take a box to the office



XXXXX'S COMMUNICATION PASSPORT

ABOUT ME

- I was born in 2008
- My favourite football team is Arsenal
- I love Thorpe Park, Stranger Things, and 80s-themed stuff
- I like to listen to music and play X-box
- I am Autistic

I AM GOOD AT...	I'M NOT SO GOOD AT...
<ul style="list-style-type: none"> • Maths • History • Video games • Sports • Talking about my interests 	<ul style="list-style-type: none"> • Controlling my anger • Expressing my feelings • Making eye contact in serious situations • Not laughing when I'm nervous

I FIND IT HELPFUL WHEN...

- I have a **trusted person** to talk to
- People **support** and **reassure** me
- People **recognise** and **praise** my achievements
- Others make me feel **included**
- People understand that I am **trying to listen**

I DON'T FIND IT HELPFUL WHEN...

- People **put me down**
- People try to **one-up** me

Pupil name: _____
 Date: _____
 Details of Special Educational Needs: _____

To be completed by the student with their parent / carer. Please copy and paste as many strategies as required from the options on page two and add additional information if not listed.

My strengths: _____
 Things I find hard: _____
 Things I may need help with: _____
 Things I don't want you to do: _____

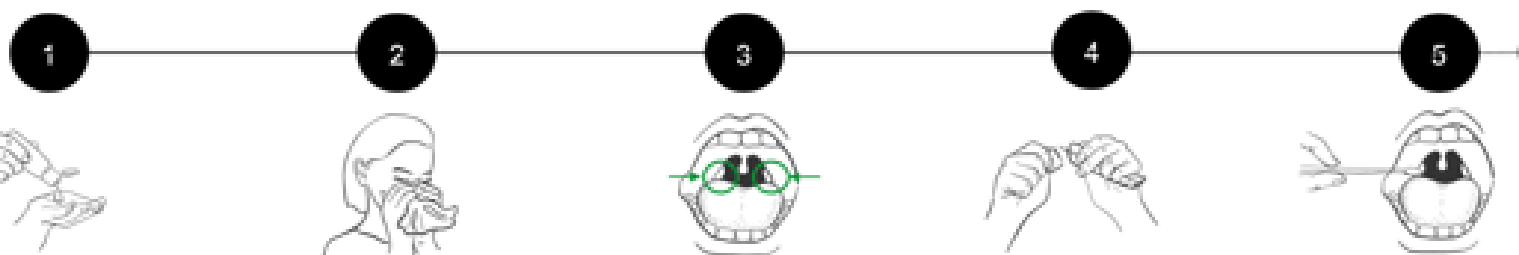
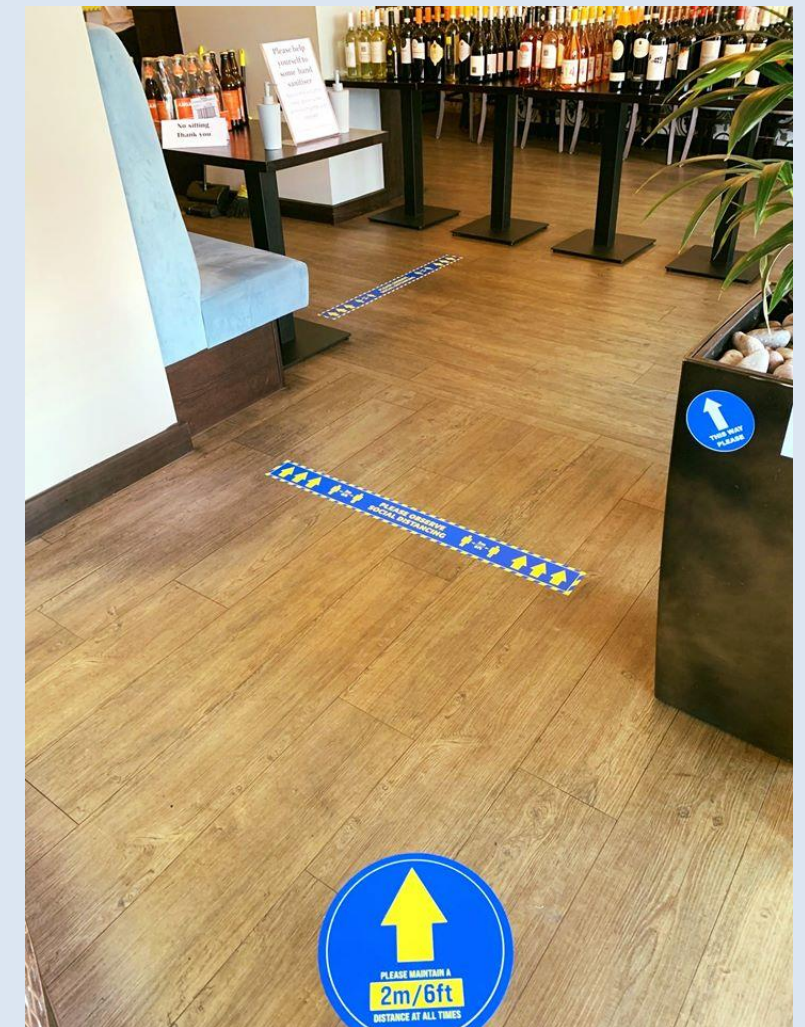
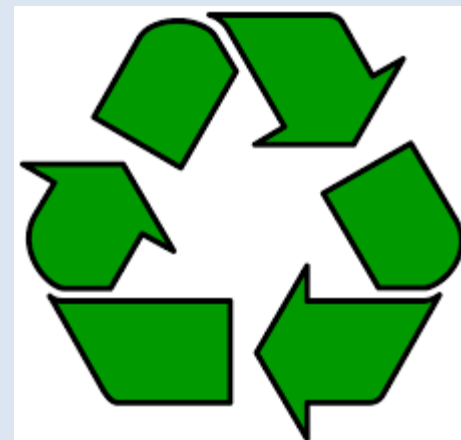
To help me learn in my instrumental lessons or at Ensembles rehearsals, my tutor(s) should:

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Copy and paste from the below, or add any additional information

Keep instructions short and in small chunks	Repeat key words and phrases
Allow me more time to read the music	Set homework with details on how I can be supported at home
Print the music on A3 paper	Use visual aids
Write the lesson/rehearsal structure on a board	Teach new rhythms by playing them on percussion instruments
Have a conversation with me about what pieces of music we are learning.	Set homework tasks with an exact time of how long I should practice each item
Use gestures and/or signs	Make sure I can see their mouth and face clearly
Use colour coding	Give me some extra space
Give me breaks to move around during the lesson / rehearsal	Ask me short, closed questions only
Give me longer thinking time	Write down when my next lesson time is on my diary/planner/whiteboard
Use a reward system	Not ask me to improvise
Not ask me to play on my own in front of a group	Speak to my parent/carers after the lesson/rehearsal
Keep the lesson to the same routine every week	Use technology to support my communication
Not talk and play at the same time	Make sure the volume in the room doesn't get too loud
Allow use of fidget tools to help concentrate	Provide tinted overlays
Print on pastel coloured paper	Provide checklist of things I need to bring
Use timers to:	To cue in, use name at the start of instructions
Depersonalise demands by using terms like 'everybody'	Provide a clear visual structure e.g. written on post it note

Visuals



At the Registration Desk, the individual being tested (students/pupils/staff member) will be handed a barcode.

The person being tested will blow their nose into a tissue and throw the tissue into the yellow / clear waste bin. This gets

They will look inside their mouth and find their tonsils – using a mirror helps. Tonsils, marked in green, are where to

Time to open the package and gently take out the swab. This will be used for both throat and nose.

They will open their mouth wide and rub the fabric tip of the swab over both tonsils at the back of their throat at least 3 times



How easy is it to respond to visuals?

Visuals



Why are visuals vital?

- Allow children to ‘hold that thought’
- Reduce anxiety
- Set expectations and boundaries
- Break down tasks into manageable chunks
- Give the adult a point of reference
- Promotes greater independence

Visual schedules

First	Next	Then
<ul style="list-style-type: none">• Rhythm game	<ul style="list-style-type: none">• Technique• Theory	<ul style="list-style-type: none">• Singing

1. Starter exercise in silence
2. Read chapter 3
3. Highlight key words
4. Talk to your partner
5. Share with class
6. Write summary
7. Mark each others
8. Homework

Our plan for today's lesson:

1. Follow the beat
2. Clap hands
3. Practise scales
4. Listen to teacher: objective for today's learning
5. Choose song/section
6. Practise notes
7. Try 5 bars
8. Go through homework
9. Time to go home

• Check in
• Name that...
• Zones video
• Which zone am I in?
• Gratitude Practice
• Recap and Rating

1. Say hello
2. Describe yourself
3. Autism
4. What it means to me
5. Famous people
6. Game

To Do

- ✓ Write title
- ✓ Topic intro
- ✓ Talk partners
- ✓ Research topic
- Write 3 questions
- Share with group

• To do
✓ Doing
✓ Done

Visual Schedules

Individual timetables can be for a whole day, part of a day, sequencing, home, school or special events

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40 am	Hand Technology Block T Room 1	Maths Block C Room 1	Sports Science Block S Room 5	Social Studies Block S Room 6	English Block B Room 3
9:40 am	Maths Block C Room 1	Science Science Block Room 17	Science Science Block Room 17	English Block B Room 7	Science Science Block Room 17
10:40 am	Tutor Group Block C Room 1				
11:00 am	Interval				
11:25 am	Physical Education Gym	English Block B Room 7	Physical Education Gym	Hand Technology Block T Room 1	Health Block B Room 4
11:25 pm	Social Studies Block S Room 6	Hand Technology Block T Room 1	Social Studies Block S Room 6	Maths Block C Room 1	Sports Science Block S Room 5
1:25 pm	Lunch				
1:10 pm	Sports Science Block S Room 5	Social Studies Block S Room 6	English Block B Room 7	Science Science Block Room 17	Maths Block C Room 1
3:10 pm	Home				








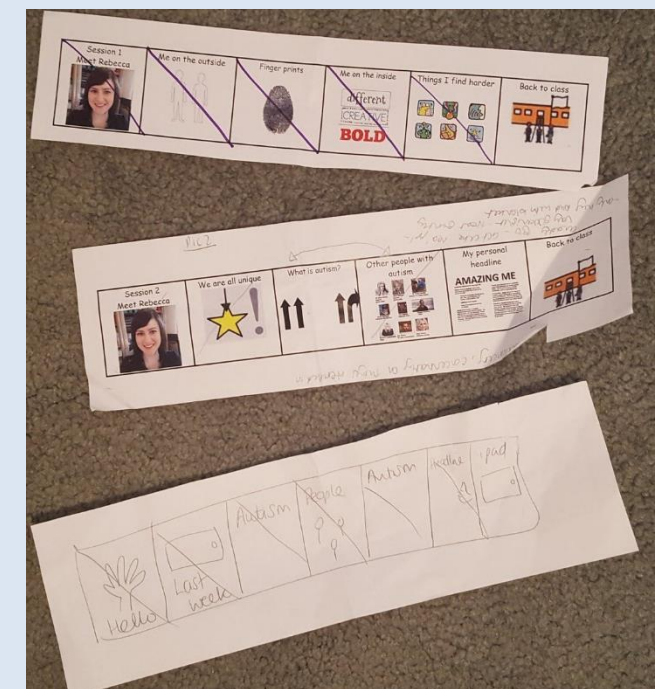
AFTER SCHOOL CHECKLIST					
	M	T	W	T	F
UNPACK LUNCH & BACKPACK	Yellow	Green	Yellow	Cyan	Red
EAT SNACK	Yellow	Green	Yellow	Cyan	Red
HOMEWORK	Yellow	Green	Yellow	Cyan	Red
READING <u> </u> MINUTES	Yellow	Green	Yellow	Cyan	Red
CHORES DONE	Yellow	Green	Yellow	Cyan	Red
SET OUT SHOES & CLOTHES	Yellow	Green	Yellow	Cyan	Red
BED ON TIME	Yellow	Green	Yellow	Cyan	Red

Visual schedules

- Visual breakdown plus reward system...



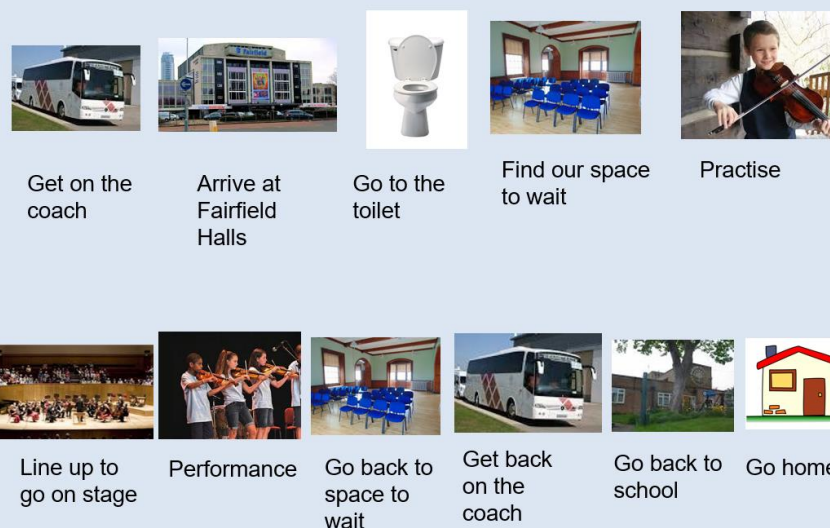
Monday 	Scales A and B
Tuesday 	Practise X piece
Wednesday 	Scales A and B Practise X piece
Thursday 	Scales A and B Practise X piece
Friday 	Scales A and B Practise X piece



Visual schedules

Social scripts or stories

These can help to prepare a child for a special event/ trips

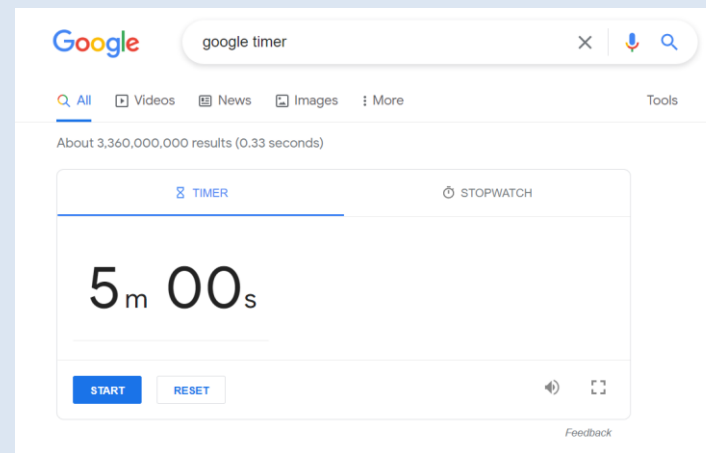


Calendars

These can help the child with the concept of time



Visuals



Visual schedules: Supporting sequencing



Visuals

We all learn in different ways. Temple Grandin, who I is autistic, says she thinks in pictures:

“words are like a second language to me...when somebody speaks to me, their words are instantly translated into pictures.” (Grandin 2006, p.3)



Cognus Support - Commissioned

For parents and families:

- 1. Autism Support Map** which highlights advice and services [Autism Support Map \(cognus.org.uk\)](https://cognus.org.uk).
- 2. Monthly surgeries** for parents and families to seek advice and support from our Cognus Autism Champions. These are scheduled video calls (on Teams), where parents and families can book a 30-minute slot to discuss their child's needs, and receive signposting and support focused on practical solution-focused escalation prevention. Parents and families can request a slot by emailing the theautismservice@cognus.org.uk.
- 3. Termly workshops** either face-to-face or delivered virtually. These are promoted via Facebook, by following 'Cognus Autism Service' and on X (Twitter), by following 'Cognus Autism Support'. The next workshop is a face-to-face session titled 'Autism and Girls'. This will be held at Cognus Ltd, Cantium House, Railway Approach, Wallington, SM6 0DZ from 16.30-17.30 on 6th November 2023. Parents and families can request a place by emailing theautismservice@cognus.org.uk.

ENHANCING CLASSROOM PRACTICE TO EMPOWER AUTISTIC LEARNERS

Tip #1 Structure and Routine



1. Create a structured and predictable routine in the classroom. This will provide a sense of safety and security for pupils.



2. Spend time going through the 'expected' routine, explaining that sometimes the 'unexpected' happens.



3. Stick to the routine as much as possible, this will build trust and enhance feelings of safety within the setting.



 Cognus
We know how to learn



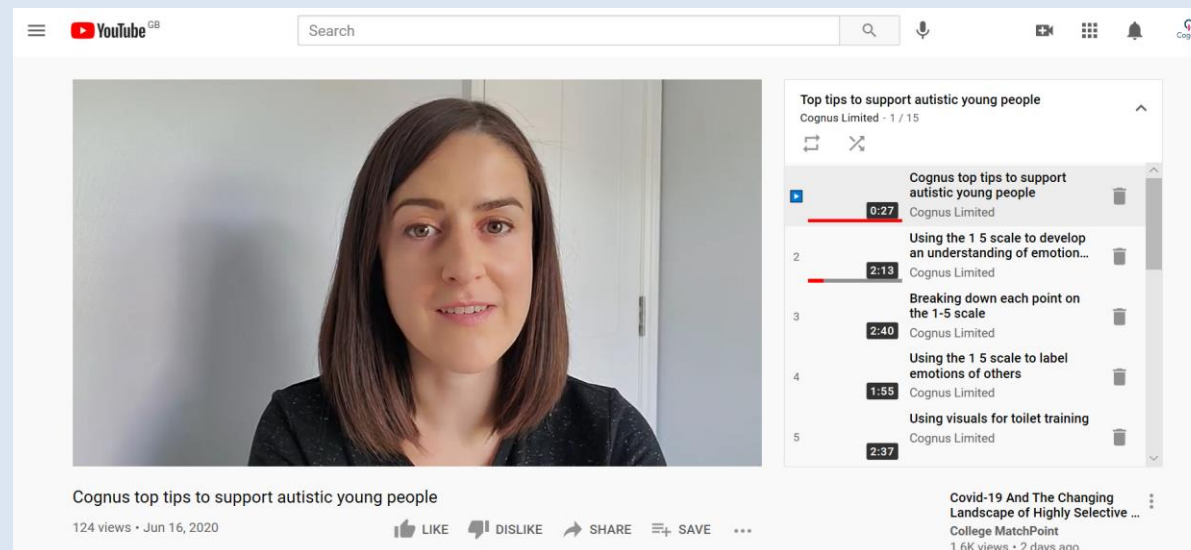
Cognus Support - Commissioned



For school staff/professionals:

- 1. Autism Support Map** which highlights advice and services [Autism Support Map \(cognus.org.uk\)](https://cognus.org.uk)
- 2. Half-termly surgeries** for all schools, with a specific focus on practical solution focused escalation prevention. These are scheduled video calls (on Teams), where school staff can book a 30-minute slot for advice on developing the setting to become more autism-friendly or for support for individual children. School staff can request a slot by emailing the theautismservice@cognus.org.uk
- 3. Half-termly CPD workshops** to enhance the skills, knowledge and expertise of Autism Leads in schools. These are virtual training sessions for primary and secondary school staff based on themes and needs in the Sutton area. To see upcoming dates and book on, staff can sign up via [Event List : Autism \(event-booking.org\)](https://event-booking.org). The first session for primaries is next week, so please encourage staff to sign up as soon as possible.
- 4. Drop in sessions for ELSAs** to assist with guidance and advice for delivering 'Understanding Diagnosis' sessions, held at Cognus Ltd, Cantium House, Railway Approach, Wallington, SM6 0DZ. Times and dates are as follows:
 - 13.45-15.00 November 20th 2023
 - 13.45-15.00 March 18th 2024
 - 13.45-15.00 June 24th 2024

Cognus YouTube Channel – top tips videos



- Autism Champions/Leads videos for school staff: <https://www.youtube.com/playlist?list=PL8bDLIayZ18jypDoOr87FenZjWgvJsFac>
- Autism Parent/carer workshops: <https://youtube.com/playlist?list=PL8bDLIayZ18g1lvkbYOtP1D40GAO4zKk>
- Top tips short videos: <https://youtube.com/playlist?list=PL8bDLIayZ18jNBIngZGnJludWmtLrrvy>
- How autism impacts your processing and learning (more theories): <https://youtu.be/foDg3Sxzbtk>
- Recorded ELSA training: [Sutton ELSAs: Supporting a young person to understand their autism diagnosis - YouTube](#)

Cognus Support – Traded Offer

Price List

AUTISM

Ref	Title	Description	Unit	Unit Price until 31/3/2024
AUT001	Autism CPD	Provision for bespoke training or advice to school staff (or other settings/organisations) in supporting autistic children and their families. Depending on the topic, this can be a 2/3 hour INSET or across two staff meetings.	Staff team	£397
AUT002	Autism Observation /Pupil Advice	Specific pupil advice. 90 minutes spent at your premises. A combination of: observation, parent meeting, staff meeting and written recommendations.	Per person	£198.50
AUT003	Autism Report and Intervention Plan	Following observation, report detailing analysis of behaviour from observation, discussions with relevant parties and recommendations for support. May be used for statutory assessment.	Per person	£198.50
AUT004	Direct Pupil Support	<ul style="list-style-type: none"> • Understanding diagnosis/Autism identity • Emotional Wellbeing • Sibling Support • 5 x 45-minute sessions plus tailored feedback meeting for school and/or parents. 	Per pupil	£496
AUT005	Autism Friendly School Audit	One-day school audit including learning walks, observations and consultation considering policies, teaching, learning, assessment and staff training. Report with summary and recommendations for action.	Per package	£992 £1,984.50 with follow-up visit and certificate

Today's session

- **Roles**

- Advisory Teacher
- Cognus Autism Champions
- Autism Leads in schools



- **This year's programme**



- **What is autism?**

- Neurodiversity
- Social interaction
- Social communication
- Restrictive and repetitive behaviours/ interests
- Sensory
- Anxiety



- **Strategies for supporting children with autism**

- Environment
- Communication
- Visuals
- Other high quality resources and training



- **Summary and questions**

Summary

- **Roles**
- **This year's programme**
- **What is autism?**
- **Strategies for supporting children with autism**

Any questions?

Today's session

- **Roles**
 - Advisory Teacher
 - Cognus Autism Champions
 - Autism Leads in schools
- **This year's programme**
- **What is autism?**
 - Neurodiversity
 - Social interaction
 - Social communication
 - Restrictive and repetitive behaviours/ interests
 - Sensory
 - Anxiety
- **Strategies for supporting children with autism**
 - Environment
 - Communication
 - Visuals
 - Other high quality resources and training
- **Summary and questions**

School Leads – We need your help!

1. What trends have you noticed in schools?
2. Do your Early Years colleagues have appropriate autism support?
3. Do you feel supported by SLT, when making adaptations for autistic pupils?
4. Would you be willing to support us with gaining child voice from autistic pupils at your schools? Can you ask if your school would like to participate in this – for Autism acceptance Week.
5. Do you feel that your school is trauma informed? If not, would this be something your school would like support / sign posting for?
6. What additional support would you like ?



Cognus

Thinking about ... Education



@cognus_autism



@theautismservice

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