

Parent Workshop

Introduction to
Autism

Every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.

- Rita Pierson



Ripple Kindness Project



Part 1

Introduction to autism

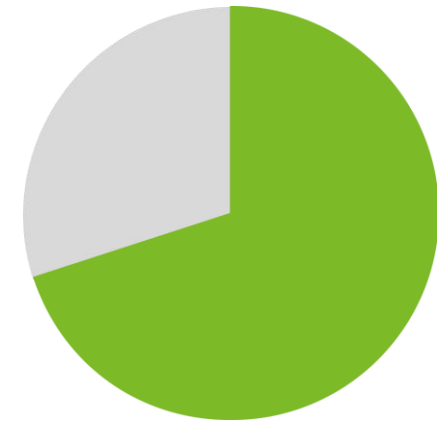
- A pathway to engaged learning
- Autism as a difference
- What is autism?



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

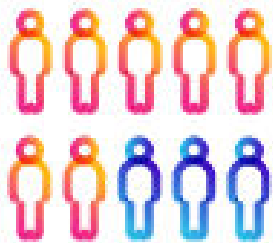


Rainbow Data in comparison to National

- At Rainbow we have 29 children with an ASD diagnoses and 27 children on the pathway (at least a 2 year waiting list)
- That's 8% of the whole school (15.7% if we include those on the pathway)
- **1 in 12.5-** diagnosed
- **1 in 6.5** (if we include those on the pathway)



National Autistic Society Education Report 2021



Seven in ten said school would be better if more teachers understood autism.



Less than one in 12 (8%) think other pupils and students know enough about autism.



Over half (54%) say they don't have a quiet place to go to at school.



Around half (51%) would like help, in school, to understand how to get on with friends and classmates.



Almost half (48%) said they would like help planning for adult life.



“Everyone should be trained in autism in school, then it would be a lot easier.”

Primary school pupil, attending a mainstream school



Autism as a difference rather than a disorder

The AET approaches autism as a different way of being rather than as a 'deficient' or 'disordered' way of being.

“Autistic people are not neurotypical people with something missing or something extra added on. They are different. If we are serious about equality and inclusion within any area, then we must first of all understand that difference.”

**“IF THEY CAN'T
LEARN THE WAY
WE TEACH, WE
TEACH THE WAY
THEY LEARN.”**

DR. O. IVAR LOVAAS

ANDNEXTCOMESL.COM



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 differences in terms of both the strengths and challenges that might arise.

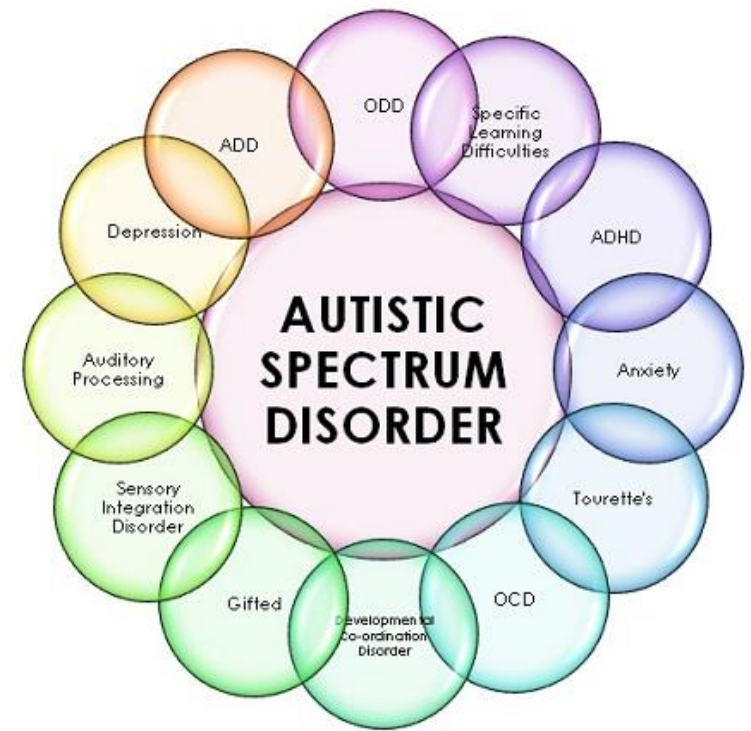
Co-occurring conditions

Other conditions often co-occur with autism.

Co-occurring **conditions** can include, for example

- Learning disability.
- Epilepsy, Attention Deficit Hyperactivity Disorder (ADHD), Obsessive Compulsive Disorder (OCD), or Tourette's.
- Visual or hearing impairments.

Pupils can also have co-occurring **differences** and these can include eating, sleeping, and toileting needs.



Amazing things happen video



What to do if you think your child has Autism.

- Speak to GP or Speech and Language as they can refer if they think it is necessary.
- Make school aware, there are things that can be put in place while on a waiting list and school can monitor the child.
- When on the pathway you can access a range of parenting classes to support.
- In Sheffield we are lucky to have an assessment centre but the waiting list is long!

Contacts you may need

Sparkle support group: <https://sparklesheffield.co.uk/contact-us/>

Sendias- 01142736009

