



Our AET (Autism Education Trust) Training Offer for Solihull Early Years Settings and All Schools.

Solihull Specialist Inclusion Service (SISS) Autism Team is a licensed training partner with the AET.

We deliver the Department for Education (DfE) supported Autism Education Trust Professional Development Programme. This programme of targeted modules is well-established, quality-assured, evidence-based and CPD certified. Its aim is to upskill education professionals and enable them to better support autistic children and young people aged 0 – 25.

To book onto any of these courses, or for information about dates and times, please see the SISS Central Training Brochure or speak to your Specialist Advisory teacher.

Early Years (EY) Settings.

All Early Years Colleagues can also access the Progression Framework, Anxiety, Exclusion and the two Leadership modules as described below.

EY Making Sense of Autism ½ Day.

Who is this module for?

This module is an awareness-raising module for all childminders and practitioners in a range of Early Years Settings, including preschools, nurseries, children's centres, and schools.

The module provides an introduction to autism and some initial reasonable adjustments that need to be considered when working with autistic children.

It also provides input on the creation and use of a one-page profile for individual children. Although not all practitioners who come into contact with the child will be involved in the creation of a one-page profile, all practitioners will benefit from having access to one-page profiles for individual autistic children.



The aims:

The aims of 'Making sense of autism in the Early Years' are to:

- ✓ Enhance your understanding and awareness of autism and how autism can affect children in the Early Years.
- ✓ Know the importance of understanding the individual autistic child and their profile of strengths and needs.
- ✓ Highlight potential barriers to learning for autistic children.
- ✓ Equip you with the knowledge you need in order to begin to make reasonable adjustments in the way you support autistic children.

Learning objectives

After completing 'Making sense of autism in the Early Years', you will be able to:

- ✓ Understand the importance of getting to know the child as an individual.
- ✓ Approach autism as a difference rather than as a disorder or impairment.
- ✓ Understand the importance of identifying the strengths and needs of autistic children.
- ✓ Know how autism can affect an autistic child.
- ✓ Appreciate how important it is to listen to and learn from the perspectives of autistic children and their parents/carers.
- ✓ Reflect on your practice and implement reasonable adjustments to support autistic children.
- ✓ Know how to develop or use one-page profiles for autistic children.

EY Good Autism Practice 1 Day.

Who is this module for?

This module is for childminders and practitioners in a range of Early Years Settings, including preschools, nurseries, children's centres, and schools.

In this module, we take delegates through some of the distinct learning needs, strengths, and difficulties that autistic children share, whilst helping delegates to take note of individual differences. Participants are given the opportunity to start thinking about a particular autistic child and their learning needs, along with ways in which they can adjust and adapt their own practice and the learning environment.



The aims:

- ✓ The aims of 'Good autism practice in the Early Years' are to support practitioners who work directly with autistic children to:
- ✓ Develop their knowledge and understanding of good autism practice.
- ✓ Reflect on and improve their practice in working with autistic children.
- ✓ Understand strategies and approaches they can draw upon for autistic children they work with.
- ✓ Reflect on the kind of information they need to collect for the one-page profile, the support plan, and the EYFS profile.
- ✓ Consider how to involve the autistic child and their family in setting learning goals.

Learning objectives

After completing 'Good autism practice in the Early Years', delegates will be able to:

- ✓ Develop their knowledge of how the key areas of difference can affect the learning of an autistic child.
- ✓ Consider the approaches, strategies, and adaptations they can implement to remove barriers to wellbeing, participation, and learning for autistic children.
- ✓ Understand the importance of involving the child and family in planning and setting learning goals.
- ✓ Reflect on ways of gathering information from the child, parents/carers, and other professionals.

Schools Programme: for Colleagues working with children age 4-16 years (Key Stage 1 to Key Stage 4)

Making Sense of Autism. ½ Day.

Who is this module for?

This module is an awareness-raising module for all staff in a school community, whether they be teachers, learning support assistants, school meals supervisors, or taxi drivers. The module provides an introduction to autism and the reasonable adjustments that need to be considered when working with autistic pupils.

The aims:

- ✓ Enhance your understanding and awareness of autism and the three areas of difference that affect autistic pupils.



- ✓ Equip you with the knowledge you need to begin to make reasonable adjustments in the way you support autistic pupils.

Learning objectives:

- ✓ Understand the importance of getting to know the pupil as an individual.
- ✓ Approach autism as a difference rather than as a disorder or impairment.
- ✓ Understand the importance of identifying the strengths and needs of autistic pupils.
- ✓ Know how three areas of difference can affect autistic pupils.
- ✓ Appreciate how important it is to listen to and learn from the perspectives of autistic pupils.
- ✓ Reflect on and implement reasonable adjustments to support autistic pupils you work with.
- ✓ Have knowledge and understanding of the importance of one-page profiles and how to collect information for the one-page profile.

Good Autism Practice. 1 day.

Who is this module for?

This module is for practitioners who work with autistic pupils (5–16). It provides practitioners with practical strategies when working with autistic pupils. The module also takes participants through guidance on developing a pupil-centred education plan (PCEP) for an autistic pupil. Although only students with SEN are currently required to have a PCEP, the vision is that if, in the long term, inclusive practice is embedded in school provision, fewer pupils will require something additional to that which forms part of universal provision. Although not all staff who work with an autistic pupil will be involved in the creation of a pupil-centred education plan, all staff will benefit from being aware of the content of the PCEP.

The aims:

The aims of 'Good autism practice in Schools' are to support practitioners who work directly with autistic pupils to:

- ✓ Develop their knowledge and understanding of good autism practice.
- ✓ Reflect on and improve their practice in working with autistic pupils.
- ✓ Understand strategies and approaches they can draw upon for autistic pupils they work with
- ✓ Reflect on the kind of information they need to collect for the one-page profile and for the pupil-centred education plan.
- ✓ Consider how to involve the autistic pupil and their family in the pupil's education.
- ✓ Enhance and embed inclusive practice for autistic pupils.



Learning objectives:

After completing 'Good autism practice in Schools', participants will be able to:

- ✓ Develop their knowledge of how the key areas of difference can impact on the learning of autistic pupils.
- ✓ Understand the importance of involving the pupil and family in the pupil's education.
- ✓ Consider the approaches, strategies, and adaptations they can implement to remove barriers to participation and learning for autistic pupils.
- ✓ Reflect on how knowledge about autism and the individual autistic pupil can inform the one-page profile and the pupil-centred education plan.

Progression Framework. ½ Day.

Who is this module for?

This training module will introduce the Progression Framework and accompanying documents and show you how to use the framework to identify key learning intentions.

The session is suitable for staff/practitioners working with children and young people across the three phases (EYFS, KS1-4 and Post-16) in both mainstream and specialist services.

It is likely that this training will appeal to a range of practitioners and the audience may include leaders (i.e. practitioners with responsibility for assessment procedures), SENCOs, Teachers and Teaching Assistants.

The aims

The aims of this module are to enable delegates to:

- ✓ Address skills and understanding that children and young people may find difficult as a consequence of their autism
- ✓ Recognise and build on children and young people's strengths and interests and improve overall wellbeing
- ✓ Appreciate that children and young people may need support in these areas and that their progress is dependent on this support

Learning objectives

After completing this module delegates will be able to:

- ✓ Demonstrate familiarity with the key features and content of the AET Progression Framework
- ✓ Know how to use the AET Progression Framework to identify priorities and set learning intentions for individuals



- ✓ Know how to use the AET Progression Framework to provide evidence of progress

Understanding Good Autism Practice and the AET Frameworks for Leaders. ½ Day.

The Understanding Good Autism Practice and the AET Frameworks for Leaders module is part of the Suite of Resources for Leaders.

It has been compiled for leaders and leadership teams within education settings to embed culture change across their provision and support them on their journey to become an outstanding and inclusive setting. The resources will support leaders to fully embed the 8 principles of good autism practice as outlined in the [Good Autism Practice Report](#).

This module introduces leadership teams to the Good Autism Practice (GAP) Report to help them understand how the 8 principles of GAP emerged. The module has the option to look at a set of case studies that illustrate how settings have implemented the principles through adapting their practice. This will help leaders/leadership teams to plan the best way to embed the principles and meet the needs of their autistic children and young people.

The module also introduces the Autism Competency Framework, the Autism Standards Framework and the Progression Framework and helps leaders to consider how they will use these across their provision to improve good autism practice. The module looks at using the frameworks to implement good autism practice through gaining pupil voice, setting suitable learning intentions, making reasonable adjustments and measuring progress.

The aims

The aim of this module is to enable delegates:

- ✓ To provide leaders with an overview of the AET and the Professional Development Programme.
- ✓ To provide an overview of the Good Autism Practice (GAP) Report (Gulberg et al 2019).
- ✓ To inform leaders of how the 8 Principles of GAP and the 8 Inclusion Promises emerged and why these are so important.
- ✓ To introduce a set of case studies that illustrate how the principles have been implemented through adapting practice.
- ✓ To provide an overview of the AET Frameworks and how they can be used to embed GAP.



Learning objectives

For leaders:

- ✓ To understand the importance of the GAP Principles and Inclusion Promises.
- ✓ To consider how your provision can embed the principles and promises to ensure autistic children and young people receive a positive education.
- ✓ To understand how to embed the AET Frameworks across your provision to improve good autism practice

Leadership, Inclusion and Structural Reasonable Adjustments

The Leadership, Inclusion and Structural, Reasonable Adjustments Module is part of the Suite of Resources for Leaders. It has been compiled for leaders and leadership teams within education settings to embed culture change across their provision and support them on their journey to become an outstanding and inclusive setting. The resources will support leaders to fully embed the 8 principles of good autism practice as outlined in the [Good Autism Practice Report](#).

This module will help leaders to understand what is needed to fully embed an inclusive culture. It looks at education legislation and guidance surrounding inclusion, the steps required to lead culture change and the importance of considering structural reasonable adjustments and AET resources to support leaders with this.

The aims:

The aim of this module is to enable delegates:

- ✓ To look at how inclusive provision and structural reasonable adjustments can help a setting to be outstanding.
- ✓ To consider what is needed to lead culture change in a setting.
- ✓ To know about AET resources and guidance that can support leaders to provide inclusive environments through structural reasonable adjustments.
- ✓ To consider different ways of making structural reasonable adjustments to ensure autistic children and young people are fully supported.

Learning objectives

For leaders:

- ✓ To be able to develop a culture where autistic children and young people feel listened to, supported and included.



- ✓ To have the skills, tools and confidence to lead change in their setting.
- ✓ To have a good understanding of educational legislation related to inclusion.
- ✓ To reflect on and plan next steps for what is required
- ✓ To lead change and fully embed an inclusive culture.
- ✓ To understand how to embed the Autism Standards Framework to improve good autism practice.

Autism and Anxiety. 1 Day.

Who is this module for?

The session is suitable for staff/practitioners working with children and young people across **the three phases (EYFS, KS1-4 and Post-16)** in both mainstream and specialist services.

You will be encouraged to reflect on your own experiences with anxiety, what you have found useful in reducing your own anxiety, and what has worked for you in practice when looking to address anxious thoughts and feelings in CYP.

The aims:

After completing this module, you will be able to understand:

- ✓ How autistic CYP might express anxiety.
- ✓ What can cause anxiety in autistic CYP.
- ✓ What you can do to prevent and reduce anxiety in autistic CYP.

Learning objectives

After completing 'Autism and anxiety', participants will be able:

- ✓ To have greater knowledge about how prevalent and impactful anxiety can be on autistic CYP
- ✓ To learn that anxiety can be transactional and we all have a role in reducing anxiety in school
- ✓ To understand that there is a toolbox of approaches that can be used to reduce anxiety and the first step is to learn about the individual's triggers and preferred means of support
- ✓ To understand that by reducing anxiety we can significantly improve a CYP's ability to engage with school life and their peers, as well as improve general well-being.



Autism and Exclusion.

Who is this module for?

For practitioners in early years or school settings.

This module on exclusion and autism will provide delegates with an idea as to what the key causes are of autistic children and young people being excluded from school, and how staff can prevent exclusion occurring or, when it does occur, provide support for the CYP's successful return or transition on to their next placement.

Much of what is presented in this module is based on a research study conducted by the University of Birmingham's Autism Centre for Education and Research (ACER). The report from this study is available for all delegates as their main reference.

The aims:

- ✓ Understand the legal context of autism and exclusion
- ✓ Understand the risk of illegal exclusion and how to avoid it occurring
- ✓ Better understand the triggers and ways of managing distressed behaviours

Learning objectives

After completing this module delegates will be able to:

- ✓ Demonstrate better knowledge of what is expected of settings in terms of the rights of CYP and families in relation to exclusion
- ✓ See the exclusion experience through the eyes of the autistic CYP
- ✓ Consider how they can make reasonable adjustments to reduce the risk of exclusion occurring
- ✓ Understand how exclusion can significantly negatively impact an autistic child and young person's experiences and outcomes
- ✓ Recognise how the whole setting has a role to play in helping autistic pupils avoid exclusion