

# ENFIELD ADVISORY SERVICE FOR AUTISM

## Monthly Newsletter for Educational Settings

ISSUE NO: 9 – JULY & AUGUST 2020

### EASA's Virtual Support for Educational Settings

Although we have not been able to offer our usual face-to-face support in recent months, we have continued to work with colleagues across Enfield's educational settings and with the Local Authority. We have been working hard on developing our 'virtual' offer and are hoping to deliver most of our training in the coming months via Zoom. We have an exciting new Professional Learning Programme under development for 2020-21 which features all the training modules from the Autism Education Trust as well as sessions on teaching techniques, therapeutic approaches and psychoducation. This will delivered by members of the EASA team, Russet House, and colleagues from Educational Psychology, Speech and Language Therapy and Occupational Therapy. More details about this will be shared with settings and will be available on our website from the start of September.



In the meantime, if you would like advice or a friendly chat, or you are interested in accessing staff training on a particular autism-related theme, please give us a ring or drop us an email and we will be happy to help. Our contact details are given below.

### Back to school



Returning to school following any school closures may be a challenging time for pupils with autism. Although there will be aspects of school which will have remained the same, there will be lots of new changes and rules that pupils will need support to learn.

The National Autistic Society (NAS) has provided some suggestions for school leaders, teachers and teaching/classroom assistants to help prepare for and manage this transition. Please visit their website to find out more:

<https://www.autism.org.uk/services/helplines/coronavirus/updates/education-and-school/teachers-back-to-school.aspx>

SEN and SEYIS also produced Guidance for Enfield schools and settings on promoting positive transition for SEND pupils during and after the pandemic (contact SEN if you have not seen a copy).

### Social Stories

We have a range of resources on our website that can be adapted with your own specific photos and language/script and shared with pupils on:

- going back to school
- staff and pupils wearing masks

Please visit our website: <https://enfieldasa.org.uk/Coronavirus-COVID-19/>

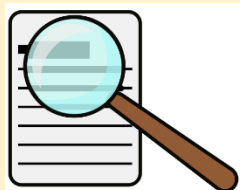
## New school transitions



Here are some top tips of things you can do before the end of the school year to help prepare pupils for changing year groups:

- arrange a one to one meeting (face to face or virtually) for them with their new teacher
- plan a time for them to visit their new classroom when there are no other pupils there or make a short film clip to show what the new class will look like
- update the pupil's profile sheet to make sure that their new teacher has an understanding of their individual needs, things they like, and any strategies that are used to help them in the classroom.
- Prepare a transition booklet that shows what things will change/who, but also what things will remain the same – say how they will still see their previous teacher at school and can say hello at break times
- Ensure all the systems used by the pupil are passed onto the new class (timetable, schedules, first/then card, reward boxes, sensory supports etc.)
- identify a buddy system from their new class

If a child is moving schools, a successful transition from one setting to another needs good clear communication between both settings. Please refer to Lynne Davies (SEYIS) for the guidance collected at the SENCO virtual forums on school transitions between different settings.



### AUTISM FACTSHEETS

We are developing a range of Factsheets on topics that complement our Autism

Education Trust (AET) training. Each Factsheet describes a different teaching approach or aspect of autism education. It contains a video-link so that you can watch a short film on the topic to aid your understanding.

It also describes how the topic or approach links to the AET materials, such as how it links with the 4 Key Areas of Difference in Autism, or the Autism Standards. We hope these factsheets will be a useful addition to our resources for educational settings. We are currently presenting our new factsheets through the SEYIS Virtual Senco Meetings and will upload them to our website soon.



### BLACK LIVES MATTER

Discrimination of any sort, including racism, is taken seriously by all members of the EASA team. As demonstrations and protests take place all over the world in recognition of the discrimination experienced by black people and other communities, we would like to express that EASA stands united with anyone who has experienced any form of prejudice.

EASA is a diverse team supporting a diverse community. We encourage everyone to celebrate strengths and differences amongst staff, children and families in our schools and communities. If you would like to talk to someone in our team about this, please get in touch.

“I am different,  
not less.”

—Temple Grandin

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