

Autism Accreditation Inclusion Award

Mainstream schools



Name of provision

Reference number

Lead contact



Contents

4

What is the criteria to achieve the award?

7

What are the steps to achieving the award?

10

The application form

12

Supporting evidence

13

Case studies

16

Action plan

What is the criteria to achieve the award?



This award is based on the eight key principles of good autism practice in including autistic pupils in mainstream schools identified by the Autism Education Trust (AET). These principles emerged from an examination of the current evidence from research and practice, as well as key policies and the perspectives and insights of autistic individuals (Guldberg et al., 2019).

What is the criteria to achieve the award?



The principles

Principle one:

Understanding the strengths, interests and challenges of the autistic child and young person

The strengths, interests and challenges of the pupil are identified and recorded in a format that is accessible and can be easily shared.

Information is gathered from a range of sources to fully understand the autistic child.

The setting can provide examples of how the interests and skills of the autistic pupil are built upon and used to motivate and engage them.

Parent/carer surveys indicate that a clear majority believe their child's skills and interests have been recognised and built upon.

Parent/carer surveys indicate that a clear majority believe their child's challenges have been recognised and addressed.

If pupils are old enough to complete surveys, feedback indicate that a clear majority believe their skills and interests have been recognised and built upon

If pupils are old enough to complete surveys, feedback indicate that a clear majority believe that their challenges have been recognised and addressed.

Principle two:

Enabling the voice of the autistic child and young person to contribute to and influence decisions

The setting records how the pupil would like to be supported in a format that is accessible and can be easily shared and where appropriate the pupil may be directly involved in the review process itself

Parent/carer feedback indicate that a clear majority believe that their child is listened to.

If pupils are old enough to complete surveys, feedback indicate that a clear majority believe that they are listened to.

Principle three:

Collaboration with parents and carers and other professionals

The setting is committed to working in partnership with parents

Parent/carer surveys indicate that a clear majority believe that the setting has kept them informed about their child's communication, social interaction and learning needs and what has been done to help them; that the setting listens to what they have to say about their child and values their views and opinions; that the setting keeps them informed about other services and support that they might find helpful outside of the setting and helps them to get support and ideas from parent/carers who have experienced similar difficulties to their own.

The setting works collaboratively with health, social care and other professionals.



The principles

Principle four:

Workforce development to autistic children and young people

The setting provides training and support to staff to help them understand and support autistic pupils

Principle five:

Leadership and management that promotes and embeds good autism practice

The setting uses the AET Autism School Standards to identify areas of good autism practice and areas that need development

The setting has developed an action plan for the implementation of the AET Autism School Standards.

Principle six:

An ethos and environment that fosters social inclusion for children and young people on the autistic spectrum

The setting can describe reasonable adjustments made to the school environment to make it more accessible to autistic pupils, (consistent with an understanding of good autism practice).

The setting can describe reasonable adjustments made to support autistic pupils in their behaviour and to avoid temporary or permanent exclusions (consistent with an understanding of good autism practice).

The setting can describe reasonable adjustments are made to support autistic pupils in their social inclusion and wellbeing including during less structured times of the day and extra-curricular activities (consistent with an understanding of good autism practice).

Parent/carer survey indicate that the majority are happy with how the school addresses their child's care and well-being and feel their child is fully included in all activities like any other child.

Principle seven:

Targeted support and measuring progress of children and young people on the autism spectrum

Examples are given of individual support plans setting targets to be achieved and showing an understanding of good autism practice.

Examples are given of what approaches or methods were employed within targeted support (showing an understanding of good autism practice).

Examples are given of the progress made by individual pupils as a result of receiving targeted support.

Principle eight:

Adapting the curriculum, teaching and learning to promote wellbeing and success for autistic children and young people

The setting can describe reasonable adjustments made to the academic curriculum and how it is taught to help autistic pupils achieve their full academic potential (consistent with an understanding of good autism practice).

What are the steps to achieving the award?



Step one: Registration

Complete a registration form to join the programme.

Step two: Self-evaluation

Complete a self-audit using the Autism Education Trust (AET) Framework which can be downloaded from the AET website

[Early Years Standards Framework | Autism Education Trust](#)
[Schools Standards Framework | Autism Education Trust](#)
[Post 16 Standards Framework | Autism Education Trust](#)

You are required to rate each standard as:

- Room for Improvement.
- Improving.
- We do this really well.

Step three: Action plan

Create an action plan to address those standards which need to be established or which you hope to make enhanced. You can download an action plan template from the AET website.

As a rough guide, once you have addressed around 75 % of standards or more 'really well' then you should be ready to book an assessment.



What are the steps to achieving the award?



Step four: Booking and preparing for an assessment

Contact your adviser to book a date for your assessment. Please allow for 6 months' notice if you wish to be ensured of adviser availability. You will also be sent a link to a confidential survey which you can share with the parents of the autistic pupils you support. There is also a survey for pupils themselves to complete if you are a High School or post-16 provision.

Two weeks before the assessment date you will need to submit a portfolio of evidence. This will consist of:

- The completed AET audit and action plan
- Application form
- Individual case studies (4 for a primary or early years setting; 8 for a High School).

Each case study should include:

- Summary page (see appendix 2)
- Pen Picture, communication passport, student profile etc which highlights the pupil's personal strengths, interests and challenges and the best way of supporting them
- Most recent Individual Education Plans (or equivalent) showing what provision has been put in place to enable the pupil to achieve identified outcomes
- Examples of resources used with the pupil where appropriate e.g. Social Story: photograph of visual timetable.
- Evidence of achieved outcomes.



What are the steps to achieving the award?



Step five: Assessment

On the day of the assessment, the assessor will interview the key person in your school responsible for overseeing special education provision for autistic pupils such as the SENCO or Inclusion Manager. You can nominate up to three other staff members to be interviewed who you think can provide useful insight into how your school ensures the social inclusion and academic progress of your autistic pupils.

Where appropriate interviews should also be conducted with autistic pupils themselves. This could be done on a one to one basis or as a small group. Interviews will be conducted through a confidential video link.

Step six: Outcome

Within a month of your assessment, you will receive a letter confirming if you have achieved the awards and identifying what you are doing well and where further developments could be made.

The letter will be followed up by a certificate and access to the Inclusion Award Quality Mark. We recommend that you request a reassessment every three years to ensure that good standard is maintained and your award will be recognised as reflecting current practice.

Note: The National Autistic Society reserve the right to withhold the award if a provision has been identified by the Ofsted inspectorate as not meeting statutory requirements regarding safeguarding practices.



The application

What reasonable adjustments are made to support autistic pupils in their social inclusion and wellbeing including during less structured times of the day and extra-curricular activities?

What reasonable adjustments are made to support autistic pupils in their behaviour and to avoid temporary or permanent exclusion?

What reasonable adjustments are made to the school environment to make it more accessible to autistic pupils?

The application

What reasonable adjustments are made to the academic curriculum and how it is taught to help autistic pupils achieve their full academic potential?

What key interventions, strategies or programmes are employed when a pupil requires special educational provision related to their autism?

What training and on-going support do staff receive to help them understand and support autistic pupils?

Supporting evidence

You can attach up to five documents as supporting evidence e.g. policy documents; guidelines issued to teachers; training matrix etc. Please focus on documents which provide insight into everyday working practice.

Supporting evidence	What does the document evidence?	Location of evidence (Online link or sent via email)

Case study one

Name of school/service	
Name of individual	
Period of time covered	
What difficulties or challenges has the pupil experienced?	
What support was introduced? What approaches, strategies, methods were used?	
What outcomes have been achieved as a result? Have any adaptations or changes had to be made?	
What are the next steps?	

Please attach:

- ◆ Pen Picture, communication passport, student profile etc which highlights the pupil's personal strengths, interests and challenges and the best way of supporting them.
- ◆ Most recent Individual Education Plans (or equivalent) showing what provision has been put in place to enable the pupil to achieve identified outcomes
- ◆ Examples of resources used with the pupil where appropriate e.g. Social Story: photograph of visual timetable.
- ◆ Evidence of achieved outcomes.

Case study two

Name of school/service	
Name of individual	
Period of time covered	
What difficulties or challenges has the pupil experienced?	
What support was introduced? What approaches, strategies, methods were used?	
What outcomes have been achieved as a result? Have any adaptations or changes had to be made?	
What are the next steps?	

Please attach:

- ◆ Pen Picture, communication passport, student profile etc which highlights the pupil's personal strengths, interests and challenges and the best way of supporting them.
- ◆ Most recent Individual Education Plans (or equivalent) showing what provision has been put in place to enable the pupil to achieve identified outcomes
- ◆ Examples of resources used with the pupil where appropriate e.g. Social Story: photograph of visual timetable.
- ◆ Evidence of achieved outcomes.

Case study three

Name of school/service	
Name of individual	
Period of time covered	
What difficulties or challenges has the pupil experienced?	
What support was introduced? What approaches, strategies, methods were used?	
What outcomes have been achieved as a result? Have any adaptations or changes had to be made?	
What are the next steps?	

Please attach:

- ◆ Pen Picture, communication passport, student profile etc which highlights the pupil's personal strengths, interests and challenges and the best way of supporting them.
- ◆ Most recent Individual Education Plans (or equivalent) showing what provision has been put in place to enable the pupil to achieve identified outcomes
- ◆ Examples of resources used with the pupil where appropriate e.g. Social Story: photograph of visual timetable.
- ◆ Evidence of achieved outcomes.

Case study four

Name of school/service	
Name of individual	
Period of time covered	
What difficulties or challenges has the pupil experienced?	
What support was introduced? What approaches, strategies, methods were used?	
What outcomes have been achieved as a result? Have any adaptations or changes had to be made?	
What are the next steps?	

Please attach:

- ◆ Pen Picture, communication passport, student profile etc which highlights the pupil's personal strengths, interests and challenges and the best way of supporting them.
- ◆ Most recent Individual Education Plans (or equivalent) showing what provision has been put in place to enable the pupil to achieve identified outcomes
- ◆ Examples of resources used with the pupil where appropriate e.g. Social Story: photograph of visual timetable.
- ◆ Evidence of achieved outcomes.

Case study five

Name of school/service	
Name of individual	
Period of time covered	
What difficulties or challenges has the pupil experienced?	
What support was introduced? What approaches, strategies, methods were used?	
What outcomes have been achieved as a result? Have any adaptations or changes had to be made?	
What are the next steps?	

Please attach:

- ◆ Pen Picture, communication passport, student profile etc which highlights the pupil's personal strengths, interests and challenges and the best way of supporting them.
- ◆ Most recent Individual Education Plans (or equivalent) showing what provision has been put in place to enable the pupil to achieve identified outcomes
- ◆ Examples of resources used with the pupil where appropriate e.g. Social Story: photograph of visual timetable.
- ◆ Evidence of achieved outcomes.

Case study six

Name of school/service	
Name of individual	
Period of time covered	
What difficulties or challenges has the pupil experienced?	
What support was introduced? What approaches, strategies, methods were used?	
What outcomes have been achieved as a result? Have any adaptations or changes had to be made?	
What are the next steps?	

Please attach:

- ◆ Pen Picture, communication passport, student profile etc which highlights the pupil's personal strengths, interests and challenges and the best way of supporting them.
- ◆ Most recent Individual Education Plans (or equivalent) showing what provision has been put in place to enable the pupil to achieve identified outcomes
- ◆ Examples of resources used with the pupil where appropriate e.g. Social Story: photograph of visual timetable.
- ◆ Evidence of achieved outcomes.

Case study seven

Name of school/service	
Name of individual	
Period of time covered	
What difficulties or challenges has the pupil experienced?	
What support was introduced? What approaches, strategies, methods were used?	
What outcomes have been achieved as a result? Have any adaptations or changes had to be made?	
What are the next steps?	

Please attach:

- ◆ Pen Picture, communication passport, student profile etc which highlights the pupil's personal strengths, interests and challenges and the best way of supporting them.
- ◆ Most recent Individual Education Plans (or equivalent) showing what provision has been put in place to enable the pupil to achieve identified outcomes
- ◆ Examples of resources used with the pupil where appropriate e.g. Social Story: photograph of visual timetable.
- ◆ Evidence of achieved outcomes.

Case study eight

Name of school/service	
Name of individual	
Period of time covered	
What difficulties or challenges has the pupil experienced?	
What support was introduced? What approaches, strategies, methods were used?	
What outcomes have been achieved as a result? Have any adaptations or changes had to be made?	
What are the next steps?	

Please attach:

- ◆ Pen Picture, communication passport, student profile etc which highlights the pupil's personal strengths, interests and challenges and the best way of supporting them.
- ◆ Most recent Individual Education Plans (or equivalent) showing what provision has been put in place to enable the pupil to achieve identified outcomes
- ◆ Examples of resources used with the pupil where appropriate e.g. Social Story: photograph of visual timetable.
- ◆ Evidence of achieved outcomes.

Action plan



Action	Completed



About the National Autistic Society

The National Autistic Society is here to transform lives, change attitudes and create a society that works for autistic people.

We transform lives by providing support, guidance and practical advice for the 700,000 autistic adults and children in the UK, as well as their three million family members and carers. Since 1962, autistic people have turned to us at key moments or challenging times in their lives, be it getting a diagnosis, going to school or finding work.

We change attitudes by improving public understanding of autism and the difficulties many autistic people face. We also work closely with businesses, local authorities and government to help them provide more autism-friendly spaces, deliver better services and improve laws.

We have come a long way but it is not good enough. There is still so much to do to increase opportunities, reduce social isolation and build a brighter future for people on the spectrum. With your help, we can make it happen.



The National Autistic Society is a charity registered in England and Wales (269425) and in Scotland (SC039427) and a company limited by guarantee registered in England (No.1205298), registered office 393 City Road, London EC1V 1NG.