

Checklist for an autism friendly setting

This checklist is to help you to audit and assist you in creating an autism friendly setting. An individual pupil's needs/profile will need to be taken into account.

Remember this checklist is to help you. 😊

Provision and strategy	✓ Doing it	✓ Having a go	✓ Not doing that yet
Adults adjust or reduce their language (keywords only) Information, instructions are 'chunked' or broken down Provide and limit choices Instructions are given in the order they will happen			
Instructional language is clear, explicit and in the positive e.g. good sitting (supported by a visual)			
Try not to ask lots of questions, but comment on what the child/other children are doing, e.g. 'Look... Tom is digging'			
Time is given to process instructions and questions			
Gain the child's attention, using their name, before giving an instruction/make sure they are aware if a 'group' instruction includes them			
Adults model appropriate language, including phrases to use with peers e.g. 'Me next', 'my turn', etc			
Behaviour - tell the child what to do, not what not to do			
The environment is as organised as possible and labelled so they know what they do there (appropriate to the child's developmental level – e.g. use of photographs, pictures/symbols, written word)			
Children (&adults) are clear about the structure of the session - Visual timetable on display, use of daily/mini schedules which are referred to.			
Variety of visual resources to support teaching, learning and communication, e.g. now-next board, timers, choice boards, carpet squares to show them where to sit, use of actual objects Key visuals for things they can request e.g. toilet, foods, toys.			
Awareness of appropriate motivators/use of positive praise and clear reward systems in place, e.g. reward chart (rewards linked to child's interests). Remember for younger children rewards need to be immediate			
Prepare for transition – transition from place-to-place or activity-to-activity is clearly signalled with visual or concrete resources to support. Eg, timers, use of a song, object to aid transition Advance warning is given of any changes, eg, use of opps/oh dear card, surprise			
Calming activities or objects to reduce anxiety available Having a quiet space/area is advisable – it is better for focussed work			
Be aware of the impact of the sensory environment on the child, e.g. noise levels, movement, etc			

Variety of concrete objects to support teaching and learning, e.g. books, songs, puppets... Include visual demonstrations/show			
Teach the concept of finished			
Small step targets are set and evaluated, e.g. Identify 5 farm animals.			
Remember to have a focus on teaching social skills and understanding, e.g. listening, taking a turn, waiting, etc			
Deployment of additional adults has been considered/thought out they: Teach them how to play Use non-directed play approach Make observations Structure work Explain timetables Use resources Model behaviour Organise/structure activities Develop awareness of others			
All staff respond in a consistent way to the child			
A profile is in place for the child, including about me, how they learn best and what you can do to help.			
Consideration has been given to how to work in partnership with parents			

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