

Liaise with your SENCO, support staff and professionals who know the student and their family well.

Get to know the student and their interests. Try to incorporate these interests into meaningful and enjoyable home learning activities.

Use visual supports and scaffolding such as pictures, photographs, story planners, mind maps, task checklists, diagrams, writing frames, experiment and project organisers etc.

Think about what you usually do in your class to differentiate work and how can this be transferred to a virtual environment.

Further support:

Contact the Barnet Autism Advisory Team if you would like support with differentiating your resources:

autism.team@barnet.gov.uk

Useful Websites:

<https://www.tes.com/teaching-resources>

<https://www.twinkl.co.uk/resources/specialeducationalneeds-sen>

And finally...

Remember PIMMS when planning any work or differentiating materials:

PIMMS
Purposeful
Intrinsically Interesting
Meaningful
Motivating
Systematic

Top Tips for Differentiating Home Learning for Autistic Students

List resources which may be needed to complete an activity.

Ensure activities are achievable, have a clear start and finish. List and/or number steps of an activity so that the student can progress through the work logically.

Provide regular and positive feedback in a way which works best for both you and the student.

Teach key vocabulary and concepts explicitly

Provide a complete overview of the topic.

Breakdown or 'chunk' the learning to take place in each lesson.

Some students may be overwhelmed because they think a project needs to be completed in one lesson, so expectations need to be both differentiated and explicit.

An example of a finished piece of work can also be helpful.

Student Voice:

"Allow me to learn in my own way. Do be flexible."