Embedding the Autism Education Trust training; from frameworks to positive action'

Learning objectives

For leaders across the three phases:

- To understand the importance of the **GAP Principles** and the **Inclusion Promises.**

- To consider how your provision can **embed the principles and promises** to ensure children and young people receive a **positive education**.

- To understand how to embed the **AET Frameworks** across your provision to **improve good autism practice**.

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Discussion Point

What are the key factors that make a school inclusive for autistic learners and are these always recognised within regulatory frameworks?

Share a whole school example of where your school has worked successfully to support children who are autistic/ neurodivergent?
- What led to the change?
- What helped you achieve this?

Some recent parent surveys feedback:

Where parent have stated what they want from SEN teams and schools
(Source: Partnership for Inclusion of Neurodiverse Pupils in Schools May 25
and Autism Education Trust parental questionnaire 2025 ongoing – 370+ response combined)

Some of the main presenting areas parents would like more of:

Lots of positive feedback – highest + feedback in AET survey – 'School collaborates and communicates with parent', followed by 'School is doing all they can.'

- Teaching and support staff to follow through SEN
- leads recommendations
- Better support with transition to Secondary
- All school staff to be more knowledgeable about neurodifference
- Linked to this ND pupils, parents sometimes feel, are often punished for displaying ND traits
- More support in the breaks (Bullying an issue ongoing)
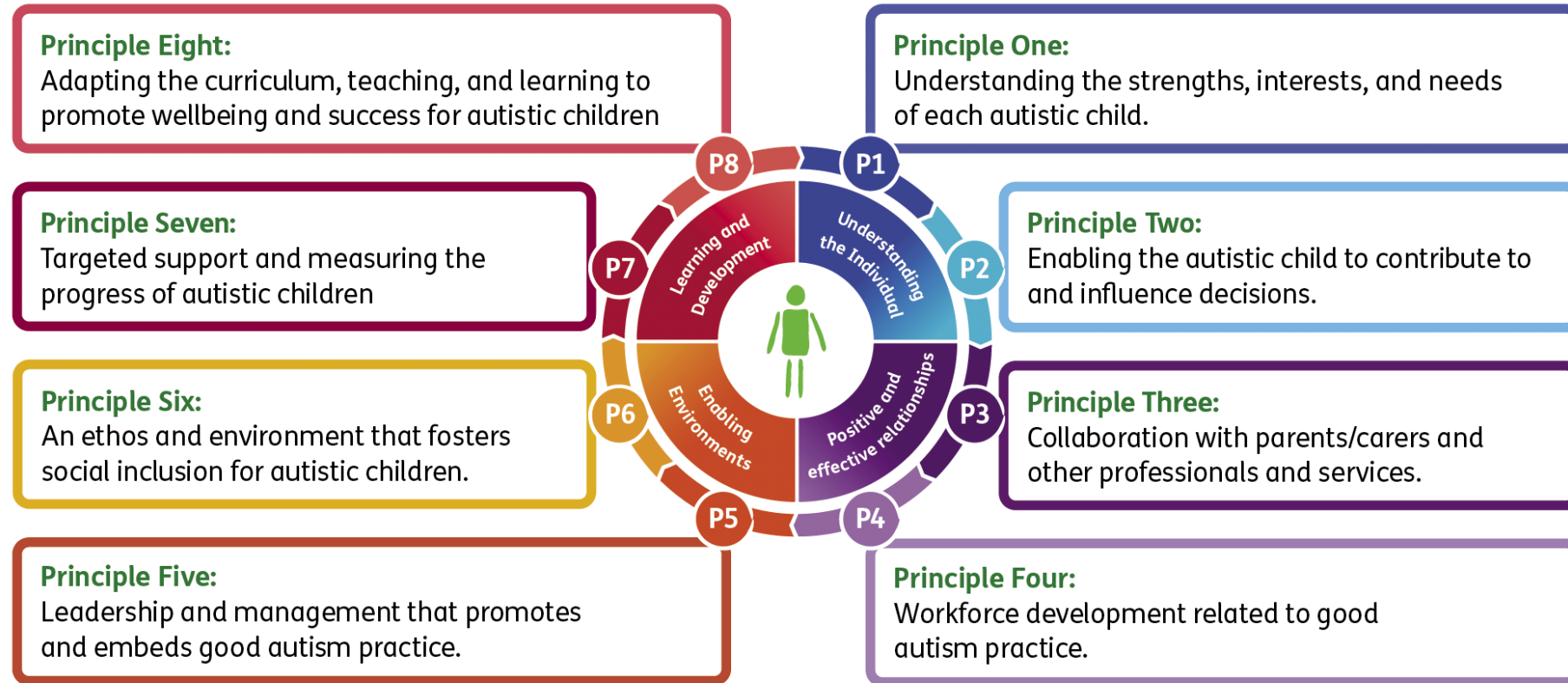- Be aware of masking – check ND pupils are really OK

Good Autism Practice Full Report (2019)

The GAP report identifies **eight key principles of good autism practice** in education.
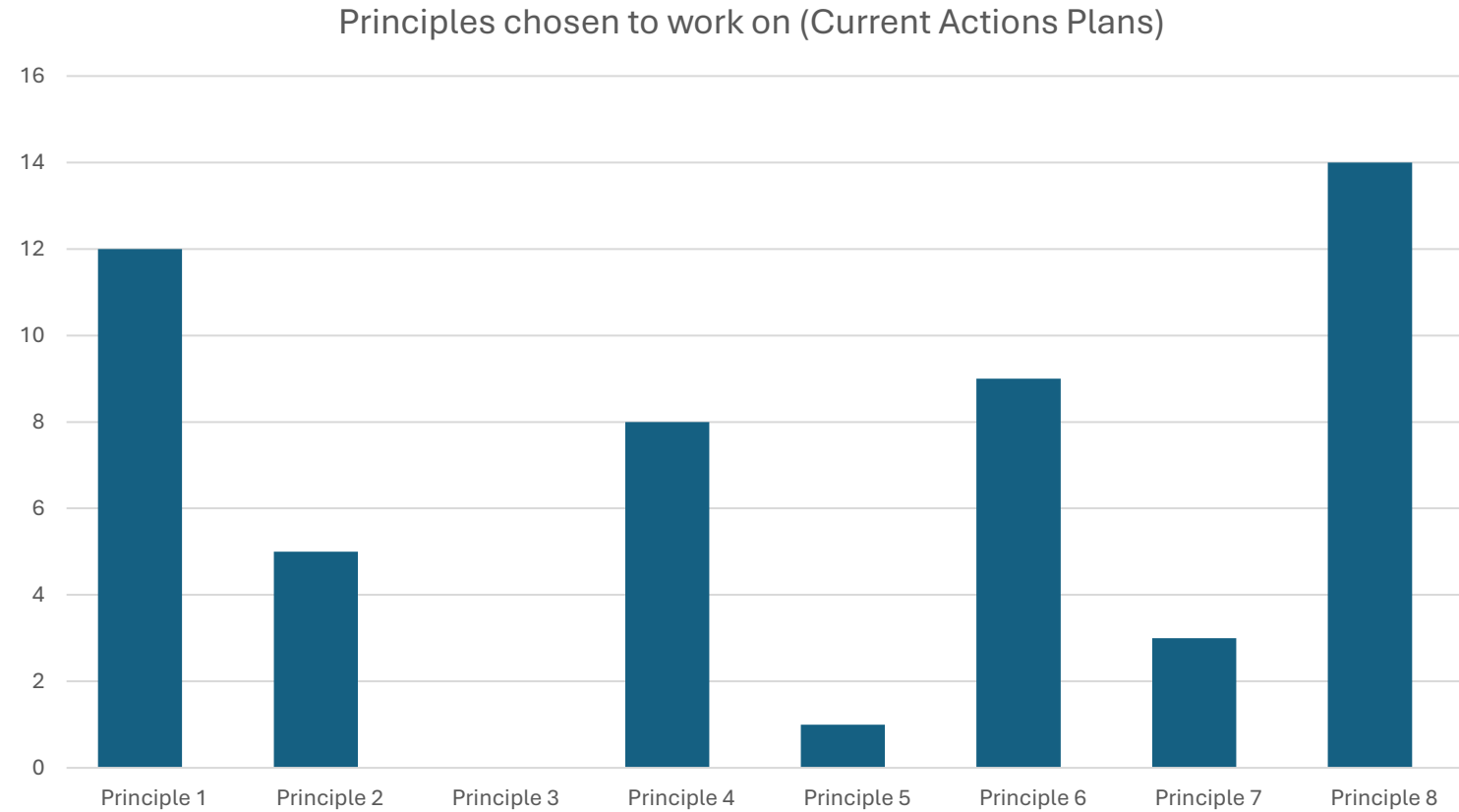
The principles represent the **ethos, value** and **practice** that needs to **underpin inclusive education** for all CYP whilst outlining the **distinctive approaches** and **methods** that are needed for **implementing good *autism* practice**.

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The 8 Principles of Good Autism Practice

Principle Eight:
Adapting the curriculum, teaching, and learning to promote wellbeing and success for autistic children

Principle Seven:
Targeted support and measuring the progress of autistic children

Principle Six:
An ethos and environment that fosters social inclusion for autistic children.

Principle Five:
Leadership and management that promotes and embeds good autism practice.

Principle One:
Understanding the strengths, interests, and needs of each autistic child.

Principle Two:
Enabling the autistic child to contribute to and influence decisions.

Principle Three:
Collaboration with parents/carers and other professionals and services.

Principle Four:
Workforce development related to good autism practice.

P8 P1 P2 P3 P4 P5 P6 P7

Learning and Development

Understanding the Individual

Positive and effective relationships

Enabling Environments

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AET Training Rollout Standards Framework Principles

Principles chosen to work on (Current Actions Plans)

The 8 Inclusion Promises

We promise to:

1 Understand what you are good at, what you like doing, and when you might need help.

2 Listen to and act upon your ideas about how we can help you if you need it.

3 Listen to and work with the people who know you best and who you trust.

4 Make sure we are always progressing towards your goals and aspirations.

5 Make sure all staff know the best way to support you, both in and out of lessons.

6 Help you to get involved and be included in the activities you wish to participate in.

7 Work together to set achievable goals that are important to you, and that help you see how well you are doing.

8 Help you to feel safe, secure, empowered, and able to learn.
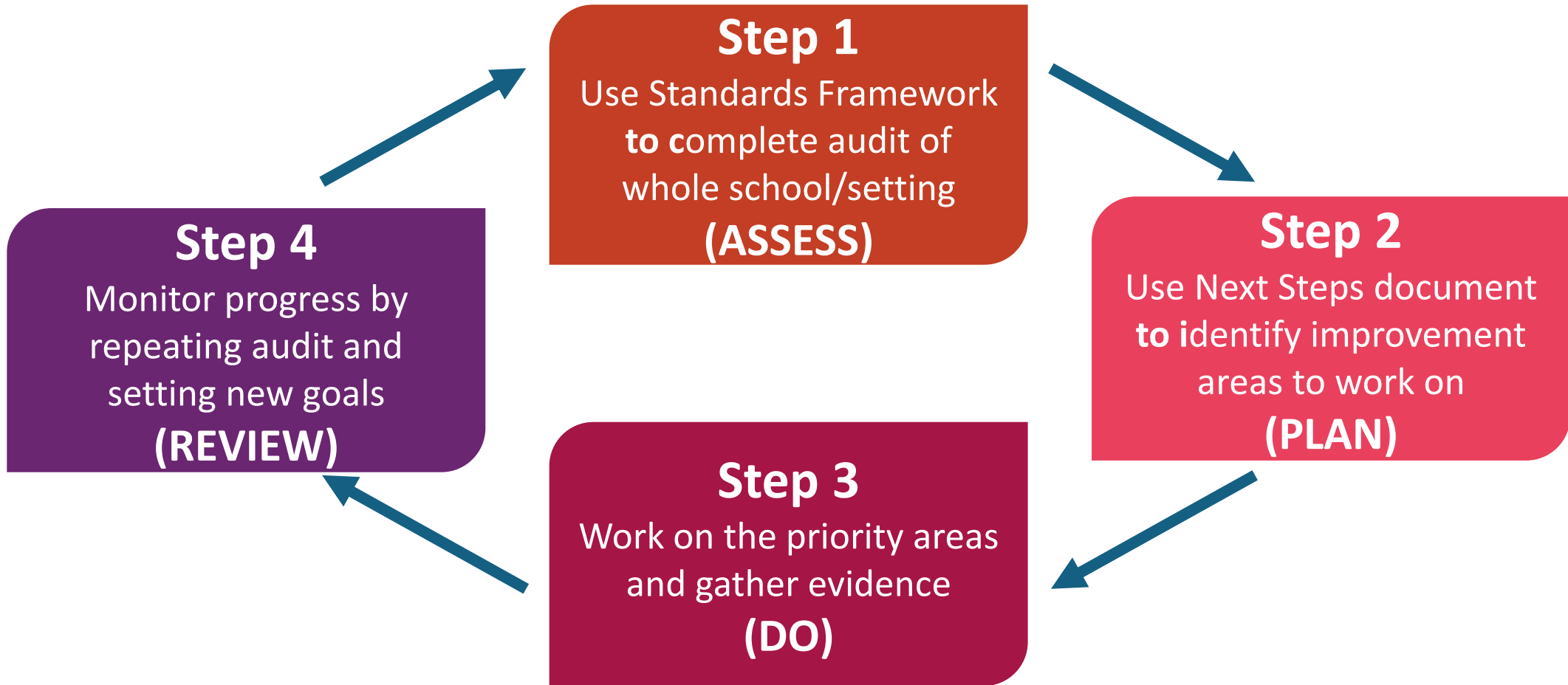
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Good Autism Practice

By using the Autism Schools Standards Framework, leaders and leaderships teams can:

- Identify priority areas for staff to work on.
- Create an action plan to improve school-wide practices
- Implement reasonable adjustments for autistic pupils.
- Improve the engagement, retention and academic achievement of autistic pupils.
- Monitor practice and provide evidence of embedding good autism practice.

Video: Benefits of Using the Frameworks

How to use the AET Standards Framework

Step 1
Use Standards Framework **to c**omplete audit of whole school/setting
(ASSESS)

Step 2
Use Next Steps document **to i**dentify improvement areas to work on
(PLAN)

Step 3
Work on the priority areas and gather evidence
(DO)

Step 4
Monitor progress by repeating audit and setting new goals
(REVIEW)

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Using the AET Standards Framework

- What will each person/role need to do in order to meet the Standard?
- What will change when they do this?

- What language will be used?
- What would you see as you walked around the school?
- How will this develop your inclusive practice?

- What will happen if one group do not change their practice?

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Activity

Using the AET Standards Principle on your table and the action plan format.

Think about how your setting supports autistic pupils in relation to that principle?

How could you evidence this?

What do each section of your community need to do to improve your practice around this principle?

Autism Standards Framework

- They support leaders to meet special educational needs and disabilities (SEND) **policy, legal requirements** and their **equality duties.**
- They act as an **audit tool** to support leaders to **reflect, plan**, and implement school **improvement processes**.
- The standards ensure settings **create supportive teaching environments** that are **structured, consistent**, and **respectful of differences**.