

The Autism-Friendly Whole School Planning Matrix

Level	Domain				
	Environmental	Social/Emotional	Communication	Sensory-Motor	Learning
5	<ul style="list-style-type: none"> Strategic use of funding/resources across the school designed to effectively support the students with ASD Ongoing and consistent whole staff professional development in ASD issues Induction of new staff as soon as possible in Autism Specific strategies used across the school Consistency of approach from staff used to students with an ASD in all school environments Roll call/home room systems adapted - aimed to support students' executive functioning in secondary school (12-17yrs) 	<ul style="list-style-type: none"> Smart Goals for social/emotional issues addressed by class/SSG teacher in liaison with school counsellor (5-17yrs) (ILP, PBSP, BRP development) Positive Behaviour Response Plans in place for identified students Debriefing sessions offered for identified children at the end of the day. Information available for families about what can be accessed through external agencies (respite, support networks etc.) Autism-specific Social Clubs offered by school, or a geographically linked group of schools 	<ul style="list-style-type: none"> Smart Goals for communication issues addressed by class/SSG teacher in liaison with Speech Therapists and SSG (5-17yrs) (ILP, PBSP, BRP development) Students participate in targeted playground programs which encourage peer to peer communication (5-12yrs) Autism-specific Social Clubs offered by school, or a geographically linked group of schools Targeted club information made available for out-of-school hours interaction around specialised interests (e.g. music camps, theatre schools, sports, respite camps) 	<ul style="list-style-type: none"> Smart Goals for sensory/motor issues addressed by class/SSG teacher in liaison with occupational therapists and speech therapists (5-17yrs) (ILP, PBSP, BRP development) Follow-up practice and development programs in place for students with sensory –motor issues supporting work by OT and Speech Pathology practitioners 	<ul style="list-style-type: none"> Smart Goals for learning style issues addressed by class/SS teacher (ILP, PBSP, BRP development -see Positive Support Module) IT supports available to alert and support students' executive functioning in secondary school Visually colour coded, labelled curriculum materials within easy access for students with an ASD
4	<ul style="list-style-type: none"> Playground areas clearly structured - visually labelled with positively expressed rules and allowed game types Passive/Quiet Zone playground areas available as needed Regular, designated time in staff meetings/Staff Development Days for updates/professional development/policy development for all staff members Effective planned and evaluated transition programs put in place for students with an ASD entering school, between school years , moving from Primary to Secondary School and post school options Enclosed teaching areas or open teaching spaces which visually show clear physical boundaries for classes which include students with an ASD 	<ul style="list-style-type: none"> ILP and PBSP positively expressed to enable student self-management and growth around accessing curriculum, and behaviour issues (9-17yrs) Use of Augmentative and Alternative Communication (AAC) supports to enhance expression of emotion/emotional regulation. Use of AAC to support understanding of language and non-verbal behaviour Peer Education run regularly throughout the school to sensitise peers (for example: <i>Introduction to Autism</i>) Autism-specific Social Clubs accessed by families outside the school if available (8-17yrs) For identified students, immediate Positive Behaviour Support systems in place, personalised and developed with the support of the family. This includes teasing and bullying program/management Social Journaling in place to address and replace inappropriate behaviours and decrease anxiety (8-17yrs) 	<ul style="list-style-type: none"> Teachers trained and skilled in using visual supports for communication and in teaching their use Students skilled in self-directed strategies –e.g. asking for help, asking for clarification, visual peer referencing Students participate in social skill communication based groups (Friendship skills) Liaison with Speech Therapists in writing ILPs and PBSPs Use of Augmentative and Alternative Communication supports (AAC) to enhance expression of communication Teachers trained in AAC supports such as Makaton, PECs, etc. where appropriate to enhance communication and expressive language 	<ul style="list-style-type: none"> Teachers trained and skilled in using visual and sensory supports for sensory /emotional self-regulation and in teaching their use Teachers trained and skilled in understanding and picking potential sensory triggers in a mainstream classroom situation Students skilled in self-directed strategies –e.g. using break cards, calming activities (pressure or heavy work activities), using a calm zone Effective use of sensory aids to calm and reduce over stimulation 	<ul style="list-style-type: none"> Teachers trained and skilled in differentiating the curriculum - use the PP pyramid to determine what learning the students with ASD need to demonstrate (see Teaching and Learning Module) Tailored learning support available to increase students independence and engagement; e.g. study centres, in-class 'tutors', drop-in centres, homework club, etc. (9 -17yrs) Personalised timetables(on desk, locker, iPad or tablet, iPhone or smart phone, or in diaries) colour coded and cross referenced to curriculum materials and exercise books Laptops, iPad or tablet and smart boards available to support learning as necessary Adjustments to task complexity in place Adjustments to Assessment tasks in place
3	<ul style="list-style-type: none"> Structured, visually uncluttered teaching spaces – 'everything has a place and everything in its place' Seating plans used to maximise potential engagement – on floor (5-8yrs) and at desks (5 -17yrs) Clear, positively expressed visual signage of expectations in all public and classroom areas Use of consistent and common visual resources in all school environments and for all children. Passive/Calm zones established in classrooms and other easily accessible/monitored spaces to accommodate sensory/overload needs 	<ul style="list-style-type: none"> Regular ILP and PBS planning (see Positive Behaviour Support Module) involving families, external agencies (as appropriate) and teaching staff (5-17yrs) Buddy systems in place to support students with an ASD Specific group social skills training for identified children with an ASD in need regularly implemented (5-17yrs) Anxiety/anger management issues processed through the SSG and strategies agreed on Structured playground programs in place for identified students with an ASD (5-14yrs) General class based and/or individual Positive Behaviour reward systems in place which encourage on task behaviour in class and appropriate participation on the playground Social Stories in place and regularly implemented for routine events -use of playground, recess rules, assemblies etc, and patterns of behaviour – calling out, out-of-seat, asking for help etc. (5-12yrs) <p><i>See Social Skills Module for further information</i></p>	<ul style="list-style-type: none"> Regular ILP and PBS planning (see Positive Behaviour Support Module) involving families, external agencies (as appropriate) and teaching staff (5-17yrs) Overuse of questioning avoided – statements used Commands not expressed as questions – "open the door please." rather than "Would you mind..." Modelling from peers allowed before expecting an answer to a general question Teacher assistants (SSOs) used to support communication by prompting, modelling, reiteration etc. 	<ul style="list-style-type: none"> Regular ILP and PBS planning (see Positive Behaviour Support Module) involving families, external agencies (as appropriate) and teaching staff (5-17yrs) Some consideration of appropriate furniture – e.g. seats that are flexible to allow movement, desks with cut outs to support students with low muscle tone Sensory breaks (sensory diet) built into class timetable between activities The use of break cards and a calm zone to enable student self-regulation of emotional needs The use of a sensory 'tool box' specific to the needs of a particular student to enable self-calming activities 	<ul style="list-style-type: none"> Regular ILP and PBS planning (see Positive Behaviour Support Module) involving families, external agencies (as appropriate) and teaching staff (5-17yrs) Visual Timetables in place – whole class and/or personal, in all appropriate teaching spaces, lockers, in diaries etc. (5-17yrs) Curriculum modifications in place for targeted students – presenting material in steps/ chunking tasks, scaffolds/or templates, study strategies, hard copies of notes, etc. (see Teaching and Learning module) Consider exemptions (OHS) or reasonable adjustments made to ensure engagement in sport, , D&T – e.g. woodwork
2	<ul style="list-style-type: none"> Positively expressed, visually supported signage in some public and all student with ASD accessed classroom areas around expectations – rules etc. Student Support Group including an executive staff member available to support staff in school 	<ul style="list-style-type: none"> Whole class general social skills training – positively expressed reflective models (5-12yrs) On-the-spot social skill teaching as the need arises (5-17yrs) School or class based positive behaviour rewards systems in place School Counsellor or similar role available in school 	<ul style="list-style-type: none"> Adequate processing time allowed for answers to questions Instructions repeated using the same language before rephrasing Instructions expressed in sequence in which they occur Some conscious volume/noise reduction/control in classroom – both students and teacher (visual supports used) Some, conscious adaption of teacher talk; e.g. one teacher at a time, explicit, direct concrete language used, silences are not 'filled' with teacher 'chat' (distracting) Labelled (using names) praise which is explicitly expressed 	<ul style="list-style-type: none"> Some conscious consideration of seating position in relation to lighting/noise/social proximity issues Access to computers in order to reduce writing/copying tasks when fine motor/low muscle tone issues are present Use of stipple or wedge cushions on seats to aid those with hyper stimulation needs 	<ul style="list-style-type: none"> Visual timetable in place – whole class visible to all students placed on a static board or wall (5-12yrs) Visuals for routines clearly framed and accessible – e.g. Morning circle routines: day of the week, month, weather etc. (5-7yrs) Front classroom wall relatively clear and well-organised (boundaries/ frames around different sections) 5 -17yrs) White board and/or smart board clearly organised with side sections for routine reminders and lesson outline, and middle section (or smart board) for lesson tracking (5-17yrs) (see Teaching and Learning Module) First- then/task sheet/task book visuals for individual students with ASD (5-17yrs)(See Teaching and Learning Module)
1	<p>Little or no evidence of adjustments to the school environment to accommodate mainstream students with an ASD</p>	<p>Little or no evidence of adjustments to accommodate the social/emotional needs of mainstream students with an ASD</p>	<p>Little or no evidence of adjustments to accommodate the communication needs of mainstream students with an ASD</p>	<p>Little or no evidence of adjustments to accommodate the sensory – motor needs of mainstream students with an ASD</p>	<p>Little or no evidence of adjustments to accommodate structural learning supports of mainstream students with an ASD</p>
Level	Environmental	Social/Emotional	Communication	Sensory-Motor	Learning Support