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| **Strengths**  **What does the role bring to the school?**   * Knowledge and experience to support practitioners and share practice * One person with deeper understanding of ASD * Sharing practice and liaising with colleagues * CLPL * Someone to chat with re. ASD * SULP etc * Someone who has a deeper awareness of the challenges and indicators, especially with high functioning children * Supporting other staff * Support colleagues * Listening * Give advice * Link with parents * Empathy (from sharing practice) from staff and developing a greater understanding and skill set * Supporting children and families * From ASD meetings and other staff gaining right/up to date information so your practice is effective and people trust you * Supporting parents * Teachers have a point of reference – ASD Advisor * Strategies, social stories * Support from CCC children’s needs are met * Can share resources with staff, point in right direction * Reading, online info, etc | **Weaknesses**  **What are the challenges in your role?**   * Some ASD advisors are class committed * Time to speak to staff * Opportunities to work with PSAs * Opportunities to work with individual children and carry out wellbeing assessment * Keeping up to date * Opportunities to feed back to staff * Time to share information * Relationship with parents, or when parents aren’t ready to accept information * Level of knowledge/expectations * Full remits * Encouraging implementation of strategies * Supporting c   staff and mindset   * Training and time @ inset, etc * Everyone thinks you know everything * Daily – in class, commitments * ASN and ASD – used to de-escalate behaviours across the school; fire fighting * Don’t know all the triggers for all the children * Expectation you can ‘fix’ it |

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| **Opportunities**  **What opportunities does the role bring to your school?**   * Enhance knowledge of staff * Share good practice and ASD friendly strategies * Parent liaison and support (peers) * Supporting review meetings * Parents drop-in * Staff training * Signposting * Early intervention * Expertise * Resources to staff * Raising awareness amongst staff * Smooth primary/secondary transitions/beyond * Better experiences for children * Positive relationships with parents * All children/equity of support * Supporting children and families holistically * Learning from CCC/Co-delivering/cross-visits * To be more inclusive, get to know pupils in a different capacity, build relationships with pupils and parents * Attend JSTs, reviews * Upskilling self and staff | **Threats**  **What prevents you from completing your role and how could this change?**   * not enough time * we don’t know everything * human resources * working environment is often not conducive to children with ASD * remits * large classes * teacher views and perceptions * varied experiences – with teachers and pupils * staff potentially feel threatened or undermined if strategies/input offered * staff can feel overwhelmed * higher priority needs to be given due to rising needs * lack of understanding of importance of strategies and these enhance overall quality of TLL * time, workload * expectation from staff – “what do I do?” * looking for quick fix * one size doesn’t fit all * parents don’t want help/child to be given support to make child ‘different’ |