|  |  |
| --- | --- |
| **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
 |

|  |  |
| --- | --- |
| **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’
 |