ELCC

Supporting group participation – social play, social interaction

Play skills – how to enter, sustained and level play.

Primary

Does having an increased pupil voice impact on the individual’s ability to regulate their emotions

Defusing and regulating emotions before crisis situations - proactive approaches to allow individuals to regulate their emotional more readily– whole school approach

Whole school awareness / training on ASD and approaches

Engagement – challenge and support – individual tailored approaches – differentiation

Explicit on the purpose of learning – seeing the connection

Anxiety around specific subject areas – unable to see the purpose in the learning – not getting 100% therefore – confidence impacted – reluctant to engage as don’t want to be a failure.

Environment, structure of playful pedagogy not inclusive? What has always been tried and used. How to build in level of structure and routine – overly stimulated environment?

Is nurture approach correct for pupils with ASD – in some cases parents themselves will also have their own social communication difficulties which often is shown in difficulties with attachment at an early stage due to parenting?

Supporting parents on intervention – signposting following diagnosis. – is there leaflet etc that can be given to parents.

Secondary

Girls with mental health – forum for pupils with girls to discuss their ASD – dropping the mask, CBT, Psychoeducation – staff development on girls and impact of anxiety.