



ASC – Coffee

Morning

## Aim:

To meet and network with other parents.

To see what support is around in the local area.


To inform further sessions.

School Next Steps:

11th May – 6 to 7 pm Zones of Regulation – Nicola and Dennis

Further SEND Coffee Mornings – more general theme / focused on other areas.

Greater focus on assessing pupils with ASCs needs!



Dennis spoke about how the school would like to get a better picture of assessing the needs of pupils with ASC. He showed examples from the Autism Education Trust (see the next few slides.)

The purpose of these `assessments` will be to help the school and home clearly identify the next steps for the child.

Dennis is looking a couple of different examples of ASC assessment.

# Progression Framework Overview

## Communication and interaction

1. **Engaging in interaction**
  - 1.1 Responds positively to familiar adult
  - 1.2 Seeks attention from familiar adult
  - 1.3 Shares attention focus with adult
  - 1.4 Engages in interactive exchange with adult
2. **Making requests**
  - 2.1 Makes request for an item
  - 2.2 Refuses an item / activity
  - 2.3 Makes request for interaction to continue / stop
  - 2.4 Requests help
  - 2.5 Requests information / asks a question
3. **Communicating information / commenting on events**
  - 3.1 Answers a question
  - 3.2 Communicates information about the past and future
  - 3.3 Expresses opinions / thoughts / feelings
  - 3.4 Gives instructions / explanations
  - 3.5 Gives accounts and explanations
  - 3.6 Comments / draws attention to item / event
4. **Listening and understanding**
  - 4.1 Responds to sounds
  - 4.2 Understands single spoken word
  - 4.3 Understands simple statement
  - 4.4 Understands instructions
  - 4.5 Understands questions

## Social understanding and relationships

1. **Being with others**
  - 1.1 Accepts the presence of others in familiar environment
  - 1.2 Engages in shared activity
  - 1.3 Copes with proximity of others in public space
2. **Interactive play**
  - 2.1 Accepts presence of adult in play environment
  - 2.2 Engages in interactive play with an adult
  - 2.3 Engages in object play with adult
  - 2.4 Engages in play with peers
3. **Positive relationships (supporting adults)**
  - 3.1 Engages positively with supporting adult
  - 3.2 Accepts help from an adult
  - 3.3 Accesses activities / situations with adult support
  - 3.4 Seeks advice and support from adult
4. **Positive relationships and friendships (peers)**
  - 4.1 Initiates interaction with peer/s
  - 4.2 Engages positively in interaction with peer/s
  - 4.3 Takes into account others' interests / needs / feelings within interactions
  - 4.4 Takes action to sustain positive relationship
  - 4.5 Recognises negative or bullying behaviour towards self or others
5. **Group activities**

## Progression Framework Overview

### Interests, routines, and processing

- 1. Coping with change**
  - 1.1 Accepts change within familiar situations
  - 1.2 Takes action to cope with change
- 2. Transitions**
  - 2.1 Makes successful transition in 'everyday' situation
  - 2.2 Engages with preparation for transition to new setting
- 3. Special interests**
  - 3.1 Uses special interests to engage positively in activities / exchanges
  - 3.2 Engages with a range of activities unrelated to special interests
- 4. Problem solving and thinking skills**
  - 4.1 Makes a choice
  - 4.2 Uses information available to make an appropriate choice
  - 4.3 Sorts items into categories
  - 4.4 Uses information to plan and predict
  - 4.5 Makes deductions based on information available
  - 4.6 Recognises and takes action to solve problems
  - 4.7 Reflects on problems encountered and strategies used

### Emotional understanding and self-awareness

- 1. Understanding and expressing own emotions**
  - 1.1 Expresses a range of emotions
  - 1.2 Identifies own emotions
  - 1.3 Identifies cause of emotion

### 5. Developing confidence and self-esteem

- 5.1 Expresses preferences
- 5.2 Expresses opinions / ideas
- 5.3 Shows confidence within activities
- 5.4 Responds to negative behaviour

### Learning and engagement

#### 1. Learning through play

- 1.1 Explores toys / objects / materials
- 1.2 Shows understanding of the purpose of toys / play items
- 1.3 Engages in cause and effect play
- 1.4 Engages in pretend / symbolic play
- 1.5 Enacts story routine / play scenario

#### 2. Motivation and engagement

- 2.1 Responds to sensory features of items / activities
- 2.2 Responds to environment
- 2.3 Responds to interaction from supporting adult or peer
- 2.4 Anticipates / predicts what will happen
- 2.5 Shows interest in items / activity / topic
- 2.6 Explores / investigates items / activities
- 2.7 Discovers new knowledge and understanding
- 2.8 Attends to task / activity
- 2.9 Persists with activity
- 2.10 Shifts attention to another task / activity / request
- 2.11 Initiates / makes request for activity
- 2.12 Engages in negotiated tasks

#### 3. Organisation and independent learning

- 3.1 Organises own belongings / resources
- 3.2 Makes effective use of timetables / planners
- 3.3 Shows awareness of time management
- 3.4 Works independently
- 3.5 Participates in planning own learning

# Progression Framework Overview

## Healthy living

### 1. Keeping healthy

- 1.1 Identifies own health needs
- 1.2 Copes with medical appointments
- 1.3 Understands benefits and risks of medicines
- 1.4 Knows how to limit spread of infection (coughs and colds)
- 1.5 Makes healthy choices in relation to food / drink
- 1.6 Tolerates an increasing range of foods
- 1.7 Makes healthy choices in relation to exercise
- 1.8 Makes healthy choices in relation to sleep
- 1.9 Understands the health risks associated with smoking and alcohol
- 1.10 Understands the law in relation to drugs, alcohol, and smoking

### 2. Personal care

- 2.1 Uses toilet independently in familiar setting
- 2.2 Uses public toilet
- 2.3 Maintains good hand hygiene
- 2.4 Maintains good bodily hygiene
- 2.5 Takes interest in own appearance
- 2.6 Identifies and manages sensory needs in relation to hygiene and clothing
- 2.7 Dresses self effectively

### 3. Relationships and sex education

- 3.1 Identifies personal characteristics

## Independence and community participation

### 1. Independent living

- 1.1 Manages own time / routines
- 1.2 Prepares a simple snack
- 1.3 Makes a drink for self and/or others
- 1.4 Prepares to make a meal
- 1.5 Prepares a meal
- 1.6 Participates in mealtime with others
- 1.7 Orders a meal
- 1.8 Prepares to go shopping
- 1.9 Shops for items
- 1.10 Pays for items in shop
- 1.11 Carries out household tasks
- 1.12 Manages own money
- 1.13 Uses a phone
- 1.14 Plans for the future

### 2. Personal safety

- 2.1 Keeps safe in the home
- 2.2 Keeps safe at school
- 2.3 Keeps safe when out in the community
- 2.4 Knows how to get help in the community
- 2.5 Keeps safe on-line (e-safety)

### 3. Road safety and travel

- 3.1 Walks safely by the side of road



This is an interesting document.

Please find a link [here](#).

nasen  
Helping Everyone Achieve ■■■



# Girls and Autism: Flying Under the Radar

*A quick guide to supporting girls  
with autism spectrum conditions*





## Further support:

The following slides offer advice and ways of obtaining additional support.

# How to help your autistic child with day-to-day life

## How to help your child communicate

### Do

- ✓ use your child's name so they know you're speaking to them
- ✓ keep language simple and clear
- ✓ speak slowly and clearly
- ✓ use simple gestures, eye contact and pictures or symbols to support what you're saying
- ✓ allow extra time for your child to understand what you have said
- ✓ ask your autism assessment team if you can get help from a speech and language therapist (SLT)
- ✓ try ways to help them communicate, such as [Signalong](#), [Makaton](#) or [PECS](#)
- ✓ read [tips from the National Autistic Society on communicating with your child](#)

## Don't

- ✗ try not to ask your child lots of questions
- ✗ try not to have a conversation in a noisy or crowded place
- ✗ try not to say things that could have more than 1 meaning, such as "pull your socks up" or "break a leg"

## Dealing with anxiety

Anxiety affects a lot of autistic children and adults. It can be caused by not being able to make sense of things going on around them, and feeling misunderstood or unaccepted by people who are not autistic.

Try to find out why your child's feeling anxious.

It might be because of:

- a change in routine – it might help to prepare your child for any change, such as a change of class at school
- difficulty identifying, understanding or managing their feelings
- a noisy or brightly coloured place – it might help to take your child to a calmer place, such as another room

If your child is often anxious, ask your GP about therapy, such as [cognitive behavioural therapy \(CBT\)](#), which may help.

Search [The National Autistic Society's directory for counsellors experienced in helping people with autism](#) and read more about [managing anxiety from The National Autistic Society](#).

## Problems sleeping

Many autistic children find it hard to get to sleep, or wake up several times during the night.

This may be because of:

- anxiety
- sensitivity to the light from smartphones or tablets
- problems with the sleep hormone melatonin
- issues such as hyperactivity or a health condition that affects sleep

You can help your child by:

- keeping a sleep diary of how your child sleeps to help you notice any common issues
- following the same bedtime routine
- making sure their bedroom is dark and quiet
- letting them wear ear plugs if it helps
- talking to a GP about how to manage health conditions that make sleep difficult, such as a food sensitivity or breathing problem

If these tips do not help, talk to your autism team about creating a sleep plan to help your child's sleep behaviour.

If your child's sleep does not get better, a GP might refer you to a paediatrician or child psychiatrist with experience of autism who can prescribe a medicine called melatonin to help your child sleep.

## [Family relationships \(autism.org.uk\)](https://www.autism.org.uk)

**Being autistic or having an autistic family member can be really positive, but may also be complicated at times. The world can be a confusing place for autistic people, who may communicate differently, find social interaction difficult or stressful, and experience sensory sensitivities.**

If you're autistic, you may find it difficult to express your feelings, needs, or desires to your family members or partner. You may feel that you are misunderstood. For some family members, it can be difficult to know how to support their autistic family member or partner.

In these guides, we offer some helpful advice, tips, and resources for autistic people, their parents/carers, siblings, or children. This page gives you an overview. For more information, select from the menu above or the links below.

- [Family relationships - a guide for parents and carers](#)
- [Family relationships - a guide for children of autistic parents](#)
- [Family relationships - a guide for siblings of autistic people](#)
- [Family relationships - a guide for partners of autistic people](#)



## Making friends - supporting your autistic child

Your autistic child might find social situations difficult. Other children may appear to know, intuitively, how to communicate and interact with each other. Many parents of autistic children find it hard to explain why their children find interaction difficult when they can have strong skills in other areas.

### Autism and social interaction

The characteristics of autism vary from one person to another, but in order for a diagnosis to be made, a person will usually be assessed as having, along with other issues, persistent and significant difficulties with social interaction and social communication.

*"It's as if everybody is playing some complicated game and I am the only one who hasn't been told the rules."*

*Martian in the playground, C Sainsbury, p8*

### Autistic children may:

- appear withdrawn
- appear indifferent to other people
- prefer to play alone
- accept contact if initiated by others but not initiate contact
- be difficult to comfort
- approach other children but in an unusual way
- use overly formal language and be 'rule-bound.'

Trying to understand what others mean and how to behave can be bewildering, exhausting and stressful for autistic children. You can help with this by:

- carrying, or giving your child, an autism alert card
- using our communication tips
- asking your child's schools to teach autism awareness and acceptance
- suggesting things your child's school can do to support your child during unstructured times, as these can be harder for autistic children to cope with.
- looking for social groups and leisure activities in your local community that are more autism-friendly.

## General Support

### The following organisations are available regardless of borough of residence.

The **National Autistic Society (NAS)** see <https://www.autism.org.uk/> or search National Autistic Society for information and support guides.

The **NAS Educational Rights Team** see <https://www.autism.org.uk/what-we-do/help-and-support/education-advice-line> Tel: 0808 800 4102 or search The National Autistic Society Educational Rights.

The **NAS Educational Tribunal Support Team** see <https://www.autism.org.uk/what-we-do/help-and-support/tribunal-support-line> Tel: 0808 196 2010 or search The National Autistic Society Educational Tribunal.

The **NAS School Exclusion Team** see <https://www.autism.org.uk/what-we-do/help-and-support/school-exclusion-service> Tel: 0808 800 4002 or search The National Autistic Society School Exclusion.

The **NAS Transition Support Team** see <https://www.autism.org.uk/what-we-do/help-and-support/transition-support-service> Tel: 0808 800 0027 or search The National Autistic Society Transition Support.

The **National Autistic Society Services Directory** has information about local support groups. See <https://www.autism.org.uk/directory> or search National Autistic Society Services Directory.

**SENDIASS** - Each borough has this free educational support service available. Please check the local offer website in your borough.

**IPSEA** – Independent Provider of Special Education Advice. Information and helplines available. See <https://www.ipsea.org.uk/> or search IPSEA.

**CONTACT** (formerly Contact a Family) a national charity for families of disabled children with local branches. See <https://contact.org.uk/> or search Contact a Family.

**Local Offer** – every borough provides a local offer. The Local Offer aims to bring together information, advice, guidance, and a range of local service providers who support children and young people with Special Educational Needs and Disabilities (SEND). Search using the borough name and Local Offer.



# Support groups for families and carers of children with SEND

## Lewisham SENDIASS

The [Lewisham SEND information, advice and support service \(SENDIASS\)](#) can give you advice, information and support on all SEND matters. You can also call them on 020 319 2163 or email [lewisham@kids.org.uk](mailto:lewisham@kids.org.uk).

## YoungMinds

YoungMinds is a leading charity committed to improving the emotional wellbeing and mental health of children and young people.

If you're worried about a child or young person's behaviour or mental health, you can [contact their parents' helpline](#) for advice and support.

## Autism drop-in

Families can get post-diagnosis support on the first Monday of the month, 10am-12 noon at Kaleidoscope, 32 Rushey Green SE6 4JD.

A family support coordinator from the [National Autistic Society](#) will be available to give you information and advice to help you support your autistic child's needs.

## Lewisham Autism Support

Families can be referred to Lewisham Autism Support via the Communication Clinic at Kaleidoscope. They offer advice about autism and strategies and services that can support families of children and young people up to the age of 18 with autism. Call 020 8699 3066.

## Useful contacts — SIGNAL Family Support

### Lewisham Autism Support

[Lewisham.FamilySupport@nas.org.uk](mailto:Lewisham.FamilySupport@nas.org.uk)

020 8699 3066

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### Lewisham Parent/Carer forum

[www.lewishamparentcarer.org.uk](http://www.lewishamparentcarer.org.uk)

Lewisham Parent and Carer Forum (LPCF) is a voluntary group of parents and carers of children and young people (0-25) with special/additional needs and disabilities (SEND) living in the London Borough of Lewisham

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### SENDIAS Lewisham

[www.kids.org.uk/lewisham-sendias](http://www.kids.org.uk/lewisham-sendias)

Free, confidential and impartial service, which offers accurate information, advice and support to parents and carers of children and young people with SEND

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### Kaleidoscope Child Development Centre

020 7138 1100

### Drumbeat Outreach

[www.drumbeatasd.org/website/outreach/441481](http://www.drumbeatasd.org/website/outreach/441481)

Drumbeat Outreach is a team of teachers and specialist advisers offering support, advice and training to children, families and professionals in Lewisham. We work across all mainstream educational settings, including Early Years, Primary and Secondary schools, and Post Sixteen provisions. Schools and colleges can buy in support from the Outreach Team through a Service Level Agreement (SLA)

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### CLASH (Campaign in Lewisham for Autism Spectrum Housing)

[clashlewisham.wordpress.com](http://clashlewisham.wordpress.com)

[clash.lewisham@gmail.com](mailto:clash.lewisham@gmail.com)

Run by volunteers who are also SIGNAL members, CLASH has successfully campaigned for autistic housing in Lewisham, but the work is ongoing

[www.newsshopper.co.uk/news/19357122.new-lewisham-housing-scheme-young-adults-autism](http://www.newsshopper.co.uk/news/19357122.new-lewisham-housing-scheme-young-adults-autism)

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<b>SUMMER TERM</b>	
<b>Neurodiversity Drop-In</b>	Thursday 11 <sup>th</sup> May 2023 6.00-7.30
<b>Dad's Group</b>	Monday 15 <sup>th</sup> May 2023 6.00-7.30
<b>Gender Dysphoria Drop-In</b>	Thursday 18 <sup>th</sup> May 2023 6.00-7.30
<b>Friends of Earlybird</b>	Thursday 8 <sup>th</sup> June 2023 10.00-11.00



## Drumbeat - Early Years Parent workshops.

### **ONLINE VIA ZOOM.**

- **Developing Attention for Children with Social Communication Differences** - Wednesday 3<sup>rd</sup> May 2023 - 10am-12pm - **IN PERSON.**
- **Exploring the Barriers to Eating and Drinking for children with Social Communication Differences** - Wednesday 17<sup>th</sup> May 2023 - Wednesday 17<sup>th</sup> May 2023 - 10am-12pm - **IN PERSON.**
- **Understanding Sensory Behaviours** - Wednesday 24<sup>th</sup> May 2023 - 10am-12pm - **IN PERSON.**

Our workshops are free to all parents, and are suitable for families of children in nursery and Reception. If you would like to book a place, or have any queries at all, please don't hesitate to get in touch.

Many thanks,

# Drumbeat Outreach

## **Parent Workshop**

### **Developing Attention for Children with Social Communication Differences**

A workshop developing an understanding of stages of attention development in children with Social Communication Differences, including the development of activities and resources to further support engagement and communication.

**Wednesday 3<sup>rd</sup> May 2023 – 10am-12pm**

**This session will be held at:**

**Drumbeat Turnham, Turnham  
Road, Brockley, SE4 2HH**

Please email [outreach.admin@drumbeat.lewisham.sch.uk](mailto:outreach.admin@drumbeat.lewisham.sch.uk) or telephone

020 3143 1431 to reserve your place.



# Drumbeat Outreach

## Parent Workshop

### Exploring the Barriers to Eating and Drinking for children with Social Communication Differences

A session exploring ways to help your child with developing and extending their diet and dealing with food sensitivities and fussy eaters. This session will focus on children under 6 years old.

Wednesday 17<sup>th</sup> May 2023 – 10am-12pm

**This session will be held at:**

**Drumbeat Turnham, Turnham  
Road, Brockley, SE4 2HH**

Please email [outreach.admin@drumbeat.lewisham.sch.uk](mailto:outreach.admin@drumbeat.lewisham.sch.uk) or telephone 020 3143 1431 to reserve your place.





# Drumbeat Outreach

## Parent Workshop

### Understanding Sensory Behaviours

A workshop developing an understanding of sensory differences and behaviours, and how to create resources to support your child in meeting their sensory needs at home.

Wednesday 24<sup>th</sup> May 2023 – 10am-12pm

**This session will be held at:**

**Drumbeat Turnham, Turnham  
Road, Brockley, SE4 2HH**

Please email [outreach.admin@drumbeat.lewisham.sch.uk](mailto:outreach.admin@drumbeat.lewisham.sch.uk) or telephone  
020 3143 1431 to reserve your place.



## Outreach Parent Workshops

<b>Preparing for Transition to Secondary School</b> A workshop looking at how to plan for change and support independence as your young person prepares for secondary school.	Tuesday 16 <sup>th</sup> May 2023 10.00-11.30
<b>Preparing for Transition to Secondary School</b> A workshop looking at how to plan for change and support independence as your young person prepares for secondary school.	Tuesday 16 <sup>th</sup> May 2023 6.00-7.30
<b>Emotional Regulation Strategies</b> A practical session looking at how to support your young person to develop self-regulation strategies by creating their own toolkit to manage their responses, thoughts and feelings.	Tuesday 13 <sup>th</sup> June 2023 10.00-11.30
<b>Emotional Regulation Strategies</b> A practical session looking at how to support your young person to develop self-regulation strategies by creating their own toolkit to manage their responses, thoughts and feelings.	Tuesday 13 <sup>th</sup> June 2023 6.00-7.30

