

AET Schools Programme

A modular training programme for professionals in education



Our London Regional Network is a collective of school based, specialist practitioners licensed to deliver the full range of Autism Education Trust [AET] programmes including Early Years, Schools and Post 16.

Alongside foremost professionals and the most innovative, active practitioners, the AET have developed national, face-to-face modular training programmes for all professionals working in all school settings. A structured, consistent tiered approach suitable for individual settings, federations, academy chains, multi academy trusts and local authorities. Sponsored by the Department for Education, the AET networks have now trained over 180,000 professionals in just 5 years.

These modules run at The Bridge London across the year, and can also be delivered in your setting. AET Making Sense of Autism (Tier 1), is available for INSET only.

Making Sense of Autism (Tier 1)

Basic autism awareness training for all staff within school-age education setting, mainstream and specialist services. This includes teachers, TAs, transport staff, lunchtime staff, senior management, governors and service staff. 90 minute sessions suitable for twilights or part of an INSET day.

"I want to improve my knowledge and understanding of autism – I have little understanding of autism at the moment and would like to be more confident in my practice and/or in my interactions with CYP with autism. I may or may not work regularly with a child with autism."

Good Autism Practice (Tier 2)

Practical knowledge, hands-on tools and techniques for all practitioners working directly with school-age pupils on the autism spectrum, to develop their practice. Suitable for practitioners working in both mainstream and specialist services.

"I want to embed my knowledge and understanding of autism and I also want some more practical strategies to help me in my work. I would welcome the opportunity to consider my professional practice. I work regularly with a child with autism"

Leading Good Autism Practice (Tier 3)

This one day session is designed for staff who have a leadership role that includes responsibility for developing provision for pupils on the autism spectrum within a school setting. Suitable for practitioners working in both mainstream and specialist services.

"I have a leadership role in my school or setting and part of this role is to develop provision across the school for children with a diagnosis of autism. I have a fairly secure knowledge and understanding of autism"

Complex Needs & Participation

This one day session focuses on training for staff in specialist settings who support school-age pupils on the autism spectrum who have complex needs. It aims to deepen participants' understanding of autism in ways in which they can support pupil participation, including development of their personal and EHC Plans.

"I have an understanding of autism and work in a specialist setting with a child/ children with a diagnosis of autism with complex needs. This may mean a child with additional learning needs and/ or children who may be pre-verbal, but could also mean those children who have a 'complex' diagnosis in that autism presents as one of many other needs or co-occurring conditions"

Extending Good Autism Practice

Deepening delegates' understanding, including theories of autism through 'good autism practice'. Advancing skills in developing and applying strategies to facilitate progress and achievement, for teachers, teaching assistants and SENDCos working in mainstream services.

"I have a fairly secure knowledge and understanding of autism and have attended the course 'GOOD AUTISM PRACTICE.' I would like to extend this understanding and build on what I have learnt already. I work regularly with a child with autism"

The Progression Framework

Introduction to the framework, with key features and guidance on how to use it. Hands on training for all staff involved in setting learning goals and recording progress for pupils. This module is delivered at The Bridge London in conjunction with 'Extending Good Autism Practice'.

"I wanted some further training around ensuring that the learning intentions that I was identifying for my autistic pupils were appropriate, particularly around social and emotional development, and ways in which we could map the provision we put in place to support progress in all areas."

A MODULAR TRAINING PROGRAMME FOR PROFESSIONALS IN EDUCATION

Autism affects around 1 in 100 children and adults. All professionals working in education settings should be prepared to support pupils on the autism spectrum – and all staff should have a basic awareness of autism and the needs of individual pupils.

This programme, supported by the Department for Education, offers nationally delivered face-to-face training for professionals working across all education settings for school-aged pupils aged 5 – 16 years through the training hubs listed overleaf.

The AET schools programme will form an essential part of your Continuing Professional Development.



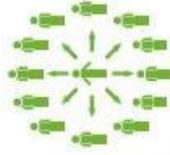
The training uses a range of teaching tools including video, case studies, problem-solving scenarios, presentations and practical resources and activities.

MAKING SENSE OF AUTISM RAISING AWARENESS

Basic autism awareness training for all staff within school/age education setting, mainstream and specialist services. This includes teachers, teaching assistants, transport staff, lunchtime staff, senior management, governors and service staff such as administrators.

- It will support participants to:
 - Identify the four key areas of difference that need to be taken into account.
 - Know the importance of understanding the individual pupil and their profile of strengths and areas for development.
 - Identify the key areas to help pupils on the autism spectrum build positive relationships with staff, peers, families and people in their community.
 - Develop an awareness of the sensory and communication differences that pupils may experience.

90 minutes



GOOD AUTISM PRACTICE

Practical knowledge, hands-on tools and techniques for all practitioners working directly with school-age pupils on the autism spectrum, in both mainstream and specialist services, to develop their practice.

- The training will:
- Enable practitioners to develop their knowledge and understanding of good autism practice
 - Provide guidelines and activities to support practitioners to reflect on and improve their own practice

With optional certification.



1 day

EXTENDING GOOD AUTISM PRACTICE

Deepening delegates' understanding, including theories of autism through 'good autism practice'. Advancing skills in developing and applying strategies to facilitate progress and achievement, for teachers, teaching assistants and SENDCos working with school-age pupils on the autism spectrum in mainstream services.

- The training will:
- Enable practitioners to explore theories of autism and consider the implications for practice.
 - Provide practical strategies to support practitioners as they develop their knowledge, skills and understanding of effective autism practice.
 - Enable practitioners to reflect on their practice and share their enhanced knowledge more widely across their organisation

Practitioners who work with pupils with complex needs should undertake the one day complex needs module.

1/2 day



PROGRESSION FRAMEWORK

This training provides an overview of the autism progression framework which is available FREE from the AET website. Participants will develop:

- Understanding of how the progression framework relates to the broader educational context
- Familiarity with the content and key features of the progression framework
- Skills in identifying learning goals and measuring progress for pupils on the autism spectrum in areas specific to their individual needs

1/2 day

Suitable for practitioners working with school-age pupils on the autism spectrum in both mainstream and specialist services. It could also be delivered as an extended twilight session.



COMPLEX NEEDS AND PARTICIPATION

This one day session focuses on training for staff in specialist settings who support school-age pupils on the autism spectrum who have complex needs. It aims to deepen participants' understanding of autism in ways in which they can support pupil participation, including development of their personal and EHC Plans.

The training will:

- Enable practitioners to extend their understanding of autism in relation to pupils with complex needs
- Provide practical strategies to support practitioners as they develop their knowledge, skills and understanding of effective autism practice
- Enable practitioners to reflect on and evaluate their own practice in relation to EHC planning for pupils with complex needs.

This session covers similar ground to the 'extending and enhancing good autism practice' module but focuses on practitioners working with pupils with complex needs in specialist settings.

1 day



LEADING GOOD AUTISM PRACTICE

For staff who may train or lead other staff in their setting, taking a leadership role that includes responsibility for developing provision for school-age pupils on the autism spectrum within a mainstream and specialist setting.

The training will:

- Enhance delegate's knowledge and understanding of good autism practice
- Help delegates to question, evaluate and develop autism practice within their setting
- Provide delegates with the tools to audit staff skills and identify training needs
- Develop skills and knowledge so that delegates can support their organisation to meet/exceed the requirements of external reviewers such as Ofsted and be compliant with legislative requirements.

This session brings lead practitioners from a range of organisations together to discuss, share and develop practice and understanding.

1 day

With optional certification.