

Neuro-Inclusion: Guidance for Schools

Part 1 - Supporting girls presenting with C&I needs.

This guidance has been produced for staff in primary and secondary mainstream schools in Suffolk by a team of teachers with a specialism in communication and interaction needs. It is recognised that neurodiverse girls can present differently and have therefore historically been under identified. This 'Part 1' guidance focuses on girls with communication and interaction needs.

This guidance collates advice, guidance and resources that have been provided to children and young people, their families and school settings with the aim of helping neurodivergent girls feel heard and seen and have their needs met in their educational setting. Pupil voice has, and will continue to be, at the centre of the production of this guidance.

This guidance will be updated regularly.

**Every external resource has been referenced – either hover over the image or click on the link to access.*

Authors: The Communication & Interaction Service (within Suffolk's Specialist Education Services)

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- Further reading, CPD and information for staff – including links/resources for promoting positive peer awareness.

KEY PRINCIPLES

Policy and Practice: Consider whether your SEND and behaviour/relationship policies reflect & expect best inclusive practice?

Early intervention: Aim to identify needs and put preventative work in by lower Key Stage 2. There is no need to wait for any diagnosis.

Long term approaches: These needs are likely to be lifelong.

KEY CONSIDERATIONS

Developing and maintaining trust:

- **Key working:** be responsive and flexible in sessions, using active listening to validate the young person's views and experiences.
- **Co-production:** modelling solution focused thinking, offering actions that you or the young person can manage or can deliver on
- **Strengths based:** ensure a range of adults are noticing & celebrating your young person's strengths and contributions, no matter how small.

Consider speech, language and communication needs:

- How does the young person process key vocabulary (consider a BPVS assessment).
- How does the young person process situations or more abstract language (consider a TALC/Blanks Levels assessment)

Consider reduced 'executive functioning' skills eg problems with focussing, motivation, planning, prioritising, personal organisation. These may be masked by strong cognitive skills.

- Maintain awareness and adjustments for this in all sessions, including visuals for session planning.

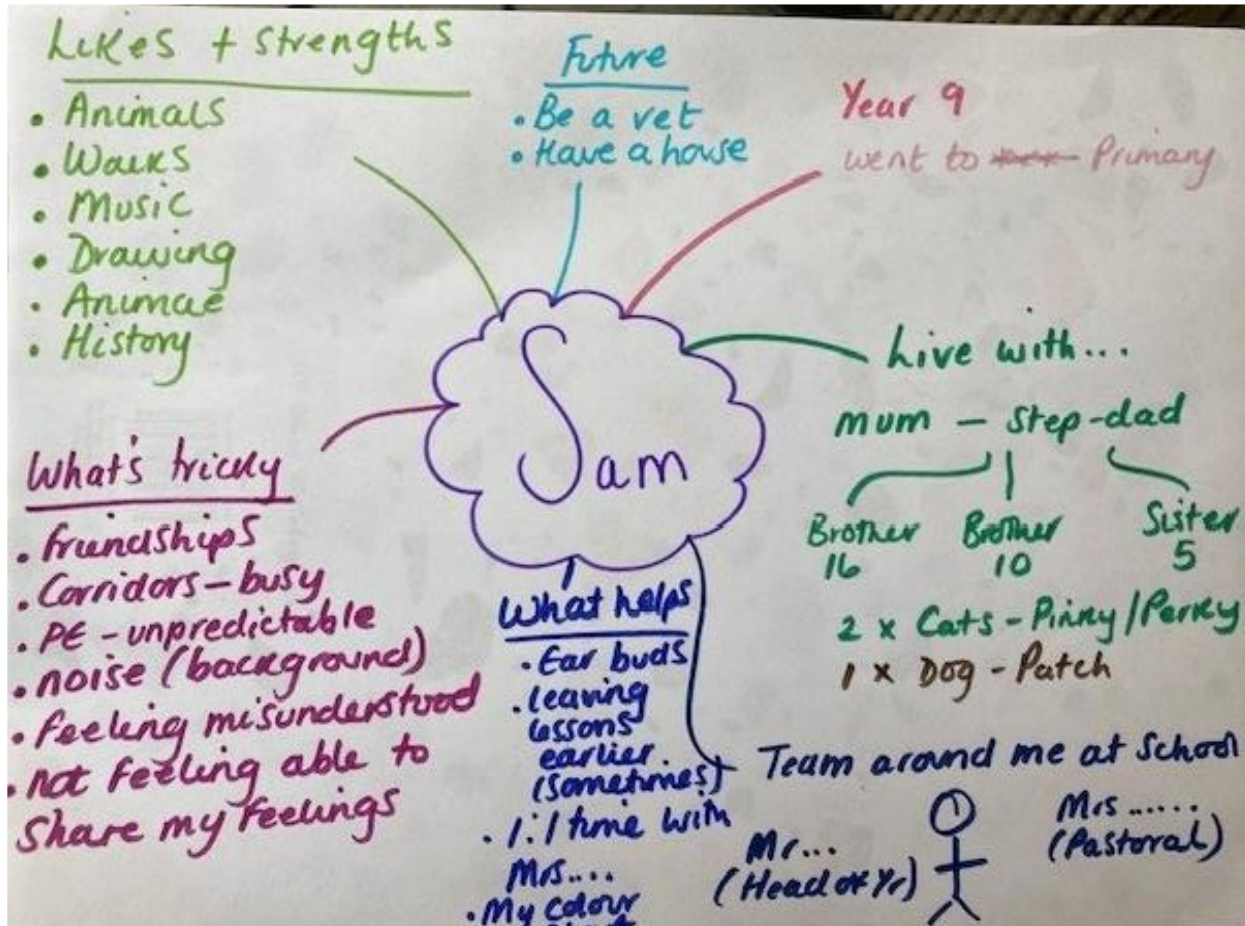
Consider sensory and social sensitivities and experiences.

- Sensory and emotional regulation impacts executive functioning, so find ways to offer regular 'comfort check ins'. This could be via a verbal or visual menu: supporting the young person to communicate about temperature, lighting, movement, needing a drink, "pause talking", ear defenders, engaging in sorting/organising tasks

PERSONALISED APPROACHES

Focus on teaching lifelong, solution focussed strategies for understanding and managing own sensory, learning, social, emotional needs .

- Use scrap booking or journalling to value and record the conversations you have had.



GETTING STARTED

All About Me:

- Mind map with older children or draw self-portraits together, adult can draw young person.
- May need 1-2 sessions on identifying young person's interests & many strengths – from their perspective, views from others

Who is on your team?

- Identify and write/draw key people at home, school (adults, peers)

Build trust into each session through shared play/sensory/creative activities.

- Bring in 'higher level' activities (Pupil Views, self-awareness) only when your young person appears ready.

Pupil Views


Our start point is the young person and their lived experience and inner world. There are so many ways of capturing this! Some ideas below.

What's YOUR 'NORMAL'?

What is this toolkit?

If you are an autistic person, or know an autistic person who wants to help people around them understand what their normal is, this tool can help.

The 'know your normal' tool allows you to describe what your normal looks like, things such as how much sleep you get, how much time you spend on your interests and hobbies and how this makes you feel, so that if this changes, it's easier to explain to people who may not understand your autism that something feels different.



Ambitious about Autism

Hi! This form is to help your team understand your views on how school feels plus your 'wishes and dreams'. Views are opinions and this means any answer you give is OK.

Read each item and answer honestly. There are a lot of questions. Take a break if you need to.

| Name or initials | 1 This is fine. It doesn't bother me | 2 This makes me feel a bit <u>uncomfortable</u> but I can manage this myself | 3 I can feel stressed, but I feel I can cope if I have help | 4 This upsets me a lot, I really struggle with this |
|---|---|---|--|--|
| Date: | | | | |
| Coming into school | | | | |
| Answering to my name in registration | | | | |
| Having the right things in my school bag, being organised | | | | |
| Silent reading in class | | | | |
| Changes in noise level | | | | |
| Listening to the lesson introduction | | | | |
| Putting my hand up to answer a whole class question | | | | |
| Asking for help if I need it | | | | |
| Being given good feedback | | | | |
| Being asked to correct a mistake | | | | |
| Copying from the board | | | | |
| Writing a lot | | | | |
| Learning in a group | | | | |
| Being with friends | | | | |
| Disagreeing with friends | | | | |
| Getting a lower grade than I expected | | | | |
| Wearing school uniform | | | | |
| Homework at home (small projects) | | | | |
| Big projects | | | | |
| Changes in routines | | | | |
| Walking into a full classroom | | | | |
| Learning with a new adult | | | | |
| When I am told 'no' | | | | |
| Understanding school rules | | | | |
| Missing lessons and learning | | | | |
| Being in the corridors at breaktime | | | | |
| Knowing that I am worried | | | | |
| Leaving the classroom mid lesson | | | | |
| Telling my school team my worries | | | | |

Your Wishes and Dreams:

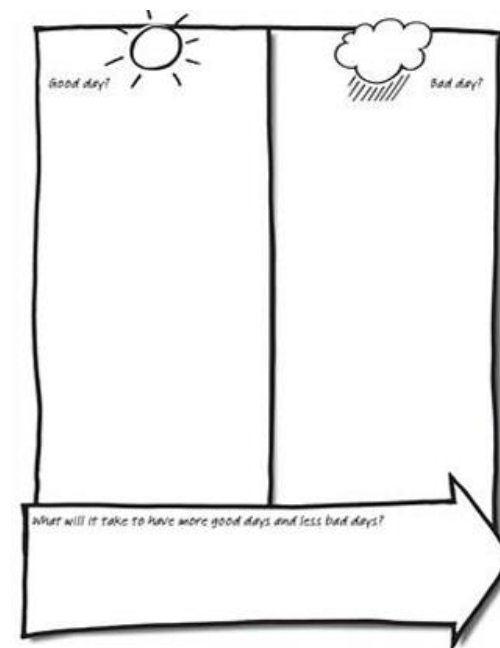
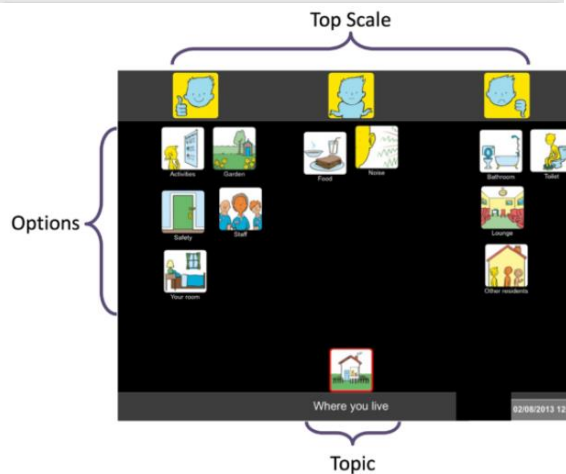
Understanding you and your wishes and dreams is important to your team. Talk to an adult who you know well, it might help you think of some ideas. You don't have to use the suggestions below but they may help get you started. You could draw your wishes and dreams on another piece of paper, be as creative as you want to be and take all the time you need!

- Out of school I am good at (or I really enjoy doing):
- In school, my favourite subjects are:
- The key people I have on my team at home and school are:
- In one week I would like to be
- In one year, I would like to be
- In ten years, I would like to be

Wishes and Dreams are just that - they can change, at any time.

Thanks for helping us understand you better!

How to Hear Their Voices
Practical Ideas for Enabling Student Voice, Especially Amongst Groups Who Too Often Go Unheard
www.creativeeducation.co.uk



SENSORY PROCESSING & REGULATION



Your young person will be processing social, sensory, emotional, and learning demands differently. The National Autistic Society has provided accessible information about sensory regulation and processing [here](#).


They may struggle to sense or interpret sensory or emotional signals (further information on interoception is available [here](#)).

This can lead to increased vigilance in most settings but especially in school. There is often an increased awareness of self in relation to others; it's hard to simply switch off this increased level of vigilance and processing.

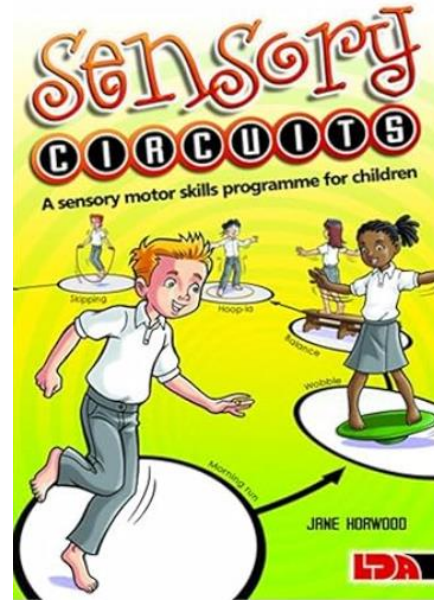
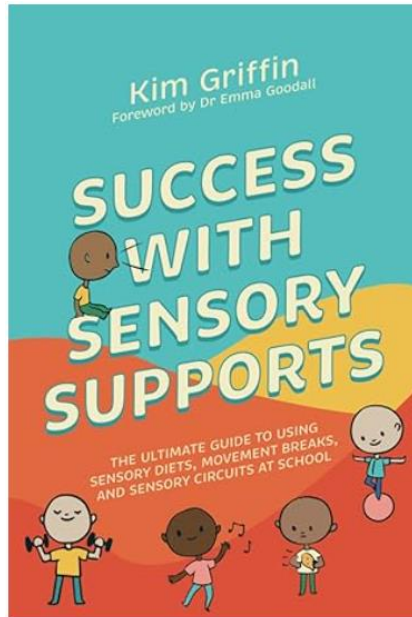
Encourage sensory awareness and communication by completing a sensory checklist with your young person. If they are unable to do this, key adults can complete this on behalf of the young person. Below are sample pages, please speak to your SES C&I specialist teacher for exemplars or for more information. You may wish to access SES CPD on Supporting Sensory Needs, booking links are available on p.23

| | | | | |
|---|--|--|--|--|
| Olfactory | | | | |
| Some smells that other people don't mind are horrible for me | | | | |
| I smell objects before I use them | | | | |
| *Some smells make me feel calm | | | | |
| Vestibular | | | | |
| I like rocking | | | | |
| I am afraid of heights | | | | |
| I don't like swings | | | | |
| I like to run around a lot | | | | |
| I feel like I want to move or fidget a lot | | | | |
| I like to spin around | | | | |
| I am good at sitting still | | | | |
| *I am good at balancing | | | | |
| I trip easily | | | | |
| Proprioception | | | | |
| I bump into things easily | | | | |
| I find it tricky to walk up or down stairs | | | | |
| I sometimes squash things in my hand by accident (like a plastic cup) | | | | |
| I drop things out of my hands when I am holding them | | | | |
| I like climbing – playgrounds, furniture | | | | |
| Auditory | | | | |
| When I am in a busy place the noises hurt my ears or head | | | | |
| When there is a lot of noise it makes me cross, angry, or unhappy | | | | |
| I find it hard to concentrate when there is a lot of noise around me | | | | |
| It is hard to follow instructions in class | | | | |
| I don't notice when my name is being called | | | | |
| Visual | | | | |
| Bright light bothers me | | | | |
| I need to wear sunglasses or a hat when I am outside | | | | |
| I like to be in dark places | | | | |
| Matching up items is hard (such as matching up socks) | | | | |
| It is hard to focus on the words written on a worksheet or board | | | | |
| Praxis | | | | |
| I find it hard to learn a dance routine or a sequence of movements | | | | |
| I find it tricky to tie shoelaces or do buckles | | | | |
| *I am good at PE and sports | | | | |
| I find throwing and catching activities challenging | | | | |
| I find riding a bike challenging | | | | |

| NOISE and SOUNDS  | | | |
|---|---|-------------------|-----------------------------|
| Pointer | Evidence to look for | Current Situation | Possible action (if needed) |
| Does equipment in the classroom make a lot of noise? | Humming from computer, project or television. | | |
| | Hum from the lights. | | |
| Is there anything in the classroom to help keep the noise levels low? | Carpet area in classroom. | | |
| | Echo in the hall during assembly or lunchtime. | | |
| | Noise in the corridors when changing classroom. | | |
| Can you hear noise from outside the classroom? | Passing traffic. | | |
| What can you do if there is too much noise in the classroom? | Quiet space to move to. | | |
| Do you have a warning if there is going to be a loud noise? | Bells. | | |
| 2 | | | |
| TOUCH and FEEL  | | | |
| Pointer | Evidence to look for | Current Situation | Possible action (if needed) |
| What does your school uniform feel like? | School uniform. | | |
| | Changing school uniform, cutting off labels. | | |
| How does your hand feel when writing? | Work typed or homework done in school. | | |
| | Allowed to use an 'Alpha Smart' or laptop for written work. | | |
| What do your chairs feel like? | Padding or cushions to make chairs more comfortable. | | |

|  national autism standards | | Supported by Department for Education | | | |
|--|--|--|----|------------|-----------------|
| Sensory assessment checklist | | | | | |
| (based on the sensory profile checklist from Bogdashina, 2003 and included in the IDP autism spectrum) | | | | | |
| Tick which apply and then consider which teaching staff need to know this information. | | | | | |
| Where possible, complete this in discussion with the parents or carers and the pupil. | | | | | |
| No. | Item | Yes | No | Don't know | Action required |
| 1 | Resists changes to familiar routines | | | | |
| 2 | Does not recognise familiar people in unfamiliar clothes | | | | |
| 3 | Dislikes bright lights | | | | |
| 4 | Dislikes fluorescent lights | | | | |
| 5 | Is frightened by flashes of light | | | | |
| 6 | Puts hands over eyes or closes eyes in bright light | | | | |
| 7 | Is attracted to lights | | | | |
| 8 | Is fascinated by shiny objects and bright colours | | | | |
| 9 | Touches the walls of rooms | | | | |
| 10 | Enjoys certain patterns (e.g. brickwork, stripes) | | | | |
| 11 | Gets lost easily | | | | |
| 12 | Has a fear of heights, lifts, escalators | | | | |
| 13 | Has difficulty catching balls | | | | |
| 14 | Is startled when approached by others | | | | |
| 15 | Smells, licks, taps objects and people | | | | |
| 16 | Appears not to see certain colours | | | | |
| 17 | Uses peripheral vision when doing a task | | | | |

UNIVERSAL & TARGETTED SUPPORT: Recommended resources for supporting sensory needs in school.



Helpful websites:

- [Sensory Integration Education](#)
- <https://sensoryladders.org/> and <https://sensoryproject.org/sensoryladders/> or request a copy of “SES Overview: Sensory Ladders”

SENSORY SUPPORTS IN PRACTICE:

Co-produce sensory management with your young person, where possible



👉 Marks and Spencer's autism friendly school uniform range



[Wobble Stools | Ergonomic Stools - Just for Schools](#)



EMOTIONAL SELF-REGULATION

Work preventatively: provide a forum for communication and adapt all approaches so your young person can engage and communicate comfortably in regular sessions. Consider your young person's ability to recognise their internal body signals, before being able to regulate.

- Click [here](#) for a curriculum designed to support with interoception needs
- Consider what we mean by resilience: <https://www.youtube.com/watch?v=ktXo8kuZPRI>

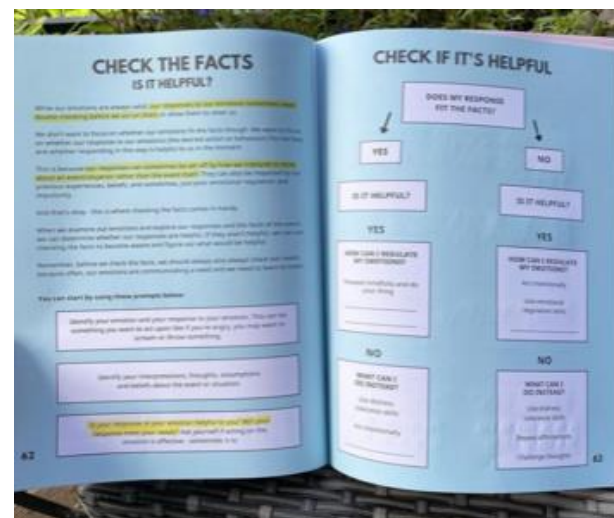
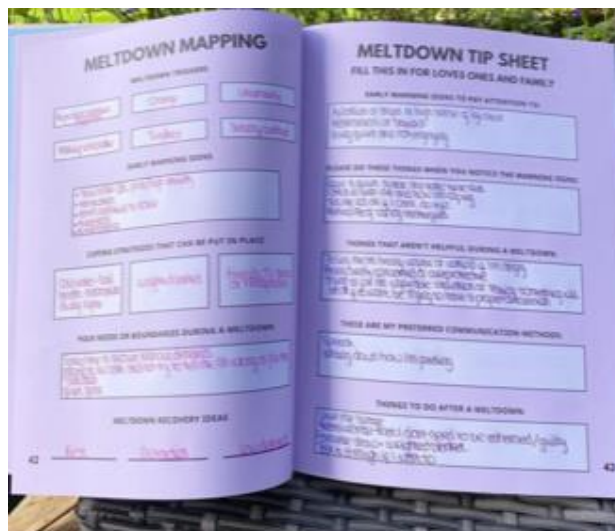
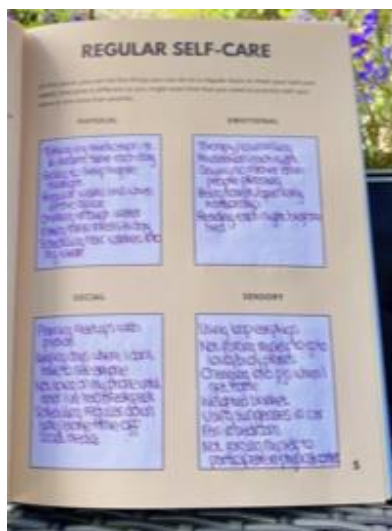
Recommended approaches: Ensure that there are restorative times across the school day and week.

- The Zones of Regulation: <https://zonesofregulation.com/>
- Energy Accounting: <https://medium.com/age-of-awareness/the-energy-accounting-activity-for-autism-3a245e34bdfb>
- Spoon Theory: <https://www.edpsyched.co.uk/blog/autism-spoon-theory>
- Ideas for regulation toolkits: <https://www.autismlevelup.com/#tools>



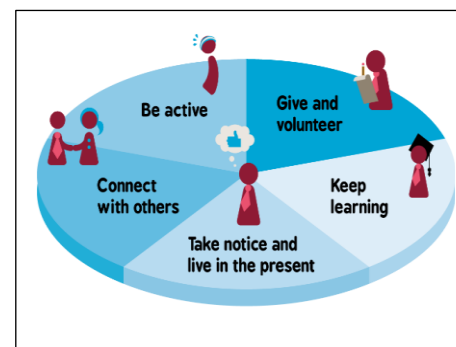
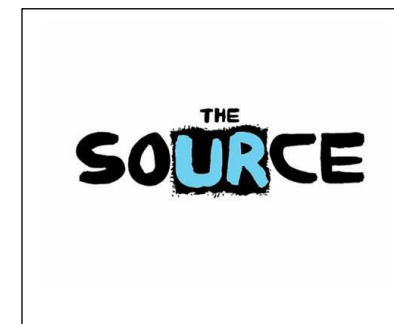
The Neurodivergent Friendly Workbook of DBT Skills (2022) by Sonny Jane Wise

(pages shared by Emily Katy via Instagram (name tag: *itsemilykaty*)



Emotional and Mental Wellbeing: Preventative approaches for home and school

- [Parent workshops | Norfolk and Suffolk NHS \(nsft.nhs.uk\)](https://www.nsfth.nhs.uk/) – delivered by Psychology in Schools Team
- [Home - The Source](#) website for young people, covering a range of topics.
- [Home - Kooth](#) website for young people, covering wellbeing guidance
- [Home : Mentally Healthy Schools](#)
- [Five Ways to Wellbeing - Wellbeing Suffolk \(wellbeingnands.co.uk\)](https://www.wellbeingnands.co.uk/)
- [Mental wellbeing toolkit from Coram \(coramlifeeducation.org.uk\)](https://www.coramlifeeducation.org.uk/)
- [Sleep resources - Suffolk County Council](#)



Recommended books for early intervention

- [The ASD Girls' Wellbeing Toolkit: An Evidence-Based Intervention Promoting Mental, Physical & Emotional Health: Amazon.co.uk: Tina Rae, Amy Such: 9781912112678: Books](#)
- [Supporting Spectacular Girls: A Practical Guide to Developing Autistic Girls' Wellbeing and Self-Esteem: Amazon.co.uk: Clarke, Helen: 9781787755482: Books](#)
- [The Spectrum Girl's Survival Guide: How to Grow Up Awesome and Autistic : Siena Castellon, Temple Grandin: Amazon.co.uk: Books](#)

Big Life Journal: <https://biglifejournal.com/>

In addition to a range of 'journals', the website also contains a range of free downloadable and low cost resources for schools and families.

- View pages from the age 4-10 book: <https://biglifejournal.com/collections/journals/products/bundle-daily-original-kids>
- View pages from the age 11+ book: <https://biglifejournal.com/collections/ages-11/products/big-life-journal-teen-edition>



- [What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety \(What-to-Do Guides for Kids\) \(What-to-Do Guides for Kids Series\): Amazon.co.uk: Dawn Huebner, Bonnie Matthews: 8601404200342: Books](https://www.amazon.co.uk/dp/1444790342)
- [Beating Anxiety: What Young People on the Autism Spectrum Need to Know: Amazon.co.uk: Davida Hartman: 9781785920752: Books](https://www.amazon.co.uk/dp/1444790342)

MASKING

Consider the accumulative impact of anxiety, social vigilance and sensory overwhelm. This can be why meltdowns, shutdowns and demand avoidance occur.



The Engagement Hub sought Pupil Views from Suffolk CYP. Here are some of their perspectives about **masking in our schools**:

- So other people don't know.
- I don't want others to see my emotions.
- Don't show people that you have something wrong with you.
- You can hide your emotions.
- I struggle to hide my emotions.
- Nobody knows me, and the bullying has stopped, I'm less weird.
- No one knows what's inside my head.
- Mum usually gets the side effects of how I feel – they explain how they mask all day and have a meltdown once they are home.
- My room is my own space.
- Masking is annoying the effects can cause me to have a meltdown, it's tiring.
- Sometimes it is difficult to know what to mask and when, especially with different teachers.
- In art or drama, I forget to hide things and subjects that I have to concentrate such as maths or science I hide my emotions”.



Immie Swain/Autism Education Trust: Masking and the impact of sensory and social aspects of school

<https://www.youtube.com/watch?v=hqioYJGbpNs>

WELLBEING and ESCALATING CONCERNS

BE ALERT FOR & RESPONSIVE TO:

- Changes in social and/or emotional communication
- Resistance to participating in previously manageable activities in school, outside school.
- Increased signs of social isolation, resistance and then refusal to attend school.

Inform your allocated **Educational Welfare Officer (EWO)** if attendance is a concern.

Consider referral to **Family Support Team** (was Early Help/CAF):


- [Social care and early help - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](https://www.suffolklocaloffer.org.uk)
- [EBSA \(Emotionally Based School Avoidance\) - Suffolk County Council](#)
- [Addressing emotionally-based school avoidance | Anna Freud](#)

If health/mental health professionals are involved with your young person, follow their guidance.


National Autistic Society provides useful information for professional delivering talking therapies:

- [NAS-Good-Practice-Guide-A4.pdf \(thirdlight.com\)](#)

Consider ‘Recovery Curriculum’ Principles: Maintain regular opportunities for your young person to connect with key adults, spending routine time on calming and fun activities, enjoying time together. Use noticing and commenting to help build some protective factors in the shape of positive relationships.



Finding your own Daily Balance



Having structure and routine in our days can help us to feel more in control and cope with uncertainty. Building in time for important things such as exercise, selfcare and thing we love to do can help us to ensure we look after ourselves, emotionally and physically.

The things that are important to us are different for everyone, so everyone’s daily routine will be unique.

We can choose the template that suits us and will help us to remember to give our day balance. Together we can fill it with the activities we want to do each day.

Each type of activity time is colour coded to make it easy for us to plan our daily routine, matching the activity colour to the timetable.

Connected Time: choose any activity, as long as we do it together, or give time to help or do things for our community or neighbours.


Active Time: daily exercise is really important as it can release energy and make us feel good.

Learning Time: we need to keep our brains active, it could be work set from school or learning a new skill.


Mindfulness/Calm Time: taking time to notice the world around us, how we feel and doing things that make us feel calm and happy has many benefits on our wellbeing.

If it helps:

- add specific time frames to each activity.
- create more activity cards to add the things that you like to do.



For more information about how we could work with you please contact:
if@suffolk.gov.uk



Daily Routine

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|--------------|--------------|--------------|--------------|
| Mindful/Calm | Learning | Active | Learning | Mindful/Calm |
| Learning | Active | Learning | Active | Active |
| Active | Together | Mindful/Calm | Together | Learning |
| Together | Mindful/Calm | Together | Mindful/Calm | Together |

Daily Routine

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|--------------|--------------|--------------|--------------|
| Active | Active | Active | Active | Active |
| Learning | Learning | Learning | Learning | Learning |
| Together | Together | Together | Together | Together |
| Mindful/Calm | Mindful/Calm | Mindful/Calm | Mindful/Calm | Mindful/Calm |

Additional signposting for escalating wellbeing concerns

General information:

- [Home - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](https://suffolklocaloffer.org.uk)
- [Health and wellbeing - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](https://suffolklocaloffer.org.uk)
- Suffolk County Council: [Mental health and wellbeing - Suffolk County Council](#)
- Norfolk/Waveney: [Just ONE Health and Social Care | Providing Care, Support and Accommodation | Home](#)

Information on MHST: [Mental Health Support Teams in schools - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](https://suffolklocaloffer.org.uk)

NHS/NSFT Wellbeing Services (East, West Suffolk):

- For young people aged 11-17: [Children and young people | Norfolk and Suffolk NHS \(nsft.nhs.uk\)](https://nsft.nhs.uk)
- For young people over 16 years of age: [Professionals - Wellbeing Suffolk \(wellbeingands.co.uk\)](https://wellbeingands.co.uk)

NHS CHRIS Team:

- **Please note:** CHRIS is a crisis specialist service and requires a referral from a practitioner (eg keyworker from Health, Social Care)
- [CHRIS \(Co-ordinated Help and Risk Intervention Service\) - Suffolk County Council](#)

Urgent Help:

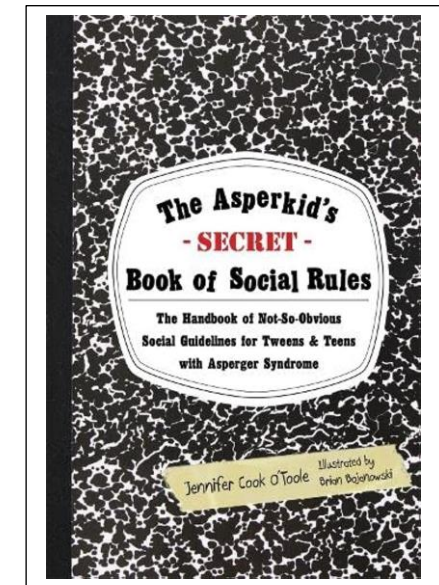
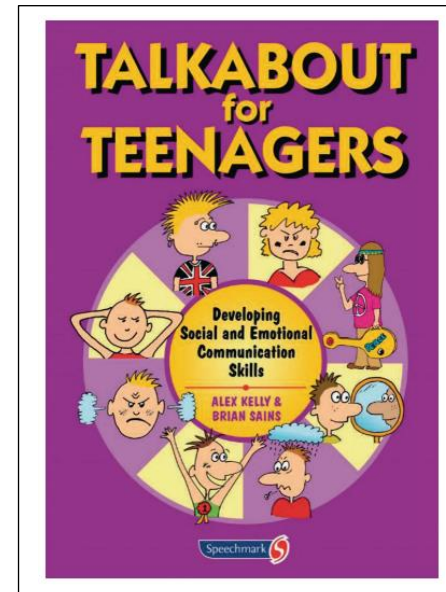
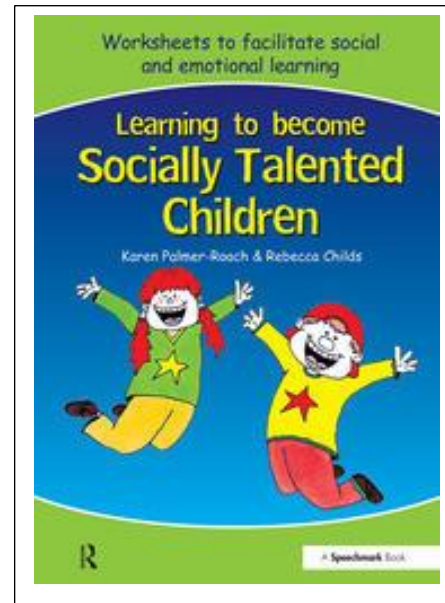
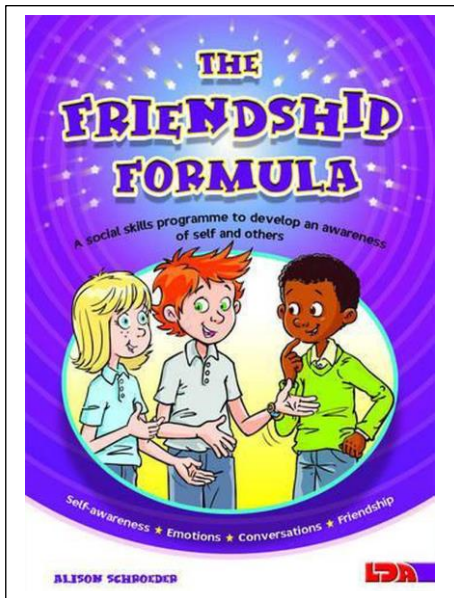
- NHS Crisis Support Line - Call 111, option 2. This is for professionals and families if there is a situation with immediate concern and other services are not available or not answering.
- Call 999, if necessary
- Complete a MARF (Multi-Agency Referral Form), if necessary

SOCIAL TEACHING and POSITIVE CONNECTIONS

Your young person may reject friendships due to their experiences, but it is likely that they do want to have connections that feel safe. Experiences of social rejection and exclusion are distressing and will lead to the young person withdrawing & avoiding school. Please consider that these young people are often more skilled socially (kind, empathic, polite) and this may draw negative attention from their possibly less mature peers. Discretely monitor interactions, including the micro behaviours and more obvious bullying by others.

Positive peer awareness: [Learning About Neurodiversity at School \(LEANS\) | Salvesen Mindroom Research Centre \(ed.ac.uk\)](#)

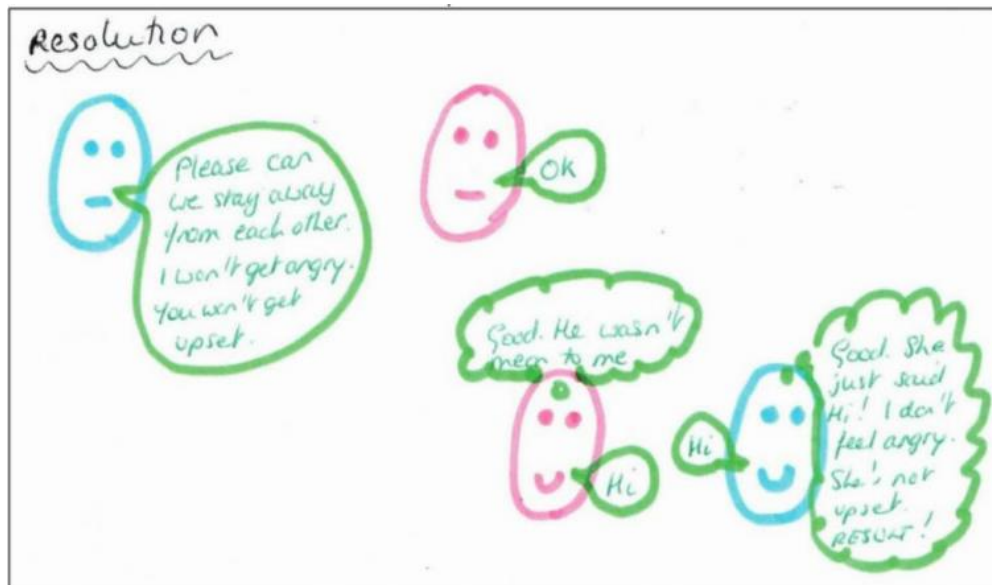
Experts by experience have shared how 'social skills' groups made them feel as though they were 'at fault' and 'getting things wrong'. Attending sessions also impacted how they were perceived by peers. Develop 'Circle of Friends' or engineer time with those who may have similar experiences. **Use good resources sensitively:**



Using regular **mentoring and co-production** sessions, validate the experiences shared by the young person and build in explanations and coping strategies eg managing situations they find challenging, rehearsing social scripts for self-advocacy such as reporting bullying.

Visually represent your solution focussed conversations – keep in a scrapbook or journal for reference:

- Draw speech & thought bubbles, use colours and visual scales for any emotions experienced, consider & represent the possible size of the problem.



Comic Strip Conversations ® (Ref: Carol Gray)



Visual scales: size of emotions, problems & strategies to try

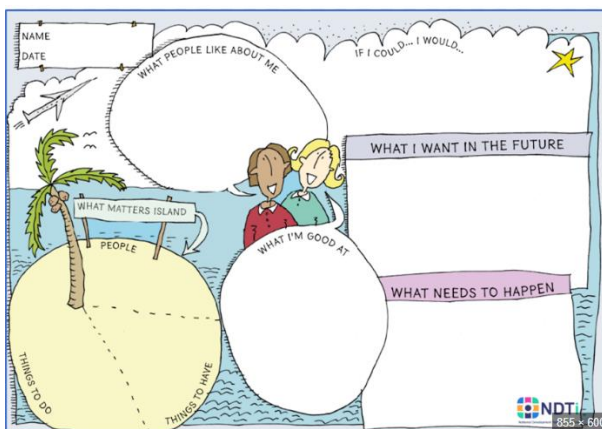
SELF AWARENESS WORK and/or TARGETED DIAGNOSIS WORK

Key considerations to be made in liaison with parent/carer(s):

- Does the young person express knowing/feeling they are different? What is their understanding around this?
- Does the young person have a diagnosis? Are they aware? What is their understanding of their diagnosis?
- Is the young person going to be or has been referred for assessment? Are they aware? What is their understanding of this?
- Would they benefit from some targeted self-awareness work, with or without reference to a diagnosis? If so, ensure parent/carer consent and agreement around preferences for phrases/labels. Agree how and when discussions will take place and with who i.e. informing a child of their diagnosis should come from the parent/carer(s). Click [here](#) for the National Autistic Society advice for parents/carers.
- Consider appropriateness of talking about diagnosis with a young person awaiting assessment, it can be a positive 'lightbulb' moment when they link their experiences with a role model who has autism (please see list below). Consider impact carefully.

Key approaches

- The aim is for the young person to have a greater awareness of their profile, their strengths and their differences and to feel a positive sense of self, therefore consider the language you use. Also be sensitive that the young person may be having a hard time and they will need to feel validated. Present information and then consider how *they* feel about it. The process must be led by the young person.
- Encourage the young person to share experiences and perceptions. Consider their strengths, including views of others.
- Create a pupil passport and/or add similarities/differences to All About Me pages.



| Insert a photograph of this pupil | Name | Insert a photograph of this pupil | Example: Katie |
|-----------------------------------|---------------------------------------|-----------------------------------|---|
| | Vision: I can ... | | Vision: I can see high contrast items 50cm away when placed in front of me. I can also track these items from side to side/up and down. I respond best to objects rather than pictures. When working with me please sit directly in front of me. |
| | Hearing: I can ... | | Hearing: I can hear using my right ear but not my left ear. When presenting audio cues or talking please ensure that my right ear is positioned towards the sound. I may take up to 30 seconds to respond, so give me this time to process any audio. |
| | Likes and dislikes: I like ... | | Likes and dislikes: I like loud pop music and sensory lights. I like hard textures like pebbles and some musical instruments but get anxious when feeling soft textures like fur or cotton wool. |
| | Communication: I communicate with ... | | Communication: I communicate with my facial expressions, eye movement and vocalising to tell you if I like or dislike activities - looking towards items I like and turning/looking away from those I don't. |

Autism Education Trust

TEACHERS TOOLS
Pupil profile template

Pupil Name: _____ DoB: _____ Date completed: _____

| | |
|---|---|
| Communication and social interaction | |
| Interests and motivation | Academics |
| Sensory needs | Practical/Self-help/Independence skills |
| Strengths and Skills | Sources of stress and anxiety to include strategies |
| Support needs and preferences | How to support participation and engagement |
| Summary of any risks and implications for Safety Management | Health/Medical |
| Unstructured time: skills and support needs | Other relevant information? |

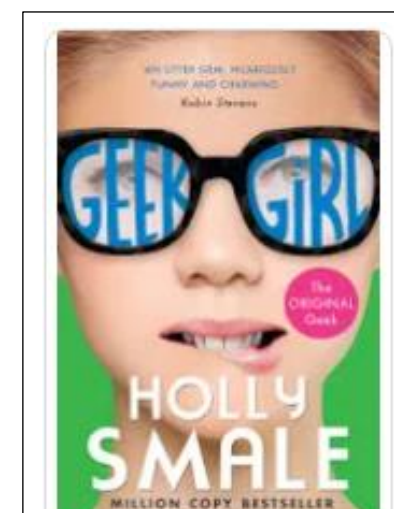
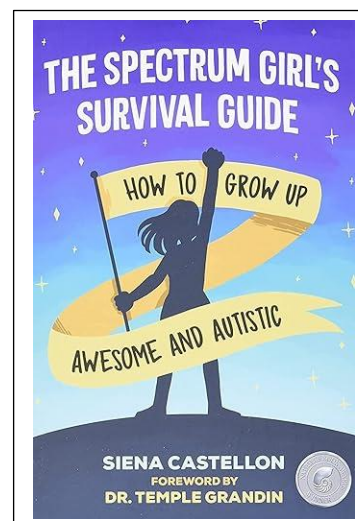
Books recommended for young people with autism by Emily Katy from her website (<https://www.authenticallyemily.uk/>):

Non-Fiction

- [‘A Different Sort of Normal’](#) by Abigail Balfe
- [‘The Spectrum Girls Survival Guide: How To Grow Up Awesome and Autistic’](#) by Siena Castellon
- [‘So I’m Autistic? An introduction to autism for young adults and late teens’](#) by Sarah O’Brien
- [‘Different Not Less’](#) by Chloe Hayden
- [‘Can You See Me?: A powerful story of autism, empathy and kindness’](#) by Libby Scott and Rebecca Westcott
- [‘Queerly Autistic: The Ultimate Guide For LGBTQIA+ Teens On The Spectrum’](#) by Erin Ekins
- [‘Autism, Identity and Me: A Practical Workbook to Empower Autistic Children and Young People Aged 10+’](#) by Rebecca Duffus

Fiction

- [‘A Kind of Spark’](#) by Elle McNicoll
(also a children’s TV show on BBC iPlayer!)
- [‘Show Us Who You Are’](#) by Elle McNicoll
- [‘Geek Girl’](#) by Holly Smale
- [‘Vivi Conway and the Sword of Legend’](#) by Lizzie Huxley-Jones
- [‘Frankie’s World: a Graphic Novel’](#) by Aoife Dooley
- [‘Finding My Voice: a Frankie’s World Graphic Novel’](#) by Aoife Dooley
- [‘Underdogs’](#) by Chris Bonello



Other books:

- Camouflage: The Hidden Lives of Autistic Women (2019) by Dr Sarah Bargiela
- The Superhero Brain: Explaining Autism to Empower Kids (girl) (2017) by Christel Land
- I am an Aspie Girl: A book for young girls with autism spectrum conditions (2015) by Danuta Bulhak-Paterson



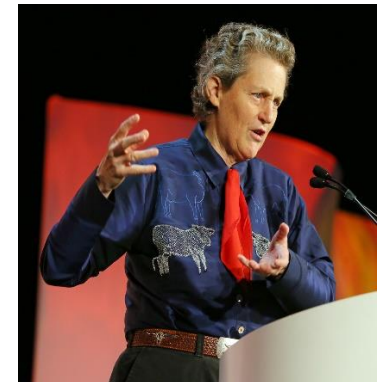
Media clips to support understanding of autism in girls (*watch first to determine suitability for your young person*):

- [Amazing Things Happen](#) by Alexander Amelines
- [There's no one way to be autistic](#) by Sara Gibbs
- [BBC: My Autism and Me](#) by Rosie King
- [Can you make it to the end?](#) By National Autistic Society (sensory overload simulation)
- [Masking and the impact of sensory and social aspects of school](#) by Immie Swain/Autism Education Trust
- [An explanation of autism for children: from the book A Different Kind of Brilliant](#)
- [Inside our Autistic Minds: Flo's Film](#)

Podcasts (*listen first to determine suitability for your young person*):

| | |
|--|--|
| <p>Autism and Friendships: The ones who stand out from the crowd Our Turn to Talk (zencast.website)</p> | <p>Four young people discussing their experiences of friendship as autistic young people.</p> <p>Produced by the National Children's Bureau</p> |
| <p>Radio 4 - Room 5</p> <p>https://www.bbc.co.uk/programmes/m001dn5s</p> | <p>Aged 39, Holly Smale was a successful author – the creator of the bestselling series of children's books, Geek Girl. One afternoon, while talking to her therapist, Holly breaks down, says she feels broken. And so begins her journey to understand why she's always felt different to other people.</p> <p>Psychologist Dr Sarah Lister Brook (Clinical Director for the National Autistic Society) tells us why so many autistic girls and women still go undiagnosed. Holly Smale shares some life advice with a newly diagnosed eight-year-old girl. In Room 5, Helena Merriman interviews people, who like her, were changed by a diagnosis.</p> |

Neurodiversity and Experts by Experience: examples of some positive, identifiable role models



L-R: Greta Thunberg, Talia Grant, Robyn Steward, Emily Katy, Jennifer (Cook) O'Toole, Rosie King, Hannah Gadsby, Temple Grandin

ADDITIONAL SIGNPOSTING

Local support and opportunities for children and young people.

- [Home - The Source](#)
- [Young Person's Network \(SEND\) - The Source](#)
- [Activities Unlimited - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](http://suffolklocaloffer.org.uk)
- www.kooth.com
- [Home Page - ChatHealth](#)

Local ND information and support for families:

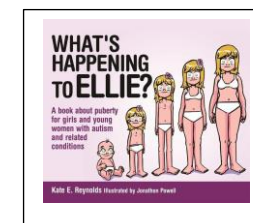
- [Autism, ADHD and Neurodevelopment - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](http://suffolklocaloffer.org.uk)
- [East of England delivered by Essex County Council | Autism Central](#)
- [West Suffolk Neurodevelopmental Support Service - Family Action \(family-action.org.uk\)](http://family-action.org.uk)
- [Norfolk & Waveney ASD/ADHD Support Service - Family Action \(family-action.org.uk\)](http://family-action.org.uk)

Puberty:

- Book: [The Autism-Friendly Guide to Periods eBook : Steward, Robyn: Amazon.co.uk: Books](https://www.amazon.co.uk)
- Books: What's happening to Ellie

Safeguarding:

- NAS website: [Safeguarding autistic girls at school \(autism.org.uk\)](http://autism.org.uk)
- NSPCC & online safety: [Keeping children safe online | NSPCC](#)
- CEOP: [Resource Library \(thinkuknow.co.uk\)](http://thinkuknow.co.uk)
- Book: Ellie needs to go (using public toilets safely)
- Book: The Guide to Dating for Teenagers with Asperger's Syndrome by Jennifer Ulenkamp
- Book: Safety Skills for Asperger Women by Liane Holliday Willey
- Book: The independent woman's handbook for Super Safe Living on the Autistic Spectrum by Robyn Steward



Staff awareness

SES CPD: Currently – (Autism Awareness), (Supporting girls with ASC), (Supporting with sensory needs), (Managing Meltdowns)

- [SES CPD Training \(openobjects.com\)](https://openobjects.com)

SES Inclusion Support Meetings (ISMS): School staff can book a 20 minute slot with a specialist teacher across areas of SEND.

- [Specialist Education Services: Inclusion Support Meetings \(office365.com\)](https://office365.com)

Early Years:

- [A guide to neurodiversity in the early years | Anna Freud](#)

Peer awareness resources:

- Provides regularly updated resources for celebrating Neurodiversity - [Resource hub : Mentally Healthy Schools](#)
- Learning about Neurodiversity in schools - [About the LEANS resources | Salvesen Mindroom Research Centre \(ed.ac.uk\)](#)
- Range of resources in the AET Autism Resource Suite - [The Autism Resource Suite | Autism Education Trust](#)

Experts by Experience:

- [Autism Understood](#) by Spectrum Gaming
- Document: [Spotlight on girls with autism](#) (Aus/DfE)
- Web page & YouTube: [Rewriting the narrative](#): lessons about inclusion from autistic adolescent girls who stopped attending school
- Document: [Girls and Autism: Flying under the radar | Nasen](#)
- Short Film: [Girls Affected by Autism \(Channel 4\)](#)

We asked young people... What makes good support for Autistic Young People"

We would like to be spoken to the way you would talk to any other young person in the community.

Show good manners when you're around me.

You can greet me with a hand shake or fist pump. Keep in mind my personal preferences.

Like all people, autistic people have their own strengths and weaknesses - we are all different.

Talk to me with a positive mindset, no swearing just kind words.

Take turns to talk when we have a conversation.

Remember having autism we have heightened senses. We may feel overwhelmed with the environment like strobe lighting, and loud noises. We may need our ear defenders!

Give me time! We may need instructions simplified as it may take us longer to process.



We often work better in smaller groups and with more teachers so public school may not always work so well.

I like my special interests because it helps me when I'm feeling tired, worried or anxious.

We may struggle being sociable and take things literally. Give me extra time to think and don't ask too many questions.

GOOD SUPPORT?



We asked young people... What makes an ideal children's worker?

They should be someone who...

- Has good signposting skills
- Doesn't expect too much from you
- Understands that not one size fits all
- Is patient, kind, friendly & compassionate
- Respects your individuality
- Listens to you
- Allows you to take your own time
- Is able to remain calm
- Is non-judgemental & takes you seriously
- Goes the extra mile or even cm!
- Tries to understand your behaviour and doesn't assume young people are just being naughty
- Is able to give appropriate and sensitive responses
- Has knowledge of conditions and services
- Doesn't cut you off or make assumptions
- Praises achievement and gives positive feedback
- Gives you space when you need it
- Doesn't give label like attention seeking
- Is able to recognise signs of emotional and mental health problems

IDEAL CHILDREN'S WORKER





Watch the video: <https://youtu.be/Q-RxnCuy6ps>

We asked young people... What makes an ideal meeting ?

- Let me set the place and the pace of the meeting
- Let the young person lead the conversation
- Let the young person write the agenda
- Let us jump about in the conversation, a bit of fun and chat and then the boring stuff
- Let me choose who attends
- Gives me a paper copy of the information not an email and make sure I can read it (on yellow paper for example)
- Don't give me tons of pages
- Talk to me before hand about if there will be times I'd rather leave the room than listen to what's being spoken about so I don't get upset/surprised
- Make it child centred
- Be prepared to be flexible with time - we might need more than you think
- Make it age appropriate! no smiley faces to say how I'm feeling!
- Simplify the information you give me bullet points for example

IDEAL MEETING

