



*Good practice for autism
is good practice for all!*

United Nations Convention on the Rights of the Child
Article 29: *'Children's education should develop each child's
personality, talents and abilities to the fullest.'*



AIM4Lincs Inclusion Mark

Acknowledgements

The revised AIM4Lincs Toolkit is based on the work of the [Autism Inclusion Mark 4 Lincolnshire Team](#).

Many thanks are due to those who worked together to produce the original document:

Helen Blatchford	Specialist Speech and Language Therapist
Janet Corcoran	Lincolnshire Autistic Society
Russell Postlethwaite	Senior Educational Psychologist
Louise Stanton	Headteacher, Gosberton House School
Anne Tait	LSS Autism/Asperger Outreach Teacher
Hannah Turlington	Senior teacher, Gosberton House School, and Autism/Asperger Outreach Teacher
Vicki Turner	Senior teacher, Gosberton House School, and Autism/Asperger Outreach Teacher
Chris White	Specialist Speech and Language Therapist (Autism)

The 2014 revised edition is the work of:

Janet Corcoran	Lincolnshire Autistic Society
Louise Stanton	Headteacher, Gosberton House School, and Strategic Lead, Working Together Team
Anne Tait	Lincolnshire Working Together Team Specialist Teacher
Vicki Turner	Assistant Headteacher, Gosberton House School, and Operational Manager, Working Together Team – Lincolnshire's Outreach Service for Autism, Learning and Social Communication Needs
Chris White	Chair of Governors, Gosberton House School



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The **AIM4Lincs Inclusion Mark** recognises that Social Communication and Autism (SC/AS) are closely linked and that good practice is effective in supporting many Children and Young People (CYP) with similar differences.

To achieve the **AIM4Lincs Inclusion Mark** settings will need to demonstrate the impact of their practice in promoting the inclusion and progression for CYP with SC/AS and in providing positive outcomes for the CYP and their families

The **AIM4Lincs Toolkit** is based on the National Autistic Society SPELL approach (Structure, Positive, Environment, Low Arousal, Links) and cross-referenced to the Autism Education Trust (AET) National Autism Standards for schools and educational settings.



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Introduction

"Education must develop every child's personality, talents and abilities to the full"
(UN Convention on the Rights of the Child, article 29, 1989)

This seems especially relevant to children who have social communication differences or a medical diagnosis of autism. Children and Young People (CYP) with social communication or autism (SC/AS) may have a range of differences which can impact on their social and academic inclusion and could present a challenge to schools. The range of needs and differences for the CYP can have many implications in terms of adapting and devising existing practice or in developing innovative practice. To achieve positive outcomes for the CYP there may be a range of issues to consider, such as the way in which the whole curriculum is planned and delivered; understanding of and training for all members of staff regarding SC/AS; appropriateness of behaviour policy; accommodating sensory sensitiveness; and whether the school environment is SC/AS 'friendly'.

These aspects of school provision and others are covered in the [AIM4Lincs Inclusion Mark](#) document.

What is it?

The inclusion mark was a Lincolnshire initiative developed to ensure the continuity of the practices initiated by The National Inclusion Development Programmes (IDP) – Supporting Pupils on the Autism Spectrum 2009/2010. The [AIM4Lincs Inclusion Mark](#) is awarded to schools who demonstrate that they:

- Consistently develop and deliver good practice standards for children and young people with SC/AS, through a whole school approach.
- Work with families and others (e.g. support agencies) to support individuals with SC/AS.
- Sustain and develop practice to renew their [AIM4 Inclusion Mark](#) every three years.

Why is it important?

- To identify good practice, have it recognised and move it forward.
- To develop confidence among Staff in meeting the differences of CYP with SC/AS.
- Effective SC/AS practice is helpful for all CYP but is *essential* for individuals with SC/AS.



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How do we get it?

As part of a planning session, Specialist Teachers from Lincolnshire's Working Together Team will discuss with you the strategies and approaches in place in your setting, and how your practice can be enhanced to progress to an **AIM4Lincs Inclusion Mark**. They will support you through the process.

The award is made by an independent panel of professionals experienced in the field of autism who will carefully consider the portfolio of evidence submitted by your School.

The submission process:

- Get the Toolkit to help you through the process. This is available from The Autism Inclusion Mark Team based at Gosberton House School: aim4lincs@gosberton-house.lincs.sch.uk
- Complete a self-audit and submit a portfolio of evidence.
- Ask for support from your school's Working Together Team Teacher to complete the self-audit and to compile the portfolio.

To achieve the **AIM4Lincs Inclusion Mark** schools will need to show how their policies and practices have been adapted or developed to support CYP with SC/AS and their families. The portfolio of evidence will need to show how school policies have been implemented in practice and to contain evidence which reflects the impact of the practice.

Developing support for CYP with SC/AS may not involve significant changes to existing practices and the evidence will reflect the adjustments made. For some CYP significant changes may need to be made and the evidence will need to reflect how the changes were evolved, disseminated and used in practice.



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Guidance on completing the **AIM4Lincs Inclusion Mark** portfolio.

The following points are intended as a guide in helping you to complete the AIM4Lincs portfolio.

The **AIM4Lincs Toolkit** contains 3 documents: *Suggestions for Evidence*; the *Self-Evaluation* form; and this Booklet.

Suggestions for Evidence

The 'Suggestions for Evidence' document contains 5 *prompts* which are organised according to the NAS SPELL (Structure; Positive; Environment; Low Arousal; Links) approach.

1. The first column states the prompt. For example, STRUCTURE prompt 1 'POLICIES' states: "*Your setting has policies that promote inclusion with special reference to children and young people (CYP) who are on the Autism Spectrum (AS) or who have Social Communication (S/C) needs.*"
2. In the second column there are suggestions for evidence of application, impact and outcomes that relate to the prompt. In the above example (STRUCTURE, prompt 1), the evidence in the portfolio needs to highlight what your setting does to achieve the aims in the policies and the outcomes for CYP and Families.
3. It may be that these examples do not relate to your setting and you have alternative or innovative practice to demonstrate the application of the prompts. Please include the evidence that applies to you.
4. The third column identifies the links with the National Autism Standards. These can be found at <http://www.aetraininghubs.org.uk/schools/national-autism-standards/>, along with links to sample resources.

The Self-Evaluation form

This document is also organised under the 5 SPELL prompts.

1. The first column states the prompt, as described above.



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2. The second column (blank) is for recording your setting's evidence of application, impact and outcomes.
3. Please remember that as well as showing what was implemented, the evidence needs to clearly show the outcomes and impact of actions / strategies for the CYP and their families and should include pupil voice and views of Staff and Parents / Carers.
4. You may wish to provide evidence and information in a number of ways, and some examples are provided in the table below. Your portfolio may contain examples as listed or any innovative practice you have developed.

Photocopies of policies, or relevant parts of...	Examples of questionnaires used to gather pupil views	Examples of alternative forms of technology used to support learning, e.g. Alpha smarts etc...
Website details	Examples of lesson plans	Details of support agencies and the advice given- how the advice was used.
Example of school brochure	Examples of 'Records of Achievement'	Examples of home-school diaries.
Photographs, e.g. of visual timetables.	Examples of rewards/motivators	Examples of any behavioural/ intervention strategies employed e.g. ABC charts, STAR etc...
List of clubs available. CYP responses to the clubs.	Evidence of training courses attended by staff/evaluations, how the training was used in practice etc...	Examples of pupil passports, pupil profiles, etc...
Examples of letters sent to parents/carers, newsletters etc	Evaluations to show the impact of the strategies implemented	Support for extra curricula activities.

Note: please ensure that all documents submitted are anonymous.



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5. When completing the **AIM Self-Evaluation Form**, enter your information in the appropriate box in the '**Evidence**' column. Please be brief but clear.
6. It should be clear which prompt/s each piece of evidence is supporting. Please give each evidence document a title and a label listing the prompt/s it supports. The title of the document should be entered next to the relevant prompt in the '**Evidence**' column of the **Self-Evaluation Form**.
7. A single piece of evidence may apply to more than one prompt. For example, evidence of a 'named person' would support *Structure, prompt 3* and *Empathy, prompt 1.1*. In this example, both prompts should be listed on the label of evidence documents.
8. There are three levels at which information can be submitted: **Achieved**; **Good**; and **Commended**. When considering each prompt, the entry level standard for the **AIM4Lincs Inclusion Mark** is **Achieved**.
9. You may wish to submit information that highlights how your setting has a **Good** or **Commended** level of practice. If so, please include this information on the label of the evidence document and enter the level next to the relevant prompt on the **AIM Self-Evaluation Form**.
10. Once the document is completed you can either email it to the **AIM4Lincs Team** at aim4lincs@gosberton-house.lincs.sch.uk, or print it out and send to: The AIM4Lincs Team, c/o Gosberton House School, 11 Westhorpe Road, Gosberton, Spalding, Lincs PE11 4EW. If emailing, please ensure that you send through your portfolio of evidence along with a completed contact details sheet.
11. Once the completed document has been received you will be sent a letter confirming receipt. Your portfolio will be reviewed shortly after receipt.
12. Should you wish to submit a portfolio, please be aware it will be shared with The Working Together Team to disseminate good practice.



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What happens next?

Once the document and evidence have been reviewed, there are three possible outcomes:

- The evidence submitted demonstrates that your setting ***is yet to reach*** an achieved level of practice in meeting the needs of CYP with SC/AS.
- The evidence submitted demonstrates that your setting has reached an ***achieved or good*** level of practice in meeting the needs of children and young people on the autism spectrum. A letter and certificate are awarded in recognition of achieving a good level of practice.
- The evidence submitted demonstrates that your setting has reached a ***commended*** level of practice in terms of meeting the needs of CYP with SC/AS. A letter, certificate and plaque are awarded in recognition of achieving a commended level of practice.

In all cases, a letter is sent out detailing both strengths and areas for development and portfolios can be re-submitted using the feedback if this is appropriate. You will be informed of the decision within two weeks of the review date.

NOTE: there are three deadline dates throughout the year for submitting your completed **AIM4Lincs Inclusion Mark** document -

- 30th March
- 30th June
- 30th November



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GLOSSARY OF TERMS

Term	Definition
ABC	A ntecedents, B ehaviour, C onsequences – a tool for analysing and identifying patterns of behaviour.
AS	A utism S pectrum - term given to cover a range of subgroups including autism, Kanner's autism, classical autism, Asperger syndrome.
AET Transition Toolkit	There are a variety of resources to aid Transition and settings need to use them selectively to determine the best "package" to meet the individual needs of the CYP. www.aet.org.uk Hawkins A. and Newport J. (2011). <i>The really useful ASD transition pack</i> . Milton Keynes: Speechmark
Lincolnshire's Working Together Team	A team of staff who support schools and families in their work with CYP with differences in social communication or who have a medical diagnosis of autism.
Educational Psychologist (EP)	A psychologist who assesses the educational needs of pupils and recommends the type of support required.
Educational setting	Term covers nursery/pre-school, school, and college settings.
Individual Education Plan (IEP)	Individual E ducation P lan – from September 2014 IEPs are being replaced with a "personalised plan" these could take the form of a plan or a provision map or an Education, Health Care Plan (EHC).

Iceberg	A useful tool for helping us to understand the behaviour of children and young people with AS. Originated by Division TEACCH, it is based upon the notion that the behaviour we see (what is observable) is driven by underlying factors, e.g. sensory sensitivities. For more information, please contact one of the support agencies, e.g. Autism Outreach, Educational Psychology Service.
The Inclusion Development Programme (IDP)	The IDP was introduced from 2008 to 2011 to support schools and Early Years settings through web-based teaching and learning resources. The focus of the second year (2009/10) was autism. See www.aet-idp.org.uk
PIVATS	Performance Indicators for Value Added Target Setting. Developed by Lancashire County Council this is a tool used by Schools to assist with assessment of learning, performance monitoring, and effective target setting for all pupils. It follows a cycle of plan do and review and identifies targets in small steps.
Pupil profiles, pen pictures, pupil passports.	Created by parents/carers and staff to illustrate a CYP's, likes, dislikes, needs, and strategies that help. See www.aet-idp.org.uk
'Quiet-time'	Term used to describe a safe, low distraction area which children and young people with SC/ AS can access at times of need, e.g. when feeling particularly anxious.
Speech and Language Therapist (SLT)	A registered therapist who assesses an individual's ability to communicate and their speech and language skills and devises programmes to develop these.
Special educational needs coordinator (SENCO)	A person in school who is responsible for coordinating information and action for pupils with special educational needs.