

# A parents and carers' guide to finding a school for your child with autism

How can we  
find the best  
school for  
our child?

What should  
we look for  
when we visit  
a school?

What type  
of school  
should we  
look for?



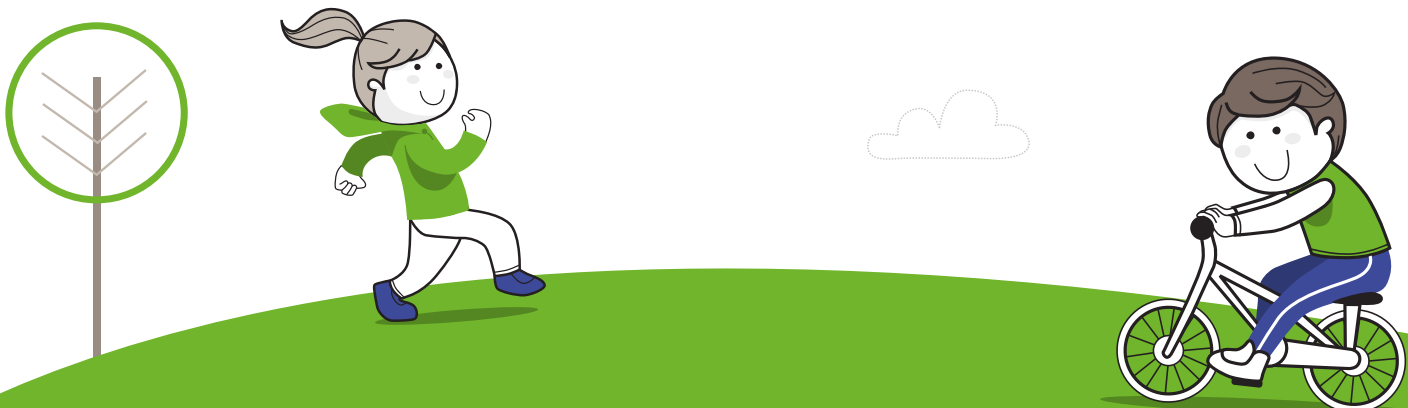
FREE GUIDANCE— Working together with your child's school  
[www.aettraininghubs.org.uk/parent-guide](http://www.aettraininghubs.org.uk/parent-guide)

# **This guide offers practical ideas on choosing a new school for your child or to inform your thinking about your child's current school.**



This guide can be used by parents and carers to think about what to look for in a school for their child with autism or Asperger syndrome. Together with the Working together with your child's school interactive document, this guide will help to gather your views on what your child needs to make progress and enjoy school.

All children with autism are different and all schools are different, so it is not possible to say which school will best meet the needs of your child. However, this guide aims to identify the key features of good autism education. This could be provided in a mainstream school, a special school or a school or unit which specialises in autism. Children with autism attend all these types of schools and can move from mainstream to special or from special to mainstream school during their school life.



# Finding a school which suits your child...

What kind of support does your child need?

What do you want for your child's education?

The Working together with your child's school interactive document can help you to identify educational priorities for you and your child. The views of parents, the child and the school staff need to be discussed to develop the most appropriate and relevant provision.



## Information about the school

Go onto the school's website or look at the school brochure/prospectus. This should give you a general idea about the school structure, curriculum, staffing, ethos and policies. Talk to family, friends, other parents and professionals to gain a broader view from their experience or knowledge of the school.



## Visit the school

- Attend open days or contact the school directly to arrange a visit during normal school hours.
- Visit several schools so that you can compare what is on offer.
- You may want to take your child with you on the visit and/or a friend, relative or professional involved in your child's education.

If you feel that none of the schools in your local area can effectively meet your child's needs, then this should be discussed with your child's current school, and with other professionals who know your child and have knowledge of the provision in your authority (eg Educational Psychologist). There may be a Parent Partnership organisation or a Parent Support Group that can offer advice to you.

Choosing a school checklist inside...

# Questions to consider or ask



## General

Questions that the parents of all children may ask, such as, Is there a school uniform? What are the school's opening hours and holiday dates? What is the school's policy on bullying?



## Specific to Special Educational Needs and Disabilities (SEND)

What help is available in school if your child needs additional support with learning or with social and emotional issues?



## Autism Specific

Questions which parents of children with autism may ask (see inside). These can help you to compare the type of provision and practice at different schools. This is only a guide and you are likely to have other questions relevant to you or your child to ask the school staff.

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## Other considerations

Go with your first impressions and trust your instincts. You know your child best and if your observations and discussions with staff make you feel confident, then it is likely the school will be a good school for your child.

You can use the checklist inside to gain a view on how well a school might be able to meet the needs of your child.



### USEFUL LINKS

[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)  
[www.autism.org.uk](http://www.autism.org.uk)

### To find out more please contact:

AET, c/o National Autistic Society, 393 City Road, London EC1V 1NG, UK  
t.020 7903 3650 e. [info@autismeducationtrust.org.uk](mailto:info@autismeducationtrust.org.uk)



# Choosing a school checklist

## Your child

	School information	Parent's comments
Will the school develop a pupil profile for my child stating their strengths, interests and needs?		
Will all school staff who teach and support my child be aware of their needs?		
How will the school enable my child's views and preferences to be taken into account?		
How will the school prepare my child for transition to another activity, class or to their next school?		

# Working together with your school

	School information	Parent's comments
Has the school a named person responsible for children with autism?		
Does the school help children develop relationships with other children?		
Has the school got a good system for sharing key information about children with autism with other staff?		
Does the school create more opportunities for parents to meet with the staff, if requested?		
Does the school have staff with knowledge and skills in the education of children with autism?		

# Adapting the learning for your child

	School information	Parent's comments
Does the school make adjustments to how lessons are taught for children with autism?		
Does the school promote children's social and emotional well-being as well as their academic progress?		
Does the school help children with autism with life skills? (eg cooking; travel; self-care skills)		
Has the school created structured break and lunch time activities for children with autism?		



# Supporting your child within a setting

	School information	Parent's comments
How does the school assess sensory issues for children with autism?		
Has the school made adjustments to the sensory environment for children with autism?		
Has the school got a safe haven or quiet area for children to spend time in, where needed?		
Does the school use visual supports to make learning activities and the structure of the school day more predictable for children with autism?		

