

DORSET AUTISM IN SCHOOLS

Project Newsletter



A SUCCESSFUL LAUNCH EVENT!

Thank you to everyone who joined us for the launch of the Autism in Schools project and for bringing your enthusiasm and energy!

The event brought together senior leaders from the 16 schools involved in the project, autistic young people, their parents and the practitioners who will be delivering the training. We were privileged to hear from 3 autistic young people from one of the secondary schools taking part and they gave us an fabulous insight into their school lives. A powerful reminder of the importance of the project and the difference we need to make for all autistic children and young people.



13 June 2023

Along with parents the participating schools were introduced to Tamsin, the 'parent participation lead' for the project. It's great to see her diary filling up with school-based events, coffee mornings and other opportunities for parents and carers to get together to be more involved. The Project Group are currently busy pulling together the evaluation for the project, this will be qualitative as well as quantitative data. We will be in touch with more detail about this soon. We are still keen to hear from anyone who wants to contribute and help us develop good practice in schools for autistic children and young people. Please share your views and experiences **HERE** or by using the QR code. Thank You again for joining us.

**Thank You
The Project Team**

You can share your views & experiences using the QR code below..





SAVE THE DATES: SCHOOLS

Please hold these dates for the following training courses that will run centrally for school Senior Leadership Teams. These will be delivered by Lucy Brookes, Specialist Teacher and Anna Ridley, Senior Educational Psychologist:

- **Autism and Inclusion**

Date: Monday October 16 Time: 9.30am - 12.30pm

- **Leadership, Inclusion & Structural Reasonable Adjustments**

Date: Friday December 8 Time: 9.30am - 3.30pm

Details about how to book will be provided when booking is available.

NEXT STEPS...

Schools involved in the project, your link trainers will be in touch this term to:

- Book dates for the whole school “Making Sense of Autism” training. It is hoped, for most schools, this can take place in the Autumn term.
- Explain more about the coaching sessions and what these will entail.
- Explain more about what data will be required from school so the impact of the project can be evaluated
- Discuss how we can support school staff to involve young people in the project.

Anna Ridley & Lucy Brookes

A Message from Tamsin (Parent Participation Facilitator).

What a brilliant turnout for the launch event, and a great opportunity for me to put faces to names! I have already been out to visit a couple of schools to meet with parents, to talk about the project, to answer questions and more importantly to hear from them what's working and to find out what they want the project to achieve.

Please feel free to get in touch with me directly using - dpccevents@hotmail.co.uk or alternatively you could give your school team a gentle nudge and ask them to arrange an coffee morning or something similar so we can get together in person! Hope to see you soon.

Tamsin Pike

SPOTLIGHT ON YOUTH 'VOICE'

Jenna (Beaminster School)



Coloured feathers
Coloured feathers



Birds **of a feather flock together.**

At least that's what everyone says.

But behind the child's sweet little rhyme.

there's a darker twist in time.

You see, birds will attack one more colourful than the rest.

because DIFFERENCE is dangerous

and that is a terrible threat.

This is awfully wrong.

for underneath the colourful feathers that bird is incredibly strong.

Fighting to survive almost all day long.

Instead they should celebrate the DIFFERENT,

because that one bird is magnificent.

So, take this message home.

and tell it to others please.

for birds of all feathers should flock together

Project Contacts:

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Our Vision for Dorset Children



What we are hoping to achieve

Autistic/neurodiverse young people will have greater opportunities to meet and socialise with other neurodiverse young people and will be engaging with social activities that match their interests

School staff report improved understanding and confidence in how to identify and support pupils with social communication needs

School staff know how to facilitate friendship groups for neurodiverse young people

School attendance will improve
School exclusions will reduce

Children will be happier in school.

All school staff including teaching and support staff will demonstrate inclusive practice



What we are hoping to achieve

Parent/carers have better understanding of provision, interventions and support strategies for their child and are more satisfied with education, health and care services

Trust and respect will be built between families and schools

Parent groups in mainstream schools provide parents with peer support and the opportunity to influence and co-produce service changes

Early Help and other frontline services report improved understanding of autism/social communication difficulties. Earlier intervention reduces escalation to specialist services

Referral routes into specialist services will be smooth and timely (when required)

There will be a reduction in social isolation for young people and parents/carers



We hope you have a lovely summer and look forward to seeing you in September.