

Introduction

Autism Spectrum Disorder SPELL

References

Throughout this assignment, we have to research up to three different strategies that can be used to support a child with additional learning needs in the early years. We will need to identify and critically evaluate what barriers for young children may face in their settings and discuss how the strategies chosen with the assignment can help ensure that equal opportunities and inclusive practice are met.

SPELL stands for Structure, Positive approaches, Empathy, Low arousal and Links. By providing structure, autistic people discover what's happening next. Having visual time-tables is an effective way of doing this. Having positive approaches can mean having positive feedback to ensure they are behaving in a positive manner. Autistic children find it hard to have empathy but having support workers who help them learn about why others show emotion like anger and sadness helps them understand. To aid help autistic children concentrate and reduce their anxiety, autistic children prefer a calm and relaxed environment. Low arousal means 'no' arousal. We must have strong links to intervention programmes, including parents, support workers and other professionals to ensure that child's needs are addressed (Integrated Treatment Services, 2018).

The National Autistic Society. (2018) 'Social Stories and Comic Strips' <http://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx> [Accessed: 4th of May 2018].

Integrated Treatment Services. (2018) 'SPELL Framework' <http://integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/spell-framework/> [Accessed: 4th of May 2018].

Great Britain: Welsh Government (2010) *Equality Act 2010*. Chapter 1. London, HMSO.

Bradshaw, J. Steiner, A. Gengoux, G. Koegel, L. (2015) 'Feasibility and Effectiveness of Very Early Intervention for Infants At-Risk for Autism Spectrum Disorder: A Systematic Review' *Journal of Autism and Developmental Disorders*, Vol 45, Issue 3, March, pp. 778-794. [Online]. <https://link.springer.com/article/10.1007%2Fs10803-014-2235-2> [Accessed: 4th of May 2018].

Social Stories

Equal Opportunities and Inclusive Practice

Social Stories are a multi-functional resource that gives a small descriptions of situation or activity. By providing information that might happen in a situation it can reduce the amount of anxiety for a child with Autism. Social Stories are used to help develop the understanding that self-care is important, help someone to understand how others might respond in situations, help other people understand the autistic people better, help a person to cope with changes to the routine or events that may be stressful for an autistic person and it can also be used as a behavioural strategy (NAS, 2018).

The Equal Opportunities Act 2010 states that it is unlawful to discriminate against a pupil by treating them differently because of their sex, race, disability, religion, sexual orientation, gender reassignment and/or pregnancy (Great Britain, Department for Education, 2010).

Inclusive Practice is very important as we need to make sure we include every pupil in every activity within our settings, no matter what disability, gender, religious belief, sexual orientation and/or gender reassignment. Being an inclusive practice means that nobody is treated differently and that is very important. All children should be accepted and valued because every child matters.

Conclusion

Throughout this assignment, I have discussed some strategies that are in place for children with Autism Spectrum Disorder. I have also discussed Equal Opportunities and Inclusive Practice and why it is important for those children with Autism to be included with everything within setting. As well as children with autism being included in a inclusive practice we must also make sure all other additional needs are included.