

“I’ve made friends with my autism”

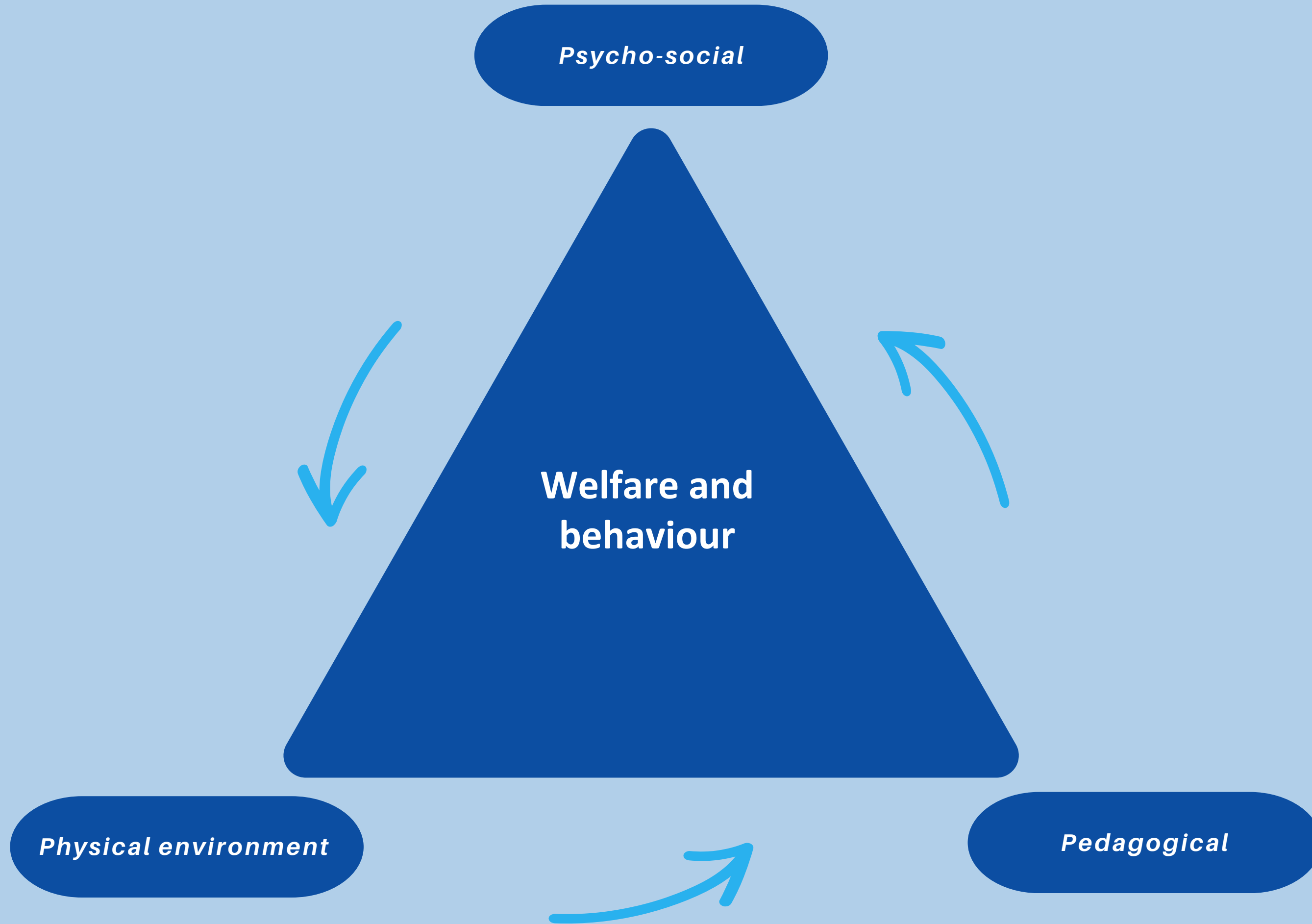
Rachel Quick (CEO)

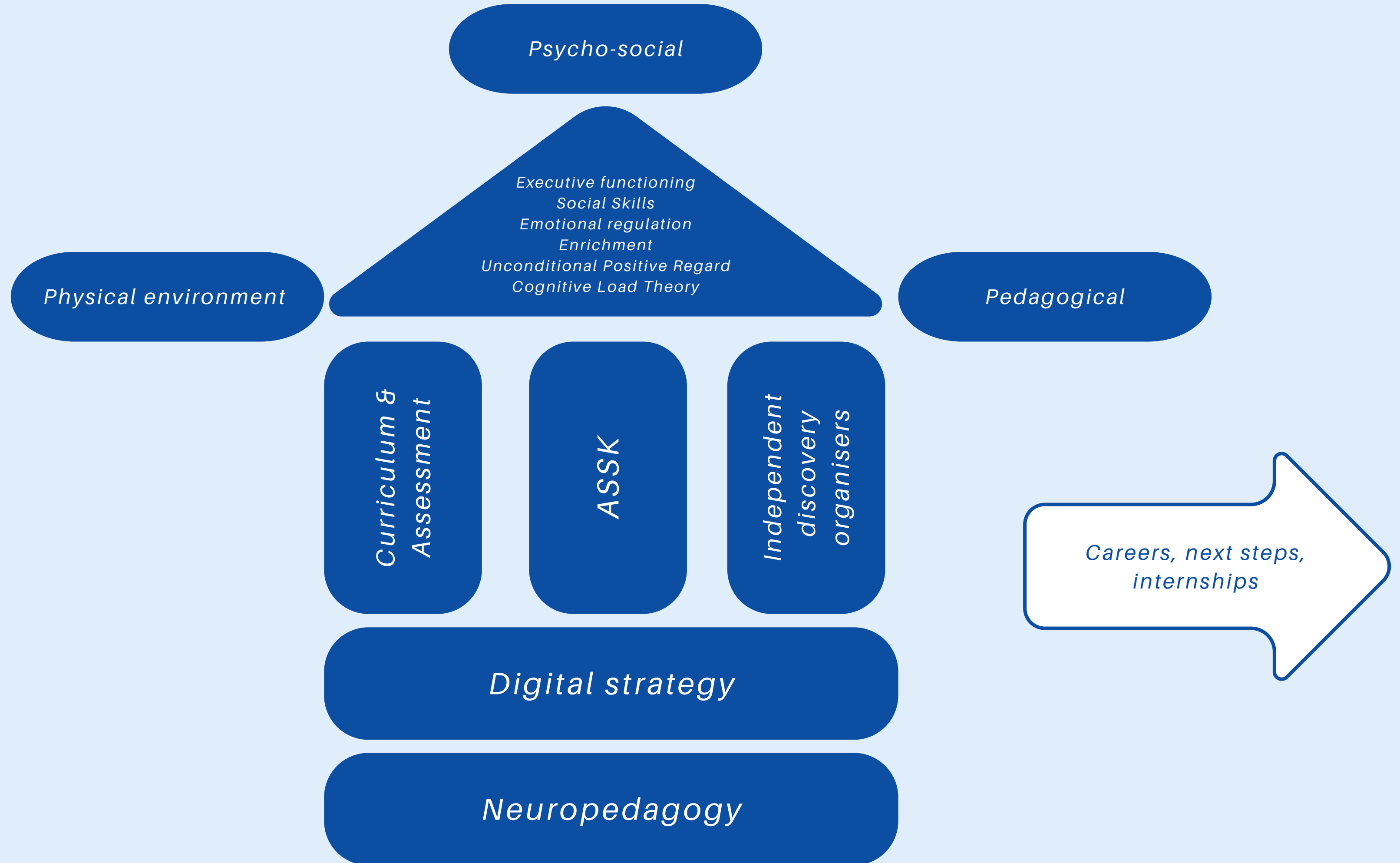
Imogen Sanchez-Harvey





How an innovative Year 1 to 9 curriculum addresses the historically under-supported developmental differences of Autistic pupils. It empowers them to understand and celebrate themselves while building the metacognitive skills, friendship dynamics, and anxiety-reduction strategies needed to foster true belonging and meaningful agency.







Environment



Reasonable adaptations in schools which are rarely cohesive in design - therefore the functions within the space need consistency and coherence: meet the needs of the individual and in particular those with disabilities:

- Room for learning
- Light/Sound
- Visual Environment
- Outdoor Environment

The Wherry Way - Culture

Expectations – culture, ethos and physical environment

Agreed Classroom Pedagogies

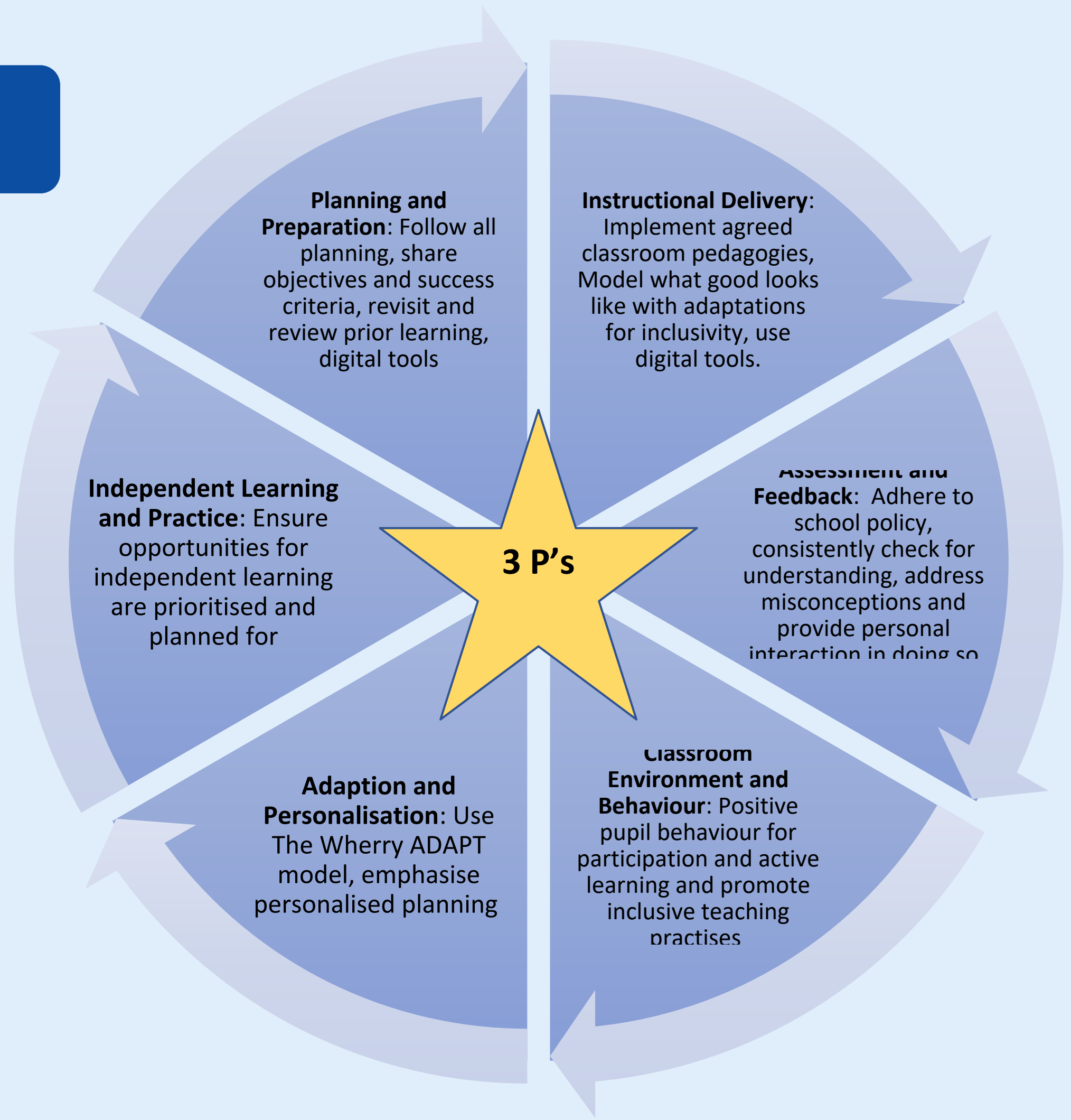
- **ASSK:** implementation and application of ASSK curriculum learning, knowledge and skills to be applied and embedded across all subject areas. (supported through ASSK curriculum delivery)
- **Digital Tools:** Use digital tools purposefully to enhance learning and engagement.
- **Pupil Behaviour for Engagement and Active Learning:** Ensure a classroom environment where positive pupil behaviours around engagement, participation
- **Independent Learning:** Create opportunities for independent Learning and enrichment.
- **Personalisation and Adaption: School Assessment Policies:** Adhere to all agreed school assessment policies and procedures.
- **Behaviour Policy:** Follow the school's behaviour policy to maintain a positive and respectful learning environment - unconditional positive regard.





Pedagogy

- **Key factors: Pedagogy supported by an understanding of the neuro-development of a neuro-diverse student.**
- **Digital learning expectation**
- **Independent opportunities**
- **Adapted challenge for all students**
- **Independent Discovery Organiser's (I Do's) - Plan-organise-review, working memory, cognitive motor flexibility, sustained, divided and selective attention.**



ADAPT – The Wherry Way

Supporting Individualisation:

ADAPT Model: Utilize the ADAPT model (Assess, Define, Agency, Personalise, Target) to support individualisation and meet the diverse needs of all learners.

- **A = Assess** planning and tasks to allow for ALL pupils to access the learning (observe, record, reflect)
- **D = Define and demonstrate** individual goals aligned to the success criteria (I do, we do)
- **A = Agency and autonomy**, develop a culture where students are self-motivated to direct their own learning
- **P = Plan Personalised** resource to support individualised learning opportunities
- **T = Targeted** 1-1 adult support, small groups, external

This framework aims to provide a clear and consistent approach to teaching and learning at The Wherry School, ensuring that all students have the opportunity to succeed.

**Modified from the WalkThru ADAPT model

The **ASSK curriculum**



Social skills



Learning skills



**Emotional
wellbeing**



Sensory needs



Neurodiversity

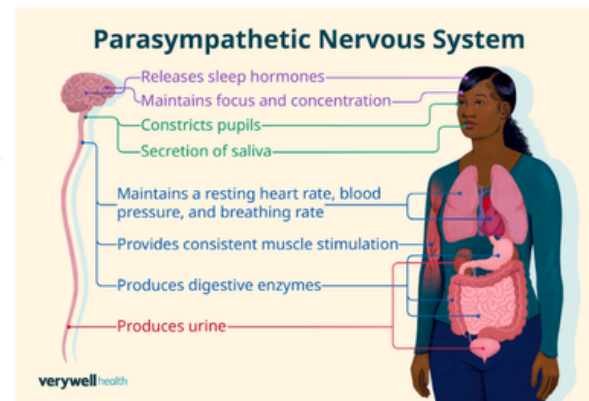


Sense of Self

Scientific Understanding

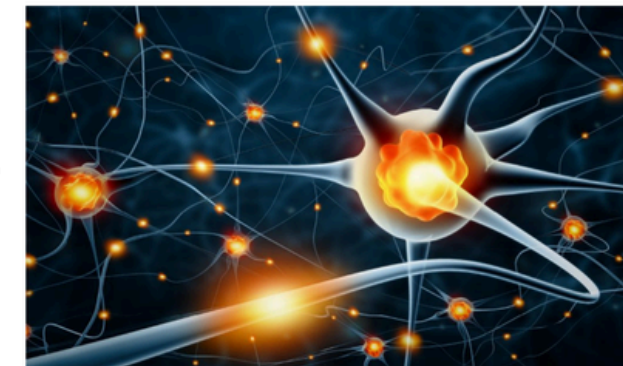
Sympathetic and Parasympathetic nervous systems.

Your sympathetic nervous system is stuff that makes you concerned. Your parasympathetic nervous system, however, is you retaining your relaxation. This could be reading a book, going outside etc.



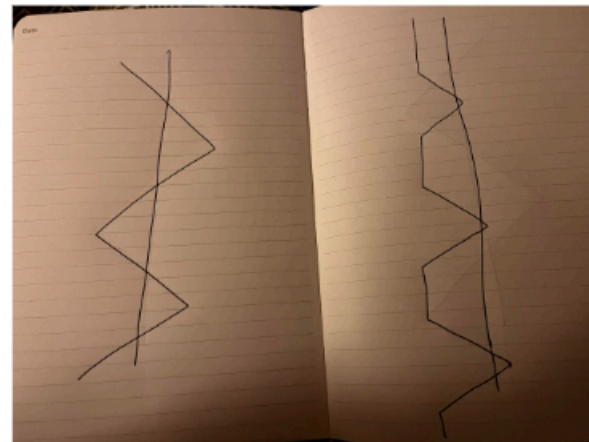
Neural Pathways.

Neural pathways help you learn. They're the connections that form between the neurons in your brain. For example: your learning Spanish. As you learn more, your neural pathways are formed, and eventually your brain has a strong enough connection to fully understand the language!



Contemporary Media

What was the problem with this conversation?



How do people perceive Buddy the Elf?



Does he conform to social norms?

Should he conform to social norms?

Feminism

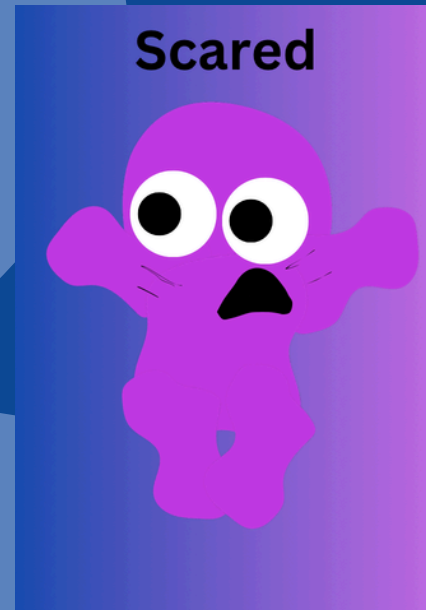
Mulan paved the way for future Disney heroines. Doing what their hearts desire and save the day! Watch these clips from Mulan how she impersonated herself as a man, took her fathers place in the war and defeated the Huns.



Creative Methods



'Lonely'

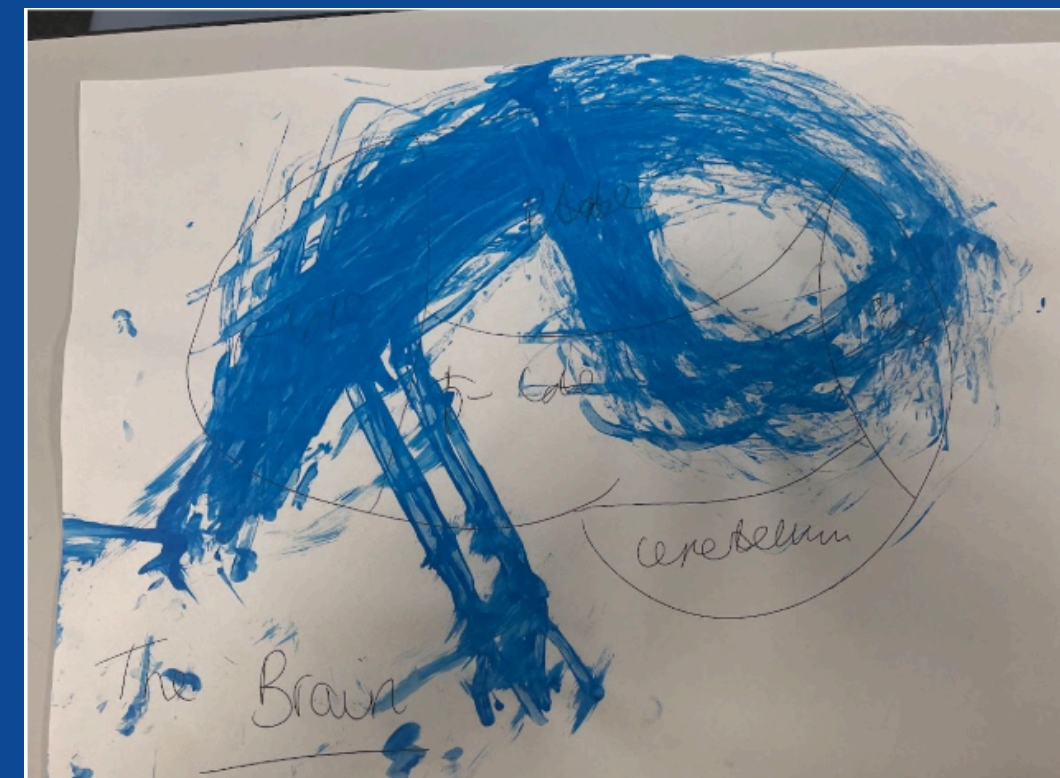
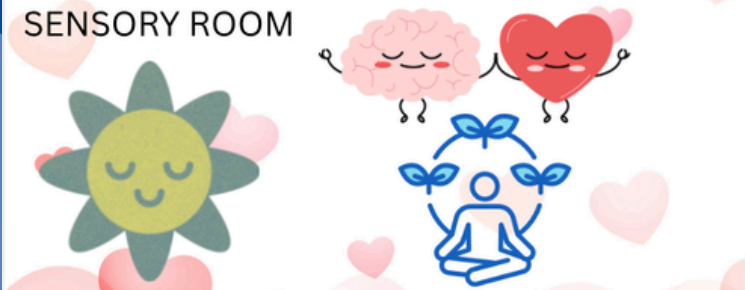


Scared



Greed

STIM-FLAP YOUR HANDS
TIME OUTSIDE-FRESH AIR
RUN-AS FAST AS YOU CAN
AUDIO-CALMING MUSIC
TRAMPETTE-JUMP HIGH
EAR DEFENDERS
READ-A BOOK
GAMES-CALMING GAMES
IMAGINATION-YOUR OWN WORLD
ENGAGE-WITH A CALMING ACTIVITY
SENSORY ROOM



Self-awareness and Understanding

Everyday life

I think it makes me more creative, more rational and more intelligent. Most people have a controlled temper but I do not. People that are calm in situations that I find stressful. For example most people are okay with copying from the board but I am not.



My hope for the future (Short term)

I hope to become vegan to be more ethical. I hope to find a calming method for feeling overwhelmed by the time I am an adult. I hope to get the outstanding award for the "Young Leaders". I hope to improve my ability to plan.



Does ASSK
**actually work for our
students?**



The Research

Case Study design

8 co-researchers

40 participants

Focus Groups

Co-designed questionnaire

Reflexivity and Positionality

 Sage

Kingston
University
London



The findings

8.5/10

Was the average enjoyment rating of the ASSK lessons

100%

Of students reported they found the ASSK lessons have informed their self understanding

97.5%

Of students reported that ASSK helps with their day to day life

75%

Of students think ASSK should be taught at other schools

The findings

Understanding Neurodiversity and Identity

“A neurological condition that affects that typically affects the way that we socialise and handle emotions”

“To help people understand about their autism.”

“It helps me understand about myself better.”

“It’s very different for everyone.”

“It’s a condition that changes how your mind works.”

Learning to live well with difference

“Tone of voice lesson, the boundaries, and... friendships!”

“So they can also understand stuff like time management.”

“To help with social and emotional regulation difficulties.”

“Learning about microexpressions... expressions that are not as easy to understand.”

“It can be useful in out of school situations.”

The findings

83% of participants
agreed **ASSK** should be taught in other settings

“Absolutely interesting... other schools should learn about what we are doing.”

“really helpful for those schools”

“it’s important for people to know”

The **findings**

83% of participants
agreed **ASSK** should be taught in other settings

“Yes so they understand our perspective”