



In the Launchpad, we use B Squared as a tool to show the small steps of progress pupils with SEND make. This helps us to identify where a pupil is working, the progress the pupil has made and what those next steps will be. We also use the Autism Progress framework which has been created to give teachers a universal language to describe, discuss and address the unique challenges faced by individuals with autism. The framework allows us to build profiles for our learners and we can then plan and deliver learning opportunities more suited to the learner's needs.

Autism Progress is designed to help education settings to:

- develop a deeper understanding of how an individual's autism affects them
- identify the strengths of the individual
- support their growth and personal interests
- demonstrate development in relation to four key areas

Autism Progress can be used to:

- Provide appropriate strategies to support individuals who have a 'spiky' developmental profile
- Measure the impact and value of interventions provided to an individual
- Identify the strengths of individuals and to ensure that staff can engage with them in positive and meaningful ways.

Development in the four key areas will help the individual to transfer skills to everyday life and learning experiences:

- **Communication:** Challenges: expressing personal needs, delayed development of language, repetitive use of known phrases, and/or difficulties with comprehension.
- **Social Interaction:** Challenges: applying social conventions, forming and sustaining relationships, managing social anxiety, and/or understanding the perspective of others. This is typical of someone with Aspergers Syndrome (AS).
- **Flexibility of Thought:** Challenges: struggling with repetitive patterns of behaviour or thought, applying known concepts to new situations, and/or accepting differences in unfamiliar situations.
- **Emotional Regulation:** Challenges: irritability, temper outbursts, aggression, self-injurious behaviours, raised levels of anxiety and distress