



Berkshire Healthcare
Children, Young People and
Families services

School Adjustments - Autism

Children with sensory processing, communication needs and differences in thinking will require adaptations to the school environment.

This can include the following:

- Access to a quiet area or 'time out' card to leave the classroom when needed.
 - Noise cancelling earphones or ear defenders.
 - Adapted uniform to account for their sensory sensitivities.
 - Flexibility in seating plans, for example child may wish to be seated near the door or the teacher, or away from distractions.
 - Being given notice of any changes in advance where possible.
 - Giving them a visual timetable so they understand the plan for the day.
 - Give them visual clocks, egg timers or stop watches so they can see how long they have left of each activity and prepare them for the transition.
 - Regular 1:1 time with a keyworker or mentor, or when they appear frustrated or struggling.
 - Use of fidget toys.
 - Breaking down tasks, giving instructions one at a time, writing instructions down.
 - Be flexible with group work – talk to the child about what might help them.
 - Give them a safe place to go to at breaktime.
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- Remind them to drink water throughout the day.
- Let them have extra time to process instructions and information.
- Provide adjustments to homework where needed – they may struggle with homework as they may see school as school and home as home, and feel exhausted after school.
- Support in understanding peer relationships and expectations, as well as helping peers to understand them.
- Provide consistency between home and school, with regular communication to make sure parents and the school are on the same page, as well as putting in place a system for reviewing progress. Examples include communication books between home and school, Individual Education Plans and weekly communication sheets.
- The emphasis should be on positive reinforcement of desired behaviours and effort rather than sanctions. Notice when the child achieves the desired outcomes and what has made this successful.
- Involve the child in selecting their targets and rewards, as this will make them feel more motivated and make sure they understand what they are working towards.

Reasonable Adjustments in School

More information about autism and reasonable adjustments for schools can be found on the Autistic Girls Network website (please note this information is not specific to female students): <https://autisticgirlsnetwork.org/wp-content/uploads/2025/07/Reasonable-Adjustments-in-School.pdf>

