

Educational environments for children and young people with autism

A discussion forum for teachers, practitioners, researchers and families

**Monday 15 October, arrive 4:15pm for a 4:30pm start, ends 6:15 pm
Impington Village College**

Please register as you arrive and refreshments will be available.

1. Keynote (4:30pm in Main Hall)

Personal perspectives on the experience education for young people with autism
(TBC)

2. Focus sessions (4:50pm)

A choice of three sessions, each with speakers and a panel discussion

A. Legal, moral and ethical environments

How important is strategic universal design?

John Harding, Head of the Disability Resource Centre, University of Cambridge and Director, National Association of Disability Practitioners

What does inclusive education mean for children with autism?

Hannah Ware, Education Researcher at Cambridge University and Teacher

What are the top three strategies that every teacher should be using to support children with autism?

Tiffany Middleton, Assistant Headteacher at Histon and Impington Junior School, and SEND Coordinator for Cambridge Primary Education Trust

What should schools be doing to meet their legal, moral and ethical obligations to their pupils with autism?

Sharonne Horlock, SENCo Impington Village College

B. Social environments

How do bilingual children with autism experience school?

Katie Howard, Linguistics and Education Researcher at Cambridge University

How can educational settings support social inclusion for students with autism?

Joanna Hastwell, Asperger Syndrome Adviser at Cambridge University

How can classroom dialogue adapt to the needs of children with autism?

Ana Trigo, Education Researcher at Cambridge University

Why is school exhausting for children and young people with autism?

Julie Bailey, Education Researcher, Specialist Learning Mentor and Chair of Governors for The Cavendish School

C. Learning environments

How can academies support inclusion in their schools?

Sarah Roscoe, Executive Head of TBAP East

How can a focus on executive function improve outcomes for children and young people with autism?

Rosie Penrose, Education Researcher

What strategies can be used in the modern languages classroom to support students with autism?

Eloise Johnson, Teacher at Comberton Village College and Education Researcher

How can the SEND team support classroom teachers in meeting the needs of students with autism in the classroom?

Leah Cooper, Lead Key Stage 3 SEND Teacher, Impington Village College

3. Planning for the future (5:45pm in the Main Hall)

What is the future of education for children and young people with autism?

Robert Campbell, CEO of Morris Education Trust

4. Q & A (6pm in the Main Hall)