



MARCH 2018 EDITION

# autism standards

acer Autism Centre for  
Education and Research

UNIVERSITY OF  
BIRMINGHAM

 Birmingham City Council

  
Puzzle Centre  
Education, support & research  
for early years autism

**genium**

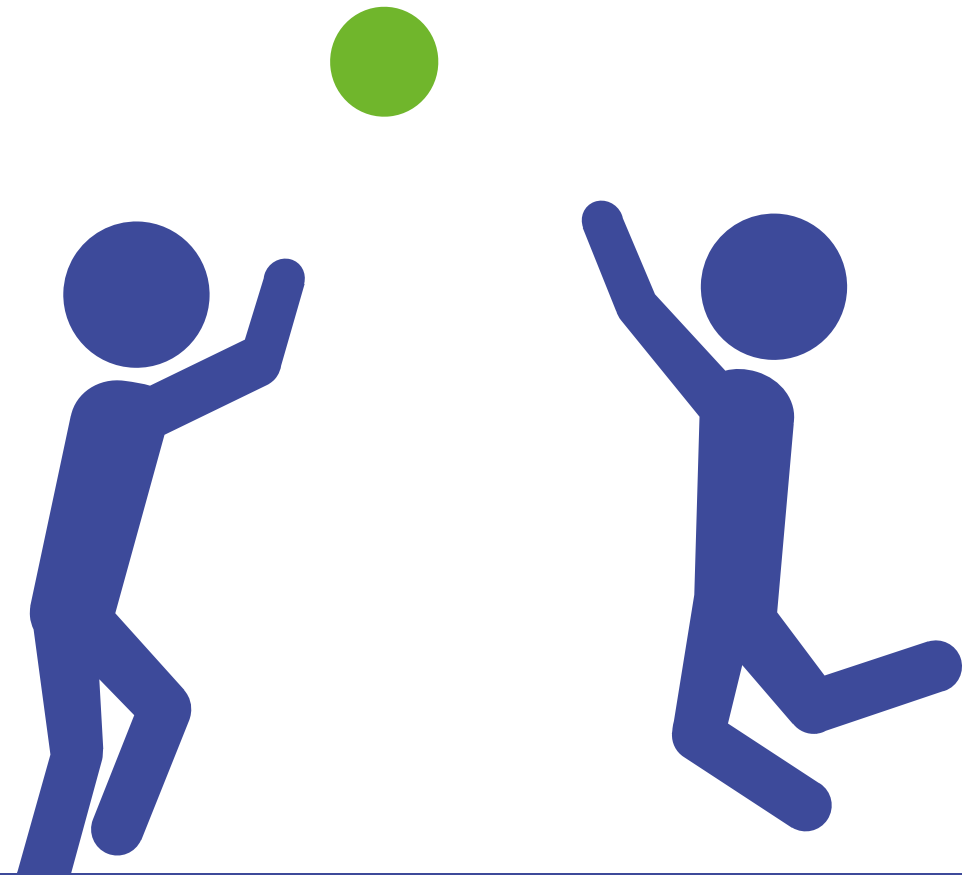
## ABOUT THE STANDARDS

The AET standards allows early years settings to evaluate their own practice when working with children on the autism spectrum aged between 0 and 5 years. This includes preschools; nurseries; children's centres; and schools. The standards can be completed by an individual member of staff, by a small group of staff or by the whole staff team.

### What does it mean for your setting?

You can use the standards to:

- Evaluate current provision
- identify staff training needs
- Identify priorities for development
- submit evidence to Ofsted and other external agencies



## HOW DO I USE THE STANDARDS?

There are 16 standards in total and you can work on as few or as many as is manageable. The aim is that over time, you will increase the number of standards that your setting has established.

### EVALUATE

RAG (Red, Amber, Green) rating:



#### **NOT YET DEVELOPED**

Work will be done to consider how to develop practice in this area.



#### **DEVELOPING**

Work has started on this area of practice.



#### **ESTABLISHED**

You can provide evidence that this competency is well established in everyday practice.



## PRIORITISE

**HIGH** – High priority for further development or training.

**MEDIUM** – Medium priority for further development or training.

**LOW PRIORITY** – Low priority for further development or training.

You can collect and record EVIDENCE for each standard using observations, planning, assessments, training records, policy documents and feedback from parents/carers, children, staff and other professionals.

The [ACTION PLAN](#) can be used to plan next steps.

### **Free Downloadable Resources**

Each standard is linked to resources that show how your setting might evidence and improve knowledge, skills and practice in this area.

The complete set of standards are available [here](#).

The recording resources and documents are available [here](#).





**A unique child**



**Positive relationships**















**Learning & development**



**Enabling environments**

**Identifying the strengths and needs of children on the autism spectrum in your setting.**

<p><b>1.</b> Your setting observes and assesses children with autism across a variety of situations and consider the four key areas of difference when reflecting on their actions and responses.</p>	<p><b>2.</b> Staff in your setting recognise children with autism have sensory needs and consider how these might be addressed.</p>	<p><b>3.</b> Staff in your setting understand that children with autism may develop differently to their peers and have an uneven profile of abilities.</p>	<p><b>4.</b> Your setting obtains information on the key strengths, interests and challenges of children with autism and uses this to create a profile of each child.</p>
<p>Not yet developed Developing Established</p> <p>Priority rating:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <small>COMPETENCY FRAMEWORK UC: 1 &amp; 4</small> </div> <div style="text-align: center;">   <small>CODE OF PRACTICE 5.27-5.35</small> </div> <div style="text-align: center;">   <small>OFSTED FRAMEWORK</small> </div> </div>	<p>Not yet developed Developing Established</p> <p>Priority rating:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <small>COMPETENCY FRAMEWORK UC: 2 EE: 1 &amp; 2</small> </div> <div style="text-align: center;">   <small>CODE OF PRACTICE 5.28, 5.31 &amp; 5.32</small> </div> <div style="text-align: center;">   <small>OFSTED FRAMEWORK</small> </div> </div>	<p>Not yet developed Developing Established</p> <p>Priority rating:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <small>COMPETENCY FRAMEWORK UC: 3 &amp; 4 EE: 1 &amp; 2</small> </div> <div style="text-align: center;">   <small>CODE OF PRACTICE 5.3, 5.5, 5.28 &amp; 5.31</small> </div> <div style="text-align: center;">   <small>OFSTED FRAMEWORK</small> </div> </div>	<p>Not yet developed Developing Established</p> <p>Priority rating:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <small>COMPETENCY FRAMEWORK UC: 1 &amp; 4</small> </div> <div style="text-align: center;">   <small>CODE OF PRACTICE 5.8, 5.10, 5.12 &amp; 5.23-5.26</small> </div> <div style="text-align: center;">   <small>OFSTED FRAMEWORK</small> </div> </div>
<p>Resources</p> <ul style="list-style-type: none"> <li>▶ <a href="#">The four key areas of difference</a></li> <li>▶ <a href="#">Observation Sheet</a></li> <li>▶ <a href="#">Girls and Autism: under the radar (NASEN)</a></li> </ul>	<p>Resources</p> <ul style="list-style-type: none"> <li>▶ <a href="#">Sensory Profile (AET)</a></li> <li>▶ <a href="#">Sensory processing for early years (Leicestershire LA)</a></li> <li>▶ <a href="#">Sensory Issues in Autism (East Sussex LA)</a></li> </ul>	<p>Resources</p> <ul style="list-style-type: none"> <li>▶ <a href="#">AET Progressions framework</a></li> <li>▶ <a href="#">So what exactly is autism? (Damian Milton)</a></li> </ul>	<p>Resources</p> <ul style="list-style-type: none"> <li>▶ <a href="#">Child profile</a></li> <li>▶ <a href="#">Autism in the early Years: observation profile (p91-99)</a></li> </ul>
<p>Notes or details of evidence</p>	<p>Notes or details of evidence</p>	<p>Notes or details of evidence</p>	<p>Notes or details of evidence</p>



**A unique child**



**Positive relationships**



**Learning & development**



**Enabling environments**

**Supporting social interactions and communication for children on the autism spectrum and working effectively with parents/carers and other services.**

**1.** Your setting builds effective relationships by actively listening to children, parents and carers and promote opportunities for the exchange of information, ideas and progress.

**2.** Your setting provides support and opportunities for children with autism to develop relationships with their peers.

**3.** Your setting uses strategies to ensure that communication systems are not just used to inform and instruct children with autism, but also offer the opportunity for them to express their views.

**4.** All staff know that they are not able to diagnosis children with autism but are able to signpost parents to appropriate services and support.

Not yet developed  
Developing  
Established

Not yet developed  
Developing  
Established

Not yet developed  
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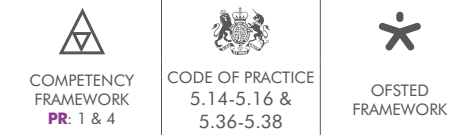
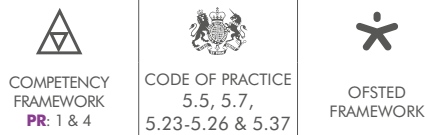
Not yet developed  
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Established

Priority rating:

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- Resources
- ▶ [The child's voice: All about me \(AET\)](#)
  - ▶ [SEN and Disability in the EY: A Toolkit \(Section 7\)](#)
  - ▶ [SWASS \(section 12; Wiltshire LA\)](#)

- Resources
- ▶ [SWASS \(section 7; Wiltshire LA\)](#)
  - ▶ [Autism: A guide for EY settings \(ASD info Wales; p.26\)](#)
  - ▶ [Developing play and social skills \(Autism West Midlands\)](#)

- Resources
- ▶ [Other ways of speaking \(Communication Trust\)](#)
  - ▶ [Early identification framework](#)
  - ▶ [Universally speaking 0-5 \(Communication Trust\)](#)

- Resources
- ▶ [Diagnosing children with autism \(Autism West Midlands\)](#)
  - ▶ [SEN and Disability in the EY: A Toolkit \(Section 4\)](#)
  - ▶ [SWASS \(section 12; Wiltshire LA\)](#)

Notes or details of evidence

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**A unique child**



**Positive relationships**



**Learning & development**



**Enabling environments**

**Supporting the learning, play and transitions of children on the autism spectrum.**

**1.** Your setting has a curriculum that addresses the social needs, emotional well-being, communication, life skills and learning of children with autism.

**2.** Staff in your setting understand that children with autism often focus on non-social, sensory, physical and material things and need to learn how to play.

**3.** Your setting collects data that measures the progress of children with autism in the areas of social and emotional awareness, communication and daily life skills (working in partnership with parents, carers and other professionals).

**4.** Your setting provides effective support for transitions, between activities, groups and settings, for children with autism.

Not yet developed  
Developing  
Established

Not yet developed  
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Not yet developed  
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Established

Priority rating:

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- Resources
- ▶ [SWASS \(Wiltshire LA\)](#)
  - ▶ [Interventions \(Autism West Midlands\)](#)

- Resources
- ▶ [Learning to Play/Playing to Learn \(Autism Cymru\)](#)
  - ▶ [Fun activities for children with autism](#)
  - ▶ [Developing play in children with autism \(Autism West Midlands\)](#)

- Resources
- ▶ [AET progression framework](#)
  - ▶ [EYFS Profile handbook 2017 \(Department for Education\)](#)
  - ▶ [SEN and Disability in the EY: A Toolkit \(Section 5\)](#)

- Resources
- ▶ [SEN and Disability in the EY: A Toolkit \(Section 10\)](#)
  - ▶ [Finding a School Guide \(AET\)](#)
  - ▶ [SWASS \(Section 9; Wiltshire LA\)](#)

Notes or details of evidence

Notes or details of evidence

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Notes or details of evidence



**A unique child**



**Positive relationships**



**Learning & development**



**Enabling environments**

**Supporting the wellbeing of children on the autism spectrum and creating enabling learning environments.**

**1.** Your setting conducts sensory audits and considers how potential sensory challenges could be managed.

**2.** Your setting identifies triggers for anxiety and stress in children with autism and develops strategies to reduce these.

**3.** Your setting uses a variety of cues (e.g., tactile, visual, auditory) to help children with autism understand and navigate the learning environment.

**4.** Your setting uses a variety of means to communicate with children on the autism spectrum (e.g., objects, photos, speech, gestures, signing) and provides a communication friendly environment.

Not yet developed  
Developing  
Established

Not yet developed  
Developing  
Established

Not yet developed  
Developing  
Established

Not yet developed  
Developing  
Established

Priority rating:


Priority rating:

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 COMPETENCY FRAMEWORK UC: 3 EE: 1 & 2	 CODE OF PRACTICE 5.3-5.6	 OFSTED FRAMEWORK
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 COMPETENCY FRAMEWORK UC: 3 EE: 1 & 2	 CODE OF PRACTICE 5.11 & 5.32	 OFSTED FRAMEWORK
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 COMPETENCY FRAMEWORK PR: 4 LD: 2 & 4 EE: 3 & 4	 CODE OF PRACTICE 5.32 & 5.35	 OFSTED FRAMEWORK
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 COMPETENCY FRAMEWORK PR: 4 LD: 2 & 4 EE: 3 & 4	 CODE OF PRACTICE 5.32-5.34	 OFSTED FRAMEWORK
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- Resources
- ▶ [Sensory Audit \(AET\)](#)
  - ▶ [Low arousal environment \(Bell\)](#)
  - ▶ [SWASS \(Section 5; Wiltshire LA\)](#)

- Resources
- ▶ [Managing stress and anxiety \(Autism West Midlands\)](#)
  - ▶ [SWASS \(Sections 11 and 14; Wiltshire LA\)](#)
  - ▶ [Stress bucket \(AET\)](#)

- Resources
- ▶ [SWASS \(Section 10; Wiltshire LA\)](#)
  - ▶ [Helping children with autism to learn \(Autism West Midlands\)](#)

- Resources
- ▶ [Other Ways of Speaking](#)
  - ▶ [Communication commitment handbook \(p.23\)](#)
  - ▶ [SWASS \(Section 6; Wiltshire LA\)](#)

Notes or details of evidence

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Notes or details of evidence



STANDARD	HIGHEST PRIORITY	NEXT STEPS	TIME SCALE
 <p><b>A unique child</b></p>			
 <p><b>Positive relationships</b></p>			
 <p><b>Learning &amp; development</b></p>			
 <p><b>Enabling environments</b></p>			

## STANDARDS AT A GLANCE

	<b>UC. A UNIQUE CHILD</b>	<b>PR. POSITIVE RELATIONSHIPS</b>	<b>LD. LEARNING &amp; DEVELOPMENT</b>	<b>EE. ENABLING ENVIRONMENTS</b>
	<b>Your setting:</b>	<b>Your setting:</b>	<b>Your setting:</b>	<b>Your setting:</b>
1	Your setting observes and assesses children with autism across a variety of situations and consider the four key areas of difference when reflecting on their actions and responses.	Your setting builds effective relationships by actively listening to children, parents and carers and promote opportunities for the exchange of information, ideas and progress.	Your setting has a curriculum that addresses the social needs, emotional well-being, communication, life skills and learning of children with autism.	Your setting conducts sensory audits and considers how potential sensory challenges could be managed.
2	Staff in your setting recognise children with autism have sensory needs and consider how these might be addressed.	Your setting provides support and opportunities for children with autism to develop relationships with their peers.	Staff in your setting understand that children with autism often focus on non-social, sensory, physical and material things and need to learn how to play.	Your setting identifies triggers for anxiety and stress in children with autism and develops strategies to reduce these.
3	Staff in your setting understand that children with autism may develop differently to their peers and have an uneven profile of abilities.	Your setting uses strategies to ensure that communication systems are not just used to inform and instruct children with autism, but also offer the opportunity for them to express their views.	Your setting collects data that measures the progress of children with autism in the areas of social and emotional awareness, communication and daily life skills (working in partnership with parents, carers and other professionals).	Your setting uses a variety of cues (e.g., tactile, visual, auditory) to help children with autism understand and navigate the learning environment.
4	Your setting obtains information on the key strengths, interests and challenges of children with autism and uses this to create a profile of each child.	All staff know that they are not able to diagnosis children with autism but are able to signpost parents to appropriate services and support.	Your setting provides effective support for transitions, between activities, groups and settings, for children with autism.	Your setting uses a variety of means to communicate with children on the autism spectrum (e.g., objects, photos, speech, gestures, signing) and provides a communication friendly environment.

## RESOURCES AT A GLANCE

### A unique child

The four key areas of difference  
 Observation Sheet  
 Girls and Autism: under the radar (NASEN)  
 Sensory Profile (AET)  
 Sensory processing for early years (Leicestershire LA)  
 Sensory Issues in Autism (East Sussex LA)  
 AET Progressions framework  
 So what exactly is autism? (Damian Milton)  
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 Autism in the early Years: observation profile (p91-99)

### Positive relationships

The child's voice: All about me (AET)  
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 Universally speaking 0-5 (Communication Trust)  
 Diagnosing children with autism (Autism West Midlands)  
 SEN and Disability in the EY: A Toolkit (Section 4)  
 SWASS (section12; Wiltshire LA)

### Learning and development

SWASS (Wiltshire LA)  
 Interventions (Autism West Midlands)  
 Learning to Play/Playing to Learn (Autism Cymru)  
 Fun activities for children with autism  
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 Low arousal environment (Bell)  
 SWASS (Section 5; Wiltshire LA)  
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 SWASS (Sections 11 and 14; Wiltshire LA)  
 Stress bucket (AET)  
 SWASS (Section 10; Wiltshire LA)  
 Helping children with autism to learn (Autism West Midlands)  
 SEN and Disability in the EY: A Toolkit (Section 5)  
 Other Ways of Speaking  
 Communication commitment handbook (p.23)  
 SWASS (Section 6; Wiltshire LA)

# WHAT IS AUTISM?

Autism is a term used to describe a **neurological difference in brain development** that has a marked effect on how a person develops. There are **four areas of difference** that are particularly important for staff in schools and educational settings to understand and pay attention to because most children with autism will have individual educational needs to be met in these areas.

Every child on the autism spectrum will have a range of abilities within each of these areas. Many children on the spectrum have high levels of anxiety. Children on the autism spectrum have differences in:

## Interacting

Differences in understanding social behaviour and the feelings of others, which informs the development of friendships and relationships.



## Sensory processing

Differences in perceiving sensory information. Hypo (low sensitivity), hyper (high sensitivity), touch, sight, hearing, smell, taste, vestibular inner ear (balance), proprioceptive (body awareness).



## Processing information

Differences in perception, planning, understanding concepts, generalising, predicting, managing transitions, passions for interests, and ability to absorb auditory or spoken information.



## Communication

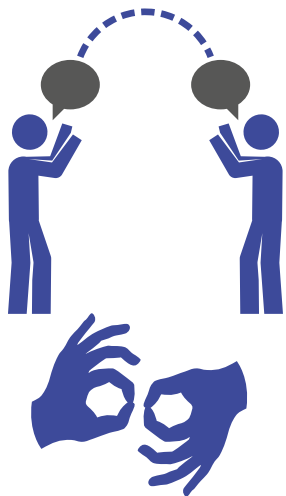
Differences in understanding and expressing communication and language, with skills ranging from individuals who are highly articulate, to others who may be non-verbal. Good language skills may mask a deep level of misunderstanding.



Further details on each of these four areas are given below.

## Understanding the social interactive style and emotional expression of adults and peers

Most children with autism find social interaction with adults and peers difficult and tiring. Children with autism are not easily able to understand commonly used implicit social messages and may find it hard to understand or relate to how social rules change due to context, or what is considered socially 'appropriate' (ie what is appropriate to say and do in some situations is inappropriate in other situations). It is hard for children on the autism spectrum to easily and quickly read and understand the emotional intentions of adults and peers, but it should also be remembered that this can be a 'two-way' difficulty. The actions of children on the autism spectrum are often misinterpreted as intentionally insensitive or defiant. When wanting to play with peers, or join a group activity, children with autism may need support or help in doing so.



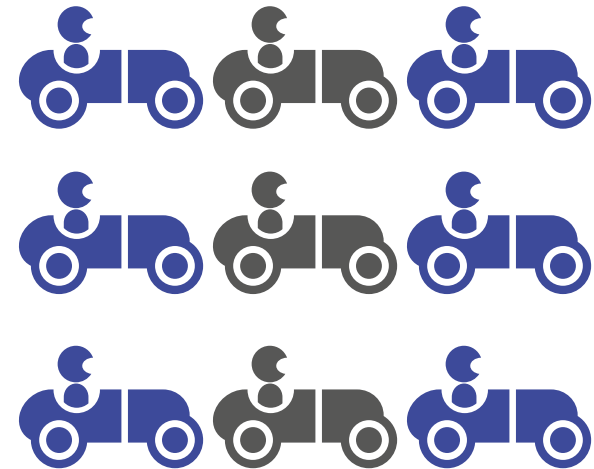
## Understanding and using communication and language

Children with autism at all levels of intellectual ability have difficulties in understanding the communication and language of adults and peers and in communicating effectively themselves. About 40% of children with autism are delayed in learning to speak and some children develop little or no speech. It is likely that most children with autism will need support and strategies to help teach them how to communicate with staff and peers in order to have their needs met. This can involve the use of alternative means of communication (e.g. objects of reference, visual symbols, photos, gestures, spoken word, or a combination of means). It should be remembered that an agreed approach to communication for a child should be used consistently across home and settings.

## **Differences in how information is processed and adjusting to unpredictable changes in routine**

Children with autism find change much more difficult than other children as they are not easily able to predict what will happen instead or what to do in the changed situation. Some children with autism develop special interests in a topic or activity which may occupy a great deal of their thought and time. Such interests can be used to very good effect as part of the learning process and can be broadened into related areas and act as a route into employment.

Children on the autism spectrum have an uneven profile of abilities, which can also coincide with other factors such as age, personality, or the existence of other developmental differences or impairments. It is therefore of paramount importance to assess each child to gain an overall profile of their strengths and needs.



## **Differences in the way sensory information is processed**

Many children with autism may have levels of sensory perception that are atypical/outside the typical range. This can mean that they may be hypo or hyper sensitive to particular sensory stimuli such as sights, sounds and smells. They may also be overwhelmed as they have problems in separating out sensory information and attending to the most relevant. This can cause high levels of anxiety and practitioners can reduce this by identifying individual sensory needs and adapting the learning environment to take account of these.

## **EVIDENCE BASE FOR THE AET EARLY YEARS STANDARDS**

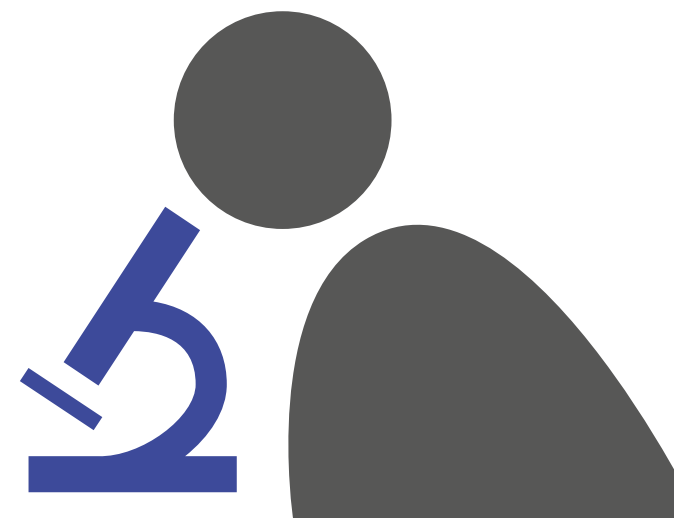
The Autism Education Trust (AET) has updated the early years autism standards (2018) with funding from the Department for Education in England. The standards have been designed to support early years settings to meet their statutory duties outlined in the SEND code of practice (2015) and the criteria within the OFSTED common inspection framework (2015). Each standard is linked to the SEND Code of practice.

The SEND code of practice is available [here](#).

The Ofsted Framework is available [here](#).

These standards are based on an analysis of perceptions and narratives from a wide range of stakeholder groups (from survey responses, working group discussions and interviews) together with information from an extensive literature review. A list of the stakeholder groups, key people who have been involved and key documents reviewed is provided at the end of this document.

This set of 16 standards is not a complete list of all the skills and knowledge that settings will require to work with children on the autism spectrum. Our knowledge and thinking about children on the autism spectrum is a constantly developing area and settings should strive to keep their knowledge, skills and understanding up to date and relevant.



## **WHY WE NEED THE AET EARLY YEARS STANDARDS**

There are increasing numbers of children on the autism spectrum in all types of early years settings because of increased awareness and diagnosis. Additionally, various reports have indicated that the outcomes for children with special educational needs (SEN) and children on the autism spectrum could and should be significantly improved (DoH 2010; Lamb 2009; DfE 2011). Accounts from parents/carers, children and professionals demonstrate that all practitioners and settings should have a basic awareness and understanding of autism. Key to improving outcomes for this group lies in developing provision in early years settings, as well as the expertise of childminders and early years practitioners.

## **AET COMPETENCY FRAMEWORK**

A separate document, the AET early years autism competency framework, sets out key factors common to good practice for practitioners in the education of children on the autism spectrum. The competency framework enables the individuals to rate their existing skills and continuing professional development needs in meeting the needs of children with autism. The AET early years autism competency framework is also available on the AET website [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk). Each standard is linked to the SEND AET early years competencies.





## GLOSSARY

TERM	DEFINITION
<b>ASC</b>	Autism Spectrum Condition is a term used in some areas in preference to ASD (Autism Spectrum Disorder).
<b>ASD</b>	Autism Spectrum Disorder is the term used in much of the literature but there is debate as to whether the word Disorder should continue to be used as it has negative connotations.
<b>Asperger syndrome</b>	A pupil of average or above average intelligence with autism who was not significantly delayed in learning to speak.
<b>Atypical autism</b>	A category used to cover those who have characteristics in common with autism and Asperger syndrome but who do not quite meet the criteria for either of these categories. It is also referred to as pervasive developmental disorder not otherwise specified (PDD-NOS).
<b>Autism</b>	A diagnostic category which may also be referred to as autistic disorder, Kanner's autism and classical autism.
<b>Autism outreach</b>	Many authorities have a team of staff who support schools and families in their work with pupils on the autism spectrum. These are often referred to as autism outreach teams, communication teams or specialist teams.
<b>Autism spectrum</b>	Term given to cover the whole range of subgroups including autism, Asperger syndrome, atypical autism and PDD-NOS.
<b>CPD</b>	Continuing Professional Development – covers the training that teaching staff access after they have qualified.
<b>Differentiation</b>	Lessons can be variously differentiated by: outcome (learning objective), task, process (the method of teaching), child grouping, tailoring the content of the lesson for the individual child (personalised learning), provision (access to specialists), choice and self-direction, learning style.
<b>EYFS</b>	Early Years Foundation Stage
<b>Educational psychologist (EP)</b>	A psychologist who ascertains the educational needs of pupils in discussion with parents, carers and staff and makes recommendations on strategies and provision.
<b>Expressive language</b>	The use of words and sentences, vocabulary and grammar.
<b>High functioning autism</b>	A child who is of average or above average ability but who was delayed in learning to speak
<b>IDP</b>	Inclusion Development Programme
<b>Multi-agency</b>	Groups from different professions or disciplines.
<b>Neurodiversity</b>	A term favoured by autistic adults which sees autism as a different way of being and their neurodiversity being a positive and not a negative. The term is also used in relation to other conditions such as dyslexia and Tourette's syndrome.
<b>Neurotypical</b>	A term given to individuals without autism

## GLOSSARY

TERM	DEFINITION
<b>Non-verbal communication</b>	Communication through the use of facial expressions, gesture and body language.
<b>Occupational therapist</b>	A therapist who ascertains a pupil's sensory needs and ability to perform everyday tasks and self care skills.
<b>Pathological demand avoidance syndrome</b>	A term given by some clinicians for individuals who have some of the characteristics of autism and Asperger syndrome, but who find it extremely hard to follow other people's demands or agendas.
<b>Pervasive developmental disorder (PDD)</b>	A term used in diagnostic systems to group together certain clinical conditions. All the autism spectrum disorders (autism, Asperger syndrome and PDD-NOS) fall into this category. In addition, it includes Rett's syndrome and Heller's syndrome (childhood disintegrative disorder), which are generally not included within the autism spectrum because of their characteristics and prognosis.
<b>Pervasive developmental disorder not otherwise specified (PDD-NOS)</b>	Those who have characteristics in common with autism and Asperger syndrome, but who do not quite meet the criteria for either of these categories. It is also referred to as atypical autism.
<b>Preverbal</b>	Description given to a pupil who has not yet developed spoken language.
<b>Receptive language</b>	Understanding what is communicated or written, including vocabulary, grammar, stories and non-verbal communication.
<b>Quality-first teaching</b>	High quality provision for all pupils from all teachers and teaching assistants. Wave 1 should be on offer to ALL pupils. Such teaching will be based on clear objectives that are shared with the pupils and returned to at the end of the lesson; new vocabulary is explained; visual and kinaesthetic methods are used as well as auditory/verbal learning. These approaches are the best way to reduce the number of pupils who need extra help.
<b>Speech and language therapist (SALT)</b>	A therapist who assesses an individual's ability to communicate and their speech and language skills and devises programmes to develop these.
<b>SEND</b>	Special Educational Needs and Disability
<b>Special educational needs (SEN)</b>	A term used to describe a pupil who is deemed to require additional or different educational support from others of the same age.
<b>Special educational needs coordinator (SENCO)</b>	A person within the Early Years setting or school who is responsible for coordinating information and action for pupils with special educational needs.

## REFERENCES AND FURTHER READING

[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

[www.researchautism.net](http://www.researchautism.net)

[www.ambitiousaboutautism.org.uk](http://www.ambitiousaboutautism.org.uk)

[www.autism.org.uk](http://www.autism.org.uk)

[www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

[www.early-education.org.uk](http://www.early-education.org.uk)

[www.foundationyears.org.uk](http://www.foundationyears.org.uk)

[www.nasen.org.uk](http://www.nasen.org.uk)

[www.communicationmatters.org.uk](http://www.communicationmatters.org.uk)

[www.bild.org.uk](http://www.bild.org.uk)

[www.acer.bham.ac.uk](http://www.acer.bham.ac.uk)

Autism Centre for Education and Research

[www.crae.ioe.ac.uk](http://www.crae.ioe.ac.uk)

Centre for Research on Autism and Education

[www.autismtoolbox.co.uk](http://www.autismtoolbox.co.uk)

[www.autism-alliance.org.uk](http://www.autism-alliance.org.uk)

[www.autismhelp.info/early-years](http://www.autismhelp.info/early-years)



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Reference for these standards: Jones, G., Milton, D., Bradley, R. (2014). AET early Years autism standards. London, AET. Revised and updated in 2018 by Bradley, R.





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