

Alfreton Park School



Happiness and Wellbeing at Our Roots

Attention Autism Policy

Date	Review Date	Headteacher's Signature
September 2026	September 2027	

Chair of Governors: TBC
Headteacher: Josie O'Donnell
Deputy Headteacher: Emma Durham

Contents

1. Rationale	2
2. Aims	2
3. Implementation of Policy.....	3
4. Teaching Methods and Approaches	3
5. Cross-Curricular Links	3
6. Assessment and Record Keeping	4
7. Resources	4
8. Monitoring and Review.....	4
9. Equal Opportunities and SEND	4
10. Conclusion	5

1. Rationale

At Alfreton Park School, we recognise that attention, engagement, communication, and social interaction are essential foundations for all learning and life skills. Attention Autism provides a highly motivating, structured approach that supports pupils to develop focus, listening, turn-taking, early communication, and shared enjoyment.

Through visually stimulating, multisensory activities, pupils are encouraged to engage actively, sustain attention, and interact with adults and peers in meaningful ways. These core skills underpin progress across the curriculum, including English, Maths, and personal development, while promoting confidence, independence, and readiness for lifelong learning.

2. Aims

We aim for all pupils at Alfreton Park School to:

- Develop increased attention and sustained engagement.
- Improve listening, shared focus, and turn-taking skills.
- Build early communication, interaction, and expressive language.
- Participate confidently in group learning activities.
- Develop curiosity, motivation, and enjoyment in learning.
- Transfer attention and communication skills across the curriculum.
- Build independence, choice-making, and self-regulation.
- Strengthen social interaction and positive relationships.

3. Implementation of Policy

Attention Autism is delivered through structured sessions embedded within daily classroom practice and small-group interventions. Sessions follow the Attention Autism framework and are adapted to meet individual pupil needs.

Key expectations include:

- Sessions are short, engaging, and highly visual, using motivating resources and multisensory activities.
- Activities are carefully structured to build attention, anticipation, shared focus, and communication.
- Clear routines and visual supports are used consistently across classes.
- Staff model language, interaction, and turn-taking throughout sessions.
- Pupils are supported to make choices and develop independence where appropriate.
- Skills developed in sessions are reinforced and generalised across the wider curriculum and daily routines.
- All adults understand the purpose of each activity and how to scaffold engagement and communication.

4. Teaching Methods and Approaches

Attention Autism sessions typically include:

- An engaging attention-grabbing activity.
- A shared group focus activity.
- A structured turn-taking or follow-up activity.
- Opportunities for communication, anticipation, and interaction.

Pupils engage in:

- Visual and sensory experiences.
- Shared attention and joint engagement.
- Early language modelling and communication opportunities.
- Social interaction and turn-taking.
- Choice-making and independent participation.

Teaching is responsive and flexible, ensuring activities are adapted to pupils' developmental levels and individual needs.

5. Cross-Curricular Links

Attention Autism supports learning across the curriculum by developing transferable skills:

- English – listening, communication, vocabulary, attention to stories and instructions.
- Maths – focus, turn-taking, engagement in structured activities.
- PSHE – social interaction, confidence, self-regulation, independence.
- Communication and Interaction – expressive and receptive language development.
- Continuous Provision – application of attention and engagement skills in play and learning routines.

6. Assessment and Record Keeping

Assessment focuses on pupils' progress in attention, engagement, communication, and social interaction.

Staff:

- Use continuous observation and assessment to inform next steps.
 - Record evidence on Earwig, including photos, videos, and annotations.
 - Track progress through ILPs and individual targets.
 - Monitor transfer of skills across different learning environments.
 - Review progress regularly to adapt provision and support.
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7. Resources

Resources are stored centrally and within classrooms. Each class is expected to:

- Maintain engaging visual and sensory resources.
- Use motivating materials to promote curiosity and engagement.
- Ensure resources are accessible, safe, and well organised.
- Refresh activities regularly to sustain interest and progress.

The **Attention Autism Lead** organises whole-school planning and coordinates the preparation and weekly supply of resources. Teachers also have opportunities to plan and prepare their own sessions where appropriate, ensuring activities meet the needs of their pupils. The Attention Autism Lead ensures that resources are up to date, well maintained, and prepared in advance for the following term.

8. Monitoring and Review

The Attention Autism Lead / Subject Leader:

- Monitors consistency and quality of implementation.
- Supports staff through modelling, training, and coaching.
- Ensures progression and impact across pathways.
- Reviews assessment evidence and outcomes.
- Reports to SLT and governors.

This policy is reviewed annually.

9. Equal Opportunities and SEND

All pupils at Alfreton Park School have equal access to Attention Autism provision. Sessions are fully inclusive and adapted to individual needs. Reasonable adjustments, scaffolding, and personalised support ensure every pupil can access learning and make progress. Provision aligns with EHCP outcomes, ILPs, and SEND guidance.

10. Conclusion

Attention Autism at Alfreton Park School provides a structured, engaging, and inclusive approach that strengthens attention, communication, social interaction, and independence. Through motivating, multisensory experiences, pupils build transferable skills that support success across the curriculum and in everyday life. Attention Autism is a fluid approach that can be delivered across all pathways and is a key element of adaptive teaching, enabling provision to be tailored to individual needs, strengths, and developmental stages. Our approach empowers every child to engage meaningfully in learning, develop confidence, and reach their full potential.