**Suggested ideas for teaching, learning and support**

Ensure that clear boundaries and direction on appropriate behaviour are in place during induction and refer to these, consider developing agreed expectations between learners, peers, and staff from the very beginning of the programme during induction.

Make sure that, if needed, a low arousal environment that supports the reduction of anxiety and sensory overload is in place.

Create a highly structured programme with the learner and the team around them. Make this available to all learners, avoid unnecessary change of learning and environment. If this is going to happen do your best to provide notice and reassurance.

Being part of a small group where learners can develop their communication and social skills, feel safe and grow in confidence and thrive is ideal however not always possible so be aware of changes to usual daily life in your setting and the impact this may have.

Use visual supports to aid processing and organisational difficulties and be aware that overloading with handouts, images, wall displays and clutter may all lead to an anxiety inducing environment and situation.

Relate skills development to everyday life and progression into adulthood, link to life in the community, at home and at work, identify transferability.

Arrange for more targeted support, differentiation and interventions advised by therapy teams if needed and follow guidance where available, be aware this may change and will need revising over time.

Provide strategies to support learners with managing emotions and ensure these are in place, referred to and used.

Designate calming areas/safe spaces for young people who need time and space to allow for emotional self-regulation.

Talk to your colleagues, share good practice, and support each other.

Make sure that your learners are ready to learn, are they comfortable, in the right frame of mind and not distracted, be aware of changes in behaviour, attitude, communication and address them quietly and discretely