

Autism Information, Websites and Resources in Enfield for Parents and Carers



Autism

This guide aims to give you a general overview about the key areas of Autism. It also includes links to Autism resources and useful organisations. It is important to understand that each child is unique and so are their experiences. Some of the strategies and behaviours mentioned depend on whether your child has other diagnoses too such as a learning disability, ADHD and any other genetic disorders.

It's also important to know that we don't know the exact cause of Autism or the specific reasons for why they may behave in a different way to a neurotypical child. We do know that autistic people experience the world in a slightly different way and it's for the people around them to understand, accept and adapt to their needs accordingly to give them the best quality of life possible.

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What is Autism?

Autism is a lifelong and developmental condition that affects how a person communicates with and relates to other people around them.

Autism is a Spectrum Condition which means that people with Autism share certain common features, but they are also affected in individual ways.

For a diagnosis to be made, a person will usually have persistent difficulties with their social communication and interaction and restricted and repetitive patterns of behaviours, activities or interests. Autistic people are also likely to experience sensory sensitivity, where they may be over or under sensitive to particular senses.

With the right support and understanding people with Autism can make progress. Here is some guidance on key areas: Behaviour, Sensory Differences and Communication. We are mindful that every child or young person with Autism is different and will have differing needs depending on where they are on the spectrum. Therefore, some of the guidance below may be relevant to you depending on the needs of your child or young person.

How can you help your child or young person at home?

Behaviour, Sensory Differences and Communication

When we refer to behaviour we mean behaviour by the autistic child or young person that is perceived as angry, upset, aggressive or 'challenging' to others in some way. This can include meltdowns, shouting, crying, cursing, hitting, pushing, biting, throwing objects, deliberately breaking things, running away, refusing to walk, lying down in the middle of shops and refusing to move on, insisting on watching the same film endlessly, loathing having to play with other children or young people except close family members etc.

What can you do?

We can ask ourselves a couple of questions to help us try and get to the source of the behaviour. Using what we know about behaviour and using an 'Autism lens' we can ask a couple of questions...

1. Has the child or young person learned that the behaviour will achieve something for them?

That is, do they either **get to avoid something** they do not like e.g. noise/smell/crowd/touch/demands to do something they fear as they know from experience they will be removed from the situation, or do they know they will **get something they want** e.g. a drink or sweet, a hug, extra attention. Either outcome could potentially cause more of that particular behaviour, and you may want to change your own response to their behaviour to see if it lessens the behaviour. For a few weeks, try to be absolutely consistent and not rewarding the behaviour with hugs or sweets or foods, or not allowing the behaviour to result in the removal from a situation to see if the child or young person then finds a better way to cope. Sometimes it can be helpful to use the rule 'when-then': **Example 'When you stop shouting at me.... Then I will answer your question'**. Keep saying this in a calm, neutral voice until they do what you have asked.

What might have caused the behaviour?

For instance, is this an inevitable overload from too much sensory, or information overload? Are they too stressed by too many demands and too much language that they do not understand? Are they in pain? Could they be unwell? Or are they so hyperactive and short of sleep and overloaded that they are completely worn out?

Below are some links to some links for resources on emotion and behaviour:

<https://www.amazon.co.uk/Parenting-Child-Asperger-Syndrome-Strategies/dp/1843101378>

<http://www.moodjuice.scot.nhs.uk/>

2. Educate yourself about common sensory problems

For children and young people with Autism. If you start to understand how they are experiencing the world, often experiencing everyday sounds, even light touch or a kiss, flickering light, the feel of clothes and especially socks and seams and labels as sheer pain, then you may feel less exasperated at their fearful reaction to some of these things. If you knew how distressing a drop of water on their clothes might feel, you would be less surprised that they may try to remove them several times a day... If you knew how unbalanced and unbalanced their world felt and how spinning and rocking and jumping made it feel less so, you might invest in a mini-trampoline rather than getting furious that they keep breaking the sofa and the beds... Make their lives easier – soft clothes, easy to remove, if you find something they like to wear buy a whole load in one go! Recognise that heavy pressure, big slow hugs, rolling up tightly in a duvet, etc. may be hugely relaxing for some children and young people. Weighted blankets can calm hyperactive dangerous systems and induce better sleep. Additional examples of some general strategies are shown below:



Sometimes you can distract them slightly from their discomfort with food, music or a game on your mobile phone for example on a noisy bus, but very often knowing what to avoid is just as important. Below are some links for useful resources on communication, interaction and sensory needs:

Communication and Interaction:

<http://www.do2learn.com/>

<http://carolgraysocialstories.com/social-stories/>

<https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations>

<http://www.twinkl.co.uk/resources/sen-Autism-spectrum-disorders>

Sensory needs:

<https://www.spdstar.org/basic/about-spd>

<https://www.iidc.indiana.edu/pages/sensory-integration-tips-to-consider>

<https://www.sheffieldchildrens.nhs.uk/services/child-development-and-neurodisability/sensory-processing-difficulties/http://autismcircuit.net/tools>

<https://www.autism.org.uk/about/strategies/visual-supports.aspx>

www.childnet.com/resources/star-toolkit

<https://www.spdstar.org/basic/about-spd>

<https://thegirlwiththecurlyhair.co.uk> (for females on the Autism Spectrum)

<https://www.surveymonkey.co.uk/r/CCGETSENSORYPACK> (free Autism Sensory Pack)

3. Understand that anxiety is often a huge factor

For our children and young people and not knowing what is going to happen is the worst thing for most, but not all, of our children and young people. (A few can sometimes get more anxious if they know what is going to happen, but most benefit from being prepared for changes and transitions).

Make life predictable and easier to understand with the use of visual supports. You can find examples of visual symbols on websites about PECS, or download free ones at the do2learn website. You can use a digital camera and print off real pictures of his school, pool, playground, home etc. Google Image is a great source of symbols. If you want flexible systems then a strip of Velcro on the fridge and laminated symbols that you can Velcro up in various orders are very helpful.

If you have a visual schedule on your wall or fridge that shows what will happen that day in a row of easy to understand pictures or signs, your child or young person may feel much better. Visual signs can be made to suit the needs and level that your child or young person is at. Some may need pictures, whereas others it might be best to use words or sentence sequences.

For example, your signs might read from left to right:

Clothes on, Breakfast, Bus stop, School, Swimming, Home.

In the bedroom, you could have a row of signs that show how to get dressed:

Old clothes off – then underwear – shorts – T-shirt –socks–shoes



You could lay the clothes out in this same order, left to right, on the bed so that he knows what is happening, and they can eventually get the hang of it.

In the bathroom, you could have a set of visual signs that show for example:

Seat up, trousers and pants down, pee in toilet, pants and trousers up, flush toilet, wash hands. (you may then need a set of signs to show how to wash hands above the basin)

You can use visual symbols to explain situations where they are going to have to wait a bit. For example:

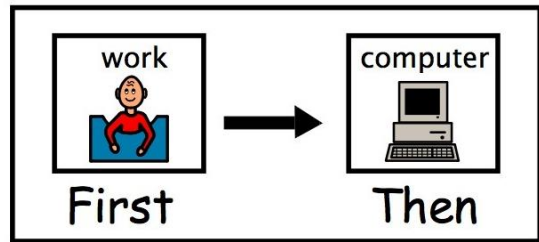
First Work Then Computer

Or

First Bath Then Storytime

Or

First Shopping Then Playground slide



Sensory overload and the final straw

Sensory overload is when the impact of information from the various senses becomes too much to bear anymore. We all have our individual stress thresholds, and these can vary depending on a number of factors. Remember a child or young person might be able to tolerate a few minutes of a noise they detest but not half an hour. They may be able to stand water one day but not the next. Coping with having to touch something sticky might be just be tolerable when reasonably calm but utterly impossible after being in a room with a flickering light for 20 minutes. Standing in a bus queue with other people bumping into them may be an overload of unthinkable levels.

Symbols on the move – If you have an iPhone or an iPad, these are great devices for having stored pictures or symbols that you can use either to show your child what you are planning, or for child or young person to indicate to you if they are not yet verbal what they have in mind! There are lots of apps available for this.

The other massive overload – and this is the big one – is language and communication.

Our children and young people find it extremely hard to decipher language. When they are stressed, they find even the simplest language hard to follow. **So think KISS, which stands for ‘Keep It Short and Simple’.** Often one step sentences is best, or at least break tasks down into smaller chunks not ‘Come on hurry up we’re going to be late you need to put you coat on right now or we’ll miss that bus won’t we, and you don’t want that do you?’ Just ‘Jack, coat on.’ And when he’s got that part, ‘Coat on, then bus’ might be acceptable for a young person that can cope with a two-part instruction. But keep it simple, it makes an amazing difference.

Keep your tone of voice light, encouraging and never blaming or exasperated. Try to remove all sentences that start with 'Why do you...?' It's not helpful and they have no way of knowing or explaining and will likely feel discouraged and upset. Remember, you are the calm sea that makes your child or young person's life safe and tolerable and if your anxiety levels are out of control, they will not be able to progress. Someone has to appear to be completely calm and unfazed by what is happening and giving off the air of being able to cheerfully make it all fine again. Find a mantra that works for you 'I am the calm sea'... or counting calmly in your head up to five, rather than snapping out some irritated comment at a bad moment. Make sure you as the parent are the parent who de-escalates situations, not the one who escalates them out of your own frustration. Make sure that you look after yourself, as making time for your-self and your needs will pay off in the long run as you will be more resourceful for it.

Avoid physical punishment as it does not work well with any child or young person but especially not with children or young people with Autism, and will not get the results you want with a child or young person who is generally behaving in a certain way because they do not understand, or because they have through no fault of their own, been overloaded.

Don't meet your autistic child or young person from their stressful day at college, school or nursery with a long list of questions 'How was your day?' 'What did you do today?' 'Who did you play with?' 'Was it fun?' These are often baffling and stressful questions for a child and young people with Autism, even the very most able ones can find this type of questioning challenging. This type of approach generally never gets a satisfactory or honest reply. Most will ignore you, get very angry or learn to grunt OK to get you to back off. Instead just meet them calmly, with very little but reassuring language, just for example 'Hi there. Let's go home now.'

School can be hugely stressful for many Autistic children and young people and they generally need downtime afterwards, time alone with a computer or a favourite pet for example. They do not need playdates that they have not asked for or having to play with siblings forced upon them immediately after school. **Make sure they have time to calm down at intervals in the day so they can try to manage their stress loads.**

Keep the environment quiet and orderly. Do not tolerate your other children or young people teasing and provoking your Autistic child or young person at home. They need a room or a space where they can get away completely if possible when they need quiet and no people.

Keep your rules and daily habits simple and consistent. Many tantrums are because something that was allowed one day by one person is now apparently not OK on another day with a different person. Autistic children and young people often put huge importance upon tiny details and changes in small things are vastly upsetting to them. This is because autistic children generally see the world as black and white and uncertainty and unpredictability can be very worrying for an autistic child. An example of a change of routine and what an autistic child may feel and the thoughts they may have are:

The normal time for an afternoon snack is 4:20.

Today, the snack is delayed and it's now 4:30.



Of course, sometimes change is unavoidable so communicating this to them as soon as you know and preparing them for this is key to minimising the impact. Sometimes if you need to make a change it can be helpful to change part of something first and build up to the end result. School and other professionals can support you with setting up visual timetables.

If relatives undermine you all the time and constantly upset your child or young person, or try to change your rules, try to explain their Autism differences to them and why they may need certain things in a certain way. If they cannot respect this, you may have to consider how much they are needed in your life at this point, or how often they can be around. A supportive extended family is the best thing you and your child or young person can have, but one that makes progress impossible can be unbearable and this is a decision I see our families having to make often.

Autistic children can also find it difficult to imagine things, this can be to do with play- they may replicate things they have seen, but they may not be able to make new role plays or stories. Other ways that this may affect them is finding it difficult to imagine or predict the future particularly if they haven't experienced something before. This means they can find it difficult to understand dangers e.g. if they were hurt or someone else was, they may not be aware that they need to get help. They may also not be aware of the dangers in their environment or stranger danger.

Help your child or young person with their communication development. They are not interacting with other children or young people much of the time – they are often actively avoiding being around any language. If they do not speak, people often do not speak to them much and then the language they could understand may fall further and further behind. So even if they do not speak, make sure you are spending lots of time with them looking at picture books, saying the names of things out loud, making sure they know the names too 'Touch the book' allows them to show you that they know the word even if they cannot say it.

LetMeTalk: https://play.google.com/store/apps/details?id=de.appnotize.letmetalk&hl=en_GB&gl=US and <https://apps.apple.com/us/app/letmetalk/id919990138> is a very useful free app you can download onto your android phones, iPads and iPhone and it has many images which you or the child or young person can line up into short sentences, such as 'I want a juice' or 'I don't like cheese' etc. The phone or mobile device can then speak

out the sentence. Singing and music can also be great ways to develop language too.

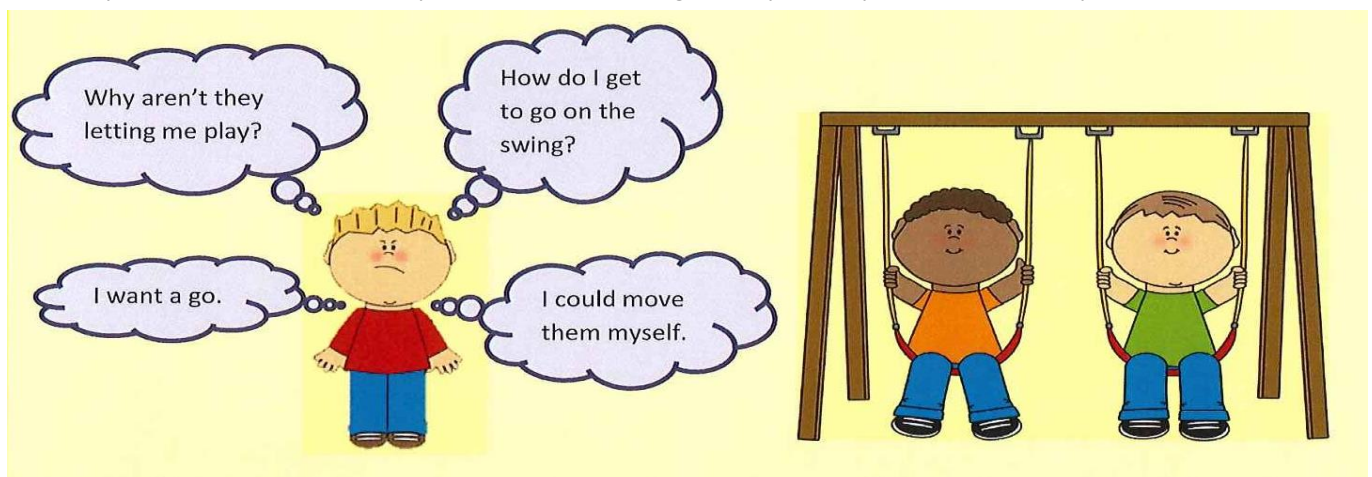
If your child or young person is at a very early stage of learning and you cannot get their attention at all for learning, try a very simple technique. Teach the words 'Do this!' Get someone to sit or stand behind them, you say 'Do this!' and then make one clear action such as clapping your hands, or patting your head. The person behind the child then holds their hands and makes them do the same action. You then act completely delighted and gives him tons of praise. 'Yes! Well Done! Wow! Fantastic!' Then another 'Do this!' with the same action a couple of times until they've got it, lots of praise each time. If they don't do it, then the person behind gets to hold his hands and clap them again, lots of praise again, etc. Most children or young people get this fairly quickly and are delighted to have found they've done something successfully. If it's not working, leave it cheerfully and try again another day. Once the child or young person has understood the 'Do this!' instruction, you can use it for lots of new copying skills and even for language e.g. 'Do this!'

Eye contact – **Autistic children, young people and adults can find eye contact highly stressful.** Do not obsess over making your child or young person look at you while you are talking to them. For many children and young people with Autism, they can look or they can listen but not both at the same time. Your efforts to make them look at you may be making it impossible for the communication you are seeking to take place. Over emphasis on looking at you can cause children and young people to develop the habit of staring at people, which can cause lots of issues later in life for them.

Try also to ask teachers to call their name before talking to them but not to insist on eye contact.

For more able children and young people, it is the **social situations** that they are unable to understand, the reading of other people's emotions and points of view, the point behind traffic lights that turn red, the need to share or wait, the coping with anger, the irritation of homework that should have stayed at school, etc. Social stories and comic strip conversation can be a good way of tackling these issues.

Problem solving may also be difficult for autistic children. Sometimes there are problems that seem like they have a simple solution but there's lots that does into making this conclusion: imagining different possibilities and their impacts, weighing up the pros and cons of these possibilities and choosing the best option. This difficulty can mean that an autistic child may feel overwhelmed but may not realise that asking for help is an option too. An example is shown below:



It is important to teach them early on to ask for help when they feel overwhelmed as it is important to help them overcome these issues.

Waiting and understanding about time are also difficult areas – teaching a child or young person as early as possible to read a watch, understand a calendar etc. are valuable tools in helping them understand when something will happen, when words like ‘in a few days’ or in a ‘while’ or ‘in a minute’ are driving them crazy.

Everyone has their own interests, however, autistic children sometimes have very specific and intense interests- they may know lots of facts about their interest or engage mainly in activities related to that interest. Sometimes they go through phases of interest and these change between different topics, other times, a child has the same interest for their whole life.

As they enjoy these interests intensely, they may not be interested in other things, if these interests are age appropriate and do not harm anyone there is no need to discourage them.



Repetitive behaviours/speech- Sometimes autistic people repeat behaviours (this is sometimes called ‘stimming’), these could be different things such as spinning or hand flapping. If these behaviours aren’t hurting themselves or others there’s no need to discourage them.

Sometimes if a child is verbal, they repeat phrases, words and things they’ve heard even after a while after they’ve heard something, this is called echolalia, speech and language therapists can help with this so your child can express themselves more.

There could be different reasons for these behaviours: to regulate emotions, for enjoyment, to feel safe, and to deal with stress and block out uncertainty, for sensory input/reduce sensory input and for speech because they may find it difficult to express their emotions. If a behaviour is unsafe such as head banging or hitting themselves, you can be supported to understand this behaviour and find a safer alternative of regulating their emotions.

Social Norms- Autistic children find social norms and rules hard to understand, partly because they may not understand ‘the point’ in these rules. Social norms are behaviours that people learn to do in social situations, whilst they are learnt behaviours they can seem automatic as you may ‘know’ what to do in a social situation by applying what’s worked previously and adapting it.

A way to understand:

Imagine you went to a new country and there were lots of rules and everyone expected you to just know them but they didn't give you any information about what you're supposed to do and get upset when you do the wrong thing – this is what it can feel like for an autistic child in their daily life!



You may be able to teach your child some of these rules but equally, they may find it difficult to learn them. Autistic children find it difficult to apply what they've learnt in one situation to another, so if they learn something in one place, they may need help or prompting to do the same thing in another place.

It's even more important for the people around the child including wider family, friends and the communities that they are part of to adapt to their needs, this means understanding the, and not necessarily changing the way they do things but instead accepting that they may behave in a slightly different way and that's okay.

Myths and Facts about Autism

Below are some common beliefs about Autism, it's okay to have different ideas but sometimes these beliefs aren't true. The myths are in red bubbles and the facts are in green bubbles with an alternative explanation from a professional.

My child is a boy, they take longer to learn but catch up later.



When boys and girls are young they develop at the same time so boys won't necessarily just catch up and if they are delayed it's best to speak to a professional.

Autism is the mother's fault.



No one is to blame and the mother does not cause Autism.



Autism is a disease that can be cured.



Autism is not a disease. There is no 'cure' for autism but there are things you can do to help your child have a good quality of life.



Autism is a mental health issue.



Autism is a neurodevelopmental condition. This means the brain is different so an autistic person experiences things differently. Autism is not a mental health difficulty.



Autism is a curse.



Autism is not a curse. A curse can't be changed but an autistic child can be helped.



Autism is punishment for your sins.



Autism is not a punishment. Punishment applies to a person who is responsible, not an innocent child.

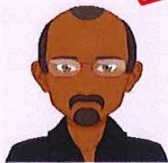
Autism is caused by bad parenting, parents divorcing or the home environment.



Autism isn't caused by a child's upbringing or their home environment and it's not the child's fault either.



Is Autism real? I haven't heard about this before. Do you need this label?



Autism is real and is seen all over the world. Some languages don't have a direct translation of the word Autism and different countries have different approaches to diagnosis. It doesn't change the child it just helps people around them to understand their needs better.

Will all my children be autistic?



As we don't know the exact cause it's hard to say. It's possible but it's also possible that if you have other children, they won't be autistic.



All autistic people are the same.



Each autistic person is unique just like every person you meet is. There are common traits across autistic people but because autism is a spectrum, everyone is impacted differently. No two autistic people are exactly the same.



Autism is contagious.



Autism is not contagious. No one can 'catch' autism.



Autism is caused by vaccinations.



There is no evidence that any vaccination can cause autism.



Autism is caused by evil or someone wishing bad on the child.



Autism is not caused by evil. The exact cause is still being studied but it is caused by a combination of complex biological factors.



Autism is not real, the child will catch up and there is nothing to worry about.



Autism is real and there may be some things an autistic person is really good at but some things that may always find difficult. even as an adult.



Autism means 'learning disability'.




Autism and learning disability are two separate things. Some children with autism have difficulties learning, some are average and some are more intelligent than other people.




What does this behaviour mean?


Autistic children sometimes behave in ways that may not make sense to others. Sometimes it's especially confusing when they're good at some things but not others or understand what to do in some situations and not others. Below are some common behaviours parents experience and a possible explanation from a healthcare professional:




Why does my child misbehave so much for no reason?




Your child may show challenging behaviours or tantrums and it may seem like there's no reason but there is always a reason no matter how small. You can be supported by professionals to help the function of the behaviour and think of strategies to manage these behaviours.




Why does my child need to get their own way all the time and can't adapt to change?




Autistic people find change really hard because it means they don't know what's going to happen and this is really worrying for them. With preparation and time they're more likely to adjust. Sometimes last minute changes are unavoidable, here you can try and explain why or as soon as you know there's a change, prepare them.




Why is my child selfish? They don't take an interest in others



Autistic children don't show interest in others in the same way that we might expect. They still care about others in their own way but they may not ask about other people or show interest in others in the same way, this is part of Autism.



Why does my child not respect their elders? They should know to speak and behave better around them.



They may not know understand social rules that you speak to adults differently as they see everyone as the same.

My child isn't behaving when we go to the mosque / church / temple even though they should in a holy place.



For autistic children going somewhere with lots of unspoken rules, it can be hard to know what to do. Also, these places can be really busy and need long periods of concentration which can be difficult for them.

To try to overcome this, you can explain what to expect and what they'll need to do when they go there and maybe even speak to the faith leader outside of the congregation/service to see if there's any ways they can support you too.



I'm worried they won't learn how to do things right.



Autistic people can be taught some social rules but they may not be able to learn everything. This depends on their ability to learn. It's important to prioritise what you would like them to learn and know that it may not always be possible to learn everything and that's okay.



They laugh at things that are not funny and/or which is not nice to laugh at, are they a bad person?



They are not a bad person they may just find humour a bit difficult to understand and therefore, laugh inappropriately. They may find humour involving people falling over funny because it's quite visual but they may not understand the context when it isn't a joke. They also find facial expressions difficult to interpret so may misunderstand when someone is hurt. It's also hard for autistic people to know how someone else feels so they may not know that someone is hurt and to not laugh at them and express their emotions in a way that is socially acceptable.



Useful Autism Websites and Resources:

Enfield National Autistic Society (ENAS)

Local branch of the leading UK charity for people with Autism and their families, includes:

- **Social support for parents and carers:** A 'friendly ear'; advice on local services; evening meetings; coffee mornings; regular newsletters.
- **Social support for adults with high functioning Autism:** Support for adults on the Autism spectrum who are looking for people to socialize with and make friends; regular group meetings with speakers on topics of interest; social activities like trips to the cinema.
- **Information and resources:** Accurate, up-to-date information and resources; expert speakers; workshops; web site; closed Facebook group.
- **Activities for children or young people and young people:** Autism-friendly play sessions and youth activities.
- **Partnership working with professionals:** Autism awareness workshops, talks and events; liaising with health, education and social care professionals.
- **A strong representative voice:** Raising awareness of Autism locally; lobbying policy and decision makers for change; participation in Enfield Autism Steering Groups; participation in local and national campaigning.

To join our mailing list contact Emma Kemball-Cook on 07842 438147 or at emma@enfieldnas.org.uk

Contact Details:

National Web: www.Autism.org.uk

Local Web: www.enfieldnas.org.uk

Local email: enfield@nas.org.uk

Local Tel: 07903 420016

Local FB: Enfield NAS [closed group]

National Autistic Society, Enfield Branch, 58 Melbourne Avenue, Palmers Green, London. N13 4SX

- **Enfield Advisory Service for Autism**

Advice, guidance and training for those working with or caring for a child or young person with Autism and information on local resources that are available.

<http://enfieldasa.org.uk/>

- **Enfield Parents and Children or young people** <http://www.enfieldparents.org.uk/enfield-sendias> Tel: 020 8373 6243

They offer support to parents of children or young people who have a special need or disability. They offer support through workshops, information, advice and caseworker support.

- **Our Voice**

Our Voice aims to improve services for children or young people and young people with disabilities or special educational needs in the borough of Enfield. Including: negotiate representation on decision-making bodies; invite service providers to consult with them on local and national issues affecting children or young people and seek a can-do approach from them; ask children or young people, parents and carers to tell them about common concerns; inform & support families through their newsletters, website, workshops and meetings; campaign to change attitudes and remove barriers; they monitor changes in services, lobby for improvements and recognise and promote good practices

Tel: 07516 662315; info@ourvoiceenfield.org.uk; www.ourvoiceenfield.org.uk/

- **Enfield Carers Centre**

Enfield Carers Centre is a local charity providing information, advice, training and other support services to people looking after someone who lives in Enfield.

Tel: 020 8366 3677; info@enfieldcarers.org; www.enfieldcarers.org;

Enfield Carers Centre, Britannia House, 137-143 Baker Street, Enfield EN1 3JL

- **Cerebra** <http://w3.cerebra.org.uk/>

Cerebra is a unique national charity that strives to improve the lives of children or young people with neurological conditions. Provides research, information and direct, on-going support. 01267

244200; enquiries@cerebra.org.uk; <http://w3.cerebra.org.uk/>

- **The Advisory Centre for Education (ACE)** www.ace-ed.org.uk

An independent national advice centre for parents that provides advice on education law and practice.

- **Ambitious about Autism**

Ambitious about Autism is a national charity for children or young people and young people with Autism. They provide services, raise awareness and understanding, and campaign for change.

- Tel: 020 8815 5444; www.ambitiousaboutAutism.org.uk

- **Autism Education Trust**

The Autism Education Trust is dedicated to coordinating, supporting and promoting effective education practice for all children or young people and young people on the Autism spectrum.

020 79033650; info@Autismeducationtrust.org.uk; www.Autismeducationtrust.org.uk

- **The Independent Panel for Special Educational Advice (IPSEA)**

Provides free legal advice through help lines, information downloads, advice, support and representation (when needed) in appeals to the Special Educational Needs and Disability Tribunal. www.IPSEA.org.uk

- **The Local Offer**

Local offer of Education Health and Social Care Services for children with Special Educational Needs and /or disabilities 0-25 years; <https://new.enfield.gov.uk/services/children-and-education/local-offer/>

- **General advice on parenting and wellbeing in children**

Mental health support- (For Parents and Young People)

www.youngminds.org.uk-

<https://childmind.org/>

<https://www.annafreud.org/early-years/early-years-in-mind/common-difficulties/>

<https://www.challengingbehaviour.org.uk/>

- **General Mental Health Support for Parents**

IAPT: Adult counselling service (16+). You can get a referral from your GP or self-refer to this service on <http://www.lets-talk-iapt.nhs.uk/enfield/>
Telephone: 0208 342 3012.
Email: lets-talk-enfield@nhs.net
Website: <https://www.lets-talk-iapt.nhs.uk>

Mind: Mental health charity providing information and support for people 16+.
<https://www.mindinenfield.org.uk/what-we-do/counselling/>
<https://www.mind.org.uk/information-support/types-of-mental-health-problems/>

- **Early Help team**

This service works with families to achieve positive outcomes for children 0-18 and offer parenting support and outreach. For children under 5 they have support workers from the Children's Centre. You can refer yourself by calling 0208 379 2002 or by the following website:
<https://eh.childrensportal.enfield.gov.uk/web/portal/pages/ehmref#h1>
In terms of the parent support work they offer, parents can see the following website:
<https://new.enfield.gov.uk/if/parent-support-service/>

- **Enfield Joint Service for Disabled children / Cheviots**

This consists of Education, Social Care, Health and the Voluntary Sector. These services work together to support families of children with significant learning and/or development needs.

Cheviots children's disability service is a multi-agency service (including social workers and centre workers) for children and young people under 17 with learning, sensory and physical disabilities. They play a part in assessing children and providing support and services to families, ensuring they have the support they need by:

- Listening to disabled children, acting on their views, and providing them with choices
- Ensuring disabled children and their families are supported to take part in and enjoy local community life, using local childcare, leisure and recreational facilities
- Making sure parents and carers are supported to become equal partners in making decisions about service developments and priorities
- Providing access to services, short breaks and family activities during the school holidays

Some families need more support and short break services than others due to the impact of their child's complex disability and family situation. Families who need more support will be assessed further. You can request an assessment or review at any time by emailing cheviots@enfield.gov.uk. Their telephone number is 020 8363 4047.

- **Enfield Children and Young People Services (ECYPS)**

This service provides information about activities for children and training for parents. They coordinate several public resources in the community.
Telephone: 0208 373 2692. Website: <https://www.ecyps.org.uk>

- **Support with Difficulties relating to Education**

Behaviour Support Service- Support for school struggling to manage behaviour of children 5-11 years ([Referral via school](#)). They have to self-fund this service https://cp.childrensportal.enfield.gov.uk/web/portal/pages/ehch_bss

SENDIASS- Support if parents feel the school is not meeting their child's needs including level of support needed, Education Health & Care Plan (EHCP) applications, concerns around persistent bullying, risk of exclusion, school placement breakdown and so on.

Address: Community House, 311 Fore Street, London, N9 0PZ

Telephone: 020 8373 6273 (help line) / 020 8373 6243 (office number)

Email: enquiries@epandc.org.uk

Website: <https://www.epandc.org.uk>

Parent Partnership- Support if parents feel the school is not meeting their child's needs.

Address: New Prospect House, 8 Leake Street, London SE1 7NN

Telephone: 0300 600 1878

Email: info@prospect.org.uk

- **Enfield Children's Centre**

There are courses such as Becoming a Parent (you can self-refer) or the Incredible Years (requires referral from nursery, school or another professional – TEMPORARILY SUSPENDED) which are intensive (10 – 12 weeks) evidence-based parent programs focusing on parent involvement to promote children's academic, social and emotional skills.

<https://www.ccenfield.org/>

- **Family Based Solutions**

Family Based Solutions works with the whole family to end child to parent abuse and repair family relationships.

Address: 5 Chase Side Crescent, Enfield, EN2 0JA

Telephone: 020 8363 6262

Email: admin@familybasedsolutions.org.uk

Website: <https://familybasedsolutions.org.uk>

- **Home Start**

Home Start volunteers visit families in their own homes, offering friendship and practical and emotional support. To be eligible, families must have at least one child under 5 (if the child has special needs they can be up to the age of 25).

Referrals must be made from health visitors, GPs, social care and child care practitioners as well as those involved in mental health services, education, early years and probation.

Address: Avenue House, Stephens House & Gardens, 17 East End Road, London N3 3QE.

Telephone: 020 8371 0674

Email: admin@homestartbarnet.org

- **Nordoff Robbins**

A national charity dedicated to transforming the lives of vulnerable children or young people and adults through the provision of music therapy.

Tel: 020 7267 4496; admin@nordoff-robbins.org.uk; www.nordoff-robbins.org.uk

- **Resources for Autism**

Practical services and activities for children or young people and adults with an Autism e.g. holiday play schemes, youth clubs, befriending, behaviour support, sensory library, music and art therapy, sibling groups.

Tel: 020 8458 3259; admin@resourcesforautism.org.uk; <http://www.resourcesforautism.org.uk>

- **Radiomarathon**

Provides a range of services and projects from its centre with the aim of facilitating empowerment for people with learning disabilities, their families and carers.

01992 713 297; info@radiomarathon.co.uk; www.radiomarathon.co.uk; Radiomarathon Centre, 188 Turkey Street, Enfield, EN1 4NW

- **DAZU**

DAZU is a charity, providing a range of recreational and educational activities for children or young people and young people of all ages and all abilities.

<http://www.dazu.co.uk>

- **The Cinema Exhibitors' Association Limited**

This is a national card that enables your child (Aged 8+) to one free ticket for a person accompanying them to the cinema (limited to those receiving Disability Living Allowance). www.ceacard.co.uk

- **The Family Fund**

The UK's largest provider of grants to low-income families raising disabled and seriously ill children or young people and young people. They help families by providing grants for things that make life easier for the disabled child, and their family.

Tel: 08449 744 099; info@familyfund.org.uk; www.familyfund.org.uk

- **Zebras Children or young people's Club**

Provides activity and skills group for children or young people and adults.

Tel: 07534502244; 07916285823; zebrasclub@outlook.com <https://www.zebrascacharity.org.uk/>

- **SEN- DEN**

This organisation offers support for families whose children are undergoing an Autism assessment or have been given a diagnosis. They offer support, advice, resources, signposting and regular play and support groups. They also have a facebook group for parents. <https://sen-den.org.uk/>

Additional Resources:

- **Webinars/ Videos**

Positive examples of self-realisation by other young girls with ASD. There are some lovely talks done by young women with ASD and can be found on the following links:

https://www.ted.com/talks/rosie_king_how_autism_freed_me_to_be_myself?language=en

https://www.ted.com/talks/alix_generous_how_i_learned_to_communicate_my_inner_life_with_asperger_s?language=en

A short 5 minute video by girls at Limpsfield Grange school about the autism spectrum:

<https://www.youtube.com/watch?v=oZhZ0k1lyF8>

- **Sibling Support**

<https://www.sibs.org.uk/>

- **Autism and puberty, sexual well-being and relationships**

<https://www.autism.org.uk/advice-and-guidance/topics/family-life-and-relationships/sex-education/parents-and-carers>

- **Resource for learning**

Teach your monster to Read, a fun way to encourage reading:

www.teachyourmonstertoread.com

- **DVDs**

A is for Autism: A Short, animated film with information from people with ASD which can be used to explain the condition.

Being Different – Living with Asperger’s Syndrome: Produced by an NHS trust this describes the positives and challenges of living with high functioning ASD. There is information from people with ASD and their families.

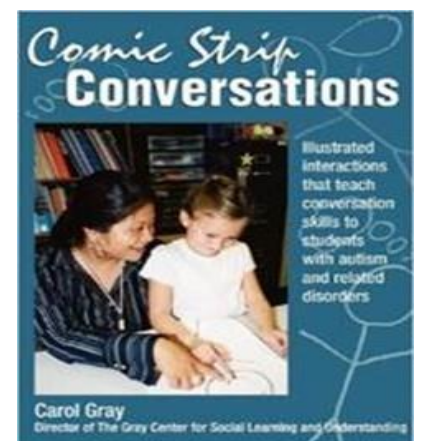
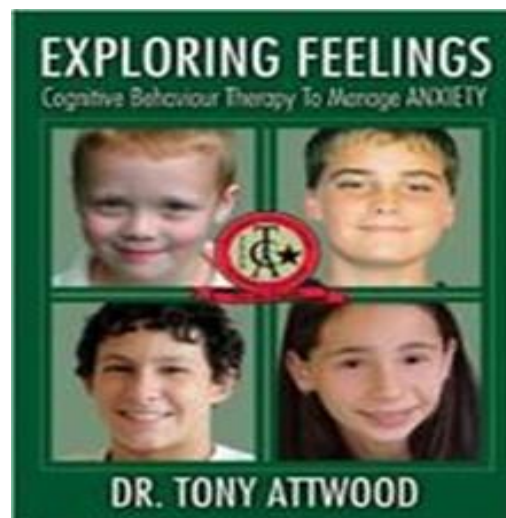
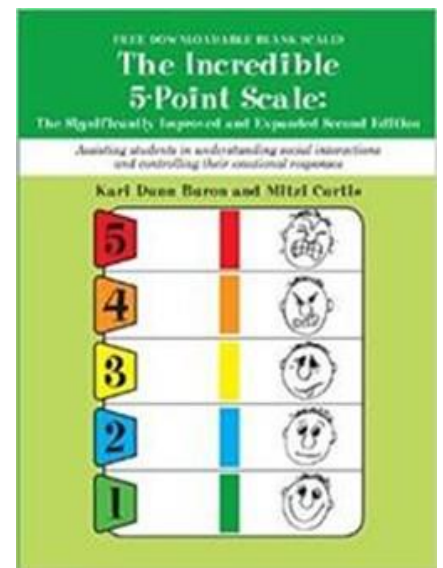
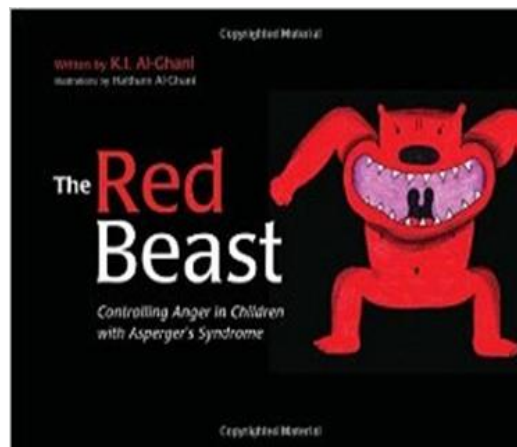
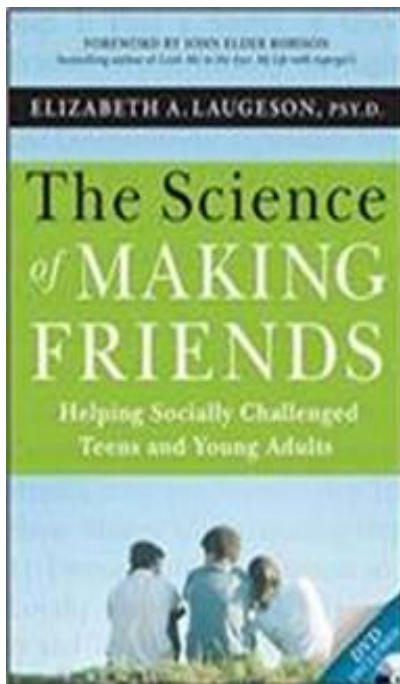
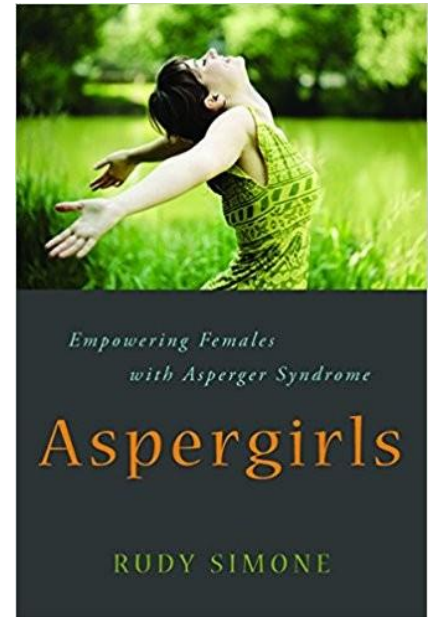
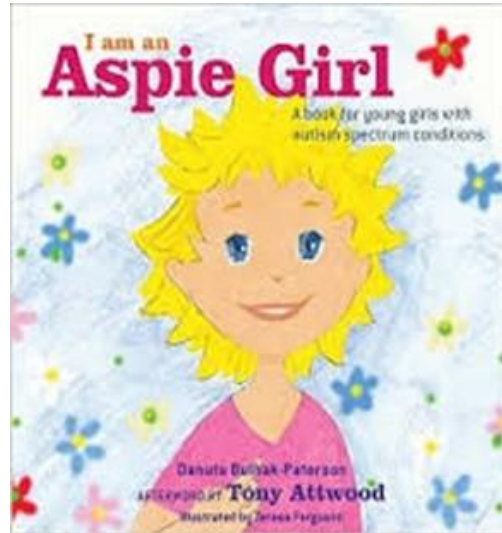
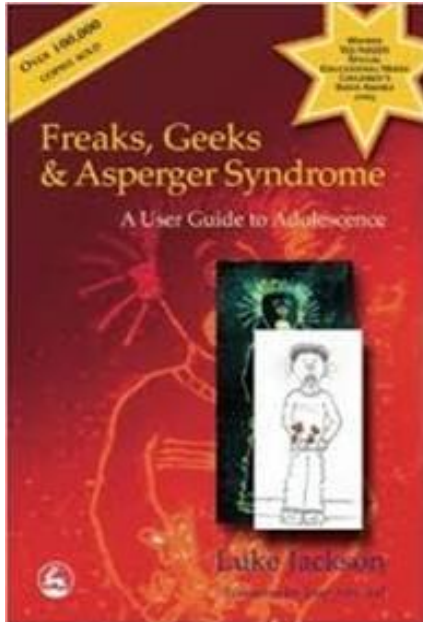
Being Me: Produced by the National Autistic Society. Shows people with ASD talking about their experience and has session plans on areas such as: feelings about diagnosis, positive aspects of ASD etc.

Social eyes: This is a National Autistic Society teaching tool that explores areas such as: starting and ending a conversation, making eye contact etc.

Asperger’s Like Us: This is an American documentary about a comedy group where all four members have ASD. It focuses particularly on their experience of friendship and the transition into adulthood.

- Books

Some may be more or less relevant to your child or young person.



Additional books:

'Autism: understanding and managing anger' by Andrew Powell:

Published by National Autistic Society. For parents of children with ASD

'Taking care of myself: A hygiene, puberty and personal curriculum for young people with autism' by Mary Wrobel:

Addresses issues around puberty and independent self-care.

'Exploring feelings: Cognitive Behaviour Therapy to manage anxiety' by Tony Attwood:

Describes a programme for managing anxiety and anger that can be delivered by a professional or a parent/carer.

'Asperger's Syndrome: A guide for parents and professionals' by Tony Attwood:

The author is an expert on high functioning ASD. This book describes the condition and practical implications in a straightforward way.

'Freaks Geeks and Asperger's Syndrome: A users guide to adolescence' by Luke Jackson:

The author is a 13 year old with high functioning ASD. He writes about his own experiences with bullying, friendships, school problems, dating, relationships etc.

'Autism: What does it mean to me?' by Catherine Faherty:

Positive and encouraging worksheets that a young person can complete to help them understand and manage their needs. Has section on internet use.

'I am Aspie Woman' by Tania A Marshall:

Recommended by parents of adult daughters with a ASD diagnosis

'Get out of your mind and into your life for teens' by Joseph Ciarrochi:

Not specifically aimed at ASD. This has been recommended by adolescents with a diagnosis who struggle with anxiety and low mood. It focuses on helping adolescents work on emotional regulation and managing feelings such as worry, sadness or anger.

'How to live with Autism and Asperger's syndrome: Practical Strategies for parents and professionals' by Chris Williams and Barry Wright:

This is for parents of children with ASD. Focuses more on children who also have some learning difficulties. Useful sections on social skills, tantrums, basic living skills.

'Talking together about an Autism diagnosis' by Rachel Pike:

This is a National Autistic Society book aimed particularly at parents of younger children. Gives advice about telling children about their diagnosis and information for schools.

'My autism book' by Gloria Dura-Vila and Tamar Levi:

Picture book for children of 5+ which gives a simple introduction to diagnosis in terms of strengths and difficulties.

'When my worries get too big!' by Kari Dunn Baron:

Child friendly book about anxiety and how to relax. It has ideas for parents and teachers about how to help children who have high levels of anxiety.

'The Independent Woman's Handbook for Super Safe Living on the Autistic Spectrum' by Robyn Steward:

This book explores how to approach relationships with others from a frank and open perspective.

"The Loving Push: How parents and professionals can help spectrum kids become successful adults" by Temple Grandin and Debra Moore.

This book is for parents and any professionals assisting kids with ASD to gently encourage them to venture outside their comfort zone and experience more of what the world has to offer.

Books by Sarah Hendrickx:

This author has a number of useful books and online videos relating to ASD.