

Autistic Pupils

Education

Adjustments that reduce avoidable barriers, and the assumptions worth dropping first.

Predictability and clarity help most. Ask the pupil; needs differ widely.

Often helps

Warn about changes to routine in advance

Say exactly what is required, without idiom

Allow a low-stimulus place to withdraw to

Give processing time after a question

Make implicit social rules explicit

Worth unlearning

Insisting on eye contact as respect

Reading stillness as disengagement

Treating sensory distress as defiance

Assuming social difficulty means low ability

Assuming one autistic pupil predicts another

Educational reference only, not clinical guidance. Autistic people differ from one another as widely as anyone else; ask rather than assume.