



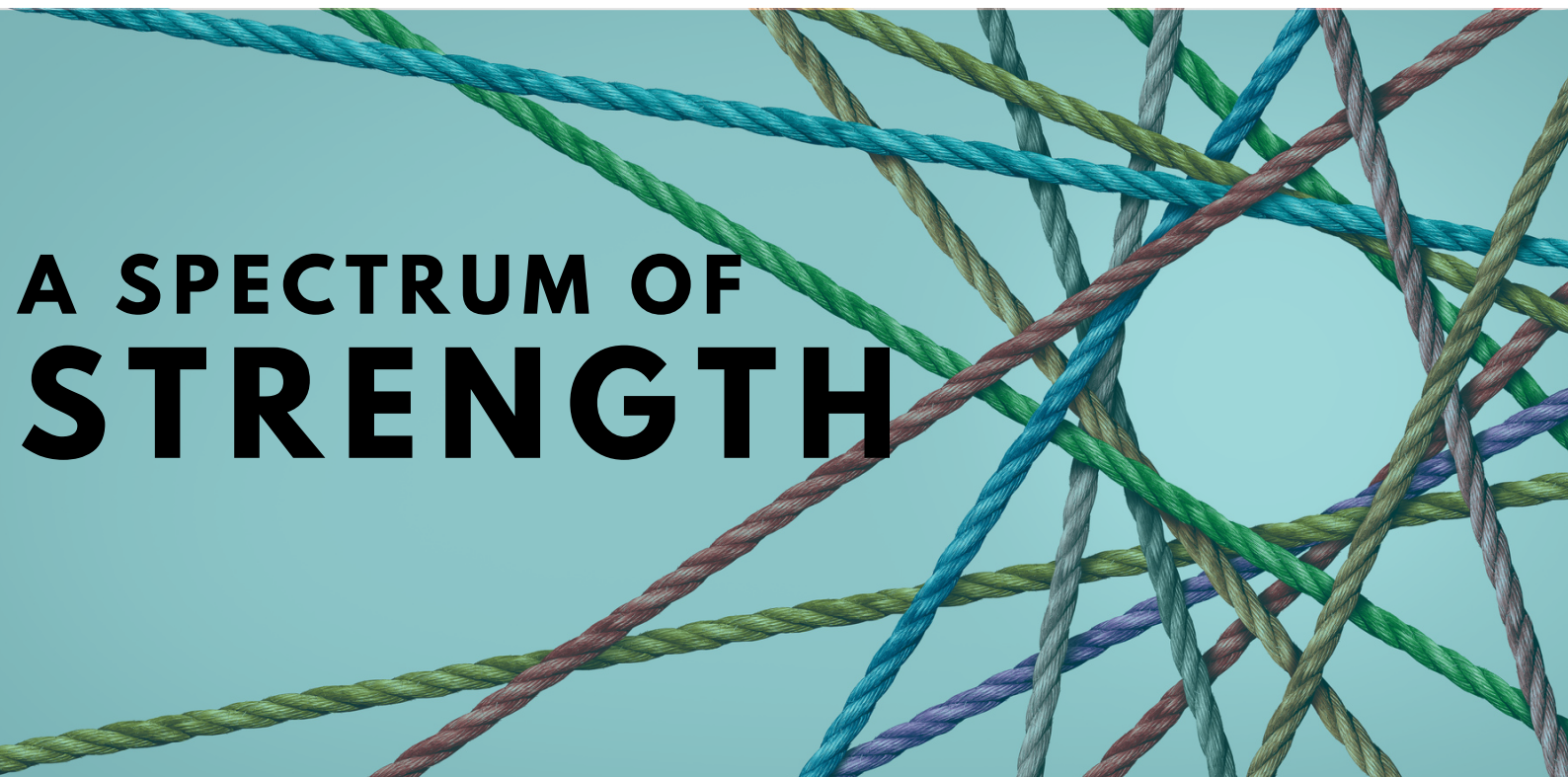
Bath & North East
Somerset Council

FOSSE WAY
SCHOOL
A SPECIALIST SCHOOL

The Partnership Trust

Autism
Education
Trust

Partner

A background image showing several thick, twisted ropes in various colors (blue, green, red, purple, grey) crisscrossing diagonally across the page.

A SPECTRUM OF STRENGTH

In This Issue

Becca's Update page 2

Language around Autism page 3

Autistic Voices Online pages 4-5

Meet Jorik Mol - Professionally Autistic page 6-7

Autism Strengths page 8

Help! It's Christmas... page 9

Meet Emma + *Get Sensory* page 10

Class reads for peer awareness page 11

Training Dates + Coffee Mornings page 12

Farewells + a hello! page 13

support still running throughout the holidays
email sass@fossewayschool.com
or call 01761 412198 Ext 2



Becca's update

Rebecca Tranter, SASS Lead



Can you find 5 more of my POWER POSES in our newsletter?

Hello and welcome to our first SASS newsletter of this academic year!

It's been a busy one already... In September we saw the relaunch of many of the Autism Education Trust's training materials, website and resources including their entire Early Years and Schools Professional Development Programme. Established in 2007, the Autism Education Trust (AET) is a not-for-profit organisation supported by the Department for Education. Its support programme offers education professionals training, practical tools and a wealth of free resources to better support autistic children and young people aged 0 to 25. There are also resources for parents on the website. Visit <https://www.autismeducationtrust.org.uk> for more information, including a parent guide for working together with your child's school.

We have been working closely with the AET to implement their new professional development programme and to update our training offer in general. AET training always emphasises the positive differences of autistic individuals: a strengths based model, avoiding limiting assumptions or stereotypes. This newsletter issue highlights autistic voices, individual and collective, sharing their life experiences so that society can learn more about the authentic, lived experience of an autistic person.

We know being autistic can be really hard. Being autistic often means being misunderstood and feeling like you have to 'fit in' to 'normal' people's standards. This is exhausting. Whilst we celebrate the strength autistic people show on a daily basis, we also want to highlight how tiring being strong can be. Why should autistic individuals always have to summon so much strength? It is up to us as parents, carers, teachers and citizens, to provide the support and understanding necessary so that the autistic community feels less fatigue and burnout. After all, *'There is no 'typical' autistic person. Every autistic individual has their own strengths, differences and needs, their own life journey and their own unique story'* (AET website, 2021).

Until we have complete acceptance, autistic individuals and their families will face challenging times. To signpost to support, SASS have created a Padlet (a sort of online notice board) for parents and carers, which you can find here: <https://padlet.com/SASSBathnes/ParentSupport> or via the QR code below.

We welcome the Government's New Autism Strategy for England, which was published in July 2021 and is a strategy for autistic children, young people and adults. There are many new commitments as a result, including more training for teachers, a new anti-bullying programme in schools and making sure autistic young people can find supported internships and apprenticeships. To read a helpful summary of the strategy visit <https://www.autism.org.uk/what-we-do/news/new-autism-strategy> and you can find an easy read version from the government [here](#).

We are excited to welcome on board Emma Bailey, our new service Occupational Therapist. We already feel very supported by Emma (you can learn more about her on [page 10](#)) and she will be joining Hayley and Hannah in running our parent coffee mornings at Longfellow's Cafe (for dates see page 11). It is great to be able to see many of you face-to-face again this year and we have already really enjoyed connecting with fantastic groups of parents during our two CYGNET training courses so far.



Wishing you all a peaceful Christmas,
and we look forward to supporting you throughout 2022!





excerpts from
the Autism
Education
Trust's...

Terminology Guide

https://www.autismeducationtrust.org.uk/sites/default/files/2021-11/terminology_guide.pdf

How do we talk about Autism?

Over the years there have been many different terms and phrases used to describe autism, some of which are still in use today. However, more recently there has been a shift in understanding and changes and developments in how people talk about autism.

When you meet an autistic person, they might use different terms to describe themselves:

- 'Autistic person'
- 'On the spectrum'
- 'Person with autism'
- 'I have Asperger Syndrome'

People have different preferences of what they like used when describing them and autism, so it is always best to ask the individual themselves what their preference is. Don't assume what someone might be like because they are autistic but instead ask them or someone who knows them well what their strengths and differences and likes and dislikes are. Making assumptions about autistic people may impact on how we interact with them.

Every autistic person has their own profile of strengths and needs and is unique.



Talking Positively About Autism

When talking about autism don't use terms like 'suffer' or 'disease' or 'problems' or 'issues'. Autism is not a mental health condition or a disease, it is a different way of experiencing and processing the world around you. Don't use 'high functioning' or 'low functioning'. Instead you could describe a person's support needs. Some autistic people may need higher levels of support than others.

Neurodiversity, neurodivergent and neurotypical

We recognise that terms such as 'neurodiversity', which encompasses 'neurotypical' and 'neurodivergent' are used widely. Neurodivergent can be used to describe someone who has a neurodiverse condition, for example, autism. This means their brain processes information differently. An autistic young person could identify as neurodivergent but so could someone who has a diagnosis of ADHD or Dyslexia, for example.

Neurotypical can be used to describe someone not displaying or characterized by autistic or other neurologically atypical patterns of thought or behaviour.

Neurodiversity is the idea that the way we think is not always the same. Instead, this term recognises that all variations of human neurology should be respected as just another way of being, and that neurological differences like autism, ADHD and Dyslexia are the result of natural variations in our genes.

MARVELLOUS MEDIA

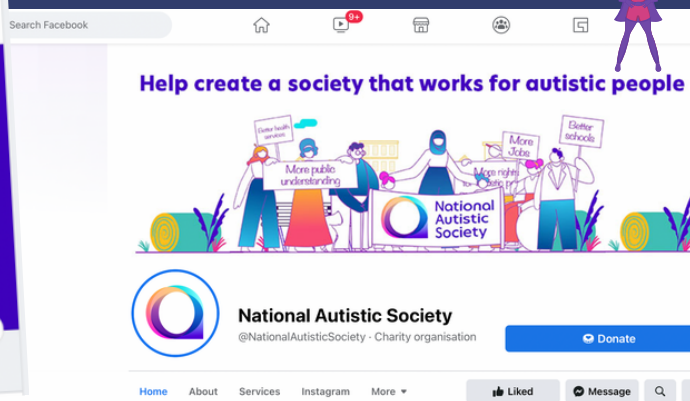
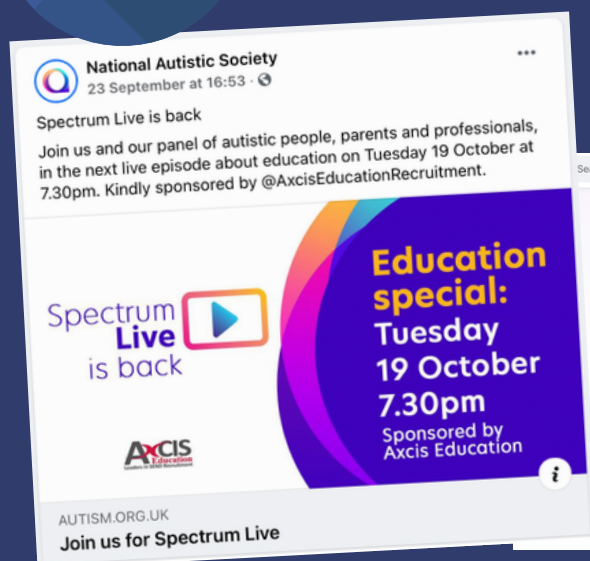
The Spectrum is run by and for autistic adults (although some parents subscribe on behalf of their under-sixteens). The magazine aims to connect autistic people through their letters and articles and to share information so that they can lead more independent lives.

Available in hard copy or online at:

<https://www.autism.org.uk/advice-and-guidance/the-spectrum>



Facebook groups can be a supportive and informative community 24/7, without face to face social pressures...



Autistic Voices on social media

all views are those of the individuals posting and are not
affiliated to SASS or Fosse Way School
some accounts contain adult themes



autism_unmasked
Actually Autistic Account ☆



aiden.tsen
Aiden Tsen



thisisimmie
this is immie



ambitiousaboutautism
Ambitious about Autism



girls_with_autism
Girls With Autism



quarksfan
QUARKS Female Autism Network



autism_sketches
Autism Sketches
Followed by adulting_with_autism_ + 5 more



theautisticlife
The Autistic Life
Followed by biglittletfeelings + 9 more



climbing.the.rainbow
Autism Awareness Advocate
Followed by autism_unmasked



lifeinautismworld
Life in a Autism World ∞
Followed by autism_unmasked + 7 more



nationalautisticsociety
National Autistic Society
Followed by ambitiousaboutautism + 10 more



My Autistic Soul **SociallyAwkwardd**
Autistic Parents UK
Autism Employment Advocacy Group



[Alex Lowery](#) - autistic speaker in North Wales

[SociallyAwkwardd](#) - an autistic girl trying to make sense of the world

[Will MacPheat](#) - US blogger diagnosed at 59

[Spaced Out and Smiling](#) - Jamie Knight's blog about life as an autistic adult with support needs

[Life With Asperger's](#) - a blog by an autistic father of two sons

[The Autistic Advocate](#) - autistic dad and writer, founder of the Autistic Cooperative

[Paul Isaacs](#) - UK-based autistic blogger

[Medecoded](#) - a blog celebrating neurodiversity by autistic blogger Helen Needham

[Neuroclastic](#) - an autistic blogger collective

[The Thinking Person's Guide to Autism](#) - taking a critical look at many autistic issues

[Wenn Lawson](#) - well-known autistic academic and author in Australia

[Autistic Not Weird](#) - a blog by Chris Bonnello, an autistic ex-teacher

[Authentically Emily](#) - a blog from 19 year old Emily - autistic student, mental health activist and autism advocate.

[Autistically Alex](#) - autistic and non-binary blogger.



[Purple Ella](#) - autistic Bristol mum and blogger

[Yo Samdy Sam](#) - autistic female diagnosed at 33 yrs old

[Agony Autie](#) - excellent autistic speaker and advocate

[Amythest Schrabar](#) (Neurowonderful) - autistic speaker and activist

[Neurodivergent Rebel](#) - discussing issues related to autism and neurodiversity

[Ellen Jones](#) - autistic musician and campaigner

[Connor Ward](#) - autistic speaker and consultant

[Stephanie Bethany](#) - 20-something autistic campaigner

[Asperger's from the Inside](#) - Paul found out he had Asperger's at 30 yrs old. He creates clear and explanatory videos

[Alex's Asperger Vlogs](#) - Vlog for people who identify as having Asperger Syndrome

[Chloe Hayden](#) - ADHD + Autistic actress, singer and vlogger

[Kat Mills](#) - autistic singer/songwriter working with Makaton tutors to create signed videos



Also, if you are on Twitter, search #ActuallyAutistic to find content from autistic adults.



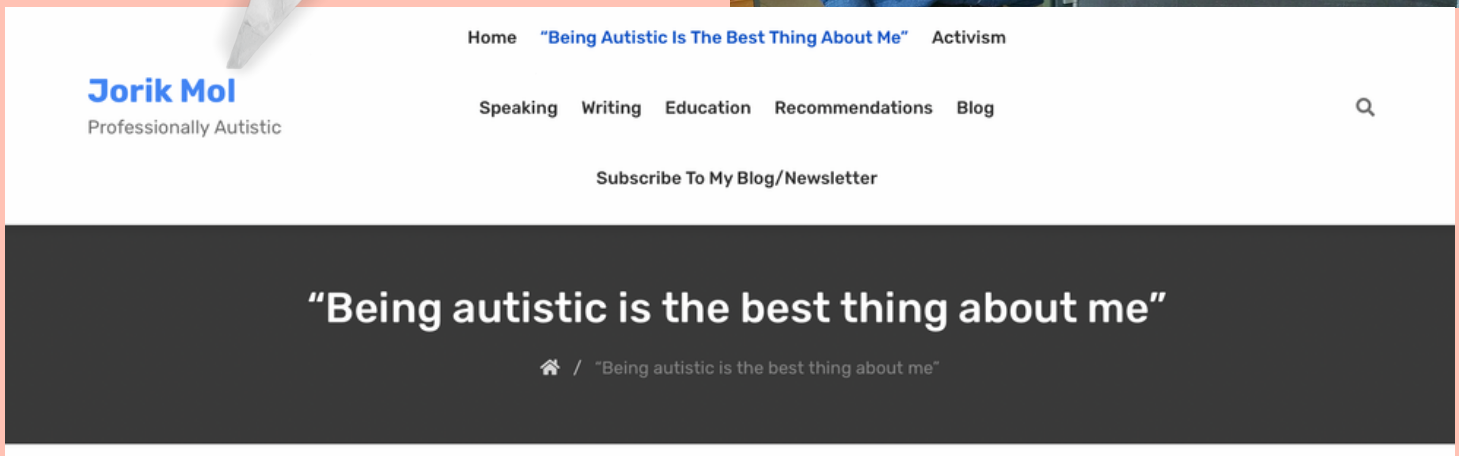
COFFEE PLEASE

chatting curiously
with... Jorik Mol
by Sarah Keelty



"Jorik Mol is a brilliant writer, speaker, and interrogator of the unquestioned assumptions that limit our recognition of one another as full human beings, worthy of respect and compassion."

Steve Silberman, author of *NeuroTribes: The Legacy of Autism and the Future of Neurodiversity*, 2020.



Recently, I had the pleasure of spending at least an hour and a half talking over coffee with Jorik, a remarkable and impassioned individual with an incredible number of qualifications, experiences and professional roles already amassed in his 33 years. Luckily for us, he recently moved to Bath from Oxford. Writing on his website - www.jorikmol.com - this is his introduction...

'My name is Jorik Mol and I am autistic.

This aspect of my identity has shaped who I am, for better and for worse. Growing up, I had a lot of struggles, due to the lack of wider understanding of autistic people's minds. Now, I am committed to changing autistic people's life chances and society as a whole.

Communication is my superpower. I facilitate and perform conflict resolution between autistic and neurotypical employees. I do speaking engagements, I write, I educate and train organisations, businesses and individuals.

I can help you to achieve your goals, integrating your and others' autistic superpowers to the benefit of you, your organisation and society at large.'

Jorik speaks honestly and plainly, urging us to recognise the privilege of neurotypicals and the bias within our systems which makes life so much harder for the autistic community. What are we doing about the unemployment rates amongst autistics? (*Just 22% of autistic adults are in any kind of employment*, source: NAS, February 2021, online)

The differences in physical and mental health and life expectancy? (see Sala R, Amet L, Whiteley P, et al. *Bridging the Gap Between Physical Health and Autism Spectrum Disorder*)

The world for an autistic person – who is often highly sensitive and tuned in to their surroundings and company – can be so very challenging from birth that Jorik asserts, 'trauma recovery is fundamental to working with autistics, you've got to understand this'.

When I ask how we can change things for the better, Jorik enthuses, 'set up neurodivergent staff groups, student groups and mentoring in the community... we want to hear autistic young people's voices... redress some of the balance by actually **employing** autistic people and showing you value them'. Then with a wry smile, Jorik adds, 'you know, autistic people make *exceptional* therapists, because we've been analysing *you* all of our lives!' He later describes human interaction as 'hard labour' and talks of the exhaustion of masking.

A quote on a piece of torn paper. The text is written in a blue, hand-drawn style font. The paper has a light beige, textured appearance with irregular, torn edges. The quote is centered on the paper.

"you have to learn to fall in love with the world... you belong here"

The language he uses to describe existing in a world made for neurotypicals is emotive: 'The reason I've been able to survive is by building an autistic family around me.' Indeed, he advises autistic people to 'hold on to each other and develop a deep relationship to nature [...] Make beautiful things because you can, and you will... but if you can't... rest.' By now, Jorik knows himself well and can take proactive steps to avoid burnout, or give himself some time out if he has already reached burnout or experienced a meltdown. This self-knowledge is something Jorik uses to support his mentees, helping them to navigate successfully the demands of their days and weeks.

Talking with Jorik inspired me to think more profoundly about the adjustments and sacrifices I could make towards true inclusion. As Jorik put it, 'there is a difference between inclusion and actually stepping aside.' Jorik has recently offered his support to the local police force through training, and consulting on their custody practices. If your education setting or organisation could benefit from Jorik's expertise, then get in touch via his website www.jorikmol.com

His blog explores a variety of topics and explains so well some of the tricky intricacies of relationships, sometimes amplified by autistic differences. For example, this excerpt from his most recent blog post is really insightful: *Often, when my partner and I snap at each other, it's because I deal with input very rapidly and he can't. That has nothing to do with our levels of intelligence. He's more intelligent than I am, if anything. He just has a relatively slow processing time. That means that discussions often feel one-sided. He makes a very strong argument, I work with it and try to find a rebuttal, he then nods. Nothing happens. The flow is interrupted. He just needs the processing time. Often, he will get back to me with some amazing insight, only for me to later make clear that I told him that, weeks ago. That's not to say he is not an original thinker. On the contrary! But he just takes longer to digest complex topics of discussion.*

Jorik is realistic and feels it is dishonest to say to our young people with a diagnosis of Autism that everything will be okay, because an autistic life can be hard work. His advice to anyone struggling with their autistic existence is: 'You have to become incredibly curious, you have to learn to fall in love with the world, a world that doesn't always love you back. Be curious, learn about the world... **you belong here.**'

Our thanks to Jorik for sharing so much of his time with SASS. Our heads are buzzing (in a very good way).



Autism:

THE STRENGTHS

Understanding, embracing and celebrating different ways of thinking is important for every organisation and team. Here are some positive attributes which can be associated with autism.



Attention to detail

- Thoroughness
- Accuracy



Methodical approach

- Analytical
- Spotting patterns, repetition



Deep focus

- Concentration
- Freedom from distraction



Novel approaches

- Unique thought processes
- Innovative solutions



Observational skills

- Listen, look, learn approach
- Fact finding



Creativity

- Distinctive imagination
- Expression of ideas



Absorb and retain facts

- Excellent long term memory
- Superior recall



Tenacity and resilience

- Determination
- Challenge opinions



Visual skills

- Visual learning and recall
- Detail-focused



Accepting of difference

- Less likely to judge others
- May question norms



Expertise

- In-depth knowledge
- High level of skills



Integrity

- Honesty, loyalty
- Commitment

Remember: Every experience of autism is unique. No one person will identify with every feature of autism. We all have individual skills, attributes and characteristics that are as unique as our personalities - this is the power of neurodiversity.

Help! It's Christmas!

We like these top tips from www.attachmentmummy.com on how to support your autistic child at Christmas time:



To Decorate or Not?

Many autistic children are completely over the top in their love for all things Christmas but many others cannot stand the changes, decorations and all the fuss. For some children it may be better to have no decorations at all. Take some time to talk to your child about their expectations and likes and dislikes, or make a decision based on their reactions from previous years.

Decorate Gradually

If you choose to decorate, start putting your Christmas decorations up early. It's usually better to start early and progress gradually when you have an autistic child in the house. This ensures that they get enough time to adjust to the lights and sounds that accompany these decorations. It limits their sensory overload and helps them to enjoy the holidays better.

Help Them Prepare

If you help your kids prepare for Christmas, you will be giving them an opportunity to calm down their sensory overloads. Try opening small and simple presents before the holidays start so that they can get accustomed to the sounds, and feel. Take them to visit others or invite some friends to the house. Small parties where they mingle with other people may help them prepare for the onslaught of people over the festive season. If socialising outside their comfort zone is a no then explain this to others; friends and family will understand.

Include Them in the Planning

When you include your kids in the planning process, you will be giving them the opportunity to comprehend what will be happening as Christmas approaches. Take them with you to shop for Christmas decorations. Listen to their opinion and let them choose what they like as well. They will get used to these decorations and the process will go a long way in making their Christmas an enjoyable one.

Keep Familiar Things

When trying to make an autistic child comfortable for the Christmas holiday, it is important to keep things familiar around them. If you are to invite friends over, bring friends they are already comfortable with. Do routine chores that they already know and understand. Cook foods they are already accustomed to. Use visuals wherever possible.

If you do want to go outside the usual routine with people or food, it would be worth doing a practice run so your child knows what to expect. Have grandma over, cook one new dish each week in the run up to the big day, play party games after dinner, and do whatever else you can to prepare your child.

Simplify Everything

Everyone tends to become too excited during the Christmas holidays which is not easy for autistic children. Try to make sure that everything is as simple as possible. Discard some traditions that might upset the children.

For instance, do not engage in a gift unwrapping marathon if they don't like surprises. Opening one or two presents a day will be safer and gentler than a huge mountain of gifts. If your child doesn't like opening presents ask people to contribute to something like an annual pass to their favourite attraction or theme park. They will likely enjoy a year of days out far more than the pressure to open gifts.

Be Adaptable

Try not to enforce a rigid schedule with your child during the Christmas holidays. Be flexible and easily adaptable to the circumstances you might find yourself in with your child. This might mean talking to others in advance about the possibility of plans being cancelled. Prepare and practice as much as you can in advance, but then work around what your child feels and how they react, to help them be as comfortable as they can be.

Ask for Help

Since this will be a family/friends affair, ask for help from your other family members or friends. Everyone should chip in to make sure that the child feels comfortable, so explain as much as you can and ask that everyone makes adjustments and shows that Christmas compassion!

Be kind to yourself.

Meet Emma!



The termly newsletter from the B&NES SASS Team
Hello, my name is Emma Bailey and I am excited to be a new member of SASS. I have been an Occupational Therapist all my working life; initially in a variety of mental health services and then in different specialist education settings for autistic young people. I am particularly interested in the impact of sensory differences and anxiety and how these can interact with executive function.

I am enjoying developing and delivering a range of training courses for education staff and parents/carers of autistic young people. These focus on understanding the sensory experience and differences that are associated with autism, how we manage environments and support young people in removing barriers to learning and independence.

For Emma's upcoming training, see page 11.

Get Sensory - Christmas Dough Ho Ho!

Try adding seasonal smells to a basic playdough recipe. You could add spices like ginger, cinnamon, nutmeg and cloves, or peppermint essence.

Playdough recipe:

For one playdough ball, mix together in a bowl:

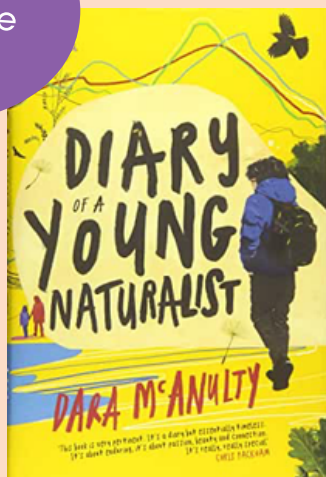
- 8 tbsp plain flour
- 2 tbsp table salt
- 60ml warm water
- 1 tbsp vegetable oil
- food colouring (optional)



You can store your playdough in a plastic sandwich bag in the fridge to keep it fresh.
Make sure to squeeze out the air!

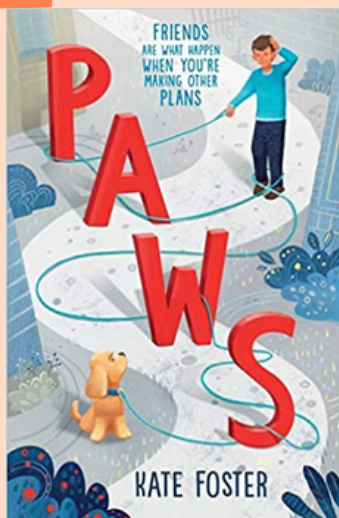


Class readers for building peer understanding

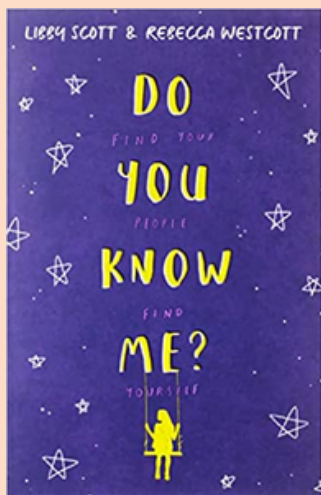
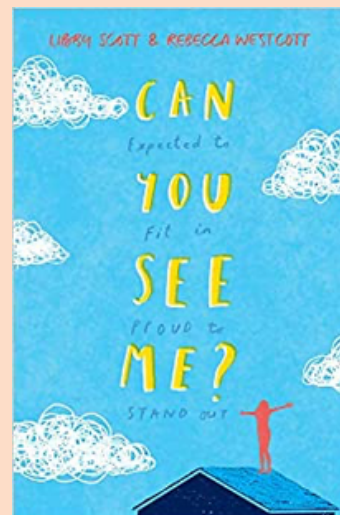


Diagnosed at 5 yrs old, by 7 Dara knew he was 'very different'. *Diary of a Young Naturalist* recounts a year in the life of an autistic and highly gifted 15 year old, struggling with school, bullies, moving house and fearing the decline of the natural world whilst rejoicing in it. McNulty's descriptions of his adventures in nature are inspiring for children, but also sure to brighten the souls of many an adult too.

At home, Alex's best friend is Kevin the cockapoo, although what he wants most of all is a friend at school. But that is harder than he ever expected. Everything is changing for 11-year-old Alex and, as an autistic person, change can be terrifying. With the first day of school only a couple of months away, Alex is sure that having a friend by his side will help. So, he's devised a plan - impress the kids at school by winning a trophy at the PAWS Dog Show with his trusty sidekick, Kevin...



Tally isn't ashamed of being autistic -- even if it complicates life sometimes, it's part of who she is. But this is her first year at Kingswood Academy, and her best friend, Layla, is the only one who knows. Tally now feels like she has to act "normal." But as Tally hides her true self, she starts to wonder what "normal" means after all and whether fitting in is really what matters most. an honest and moving middle-school story of friends, family, and finding one's place.



In this sequel to *Can You See Me?*, Libby Scott and Rebecca Westcott return with another heartwarming and eye-opening story of friendship and middle school, inspired by Libby's own experiences of autism. Ever since her classmates found out she is autistic, Tally has felt more comfortable being herself. But the end-of-year trip will be an entire week -- her longest overnight trip ever. How will she sleep? What about all the bugs? What will her dog, Rupert, do without her at home?



Facing the pressures of maintaining her academic grades whilst aiming to be the lead of the school play, Tally struggles to navigate Year Six. Tally's subsequent inability to comprehend her emotions leads to a confession from her parents Jennifer and Kevin: she has been given a diagnosis of ASD. *Ways to be Me* is the third book within this trilogy, yet it is the prequel to the first modern fiction novel: *Can you See Me?*. Co-author Scott's daily experiences with ASD were applied to build Tally's character.

A sensitive exploration - from a Neurodivergent author - of what it means to be labelled as different and treated as an outsider. 11-year-old Addie lives in a village community close to Edinburgh; it's a new school year and she's suddenly confronted with a relentlessly mocking teacher and targeted by bullies intent on making life miserable, all as she campaigns for a memorial in memory of the witch trials that took place in her hometown. Interesting sibling dynamics with Addie's two sisters, one neurodivergent, one neurotypical.



In *The Many Mysteries of the Finkel Family*, Sarah Kapit delivers another sweet story of neurodiversity. We see a family where multiple members are neurodiverse--not unusual in real life, but rarely seen in books. Sisters Lara and Caroline are both autistic, with Caroline speaking using a tablet, and their Dad having a diagnosis of ADHD. The family is also Jewish, with immigrant members.





first training dates of 2022

parents →

PLUS Coffee Mornings at Longfellow's cafe - BA3 3AL - first tea/coffee free!

for parents and carers of those diagnosed with autism.

Led by Hannah Hobbs and Hayley Brimble from SASS, with Emma Bailey, SASS O.T.

Wednesdays 26th Jan, 9th March, 18th May, 29th June, all 9-11:30am

No need to book.

Date and time	Course	Details	Leader	Venue
Mondays, January 10th, 17th, 24th, 31st, and February 7th and 14th 11.30am to 2pm	CYGNET core	CYGNET Programme: supporting parents of autistic children aged four - 18	Paul Ford and Carol Jones	Fosse Way School, Longfellow Road, Radstock BA3 3AL
Wednesday, February 2nd 9.30am to noon	Understanding girls on the autism spectrum	Supporting parents to understand how to support girls on the autism spectrum	Sarah Keelty	Fosse Way School, Longfellow Road, Radstock BA3 3AL
Thursday, February 3rd 9.30am to noon	Sensory processing for autistic children: strategies for real life - younger children	This course aims to support parents and carers with effective strategies to support young people with sensory differences. You will explore how to understand children's sensory behaviours.	Emma Bailey	Fosse Way School, Longfellow Road, Radstock BA3 3AL
Wednesday, February 9th 9.30am to 12.30pm	CYGNET sleep All parents and carers accessing this course must have completed the CYGNET core course first	This course offers information on autism and sleep that could either reinforce what they are doing is OK or to consider thinking about changing the way they manage their child's needs based on new information. Information on their own sleep that may be beneficial to supporting their family's needs.	Becca Tranter and Hannah Hobbs	Fosse Way School, Longfellow Road, Radstock BA3 3AL
Thursday, February 10th 9.30am to noon	Sensory processing for autistic children: strategies for real life - older children and teenagers	This course aims to support parents and carers with effective strategies to support young people with sensory differences. You will explore how to understand children's sensory behaviours.	Emma Bailey	Fosse Way School, Longfellow Road, Radstock BA3 3AL

Wednesday, January 12th 4pm to 5.30pm	AET post-16 raising awareness	Basic autism awareness training for everyone involved in a post 16 setting who would benefit from an understanding of autism. This includes teaching and support staff, office staff, caterers, caretakers, transport staff, governors, employers and careers advisers.
Friday, January 14th 1.30pm to 3.30pm	AET early years making sense of autism	Raising awareness of staff in all early years settings, whether or not they work directly with children on the autism spectrum.
Wednesday, January 19th 9.15am to noon	Universal classroom strategies for pupils on the autism spectrum—early years and primary	This course will support early years and primary settings to develop their knowledge and understanding of autism and how to provide support at a universal level. This includes promoting key strategies to ensure consistency across all settings in support of the Graduated Approach.
Wednesday, January 19th 3.30pm to 5.30pm	AET schools making sense of autism	Basic autism awareness training for all staff within school-age education settings, mainstream and specialist services.

Online course

← professionals

We are planning to run the majority of our training face-to-face this year, but if this has to change due to alterations to the covid-19 restrictions we will endeavour to give people as much notice of any changes as possible.

To book on any of these courses please email

training@thepartnershiptrust.com

For more information please visit www.thepartnershiptrustcpd.com

FAREWELL *and thank you*

Two wonderful members of our team are moving on to new roles... we shall miss them so much, but we're excited for them and wish them all the best. They have made an impact on so many young people and their families during their time on the service.



Laura Chard has taught at Fosse Way School for four years and started with the SASS in October 2019.

Laura has built brilliant relationships with schools and families and has developed several new training packages for the service. We'll miss Laura's calm presence, kindness and sense of humour. Thank you for caring so much about the young people, the professionals and the families you have supported.

Conrad Hartmann has worked at Fosse Way School for an amazing 21 years... and has worked for SASS (or ASDSS, as it was) for 15 years. He is well respected in B&NES for his success stories with understanding autistic young people and supporting them to believe in themselves and thrive. He doesn't like a big fuss made of him, but Conrad, we shall MISS YOU! We'll miss your little rants, your knowledge and creative thinking, and even the way you steal our snacks/lunch. Thank you for always putting the wellbeing of the young people at the heart of what you do.



... & WELCOME TO...



Ken Edmonds is our new service administrator. Ken has an incredible amount of patience for our many questions and requests. He's a calendar ninja, always calm and good humoured... and we are very lucky to have him on the team!

If you ring or email to book courses or ask about referral submissions, Ken will be there to help!

Would you like to work amongst a friendly team supporting young people, their schools and families?

**SASS are looking for...
a new Specialist
Autism Advisor to
join the service**

Look out for an advert in the New Year!

