



Specialised Learning Programs

Supporting Autistic Students

SLPs provide individualised, *neurodiversity-affirming support that fosters academic growth, social-emotional development, and holistic well-being. By addressing **barriers to learning and engagement, SLPs support each autistic student to achieve positive outcomes throughout their school journey.

Specialised Learning Programs (SLPs) are fully integrated within mainstream schools as supportive, student-centred approaches designed to empower ***autistic students to reach their full potential. Students must have a formal diagnosis of autism spectrum disorder (ASD) without intellectual disability to be eligible for enrolment.

While benefiting from individualised support, students who access the SLP are above all, valued members of their school community and classrooms. They learn alongside their peers in general education settings, with the option to access the homeroom for additional support or individual learning activities.

Students who access the SLP receive the same curriculum-aligned teaching and learning experiences as their peers, ensuring a high-quality, equitable education for all students. SLP students participate in personalised programs designed to develop social- emotional skills, communication, self-advocacy, and other adaptive skills for living, with flexible access to the homeroom environment when required.

The SLP emphasises individualised, student-centred support, and families and caregivers are valuable partners in the consultation process for their child's personalised program. Relationships between SLP staff, families and schools are valued with regular consultation and communication ensuring that programs continue to best meet each student's unique strengths, challenges and support needs.

To discuss your child's suitability for an SLP or to learn more about the program, we encourage you to contact your school of interest.

For further information about SLPs, please scan the QR code:





**Neurodiversity-affirming means: 'Practices that seek to affirm the child's neurodivergent identity. In the context of autism, this term refers to providing supports that embrace each child's unique understanding of other people and the world around them, without seeking to 'cure' autism.' (CRC, 2022)*

***Barriers aligns to the social model of disability, and reflects the impact of external social and environmental factors on autistic students.*

****The Department acknowledges that language varies amongst the autistic community. In our published materials and other work we use the term 'autistic person', 'person with autism' or 'person on the autism spectrum' recognising that there is no one way that suits all people.*