

Positive Story

This story does not fit with the rest of Maggie's timeline, but we felt it was important to include it. It is as important to consider and learn from positive experiences of schools getting it right, as it is to learn from more challenging experiences. We have not written an alternative perspective as in this case, both Maggie and her teachers have a clear understanding of her needs.

Hi, My name is Maggie and I'm autistic.

I got diagnosed last year and I had lots of help. I'm at a special school because of the help I got in year 6.

I love my school and I get to experience things that other children get to do.

I have a timetable, so I know which lessons I have for that day and I'm in a small class so it's not too busy, I go to some lessons before the corridors get busy; so I don't get anxious.

My teachers understand my needs and they help me stay calm when I'm stressed out.

I go on a minibus to and from school and I've made lots of friends and I'm loving myself more.

I'm becoming more confident each day and I AM HAPPY!!!

Questions and Talking Points

1. In this story Maggie attends a special school. How could the support strategies that Maggie refers to work in a mainstream setting?
2. Choose three ideas from this story that you think are key to Maggie's positive attitude to school.
3. If you were to add an alternative perspective for this story, what might it say?