

**Middlefield School**  
**School Handbook 2016-17**

Welcome to Middlefield School

Dear Parents/Carers and Friends

I am delighted to welcome you and your son/daughter to Middlefield School. This handbook contains a range of information that you might find helpful. Please do not hesitate to contact the school or check the school website if you need more information.

I hope that this handbook gives you a glimpse of life at Middlefield School. We look forward to having you and your child work with us and hope that this will be the start of a strong partnership.

This handbook provides you with all the relevant information relating to our school. If you require any further information, I would encourage you to make contact via email or telephone and I will be happy to answer any queries.

Yours sincerely

Anne Woods  
Head Teacher  
[awoods@middlefield-res.glasgow.sch.uk](mailto:awoods@middlefield-res.glasgow.sch.uk)

## **School Vision & Values**

We know that happy, calm and confident young people make the best learners. At Middlefield School we provide a welcoming and friendly environment, where we strive to improve the long term outcomes for young people with Autism Spectrum Disorders (ASD).

We take time to get to know each of our young people as individuals. We find out about their likes and interests so we can build effective and engaging programmes that meet their learning, communication and sensory needs.

We work as part of a team to ensure learning is transferred across different settings. Building strong partnerships with families, other agencies and services is at the core of what we do.

We support our young people to be confident, happy and active within their community. We place great importance on ensuring that our young people have opportunities to engage in a wide range of experiences in a variety of settings. Each of these is a well-planned learning opportunity.

We listen to pupil voice and choice around their learning. The planning of learning opportunities is informed by their communicated likes and dislikes. This is to ensure they develop the skills and confidence needed to make well informed choices about their life as they move into adulthood.

We encourage the development of skills for life by ensuring that our young people participate in all experiences as independently as possible and with the right balance of challenge and support.

At Middlefield, we work as a nurturing team committed to building positive relationships. We know our young people well, we are communication aware and de-escalation focussed. We continue to actively contribute to raising awareness and understanding of ASD across Education Services and the wider community.

Our current values were created with pupils, parents and partners and are based on the acronym STARS:

- Safe
- Teamwork
- Achieving
- Respect
- Skills

We are currently in the process of working in partnership with pupils, parents and our partners to review and update our Vision, Values and Aims. We will continue to underpin all we do with a commitment to Children & Young People's Rights.

## School Information

You can cut out the following information and have it on your fridge, purse or work desk etc. for ease of finding the numbers required.

### Contact Details:

80 Ardnahoe Avenue,  
Toryglen,  
Glasgow  
G42 0DL

Phone: 0141 643 1399

Email: [awoods@middlefield-res.glasgow.sch.uk](mailto:awoods@middlefield-res.glasgow.sch.uk)

### Background information:

- Co-educational school
- Non-denominational
- Young people who are significantly affected by Autism Spectrum Disorders
- Stages taught: S1-S6
- Ages supported (advice & guidance): 3-18
  
- Current Roll: 25
- Capacity: 25
- Our pupils come from all areas of the city

Middlefield School is situated for a temporary period in the south of the city at the former Hampden School in Toryglen. Renovations took place to ensure our learners could safely access the school which had been used as offices immediately prior to our temporary relocation. We have worked closely with the 4Rs team and City Building to ensure a safe space for learning for our young people.

### School staff

A full list is available on the school website and parents will be updated on any changes as required.

The senior leadership team is as follows:

Headteacher: Ms Anne Woods

Depute Head: Ms Mairi Graham

Snr Care Manager: Ms Linda Anderson

## **Placements at Middlefield School**

Children and young people normally transfer to secondary school between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least 4 years of secondary education. A Transition Planning Review takes place during the last year of primary education to allow parents/carers and professionals the opportunity to discuss the most suitable placement for their child.

After this review, links will be established with the appropriate secondary provision to ensure a smooth transition for all young people.

Placements at Middlefield School (in school or outreach support for young people in other establishments) are agreed via the City Inclusion Group.

Once attending Middlefield, a school review will take place every year to make sure the placement at Middlefield still meets the needs of the young person.

## **The School Day**

### **Session 2016-2017**

School Day	09.00-15.20
Social Snack	10.20
Morning break	10.40
Lunch hall	12.00-12.30
Lunch break	12.30-13.00

## School Holidays 2016-2017

Details of holiday dates are available on the Glasgow City Council website:

<https://www.glasgow.gov.uk/index.aspx?articleid=17024>

### Pupil Absence

Within Middlefield School good attendance is encouraged at all times to ensure pupil success. Parents are asked to advise if their son or daughter is going to be absent. This should be done as early as possible on the first day of absence. If the young person is going to be absent for some time, it would be helpful to know at the earliest opportunity. The school will contact parents and carers to discuss the reasons for a young person's absence if no contact is made. All unexplained absence is investigated by the school and appropriate action taken.

- Parents should call the school on **0141 643 1399** to report absence
- Parents should also call Transport Co-ordination centre on **0141 287 1056** as early as possible (open from 7am-8pm)

Please also advise the school of any advance appointments so that the taxi run can be adjusted or cancelled.

### Medical & Healthcare

The school nurse visits at various times during the year for routine health checks, vaccinations and medical examinations. Parents and carers are kept informed by letter.

If a young person becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep the school informed of all contact details.

Parents and carers should inform the school of any medical requirements relating to their child. If a young person requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.

### Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases, we shall do all we can to let you know about the details of our closure or re-opening by using letters, texts and the local media etc.

## **School Dress Code**

Middlefield does not have a 'school uniform' as we feel it is important that the young person learns to make appropriate clothing choices independently.

Many people with ASD experience significant sensory difficulties around clothing. They may also require support with awareness of temperature and appropriateness of clothing choice or show inflexibility in clothing choices. Wearing everyday clothes helps staff to pinpoint those difficulties and help the pupils with the development of this life skill.

Any young person, however, is free to wear a generic 'school uniform' if they choose.

## **PE Kit**

It is important that pupils come prepared to learn and for PE this requires appropriate clothing. All jewellery should be removed. Pupils who are not participating in PE must have a note or a medical certificate. Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the course.

There are forms of dress that are unacceptable in school, such as items of clothing which:

- Potentially encourage factions (such as football colours)
- Could cause offence (such as anti-religious symbolism or political slogans)
- Could cause health and safety difficulties (such as loose fitting clothing, jewellery)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils

## **Clothing & Footwear Grants**

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,050\*), Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at

<https://www.glasgow.gov.uk/index.aspx?articleid=17885>

## **School Meals**

Our school provides a lunch service which offers a variety of meals and snacks within The Fuel Zone. A breakfast and mid-morning service is also available within The Fuel Zone. Special diets for children with medical requirements can be provided. Please inform the school office.

Young people who prefer to bring packed lunches are accommodated in the dining hall.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £6,420\*), Child Tax Credit only (where income is less than £15,910\*) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at <https://www.glasgow.gov.uk/index.aspx?articleid=17885>

## **Transport**

The education authority will normally provide free transport to all pupils who attend an Additional Support for Learning (ASL) school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time.

Where free transport is provided, it may be necessary for children to walk to the vehicle pick-up point. It is the parent/carer's responsibility to ensure that their child arrives at the pick-up point on time. It is also the parent /carer's responsibility to ensure that the child behaves in a safe and acceptable manner whilst using school transport. It is expected that no child/young person with additional support needs will be on transport for more than one hour.

We support our pupils to develop their travel skills. We have supported our pupils in accessing travel passes and encourage use of public transport wherever possible.

## **Communication with Parents**

At Middlefield we strongly encourage all parents to become involved in the education of their children. We are always ready to listen to suggestions for new ways of stimulating parental interest. We contact and involve parents in many ways. For example:

*Home/school diary* - this goes home daily. Parents are encouraged to write in the diary so that staff can encourage pupils to pass on their news and evening activities. It is also a forum for parents to pass on information or discuss already agreed strategies with staff. Diaries are a celebration of achievement and good news.

*Newsletters* – will be sent out on a regular basis to keep parents and carers informed about the work of the school.

*Letters* – further information which requires a response may be sent out in letter form.

*School website/Twitter* – will contain a great deal of information about the school. It is a good idea to check this regularly (Twitter: @middlefieldsch)

*Text messaging* – You may also receive text reminders about events/school closures etc.

*Meetings* - Parents and carers are welcome in the school to discuss any aspect of their child's development and progress. To avoid disappointment, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child's progress with school staff.

Parents and carers are welcome at other events throughout the school year which include workshops, family events and information evenings. The school newsletter, twitter and website will keep you informed.

Strong communication links between home and school ensure parents and carers are confident to address any concerns they may have about their child's education with teaching staff and the senior leadership team.

## **Emergency Contact Information**

At the start of each school session, parents and carers will be issued with the annual data check form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.

## **Data Protection – use of information about children and parents/carers**

We collect information about children attending school (and also about parents/carers, emergency contacts etc. provided in the annual data check) to allow us to carry out the Council's functions as the education authority for the City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 1998 (number Z4871657) and all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see [www.glasgow.gov.uk/privacy](http://www.glasgow.gov.uk/privacy).



## **Appointments During School Hours**

If your child has an unavoidable appointment, please inform the school to ensure that they have permission to be absent from class and to allow time for the taxi run to be adjusted or cancelled.

## **Comments & Complaints**

In Middlefield School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

Glasgow City Council complaints procedures are available:

<https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Care Team  
Customer & Business Services  
Glasgow City Council  
City Chambers  
Glasgow G2 1DU

Tel: 0141 287 0900

e-mail: [customercare@glasgow.gov.uk](mailto:customercare@glasgow.gov.uk)

The above website also includes information on data protection and freedom of information.

## **Curriculum**

The impact of Autism Spectrum Disorder (ASD) on our young people in terms of the development of their social communication, understanding and imagination demands that our curriculum prepares young people at Middlefield for life beyond the classroom.

Each young person has a Personalised Approach to Learning framework in place which informs their learning pathway. Engagement and participation lies at the heart of all our planned learning experiences.

At Middlefield school we deliver explicit teaching of:

- Communication and Literacy skills
- Practical numeracy skills (awareness of time & use of money)
- Life skills – for use in the home and in the community
- Social skills – awareness of & self-regulation of emotions

There is a strong focus on consolidating and reinforcing learning through the use of real life experiences and providing a range of rich learning experiences beyond the immediate school setting.

We recognise the importance of ‘capturing’ learning in all opportunities and focus broadly on the 4 main Contexts for Learning: Ethos, Personal Achievement, Inter-Disciplinary Learning and Curriculum.

Teaching and Learning is firmly located in Curriculum for Excellence. We recognize that our pupils are entitled to access a Broad General Education; however, we also are aware that the impact of their ASD may result in a narrower level of participation in certain areas of the curriculum and we take a more focused approach to planning individual learning opportunities.

Some aspects of our curriculum, particularly around the area of SHRE (Sexual Health and Relationship Education) are taught both as an embedded feature of our daily life and also in a more individualised way associated with the specific needs of our young people. Parents are made aware of the planned curriculum and have the opportunity to view our resources and speak to our staff. All our young people are treated with dignity and respect. It is recognized that issues around SHRE can present significant challenges for young people with ASD and their families.

**Curriculum for Excellence 3-18**

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence, all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education (BGE). Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

In line with their Curriculum for Excellence entitlement, pupils learn in all 8 curricular areas until the end of S3.

Expressive Arts	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Sciences	Social Studies	Technologies

There is also a focus on developing literacy and numeracy skills across every subject area as well as Skills for Learning, Life and Work as young people prepare for their adult lives. In addition, learning takes place in the following ways:

- Inter-disciplinary experiences (working across a range of subjects to link learning)
- Learning through the ethos and life of the school
- Opportunities for personal achievement

At Middlefield, pupils have the opportunity to experience the broader curriculum through inter-disciplinary topics, enterprise, outdoor learning, eco schools etc. All teaching and learning is driven by Curriculum for Excellence. Accreditation of learning experiences is achieved through SQA and JASS. Our Internal Verification

process supports staff to ensure appropriate standards are maintained. At Middlefield School we strive to ensure learning experiences:

- engage and challenge
- build on prior learning
- develop transferable skills

Importance is placed on consistency and shared standards. We are committed to ensuring that our environment for learning and our approaches to teaching and learning meet the needs of our young people.

## **The Senior Phase S4-S6**

At Middlefield, the Senior Phase is firmly rooted in the context of Personalisation and Choice. Young People have the opportunity to try a wide range of experiences and to participate in SQA courses as appropriate.

Pupils in the Senior Phase have the opportunity to participate in a planned progression through SQA courses as appropriate. We are delivering National Qualifications at Nat 1, Nat 2 & Nat 3. These include Lifeskills Maths, English & Communication, Media, Science and Personal Achievement Awards. We now use JASS awards with upper primary and lower secondary classes to introduce them to the accreditation process.

We also work with a range of partners to ensure that, during the Senior Phase, our Young People have a wide range of college and work experience opportunities. During this Senior Phase, we focus on increasing the level and range of challenge, both preparing our young people for life beyond school, but also identifying their interests, abilities and the level and type of support they are likely to require. We consider parent/carers and young people, to be important partners in the planning and delivery of our curriculum. We seek views on an on-going basis through questionnaires, surveys and feedback and try to represent these views in our practice.

In collaboration with the Scottish Qualifications Agency (SQA), we will assess National 1-4 qualifications. Individual courses at National 1-4 levels will not be graded but marked overall as pass or fail.

Courses at the new National 5, Higher and Advanced Higher levels will continue to include work assessed by the school, but for these qualifications, students will also have to pass an additional assessment (usually a question paper or assignment) which will be marked externally by SQA.

The SQA website [www.sqa.org.uk/cfeforparents](http://www.sqa.org.uk/cfeforparents) contains useful information to help you understand national qualifications.

## **Courses available in S5 & S6**

As an inclusive school, we aim to meet the needs of all pupils in S5 and S6. We have strong partnerships with local colleges and employers. Opportunities for personal development continue within and beyond the taught curriculum. S6 in

particular offers senior pupils a range of opportunities to build communication and team working skills through involvement in a wide range of school and community events. Encouraging excellence is central to our aspirations and expectations for all young people.

## **Religious Observance**

Our school is fortunate to have a close link with the local church. The minister assists with the Christianity element of Religious and Moral Education and provides opportunities for religious observance. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

In addition, parents and carers from religions other than Christianity may request that their children may be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on up to 3 occasions in any 1 school session.

## **Useful websites**

[www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)

[www.educationscotland.gov.uk/parentzone/index.asp](http://www.educationscotland.gov.uk/parentzone/index.asp)

## **Assessment & Reporting**

All young people are assessed both formally and informally throughout the school year. This allows young people and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents and carers about the progress of their child. Assessment records are kept by teachers and form the basis of discussion at parents' meetings throughout the year.

Dates of all parents' meetings and the schedule for issuing written reports is included in the school calendar which is issued at the start of term and is available on the website.

In line with GIRFEC and Glasgow's 'Every Child is Included & Respected' policy, all of our pupils have a Wellbeing Assessment and Plan (WAP) and some also meet the criteria to have a Co-ordinated Support Plan (CSP).

In order to plan effectively, significant emphasis is placed on gathering a full picture of individual needs. This information is gathered from as wide a range of contributors as possible including parents and family, pupils, friends, college, work experience. We work in partnership with all involved to ensure that each WAP / CSP has relevance, reduces the impact of barriers to learning and allows for clear progression in learning to be made.

WAP learning outcomes focus on:

- communication
- personal & social development
- functional numeracy skills

There will be obvious connections between home, school-day & the wider world.

If you have any concerns about your child's progress do not hesitate to contact the school at any time.

## **Pupil Profiles**

All S3 learners have a profile which reflects their progress in learning and achievement and emphasis their strengths. The profile documents their key achievements in school, at home and in the community and the content is decided by the young person. The profile provides a valuable way for learners to share information about their achievements with their parents, teachers and in the future, staff in colleges, universities and employers. The profile also supports the move from S3 into the senior phase of secondary school.

## **Support for Pupils**

The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

Any parent or carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

Further information relating to additional support needs is available on the Glasgow City Council website –

<https://www.glasgow.gov.uk/index.aspx?articleid=18941>

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

## **Pupil Support Staff**

All staff in Middlefield School have a clear responsibility for the welfare of young people. Each young person will have a team of familiar staff who work with them. There will always be a lead teacher who provides a vital link between home and school as they have an 'all-round' picture of a pupil's progress and general health and well-being. In most cases, a parent's first point of contact with the school will be the lead teacher.

We are fully committed to meeting the needs of all pupils and hold regular meetings at which we plan for those who require any additional support. Full discussion is held with parents and carers and outcomes are planned and agreed in partnership.

### **The Named Person**

GIRFEC stands for 'Getting It Right For Every Child'. This is the Scottish Government-led approach to making sure that all our children and young people – and their parents or carers – can get help and support when needed from birth through to age 18 (or beyond if still in school).

The vast majority of Scotland's children and young people get the love and support they need from within their families and their wider, local communities. But even the most loving and caring families can sometimes need extra support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get that help or support when they need it.

To access support when needed, part 4 of the Children and Young People Act (Scotland) 2014, states that every child in Scotland has a Named Person, as a single point of contact. This Named Person has a responsibility to provide help and support when asked and can draw together other services if needed, co-ordinating help for the child or parents.

The Named Person will be a promoted teacher within the school your child attends. The name of the individual Named Person for your child(ren) will be provided.

Please do not hesitate to contact the school if you want to speak with your child's Named Person.

### **Promoting Positive Relationships**

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Adults in our school will work with young people to ensure they are aware of their rights and fully respect the rights of others. Therefore, the approach within Middlefield School is to build a positive ethos that demonstrates care and respect for all.

The smooth running of Middlefield School requires a high standard of behaviour from all within it. We appreciate the support of parents and carers in helping us to achieve this. All pupils are required to behave well and respect their own safety and that of others. This is also important on journeys to and from school.

In line with Glasgow's policy on promoting Positive Relationships we employ a range of systematic approaches based on improved relationships, engagement, motivation and emotional well-being.

- Solution Oriented Interventions and Approaches
- Restorative Approaches
- Motivation-based Approaches
- Emotion Works and Talking Mats

- nurturing approaches

All our staff are trained and annually re-accredited in CALM (crisis and aggression limitation and management).

All of our young people have an individual Risk Assessment and Communication Passport which is regularly reviewed, evaluated and updated.

Incidents are recorded for Health and Safety purposes and carefully monitored. Strategies based on motivation are led by the young person's specific needs, likes and interests.

### **Homework & home learning**

As with all learning at Middlefield school, homework is highly individualised around the needs and interests of each young person. The amount of and type of homework varies in length, nature and frequency depending on the individual needs of each pupil and is considered on an individual level.

Core to our ethos is ensuring strong home school links and to encourage the transfer of skills across settings. As part of the learning and development of our young people we may suggest learning activities that will support the young people to thrive within the home and their local community. We strive to work in close partnership with families to ensure that strategies and approaches are shared to ensure the best possible outcomes for learners. Consideration will always be given to the mental wellbeing of our young people and the need for them to relax when in their home environment.

### **Parent Council**

We have a very active Parent Council that represents the views of all parents. All parents are welcome to attend Parent Council meetings and can become members at the AGM in September. Parent Council minutes are available on request from the school office.

### **Pupil Learning Council**

Middlefield has a pupil learning council made up of representatives from across the school. This is an important group which ensures that the views of pupils are heard. The learning council is a forum for pupils to identify achievements, discuss the range of learning opportunities, make changes or air general grievances.

### **School Improvement**

On an annual basis, a copy of our Standards and Quality report is made available for parents. Copies from previous years are available on request. The Standards and Quality report is used to share the overall performance of the school and highlights progress in key curricular areas such as literacy, numeracy and health & wellbeing.

Our priorities for improvement are detailed in our School Improvement Plan which is discussed with our Parent Council. Any parent or carer seeking a copy of the plan can contact the school office.

School Improvement at Middlefield is supported by an effective, embedded culture of self-evaluation. Through an on-going range of formal and informal processes, including processes aimed at gathering information from our parents, partners and young people, we are able to gather information about how we are doing and plan what we will do next. Our aim is that our approaches to self-evaluation and school improvement will impact positively on young people's learning experiences

Our collegiality with wider groups of partners such as our Local Improvement Group, the Language and Communication Resource group, ARC (Autism Resource Centre), the National Autism Network and Glasgow's Autism Strategy group helps us to maintain a broader context and perspective.

**Useful addresses:**

Education Services  
 City Chambers East  
 40 John Street  
 Glasgow G1 1JL

Tel: 0141 287 2000

[www.glasgow.gov.uk](http://www.glasgow.gov.uk)

Add local information as required.

**USEFUL CONTACT NUMBERS**

Autism Resource Centre (ARC) 17 Gullane Street Glasgow G11 6AH	0141 276 5252
Scottish Society for Autism, Alloa <a href="http://www.scottishautism.org.uk">www.scottishautism.org.uk</a>	01259 720044 0845 300 9271 <a href="mailto:central@scottishautism.org">central@scottishautism.org</a>
Scottish Society for Autism, West of Scotland <a href="http://www.scottishautism.org.uk">www.scottishautism.org.uk</a>	0845 300 9277 0141 346 4700 <a href="mailto:central@scottishautism.org">central@scottishautism.org</a>
National Autistic Society: Information Centre Autism Helpline	0870 600 8585 0808 800 4104
Strathclyde Autistic Society	0141 227 3920



Autism Network Scotland  
[www.autismnetworkscotland.org.uk](http://www.autismnetworkscotland.org.uk)

Phone: 0141 444 8146

Email: [autism.network@strath.ac.uk](mailto:autism.network@strath.ac.uk)