

BeyondAutism Post-19 SEND Information Report

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1. Our Vision

1.1 BeyondAutism is a charity dedicated to empowering people with autism to lead fuller lives through positive education experiences, training for the people who work with them and support for their families and carers.

2. Our Values

2.1 At BeyondAutism we are:

- Dedicated to delivering excellence – By developing expertise, outstanding services and positive engagement, always seeking to go above and beyond expectations.
- Committed to Applied Behaviour Analysis – By contributing to research and ensuring our staff continually develop and share best practice that ensure aspirational outcomes for people with autism are achieved.
- Respectful – By embracing diversity, showing integrity, acting with compassion and always treating people with dignity.
- Proud to challenge – By listening, changing thinking, shifting attitudes and educating.

3. Our Service

3.1 We want to see our students prepared for adulthood with a skill set that enables them to have choice and control over where and how they live, what they do and with whom. We believe that adults with autism should;

- Have a voice;
- Be involved in decision making;
- Be able to contribute to society as active citizens.

3.2 Through an individualised personal curriculum, our students follow a programme of study that best prepares them for adulthood, focusing on the skills required for independent or supported living, training and employment, health and wellbeing and community participation. By providing just enough support we are preparing our students for their lives after education.

3.3 BeyondAutism Post-19 is part of BeyondAutism, a registered charity. We provide education, outreach, training and support to children, young adults and families affected by autism across the UK and abroad. BeyondAutism Post-19 operates across London and receives students from all local authorities within a reasonable travelling distance.

3.4 BeyondAutism Post-19 teaches adults aged 19–25 years old with autism and related communication disorders. The service is registered with the Department for Education as a special post-16 institution. Our approach is underpinned by the principles of Applied Behaviour Analysis (ABA) and Verbal Behaviour (VB). Our learners follow an individualised programme focused on developing communication and independent living skills in preparation for adulthood. Through partnerships with other organisations, our students spend around 50% of their week working and learning in their local communities.

3.5 The service includes a multi-disciplinary team approach, involving Broad Certified Behaviour Analysts, Qualified Specialist Teachers, Speech and Language Therapists and Occupational Therapists.

4. How does the service know if a student needs extra help and what should I do if I think the adult I support may have special needs?

4.1 All our students have an autism diagnosis or a related communication disorder. They also have a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).

4.2 Many of our students have additional health needs, such as epilepsy, and additional therapy needs, such as Speech and Language Therapy and Occupational Therapy. The Post-19 service has dedicated hours from the therapists working within BeyondAutism's services.

4.3 If you have concerns that the adult you care for has learning needs that are not being met or you are a student who is concerned, then you can discuss this with the Post-19 service. If you have wider concerns about the progress a student is making because they have a diagnosed learning difficulty, then you can discuss this with the service or your local authority's SEN team.

4.4 For more information, please refer to the SEND Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

4.5 If you have any further questions or are unsure about getting support, then please visit our website: www.beyondautism.org.uk

5. How will the service staff support a student?

5.1 Our highly qualified and experienced staff help each student with a curriculum tailored to their needs. The curriculum we use is based on the Preparation for Adulthood strands, which includes:

- Literacy and Numeracy
- Community Participation
- Independent Living

- Health and Wellbeing
- Vocational and Employment

5.2 The service has access to range of expertise as part of its multi-disciplinary team. All cohorts have an ABA Supervisor, who may have already obtained their Board Certified Behaviour Analyst qualification, or is working towards this. In order to obtain BCBA status you must have completed a MSc in Behaviour Analysis or another related Master's degree. Our ABA Supervisors are responsible for designing individual programmes and analysing data collected to influence decision making regarding each student's learning. They are also responsible for their own cohort of students and staff, including progress and teaching.

5.3 In addition, each cohort of students has an ABA Instructor, who has responsibility for training each tutor in delivering student's programmes, in collecting data and to look at the functions of behaviour. Each student has a tutor trained in ABA and VB. Depending on the needs of the student, we offer 1:1 support and in some cases 2:1 support to help the student meet their educational needs. The class structure enables our staff to support our young people to access their individual and group learning programmes.

5.4 The multi-disciplinary team includes the Speech and Language Therapist and the Occupational Therapist. Our students' communication and sensory needs are worked on daily across the curriculum. The work of our highly qualified therapists is integrated into the Individual Education Plans and individual programmes, focusing on improving social communication method and understanding, processing and comprehension as well as spatial awareness, motor skills, dexterity and movement.

5.5 The Post-19 service is a signing community and all staff are either trained or training in Makaton sign language. This is used consistently throughout the service. Some students use other forms of Alternative and Augmentative Communication (AAC), such as Picture Exchange Communication System (PECS) or Voice Output Communication Aids (VOCAs); such as using iPad Apps, including Proloquo2go.

5.6 Staff are also trained to analyse and reduce challenging behaviour. The service uses Team Teach procedures (positive handling). An Individual Behaviour Plan are put into place, with agreement from the appropriate stakeholders. This directly focuses on the triggers of challenging behaviour and more specific strategies to reduce the elements that cause the behaviours.

5.7 We work closely with our students' families so we use their aspirations and specific targets in our education and therapy programmes. The service offers parents/carers a range of both formal and informal meetings. Our senior staff are always willing to meet with parents/carers at a suitable time. Parents and carers are offered 3 x 1 hour Individual Education Plan (IEP) meetings a year with the student's Supervisor, in addition to the regular annual review meetings of the EHCP.

5.8 Each student has an IEP to which students, parents, teaching staff and therapists all contribute. These are reviewed termly with the ABA Supervisor. At the end of each day, the Tutor will email the parent/carer a brief description of the student's day. This includes an update regarding the progress made that day. Parents are also encouraged to write a brief description back for the Tutor. It should cover how the adult they care for has behaved or slept during the previous night. BeyondAutism also offer parents support at home to help them to reduce or adapt specific behaviours which impact on their family's lives. This includes home visits from members of the class team, so that they can work alongside families in more depth on difficulties that may arise at home. Staff also support families in the community, preparing students for medical appointments, visits to the opticians, hair dressers; we are committed to empowering family lives as much as we can.

6. How will the curriculum be matched to a student's needs?

6.1 Although we work within the strands of the Preparation for Adulthood, our planning is significantly and appropriately adapted to our student's specific learning needs. As adults with ASD find communication as one of the most challenging areas, we focus on teaching communication skills, ensuring that this continues throughout the service.

6.2 We use Applied Behaviour Analysis (ABA) and specifically Verbal Behaviour (VB) principles in our teaching. ABA/VB targets communication, academic, social and practical skills of students. With these skills, they're better equipped to take on educational and social opportunities in their communities.

6.3 Initial assessments for every student cover a wide range of skills, including:

- Spoken Words
- Alternative method of speaking
- Making requests
- Waiting
- Accepting removals, making transitions, sharing and turn taking
- Completing 10 consecutive, brief and previously acquired tasks
- Accepting 'No'
- Following directions: Health and Safety
- Completing daily living skills: Health and Safety
- Tolerating situations: Health and Safety
- Matching
- Imitation
- Other daily living skills
- Tolerating other situations
- Naming and describing
- Following directions, recognising, retrieving
- Answering questions
- Problem behaviour

6.4 We continue to focus on building student's functional language and comprehension. We help our students make the most of opportunities so that they can enjoy and participate in a broad range of learning experiences.

6.5 Alongside our areas of Preparing for Adulthood, we offer certification and accreditation from ASDAN (Award Scheme Development & Accreditation Network). All students complete an appropriate programme from the ASDAN suite, which includes compulsory modules in literacy and numeracy. We currently offer the following programmes:

- Transition Challenge Sensory
- Transition Challenge Introduction & Progression
- Towards Independence
- WorkRight
- Personal Progress at Entry Level
- Personal Social Development at Entry Level

6.6 Whereby a student would benefit from accessing subject specific qualifications, or where by their outcomes are dependent on them achieving a specific outcome, the Post-19 service will work with other partners in delivering this qualification. This might include linking up with a local college or specialist provider in that subject area.

6.7 Every student's progress is monitored using a range of tools, such as:

- The Educational, Health, Care Plan (EHCP) annual review of outcomes
- Termly summative report
- The Individual Education Plan (IEP)
- Essential for Living (EfL) assessment
- ASDAN Modules and Certification
- Individual data collection methods, including daily and weekly data,

6.8 Students are grouped in cohorts and mixed ages from 18 to 25 years.

7. How will we know how a student is doing and how will you help those supporting a student outside of your service?

7.1 We use several assessment tools to track and monitor students' progress. By monitoring the progress of students closely, we can target new skills and overcome learning barriers.

The Essential for Living (EfL)

7.2 Essential for Living is a communication, behaviour, and functional skills assessment, curriculum, and skill-tracking instrument for both children and adults with moderate-to-severe disabilities. It is especially useful for students with limited communication repertoires, minimal daily living skills, or severe problem behaviour. This instrument is based on

concepts, principles, and empirically-validated procedures from Applied Behaviour Analysis (ABA) and from B. F. Skinner's ground-breaking analysis of verbal behaviour (Skinner, 1957). Essential for Living is both an assessment and a curriculum. It is used to determine the current performance level of each adult with respect to skills that are part of the instrument, in other words, to conduct a curriculum-based assessment. This instrument is also used to develop appropriate goals and objectives for individual education or support plans and to track skill acquisition and problem behaviour. Essential for Living was developed by Patrick McGreevy, Ph.D., a behaviour analyst. He was assisted by Troy Fry and Colleen Cornwall, who also have extensive experience with children and adults with limited skill repertoires and severe problem behaviour.

7.3 Formative, on going assessments note a student's attainment in other areas. Updates are regularly made to a student's IEP document, programmes sheets and data sheets. We use these to make decisions about future targets and outcomes.

Individual Education Plans (IEPs)

7.4 IEPs are also used to monitor students' progress throughout the year. IEP targets are taken from the range of assessment tools that we use and are aligned with the Education Health Care plans (EHCP) for their respective local authority. The IEP is how the service and student will reach the aspirational outcomes documented in the EHCP.

7.5 The areas of the IEP include (these may vary depending on the student's home local authority):

- Cognition and Learning
- Community and Leisure
- Sensory and Physical
- Social, emotional and mental health

7.6 In addition, the targets are tracked against the Preparation for Adulthood curriculum areas, ensuring a balanced and varied IEP is created:

- Literacy
- Numeracy
- Community Participation
- Health and Wellbeing
- Independence
- Vocational and Employment

7.7 The EHCP is reviewed annually and the IEP is reviewed termly and new targets are set as appropriate. The IEPs are used as written, documented evidence of attainment and progress. We have termly meetings with parents to discuss the IEPs.

7.8 The IEP should be used as an indication of how learning can be followed up in the home environment. All targets and outcomes can be generalised in the home and local community. The ABA Supervisor and Instructor are available to give advice on how to best do this.

7.9 The student's tutor will email home every day to inform the parent / carer of how their day has been, including an update on progress.

7.10 ABA Supervisors can advise you on situations outside of the service that may stop the adult you care living a fuller life. Some of these things can be practiced within the service day, or in the community and can be supported by home visits if needed.

7.11 We also hold regular service coffee mornings. These involve sharing information and training for stakeholders on a variety of important issues.

8. What support will there be for a student's overall wellbeing?

8.1 When the students join BeyondAutism Post-19, we make sure they settle in well. The initial period, a time called 'pairing' (pairing high preference activities/items with teaching staff to make them more reinforcing), helps the new students settle in by showing the provision as a warm, fun and welcoming place to be. The student's individual Tutor works to establish a rapport with them. Dietary and medical needs are well-managed and catered for.

8.2 We monitor and track aspects of wellbeing through the IEP, which is linked to the EHC Plan. All the areas of the IEP link to the wellbeing of our students, however, the social, emotional and mental health section is a key area. As we review our IEPs regularly, it enables to monitor progress and difficulties in these different areas.

8.3 Students are always encouraged to use their appropriate communication method. This can look different, for different students and we respect that each of our students are individuals. We embrace an inclusive communication method. Their tailored programmes teach them to identify and express their needs, to respond to questions and to identify people, places and objects.

8.4 The service also ensures that parents and care staff are given information, training and resources so that they can use the same communication system at home. Students are encouraged to interact with their peers and build meaningful relationships.

8.5 As part of our students' wellbeing, we aim to understand and manage specific behaviours based on an assessment of its function. People learn to repeat behaviours that provide some form of reward or are in some way useful to them in certain circumstances. By monitoring behaviour as well as its environmental context over a period of time, we may be able to detect a pattern in the types of events. This allows us to form a hypothesis about a specific behaviour and enables us to positively reinforce it.

8.6 Using this approach, we assess behaviours that are seen to be significantly impairing a student's ability to take part in learning and social interaction. Individual Behaviour Plans are then developed accordingly. Behaviour data is regularly monitored and expertly analysed to change programmes and increase the rates of progress in skill acquisition and wider learning. Parents and care givers are kept informed and offered support in dealing with behavioural issues experienced at home, including home visits.

8.7 We will also follow the guidance within the Mental Capacity Act, and always assume capacity in the first instance. We want to build students who are as independent as possible as adults and have choice and control over their life.

9. What specialist services and expertise are available at or accessed by the service?

9.1 BeyondAutism is staffed by a large multi-disciplinary team who work together to ensure our students achieve their desired outcomes.

9.2 We employ Speech and Language Therapists and Occupational Therapists. These professionals work closely with the staff and students. They observe, assess and devise intervention programmes, in partnership with staff, parents and carers. These can either be delivered by the therapist or by our staff, depending on the individual need of the student.

9.3 Our therapists provide training throughout the year within the charities services and provide annual reports for a student's EHCP annual review.

9.4 The service employs ABA Supervisors, who either hold a BCBA accreditation, or are receiving supervision towards becoming BCBA.

9.5 The Head of Post-19 holds the National Award for Special Educational Needs & Disability Coordination (NASENDCo) and is involved in all admissions and annual reviews of EHCPs.

9.6 The service works collaboratively with professionals from social care, health and employment sectors.

10. What training have the staff, supporting students with SEND, had or are having?

10.1 We have a highly qualified and experienced teaching team, led by the Head of Post-19.

10.2 The Head of Post-19 is supported by an experienced teaching staff made up of:

- ABA Supervisors
- ABA Instructors
- ABA Tutors

10.3 Externally, the service is supported by the wider multi-disciplinary team of the charity and other BeyondAutism services, including the ABA Consultant.

10.4 Additionally, the service accesses external expertise from regularly external safeguarding supervision, and annual health and safety audits.

10.5 Specific ABA/VB training and continuous evaluation of all teaching staff is a vital part of our methodology. All staff receive extensive and on-going training in the principles of Applied Behaviour Analysis (ABA) and Verbal Behaviour (VB), as well as specific training in working with adults with additional needs.

10.6 The service is also committed to staff gaining their Board-Certified Behaviour Analyst qualification. Supervision is provided to those working towards BCAB in an Instructor or Supervisor capacity (subject to them meeting standards outlined by their Supervisor).

10.7 The teaching procedures are used during 1:1 teaching and small group work form the basis of all interactions with students throughout the school day. These are based on the principles of Applied Behaviour Analysis, using Skinner's Analysis of Verbal Behaviour.

10.8 At BeyondAutism, we are experts in the use of VB. This data-driven, scientifically based method has been proven to be effective in advancing children and adults with autism. It has been in use internationally for over 40 years. Our teaching motivates our students to communicate using target language. We show that language has a variety of purposes (i.e. requesting, labelling, responding to the language of others receptively, asking questions and responding to questions).

10.9 All teaching staff receive extensive in-house training in ABA and VB from BeyondAutism.

11. How will the adult I care for be included in activities outside the classroom, including service trips?

11.1 BeyondAutism Post-19 believes all students should be 'active citizens' of their communities and participate as fully as possible in life outside of the classroom. All students work towards forming their 'ideal week' supported by their Tutor and Supervisor. Students are taught in the community for up to 50% of their week. Most students do this in their local communities, while others are working towards this. Targets are designed and set within the IEP, so they can be taught directly in community-based settings. By doing so, the need to generalise and transfer skills is greatly reduced.

11.2 Community based activities are varied, and individually tailored to a student's interest. They include employment and vocational experiences. Recently students have accessed the following types of community-based learning environments:

- Work experiences, including central London offices, cafes, horticultural environments and supermarkets
- Leisure centres, swimming pools and gyms
- Supermarkets, shops and high streets
- Museums and special events
- Theatre shows
- Cinemas, arcades, funfairs and bowling alleys
- Community arts groups
- London attractions, such as the London Eye and Tower Bridge.
- Medical appointments, including dentist, GP and hospital (with an appropriate parental carer)

11.3 Post-19 runs at least one group trip per half term. These are closely linked to our Social, Moral, Spiritual and Cultural programme. Previous trips have included visiting Winter Wonderland, The Imperial War Museum and a theatre production of Aladdin.

12. How accessible is the service environment?

12.1 BeyondAutism Post-19 offers 1:1 and small group teaching from 9.30am to 3.30pm at either a Post-19 Hub or in a student's local community. Our main Hub is located on Goldhawk Road, in the local authority of Hammersmith & Fulham. The building is shared with Yarrow, a health and social care provider registered with CQC. The site has disability access and parking facilities. An accessibility policy is in place.

12.2 Students follow a structured timetable, based on their 'ideal weeks'. All student timetables are unique and specifically tailored to that individual. Sessions are varied in length to suit the individual.

13. How will the service prepare and support a student to join the service, transfer to a new service, or the next steps of education and life?

13.1 BeyondAutism Post-19 understands that transitions are an important part of learning, and their success is dependent on forward planning and good implementation.

13.2 We work closely with feeder provisions to ensure that the adult joining us have a successful transition, which ensures the wellbeing of the student is fully considered. This might include staff visiting the current provider, as well as the student completing a transition period. We work closely with social care and care providers, to ensure all plans, methods and assessments are appropriately shared. This ensures smooth transitions can be made.

13.3 During annual reviews, all relevant professionals are invited to the review, including BeyondAutism's multi-disciplinary team.

13.4 At the Annual Review, we look at the student's next steps and possible transitions that may be involved. All professionals, the parents and the student work together to plan and prepare the most suitable transition options where appropriate.

13.5 BeyondAutism Post-19 is committed to ensuring students have the choice to live where and with whom they want. We will support our adults in making these decisions as well as working with the appropriate professionals and family members. Our curriculum is designed to enable students to live as independent as possible and manage the transitions into adult life as successfully as possible.

14. How is the decision made about what type and how much support a student will receive?

14.1 BeyondAutism Post-19 has a clear and accessible Admissions Policy. This is published on our website and available in print on request.

14.2 To be eligible for admission to BeyondAutism Post-19 students must:

- Be aged between 19 and 25 years of age
- Have a diagnosis of autism or a related communication disorder within the triad of impairments
- Have an Education, Health, and Care Plan (EHCP) or be in the process of gaining one
- Live within a feasible commuting distance to one of the Post-19 Hubs. A feasible distance is defined as a journey time of no more than 90 minutes in accordance with Google Maps.

14.3 BeyondAutism is a registered charity and may accept privately funded students in exceptional circumstances and with trustee approval. All students who are UK citizens are funded by the Local Authority in which they reside, and it is therefore essential to have agreement (in writing) from the Local Authority or another public source to fund the placement. If a local authority recognises that a student's needs will best be met by our expertise, they will make a referral to us. There are many ways to start the process of referral. Contact us directly to book a place on one of our open days, or to arrange an individual visit to the service.

14.4 If you are interested in a place at BeyondAutism Post-19, we would need to review the EHCP and any relevant reports relating to the applicant. The student will then visit for an informal assessment. This is a chance for us to assess whether we can meet their needs. We are looking to get a feel for how the student reacts to the environment. Occasionally the placement may not be suitable if a student does not have an appropriate peer group.

15. How are parents / carers involved in the service? How can I be involved?

15.1 At BeyondAutism Post-19 we are aware that parental involvement is particularly crucial for a student with autism because:

- No-one knows their son or daughter as well as parents do.
- Parents provide a continuity of perspective on their son or daughter's progress.
- Parents play a vital role in generalising newly-learned skills to areas outside of educational environments.
- Parents and teachers will need to work together consistently in order to achieve the same goals.

15.2 BeyondAutism Post-19 also recognises that our students have their own individual voice and it is their choices that should guide decision making. We will always follow the principles of the Mental Capacity Act, including actions taken in a student's 'best interest'.

15.3 BeyondAutism offer all parents information, training, support and access to resources. Parents are kept informed about what their son or daughter is working on, how they can help and how to use the same methods to encourage them to make progress.

15.4 This training is essential for developing home-based skills such as eating appropriately, toilet training and bedtime routines. The more that the service and family work together, the faster the student will learn the appropriate behaviours and skills we are trying to teach them.

15.5 The service meets regularly with parents, both formally and informally, to discuss progress, agree behaviour plans and to help parents manage their son or daughter's behaviour at home. We do this at service and on home visits.

16. Who can I contact for further enquiries:

16.1 David Anthony is the Head of Post-19 and is supported by a team of professionals. He is the designated SENDCo as well as the senior leader of the provision. Enquires about our service should be directed to:

Email: Post19@beyondautism.org.uk

Telephone: 02036969805

Address: BeyondAutism Post-19
c/o Yarrow
214-216 Goldhawk Road
London
W12 9NX

Website: <https://www.beyondautism.org.uk/our-services/post19/>

17. Link to Hammersmith & Fulham Local Offer

[SEND Local Offer](#)

Last review: March 2019

Date of next review: March 2022

Review Group: Post-19 Advisory Board