

Finished

at

School

Self-audit Tool



**Ambitious
about Autism**

Supported by:



Department
for Education

Finished at School Self-audit Tool



Introduction

This self-audit tool is based on the key learning points from the Finished at School Programme (FaS Programme). It has been designed to support providers and practitioners to evaluate current practice, identify areas for further development and, drawing on the contents of the Finished at School guide, plan actions to improve preparation for adulthood for young people with autism.

The self-audit tool should support your organisation to identify and remove barriers that learners with autism may encounter when moving from school to college. It should help you to identify staff training needs, plan organisational development, identify and improve partnerships, consider adaptations and build relationships with parents/carers and young people with autism.

It is hoped that using the self-audit tool in combination with the guide will help your organisation to develop effective practice that will support young people with autism to achieve their potential.

Using the self-audit tool

The self-audit tool contains a number of statements based on lessons learned from the FaS Programme. It could be completed by an individual member of staff, by a small group of staff, by the whole staff or by a relevant external professional. When using the self-audit tool, it will be helpful to consult with young people with autism and their parents/carers.

Rating

Users are asked to evaluate the extent to which each statement applies to their setting using the following rating system:

- Not yet developed (**NYD**) – Work will be undertaken to develop practice in this area.
- Developing (**DEV**) – Work has started on this area of practice but is not yet embedded.
- Established (**EST**) – Work is established in some areas and is being spread across the whole setting.
- Enhanced (**ENH**) – Work is established across the whole setting and is being shared with other settings.

Priority

Users allocate a priority to the areas identified using the following rating system:

- High (**H**)
- Medium (**M**)
- Low (**L**)

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Next steps

Drawing on the Finished at School guide, staff within your organisation can use the completed self-audit tool to discuss and agree actions to address the areas you have agreed would benefit from further development. You might find it helpful to produce an action plan using the next steps action plan on page 22.

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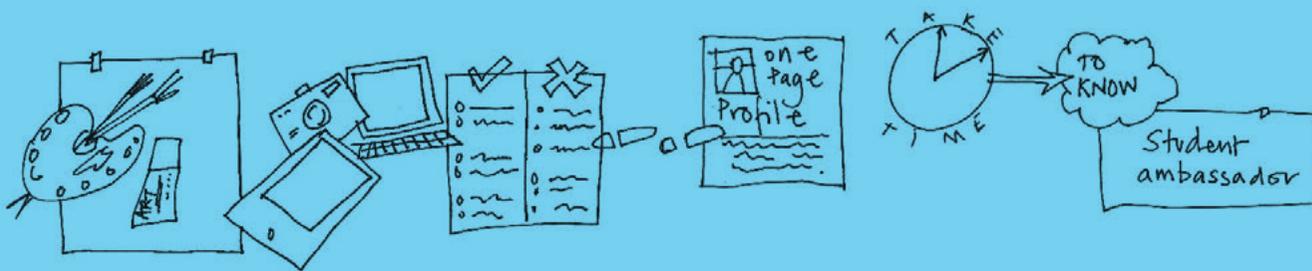
1: Listening to the voices of young people with autism



Code of Practice

'As young people develop, and increasingly form their own views, they should be involved more and more closely in decisions about their own future.'

Code of Practice, Section 8.13



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Strategic (S)/ Operational (O)	Listening to the voices of young people with autism	Rating				Priority	 <i>Comments/Actions</i> What will you do in order to develop and/or sustain this? Who will do it? When?
		NYD	DEV	EST	ENH	L,M,H	
O	Young people are actively and effectively engaged in identifying aspirations and agreeing outcomes relevant for their future lives. <i>(Does this include opportunities to experience things for real, as they may have difficulty imagining what it will be like?)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Staff are skilled at communicating with young people with autism. They use approaches appropriate for the individual, including the use of signs, symbols, images and visual strategies to enhance understanding and promote communication. <i>(Do they make sufficient use of visual strategies, and are these available for all young people with autism, including those with good structural language?)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Information about current and future options is available for young people with autism in a range of formats. <i>(Does this include virtual tours as well as opportunities to visit?)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Young people with autism are actively involved in preparing for their reviews. <i>(Do they help decide who is coming? Do they know what to expect and have they had support to prepare for communicating their views – for example, by making a PowerPoint presentation or a film?)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Strategic (S)/ Operational (O)	Listening to the voices of young people with autism	Rating				Priority L,M,H	 <i>Comments/Actions</i> What will you do in order to develop and/or sustain this? Who will do it? When?
		NYD	DEV	EST	ENH		
O	Reviews are person-centred and enable young people with autism to explore options and express choices. <i>(Are they enabled to express a view, and does what they say drive what happens?)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Technology is used effectively to enhance learners' understanding, support expression and promote understanding amongst peers and staff. <i>(Do you make use of blogs, podcasts and other formats, or support young people with autism to create video profiles?)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Young people with autism are given opportunities to provide feedback on their experiences of current provision as well as transition. This is used to develop practice. <i>(How effectively do you collect learner views? Do you use a range of methods, like questionnaires and one-to-one interviews, to ensure that all young people are given a chance to have their say? Can you evidence what you have done in response to learner feedback?)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Young people with autism are engaged in creating their own one-page profiles. They have control over the content and nature of the information shared about them, as well as an opportunity to identify how they like to be supported. <i>(Where young people struggle to communicate themselves, do you use strategies such as observation and talking to parents/carers, to secure consensus about what matters to and for them?)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Strategic (S)/ Operational (O)	Listening to the voices of young people with autism	Rating				Priority L,M,H	 <i>Comments/Actions</i> What will you do in order to develop and/ or sustain this? Who will do it? When?
		NYD	DEV	EST	ENH		
O	Young people with autism are actively encouraged to support their peers in making a successful transition. <i>(Do you have a student ambassador and involve young people with autism as role models at transition times? Also, consider what you do to promote understanding of autism amongst the student group and your approach to addressing bullying.)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	Our policies (including bullying and safeguarding practices) and resources (physical, learning and access to skilled staff) enable young people with autism to access the provision and express their views about transition, the curriculum and their wider experience within the organisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	We can clearly evidence that the views expressed by young people with autism are gathered and used to shape and improve the offer (at both an individual and organisational level).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	Overall rating: Effective mechanisms are in place to listen to the voices of young people with autism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

2: Working in partnership with parents and carers



Code of Practice

'Local authorities, schools, colleges, health services and other agencies should continue to involve parents in discussions about the young person's future.'

Code of Practice, Section 8.15



Strategic (S)/ Operational (O)	Working in partnership with parents and carers	Rating				Priority L,M,H	 Comments/Actions What will you do in order to develop and/or sustain this? Who will do it? When?
		NYD	DEV	EST	ENH		
O	College staff visit local schools to talk to parents and young people about the college offer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Parents have the opportunity to attend open evenings and/or coffee mornings at the local college to tour facilities, meet staff and ask questions. They can choose to do this with or without their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Prospective parents have the opportunity to hear current and former parents talking about their experiences of the local college and the experiences of their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Information about possible post-school options is provided in an accessible and engaging way. These could include DVDs, FAQ leaflets and regional transition events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	The views of parents whose son or daughter has already made the transition to college are gathered and used to shape future provision. This could be done through questionnaires, parent forums and open evenings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Strategic (S)/ Operational (O)	Working in partnership with parents and carers	Rating				Priority L,M,H	 Comments/Actions What will you do in order to develop and/or sustain this? Who will do it? When?
		NYD	DEV	EST	ENH		
O	Parents' views and understanding of their child are sought and valued. They are actively involved in discussions about their son or daughter's future options and play a valued role in supporting transition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Parents have a clear way to communicate with relevant college staff from the moment a place has been offered to their son or daughter. Open communication continues throughout the placement. <i>(Are the parents of new college students given the name and contact details of a key person at the college?)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	We can clearly evidence that parents' views have been taken into consideration in the decision-making process of offering a place to a young person with autism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	Overall rating: Effective mechanisms are in place to work in partnership with the parents of young people with autism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

3: Working in partnership with other providers



Code of Practice

'Colleges should make sure they have access to specialist skills and expertise to support the learning of students with SEN. This can be through partnerships with other agencies such as adult social care or health services, or specialist organisations, and/or by employing practitioners directly.'

Code of Practice, Section 7.22



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Strategic (S)/ Operational (O)	Working in partnership with other providers	Rating				Priority L,M,H	 <i>Comments/Actions</i> What will you do in order to develop and/or sustain this? Who will do it? When?
		NYD	DEV	EST	ENH		
O	Schools and colleges work in partnership to provide opportunities such as taster courses, link programmes and mentoring to young people with autism. These enable them to familiarise themselves with the college environment and gain some experience of college life and study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	We are part of a local post-16 transition forum. It includes representatives from relevant partners (schools, colleges, the LA transition team, health and social care providers, IAG professionals and local autism partnership boards) and meets regularly to discuss, review and improve the Local Offer and experience of transition for young people with autism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	We work with our partners to share relevant and useful information about each young person with autism in order to support their transition to their next placement. This information is used effectively to prepare appropriate support and develop a suitable study programme that builds on previous learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Our partnership has a shared vision about what we are trying to achieve and all partners are clear about their roles and responsibilities. We work together to identify and share training opportunities which support this.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Strategic (S)/ Operational (O)	Working in partnership with other providers	Rating				Priority L,M,H	 <i>Comments/Actions</i> What will you do in order to develop and/or sustain this? Who will do it? When?
		NYD	DEV	EST	ENH		
O	Our partnership ensures a shared approach to learning which informs processes including reviews and documentation, ensuring that parents only have to 'tell us once.'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	Our organisation has designated and empowered an individual in a leadership position to take the lead in building partnerships to support transition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	The operational activity to underpin successful transition has the support of senior managers and is recognised in the strategic plan. Staff time has been allocated to support this activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	Our organisation has the opportunity to shape transition arrangements at a local level through its representation on local strategic planning groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	Overall rating: Effective mechanisms are in place to work in partnership with other providers who can support young people with autism in transition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

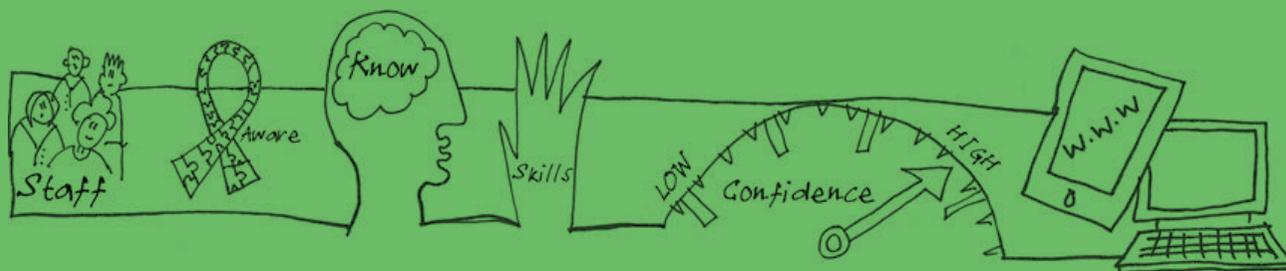
4: Developing staff awareness, knowledge, skills, confidence and roles



Code of Practice

'Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

Code of Practice, Section 1.24



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Strategic (S)/ Operational (O)	Developing staff awareness, knowledge, skills, confidence and roles	Rating				Priority L,M,H	 <i>Comments/Actions</i> What will you do in order to develop and/or sustain this? Who will do it? When?
		NYD	DEV	EST	ENH		
O	Staff working directly with young people have a deep understanding of autism. They possess the specialist skills required to work effectively with each individual and with tutors to enable them to provide inclusive curriculums, activities and environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Awareness raising training is in place to develop understanding of autism for staff working in support roles across the organisation, such as administration, catering, security and transport.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Senior managers have received training in autism and are committed to undertaking the necessary steps to support young people with autism to achieve and thrive. <i>(Does the named person with responsibility for young people with SEND have sufficient understanding of autism to be able to contribute to the strategic and operational oversight of provision for young people with autism?)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Staff have received the training they need to provide person-centred planning, delivery and review of learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	A skilled member of staff takes the lead on developing effective autism practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Training and development activities include opportunities for staff working in transition roles in schools, colleges or the local authority to undertake joint training in order to develop shared understanding and a common language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Strategic (S)/ Operational (O)	Developing staff awareness, knowledge, skills, confidence and roles	Rating				Priority L,M,H	 <i>Comments/Actions</i> What will you do in order to develop and/or sustain this? Who will do it? When?
		NYD	DEV	EST	ENH		
O	Where required, additional expertise is sought and acquired to meet the needs of young people with autism who have other or additional needs. <i>(Is there access to speech and language therapy or occupational therapy for those young people who need it?)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Training is provided to support staff to maximise the use of technology to support learning and promote independence for young people with autism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	The voices and experience of young people with autism and their parents are used effectively in training opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	Staff working at all levels receive appropriate training to enable them to understand and meet the needs of young people with autism within the context of their specific role.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	Staff roles, responsibilities and skills are regularly reviewed and amended/updated to ensure that they promote and support the successful transition of young people with autism into college and successful adult lives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	Staff understand how their roles and responsibilities fit into the context of securing better life outcomes for young people under the SEND legislation and have the skills required to provide 'best endeavours' for young people with SEND, including those with autism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	Overall rating: Actions taken to develop staff awareness, knowledge, skills, confidence and roles enable them to work effectively with young people with autism, and to facilitate their successful transition into college and beyond into adult life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

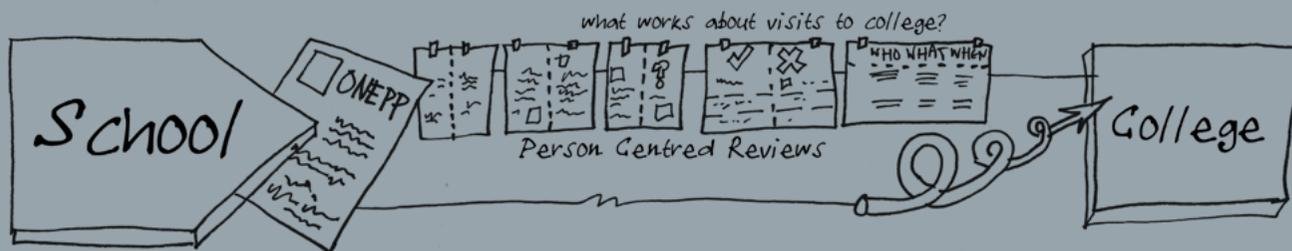
5: Person-centred working to support the move from school to college



Code of Practice

'Local authorities must ensure that the EHC plan review at Year 9, and every review thereafter, includes a focus on preparing for adulthood... Planning must be centred around the individual and explore the child or young person's aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition.'

Code of Practice, Section 8.9



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Strategic (S)/ Operational (O)	Person-centred working to support the move from school to college	Rating				Priority L,M,H	 <i>Comments/Actions</i> What will you do in order to develop and/or sustain this? Who will do it? When?
		NYD	DEV	EST	ENH		
O	One-page profiles have been developed in partnership with the learner which provide useful information to support transition, and these are shared with and used by the next step provider to identify support needs and plan an appropriate learning programme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	One-page profiles are developed for key staff to support young people to understand more about who they will be working with and to support matching of staff and learner interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Effective person-centred reviews facilitate shared understanding about skills, needs, aspirations and next steps and result in actions which will effectively prepare the young person for adult life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	A member of college staff attends school reviews for potential future learners, particularly for those who have EHC plans and/or will receive high needs funding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	Staff working to support transition (in schools, college and representatives from the LA) share an understanding of how to work in person-centred ways to support transition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	Overall rating: Planning is centred around the individual and used effectively to identify and address the young person's aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve those ambitions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

6: Developing curriculum pathways and services to support transition



Code of Practice

'Colleges should be ambitious for young people with SEN, whatever their needs and whatever their level of study. They should focus on supporting young people so they can progress and reach positive destinations in adult life.'

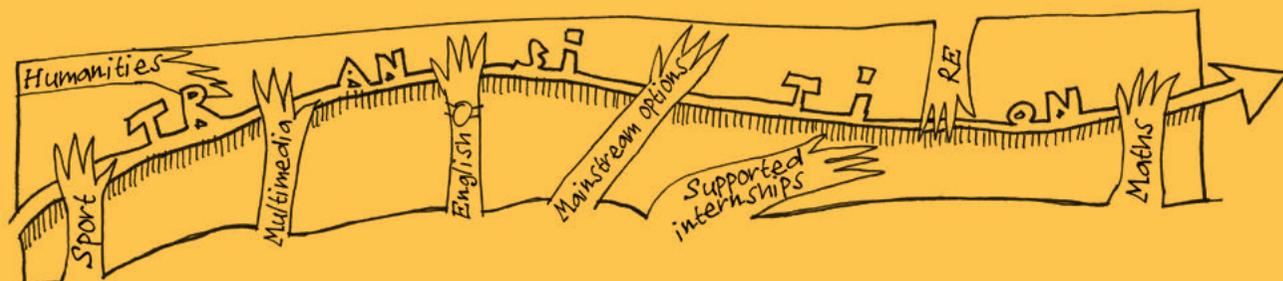
Code of Practice, Section 7.5



Code of Practice

'High aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision. Schools (and colleges) should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.'

Code of Practice, Section 8.7



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Strategic (S)/ Operational (O)	Developing curriculum pathways and services to support transition	Rating				Priority L,M,H	 <i>Comments/Actions</i> What will you do in order to develop and/or sustain this? Who will do it? When?
		NYD	DEV	EST	ENH		
O	We have reviewed our offer under the 'preparing for adulthood' lens and identified key issues to be addressed in order to improve transition, achievements and post-college outcomes for young people with autism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	This information has been used to create a development plan, which includes working in partnership with key individuals and organisations, who can improve transition, achievements and post-college outcomes for young people with autism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	An appropriate range of taster sessions, link and summer programmes is available to support young people with autism to experience and acclimatise to college and prepare for transition to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	The curriculum provides a range of appropriate pathways and prepares young people with autism for adult life by developing skills in relation to employment, independent living, health and community participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	Effective partnership work between schools and colleges facilitates the development of a coherent offer which supports progression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Strategic (S)/ Operational (O)	Developing curriculum pathways and services to support transition	Rating				Priority L,M,H	 <i>Comments/Actions</i> What will you do in order to develop and/or sustain this? Who will do it? When?
		NYD	DEV	EST	ENH		
O	Effective assessment informs the planning of learning and enables us to track progress against appropriate outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
O	The learning environment is adapted to take into account the specific needs of young people with autism, including sensory differences, safety concerns and autism-friendly spaces.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	Our offer (curriculum, environment, learning resources and specialist skills) is accessible and appropriate to meet the needs of young people with autism and enables them to achieve and thrive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
S	Overall rating: Effective curriculum pathways and services enable young people with autism to transition into college and beyond into successful adult lives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

7: Next steps action plan template

Area	Action	By whom	When
Listening to the voices of young people with autism			
Working in partnership with parents and carers			
Working in partnership with other providers			
Developing staff awareness, knowledge, skills, confidence and roles			
Person-centred working to support the move from school to college			
Developing curriculum pathways and services to support transition			

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