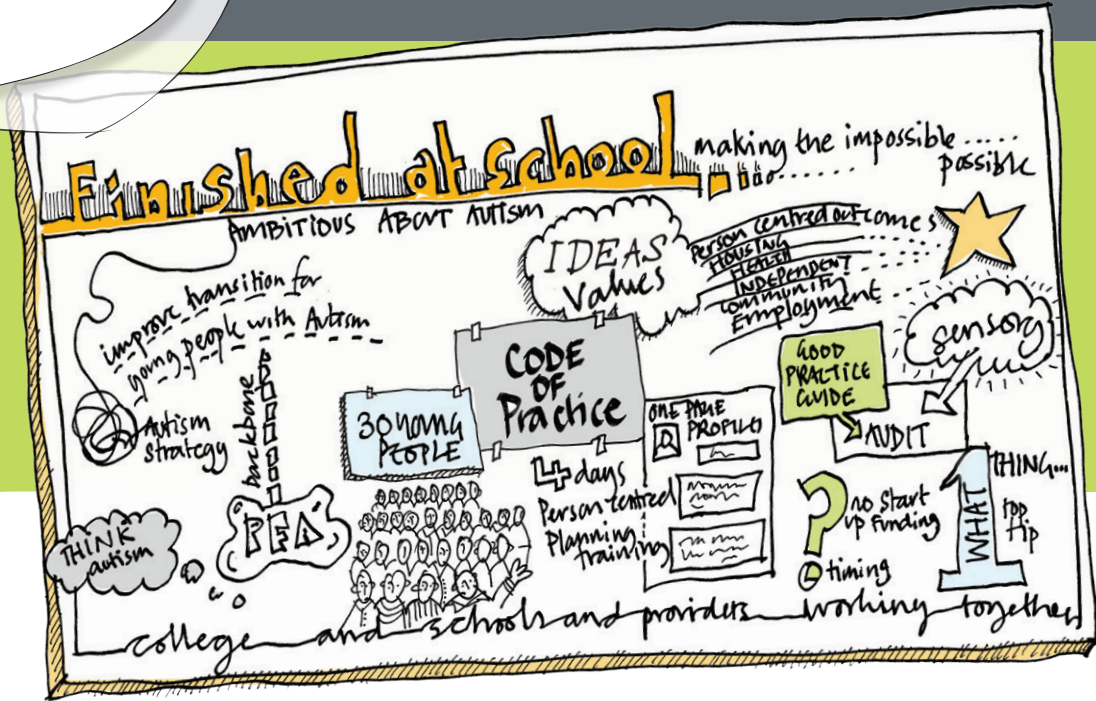


# Finished at School

## Supporting young people with autism to move from school to college

Learning from Ambitious about Autism's Finished at School Programme



Supported by:



Department for Education



**Ambitious about Autism**

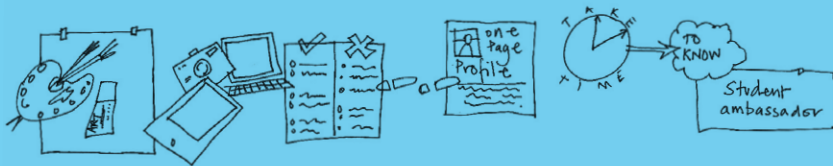
# 1: Listening to the voices of young people with autism



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



What are you doing already?



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What else do you need to do?



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## 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



### What do you need to do to make this happen?



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### 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



Code of Practice

‘Schools and colleges should work in partnership to provide opportunities such as taster courses, link programmes and mentoring which enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.’

Code of Practice, Section 8.23



### What do you need to do to make this happen?



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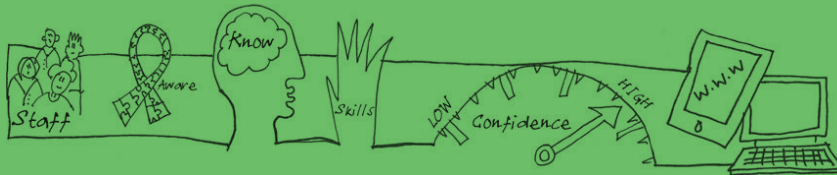
## 4: Developing staff awareness, knowledge, skills, confidence and roles



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



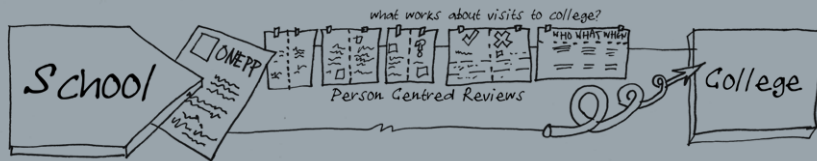
## 5: Person-centred working to support the move from school to college



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



### What do you need to do to make this happen?



## 6: Developing curriculum pathways and services to support transition



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.’

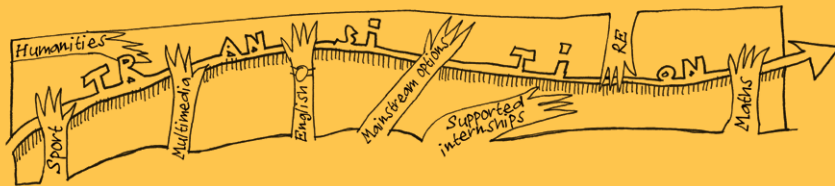
Code of Practice, Section 8.7



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



### What do you need to do to make this happen?

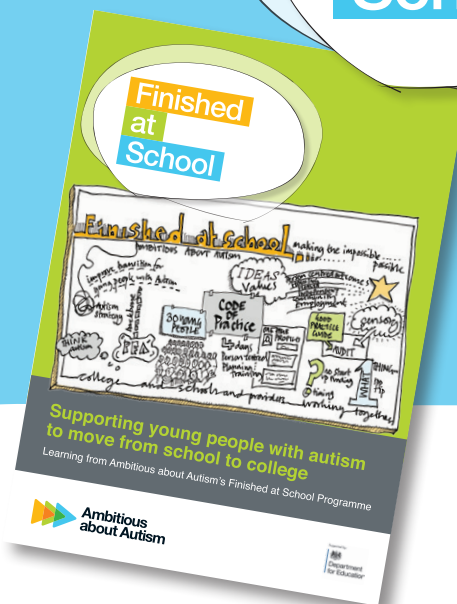


The Finished at School guide is designed to identify and exemplify the factors which support effective transition for young people with autism when they leave school. It has a particular focus on what general colleges of further education can do to increase the number of young people with autism making a successful transition into their provision.

Drawing on the lessons learned from the Finished at School Programme (a two year Department for Education funded project), the guide provides examples, resources and information about the approaches applied within the programme that can be usefully replicated.

An accompanying self-audit tool is also available online to support work in improving transition planning and college provision for young people with autism.

# Finished at School



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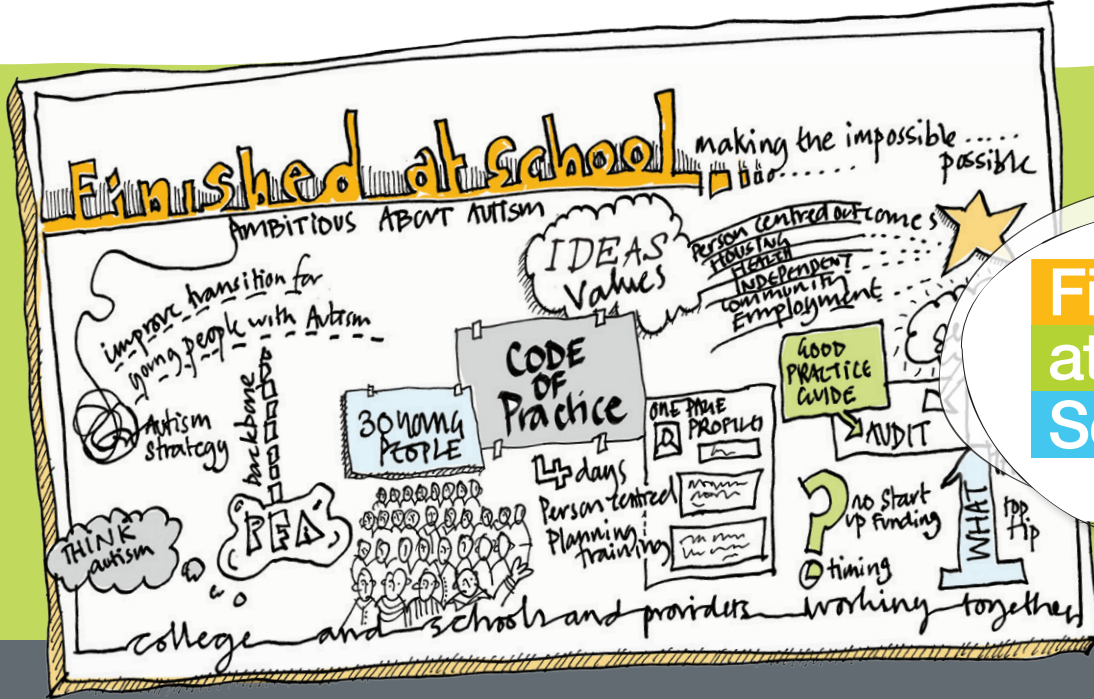
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