



post 16 programme

making sense of autism

autism standards

Supported by:



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Contents

A	What is the purpose of these post 16 autism standards?	3
B	Why have these post 16 autism standards in education and training been developed?	3
C	Who should complete the post 16 autism standards?	4
D	What is covered in the post 16 autism standards?	5
E	How is each standard rated?	6
F	How will a setting show that it has reached the levels within each standard?	7
G	What are the next steps to be taken after completion of the standards?	7
H	What is the evidence base for the post 16 autism standards?	8
I	What these standards are NOT	8
J	What is autism?	9
K	What is the “difference not deficit” debate and current terminology?	11
L	How many children and young people on the autism spectrum are there?	12
M	How many young people on the autism spectrum have exceptional skills or talents?	12
N	Which conditions often occur together with autism?	13
O	Guide to the resources contained within the standards	13
P	<u>The AET post 16 standards</u>	14
Q	Next steps action plan	52
R	References and further suggested reading	53
S	Acknowledgements	54

Introduction and instructions

A. What is the purpose of these post 16 autism standards?

The Autism Education Trust (AET) has developed this set of national standards with funding from the Department for Education in England to describe the key factors common to good practice for young people on the autism spectrum. The standards have been designed to enable staff working in post 16 settings to evaluate the extent to which the needs of young people on the autism spectrum are addressed by analysing policies, systems and whole organisation development work.

The standards can be used as an instrument to generate debate on provision and its rationale and to foster and sustain good practice. It is hoped that completion of the standards will support organisations to identify and remove potential barriers to learning, enabling young people on the autism spectrum to make good progress.

Ideally, the standards should be used on a regular basis over time to ascertain whether practice is developing and improving. The views of young people on the autism spectrum and others important to them and their future lives should be sought when completing these standards.

The evidence produced by this analysis of provision can be used for a variety of purposes (e.g. to determine staff training needs, to feed into the organisation's development plan, to consider environmental adaptations or new builds, to build parent/carer confidence, to submit as evidence to Ofsted and other external agencies, to use in consultation with young people on the autism spectrum).

Ultimately, it is hoped that work on these standards will improve outcomes for young people on the autism spectrum by developing provision and meeting individual needs.

A separate document, the post 16 autism competency framework, has been developed to set out the knowledge, understanding and skills that staff require to work with young people on the autism spectrum. These standards are therefore not intended to cover staff competency but instead are focused on the settings where learning takes place. The post 16 autism competency framework is also available on the AET programme microsite: www.aetraininghubs.org.uk

B. Why have these post 16 autism standards in education and training been developed?

Autism is often hard to detect in young people and their needs might go unnoticed, particularly as some young people may not express their difficulties or stress to staff. Using these standards should enable staff to better identify and meet needs.

- There are increasing numbers of young people on the autism spectrum in all types of learning environment as a result of increased awareness and diagnosis of autism. It is highly likely that staff in these environments will have young people on the autism spectrum in their groups.
- Reports from parents, young people on the autism spectrum and professionals demonstrate that all staff should have basic information on autism.
- Education is the most successful intervention in terms of outcomes for young people on the autism spectrum (Parsons et al 2009).
- Each standard is linked to three or four examples of how a setting might implement the standard. These are just examples and there are other ways of meeting each standard. The examples can be accessed by clicking on the link if you are on the Internet.



C. Who should complete the post 16 autism standards?

These standards have been written for all post 16 settings who have young people on the autism spectrum. This includes: general colleges of further education (GFEs), independent specialist providers (ISP), mainstream and special schools with post 16 provision, sixth form colleges, work based learning providers and adult and community learning providers.

For managers of learning support and other lead professionals at such organisations, work on these standards could be linked to the monitoring aspects of their role (e.g. carrying out an autism-focused learning walk). This could also involve an advisory tutor from a support service specialising in autism, adults on the autism spectrum from the local area, parents and college governors.

The standards can be completed by an individual member of staff, by a small group of staff, by the whole staff and/or by an external professional (e.g. autism outreach service, educational psychologist). They could also be analysed by a group of young people on the autism spectrum and by parents/carers, or governors, and their responses fed back to senior management.

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D. What is covered in the post 16 autism standards?

There are **48 standards in total**. It is highly unlikely that any setting, even an ISP which specialises in autism, will have **all** these standards well established as it takes time for staff to discuss, develop and resource these. The aim is that **over time**, a setting will increase the number of standards rated as established and enhanced. Using these standards will enable a setting to create **a whole organisation development plan**.

The standards are divided into four main topic areas:

1. **The individual** (how to understand and address their strengths and needs, including developing an understanding of autism).
2. **Building relationships** (with staff, parents/carers and peers and the wider community, including the workplace).
3. **Curriculum and learning** (preparation for adult life, including adjustments to the way in which activities are presented, selection of priorities and modifications to the curriculum).
4. **Enabling participation** (how to enable participation in a wider range of environments for young people on the autism spectrum by making adjustments to the physical, sensory social and communicative environments).

Each standard is **linked to resources** which show how a setting might evidence the standard. Users can **click on the link** and the resource will open if you are on the Internet. These **resources include published papers, photographs, other guidance and reports on autism, accounts from individuals on the autism spectrum and short video clips**.

The AET does not promote any specific approaches to education intervention for children and young people on the autism spectrum, our programmes, research and materials illustrate/include a wide range of good practice.





E. How is each standard rated?

For each standard, the user can evaluate the extent to which this standard is in place within their setting using the ratings:

- **Not appropriate**
- **Not yet developed**
- **Developing**
- **Established**
- **Enhanced**

Definitions of these headings

Not appropriate

This category can be used for one of two main reasons. In post 16 settings where there are only one or two young people on the autism spectrum, some aspects of practice might not be necessary or relevant to those particular young people. Alternatively, staff may have good reasons to know that a focus on these areas may be a source of distress and anxiety for those young people. **Whenever this box is ticked, staff should provide the rationale for this decision.**

Not yet developed

Work will be done to consider how to develop practice in this area.

Developing

Work has started on this area of practice.

Established

This is established in some areas and is now being spread across the whole setting.

Enhanced

Work is well established across the whole setting and being shared with other settings.

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F. How will a setting show that it has reached the levels within each standard?

In deciding the extent to which a standard is met, staff should aim to show documentary evidence (**D**) (e.g. policy documents; accounts from young people, staff or parents; records on training events); relevant practice should be observable and obvious (**O**) within the setting; and it should be possible for staff, parents and/or young people to be able to verbalise (**V**) (talk about) the policies, procedures, cultures, and systems within settings, if asked. It is possible to ask an external professional to evaluate some of the standards to provide a more independent and objective view (e.g. from the autism outreach team, an educational psychologist, or members of the governing body). The standards are designed to enable whole organisation development and are not intended to be used to ascertain the skills and knowledge of staff. Please comment on the type of evidence available in the last column:

D = Document.

O = Observed.

V = Verbal accounts from young people, parents/carers/staff.

G. What are the next steps to be taken after completion of the standards?

On the basis of the responses to this document, staff within the setting can discuss and decide which standards are well established and require little work, just regular review, and which standards are not yet fully in place. Decisions can then be made as to which standards in the latter group should take priority. These are likely to be those where a change in practice could have the most benefit to children on the autism spectrum. Staff in the setting could then construct a plan and timescale to show how work on these standards will be developed. It would be useful to decide on the priority level for work on each standard, as follows:

HIGH

MEDIUM

LOW





H. What is the evidence base for the post 16 autism standards?

The standards and principles of practice are based on the expertise and opinions of people who have worked in the field of autism for several years. Research in autism is complex due to differences between young people on the autism spectrum, the fact that young people often receive more than one intervention at a time, and many other factors that affect outcomes for a young person. These standards have also been written largely on the basis of expert and stakeholder opinion. A list of all stakeholder groups and key people who have been involved can be found at the end of this document.

I. What these standards are NOT

These standards are not intended as a guide to the different interventions that staff might use. The literature on interventions is huge and every young person on the autism spectrum is likely to need different types of support and adjustments to meet their needs during their life. However, the guidance will help the user to understand the areas of development and the aspects of life in the setting which are likely to require assessment and intervention for the majority of young people on the autism spectrum.

There are other sets of standards in education that staff are required to consult and use (e.g. the [Ofsted Common Inspection Framework for further education and skills \(2012\)](#) and [The Professional Standards for Teachers and Trainers in Education and Training - England \(2014\)](#)). These autism standards are not intended to replace these, nor are they intended to be used in isolation. In completing them, providers should also take into account the implications of recent changes to post 16 education including the raising of the participation age, changes to funding, the introduction of study programmes and most significantly, the [SEND code of practice\(2014\)](#) introduced as a result of the [Children and Families Act \(2014\)](#).

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J. What is autism?

Autism is a term used to describe a neurological difference in brain development that has a marked effect on how a person develops. There are four key areas of difference that are particularly important for staff in post 16 settings to understand and pay attention to because most young people on the autism spectrum will have individual educational needs to be met in these areas.

Young people on the autism spectrum will have different levels of support needs in relation to:

- **Understanding the social interactive style and emotional expression of staff and peers** – just as it is difficult for staff and peers to understand the social interactive style and emotional expression of young people on the autism spectrum.
- **Understanding and using communication and language – both verbal and non-verbal** (e.g. gesture, facial expression, tone of voice).
- **Differences in how information is processed** can lead to a strict adherence to routines and rules and/or difficulties in planning and personal memory. Young people on the autism spectrum have difficulties in predicting what will happen when a familiar timetable or activity is changed. Conversely, such styles of processing can lead to strengths and abilities in a number of areas (often related to factual memory or areas of interest and motivation).
- **Differences in the way sensory information is processed**, often leading to over-sensitivities (often to external stimuli such as lighting, smells, or sounds), and under-sensitivities (often not noticing internal feelings such as pain, body awareness and hunger, until they become overwhelming). It should be noted that sensory sensitivities can lead to extreme levels of stress and anxiety in unfamiliar or over-stimulating environments.

Further details on each of these four key areas are given below:

Understanding the social interactive style and emotional expression of staff and peers

Most young people on the autism spectrum find social interaction with adults and peers stressful. Young people on the autism spectrum are not easily able to understand commonly used implicit social messages and may find it hard to understand or relate to how social rules change due to context, or what is considered socially "appropriate" (i.e. that what is appropriate to say and do in some situations is inappropriate in other situations). It is difficult for young people on the autism spectrum to easily and quickly read and understand the emotional intentions of staff and peers, but it should also be remembered that this can be a "two-way" difficulty. The actions of young people on the autism spectrum are often misinterpreted as intentionally insensitive or defiant. When wanting to interact with peers, or join a group activity, young people on the autism spectrum may need support or help in doing so.

Understanding and using communication and language - both verbal and non-verbal

Young people on the autism spectrum at all levels of intellectual ability have difficulties in understanding the communication and language of adults and peers and in communicating effectively themselves. About 40% of young people on the autism spectrum are delayed in learning to speak and some young people develop little or no speech. It is likely that most young people on the autism spectrum will need support and strategies to help teach them how to communicate with staff and peers in order to have their needs met. This can involve the use of alternative means of communication (e.g. objects of reference, visual symbols, photos, gestures, spoken language, or a combination of means). It should be remembered that an approach to communication for a young person on the autism spectrum should be consistent across all the settings in which the young person learns.

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Differences in how information is processed and adjusting to unpredictable changes in routine

Young people on the autism spectrum find change much more difficult than other young people as they are not easily able to predict what will happen instead or what to do in the changed situation. Some young people on the autism spectrum develop special interests in a topic or activity which may occupy a great deal of their thought and time. Such interests can be used to very good effect as part of the learning process and can be broadened into related areas and act as a route into employment.

Young people on the autism spectrum have an uneven profile of abilities, which can also coincide with other factors such as age, personality or the existence of other developmental differences or impairments.

It is therefore of paramount importance to assess each young person individually in order to gain an overall profile of their strengths and needs.

Differences in the way sensory information is processed

Many young people on the autism spectrum are under-sensitive or over-sensitive to particular sensory stimuli such as lighting, smells or sounds. They may also be overwhelmed as they have problems in separating out sensory information and attending to the most relevant. This can cause high levels of anxiety and staff can do a great deal to reduce this by finding out what each young person finds hard and creating a learning environment which addresses these difficulties.



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K. What is the “difference not deficit” debate and current terminology?

There is often an assumption that young people on the autism spectrum need to behave and live like those without autism. Many adults on the autism spectrum take exception to this assumption and the fact that much of the literature on autism uses medical terms such as deficit, disorder and intervention. They argue that such terms are both inaccurate and stigmatising and based on an incorrect notion of what humanity and normalcy entail.

They argue that such notions can further disable people on the autism spectrum, and if internalised can lead to crises in self-identity, esteem and worth. Alternatively, there are others that argue that they are severely impaired and want to retain the term disorder to explain their experience. In recognition of this debate, much of the literature now just refers to autism or autism spectrum and not autism spectrum disorder or condition. By recognising the needs of individuals on the autism spectrum and providing appropriate support we can increase the number of young people who can successfully progress through their educational career into adulthood with relatively few difficulties.

The term autism spectrum was created by Lorna Wing in 1996 who suggested that it is simpler to state that all individuals affected in the four areas have autism, rather than trying to categorise them under other specific groups. Although different subgroups have subsequently been identified (e.g. Asperger syndrome, high functioning autism, “classical” autism, atypical autism, semantic pragmatic syndrome), it is current thinking that such distinctions are not easily made. These have therefore been merged into one category of autism spectrum in the revised diagnostic classification system DSM V.





L. How many children and young people on the autism spectrum are there?

It is estimated that there are **approximately 1 in 100** children and adults **on the autism spectrum**. Autism is hard to detect in some young people, particularly in girls, and so there may be young people in your setting who are not yet diagnosed. However, **identifying and addressing the educational needs of a young person on the autism spectrum does not depend on having a diagnosis**, whether that is autism, a literacy problem, or a social and communication difficulty, for example. Whilst getting a formal diagnosis is important, staff can still work to address the needs of the young person without it. This can be done by working with the young person to identify which aspects of their learning programme are most challenging and the type of support they would like and could most benefit from.

M. How many young people on the autism spectrum have exceptional skills or talents?

A significant number of young people on the autism spectrum have good knowledge and skills in a specific area, relative to their skills in other areas. They often have a much more uneven profile of skills and difficulties than other young people, so it is important that staff do not assume that because young people on the autism spectrum have average or above average skills or attainments in some areas, this does not mean they have no problems in educational, social or occupational settings.

N. Which conditions often occur together with autism?

It is estimated that about two thirds of young people on the autism spectrum also have learning disabilities. Commonly associated problems with autism are sleep disturbance; limited diet, erratic eating and drinking times; constipation and gut problems. About a third of young people on the autism spectrum also have epilepsy which may be hard to detect. Many young people on the autism spectrum also experience high levels of anxiety due to their difficulties in interpreting the world they live in. All of these additional difficulties can have an adverse effect on a young person's ability to focus on tasks and it is vital that good information is available for staff to support them to recognise the impact and provide appropriate support.

O. Guide to the resources contained within the standards

Each standard has a set of resources which illustrate how some settings have addressed that area or papers and reports which highlight key issues and ideas. These are **not the only way** to address the standard.

These standards have been developed referencing the SEND code of practice 2014, however because these standards were developed during a period of transition some of the resources linked to in these standards may reflect the previous code.

Some resources may refer to "children" on the autism spectrum as opposed to "young people". These have been included because the content and approaches remain relevant.



The individual



“Any understanding of autism should not be approached from a position of ‘deficit, but rather from a position of difference’. Autistic people are not neuro-typical people with something missing or something extra added on. They are different. If we are serious about equality and inclusion within any area, then we must first of all understand that difference.”

Christine Breakey

The Autism Spectrum and Further Education: A Guide to Good Practice (2006)

	Standard	Rating (Your setting)			Priority rating	Type of evidence	Resources which illustrate the standard	
	The individual	N/A State reason why	Not yet Developed	Developing	Established	Enhanced	H = High M = Medium L = Low	If N/A please give reason why D = Document O = Observed V = Verbal report
1	Your setting obtains information directly from the young person on their strengths, interests, needs and emotional well-being, to add to information given by parents/ carers, support workers and staff.							<ul style="list-style-type: none"> • The use of a Graphic Advocate to work with learners gathering their thoughts, dreams and aspirations to inform curriculum development • Talking Mats • Learner Voice • One hundred one page profiles • Lawson, W. (2010) The passionate mind: how people on the autism spectrum learn, London: Jessica Kingsley • Attainment level • Individual profile examples of complex learners from Leicester College <p>AET post 16 autism competency 13</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	The individual	N/A	ND	Dev	Est	Enh			
2	Your setting encourages and motivates young people on the autism spectrum by using their strengths, special interests and favourite activities in a meaningful way.								<ul style="list-style-type: none"> The use of a Graphic Advocate to work with learners gathering their thoughts, dreams and aspirations to inform curriculum development Lawson, W. (2010) The passionate mind: how people on the autism spectrum learn, London: Jessica Kingsley John Simpson describing the uneven profile of young people on the autism spectrum Clips from Phoebe Caldwell Intensive Interaction training DVD: Film clip 1 Film clip 2 <p>AET post 16 autism competencies 2 and 17</p>
3	Your setting supports the young person to develop their understanding of autism and the way it affects them and involves them in developing and applying strategies which enable them to attend and participate.								<ul style="list-style-type: none"> The four key areas of difference Theory of mind film clip SOCCSS and other strategies Effective Social Interventions and Supports for Students with Asperger's Syndrome Social Stories™ <p>AET post 16 autism competency 12</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	The individual	N/A	ND	Dev	Est	Enh			
4	Your setting ensures that young people on the autism spectrum are effectively and regularly consulted on all aspects of their education and experience in your setting.								<ul style="list-style-type: none"> <u>Hints and Tips on "How Best to Support us" from "My autism, your training"</u> A CPD session designed and delivered by learners from City College Norwich <u>Creative Listening, hearing the voices of learners with profound and multiple learning difficulties in the FE sector</u> <u>Learner Voice Carshalton College</u> <u>Individual profile examples of complex learners from Leicester College</u> <u>Learner conference day at Homefield College in "Learning Support Matters"</u> <u>Learner Voice</u> <p><u>AET post 16 autism competency 15</u></p>
5	Your setting promotes positive attitudes to autism, viewing it as a "difference", not a deficiency. It is acutely aware that learning/working environments which do not accommodate such differences will disable young people on the autism spectrum.								<ul style="list-style-type: none"> <u>What is neurodiversity?</u> <u>Is autism a disorder? Luke Beardon</u> <u>Enhancing employability DVD</u> <p><u>AET post 16 autism competency 5</u></p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	The individual	N/A	NYD	Dev	Est	Enh			
6	Your setting understands that young people on the autism spectrum often have additional needs arising from other conditions. These may include visual or hearing impairments, attachment disorders, dyscalculia, dyslexia, dyspraxia, Tourette syndrome, learning disabilities and other speech, language and communication difficulties. Staff know how to access advice and guidance on these.								<ul style="list-style-type: none"> The Adolescent and Adult Neuro-diversity Handbook: Asperger Syndrome, ADHD, Dyslexia, Dyspraxia and related conditions by Sarah Hendrickx NICE Guidelines on Autism, ADHD, Mental health, Epilepsy and Obsessive Compulsive Disorder (OCD) Tourette syndrome: Key facts Tourette syndrome: Education issues Dyslexia Mental health Mental health foundation "Open your Mind" (NAS): CAMHS services and mental health issues Film clip 1 Film clip 2 ADHD OCD <p>AET post 16 autism competencies 7 and 14</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	The individual	N/A	NYD	Dev	Est	Enh			
7	Your setting safeguards the well-being of young people on the autism spectrum by recognising that they are predisposed to high levels of stress, anxiety and depression and that these can be prevented or reduced if needs are recognised and met.								<ul style="list-style-type: none"> Stress and anxiety Mental health and Asperger syndrome Emotional well-being booklet Strategies for supporting students with Asperger's Syndrome to learn effectively Wave Autism Inclusion Safeguarding E-Safety <p>AET post 16 autism competencies 4 and 21</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	The individual	N/A	ND	Dev	Est	Enh			
8	Your setting places value on a knowledge of autism, a lifelong condition which affects the way that a person communicates and relates to people and the world around them. It accepts that this underpins the analysis and interpretation of a young person's performance and behaviour to inform effective strategies.								<ul style="list-style-type: none"> The four key areas of difference Theory of mind film clip The complete Guide to Asperger's syndrome by Tony Attwood Autistic Spectrum Disorders: An Introductory Handbook for Practitioners by Rita Jordan So what exactly is autism? Damian Milton The Handbook of Autism: a Guide for Parents and Professionals by Maureen Aarons & Tessa Gittens, Routledge 1992 Autistic Spectrum Disorders. Booklet for young people Information for Tutors City College Norwich Autism and Asperger's Syndrome by Uta Frith, Cambridge University Press 1991 Autism Inclusion video Commuting under pressure Glimpses of Asperger's for friends and Colleagues The Autism Spectrum and Further Education: A Guide to Good Practice by Christine Breakey <p>AET post 16 autism competencies 1 and 3</p>

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	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	The individual	N/A	ND	Dev	Est	Enh			
9	Your setting teaches and supports young people on the autism spectrum to develop and use an effective communication system.								<ul style="list-style-type: none"> Communication Issues in Autism and Asperger Syndrome: Do We Speak the Same Language? by Olga Bogdashina <u>Alternative and Augmentative Communication including Objects of reference</u> <u>Means, Reasons and Opportunity</u> <u>Learning to communicate better</u> <u>Routes for Learning, Training for Teachers of learners with severe, profound, and complex learning difficulties</u> Clips from Phoebe Caldwell Intensive Interaction training DVD: <u>Film clip 1</u> <u>Film clip 2</u> <u>Talking Mats</u> <u>Learner Voice</u> <u>Creative Listening, hearing the voices of learners with profound and multiple learning difficulties in the FE sector</u> Lawson, W. (2010) The passionate mind: how people on the autism spectrum learn, London: Jessica Kingsley <p><u>AET post 16 autism competency 40</u></p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	The individual	N/A	NYD	Dev	Est	Enh			
10	Your setting provides opportunities for young people on the autism spectrum to meet others on the autism spectrum to share experiences and interests and to read/listen to biographical accounts.								<ul style="list-style-type: none"> • Freaks, Geeks and Asperger Syndrome: A user guide to adolescence by Luke Jackson • The Independent Woman's Handbook for super safe living on the autistic spectrum by Robyn Steward • The Autistic Me – A BBC documentary about three men with varying degrees of autism trying to escape the limbo between childhood and adulthood. <ul style="list-style-type: none"> » Part 1 » Part 2 » Part 3 » Part 4 » Part 5 » Part 6 • Dr Temple Grandin • Autism Connect • Hints and Tips on "How Best to Support us" from "My autism, your training" A CPD session designed and delivered by learners from City College Norwich • Transition conference with input from young people with contributions from autism and family <p>AET post 16 autism competency 11</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	The individual	N/A	NYD	Dev	Est	Enh			
11	Your setting creates time and provides suitable environments for young people on the autism spectrum to be away from peers and adults, if requested or needed.								<ul style="list-style-type: none"> Autism and the Green Room The Rug Room, a purpose-built social space, safe haven and inclusive learning environment for students on the autistic spectrum at City College Norwich Ros Blackburn GAP paper-her insights as an adult on the autism spectrum. <p>AET post 16 autism competency 55</p>

Building relationships



“Relationships are still so demanding, so confusing. I want to relate to other people but I’m not sure I can survive the pain of it all. Some days my brain is so sore from trying to work out what it is I am supposed to do or to say, that I just cannot do it for very long.”

Wendy Lawson
Life Behind Glass (1998)

post 16 programme

	Standard	Rating			Priority rating	Type of evidence	Examples of practice within settings			
		N/A State reason why	Not yet Developed	Developing	Established	Enhanced	H = High M = Medium L = Low	If N/A please give reason why	D = Document O = Observed V = Verbal report	
	 Building relationships									
12	Your setting effectively communicates key transitional information on young people on the autism spectrum to all relevant adults including parents/carers, support workers and employers. Your setting also ensures that this information is given in the most appropriate way, at the right time and with the consent of the young person in order to support a successful transition to adult life.								<ul style="list-style-type: none"> Attainment level Individual profile examples of complex learners from Leicester College One hundred one page profiles Supporting progression – RARPA Demonstrating the benefits of RARPA Personal statements of students at University Enhancing Learning Support Information for tutors City College Norwich Weston College Foundation Learning Structure Personalised Transition Transition Passport Orchard Hill What makes a "good" practitioner in the field of autism? Theo Peeters and Rita Jordan 	

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	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Building relationships	N/A	ND	Dev	Est	Enh			
12	Continued...								<ul style="list-style-type: none"> The transition experience by Lucy Mottram, presentation at Finished at school event, Ambitious about Autism Autism and the transition to Adulthood; Success beyond the classroom. AET post 16 autism competencies 12 and 22
13	Your setting establishes strong relationships between staff and young people on the autism spectrum, seeing this as the starting point for mutual understanding and support for the young person's learning and wellbeing.								<ul style="list-style-type: none"> Wave Autism Inclusion Clips from Phoebe Caldwell Intensive Interaction training DVD: Film clip 1 Film clip 2 AET post 16 autism competency 16

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
		N/A	NYD	Dev	Est	Enh			
	Building relationships								
14	Your setting understands that building effective relationships requires actively listening to young people on the autism spectrum and their parents/carers, in order to promote opportunities for the exchange of information and ideas. It uses appropriate communication approaches to ensure that young people on the autism spectrum are involved in decision making and able to express their view.								<ul style="list-style-type: none"> • How helping works document on effective engagement with parents and carers • Person Centred Approaches • AET person centred planning toolkit • Hints and Tips on "How Best to Support us" from "My autism, your training" A CPD session designed and delivered by learners from City College Norwich • Creative Listening, hearing the voices of learners with profound and multiple learning difficulties in the FE sector • Learner Voice Carshalton College <p>AET post 16 autism competency 15</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Building relationships	N/A	ND	Dev	Est	Enh			
15	Your setting recognises the importance of peer relationships and promotes an understanding of adolescence in autism. It provides specialist guidance and resources that support young people on the autism spectrum to develop social relationships and an understanding of sexual health to enable a safe transition to adulthood.								<ul style="list-style-type: none"> Sex education and young people on the autism spectrum AS and Sexuality: From Adolescence through Adulthood by Isabelle Henault Love, Sex and long term relationships, what people with Asperger syndrome really really want — Sarah Hendrickx The Independent Woman's Handbook for super safe living on the autistic spectrum by Robyn Steward <p>AET post 16 autism competencies 19 and 20</p>
16	Your setting has a named and experienced member of staff (e.g. autism champion, lead practitioner) with general information on autism and specific information about individuals.								<ul style="list-style-type: none"> Weston College – The role of the "specialist Support Instructor" and associated training General information on autism: AET NAS Ambitious about Autism Information for tutors City College Norwich Weston College Foundation Learning Structure <p>AET post 16 autism competencies 14 and 23</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Building relationships	N/A	ND	Dev	Est	Enh			
17	Your setting is aware of the referral pathway in the local area for young people without a diagnosis who may have autism.								<ul style="list-style-type: none"> NICE Guidelines on recognition, referral, diagnosis and management of adults on the autism spectrum Autism in adults: AQ — 10 test What's next? SEND reforms Implementation Implementing a new 0 to 25 special needs system: further education SEND letters SEND gateway <p>AET post 16 autism competency 26</p>
18	Your setting proactively develops links with other settings including employers and is active in disseminating its expertise in autism to other practitioners.								<ul style="list-style-type: none"> Autism Awareness group on LinkedIn Talk about autism online community Work and Volunteer Experience for adults on the autism spectrum Autism Education Trust Resources Autism Connect <p>AET post 16 autism competency 29</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Building relationships	N/A	ND	Dev	Est	Enh			
19	Your setting uses person centred approaches to proactively engage with all people who are important to a young person on the autism spectrum (e.g. parents, carers, support workers, work colleagues, friends) and aims to ensure that staff are open and approachable to discuss issues with them.								<ul style="list-style-type: none"> Person Centred Approaches AET person centred planning toolkit "Person Centred reviews, why bother?" Gloucester College input to Ambitious about Autism Finished at School event AET post 16 autism competency 22
20	Your setting recognises the particular vulnerability of young people on the autism spectrum and has effective policies in place to safeguard them against actual and perceived episodes of teasing and bullying, including cyber bullying.								<ul style="list-style-type: none"> Bullying Bullying resource 2 Safeguarding E-Safety AET post 16 autism competency 21
21	Your setting knows how to access professionals in health, social care and the voluntary and independent sectors and works effectively with them.								<ul style="list-style-type: none"> Personalised Transition Preparing for adulthood Good Practice in Supporting Adults on the autism spectrum AET post 16 autism competency 28

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Building relationships	N/A	ND	Dev	Est	Enh			
22	Your setting works in partnership with other organisations to ensure that young people on the autism spectrum have a range of options open to them post college. It ensures that young people, and those who are important to them, have the information they need in order to make informed decisions about future options.								<ul style="list-style-type: none"> SEND reforms implementation Implementation 1 Implementation 2 SEND letters What's next? Orchard Hill Transition Booklet Personalised Transition Preparing for adulthood SEND gateway <p>AET post 16 autism competencies 26 and 30</p>
23	Your setting invites parents/carers and individuals on the autism spectrum to attend and contribute to continuing professional development (CPD) events.								<ul style="list-style-type: none"> Hints and Tips on "How Best to Support us" from "My autism, your training" A CPD session designed and delivered by learners from City College Norwich The transition experience by Lucy Mottram, presentation at Finished at school event, Ambitious about Autism What makes a good college – Learners at the Gatehouse (PDF) The college we want – Learners at the Gatehouse (DVD) <p>AET post 16 autism competency 10</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Building relationships	N/A	ND	Dev	Est	Enh			
24	Your setting has a system that informs and supports new staff (including supply staff) about the needs of young people on the autism spectrum through an induction programme. This ensures that these staff know where and how to access immediate support.								<ul style="list-style-type: none"> West Midlands training framework Information for tutors City College Norwich Glimpses of Asperger's for friends and Colleagues AET training <p>AET post 16 autism competencies 58, 59 and 62</p>
25	Your setting understands issues and concerns about peer awareness of autism and implements ways to promote positive peer relationships								<ul style="list-style-type: none"> Peer mentoring Walford and North Shropshire College Circles of Support Circle of friends, NAS DVD narrated by student on the autism spectrum developed by Oaklands College to raise awareness amongst mainstream students and staff about the needs of students on the autism spectrum and complex needs Glimpses of Asperger's for friends and Colleagues <p>AET post 16 autism competency 19</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Building relationships	N/A	NYD	Dev	Est	Enh			
26	Your setting has clear rules and which are consistently applied. This helps young people on the autism spectrum to understand what is acceptable and expected. Staff recognise that there may be exceptions when a focus on rules and routines may be distressing.								<ul style="list-style-type: none"> • Hints and Tips on "How Best to Support us" from "My autism, your training" A CPD session designed and delivered by learners from City College Norwich • SOCCSS and other strategies • Strategy 1 • Strategy 2 • Social Stories™ • The college we want – Learners at the Gatehouse (DVD) <p>AET post 16 autism competency 18 and 24</p>

Curriculum and learning



“ You can be the cleverest kid in the world but you won’t get anywhere in life if you can’t have a conversation. For people like me a social and emotional education is so much more valuable than an academic one. ”

Luke Dicker

Quoted in Jan Greenman's Life at the Edge and Beyond:
Living with ADHD and Asperger Syndrome (2010)

post 16 programme

	Standard	Rating			Priority rating	Type of evidence	Examples of practice within settings		
	Curriculum & learning	N/A State reason why	Not yet Developed	Developing	Established	Enhanced	H = High M = Medium L = Low	If N/A please give reason why D = Document O = Observed V = Verbal report	
27	Your setting provides a meaningful and relevant curriculum that addresses the aspirations of the young person on the autism spectrum (including styles of learning and uneven ability profiles) and encompasses aspects of their social and emotional well-being, communication needs and independent living skills.								<ul style="list-style-type: none"> Preparing for adulthood Employment Asperger Syndrome and Employment: What people with Asperger syndrome really really want by Sarah Hendrickx Progression post 16 Being, Having, Doing: Theories of Learning and Adults with Learning Difficulties Autism - Preparing for adulthood by Patricia Howlin, Routledge 1997 Autism and the transition to Adulthood; Success beyond the classroom. By Wehman, P., Datlow Smith PfA Factsheet: Study Programmes for Students with Learning Difficulties and/or Disabilities DfE Guidance -Study Programmes for 16- to 19-year-olds

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Curriculum & learning	N/A	ND	Dev	Est	Enh			
27	Continued...								<ul style="list-style-type: none"> Government response to consultation and plans for implementation PFA Fact study Programmes fact sheet <p>AET post 16 autism competencies 31 and 64</p>
28	Your setting provides a range of opportunities for young people on the autism spectrum to practise and use their knowledge and skills in a range of real situations in the community and the workplace to increase their independence and facilitate their transition to a fulfilled adulthood.								<ul style="list-style-type: none"> Job carving In2 work guide Career Training and Personal Planning for Students on the autism spectrum Spectrum Disorders. A Practical Resource for Schools by Vicki Lundine and Catherine Smith Information about supporting young people on the autism spectrum into work Travel training The Supported Employment Project Into Apprenticeships, the guide for disabled people Using Systematic Instruction (TSI) to support work experience with the Belfry Hotel

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
		N/A	NYD	Dev	Est	Enh			
	Curriculum & learning								
28	Continued...								<ul style="list-style-type: none"> Work Placement Log Book Example Work Placement Policy Example Enhancing Employability DVD Glimpses of Asperger's for friends and Colleagues <p>AET post 16 autism competencies 32, 37 and 64</p>
29	Your setting prioritises the promotion of independence using a range of strategies including the use of technology and individualised visual supports.								<ul style="list-style-type: none"> Wave Autism Inclusion Toolkit for creating accessible resources <p>AET post 16 autism competencies 35, 38 and 40</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Curriculum & learning	N/A	ND	Dev	Est	Enh			
30	Your setting recognises that young people on the autism spectrum are likely to experience difficulties with change, ranging from minor changes in everyday routine to major transitions. It ensures that activities are well organised, structured and planned, and where possible and appropriate, provides advance warning of any changes to familiar routines in a way that is meaningful to the young person on the autism spectrum.								<ul style="list-style-type: none"> <u>The Autism Spectrum and Further Education: A Guide to Good Practice by Christine Breakey</u> <u>Dudley College; Making our college more autism friendly</u> <u>East Norfolk Sixth Form College: DVD to support Year 10/11 students on the autism spectrum and other disabilities transition from school to college.</u> <u>Wave Autism Inclusion</u> <u>post 16 transition DVD</u> <u>Coping with change: an interview with Paula Johnston, an adult on the autism spectrum. Johnston and Hatton</u> <p><u>AET post 16 autism competency 38</u></p>
31	Your setting provides equality of access to the curriculum, including the extended curriculum, through effective differentiation. It identifies and supports issues related to completing coursework and assignments, and secures exam concessions, where appropriate.								<ul style="list-style-type: none"> <u>Homework NAS</u> <u>The Autism Spectrum and Further Education: A Guide to Good Practice by Christine Breakey</u> <u>Joint Council for Qualifications Access arrangements</u> <p><u>AET post 16 autism competencies 34, 35 and 45</u></p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Curriculum & learning	N/A	ND	Dev	Est	Enh			
32	Your setting promotes a culture of mutual respect and inclusion. It facilitates time for staff to reflect on, discuss and evaluate their practice in relation to working with young people on the autism spectrum and the rationale that underpins practice, to create a consensus and consistency across the setting.								<ul style="list-style-type: none"> College Inclusion Charter (Ambitious about Autism, 2012) The Autism Spectrum and Further Education: A Guide to Good Practice by Christine Breakey Implementing the 0 to 25 SEND system: further education HMI Inspector Charlie Henry input to Action for Inclusion conference It's not what you do it's the way that you do it – Hodge Providing Effective Support for young people with learning difficulties and or disabilities- an HMI's perspective in "Learning Support Matters" Independent Living Skills is judged outstanding in "Learning Support Matters" What makes an effective practitioner Inclusive Learning Principles and Recommendations <p>AET post 16 autism competency 41</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
		N/A	NYD	Dev	Est	Enh			
	Curriculum & learning								
33	Your setting collects and analyses additional data that measures progress in the areas of social and emotional awareness, communication and autonomy for young people on the autism spectrum. It reviews outcome/destination data in order to evaluate the impact and effectiveness of learning programmes.								<ul style="list-style-type: none"> • Supporting progression – RARPA <u>Demonstrating the benefits of RARPA (Recognising and Recording Progress and Achievement (RARPA)</u> • <u>Assessment of social skills for students with Asperger syndrome and high-functioning autism</u> • <u>Providing Effective Support for young people with learning difficulties and or disabilities- an HMI's perspective in "Learning Support Matters"</u> <p><u>AET post 16 autism competency 44</u></p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Curriculum & learning	N/A	ND	Dev	Est	Enh			
34	Your setting assesses the process and quality of the learning experience (not just outcomes) from the perspective of the young person on the autism spectrum and considers the particular demands of group working.								<ul style="list-style-type: none"> Supporting progression – RARPA Demonstrating the benefits of RARPA Assessment of social skills for students with Asperger syndrome and high-functioning autism Hints and Tips on "How Best to Support us" from "My autism, your training" A CPD session designed and delivered by learners from City College Norwich Creative Listening, hearing the voices of learners with profound and multiple learning difficulties in the FE sector Learner Voice Carshalton College The college we want – Learners at the Gatehouse (DVD) <p>AET post 16 autism competencies 15 and 51</p>
35	Your setting consults young people on the autism spectrum on what to do in their free time (i.e. all unstructured times) and facilitates support for this for example through the provision of quiet space, a range of activities, structured pastimes and opportunities for interactions with others.								<ul style="list-style-type: none"> The Rug Room, a purpose-built social space, safe haven and inclusive learning environment for students on the autistic spectrum at City College Norwich Autism and the Green Room A Documentary by Jessica-Jane Fox BED2 Media Student (Witney) <p>AET post 16 autism competencies 15 and 51</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Curriculum & learning	N/A	NYD	Dev	Est	Enh			
36	Your setting listens to young people on the autism spectrum to find out what adjustments to activities, lessons, timetables and delivery they want or need. It demonstrates flexibility in making those adjustments.								<ul style="list-style-type: none"> • Information for tutors City College Norwich • Wave Autism Inclusion • Prompts to support observation of effective practice for staff working with young people on the autism spectrum by Alison O'Brien • Toolkit for creating accessible materials <p>AET post 16 autism competency 35</p>
37	Your setting involves young people on the autism spectrum, where possible, in formulating their long-term goals and ambitions. All relevant staff are involved in and promote strategies to achieve these and share high aspirations for each young person.								<ul style="list-style-type: none"> • Supporting progression – RARPA Demonstrating the benefits of RARPA • Preparing for Adulthood • Support and Aspiration • Autism and the transition to Adulthood; Success beyond the classroom. <p>AET post 16 autism competency 42</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Curriculum & learning	N/A	NYD	Dev	Est	Enh			
38	Your setting encourages reflective management of staff and resources. It keeps up to date with and promotes initiatives in best practice for teaching young people on the autism spectrum, including technological advances and changes in policy. It ensures that practice embraces and promotes the inclusion of young people on the autism spectrum, matches the expectations of external reviewers (e.g. Ofsted, CQC) and is compliant with legislative requirements.								<ul style="list-style-type: none"> <u>College Inclusion Charter, Ambitious about autism</u> <u>The Autism Spectrum and Further Education: A Guide to Good Practice by Christine Breakey</u> <u>Implementing the 0 to 25 SEND system: further education</u> <u>HMI Inspector Charlie Henry input to Action for Inclusion conference</u> <u>It's not what you do it's the way that you do it – Hodge</u> <u>Providing Effective Support for young people with learning difficulties and or disabilities- an HMI's perspective behaviour in "Learning Support Matters"</u> <u>Independent Living Skills is judged outstanding in "Learning Support Matters"</u> <u>What makes an effective practitioner</u> <u>Information, initiatives and standards in educational technology in further and higher education</u>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Curriculum & learning	N/A	NYD	Dev	Est	Enh			
38	Continued...								<ul style="list-style-type: none"> Learning technology E-safety Progression post 16 SEND gateway Evaluation to support self assessment <p>AET post 16 autism competencies 36 and 41</p>

Enabling participation



“Inclusion within an educational setting, means finding the best match or fit between the individual student’s learning requirement and the educational provision. Unlike integration, which means fitting the student into the provision, inclusion means devising or redesigning the learning environment to match the individual student’s learning requirement.”

Christine Breakey

Reflecting on the Tomlinson Report (1996) in The Autism Spectrum and Further Education:
A Guide to Good Practice (2006)

post 16 programme

	Standard	Rating				Priority rating	Type of evidence	Resources which illustrate the Standard
		N/A State reason why	Not yet Developed	Developing	Established	Enhanced		
	Enabling Participation							
39	Your setting conducts sensory audits both within and outside the setting, including transport, the workplace and community facilities, which involve young people on the autism spectrum, to consider potential sensory challenges and identify how these will be managed.							<ul style="list-style-type: none"> Sensory audit tool for environments Sensory assessment checklist • Asperger Syndrome: Different Sensory Experiences, Different Perceptual Worlds by Olga Bogdashina • Adult on the autism spectrum talking about sensory needs • Untangling the "Why?" Sheila Bell <p>AET post 16 autism competencies 52 and 60</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Enabling Participation	N/A	NYD	Dev	Est	Enh			
40	Your setting trains key staff in the use of a range of communication strategies to facilitate two-way communication.								<ul style="list-style-type: none"> • <u>Alternative and Augmentative Communication including Objects of reference</u> • <u>Means, Reasons and Opportunity</u> • <u>Learning to communicate better</u> • <u>Routes for Learning, Training for Teachers of learners with severe, profound, and complex learning difficulties</u> • <u>Wave Autism Inclusion</u> • Communication Issues in Autism and Asperger Syndrome: Do We Speak the Same Language? by Olga Bogdashina • <u>The Autism Spectrum and Further Education: A Guide to Good Practice</u> by Christine Breakey • <u>Information for tutors City College Norwich</u> <p><u>AET post 16 autism competencies 48, 49 and 57</u></p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Enabling Participation	N/A	NYD	Dev	Est	Enh			
41	Your setting uses a variety of cues (e.g. tactile, visual, auditory) to help young people on the autism spectrum understand and navigate the environment.								<ul style="list-style-type: none"> Access and Inclusion for Children with Autistic Spectrum Disorders. "Let Me In" by Matthew Hesmondhalgh and Christine Breakey SOCCSS and other strategies Effective Social Interventions and Supports for Students with Asperger's Syndrome Visual support NAS AET post 16 autism competencies 47
42	Your setting recognises that behaviour may be a form of communication and provides guidelines that encourage staff to adopt a calm, empathic approach and to give young people on the autism spectrum time to process and respond to instructions.								<ul style="list-style-type: none"> Hackney College: Working with learners on the autism spectrum. Wave Autism Inclusion Top Tips for Managing behaviour in "Learning Support Matters" AET post 16 autism competencies 50

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Enabling Participation	N/A	NYD	Dev	Est	Enh			
43	Your setting recognises that a knowledge of autism and the individual is essential to interpreting behaviour. It takes into account the effect of external environmental factors when analysing the behaviour that challenges staff and ensures that key staff have the skills to observe, record, analyse, de-escalate and reduce behaviours which may be harmful to young people on the autism spectrum or to others.								<ul style="list-style-type: none"> Untangling the "Why?" Sheila Bell STAR approach to managing challenging behaviour Wave Autism Inclusion <p>AET post 16 autism competencies 46, 54 and 63</p>
44	Your setting has clearly defined spaces/areas for personal equipment and places of safety for young people on the autism spectrum.								<ul style="list-style-type: none"> Autism and the Green Room The Rug Room, a purpose-built social space, safe haven and inclusive learning environment for students on the autistic spectrum at City College Norwich. Dudley College; Making our college more autism friendly <p>AET post 16 autism competencies 46 and 53</p>
45	Your setting regularly audits (at least once per year) staff confidence levels, understanding and knowledge of autism and links this to CPD and performance management systems.								<ul style="list-style-type: none"> AET post 16 autism competency framework <p>AET post 16 autism competency 61</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Enabling Participation	N/A	NYD	Dev	Est	Enh			
46	Your setting provides appropriate levels of training about autism for all staff, including office and reception staff, drivers, security and catering staff. This extends to others involved in the study programmes of young people on the autism spectrum, including employers and travel trainers.								<ul style="list-style-type: none"> AET training materials A Valuable Insight into Autism in "Learning Support Matters" Glimpses of Asperger's for friends and Colleagues Hints and Tips on "How Best to Support us" from "My autism, your training" A CPD session designed and delivered by learners from City College Norwich Enhancing Employability- produced as part of the LSIS Green Paper project by the Medway Cluster <p>AET post 16 autism competency 59</p>
47	Your setting trains staff to know that physical intervention is particularly difficult for young people on the autism spectrum and ensures that staff understand the legal framework of a positive handling intervention to respond in an appropriate way when managing behaviour								<ul style="list-style-type: none"> Ros Blackburn GAP paper-her insights as an adult on the autism spectrum. Legal guidelines Guidelines to promote a safeguarding approach to positive physical contact with learners with profound and complex needs <p>AET post 16 autism competencies 53, 54 and 59</p>

post 16 programme

	Standard	Rating					Priority rating	Type of evidence	Resources which illustrate the Standard
	Enabling Participation	N/A	NYD	Dev	Est	Enh			
48	Your setting consults with individual young people to consider existing environments in order to modify them to be conducive to their well-being and learning.								<ul style="list-style-type: none"> • Access and Inclusion for Children with Autistic Spectrum Disorders. "Let Me In" by Matthew Hesmondhalgh and Christine Breakey • Autism and the Green Room • Hints and Tips on "How Best to Support us" from "My autism, your training" A CPD session designed and delivered by learners from City College Norwich • Creative Listening, hearing the voices of learners with profound and multiple learning difficulties in the FE sector • Learner Voice Carshalton College <p>AET post 16 autism competency 46</p>

post 16 programme

Q. Next steps action plan

Standard	Standard numbers with highest priority	Next steps (including who is responsible for the action)	Time scale
The individual			
Building relationships			
Curriculum and learning			
Enabling participation			

R. References and further suggested reading

- Autistic Spectrum Disorders: An Introductory Handbook for Practitioners by Rita Jordan
- The Handbook of Autism: a Guide for Parents and Professionals by Maureen Aarons & Tessa Gittens, Routledge 1992
- Autism and Asperger's Syndrome by Uta Frith, Cambridge University Press 1991
- Lawson, W. (2010) The passionate mind: how people on the autism spectrum learn, London: Jessica Kingsley
- Life at the Edge and Beyond: Living with ADHD and Asperger Syndrome by Jan Greenman, (2010)
- Life Behind Glass. By Wendy Lawson, (1998) London: Jessica Kingsley
- Grandin, T. (2008) The way I see it: A personal look at Autism and Asperger's, Texas: Future
- The Adolescent and Adult Neuro-diversity Handbook: Asperger Syndrome, ADHD, Dyslexia, Dyspraxia and related conditions by Sarah Hendrickx
- Sensory Perceptual Issues in Autism and Asperger Syndrome: Different Sensory Experiences, Different Perceptual Worlds by Olga Bogdashina
- Autism: Explaining the Enigma (Cognitive Development) by Uta Frith
- Theory of Mind and the Triad of Perspectives on Autism and Asperger Syndrome: A View from the Bridge by Olga Bogdashina
- Communication Issues in Autism and Asperger Syndrome: Do We Speak the Same Language? by Olga Bogdashina
- The Autism Spectrum and Further Education: A Guide to Good Practice by Christine Breakey
- AS and Sexuality: From Adolescence through Adulthood by Isabelle Henault
- Love, Sex and long term relationships, what people with Asperger syndrome really really want — Sarah Hendrickx
- The Independent Woman's Handbook for super safe living on the autistic spectrum by Robyn Steward
- Autism and the transition to Adulthood; Success beyond the classroom. By Wehman, P., Datlow Smith, M and Schall, C.
- Asperger Syndrome and Employment: What people with Asperger syndrome really really want by Sarah Hendrickx
- Autism — Preparing for adulthood by Patricia Howlin, Routledge 1997
- Career Training and Personal Planning for Students on the autism spectrum Spectrum Disorders. A Practical Resource for Schools by Vicki Lundine and Catherine Smith
- Understanding and Teaching Children on the autism spectrum by Rita Jordan & Stuart Powell, Wiley 1995
- Access and Inclusion for Children with Autistic Spectrum Disorders. "Let Me In" by Matthew Hesmondhalgh and Christine Breakey

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autism standards

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London: Autism Education Trust

Developed by staff and learners from:

