Transition: improving the experience of young people and their families

Alison O'Brien

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The Future
NEXT EXIT

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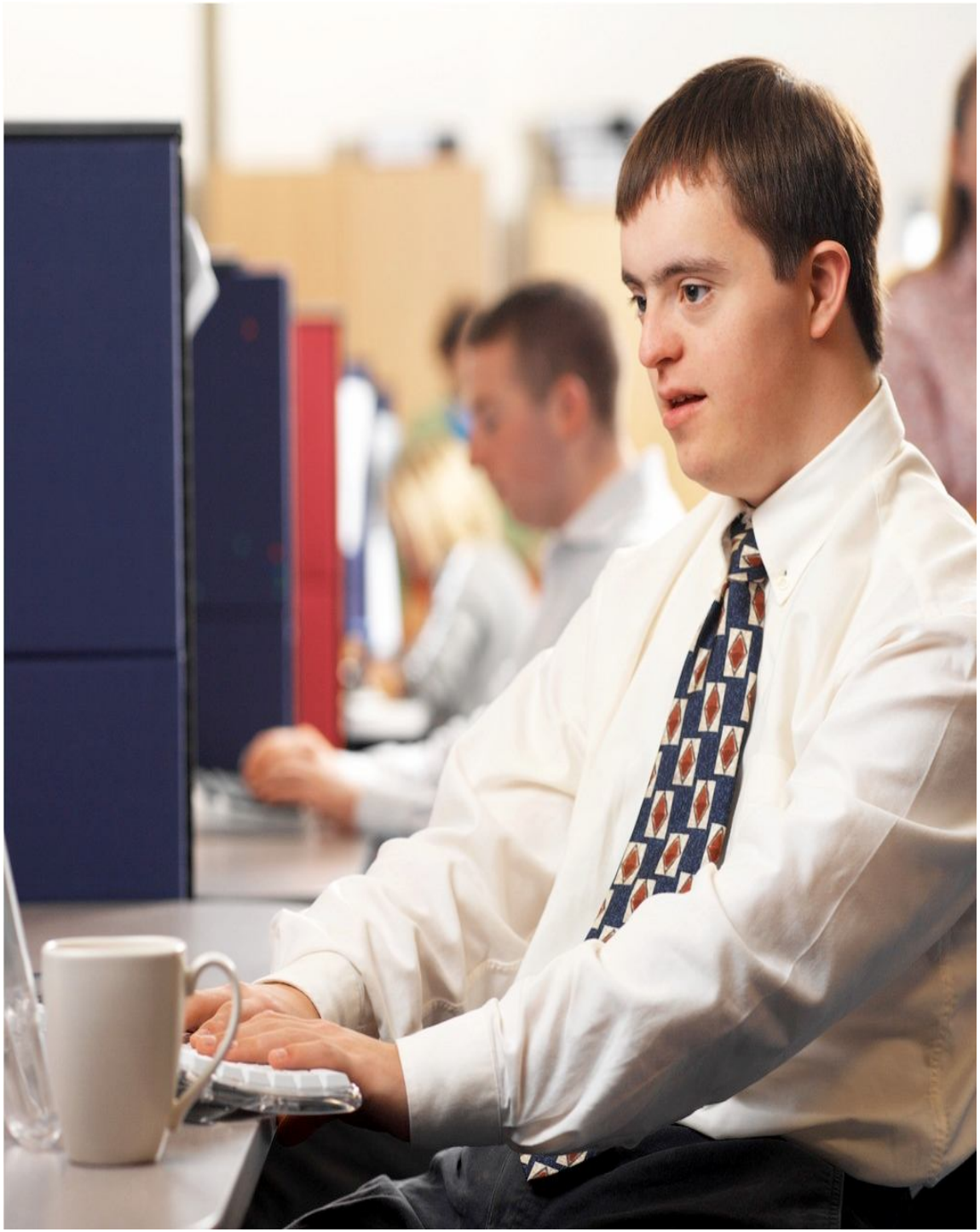
- Person-centred planning at the heart of the process
- A smooth transition between children and adult services
- Effective joint working : health, education, and social care services that actually talk to one another
- More options – particularly for the most complex
- Learning programmes which reflect the specific needs of young people with autism
- A capable workforce with the capacity to deliver

“If we know what excellent practice looks like, why don't we have more of it?”

What is important

The transition services for young people with autism are dependent on four key things.

- What gets learnt and why (curriculum)
- The systems and structures that fund it (how we organise things now and why)
- The performance measures that are applied
- And above all.....
- **Understanding of autism amongst practitioners**



What gets learnt and why?

- **Accreditation**
- **Foundation Learning**
- **Current arrangements to support learning for employment aren’t working**

"Too few practical, real work opportunities were available to learners on foundation programmes. This was because the most effective provision, such as social enterprises and internships supported by job coaches, could not be funded under the foundation learning arrangements.

The most successful provision seen was typically funded separately as part of specific projects or funded at a higher level, which enabled learners to engage in activities for five days a week."

Ofsted : Progression post-16 for learners with learning difficulties and/or disabilities August 2011

What does a more autism friendly transition curriculum look like?

Rather than focusing on the missing developmental skills a young person with autism may have,

the curriculum should look forward to the potential life path the individual will follow

What does a more autism friendly transition curriculum look like?

- Determined by need rather than external requirements
- Reflects characteristics of both the individual student and the environments which he or she is moving on to
- Includes “Autism friendly” learning pathways for high achieving learners
- **Meaningful programmes of learning that enable learners to progress to the lives they want**

Ofsted

- *"Insufficient provision ..available locally for learners with the very highest levels of need ……. current local authority placement process resulted in significant inequities in types of provision offered to learners with similar needs"*

What do we need

- **Greater diversity in provision to meet a greater diversity of need.**

- To redefine the purpose of the system based on outcomes which genuinely contribute to quality of life, not simply participation, or completion of courses.

"A person centred plan without money is just a dream"

What we need

- A funding mechanism which actively drives the achievement of learning which improves quality of life

- More funding to supported employment models of delivery.....less to the other stuff!

- Funding arrangements which are simple transparent and fair.

“What gets measured gets managed”!

What do learners want?

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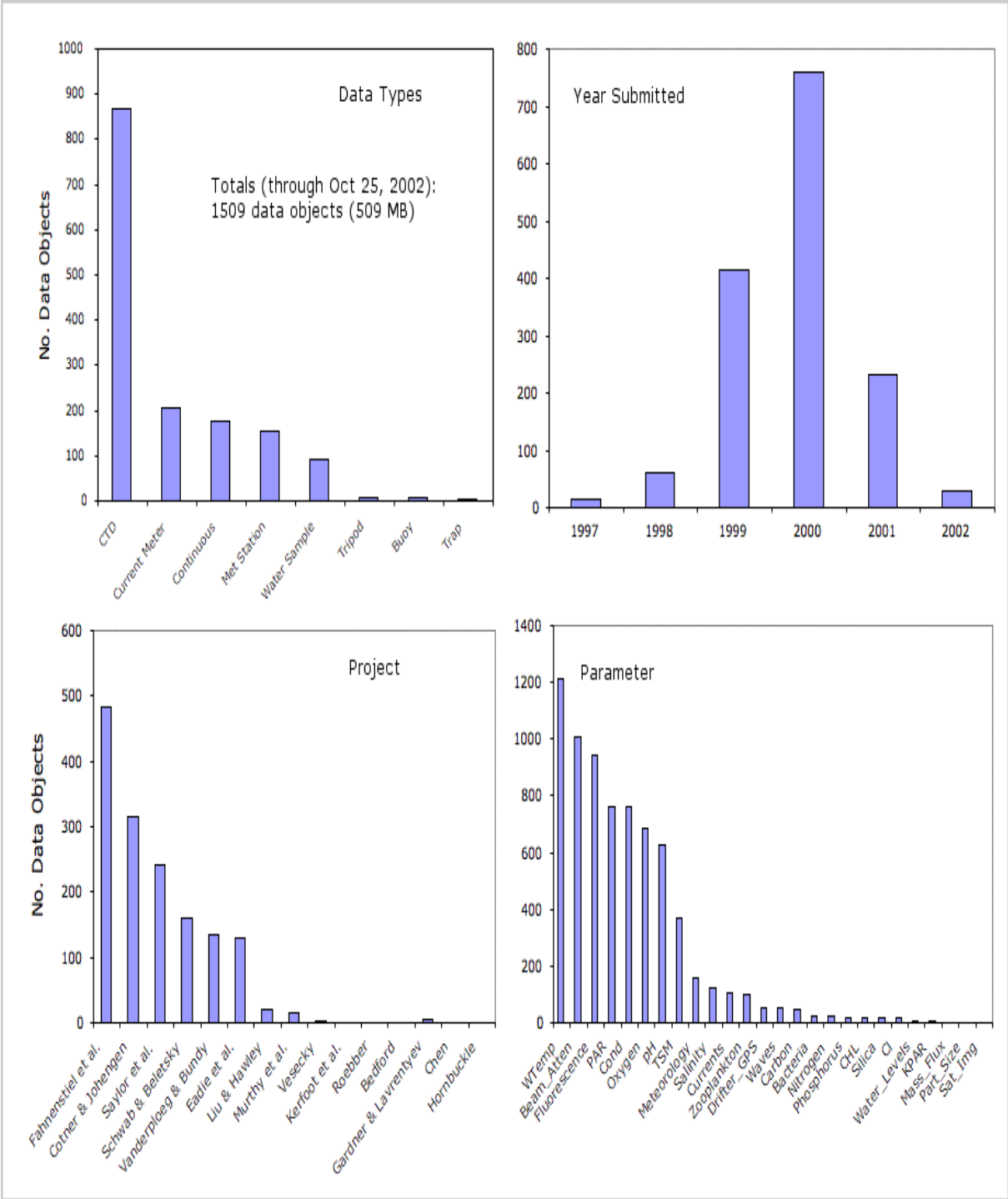

Outputs

Retention

Qualifications

Measuring What Matters

- Take an "end to end" approach
- Judge the capability of the system at achieving its primary purpose - **helping improve the life chances of young people with autism**

Understanding of autism

- A deep understanding of autism and its impact on individuals and how they learn is the **single most important factor**
- But there is currently…. A lack of autism specific training options and a training gap
- We need skills to deliver personalised learning which matches individual need and promotes independence
- Increase capacity, and not just within providers of learning, but for all those who are involved in supporting the process of transition

What could improve the experience?

A system that helps!

- A curriculum focussed on purpose and outcomes, not outputs
- Measuring achievements not just attainments
- See the process end to end
- Make it more personalised ...with personal budgets
- Make providers responsible for achievement of purpose with more freedom about the methods they use to secure positive outcomes

Allie O'Brien

alison.obrien@kandaassociates.co.uk

www.kandaassociates.co.uk