

The background of the slide features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the left and right sides, framing the central white area where the text is placed.

# *Vocational education and employability for students with autism*

Diane Wilson

# Aims of Seminar

- ▶ To explain how we develop the skills and attributes that our young people need to gain meaningful employment as they enter adulthood.
- ▶ To demonstrate how our understanding of autism allows us to tailor a curriculum that helps promote independence and prepare students for adulthood
- ▶ To introduce you to some of our successful past pupils and allow you to share their journeys

# Outcomes: What we want for our students

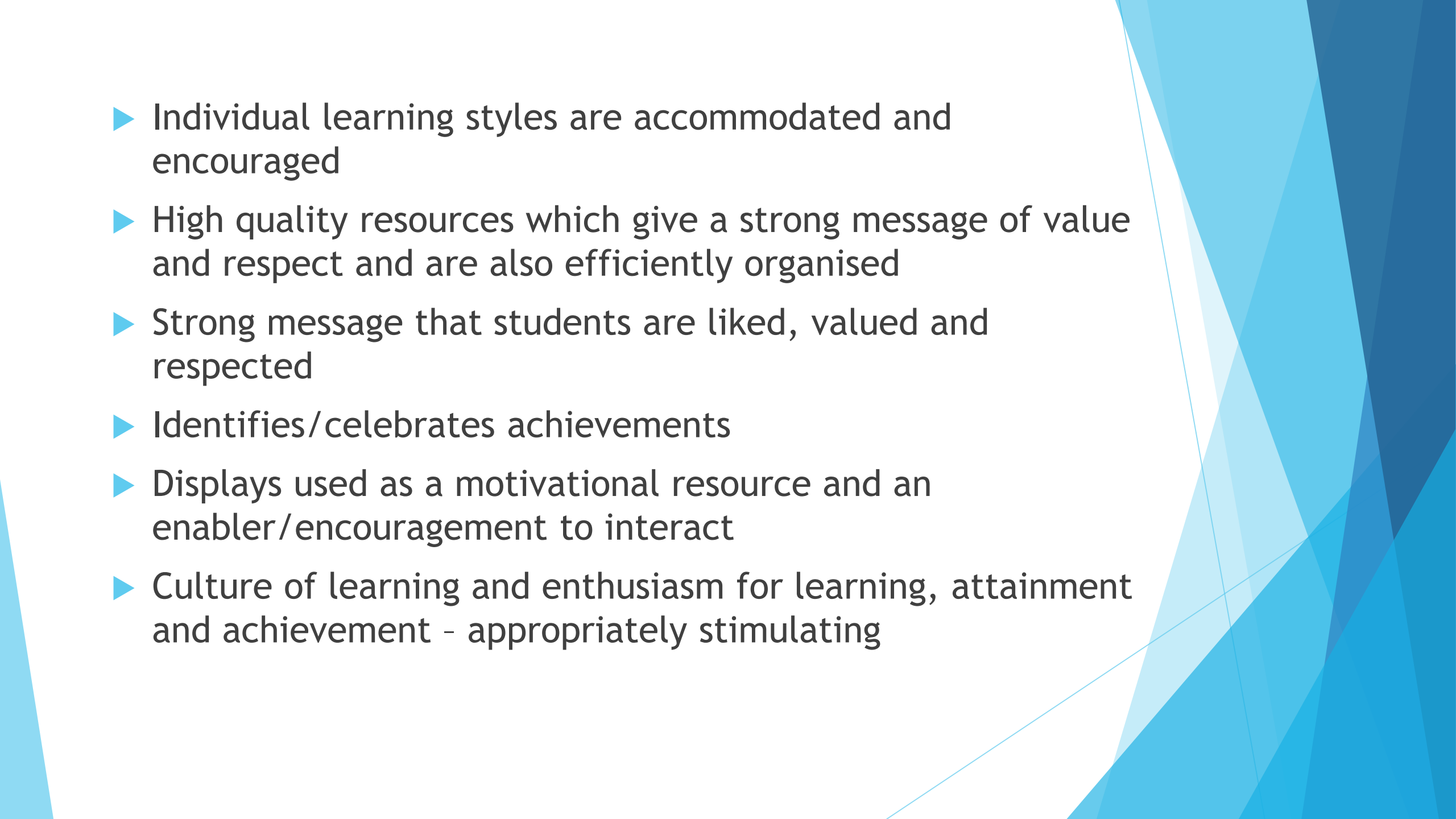
- ▶ Qualifications
- ▶ Key employability skills
- ▶ New experiences
- ▶ Support network
- ▶ Independence skills
- ▶ Ability to make decisions about their own future
- ▶ Reach their potential

How do we reach these  
outcomes?

# Designing the 6<sup>th</sup> Form - Environment

- ▶ Whole school designed to promote safe and independent movement/transitioning
- ▶ Student's have 'ownership' of building
- ▶ All areas well lit with an absence of extraneous resources promotes a sense of calm
- ▶ Each area makes a clear statement about its purpose
- ▶ Thoughtful use of space for group work and low arousal 1:1 work
- ▶ Impact on anxiety levels; self esteem and confidence



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- ▶ Individual learning styles are accommodated and encouraged
  - ▶ High quality resources which give a strong message of value and respect and are also efficiently organised
  - ▶ Strong message that students are liked, valued and respected
  - ▶ Identifies/celebrates achievements
  - ▶ Displays used as a motivational resource and an enabler/encouragement to interact
  - ▶ Culture of learning and enthusiasm for learning, attainment and achievement - appropriately stimulating









## 6<sup>th</sup> Form Achiever

Chloe

- Demonstrates an excellent attitude to learning
- Always willing to help anybody that needs it
- Overcome difficulties in Maths
- Always has a smile on her face!

### Perseverance

Persistence in doing something despite difficulty or delay in achieving success.

Thursday 20<sup>th</sup> November 2018

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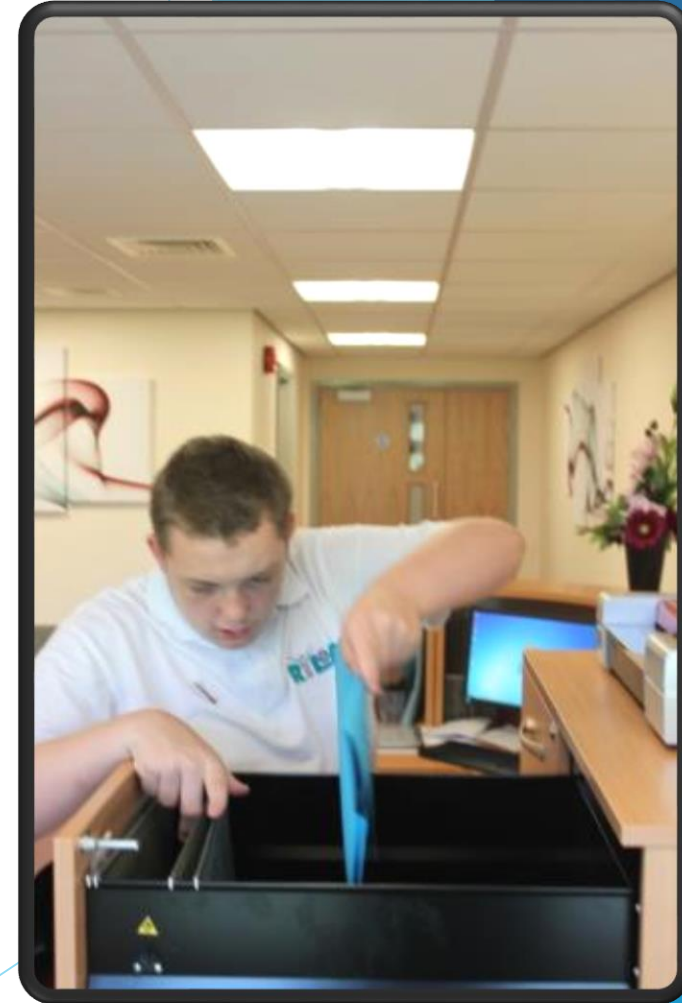
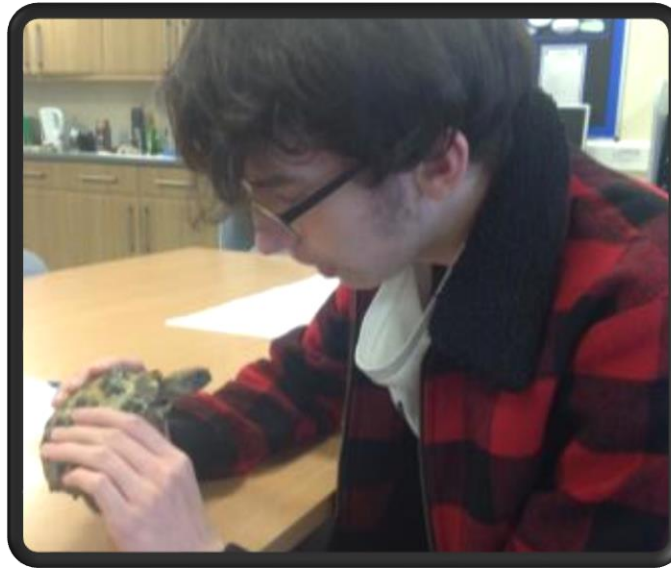




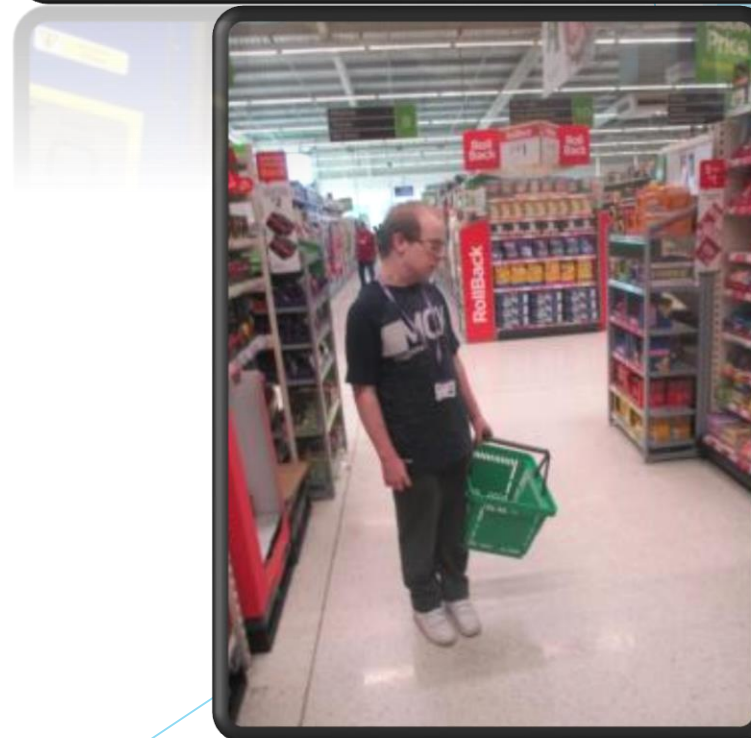
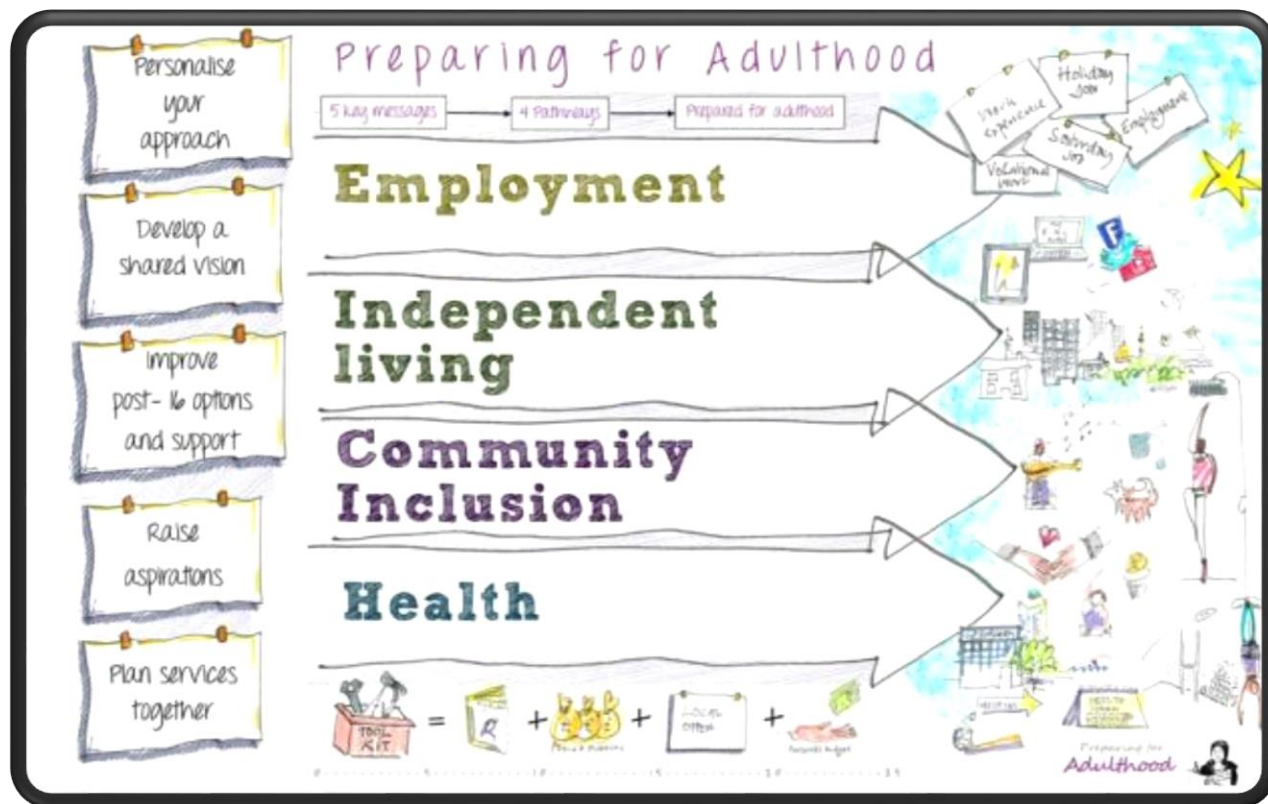


# 6<sup>th</sup> Form Curriculum

- ▶ Mixture of academic and vocational. Bespoke packages for pupils with specific interests
- ▶ Employability lesson. Delivery supported by Careers Lead
- ▶ Asdan Personal Development Programme/CoPE with a focus of core skills

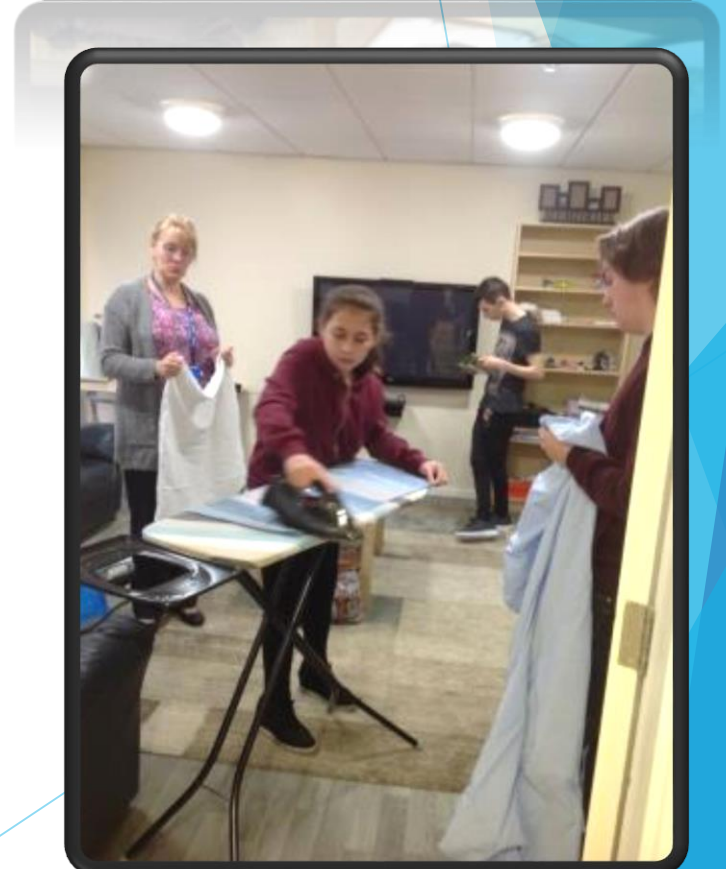
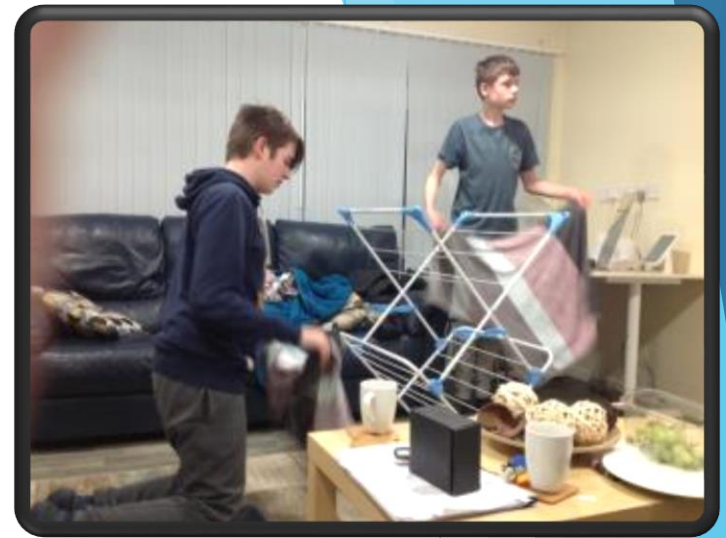


► P4A (Preparing for Adulthood)





► Ashley IPAD





- ▶ Supported vocational taster sessions off-site





- ▶ Opportunity to complete DofE
- ▶ Time built in for supported/independent study
- ▶ Social events



# Career Guidance

- ▶ Focus on career guidance throughout whole school
- ▶ KS4 Curriculum revised to incorporate vocational short courses and take into account student interests
- ▶ Dedicated career lead/job coach based in 6<sup>th</sup> Form who is familiar to students and aware of communication difficulties.

Transition plan devised with pupils from KS4 to assist in designing suitable pathway for post-16. Students are involved in every step of the process

## Career Progression Plan



## Interest / Hobbies

What do you do in your spare time – evenings, weekends and holidays?	Are you a member of any clubs, teams, Societies and Organisations?	Do you do any work – paid, unpaid, voluntary or community work?
Looking after my pets Playing games Watching TV	Yes, in the summer of 2018 I will take part in a gardening community project with Wonky Gardens.	Yes, in January of 2017 I had 1 weeks unpaid work experience at Rona's Flower Shop in Widnes.  Yes, in April/May of 2018 I had a 5 day unpaid work experience at Adorable Dog Grooming in Widnes.

## Core Skills

	Evidence	Target
Teamwork	<ul style="list-style-type: none"> <li>I worked in a team when unlocking potential came to the collage to complete an employability challenge.</li> <li>I worked in a team in the enterprise challenge to come up with ideas for a new ride at Alton Towers.</li> </ul>	<b>My target for teamwork:</b> I could join the duke of Edinburgh programme (Bronze) to lead a team using a map.
Problem Solving	<ul style="list-style-type: none"> <li>I solved a problem when I did the enterprise challenge to come up with ideas for a new ride at Alton towers.</li> <li>I solved a problem when</li> </ul>	<b>My target for problem solving:</b> To come up with solutions to problems I may be faced with in my daily life.
Flexibility	<ul style="list-style-type: none"> <li>I am flexible with college and can adapt changes to daily routines.</li> <li>I am flexible with my pets at home as sometimes I need to change the time if I am busy.</li> </ul>	<b>My target for flexibility:</b> If my future work tells me that I need to be in for a different work shift I will make sure that I am on time.

## Personal Skills and Qualities Audit

	1	2	3	4	5
Teamwork					
Co-operation					
Communication					
Problem Solving					
ICT					
Honest					
Understanding					
Numeracy					
Literacy					
Loyal					
Truthful					
Trusworthy					
Writing					
Dependable					

1 Excellent 2 Very Good 3 Satisfactory 4 Poor 5 Very Poor

## Skills/Qualities improvement plan

Target Skill / Quality	Strategies
Travel	I could improve on travel by traveling to different places by bus that are closer to home, then gradually travel further.
Managing Money	I could improve my managing money skills by learning how to budget money and on stuff I only need (Food and Bills) and also learn further ways to save money.
Flexibility	I could improve on flexibility by doing different shifts in work when I get a part/full time job. <b>For example:</b> Monday - 9.00am-4.00pm Tuesday - 8.30am-5.30pm

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Cronton College

Telephone: 0191 434 5070 | Cronton Lane, Widnes, Cheshire WA8 5BB | [Apply Now for September Admission](#)

**Animal Management - Level 2 BTEC Diploma**

Level: 2 | Duration: 1 Year | Details: September 2018

**What is this course about?**  
This course is extremely popular with many employers as practical work, as an introductory level course it equips you with the practical skills and knowledge to form a solid foundation in animal care.

**Why choose this course?**  
Our emphasis on practical learning and so much you will complete work experience as well as practical sessions each week, where you will be working with a wide variety of farm, exotic and companion animals. In addition, you will have the opportunity to visit your skills in English GCSE.

**Entry Requirements:**  
4 GCSEs at Grade 9 - 3 or numerical equivalent including a minimum of a grade 3 in English, Language and Maths and a minimum of a grade 3 in Science.

**Progression:**  
On completion of your Level 2 Diploma you can progress onto Year 1 of the Level 3 Extended Diploma subject to a satisfactory reference from your tutor and distinction profile.

**What will this course lead to?**  
This course provides a fantastic foundation in Animal Care, Animal Grooming, Kennel/Cattery Assistant, Veterinary Nurse Training, Animal Collection Officer and Farm Worker.

**Facilities:**  
The College is extremely fortunate to be able to have its own Animal Resource Centre. The animals we have include Guinea pigs, rabbits, turtles, snakes, reptiles, birds and also insects to name just a few.

**What our students say about Vocational Science at Cronton Sixth Form:**  
"I love working with all the animals in the animal resource centre, my favourite is Coral the crested gecko."

[Click Here to Apply Online](#)

**College:** Cronton College

**Course:** Level 2 Diploma in animal care

**What skills, certificates and qualifications do I have?**

- 4 GCSEs at Grade 9 - 3
- Minimum grade 3 in English, Maths and Science

**What do I still need to do?**

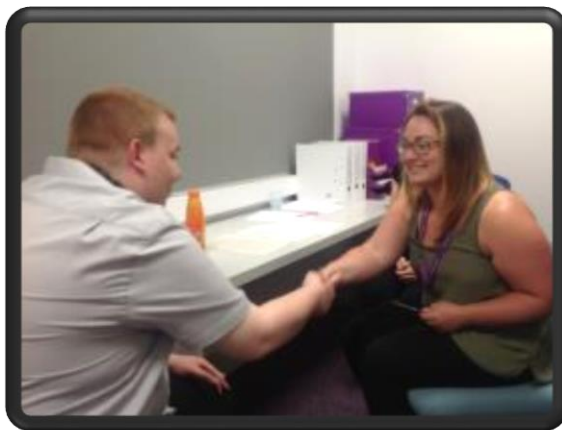
## Progress

What are your personal talents and strengths?	What areas do you feel that you have made progress?	What achievements are you proud of?	Do you find anything difficult or challenging?
Hard working Honest loyal ICT Truthful Trustworthy Dependable Team work Understanding Literacy Numeracy Helpful Patience	Confidence ICT Team work Literacy Numeracy	GCSE results Work experience  Getting voluntary work in Adorable Dog Grooming	Traveling

## Work Experience

Placement	Job Role	Responsibilities	Dates
Rona's Flower Shop, Widnes	Florist Assistant	<ul style="list-style-type: none"> <li>Stock control</li> <li>Brushing Floor</li> <li>Cleaning shelves</li> <li>Cleaned flower pots</li> <li>Put little cards and flower food together in plastic.</li> </ul>	23/1/17 - 27/1/17 (1 week experience)
Adorable Dog Grooming, Widnes	Dog grooming assistant	<ul style="list-style-type: none"> <li>Washed and dried dogs</li> <li>Helped staff grooming dogs</li> <li>Brushed the dogs</li> <li>Brushed the floor</li> <li>Cleaned tables, cleaned window/mirror</li> <li>Cleaned the cages</li> <li>Cleaned dog razors</li> </ul>	25/4/18 - 22/5/18 (5 days work experience on Tuesdays)





- ▶ Use of careers days and mock interviews held in school to reduce student anxiety and with familiar staff available to support students needs

**Julbury School Mock Interviews**  
Interview Questions

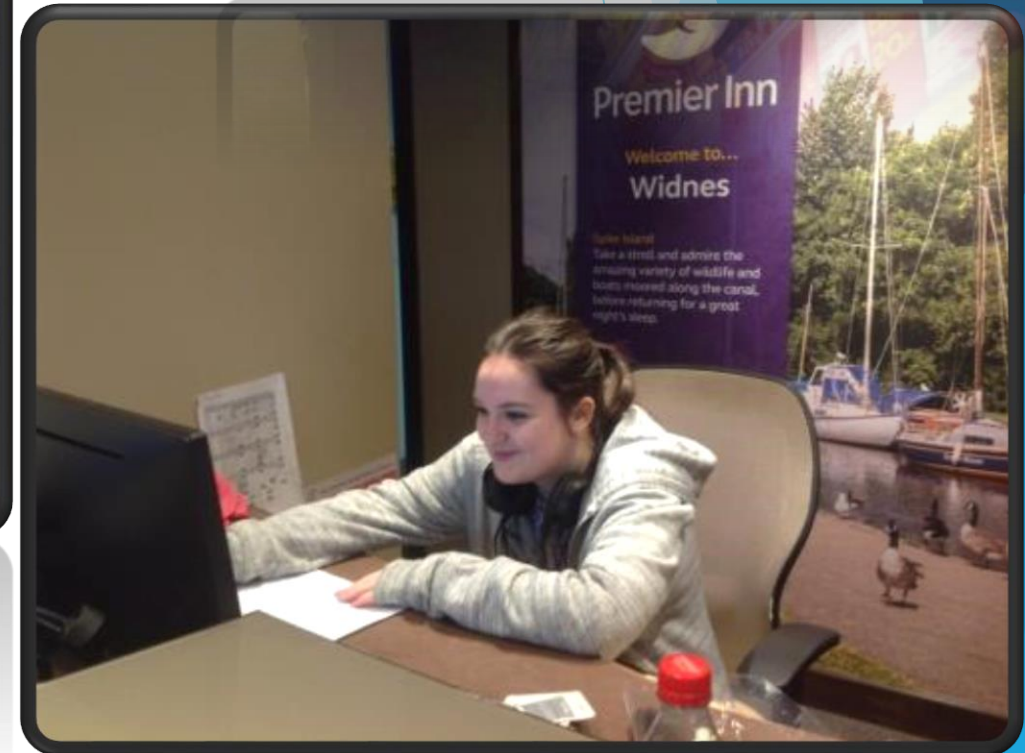
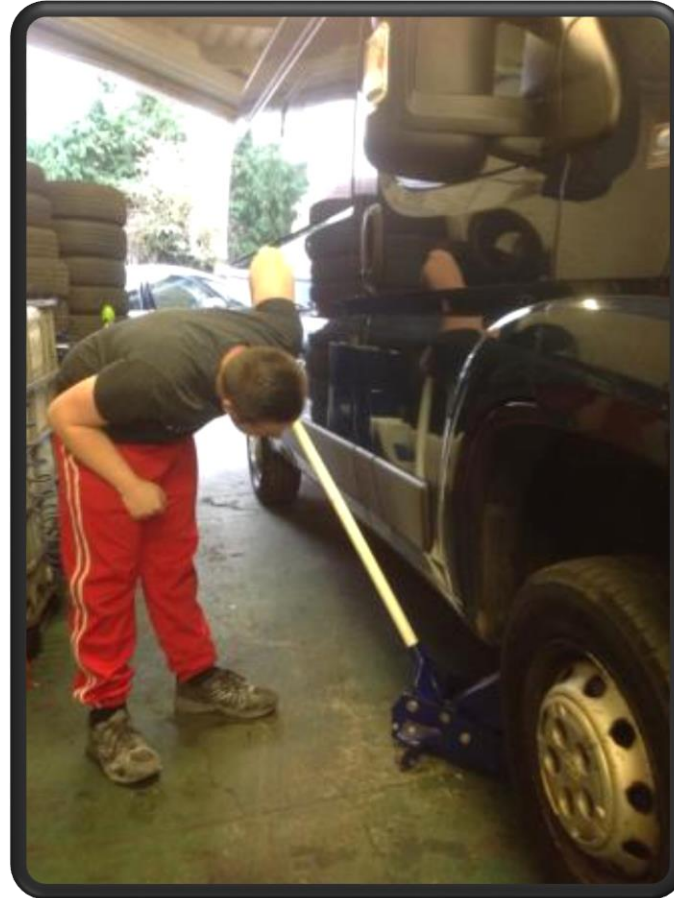
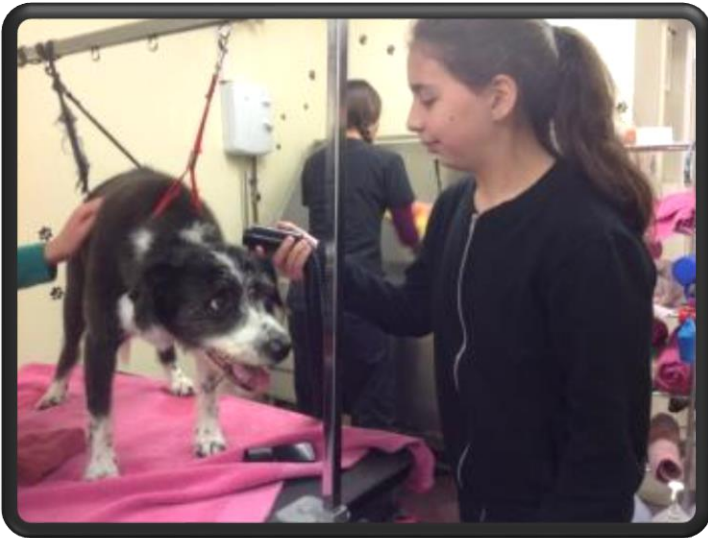
Name: \_\_\_\_\_  
Job Applied for: \_\_\_\_\_

Introduce yourselves and explain what a mock interview is and the type of questions we will be asking.

1. Tell us a little bit about yourself. Eg what do you like doing at school and what do you do in your spare time?
2. Why are you interested in the job that you have applied for today?
3. Why do you think that you will be good at this job?
4. Have you had any work experience?
5. Have you ever had any positions of responsibility? (For example a monitor, sports leader, school prefect or on the school council?)
6. If this job needed more training, would you be interested in going to college?
7. Have you got any questions for us?



- ▶ Work Experience placements chosen and bespoke transition into placements




# How else can we support our students?

- ▶ All staff highly trained in Autism and on-site support from SaLT, OT, Emotion Coach and trained Counsellor
- ▶ School staff trained in relaxation techniques
- ▶ Named staff for students to go to with any questions, problems, worries etc
- ▶ Involvement of external agencies to support individual needs - Community Bridge Builders, Independent Travel Trainers etc
- ▶ Students and staff enjoy learning together



- ▶ Autism awareness training offered to all our training providers, employers, support agencies and also to parents
- ▶ Detailed profiles of individual students provided to all agencies, providers etc with examples of “how to support me”

**Sophie Nicholls One Page Profile**



**What People Like and Admire About Me**

- Sophie has lovely manners
- Sophie is always willing to help others especially staff

**What is important to me...**

- Being with my friends as I like having conversations with them
- Believing is important as it can help me to get back on track and teach them outside and with rewards
- Talking to my sister in the morning as it helps me to stay calm for the rest of the day
- Not to be on my own, I like being with my friends
- Not to feel anxious, I can keep everything bottled up inside, this is no good for me and makes me worry and that can affect my sleep
- To be treated like everybody else within reason, for instance going outside at break and dinner, I now realise that my actions have consequences and I am prepared to work on it

**What is important for me...**

- I like to have my hair and makeup looking good as this helps me to feel more confident about myself
- To go to the toilet as I come in to school as I am then ready for my lessons
- I need to have my snack at break as this helps to make me up
- Being in a calm room as this makes me and everyone else happy, needed me to stay on track
- Thursdays as I enjoy my lessons, it's my favourite day as I enjoy my lessons
- To be good in lessons as I get praise or rewards, I feel complete when I've learnt something new and I make me feel clever
- To have a good sleep as it stops me feeling tired during the day, needed me to go to bed earlier as I know it helps my body and my hair
- To work out in the gym as it makes my body strong, needed me to go at dinner time and with Max Ellis on a Tuesday
- To listen to it helps keep my mind off other things, I like rock music especially in the car
- It's important for me to be able to use my tablet as it helps me to relax

**Best Ways to Support Me...**

- Let me have time out if I need it
- I like having someone to speak to at school that has nothing to do with home
- Tell me the truth
- Praise me when I'm doing well
- Speak to me calmly, I'm less likely to melt back to you
- To be honest to me
- Remind me that I have strategies to help me stay calm

**My Strengths...**

- I can cheer people up
- Helping my parents at home especially with my sister as I can organise and can understand how she feels

**What is working for me?**

- I love doing food tech and Creative Media
- I enjoy going to Computer Club at lunchtime
- I like hanging out with my friends
- Hanging out with my friends - going bowling, Laser Quest and texting
- The best time of the day is when I go home and I enjoy the weekend
- I am happy with my home life, routine and TV schedule
- I love going to my Grandad's house
- Watching movies, playing on the Nintendo, making YouTube videos and listening to music
- I enjoy Rock and Roll music, chocolate, chips, sausage, garlic bread, diet coke, Dr Pepper
- Being shopping
- I get to and from school on a school bus
- I feel good when I get full credits in lessons
- I enjoy being responsible and doing jobs for staff
- I am contributing more in lessons
- I am more sociable and being with my friends
- My Mum shares with me, I get CEX rewards, maybe a time out and to go and get by the fish
- I can make my own snacks and food
- I can get myself dressed and ready for school independently
- Family board games, his phone, iPad, cooking with Mum, swimming, cinema, golf, bowling and looking round charity shops
- He likes garlic bread, chips, hot dogs, sausage, fish fingers, apple juice, water and diet coke
- He gets to and from school in a taxi with Ste and enjoys it
- Being on the school council

**What is not working for me?**

Art and History I find difficult

I find Science, English and Maths boring

I do not like getting warnings - being off timetable is boring. I'd like to improve my behaviour and not get any warnings

I do not like being in detention because I miss hanging out with my mates

My friends being unwell

Getting warnings or detentions

Watching in lessons

I would like to go to the local shops on my own. I would have to make my parents trust me, have my own money and build up independence

Limited to what I can do because of my back

I don't like getting homework


Listening to instructions

Following other silly behaviour at times

Having lesson at times

**My One Page Profile**

**Name:** Oscar Greene



**School:** Ashley High School

**Year/Class:** 10L

**What is he like and admire about me?**

- I am funny, happy, trustworthy, a good speaker, reliable, a good person, friendly
- I am proud of myself when I receive Credit and student of the Week
- I'm proud of my Broyers Award
- He has a good sense of humour, his smile and curls, affectionate, thoughtful, caring, kind, brave
- Oscar is very helpful, a lovely member of the class, sensible and a good friend

**What I hope and aspirations for the future**

- I would like to be a baker or a car sales person
- I would like a partner and have children
- Stay with my mum and step dad in the future
- Be a YouTuber / Vlogger - it makes you rich - A job which includes films will be good
- I would like to move to America and go thrifting shopping - maybe New York
- I want on SUV and my own house
- I would like to be happy
- I would like to leave school with qualifications that will help me get the job I want and reflects my true ability
- I want to stay in touch with my friends Harry, Owen and Will
- I would like to attend Ashley 6<sup>th</sup> Farm college but I need some more information

**How best to support me / communicate with me.**

- I don't like getting warnings or being credited, this really upsets me
- I like to keep out of trouble
- I like using the visual timetable: it reminds me what lessons I have
- When I am happy I like to go on the iPad and listen to music
- If I am sad I will lie on my bed but I like to be listened to
- If I get frustrated I like to keep trying and not to be beaten
- If I am angry I will walk out, need time to myself and shout
- If I am unwell I will go to sleep - I like medication and 'teen service'
- I don't like to have my things confiscated, have a go at me or turn off the Wi-Fi
- I do not like to sit in a booth
- I like lots of praise
- Raised voices do not work he switches off and won't listen, look for signs of Oscar being in pain, increased pain will aggravate him and potentially increase poor behaviour
- Positive reinforcement and use the quiet area if needed
- Give Oscar small jobs to do in class
- Give Oscar clear instructions and break down if possible into smaller chunks
- Talk to him in a calm gentle way
- Praise him and reward him if he has done something good
- Remind him to use an appropriate tone of voice
- Remind him to make the right choice

**What is important to me in my life?**

- Mum, Shop dad John, Lagon, Pauline, Brandon
- Mrs King, Mrs Davison, Mrs Lines and Mr Zubek, Alma, Mrs Ogborn, Miss Wilson, Mrs Pearson
- My taxi driver and my old bus driver
- Harry, Owen, Will, Ben, Justin and Ewen
- Yvonne, Enzo, Luno (Pup), Uncle Teddy, Auntie Sarah, Eam, Joel

**Ashley High School**

**What is Autism Spectrum Condition (ASC)?**

Autism is often described as a "spectrum condition" because it affects people in many different ways and to varying degrees. It is a life-long neurological condition affecting over half a million people in the UK.

By processing information from the senses differently, many autistic people possess certain **skills useful for the workplace** such as:

- a good eye for detail, useful for proofreading
- accuracy and ability to focus intently
- skills in certain areas e.g. engineering, numerical skills, music or ICT

**How can I support a young person with Autism whilst on work experience?**

- Provide a point of contact for the young person who can tell the young person about the activities that they will be doing. If possible, a visual timetable would be useful as people with autism usually like to have a routine and know what they will be doing.
- If the job role will involve contact with customers, it would be helpful to provide the young person with some standard phrases that they can use if approached by a member of the public.

The environment is likely to be busy or noisy, it would be useful to have a quiet area where the young person can go to if they have "sensory overload"

**When a student has sensory overload**

Find a quiet place for the student.

Ask the school for advice if the student is feeling anxious.

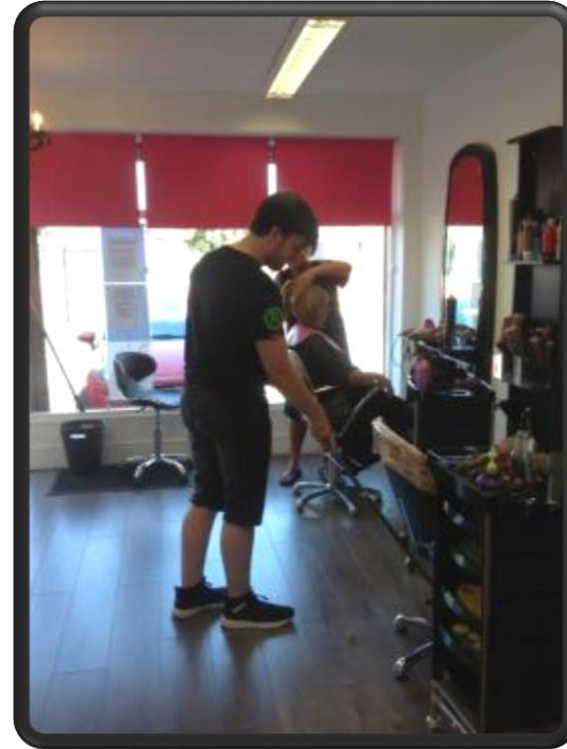
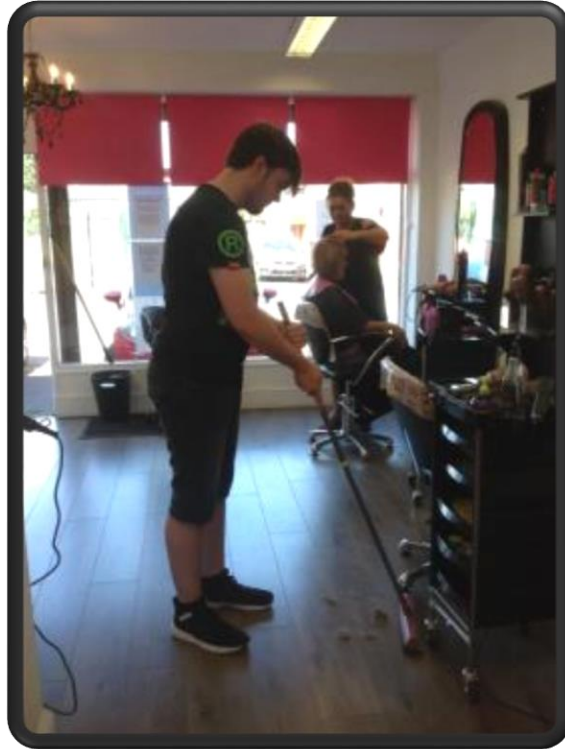
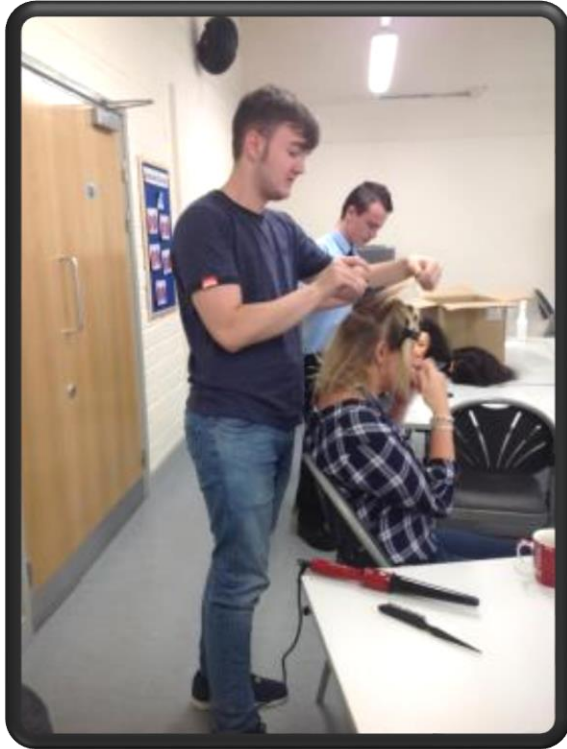
**Work placement for a young person gives you, the employer, an opportunity to support a young person with you for work experience; many employers have found that people with autism make very reliable and committed workers.**

Work placement may have difficulties in 3 main areas:

- Communication
- Understanding facial expressions, tone of voice and gestures
- Understanding when to start or end a conversation.
- Understanding jokes, and can be very literal in what they say.

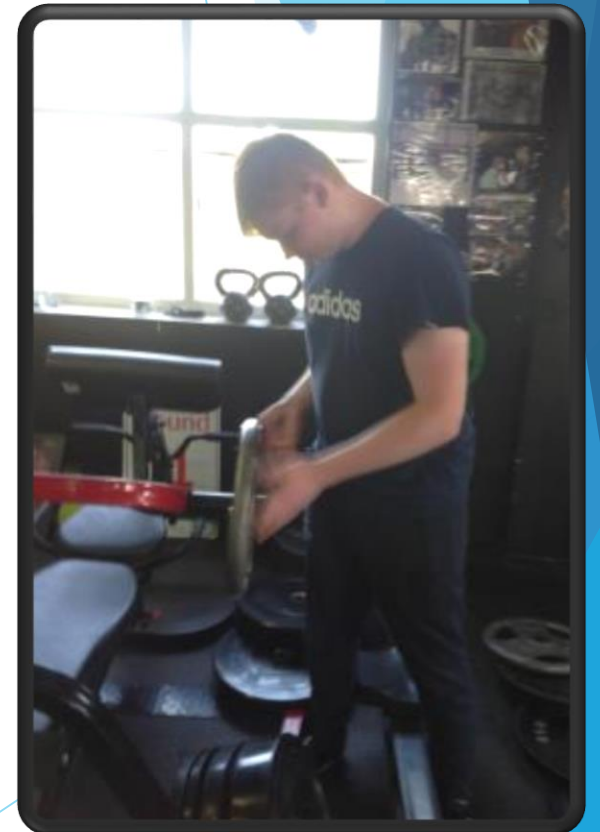
What does all of  
this look like?





Adam - Internship

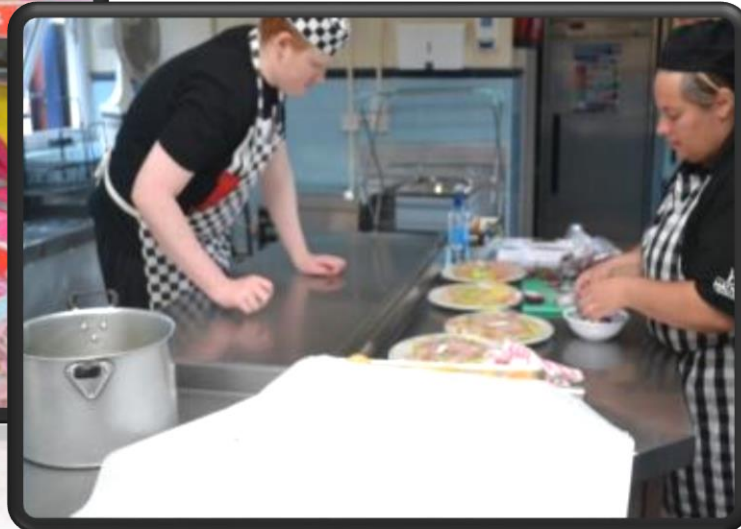
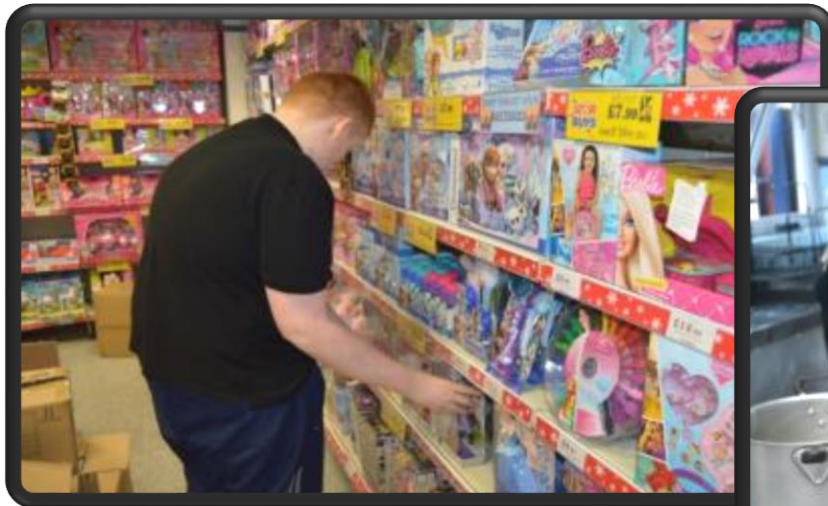
# Jack - Successful work placement



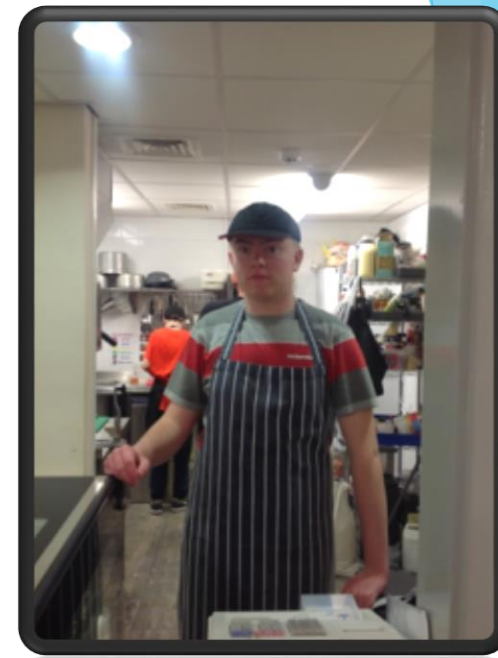


# Liam - Successful transition to college

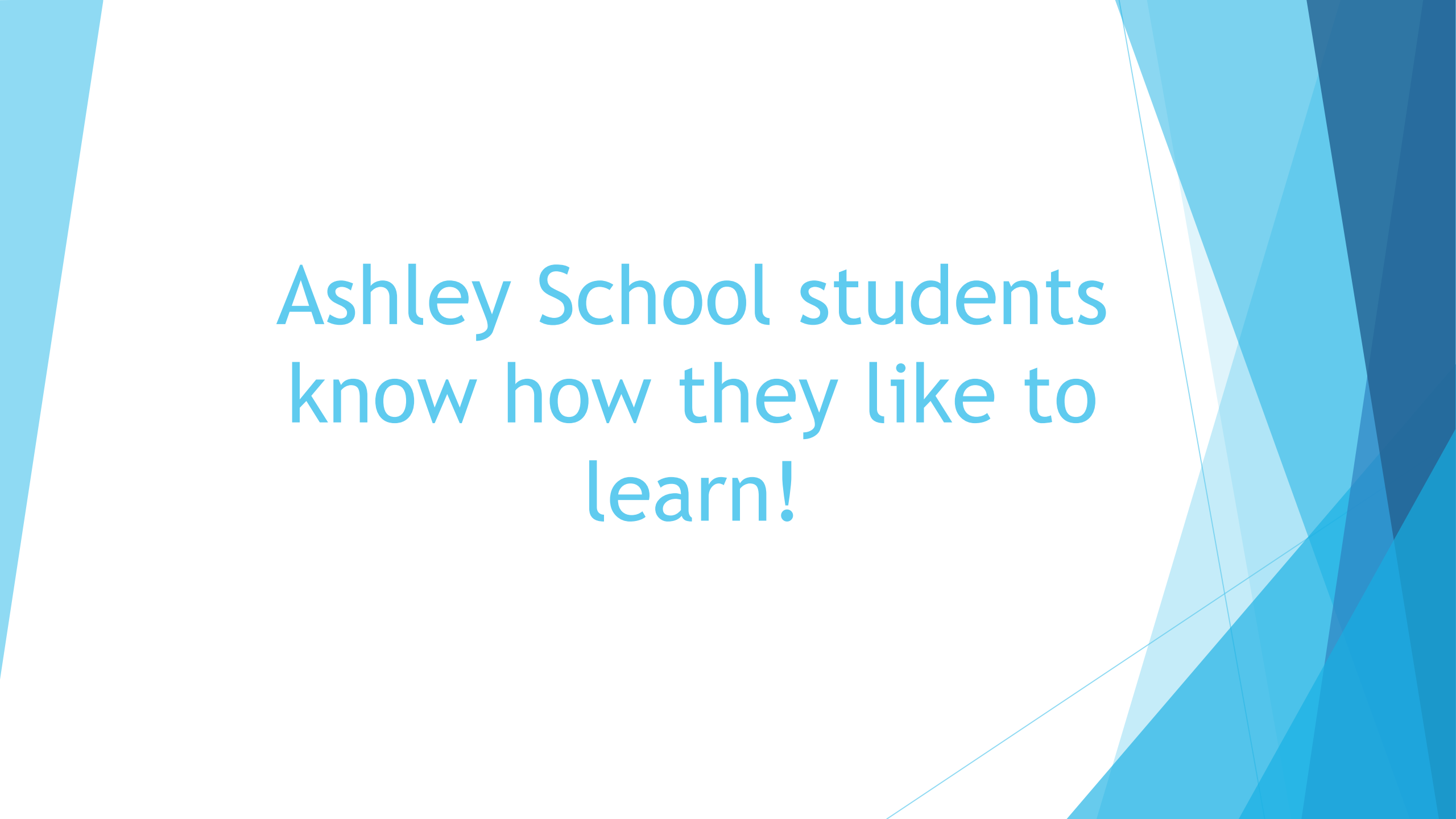
The opportunities to try different placements over a period of time and build up confidence in new environments slowly meant that when it came to moving on from Ashley 6<sup>th</sup> Form, he felt much more able to take the next step.



# Louis - Paid Employment



Mike Jones (Head of Sixth Form) has also noticed the change in Louis. “I have known Louis for many years and over the last 12 months have noticed a big difference in him. Not only is he becoming a much more confident and able young man, but he is demonstrating a real maturity in how he interacts with others and how he approaches (previously) difficult situations. He is most definitely a role model for some of our other sixth form students, realising what is achievable through a lot of hard work and having a positive attitude. We are extremely proud of him.”

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Ashley School students  
know how they like to  
learn!