BeyondAutism

Our impact 2022 – 2023



beyondautism.org.uk
020 3031 9705

BeyondAutism is a family for me.
It's a place where I find comfort, feel safe.

Everyone genuinely likes my son and cheers for his small and big achievements, just like a family.

Within a short period of time, you all taught me things that would have taken me years to learn.

All the support and teaching that I received in this amazing place have gifted me hope, and direction I would not have otherwise had, and I thank you all.

Thank you for the time, effort, patience, and care with me throughout every conversation we have shared in this amazing place.

I will forever treasure the skills I learned here.
I'm a better mother today because of you.

Early Years' parent

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Welcome from our CEO and Chair of Trustees

As our attention begins to turn to the planning and consultation for our next strategic period, we are very proud to pause and reflect on the significant progress and impact achieved across our strategic objectives. Despite facing challenges with staff recruitment and with securing charitable giving and funding, we continue to lead autism education.

We were delighted to welcome Angus Johnston as our Chair of Trustees and have been working together to ensure the charity is the best it can be, serving autistic children, young adults and their families. We continue to focus on being the employer of choice in the sector, supporting and developing the best people, ensuring we are delivering excellence.

As an organisation we are proud to challenge, driving innovation and recognising organisational learning. We have piloted a nursery provision, seen significant reach with our Lunch and Learn series, cemented the BeyondAutism Fast Responder® training package and subscription model, and provided education to over 200 children and young adults through our schools and services.

Our commitment to behaviour analysis, as a philosophy and practice that underpins all that we do, was further endorsed this year. As Chair of the UK-SBA Consumer Advisory Board I was able to ensure we played our part in ensuring that behaviour analysts are accountable to the highest possible standards for safety, safeguarding and quality assurance. In January 2023 the UK Society for Behaviour Analysts (UK-SBA) announced that the UK-SBA register of Behaviour Analysts has been accredited under the Professional Standards Authority's (PSA) Accredited Registers Programme.

We are immensely proud of our staff and beyond grateful to our supporters. Together we ensure autistic children and young adults access an education that ensures a life full of independence, choice and opportunity.

I hope you enjoy this report.



Tracie Coultas-Pitman
Chief Executive Officer



Angus Johnston
Chair of Trustees





Our 2022-23 highlights

We achieved significant growth in our digital reach and increased our content, resources and training

Which meant we helped more families and professionals to feel informed and equipped with the knowledge, skills and strategies that empower them to positively influence a child's future.

3,100+ professionals and parents accessed our Lunch & Learn webinars live or on-demand

7,830+ resource downloads from our website

16,100+ views of our blog content

(page 35)



Park House School was judged Outstanding in all areas

Inspectors described the leadership at all levels of the school as being "exceptional".

(page 11)

Ofsted Outstanding Provider

We launched an Easy Read version of our free employability toolkit

A free resource helping autistic people have improved access to, and support in, employment.

(page 24)





We celebrated 5 years of our Early Years' service

And supported 55 families to become more resilient, informed and confident.

(page 33)

We piloted a specialist nursery provision (page 12)

We hosted our 10th annual Quiz Night

After two years away due to the Covid-19 pandemic, we were delighted to see the return of our biggest fundraising event in the calendar.

Over 250 guests enjoyed a great evening, brilliantly hosted by our Patron, Jane Moore, raising an incredible £16,500.





We launched our graduate programme

To ensure our learners and their families have access to the best quality teaching and professionals we are training the leading education practitioners of the future.

(page 18)

We supported autistic children to access learning and remain in school

(page 21)

We created a brand new resource to help families awaiting diagnosis

Creating 30 factsheets in a new resource hub, funded by The National Lottery Community Fund.

COMMUNITY FUND

(page 33)

We moved Tram House Sixth Form into a new home

We opened a new dedicated Sixth Form facility for Tram House School based in Roehampton.

The new site has offered new facilities, greater space for lessons and the opportunity to create an age-appropriate environment. The building has been set up in a way that is befitting to our pupils and their Preparing for Adulthood curriculum. It is wonderful seeing pupils running their own café, taking themselves to lessons and using the life skills area to make their own meals. The charity team are now also co-located at this site bringing all our teams closer together.



We took important steps towards driving the change we want to see in the national picture of autism education

Hosting our first in-person professional conference and leading the formation of a new alliance.

The National Association for Advancing Autism Education (NAAAE)

In March 2023, we were proud to lead the formation of a new alliance focused specifically on ensuring outstanding educational outcomes for autistic children and young adults - The National Association for Advancing Autism Education.

The National Association is an independent collaborative membership organisation that brings together expertise across the field, with the voice of autistic children and their parents, and autistic adults at the forefront, to accelerate educational outcomes for autistic children and neurodivergent children, no matter where they live.

The NAAAE will shape best practice in schools, colleges and other educational settings and influence policy specific to autism education.

To become a member or learn more you can visit www.advancingautismeducation.org.uk or email admin@advancingautismeducation.org.uk.

NATIONAL ASSOCIATION FOR
Advancing Autism Education

Leading autism education - BeyondAutism Professional Conference

In June 2023, we were delighted to be able to host our first face to face conference, the third in the BeyondAutism Professional Conference series, working in partnership with the Childhoods, Children and Young People Research Theme, Institute of Social Justice and Crime at the University of Suffolk.

The real highlight of the event this year was that over 50% of our speakers had lived experience - individuals identifying as neurodivergent or with a physical disability, as well as parents (often both). This diverse mix of speakers brought a different dimension to the event – allowing delegates to see things from different perspectives and producing meaningful debate around the key topics.

The event looked at lived experience of inclusion, what role social constructs have in this and what needs to change to make a real difference. The speakers used their own experiences, alongside their critical research to provide us a truly insightful conference.








My eldest son is autistic and non-verbal. He attended [a] BeyondAutism school and it was the most amazing care and education he received. The work that they do at their schools is years ahead of what's available in mainstream and government provisions.

Parent

Ofsted Outstanding for Park House School

In May 2023 we celebrated Park House School retaining its Ofsted Outstanding rating after being judged as Outstanding in all areas following a routine inspection.

The inspection report praised staff for building “strong professional working relationships with pupils” and described the leadership at all levels of the school as being “exceptional”. Inspectors also highlighted the “ambitious curriculum for pupils” which “gives pupils a broad, rich experience” and is unique and tailored for each pupil, noting how the curriculum is reviewed constantly to “meet pupils’ needs excellently”.

Under the current Ofsted framework, it has proven challenging for many schools to continue to be graded outstanding, so we are incredibly proud of this considerable achievement. As leaders of autism education, we are continually growing and challenging ourselves to ensure we are providing the best education possible for all of our learners, an example of excellence and a force for innovation and change in the sector. We are delighted the Park House School Ofsted report reflected this ambition.





I was showing my Mum Tapestry today and saying how much he is come on since September at the nursery, I never thought I'd hear his voice, let along 2 words at a time.

Parent of a nursery child
December 2022

Piloting a nursery provision to bridge gap in support for pre-school autistic children

The rate of school exclusion is 4 times higher for children with SEN.[1] If children get the right individualised support in their formative pre-school years we can change this national picture – by preparing them to access and enjoy learning, and equipping them with the skills and confidence they need to make a successful start to their education.

Recognising a gap in provision for pre-school autistic children, in September 2022, we began a pilot of a specialist early education nursery provision at our Early Years' site in Bromley.

The nursery provided a specialist service for 2–5-year-old children with social communication difficulties and developmental delay who may or may not have an official autism diagnosis.

Term-time placements were provided for two days a week, split across 4 sessions. Unlike our Early Years' service, children attended without their parents.

By understanding each individual's needs, nurturing their strengths and developing their confidence, the nursery provision worked alongside parents and education, health and social care professionals to prepare each child for school.

The provision offered a broad and balanced curriculum and focused on early language development and teaching pre-learning skills, as well as further developing skills already mastered.

The pilot was well received by families, who put us as their main provision rather than using the nursery as a top up placement, and who turned to us for professional advice regarding assessment for their child. There was a waiting list for placements within a few months of the pilot launching.

1. Government Data. Permanent exclusions and suspensions in England; Academic Year 2021/22. Accessed 15.11.23

Outcomes and learnings

Parents shared very positive feedback and we started to see real progress in the children who attended. However, what we noticed from our data and observations, was that this progress was not as rapid, and the frequency of communication learning opportunities not as high, as we saw in children attending our Early Years' service.

Several of the children attending the nursery had co-occurring needs and often required 1:1 or 1:2 support. Our provision was the only option open for some families because of these additional needs, which included visual and physical impairments. The level of needs meant that the staffing model we were piloting was not sufficient and as a result the curriculum and approach had to be adjusted and additional hires made.

The provision had a mixture of private and funded places. Offering funded places (through childcare vouchers or free nursery hours allocations) in addition to the increased staffing level meant that the nursery pilot ran at a loss.

By the review point of the pilot, it had become clear that under the current model and staffing structure, and in our current premises, we would not be able to scale the service to a level that will enable us to meet the needs of children with high quality provision, whilst also making it a financially viable and sustainable service for us, as a charity, to continue operating.

We took the difficult decision to close the nursery provision at the end of the academic year and supported families to ensure that each child had a positive transition to an alternative setting, whether that was moving on to pre-school, attending our Early Years' service or a new nursery setting.

Next steps

The pilot reinforced for us the benefit of parents attending an early years' provision with their child, in terms of both the frequency of learning opportunities for a child in a session, and the rate of their progress.

By working with parents and children together we achieve consistency in support and implementation of strategies between the service and home, resulting in rapid and sustained outcomes.

Based on our learnings, we will instead continue to invest in our successful model for a free Early Years' service offer for parents and families.



“The pivotal factor in Adam's life was BeyondAutism Early Years’ Service.

We remain grateful to all of you, and we will always be.”



Alumni story: Adam's Early Years' journey

"During a crucial stage in Adam's development, the Early Years program offered by BeyondAutism had a significant positive impact on many aspects of our life. Adam was non-speaking before he attended BeyondAutism Early Years. However, with the interventions, support, advice, and guidance provided by BeyondAutism Early Years, Adam was able to be appropriately supported to develop and enhance his communication and social skills. As a result, Adam consistently engages in positive and meaningful connections with others. He is now a happy child who excels in all types of environments, such as school, social events like sports groups, trips to the theatre, swimming and football clubs, or exploring new places.

At BeyondAutism Early Years, we learned how to handle situations that would cause Adam to become anxious and developed helpful methods to assist Adam in regulating his emotions. For instance, he now expresses his needs verbally and uses Makaton and visual aids. Consequently, he no longer exhibits behaviours that are 'perceived to challenge'.

As a result of attending BeyondAutism's Early Years with Adam, I gained valuable insight. I learned that using reinforcers is highly effective in encouraging Adam to try new foods, engage in new activities, and share with others. Adam is now more open to trying new things and is more receptive to new experiences.

Adam currently attends a specialist school in London that is perfectly suited to meet all of his needs. Adam has a great time at school and gets along well with his classmates. He has a lot of friends and treats everyone with kindness. He currently has a job at school as a 'playground buddy' and is tasked with actively engaging other children in playing together.

The pivotal factor in Adam's life was BeyondAutism Early Years’ Service. We remain grateful to all of you, and we will always be. Thank you all for everything."

Julia, Adam's mother

Spotlight on a fundraiser - Claire's incredible feat for BeyondAutism

Our huge thanks and appreciation go to Claire who set herself the challenge of running a half marathon in every month of 2023 in aid of BeyondAutism, raising an amazing £1,850.

Writing on her fundraising page about her motivations for taking on such an extraordinary feat, Claire said:

> Did you know that only 22% of autistic people are employed, compared to 50% of people with other disabilities? This is a staggering statistic, and it's one that I want to help change. That's why I'm taking on a challenge to support BeyondAutism, an organisation that looks beyond education to support the whole person and their future.
>
> BeyondAutism is an incredible organisation that provides education and support for autistic children and young adults. They understand that education is just one piece of the puzzle, and that autistic people need support in all areas of life to reach their full potential.
>
> Every donation, no matter how small, will make a real difference.
>
> Claire, BeyondAutism fundraiser





Our people

Becoming an employer of choice in the SEND, education and charity space

We're focused on implementing initiatives and processes that support us with attracting, recruiting, and retaining quality permanent staff. Our goal is to become an employer of choice, and one of the best places to work for staff within the SEND, education and charity space.

Salary benchmarking

Like many organisations in our sector, we have experienced challenges recruiting the volume of staff required to meet vacancies this year – especially in our service-delivery roles, and in reducing our use of costly agency and temp to perm avenues.

One of the ways we can quickly move towards our goal is by rewarding our staff fairly and competitively in recognition of their hard work and commitment to BeyondAutism. To this end, this year we completed a salary and benchmarking exercise, engaging external consultants to better understand where our salaries and benefits rank against similar sized organisations in London.

Following the review, we implemented revisions of our salary scales and spine points, with salary increases applied to several of our roles across the services and charity in September 2023. This brings salaries for many of our roles a step closer to the median market rates in London – a key target we've committed to achieving at BeyondAutism.

Informed by salary and benchmarking exercises which will now take place annually, our pay scales will now be reviewed every 2 years.

We can also be competitive within the charity sector with our annual leave entitlement. Following the benchmarking exercise, annual leave for charity staff will now recognise and reward length of service, up to a cap of 28 days for those with 5 or more years of service.

We're incredibly proud of all our staff who work tirelessly and with such extraordinary passion to deliver our vision. We are grateful for all they do, and proud to be taking these important steps to reward their hard work.



A positive environment for all

We were delighted for Park House School who achieved a Healthy Schools London Bronze Award this year and, hot on the heels of Tram House School last year, a Wellbeing Award for Schools.

Both awards recognise the school's efforts in promoting health and wellbeing for both students and staff, creating a positive environment for all.

WAS In partnership with NATIONAL CHILDREN'S BUREAU Wellbeing Award for Schools 2022–2025

HEALTHY SCHOOLS LONDON BRONZE AWARD



Career paths at BeyondAutism: Lucy's story

"I started my BeyondAutism journey in June of 2021 as a Teaching and Learning Practitioner. I enjoyed working 1:1 with the learners and helping them become more independent. Through this I gained a keen interest in Speech and Language Therapy and Occupational Therapy.

In 2022 an opportunity came up to join the Therapy Team as an assistant. Through this promotion I was given many more opportunities and responsibilities such as groups, observations and monitoring the learners' IEP targets. BeyondAutism put me on various courses to better my practice as well as giving me the opportunity to become a Team Teach trainer. After a year of being a Therapy Assistant I got a promotion to be Lead Therapy Assistant.

I am now supervising the new band 3 Therapy Assistants and helping to grow the Therapy Team within BeyondAutism. Through my various roles BeyondAutism have helped me grow my confidence and have given me the tools to progress. They have harnessed my interests and trained me to able share it with the wider community within BeyondAutism."

Dedicated to delivering excellence

Leading autism education requires us to be at the forefront of outstanding practice, with outstanding staff. Outstanding staff continuously learn, build resilience in the workplace and contribute to the ongoing cycles of development and improvement. This has been demonstrated time and again this year. Everything that we do is driven by our passion for the ambitious outcomes of autistic children and young adults.

In 22-23 we proudly funded 5 members of staff to undertake their BCBA qualification. This brings us to 15 qualified BCBAs across the organisation who are dual registered as UKBA (certs), and 5 UK-SBA Practising Registrants (Masters level uncertified behaviour analyst).

We also have 7 therapists registered with the Health and Care Professions Council, 4 registered with the Royal College of Speech and Language Therapists, 1 registered and 1 newly qualified with the Royal College of Occupational Therapy.

The BeyondAutism Graduate Programme

As part of our dedication to delivering excellence, in September 2022 we launched a graduate programme to ensure our learners and their families have access to the best quality teaching and professionals.

Through the graduate programme, we are training the leading education practitioners of the future, whether they become teachers, behaviour analysts, psychologists or therapists. We are providing them with a programme of training and experiences that build upon their current experience and knowledge, resulting in learners accessing an education which empowers a life full of choice, independence and opportunity.

During our first year of the programme, 9 graduates rotated through our services and have gone on to permanent roles within one of our schools or Post-19 hubs, as well as using the experience to go on to further training. The programme will continue into a second year.



Reducing school placement breakdown

The information you all presented so clearly meant attendees left the event feeling empowered and lifted!

Parents and teaching staff received an injection of new ideas, strategies, and resources they can now add to their own SEND tool kit!

Event participant

[Fast Responder's] support in difficult times for the team was superb...The way in which they were able to look at information and pull their knowledge along with their observations of the child and team to pull together the support package was amazing.

SENCo from a school that commissioned BeyondAutism Fast Responder®

We supported autistic children to access learning and remain in school:

81 learners supported by our outreach team

100% have remained in their choice of placement

We equipped schools to teach autistic pupils, manage behaviour and maintain placements:

Our team worked with schools/settings to deliver outreach **33**

5 BeyondAutism Fast Responders® trained

We provided quality training for school leaders, education and allied health professionals and parents:

5,900+ People accessed online or in-person training materials

100% of the organisations we delivered training to said they would apply the strategies from the training and recommend it to others

Our Outreach and Training Team continued work to reduce school exclusions by providing solution-focused interventions with the learner at the heart of decision making; and a range of in-person and online training options to help equip professionals with the knowledge, strategies, and confidence they need to support autistic pupils to succeed in their education. The team also provided free talks and training to parents groups across London and the home counties.

100% of the learners supported by our Outreach and Training Team this year remained in their choice of placement, and 100% of the organisations we delivered training to said they would apply the strategies from the training and recommend it to others.

Our BeyondAutism Fast Responder® service became a commissionable service and we trained five BeyondAutism Fast Responders® within a multi-academy trust. The BeyondAutism Fast Responder® service is specifically aimed at reducing school placement breakdown by activating networks and providing the training, resources and tools needed for success.

Over 5900 people accessed online or in-person training materials across the year, and two more of our online courses are now CPD certified. Our hope is that the ripple effect of having more teaching staff and professionals trained in supporting autistic children and young adults will be far-reaching, with professionals sharing knowledge and expertise with their colleagues and other settings.

"The training was a huge success... I can foresee the incredible difference we can make to pupils at risk of disengaging with mainstream education"

Director of Secondary Improvement: Inclusion

Set up for success at college - Paul's* story

This year we supported Paul to successfully complete his final year of mainstream college and pass his course. In doing so he gained valuable qualifications that will support him in finding work and achieving his ideal week.

After previous external support failed at the college there was a risk of Paul's placement breaking down. He was struggling to access the course content and found it hard to work through the list of assignments he was being given.

We were commissioned by Paul's Local Authority to deliver training to staff in the college and support to Paul, which we did over half termly visits from January – July.

The key was to ensure Paul's needs were understood and met by the support staff in the college. We implemented a 'pupil profile' which Paul co-produced, so that staff would know what help he needed. We also introduced visual reminders for Paul to ask for a break, and worked with his lecturer to help them break down the content of the course in a way that was manageable, and which Paul would easily understand.

Towards the end of the academic year, we worked with Paul to develop his person-centred plan (PCP), a document that he could use beyond college as he looked for work. Paul is funny, sociable and creative; he finds it difficult to make friends, so this was one area his PCP focused on. It also covered his aims and desires for work, and the sort of environment he wanted to work in.

After passing his course, Paul was successful in getting a supported internship at a Marriot Hotel where he continues to use his profile, toolkits and PCP.





*Name has been changed

[We] are so grateful for your work. We'll use the profile, PCP and toolkit when [he] starts his internship at the Marriot Hotel in September… We just wanted to thank you for all your help, it made a difference once you started going into college.

Paul's Father

I wouldn't have passed if it wasn't for you.

Paul



Increased employability

Work place attitudes and perceptions are changed, and more people are empowered to confidently offer opportunities to autistic individuals

Our Outreach and Training Team have positively influenced work place attitudes and empowered more people to confidently provide the tools and support required to make workplaces inclusive and accessible.

- We delivered in-person employability training to organisations
- Over 1,100 employability toolkits were downloaded, posted by our work experience learners or distributed in person at events and training, including the Easy Read version of our toolkit which we launched this year
- Over 100 people took our online employability training



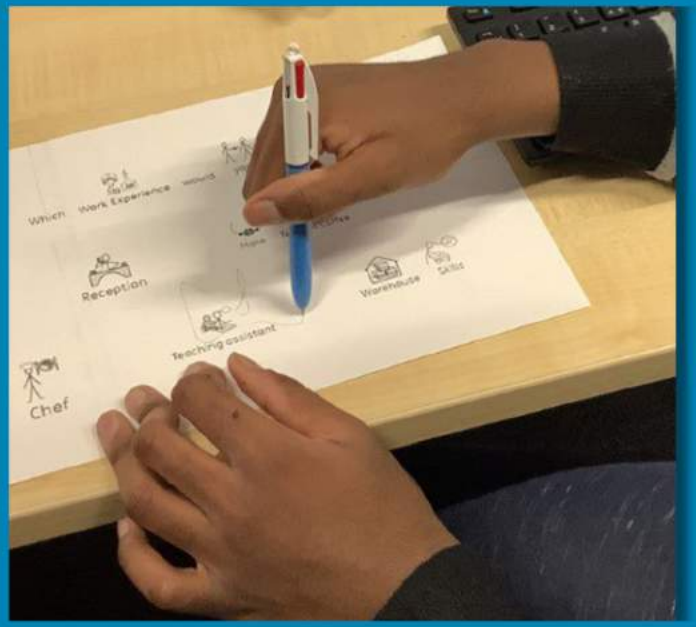


"I received the toolkit this morning and it's fantastic, thank you so much! I have shared bits of information with my colleagues and am looking forward to using some of the assessment tools with the people we support."

Feedback from Opportunities Coach at The Feed charity

"Absolutely outstanding, brilliant content and exactly what we needed as a workplace and community. Great to start these conversations and learn how we can support our clients and customers better. Thank you so much!"

UNISON, Devon



Our learners are developing the necessary skills and receiving the support they need to make informed choices about their employment.

All of our Sixth Form and Post-19 learners accessed internal and/or external work experience opportunities this year alongside their social enterprises.

Learners are gaining greater insight into areas of work they would like to explore, and have the right coaching and mentoring to support them into their chosen careers.

Forming new ties with employers in our local communities

Vocation and employment are key pillars of our Sixth Form and Post-19 curriculums, and we were delighted once again to have 100% of our Sixth Form and Post-19 learners accessing internal and/or external work experience opportunities this year.

Post-19 welcomed a job coach to their hubs, and they have been working hard to form new ties with employers in our local communities to increase the range and scope of the vocational opportunities on offer to our learners. 13 new placements are now available to our Post-19 learners, including stables, libraries, and charity shops. These work experience opportunities are crucial in helping our students to make informed choices about their ideal week, and for skills building to increase employability beyond education.

In Tram House School and Sixth Form, learners took part in a range of vocational activities from social enterprises to internal and external work experiences of their choice as part of their careers week. Careers guidance is provided throughout the year from staff, and learners also access 1:1 sessions with our Specialist Vocational Advisor to work on targeted skills based on their individual career choices.

The aim is to provide high quality, impartial guidance that promotes high aspirations and positive and appropriate outcomes for all learners in Year 7 through to the Sixth Form. Learners are supported through their options and choices. They write their CV in academic groups as well as creating their own individualised vocational profiles, which support potential employers to understand their needs and the support that can be put into place to achieve successful employment.





Developing independence, and gaining confidence in the workplace: Johnny's story

Johnny attends a work experience placement with What's Possible Group, where he supports with office admin tasks.

A new environment, new people and a change to his routine was a challenge for Johnny so to make the start of the placement go as smooth as possible, Johnny visited the office with his Mentor to familiarise himself with the environment and some of the tasks he would be in charge of, which included restocking the fridge with soft drinks, refilling the fruit basket, and collecting items to load into the dishwasher.

Since starting the placement Johnny has gone from strength to strength. Initially needing support with his tasks, he has since made tremendous progress, become much more independent and is now able to complete jobs unaided. He has gained confidence and is applying the skills he learns at the placement both at his Post-19 hub and home.

Johnny really enjoys his placement, and indicated to staff that his favourite parts of the work experience are taking the train to What's Possible, restocking the soft drinks and taking the trolley in the lift.

Just 21.7% of autistic people are in any form of paid employment.[2] Placements such as this one are so important in laying the foundations to help reverse this statistic – enabling learners like Johnny to grow the skills and confidence they need in adult life, and employers to feel more confident in supporting autistic people in the workplace and see the importance of being inclusive and adopting reasonable adjustments.

"Johnny has been a pleasure to have in the workplace, always turning up with a smile and high fiving our staff. At the beginning of his work placement Johnny was being reminded what to do for every task but is now able to pick up each week unaided with only a few prompts. It's been lovely to see him grow in confidence with staff members, feeling more and more comfortable… We hope he continues to flourish and feel proud that we can be a part of this journey!"

Rachel, from What's Possible

2. Office for National Statistics, Outcomes for disabled people in the UK: 2020, (2021)







People with autism have the life skills to live their ideal week



Our students are able to express their ambitions and have choice and control over their daily lives

We place great emphasis on pupil voice across every aspect of our learners' education. We're proud of how this is embedded across all our services, and that this year there have been more opportunities than ever for learners to share their thoughts and ideas, wants and needs.

Pupils have had opportunities to share their preferred activities at school, hopes for the future, preferred living arrangements and work experience options. From their transition plans to choosing preferred activities and work experience placements, right through to voting for characters they want to see in their phonics books and the equipment they would like in the school, our pupils have input at every step of the way.

We listen to, analyse and understand our pupils' way of communicating from repeated observations, including of any behaviours that challenge. If necessary, we then teach our pupils new ways to express their feelings in order to have their voices heard in a way that is more appropriate. This close observation of, and attention to, pupil voice raises awareness within our staff team and enables us to work even more closely with parents and local authorities to help advocate for our pupils' needs.

Emotional regulation toolboxes

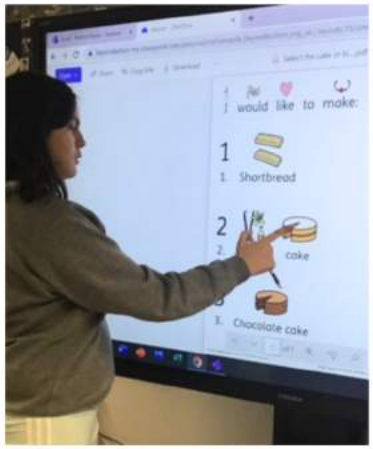
Our therapies team have worked across our services providing training to staff, and support for learners, that has enabled them to create and access their own toolboxes to support their emotional regulation.

The toolbox strategies encourage all learners to self-identify what regulates them. Once learners have identified the zone of regulation that they are in, staff make symbols or objects of reference available for their learners to choose a strategy or activity that will help. Staff identify their own emotions and model the use of strategies too, so that there is frequent exposure to these toolboxes being used as a part of every day life.

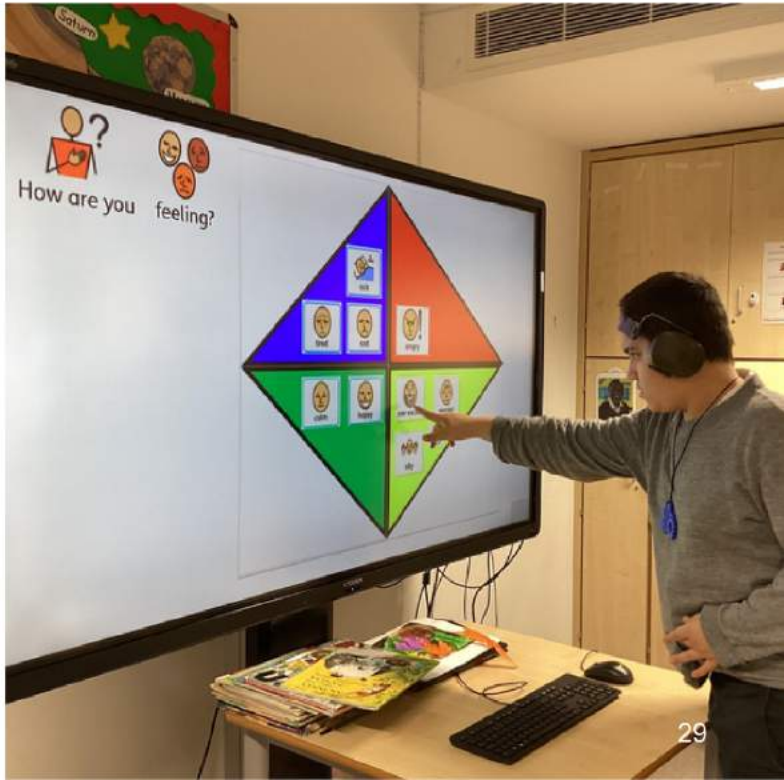
An integrated therapies team

Therapies has been integrated into pupil Individual Education Plans (IEPs) and data collection. This has allowed greater consistency of therapy programmes delivered across the week and facilitated greater progress from the opportunity it provides for pupils to practise skills and strategies in different settings with various individuals. Our therapy team have also continued to ensure that learners have the opportunity to communicate their needs through a range of communication methods, thus enabling them to share their views and maximise communication opportunities.









New student council initiative at Park House School

This year Park House School began a new student council initiative to empower pupils with choice and control over decisions that impact them at school. Throughout the year, every pupil will get the chance to represent their class in the council.

At each meeting pupils are given visual choices on a topic and a visual prompt to vote yes or no. Votes have included deciding on options for new playground equipment that they thought their class would enjoy. Four items were unanimously voted for as new playground equipment for the school which included a swing and a trampoline.



'Hear my voice' extra-curricular clubs

In an exciting community partnership, this year Park House School have been collaborating with close neighbours Emmanuel School on extra-curricular clubs. Pupils from Emmanuel designed and helped to run sessions for the different clubs, including games club, spa club and sports club, with the help of the Head of Park House School.

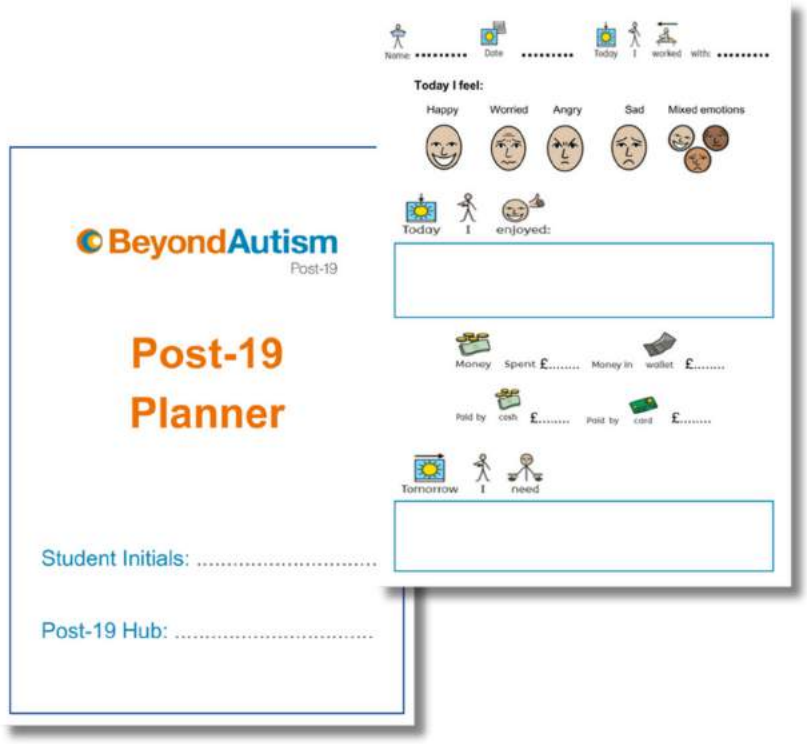
In each session there was a particular focus on 'hear my voice', promoting choice, and control. Park House learners were strongly encouraged to communicate with their peers and Emmanuel pupils to share what they were enjoying or what they would like to do next in the clubs. This could range from selecting the music played during sessions to specific activities like which games to play next. Thank you to the pupils from Emmanuel for their hard work in putting the sessions together and we look forward to continuing the partnership into 2023-24.

Post-19 new student planner

Our Post-19 service is centred around building life skills and independence to enable our learners to live a life of their choosing. In 2022 we introduced a student planner, designed to give learners more autonomy over their week.

Each day students complete the planner, to be shared with their parents or carers, where they write what they did with their day and what they enjoyed. The planner encourages our students to be independent, with learners writing what they will need to bring for the following day, such as money for travel, or a change of clothes for exercise.

This has provided an opportunity for learners to reflect on their day, how they are feeling, and given them more opportunities to work on labelling their emotions. The use of student friendly visuals has helped make students more able to access and engage in this as a reflective activity.





Increased resilience and confidence in families

Sometimes the smallest step in the right direction ends up being the biggest step of your life. The early intervention [for my son] was the best thing that happened in our lives.

When BeyondAutism stepped in our lives to lend a hand, you probably didn't realise how much your help meant, or how much it's appreciated.

May you all be proud of the work you do and the difference you made. Thank you!

Parent

Empowering families to be informed and resilient: Celebrating 5 years of BeyondAutism Early Years

Our Early Years' team supported 55 families, increasing their resilience and confidence, and providing a lifeline of tailored support for children during their crucial formative years.

In the summer the service celebrated turning 5 with a party for families past and present. The past 5 years have seen BeyondAutism Early Years go from strength to strength, supporting a total of over 300 families in varying capacities. From September 2023 the service will grow to operate 5 days a week, allowing us to support more families than ever before.





300 families supported across five years of our free Early Years' service

New resource to help families awaiting diagnosis

COMMUNITY FUND

In a project funded by The National Lottery Community Fund, a team of content writers across the organisation have created a series of 30 factsheets aimed at supporting parents going through the diagnostic process: from understanding behaviour and sensory needs to practical support and strategies for things like toileting and puberty. There are also 5 new explainer videos on autism, communication, eating, education and transitions.

These new resources will form part of a new and improved resource hub on the BeyondAutism website, bringing together all of our existing free resources, podcasts, and Lunch & Learn webinars into one easy to navigate hub for parents and professionals. We look forward to launching the hub in the autumn term of 2023 and express our gratitude to the many people who have supported the project, including parents from our Early Years' service who contributed ideas and content as well as reviewing the new factsheets.
We hope the hub will become a valuable source of information, support, and guidance at a crucial point in the diagnostic process, when families are often unable to access professional support elsewhere.



In a world where I feel so ignored and invisible I cannot explain to you how much of a tonic it was for me and [my daughter] to feel so seen.

Alumni Early Years' parent



Lunch & Learn

The success of our Lunch & Learn webinar series grew substantially this year, reaching over 3.1k live and on demand views from 20 countries around the world.

The series, which covered key topics including Emotionally Based School Avoidance, behaviour, and accessibility for learning, enabled us to reach new audiences - increasing awareness and meeting the needs of more people looking for specific support for autistic children and young adults.

> **Thank you for this webinar. It's helped me to prepare paperwork for my son's transition to secondary school.**
>
> Lunch & Learn attendee (parent)

> **Thank you so much the session was incredibly useful, I look forward to more workshops like this in the future.**
>
> Lunch & Learn attendee (professional)



We achieved significant growth in our digital reach and increased our content, resources and training.

Which meant we helped more families and professionals to feel informed and equipped with the knowledge, skills and strategies that empowers them to positively influence a child's future.

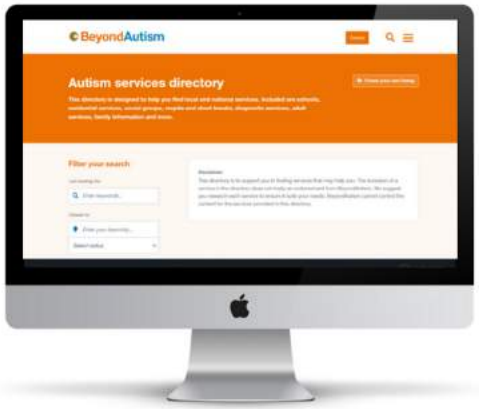
Our website traffic in 2022-23 was up 17% from the previous year to a total of over 173,200 visitors. The impact of this was a significant increase in website conversions – including sign ups to training courses, and downloads of our employability toolkit and other online resources. There were over 7800 resource downloads in total – a 125% increase from 2021-22, indicating that our digital investment throughout the year is having an impact in reaching beyond our physical services in London to support families and professionals across the UK and beyond.

Now in its second year of operation, our online services directory received 33,000 pageviews. The directory offers a one-stop tool to help people find local and national services. From schools to social groups and diagnostic services to respite care, it signposts people to the support they need from early years all the way through to post-25. It stands apart from other directories in the sector for the truly impartial range of interdisciplinary services it covers – including behaviour analysis.

7,800+
resource downloads

16,100+
views of our blog content

33,000+
pageviews of our service directory





Communities are supported to include people with autism



Our learners accessed a broad range of inclusive community activities.

The year was packed full with inclusive sports opportunities, inter-school competitions, extra-curricular activities, work experience and community trips. Many of these were only made possible through our ties with valued community partners.

We also established networks and shared expertise and resources with other settings in our local communities.

Community highlights from 2022-23

Early Years links in Bromley

Our Early Years' service have been working hard to establish links and networks within their local community in Bromley. They have had in-person visits of their service from 11 nurseries and schools, in addition to SENCOs and local charity organisations.

The team have worked closely with autism services based within the Bromley area to support a number of children and to develop our service offer. This includes attending the Bromley Designated Safeguarding Lead forum, attending training events with Bromley Education Matters, and attending the Bromley Primary Transition Event to help facilitate the smooth transition of children accessing our service into primary education.

The service has been extremely grateful to have received support from local companies including The Works and Homebase, who both donated supplies and resources, and Brown and Green Life Café who provided their event space for free for the second year running to help facilitate a trip to Crystal Palace Park and Farm. We are also very grateful to Clip Theatre, who put on a special performance for our Early Years' children as a Christmas outing. The children enjoyed the sensory immersive experience before having lunch together. It was a great opportunity for the children to practise skills including being out in the community and eating in a restaurant environment, and great fun was had by all.

We are also delighted to have partnered with our neighbour Dental Beauty to offer sessions for children attending Early Years, and with Ellie Goodall - a hairdresser who came in to give haircuts to the children.





Working in partnership with other schools

We are delighted to have partnered with Allfarthing School to create the opportunity for pupils from Park House School to visit and interact with peers in a mainstream setting. Three of our teachers also completed their teacher training at Allfarthing.

We are also very grateful to Emmanuel School who visit Park House School weekly to run clubs for our pupils, and give us access to use their biodiversity garden and swimming pool.

Inclusive sporting opportunities

We are delighted to offer weekly rugby sessions for Tram House pupils thanks to Rosslyn Park Football Club, and table cricket sessions provided by Surrey Cricket. Pupils from Tram House School also took part in a schools' competition by Panathlon Challenge, a national charity providing competitive sporting opportunities to young people with disabilities and SEN. Events and inclusive sports like these are a fun way for our pupils to discover new activities, develop their coordination, work as a team and build confidence in new environments.

Thanks to ongoing generous support since 2015 from The Thompson Family Charitable Trust we are in a position to offer a snow sports programme for pupils at our schools. Pupils have attended weekly hour-long lessons with Snowbility at the Snow Sports Centre in Hemel Hempstead. Lessons have included familiarisation with the setting/temperature and the snow sports clothing/equipment, learning how to put on clothing properly and adjust the equipment, walking and jumping on the snow, and practising 'safe' falling and getting up again. This soon progressed to using the travellator, trying out the skis, and walking up the hill sideways on skis. Eventually, pupils were taught how to turn, start/stop, and finally ski down the slope, independently where possible. The grant and snow programme at Snowbility have provided our pupils with so many fantastic opportunities to work on generalising skills such as dressing and following instructions. Pupils have also seen improvements in their balance and other gross and fine motor skills.













You can get involved

We want to ensure autistic children and young adults access an education which empowers a life full of choice, independence and opportunity. There is so much we can achieve with your help. Here are some of the ways you can support us and get involved.

- Fundraise for us
- Make a donation
- Participate in our research
- Join our amazing team of staff
- Volunteer for us – in our services, as a Trustee, or by sharing your skills and experience
- Partner with us – by providing work experience placements, pro-bono support, Charity of the Year partnerships, donations or sponsorship to name just a few

Our website beyondautism.org.uk has more information on all these opportunities alongside a bank of useful resources and training.

Or why not get in touch directly?

020 3031 9705

info@beyondautism.org.uk

beyondautism.org.uk

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