



2020–2025 Strategy

beyondautism.org.uk

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Welcome

From its beginnings as a small school for 4 children in Wandsworth, to the breadth and range of services currently provided, BeyondAutism has undergone remarkable transformation and growth over the past 20 years.

Our previous strategies have focused on establishing, delivering and growing services to an outstanding level, to meet a given need. We now have an organisation with a solid foundation that can support expansion, growth and innovation.

Our understanding of our beneficiaries and their needs and wants continues to deepen and improve. Our services are rated as outstanding and highly valued by the children, young adults and families that access them, as well as by the authorities that commission and fund them. Our commitment to ABA continues to produce positive outcomes for our beneficiaries, and we are increasingly able to demonstrate that our approach works.

All of this has highlighted an ambition to supplement the delivery of outstanding services with even more work to positively change the lives of people with autism, their families, and the communities in which they live. Evolving our purpose to include aspirations around social change does not change our commitment to working with individuals. It means developing our thinking to investigate ways in which we can work more effectively with communities and society as a whole. Our aspiration therefore grows from empowering people at an individual level, through developing skills, to influencing attitudes, resources and institutions more broadly in society.

We're excited to share with you what this means for our organisation and the impact we hope to deliver over the next 5 years, and beyond.

Tracie Coultas-Pitman (nee Linehan)
CEO, BeyondAutism

Karen Sorab OBE
Chair of Trustees and Founder
of BeyondAutism



Our values

BeyondAutism is a values-driven organisation that was started in 2000 by a small group of parents, led by Karen Sorab. Initially a single school, we have built on our expertise to expand our reach and our service offer. The next 5-years is supported by our success to date and underpinned by our education strategy. The decisions that we make during this period will be firmly embedded in our values.

Dedicated to delivering excellence

Developing expertise, outstanding services and positive engagement, always seeking to go above and beyond expectations.

Committed to Applied Behaviour Analysis

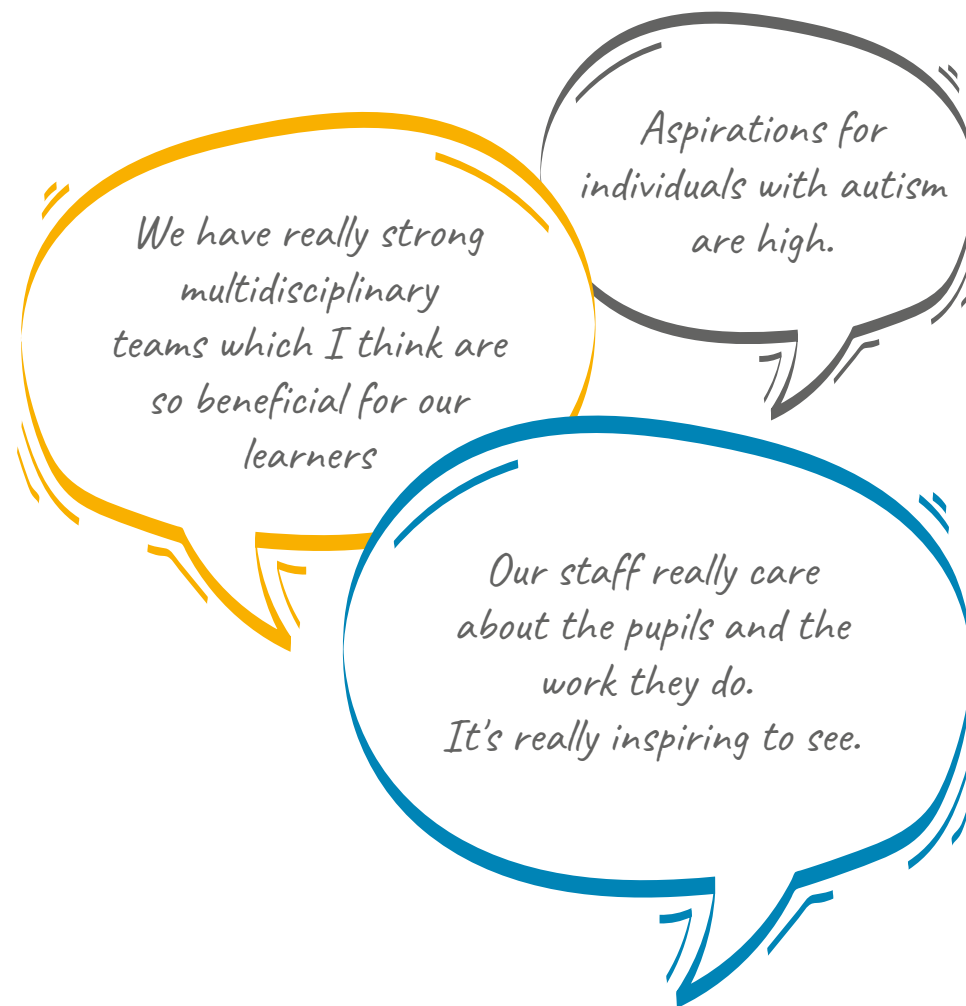
Contributing to research and ensuring our staff continually develop and share best practice that ensures aspirational outcomes for people with autism are achieved.

Respectful

Embracing diversity, showing integrity, acting with compassion and always treating people with dignity.

Proud to challenge

Listening, changing thinking, shifting attitudes and educating.



Remaining outstanding in London

Our London services are the heart of our expertise and crucial to our ability to influence social change. We find teaching opportunities in every situation, that are tailored to preferences and needs, to support our learners and their families. Applied Behaviour Analysis underpins our teaching strategies with a focus on improving specific behaviours, such as social, communication and academic skills as well as self-help skills.

Early Years

15 months - 5 yrs

Empowering parents to feel confident in their own ability

BeyondAutism Schools

4 - 19 yrs

Delivering education to empower our pupils to succeed

Post-19

19 - 25 yrs

Preparation for an adulthood full of choice and opportunity

Outreach & Training

Delivering life-changing outcomes in other schools and settings

Critical factors to remaining outstanding:

- Ambitious and aspirational outcomes for every family, pupil and student
- An agile and flexible staff of experts able to meet the needs of all learners
- Continuous evaluation and review of our delivery models, to ensure the high quality of our current provision continues to meet the changing needs of families and their children
- Continuing to share best practice, research and expertise so that our services, and others, are the best they can be

We believe that people with autism should have a voice, be involved in decision making and be able to contribute to society as active citizens, with:

- a chosen life that is busy and structured towards their strengths
- appropriate and relevant qualifications
- basic self-help, independence and communication skills

A skill set that enables you to have choice over where and how you live, what you do, and with whom means that you have the ability to live independently in the community with the appropriate support.





The national picture

In 2019 we conducted a stakeholder survey and invited our parent body, pupils, staff, professionals and members of the wider autism community, to contribute their thoughts on the greatest need for children and young adults with autism, and their families – on a local level and nationally.

The message was clear - we are not doing enough as a society to support individuals with autism and their families. Responses highlighted common needs including:

- support to access specialist services, including ABA provisions
- support to access and be “visible” in the community with more inclusive activities for all ages, including adults
- better understanding, acceptance and inclusivity across society
- early intervention and support for the family from a young age – especially after diagnosis
- quality training for school leaders, professionals and parents
- support with life after education, employment opportunities and adult-focused services

The national statistics tell the same story.

Local Authority, education and school budgets are stretched; this will be felt even more keenly in the wake of Covid-19 with charities and other service delivery organisations also facing significant challenges in funding.

The number of children and young adults with an Education Health and Care Plan (EHCP) continues to rise though, and with it the demand for services. Many young adults are ending up in institutional care, or still living with their parents, without other options. For some this is due to a lack of quality housing, or the fact that meaningful activities and work aren't available. For others they lack the skills and support they need to live independent lives.

We have to come together, invest in early interventions and work to find solutions that keep the individual and their needs at heart, so that they, and their families, are given the right support at the right time to help them succeed.



ENGLAND

390k with EHCPs¹

The most common type of need for pupils with an EHC plan is autistic spectrum disorders²

34%↑

in 20-25 year olds with EHCPs since 2019^{1,3}

Only

16%

of adults with autism are in full-time paid work⁴

42

children are permanently excluded from school every day⁵

The rate of exclusion is

5x

higher for pupils with SEN⁵

Teachers report a lack of training and confidence in teaching pupils with autism⁶

1. DfE National Statistics. Education, health and care plans: England 2020. Published 7 May 2020 www.gov.uk/statistics www.gov.uk/government/statistics/education-health-and-care-plans-england-2020
2. National Statistics. Academic Year 2019/20 Special Educational Needs in England www.explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england
3. DfE National Statistics. Education, health and care plans: England 2019. Published 30 May 2020 www.gov.uk/government/statistics/statements-of-sen-and-ehc-plans-england-2019
4. National Autism Society report. The autism employment gap: Too Much Information in the Workplace www.autism.org.uk/get-involved/media-centre/news/2016-10-27-employment-gap.aspx
5. DfE. Permanent and fixed period exclusions in England: 2017 to 2018. Published 25 July 2019. <https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2017-to-2018>
6. APPGA. Autism and education in England. Published 2017. www.autism.org.uk/~media/nas/documents/get-involved/held-back/appga-autism-and-education-report
References access 18 August 2020

We want to do more



At BeyondAutism, the work we do is most often focused on an individual with autism and their family. We always put the person we are working with at the centre of the service we are providing, and aim for the most aspirational outcomes for them, based on their particular needs, wants and preferences.

As an organisation, our experience over the last 20 years has led us to strongly believe that change at a personal level can and should also lead to change in communities and even society as a whole.

So alongside working to equip individuals with the education and skills they need to live the life they choose, we recognise that we should also be driving the change we want to see in the national picture, by influencing society and prompting change in attitudes and the services available.

We should be looking at what needs to change on an individual level, at a community level and at a society level and the role we have to play in this; through the resources we make available, the services that people with autism access and in society's attitudes towards people with autism.

Through our outstanding and innovative services we therefore aim to impact the way public resources and services are developed in the future, so that people with autism can access them alongside peers in the wider community. This means using our expertise to demonstrate and champion viable solutions whilst at the same time influencing attitudes in society towards people with autism.

Working with our stakeholders, we have created an exciting new charitable vision and mission, which aligns with our desire to do more, and gives us clear strategic objectives for the next 5 years.

2020-2025 strategy

Our vision

Everyone with autism accesses
an education which empowers
a life full of choice,
independence and opportunity

Our mission

Delivering quality education
and training services,
underpinned by ABA



The change we want to see by 2025



Reduced school placement breakdown

Empowering schools to manage behaviour and remove barriers to learning



Increased employability

With the skills and confidence to enter the work place, promoting independence and broadening opportunities



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

Empowering choice, opportunity and independence



Increased resilience and confidence in families

Because families who are resilient, informed and confident make very different decisions, directly impacting the outcomes for their children



Communities are supported to include people with autism

Breaking the cycle of prejudice so that people with autism have choice and opportunity

Reduced school placement breakdown



Empowering schools to manage behaviour and remove barriers to learning

42 children are permanently excluded from school every day.¹

£2.1bn cost to society in extra spending, for each year's cohort of excluded young people.²

We aim to change this by:

- Providing training on autism and managing behaviour
- Offering placements in our schools for trainee teachers
- Working in partnership with mainstream primary schools
- Developing a suite of CPD accredited courses for Teachers, SENCOs, Teaching Assistants, school governors and senior leadership teams
- Sharing research and learning to enhance practice in the field of autism
- Remaining outstanding, with models of best practice

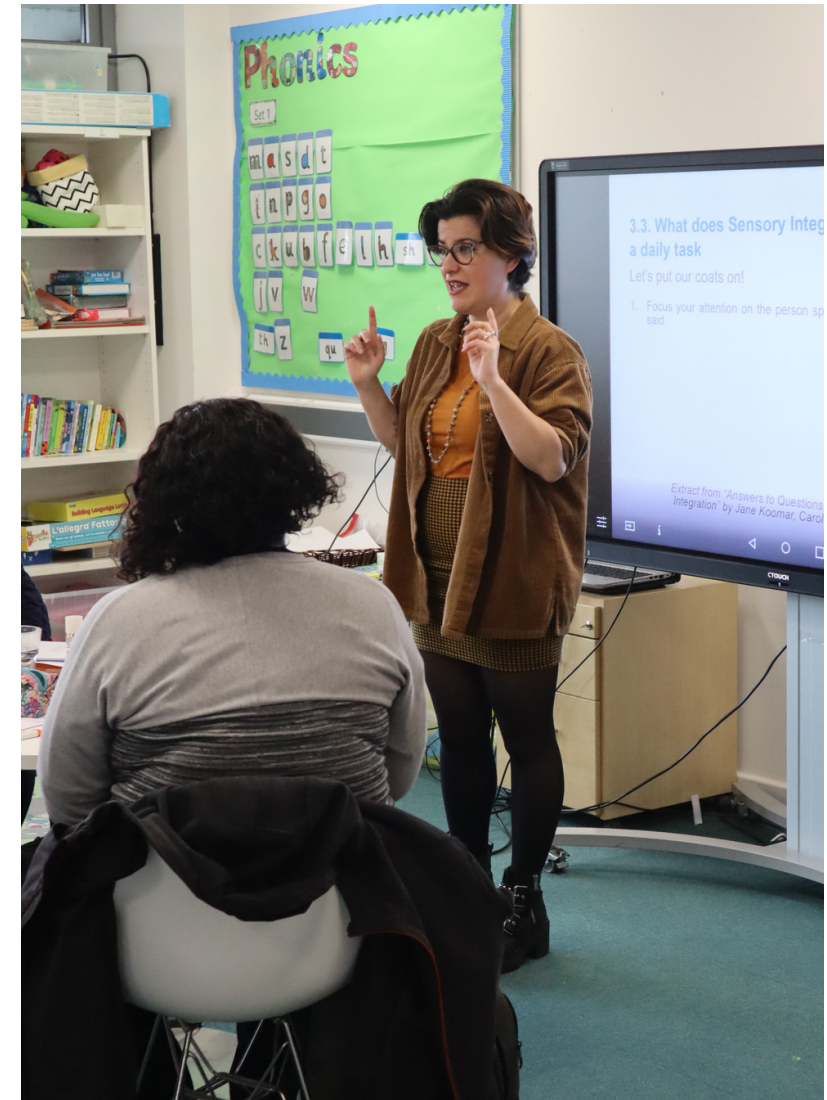
So that:



Schools are equipped to teach pupils with autism and manage behaviour to maintain placements



Families and professionals have access to information that empowers them to positively influence a child's future



1. Department for Education. Permanent and fixed period exclusions in England: 2017 to 2018. Published 25 July 2019. Accessed 18 August 2020
<https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2017-to-2018>

2. Institute for Public Policy Research, joint analysis with charity The Difference. Making the Difference Report, October 2017. <https://www.ippr.org/files/2017-10/making-the-difference-report-october-2017.pdf>

Increased employability



With the skills and confidence to enter the work place, promoting independence and broadening opportunities

We need to challenge perceptions of employment; it includes supported work, sheltered employment, work placements, volunteering and other purposeful activity. This should be shaped by the desires and motivations of the individual.

16%

of autistic adults are in full-time paid work.¹

60%

of employers would worry about getting support for an employee with autism wrong.¹

We aim to change this by:

- Developing and disseminating a vocational toolkit for students and employers
- Delivering high-quality training to employers and professionals
- Ensuring our pupils and students have a vocational road map to employment, based on their skills and interests
- Delivering a 1-year internship programme that allows individuals with autism to undertake project work that interests them, while gaining experience in all areas of the organisation across our services and the charity departments

So that:



Individuals develop the necessary skills and support to make informed choices about their employment



Individuals gain 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



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



1. National Autism Society report. The autism employment gap: Too Much Information in the Workplace. Accessed 18 August 2020 <https://www.autism.org.uk/get-involved/media-centre/news/2016-10-27-employment-gap.aspx>

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



Empowering choice, opportunity and independence

Over **25%** of disabled people say that they do not have choice and control over their daily lives.¹

Many parents tell us they feel stress and anxiety about what the future will hold for their child.²

We aim to change this by:

- Creating and sharing a framework of the skills that would benefit a young adult with autism when they leave school
- Working in partnership to open Post-19 hubs beyond London
- Ensuring our school leavers have the qualifications and experience that enable their next steps
- Establishing a professional practice base for those pursuing a career in Behaviour Analysis

So that:



We're able to respond to a need beyond London, ensuring that services are equipped to help their learners develop life skills that build independence



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



1. ONS Opinions Survey 2011. Cited at <https://www.gov.uk/government/publications/disability-facts-and-figures/disability-facts-and-figures>.

2. BeyondAutism parent feedback.



Increased resilience and confidence in families



Because families who are resilient, informed and confident make very different decisions, directly impacting the outcomes for their children

Parents report feeling at a loss when they receive a diagnosis for their child; they don't know where to go for support and don't know what advice to listen to.¹

The stress of having a child with autism can lead to family breakdown. In the UK, each year this costs the taxpayer at least²

£51^{bn}

We aim to change this by:

- Working in partnership to expand our Early Years' model nationwide
- Providing families with the expertise to develop their skills and knowledge across multiple channels
- Developing specific resources to support siblings
- Ensuring our own services remain outstanding

So that:



Families across the UK access information that enables them to positively influence their child's future



We're able to respond to a need beyond London, improving experiences for families



1. BeyondAutism Stakeholder Consultation, 2019.

2. Relationships Foundation. Cost of Family Failure Index, 2018 update press release. <https://relationshipsfoundation.org/publications/pressreleases/cost-family-failure-2018-update/> Accessed 18 August 2020.

Communities are supported to include people with autism



Breaking the cycle of prejudice so that people with autism have choice and opportunity

1 in 3 disabled people feel there is still a lot of disability prejudice in Britain today; only 1 in 5 non-disabled people agree. That's a big difference between the public's perception of disability and disabled people's experiences.¹

Parents report a disconnect and sense of isolation from their community, and a lack of access to activities and playgroups that are suitable to their child's needs.²

We aim to change this by:

- Establishing networks and partnerships within communities to positively influence and improve public perception
- Producing resource packs and training tailored to specific audiences and public services
- Working in partnership with mainstream schools, clubs and activities to focus on behaviour management and inclusion
- Using research into social isolation for people with autism to innovate, inform and develop
- Establishing a community award scheme
- Expanding the reach of our Early Years' service and Post-19 provision nationwide

So that:



Opportunities exist in the community for people with autism, through inclusive placements and community facilities



The community are supported in communicating effectively with people with autism



1. Scope. The disability perception gap. Policy report May 2018. <https://www.scope.org.uk/campaigns/disability-perception-gap/> Accessed 18 August 2020.

2. BeyondAutism Stakeholder Consultation, 2019.

You can get involved



There are many ways that you can get involved and support our organisation and work:

- Fundraise for us or make a donation online
- 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.



To find out more about these, and the many other ways you get involved, please visit our website: beyondautism.org.uk.

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