
Our impact 2020 – 2021

beyondautism.org.uk
020 3031 9705





Contents

Welcome	4
Our vision, mission and values	6
The change we want to see	7
Our 2020–2021 highlights	9
Reduced school placement breakdown	10
Increased employability	12
People with autism have the life skills to live their ideal week	16
Increased resilience and confidence in families	18
Communities are supported to include people with autism	20
Our fundraising highlights	22
You can get involved	24

Welcome

The first year of our ambitious social change strategy has not been quite how we envisaged it, however much has been achieved. We are extremely proud of how our schools and Post-19 services continued to be accessible, supporting learners and their families through national lockdowns, rigorous weekly testing regimes and the introduction of a vaccine programme. All whilst continuing to ensure that time lost had limited impact on learning and progress.

The coronavirus pandemic, for all its challenges, did accelerate our online capabilities meaning that our training programmes could be accessed from around the globe and that we held our first conference for professionals.

We are extremely proud of all our staff during this tricky year, and thankful for the volunteers who have continued to support us through virtual events and our Trustees and governing bodies through virtual meetings.

During this year we were encouraged by the new National Strategy for Autistic Children, Young People and Adults: 2021 to 2026, published by the government in July 2021, which aligns with our thinking and the objectives we set out in our 2025 strategy.

As we stated in our 'Advancing Autism' report, what will be crucial to delivering the change is focusing on shared goals within the autism community. Professionals working together with mutual respect that transcends differences in methodology, driving and delivering positive and progressive outcomes; alongside amplifying the voice of autistic children and adults.



“

Ensuring that autistic children and young adults access education and have supported positive transitions into adulthood continues to be embedded in our schools' curriculum and in our Post-19 community learning programmes.

”

We have designed and implemented an independence framework that complements Preparation for Adulthood and the National Curriculum. Post-19, an educational programme for 19–25 year olds, is created around the individual's ideal week, ensuring that each person is able to live where they want, doing what they want, with who they want and with just enough support to be successful.

We have continued to grow our outreach models that reduce school placement breakdown, addressing the needs of the school environment in conjunction with the needs of the child.

Improving access to education undoubtedly starts in the early years – working with parents and children together, empowering them to meet the needs of their child; leading to aspirational, informed choices for the step into primary education. Our Early Years' model in Bromley is a powerful platform for the future of autistic children.

Supporting more autistic people into employment is embedded through our work experience curriculum, through our organisational internships and with the launch of our toolkit created with, and for, autistic people and employers.

BeyondAutism has the expertise and the agility to work with Local Authorities, the public sector and the private sector to shape the “how” of today into the solutions for a changed and sustainable future. We're not going to wait for someone else to have the answers. We will continue to seek partnerships and build the relationships that, alongside autistic people and their families, will accelerate the change we all want to see.



Karen Sorab OBE
Chair of Trustees and
Founder of BeyondAutism



**Tracie Coultas-Pitman
(nee Linehan)**
CEO, BeyondAutism



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

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.

The change we want to see by 2025 – Year One

This was the first year of our 2020–2025 strategy, with our five new strategic objectives driving activities as we took our first steps towards achieving our long-term vision. In this report we outline the progress and impact we made across the organisation towards:



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





Our 2020–2021 highlights

The coronavirus pandemic created unprecedented challenges for the charity and education sectors in 2020–2021. It also had a profound impact on the experiences of many autistic people and their families; from disruption to services and crucial support networks, delays in diagnosis, issues accessing education settings, to mental health challenges such as isolation.

We're very proud of how we responded as an organisation to the challenges we faced – adapting our service delivery to enable our learners to continue accessing education, shifting our training offer online and hosting a virtual professionals conference.

We have much to celebrate

Over **3000** people accessed resources we created this year about autism, behaviour and other topics

We hosted our first online conference for professionals working in Special Educational Needs



100% of Tram House School leavers went on to further education

2 interns joined us for the first year of our internship programme



Early Years moved into new premises, welcoming **52** families to the service

Our fundraising team raised **£535,000**



We established our 'Diversity and Inclusion Working Group' (D&IWG) as a further commitment to our values, and to ensure all voices within our organisation are represented. The D&IWG provide advice and guidance to the organisation to influence change, and to positively impact our Diversity and Inclusion strategy.

Reduced school placement breakdown

Our focus this year has been on upskilling those providing support in education to autistic children and their families. We've used different channels and resources to engage the wider team around the child, to help keep autistic children in the right local setting.

“

BeyondAutism have transformed the experience our daughter has had. Given her circumstances, this may well have saved her life or prevented relapse into the world of CAMHS Tier 4.

They produce thoughtful and timely input and seek views and support from other stakeholders... they have listened to our daughter directly. Building a relationship others seem unable to achieve.

”

Keeping autistic children in the right local setting

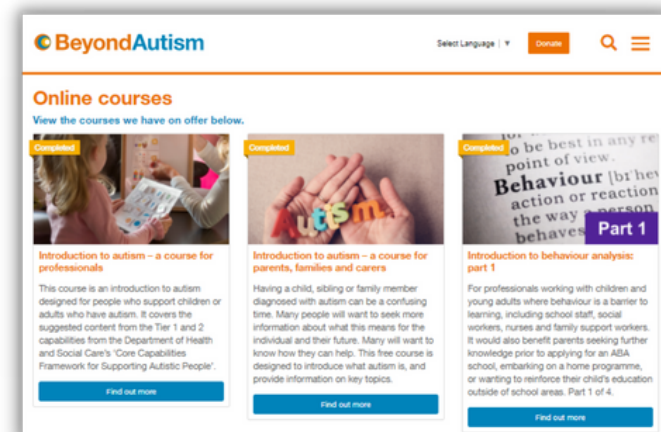
Parent of child receiving outreach support

Finding different ways to support children in education

We set up 8 new Service Level Agreements, bringing us to 10 across the year, working with Local Authorities, schools, and independent services to keep children in school.

53 students were supported by our Outreach team to overcome barriers to learning and achieve their desired outcomes.

We launched 8 new training courses covering a wide range of topics to support and upskill those working alongside autistic children, including parents, teachers, and care services. 139 people completed online training with us. 94% rated our training as 'good' or 'outstanding'.



Best-practice working was enabled through the inaugural BeyondAutism Professional Conference – hosted online in May 2021.

The conference included topics around the importance of collaboration in maintained schools and putting the child at the heart of the support. 69 people attended and 100% of feedback rated the event as 'good' or 'excellent'. The conference supported our goal of autistic people having access to staff who are more skilled and knowledgeable about autism.

We provided two further Teacher-training placements within our services.

Both trainee Teachers passed and received their Qualified Teacher Status (QTS). The skills that they gained during their placements on how to include children with autism in their classes using suitable materials, tools and techniques, mean that these placements provide a ripple effect of knowledge and skills into other settings which in turn will benefit more children with autism and their families.



Say Something More Interesting....

Online Professional Conference
26th & 27th May 2021

Join our virtual conference aimed at professionals working in SEND, as we 'Say Something More Interesting' about autism...

Book now

- 2 days of content from industry experts
- Free copy of 'Advancing Autism' report
- 1:1 sessions with experts available

BeyondAutism



There were over **270** downloads and **109** Continuing Education Unit credits claimed by professionals from our podcast series which provides discussion around best practice and research in the field of behaviour analysis.

What impact will we have?

- Prevent gaps in educational attainment, leading to better life outcomes and more choice over next steps
- Increase family resilience, preventing the stress caused by school exclusions
- Enable children to develop meaningful friendships within their own community

Increased employability

This year we've worked with those seeking employment and potential employers. We've developed strategies and resources that will help autistic people to have the confidence and skills to go for the jobs they want and can excel at, have a more accessible pathway into employment, and know that they will be supported by their employers once there.

➡ Our Vocational Advisor worked across our services and in other settings, to develop personalised vocational roadmaps for learners

Prepared with the students, the roadmaps lead them towards employment based on their skills, aptitudes and interests.

➡ Employability toolkit created, ready for launch in September 2021

A free resource for individuals, parents, carers and employers, the toolkit is designed to help employers feel confident in supporting employees with autism throughout the application process and in the work environment. It also has a range of resources for individuals with autism, from support in applying for jobs to tools to help their performance in the workplace. The toolkit was funded by a grant from City Bridge Trust.

➡ Etsy shop launched

A Post-19 social enterprise providing valuable insight for the students into how a business operates.

➡ Two employment webinars delivered

The webinars covered topics on supporting people with autism in the workplace, the impact of Covid-19 and the importance of using vocational toolkits to increase employability.



240

people accessed our employment webinars live or on-demand

1-year internship programme launched with 2 placements

Sustained employment has never been more important. The most recent data from the Office of National Statistics shows that only 22% of people with an autism diagnosis are employed in any form of work.*

In response to this troubling figure, we launched our own 1-year internship. Embedding our strategic objective of increasing employability, the programme focuses on providing opportunities for those with autism and barriers to gaining employment. The internship is designed to offer a safe space to experience different departments within our organisation, as well as work towards finding and securing long-term employment once the programme ends.

Interns also work on their own projects, contributing to the charity's objectives. This year, our interns released their own podcast series, focusing on autism and employment.

What impact will we have?

- Being autistic will not limit someone's ability to gain meaningful employment
- The right support in employment will allow autistic people to be effective in their role and forge long-lasting careers
- Confidence and self-value are increased by having a significant role to play in society
- The more companies begin to see the benefits of engaging in this type of support, the more we can change the prospects for those with autism

*Office for National Statistics. Online report: Outcomes for disabled people in the UK: 2020.
Released: 18 February 2021

“

I have learned a lot of new skills... my time working on our joint podcast has given me new things to do and think about, which I hope to take to my next role.



Martin, 2020/21 BeyondAutism Intern

Accessing meaningful work experience in a pandemic – Post-19 social enterprise

Undertaking work experience and gaining work-based skills is incredibly important for every young adult. Improved quality of life, social integration and financial independence are just some of the benefits. Crucially, these outcomes enable an individual to have choice over how they live their lives.

In March 2020, all external work experience placements for students at BeyondAutism Post-19 were postponed due to the pandemic. Continuing to develop work-based skills remained incredibly important for our students, so the team needed a creative solution.

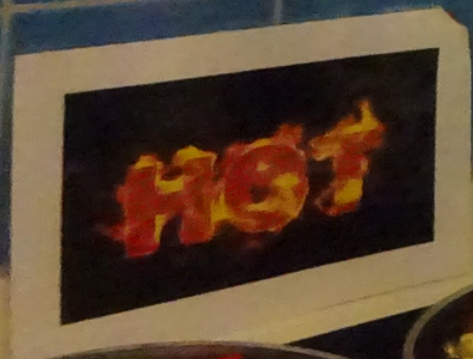
In September 2020, the Post-19 Social Enterprise Scheme was born. Students were given the opportunity to trial a variety of potential social enterprise activities and two schemes were chosen based on student preferences: handmade lavender soaps and Christmas cards. Based on their interests, students undertook different roles within production, retail, distribution and administration. At Christmas 55 cards and 52 bars of soap were designed, produced, sold and distributed to the students' friends and family. In Spring 2021, the students expanded the range to include birthday and greetings cards, as well as keyrings.

Students created a shop on Etsy to grow their consumer base and made £177 in sales of their products. They now all have an Individual Education Plan target related to the social enterprise scheme, and with restrictions now lifted, continue to build on the skills learnt by participating in the scheme as they recommence external work experience placements.





Chopping board
Colour codes



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

We're driving awareness and encouraging the adoption of our outstanding education model, where the learner is involved in creating their ideal week based on their interests and skillsets, and with control over the direction of their future.



We're reaching more learners with our model

We completed preparations for a new Post-19 Hub, opening with 8 confirmed students in the new academic year, to meet the growing demand for our outstanding model of Post-19 education.

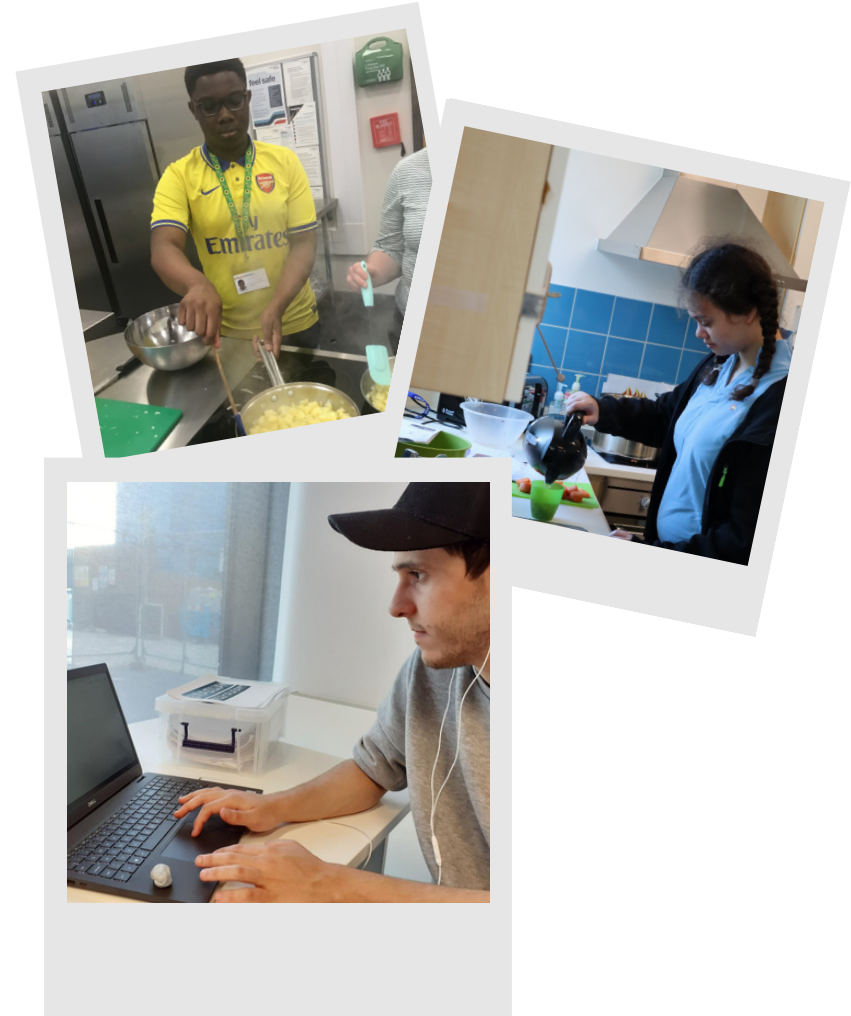
We continued to deliver our model across all our services, with 100% of leavers gaining the qualifications needed to support their chosen destination.

100% of students in our schools and Post-19 hubs made progress against personal communication targets set to promote their communication skills and student voice.

We introduced our model, based on the ideal week, to new education settings through our outreach and training, and through the BeyondAutism Professional Conference.

What impact will we have?

- Young adults with autism have the means to effectively communicate with their team how they want to live their week, and are therefore actively involved in deciding their own future
- By upskilling the team around the individual, they are better supported to get to their end destination and for it to be based on their interests and skills
- Individuals will feel more valued in their community, less dependent on others and enabled to contribute to society





Sincoln's ideal week

Across our services we promote the concept of a learners' ideal week. By listening to our learners' aspirations and providing choice and opportunity, they are empowered to live their life in a way that suits them, with the relevant qualifications and experience for their next steps.

Sincoln is one of our Sixth Form students. Each week he creates a timetable for the week ahead based on his interests – working on his social enterprise by making and selling occasion cards, accessing the community by going to shops and cafes and having time at home with his family.

Our Sixth Form curriculum has enabled Sincoln to explore his interests and experience a range of vocational opportunities throughout the year, building his portfolio by gaining AQA Award Units. He has given feedback about which vocational activities he enjoys, which is an important step in enabling us to be able to support him to make choices about his ideal week going into adulthood; and he has made an informed choice about what he would like to do going into Year 14 – Art and Design.



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	Makes Cards	English Gw	country budget	Make Cards	Library	Playing piano	Breakfast at home
Afternoon	Sell Cards	Leads Cafe	Shopping Bought batteries	Sell Fire cards	Sort DVDs, Drunk!	Play console	Spend my money on shop
Evening	eat Orange	eat Rice at home	Work with Nina my mum's sister	eat bananas at home	eat dinner at home	eat fruits bananas orange	Brush teeth at bed



“Today I was working in the library then went to Tram House to sell my cards. I enjoy making cards. I needed to organise my cards today. I have been saving my money to buy new toys and to buy new cards for my business. I enjoy being a great salesman!”

Sincoln continues to build upon his portfolio, gaining further AQA award certificates, to give him the skills he needs to find a work experience placement or supported internship within his specialist area. He also continues to develop his skills through his social enterprise of making and selling cards.



Increased resilience and confidence in families

“Before we attended the sessions we didn't have any help... Our son got diagnosed in the middle of the pandemic and we didn't know how to help him or what to do or where to go. The Early Years' team has changed our lives.”



This year we developed a range of activities and resources for the whole family, engaging on different channels to offer the support they need to feel empowered about their child's future.

52 families attended our Early Years' service

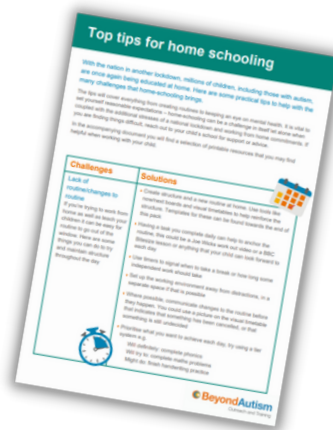
Our Early Years' service moved into its permanent home in Bromley, made possible by a 5-year grant from the Constable Education Trust. 52 families attended the service. 100% of Early Years' learners met or exceeded their expectations. Having its own premises means that more families will now have access to stable and ongoing support.

School Readiness Group

Our School Readiness Group launched with 6 children in its first term. 4 of these families have already been supported in the successful transition of their child into the school of their choice.

Resources and training

We launched a bank of resources and new online training modules for parents so that we can support families beyond our London setting. There were 2379 resource downloads, and 37 families accessed the training courses.



Autism services directory

Our fundraising team secured an £8k grant to develop an online service directory. The resource will help signpost people to local and national services from schools to social groups and diagnostic services to respite care. The directory will put families in control and help them find the support they need.

Parent resilience – Julia and Adam

Adam attended our Early Years' group for over a year before moving to a special school. His mum, Julia, continued to implement the strategies she had learnt from attending the Early Years' sessions, and Adam continued to make amazing progress. A year after Adam joined the special school, it was clear from conversations with Julia that his needs, including a more suitable peer group, might be better met in a mainstream setting. We invited Adam and Julia to join our Pre-School Group sessions which focus on preparing children for mainstream school. Our baseline assessments and progress review confirmed that Adam's skill set had significantly developed and he would now meet the criteria to attend a mainstream school with a resource base and 1:1 support.

Adam and Julia attended our Pre-School Group for a term, and we provided Julia with additional parent support with regular meetings over Teams. She used our comprehensive end of term report to approach a mainstream school and was successful in securing a place for Adam.

With her increased knowledge and confidence, Julia was able to make informed choices and successfully secure the right support and educational setting to meet Adam's needs. Her determination and resilience will help to ensure the best possible outcomes for Adam as he continues his education at a mainstream school.



What impact will this have?

- Healthier minds and bodies, better knowledge and understanding and the confidence and ability to cope when challenges arise
- Families spend time focused on strengthening their relationship and are empowered to seek out opportunities that provide better long-term outcomes

Thank you all for your support, advice, guidance, encouragement, hard work, devotion to children, young people and families and for all the amazing things that you all tirelessly do.

Julia

Communities are supported to include people with autism

Covid-19 had a significant impact on our work with the communities around us and our students. External work experiences were put on hold, community events postponed or cancelled, and opportunities to reach out and engage severely diminished.

Instead, we've focussed on using open-discussion formats, training and resources to engage with those working with autistic people and empower them to push for a more inclusive society and provide opportunities for those with autism. This has included Allied Health Professionals, local businesses, potential employers, other education settings and the wider public.

As opportunities begin to open up once more, we look forward to making greater headway with this objective through the activities we have planned in the second year of our strategy.

Training and resources developed to support external service providers

- ➡ We created 7 resource packs tailored to specific audiences and public services, to extend our reach and ensure that more communities are supported to include people with autism
- ➡ We delivered training to 2 respite providers
- ➡ We trained Care providers to support 3 Post-19 students accessing Supported Living as part of their transition out of education

What impact will we have?

- Communities have the knowledge and understanding to be able to meaningfully support people with autism in their local area
- Services will be more accessible for autistic people, with new employment opportunities made available and a more inclusive attitude in any interactions they have





“

What families and their children want, and need, is professionals that work together, driving positive and progressive outcomes.

Tracie Coultas-Pitman (nee Linehan)
CEO, BeyondAutism

”

Advancing Autism report

This year we were very proud to commission and produce, in collaboration with Wild Search, the report ‘Advancing Autism – Working Together for Improved Outcomes’. The report celebrates approaches that have the potential to transform lives and considers areas in which the autism community can work together despite differences in methodology. Launched in December 2020, the publication assembles a range of thoughts from experts in education, research and the charity sector; all seeking the best outcomes for autistic individuals across educational and support settings.

The report serves to remind readers that an autism community that works together and embraces mutual respect will ultimately have a greater ability to influence, whether at a local or national level, and to secure the resources to deliver better outcomes.

Over 200 people downloaded or received a hard copy of the report, including those in leadership positions in the charity and education sectors.



Our fundraising highlights

Our second minibus arrived in July and we increased the number of volunteer drivers, bringing wider opportunities for trips into the community for our learners.



We raised enough funds to move Early Years into a permanent home, in Bromley, and the Masonic Charitable Foundation provided 3 years of funding, helping us to raise the £205K we need to run the service each year.

Thomas's Foundation provided a grant to pay for BRAVE ('Yoga by any other name') sessions for Park House pupils.

Supporters from the Mark Owen Live and Take That Ultimate Forum groups held an art auction with a special piece commissioned by our patron Mark Owen himself.

Our virtual fundraisers raised over

£20,000

With the pandemic ongoing, many of our usual events were moved online or cancelled. This didn't stop our supporters who took part in virtual events and challenges up and down the country.



Support from our corporate partners

Octopus Giving

Although there was an overall reduction in volunteering opportunities this year due to Covid-19, we were delighted to welcome 48 volunteers from Octopus over the summer across our services. They completed a staggering

350

hours of
volunteering by:

- Helping at Sports Day
- Painting Park House playground and rooms
- Maintenance and DIY
- Deep cleaning of Early Years' toys
- Gardening at Early Years



Southside Shopping Centre

As their Charity of the Year, Southside Shopping Centre kindly provided us with a space in the shopping centre for our Early Years' service to operate from while we sought permanent facilities.



You can get involved

Our work to drive change doesn't stop here. Over the next 4 years of our strategy there is a lot more we want to achieve and we need your help to do this. Below are some of the ways you can support us and get involved.



- Fundraise for us or donate 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



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?


BeyondAutism, The Foundry, 17 Oval Way, London SE11 5RR

 020 3031 9705

 info@beyondautism.org.uk

 beyondautism.org.uk

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 **BeyondAutism**