



H+H Model of Autism/ASD Post 16/College/Higher Education

Action for Disability Advice Services

Disability Advice Services

Liaise with Post 16 named person, (The school based co-ordinator who is most likely to be Deputy Head Pastoral/Head of 6th form).

Disability Advice services to liaise with Post 16 provider on transfer of information on learning style/method/teaching skills to coincide with planned visits. This will establish good working links with the school and any other statutory and non-statutory agencies who are working with the young adult.

Work collaboratively to promote and facilitate development of independent learning and development of life skills in the young adult.

Tailor appropriate support to help the young adult to achieve realistic and desired outcomes for examinations or vocational subjects.



Post 16 / College / Higher Education Transfer Proforma

Meeting

- Whilst it is a legal requirement to hold an annual review for young adults with statements to monitor the statement, placement and provision, it is good practice to involve young adults, parents, the school and outside agencies in this review. Likewise it would be good practice to keep the progress of young adults at School Action/School Action Plus under review in a similar way via such a meeting.

This will support good communication between all concerned to ensure good progress and transition planning throughout the young adult's education.



Post 16 / College / Higher Education Transfer Proforma Review Agenda

- How can we support young adults to identify their educational and training needs?
- Review should include young adult, parents, higher education and KCC.
- Discuss with young adult their thoughts and expectations for higher education.
- How will the Statement of Special Educational Needs change to accommodate young adult's needs?
- How can we introduce changes to an already established and familiar routine and environment?
- Who will oversee the changes from Post 16 to higher education and implement changes and provision?
- Set out a higher education plan in order to get the system/strategies in place prior to commencement of higher education.



Post 16/College/Higher Education Transfer Proforma Process Checklist

SCHOOL/COLLEGE

HIGHER EDUCATION

- Continuance of transport to and from college/Post 16, to higher education, who organises/who will be picking up the costs?
- Named person responsible for managing young adult to oversee/hold annual review.
- Who is named person/contact regarding day to day management of the young adult?
- Who is implementing and planning exam procedures including allocation of additional time, advance notification and production of timetable of exam/coursework hand in dates to young adult, parents and support?
- Regular review or checkpoints established for coursework and exams against a countdown timetable/schedule.
- Subject monitoring checklist to record subject information and targets, to inform young adult and parents.
- Identification of gaps in coursework and strategies/targets to utilise private study time and to address them.
- Guidance for exam revision and time allocated to reflect the needs of young adult.
- Identify named support and level of support provided, supervision of young adult's coursework, study classes or groups, catch up sessions.



Post 16 / College / Higher Education Transfer Proforma Process Checklist

- Named members of staff (mentor) for young adult experiencing a bad day, who can they turn to?
- Young adult and parents to meet Disability Advice services team for contact familiarisation pre-transfer. Identify and plan for addressing needs of young adult and staff.
- Social skills?
Identify (PSHE) issues and needs, and accommodate in receiving university/college plan.
- Identify young adult's social understanding and social behaviour, and set up a programme to accommodate needs and how to facilitate adapting to new situations.
- Guidance for young adult on how to make choices and simple decisions in everyday situations.





H+H Model of Autism/ASD Stages of Transition

Post 16/College/Higher Education Transfer Proforma

Young Adult

Surname _____ Forename _____

Address _____

DOB _____ Sex _____ School Year Group _____

Parent/Guardian Information

Surname _____ Title _____

Address _____

Telephone _____

University/College Details

Disability Advice Services Department

Named Person _____

Telephone _____

This document provides a summary of current and past working practices that are key in supporting the young adult. It is designed to be kept as front page to the young adult's records, as an easily accessed up to date stand alone document.



H+H Model of Autism/ASD stages of Transition

Information about the young adult to inform school and home based support strategies

Able to do?	What makes them able?
Has difficulty with?	What exacerbates the problem?

Completed by * School/Parent
*(please delete as appropriate)

See overleaf for guidance notes



Guidance notes for the placement completing page 50

Information about the young adult

This is not an exhaustive list, please add any other guidance

- Is there any relevant assessment information?
- At what level is the young adult functioning socially, maturely and academically and how does that compare to age group?
- Is there a specific behaviour or classroom need that the young adult has ie special chair, front of class etc?

Recommendations for strategies

Utilised positively for this young adult for example:

- Behaviour management strategies that have worked
 - Learning programmes, TEACCH programmed educational strategies/SPELL-NAS approach, tailor made etc.
 - Social stories etc.
 - Circle time
 - Calming strategies when the young adult is stressed.
-

Guidance notes for parents completing page 50

Information about the young adult

This is not an exhaustive list, please add any other guidance

- Is there any relevant assessment information?
- At what level is the young adult functioning socially, maturely and academically and how does that compare to age group?
- Is there anything specific that you feel may be helpful to the young adult that has worked at home ie special chair, special pencil/pen, strategies etc.

Recommendations for strategies

Utilised positively for this young adult for example:

- Behaviour management strategies that have worked
 - Learning programmes, TEACCH programmed educational strategies/SPELL-NAS approach, tailor made etc
 - Social stories etc.
 - Calming strategies when the young adult is stressed.
-

PLEASE RETURN PARENT INFORMATION TO SENCo/TEACHER



H+H Model Parent/Guardian – Information/Contact List

Year on Year

Young Adult's Name:

Transport to and from school or college.

Name of Company:

Tel No:

SENCo/named person responsible for managing young adult. Statement oversight and hold annual review.

Name:

SENCo:

Tel:

Named person/contact regarding day to day management at school.

Name:

Tel:

TA support and level provided, supervision in school or groups.

Name of TA:

Regular review or checkpoints of coursework. H+H Model checklist.

Checklist:

The purpose of this list is to ensure that all those involved (parents/teacher/named TA/young adult) are in receipt of key contacts in respect of guidance for the student in order to aid communication.

CC: parents/teacher/named TA/young adult



Guidance notes for parents/teacher/named TA/young adult, completing page 52 to 56 checklist

These checklists support the H+H model by providing a simple recording and information reference base for young adult and all those who teach and support them. It is recommended that check points are set up at regular intervals according to the needs of the young adult. Weekly/fortnightly checks will allow an opportunity for young adults/parents Disability Advice services to schedule any support needed by the young adult to maintain continuity of work/coursework etc. in line with their peers.

Experience shows that if parents are to be enabled to support their young adult and the schools programme all documentation must be posted independently of the young adult to ensure it arrives with the parent. To encourage independence the school can send copies home with the young adult in addition to posted version.

Young adults with autism need support managing their lives to establish routines and it is therefore vital parents are enabled to support this process.

H+H Model Subject monitoring checklist

Year on Year



Young Adult:

YR – Group:

SEINCo /Named TA:

Form:

Form/Tutor Group:

Subject	Course-Work	H/Work Revision	Exams /SATS /Schedule /Dates

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H+H Model Subject/Target Sheets

Name:

Class/Tutor Group:

Term:

Target	Details	Date due

Signed Off

Young Adult:

School:

Home:

Comments Placement

Comments Home

See overleaf for guidance

CC: parents/teacher/named TA/young adult

H+H Autism/Autistic Spectrum Disorder Model
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Mr A Harris & Mrs D Harris, Rhya Homewood 2004



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Notes for Subject/Target Sheets

This is to communicate simple targets on a daily/weekly basis in order to facilitate the ongoing day to day management of educational needs. This will ensure a proactive approach to managing issues and developments as they arise.

Signing off is intended to ensure all concerned have seen and acknowledged the subject/target sheet.

The comments section is to further encourage good communication between home and school.