



Autism  
Education  
Trust

Post-16

# Professional Development Programme

For professionals working with autistic learners  
in Post-16 settings



Supported by



The only professional development programme that...

**The AET Programme is the only DfE-supported, CPD-certified professional development programme that is co-produced with autistic people, parents and education professionals.**

You can access Post-16 specific AET training face-to-face or virtually. The training modules are **delivered by local trainers with experience in the field of autism education and an understanding of the local context.**

### Growing need

Over 1 in 100 people are autistic and the number of young people receiving an **autism diagnosis is rising**. The AET Post-16 programme can play a key role in helping your setting to **support autistic young people, meet your wider responsibilities** and will form an essential part of your **Continuing Professional Development (CPD)**.

### More than a training programme

Our 360° holistic approach offers an evidence-based support programme developed by **leading autism education specialists, including autistic people, parents, autism specialists, researchers and education professionals**, consisting of:

- a modular professional development programme for all staff
- good practice standards against which Post -16 setting leaders can audit their practice and plan improvement
- competency frameworks for practitioners to assess their practice and to plan CPD
- a range of practical resources



### Leading the way in Autism Education

Our programme includes a wealth of modules and materials to support you in your everyday work, including the widely recognised **AET Progression Framework**, videos, case studies, problem-solving scenarios, strategies, presentations and activities.



For more information and to book training please visit:  
[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)



## The benefits of the AET Post-16 Programme



### Positive ethos

- Respectful
- Person-centred
- Strengths orientated



### Quality

- Developed by autism education specialists
- Regularly updated to reflect current policy and research
- Rich and interactive materials



### Practical

- Practical resources to support your everyday work
- Frameworks to help implement Good Autism Practice
- Videos, case studies



### Meet wider responsibilities

- Ofsted compliance
- SEND Code of Practice
- Equality Act
- Teachers' Standards



### Local knowledge

- Experienced local trainers
- Understanding of the local context
- Peer support and networking



### Flexibility

- Modular programme for different audiences
- Training can be delivered in instalments such as twilight sessions
- Trainers can create bespoke sessions to meet the needs of their delegates



### Highly regarded

- Over 90% of participants rate the training very good or excellent
- Positive impact on practice

# The AET Post-16 Programme

## Making Sense of Autism

**This is an awareness-raising module for all staff/practitioners working across Post-16 settings.**

This module will help you to:

- Enhance your understanding and awareness of autism and how it affects autistic learners
- Know the importance of understanding the individual autistic learner and their profile of strengths and needs
- Highlight potential barriers to learning for autistic learners
- Begin to make reasonable adjustments

## Good Autism Practice

**In this module, we take delegates through some of the distinct learning needs and strengths that autistic learners share, whilst helping delegates to take note of individual differences.**

This module will help you to:

- Understand how the key areas of difference can affect the learning of an autistic learner
- Consider the strategies you can implement to remove barriers to wellbeing and learning
- Understand the importance of involving the autistic learner and family in planning

## Progression Framework

**This module will introduce the Progression Framework and accompanying documents and show you how to use the framework to identify key learning intentions.**

This module will help you to:

- Set suitable and personalised learning intentions for autistic learners
- Recognise and build on autistic learners strengths and interests and improve overall wellbeing
- Appreciate that the autistic learner's progress is dependent on support in some areas
- Evidence progress

## Anxiety Module

**This module helps you to understand how anxiety appears in autistic learners, what the key triggers are, and what you can do to support autistic learners.**

This module will help you to:

- Recognise how autistic learners might express anxiety
- Understand what can cause anxiety in autistic learners
- Know what you can do to prevent and reduce anxiety in autistic learners

## Suite of Resources for Leaders

**The modules and materials that make up the suite will support leaders or leadership teams to create culture change across their provision and to fully embed the 8 principles of good autism practice as outlined in the Good Autism Practice (GAP) Report.**

The modules will help leaders to:

- Understand how the 8 Principles of GAP and the 8 Inclusion Promises emerged and why these are so important
- Explore case studies that show how settings have illustrated the 8 principles through adapting practice
- Develop a culture where autistic learners feel listened to, supported and included.
- Develop the skills, tools and confidence to lead change in their setting

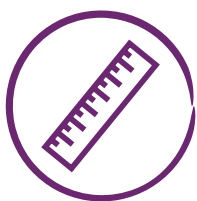
## Transition to Employment

**This module was developed in partnership with Ambitious about Autism to support the use of the Transition to Employment Toolkit.**

The full Toolkit includes resources for employers, post-16 careers/employability professionals and young autistic people and is divided into these three sections.

This module looks specifically at the section for employers and provides editable templates such as a One Page Profile and Traveling to the Interview and Workplace. These templates can be used by the employer themselves, or in collaboration with an autistic young person and a post-16 careers and employability professional. You will learn about the strengths, talents and skillsets of autistic people. The module also covers interview and selection practices and reasonable adjustments that can be beneficial for autistic people seeking employment.

## Online resources associated with Post-16 Training



### Post-16 Autism Standards

For leaders or leadership groups within Post-16 settings to enhance and embed inclusive practice and improve outcomes for autistic young people.



### Post-16 Autism Competency Framework

For individual staff within Post-16 settings to self-assess their skills and competencies, identify priority areas to work on and consider their professional development needs.



### Autism Progression Framework

A comprehensive interactive assessment tool that supports practitioners to identify learning priorities, set key learning intentions, and track progress for autistic learners and young people in both mainstream and specialist educational provisions.

## Post 16 Professional Development Programme

### Post 16

#### Modules

Making Sense of Autism

Good Autism Practice

Progression Framework

#### Elective Topic based modules

Anxiety module

Transition to Employment module

#### Editable Framework documents

Standards Framework

Competency Framework

Progression Framework

#### For leaders

Suite of resources



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“It’s very important to support autistic young people in Post-16 settings because it’s setting them up for their future. If they have a negative experience then, it’s likely to impact the rest of their lives. However, if they get the right support at this stage, it is setting them up to be as successful as they can be.

What makes the AET Programme unique is that it has a board of young people (the Autistic Young Experts panel) who has a direct say and involvement in the decisions about the programme. They are involved with some amazing projects that are making big differences to the lives of autistic young people all across the country.”

**Bella Cope, Autistic Young Expert**

“The underlying principles of the AET support a strength-based, personalised approach, that hears the individual’s voice and considers their well-being in order to develop their potential, as they transition from school into adulthood. There is consideration about how adaptations can be made in order to support differences in social communication and interaction, the way that information is understood and processed and the way that sensory information is experienced.

The training modules and resources are flexible, easy to use and meaningful. They enable practitioners to reflect and develop their own knowledge and skills in order to provide the most appropriate support and encourage increasing independence for their learners.”

**Dawn Clegg, Outreach Lead, Springhallow School, Ealing**

## Autism Education Trust

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