



Websites for further information on transition

Autism Education Trust

Report on the outcomes for people on the autism spectrum

<http://www.autismeducationtrust.org.uk/Resources/Outcomes.aspx>

National Autistic Society

<http://www.autism.org.uk/living-with-autism/transition-to-adulthood.aspx>

Further information on this study

If you would like to read a more detailed report of this study, please email Catherine Carroll below who will be happy to forward the report. - c.carroll@ioe.ac.uk

Next study

At the moment current parents/carers of pupils of Year 10 and upwards in PLASN schools are being asked about their transition experiences. We will update you in the autumn term.

What happens after leaving special school for young adults with ASD?

Dear Parent and Carer

PLASN is a network of schools from across London that all specialise in autism and our school is a member of this group. It offers schools like ours the opportunity, for example, to share knowledge and experiences in order to help ensure the best outcomes for our students.

PLASN members recently supported a study that looked at the transition of a group of young adults up to the age of 25 who had all attended PLASN schools.

This report summarises the findings of the study which we hope you will find interesting.

What we were trying to find out

Parents/carers of past pupils took part in a survey to find out:

- i. The current activities and outcomes for their son/daughter since leaving special school.
- ii. Parents' views on the support for transition they had received for their son/daughter.

How we did it

- In February of this year, parents of past students were sent a survey that could be completed on paper or online through the participating PLASN schools.
- Approximately 190 surveys were sent to schools and 31 responses were received.

What was the background of the young adults?

- The young people ranged from 16-26 years old (average age of 20) and included 6 females and 24 males.
- Almost all the young adults had been identified with ASD before the age of five.
- Over sixty per cent of the young people were of white ethnic origin.

What were the current activities and outcomes for the young people since leaving special school?

- The majority of the young people were living at home with parents, four were in full time supported living, two in 52-week residential college and one in a residential care home.
- Just over half attended a FE college with the rest of the cohort attending different types of placements.
- Four of the young adults were not in education, employment or training and one young adult had full time employment in a garden centre.
- A wide range of qualifications had been attained to date, with most at levels below GCSE. A few young people had gone on to take GCSEs and A Levels and one young person was studying at university.
- The three most popular leisure activities were shopping, listening to music and using the internet. The three least popular activities participated in were sporting past times, meeting up with friends and playing computer games.

Parents'/carers' views on the support for transition they had received for their son/daughter

- Parents/carers were also asked to rate their overall level of satisfaction with transition support and over half responded that they were satisfied or very satisfied.
- Parents/carers reported most satisfaction with support for transport (90%), mobility (85%), self-care (83%), adult/sex relationships (80%), housing (79%), further education and training (78%) and leisure and social activities (70%). Parents were least satisfied with support for short breaks and respite (62%), benefits and transfer to adult mental health services (50%).
- Just over half the parents/carers had, or continued to have, a named professional for transition support.
- The young people had seen a range of professionals in the four months before the survey, with a doctor being the most common.

Implications

- The parents/carers who took part in the study was a small proportion of all those contacted so these findings may not be representative of the experiences of the group as a whole.
- However, they do show that despite a specialist school placement, students follow different pathways in terms of education placements, academic attainment and living arrangements after leaving school.
- The findings show that the parents/carers were spilt quite evenly between being satisfied and dissatisfied with the support they had received to date for transition.