

1. Please state the name of your college here (We only ask so we do not 'chase' any college for a response unnecessarily; all data will be anonymised).

**Northbrook College**

2. How many students declared an autism spectrum diagnosis to the college during each of the previous five academic years?

**Learners with primary learning difficulty of ASD**

**16/17 = 28**

**15/16 = 25**

**14/15 = 45**

**13/14 = 55**

**12/13 = 44**

3. Do you have an autism expert/specialist on staff to provide your staff with advice on supporting students with autism (academically and pastorally)?

**We have one in-house expert/specialist in autism**

4. If you have in-house autism expertise/specialist support, is this full time or part time?

**Full time**

5. If you have part time in-house autism expertise/specialist support, how many hours a week are worked?

**N/A**

6. If you have in-house autism expertise/specialist support, please provide details of their qualifications and experience

**Qualifications:**

**Registered nurse, working in learning disabilities, mental health and physical disabilities**

**Diploma nursing**

**Degree (hons ) nursing**

**PGCE**

**Masters degree, nursing and education**

**NLP practitioner**

**Experience:**

**Our specialist has worked in the field of mental health and learning disabilities for 26 years. He has extensive experience of working with people with autism. Worked in a range of capacities, such as residential support, assessment and treatment facilities, community based services and frequent one to one work.**

7. If you *do not* have an autism expert/specialist on staff, what arrangements do you make when you need access to specialist expertise in autism?

N/A

8. What form does support for students with autism take? Please tick the box next to each type of support that you provide.

a) Support for applicants with autism when attending for interview?	✓
b) Is there a dedicated section in the prospectus outlining support available for persons with autism and who to contact for further information?	
c) Extra face-to-face tutorial time and/or email contact time with tutors/mentors/specialist support staff	✓
d) Extended submission deadlines for <i>all</i> courses	
e) Extended submission deadlines for <i>some</i> courses	
f) Provision of scribes and/or audio recordings of lessons	✓
g) Classes/tutorials for courses with a high percentage of students with autism scheduled to take place in the same building/room as far as possible	✓
h) Arrangements to ensure continuity of tutors / support staff between years as far as possible	✓
i) Adjustments to curriculum when required (e.g. students can study a one year course over two years)	
j) Assistance in travelling to and from different locations in the college	
k) Assistance on college day trips and residential trips	✓
l) Befriending scheme / club	
m) Quiet room for break times / lunch times	✓
n) Support in accessing learning centres and IT	✓

9. Do you offer support at ***all levels of study*** to students with autism who have an Education Health Care Plan?

Yes

10. Do you offer support at ***all levels of study*** to students with autism who do not have an Education Health Care Plan?

Yes

11. How do you obtain feedback on the effectiveness of the support you provide for students with autism?

**First person student feedback, surveys, retention, achievement and success.**

12. How do you act on feedback to ensure that support continually evolves and meets the needs of the students?

**Continuously evolving role informed by feedback and progression, and what works and does not work.**

13. What training and refresher training in autism do you provide for all staff?

**Cross College Professional development, College Conferences and Induction Talks**

14. Are college staff made aware of the Ambitious About Autism College Good Practice Guide?

**No**

15. Has the college signed the Ambitious About Autism College Inclusion Charter?

**No**

16. Is the Autism Education Trust post 16 Competency Framework self-evaluation tool (supported by the Department for Education) used for training purposes?

**No**

17. What arrangements do you make for new students on the autism spectrum transitioning from school?

**Attendance at interview with support**

**Assessments of Need**

**Parental liaison**

**Additional learning support**

**Pastoral support**

**In class support where necessary**

18. What arrangements do you have to raise awareness of autism amongst non-autistic students?

**Student presentations to peer groups**

19. If you offer qualifications in autism, do those teaching these qualifications play any role in raising awareness and understanding of autism across the college?

**N/A**

20. Is there anything else you would like to add?

**The college has a good reputation of supporting learners with a variety of special educational needs and disabilities and was rated Outstanding by Ofsted.**

