

Case Study: Creating an accessible ILP for learners with Autism Spectrum Condition (ASC)

'Assessment and learning: involving the learner'. LSC funded project.



The context:

North East Autism Society provides education specifically designed for people with autism. We strive to excel in providing skills for life for adults with Autism Spectrum Condition (ASC) through inclusive programmes in education and vocational training. We aim to support our learners to achieve their full potential.

The challenge:

Thornbeck College currently has in place an extensive Personal Centred Learning Plans (PCLPs) and transition plans used by the learners within their weekly tutorials.

At present all staff has access to the learners Individual Learning Plans, and the learners can request access to these. The challenge was to create an accessible ILP for the learners to monitor and comment on their current progress, which was constantly accessible to them.

What we did:

We reviewed the current use of the PCLPs and transition plans and monitored how these were been used with the learners. From your findings we found that the programme (Microsoft PowerPoint ©) used for these plans was highly effective and met the needs of our learners, from this we decided to use the same programme for the accessible ILP.

Before constructing the ILP we had to consider the following.

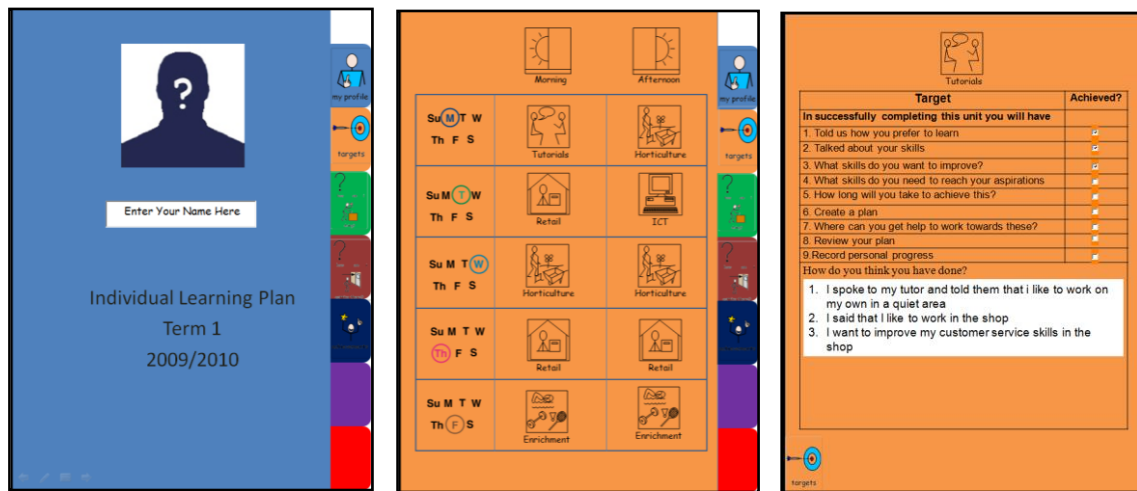
- How the learners would navigate through the ILP
- How to allow learners to comment on their targets
- How to allow learners with symbol recognition access to the ILP
- How any future learners with additional support needs would access the ILP


The outcomes:

- An interactive PowerPoint © was designed to allow flowed access to targets from each curriculum area.
- An accessible timetable was produced for each learner containing hyperlinks to the session objectives
- Space was created for learners to comment on each target either through written evaluation or pictorial evidence

The impact:

- Learners were able to identify transferrable skills throughout the curriculum.
- Learners had an awareness of long term expectations within the sessions.
- Learners were able to direct evaluation towards a specific target rather than the session in general.
- Learners were able to identify progression from one target to the next
- Learners were able to set long-term targets, as well as short term



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