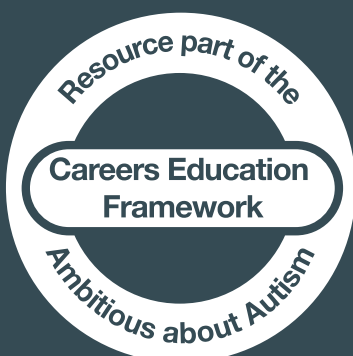




**Ambitious
about Autism**

Employability and enterprise action plan completed



Employability and enterprise action plan completed

Learner	x	Careers development stage	Exploring employment Phase 2
Learner year	2	Learner: staff ratio in the community	1:1
Course	Maximum Independence	Home borough	X
Class	Jubilee	Employment specialist	X
College	Ambitious College	Date created	26/2/24



EHCP Employment outcome

Learn new skills that can be used in the workplace. These may include: learning general administrative tasks, improving data entry skills and touch-typing speed from 20wpm to 40wpm; learning catering and cafe skills, and factory work skills.



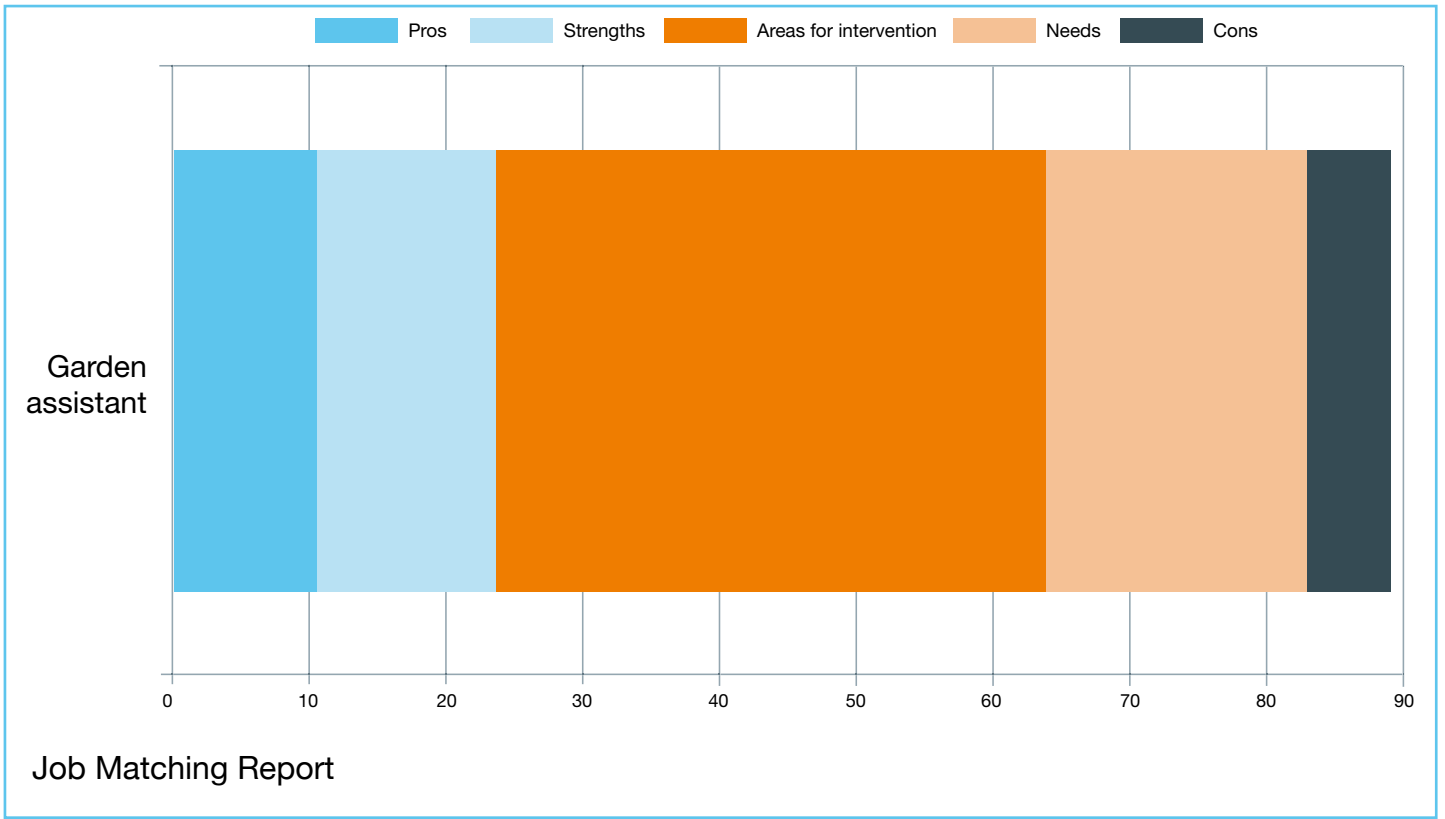
North Star employment goal

Will have skills to engage in meaningful work.





North Star employment goal





Vocational profile

Hobbies and interests

Enjoys arts and crafts, sports, gardening, cooking, communicating with people, photography or filming, computer and iPad.

Work preferences

Prefers a relaxed and quiet place, outdoors, a big building, wearing casual clothes, sitting down, staying clean, working alone, doing the same thing every day, in different places and in a cold place.

Workplace

Gardening and leafleting.



Job requirements

Job role

Site/path maintenance or assistant gardener.

Skills

- plant seeds and bulbs to grow plants and shrubs
- water, weed, prune, feed and spray plants
- advise customers about plants and how to look after them
- maintain plant and soil health, and control pests
- pick, sort and pack items to be delivered
- serve customers.

Qualifications

Manual handling, including pushing/loading a wheelbarrow, loading a spade, etc, and Control of Substances Hazardous to Health (COSHH).





Potential obstacles in employment

- needs ongoing support to manage emotions effectively when out and about
- can struggle to identify hazards to self
- can struggle to fully understand use of 'yes' and 'no'
- struggles making predictions about what might happen next
- needs adequate processing time and has difficulties taking in information
- needs to focus and concentrate for longer periods of time
- struggles to complete tasks within a set timeframe
- sometimes engages in low-level behaviours that challenge, e.g. touching others for attention.



External work experience

X, X, X



Internal work experience

X, X, X



Employer encounters

Leafleting, waste and recycling collection, admin checking, ordering and replenishing office supplies, and shredding.



 Enterprise

Micro

Macro

Class newsletter and bake sale.

Social

 Courses or training

Aspects of Food Hygiene Level 1.



 Destination

Further education

Apprenticeship

Supported internship

Employment

Volunteering

Social care

Supported living

Not yet determined

 Employment target

Term	1	2	3
	<p>I will learn to identify which work experience placement I would like to pursue</p> <p><input checked="" type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned</p>	<p>I will learn to follow personal hygiene protocols in a food preparation area, with direct verbal prompts</p> <p><input type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned</p>	<p></p> <p><input type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned</p>



 Employment target (continued)

Step

<p>1</p> <p>To list my previous work experience placements, with direct verbal prompts</p> <p><input checked="" type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned</p>	<p>1</p> <p>To identify when I need to wash my hands when working in a food preparation area, with direct verbal prompts</p> <p><input checked="" type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned</p>	<p>1</p> <p></p> <p><input type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned</p>
<p>2</p> <p>To describe the settings of my previous work experience placements, with direct verbal prompts</p> <p><input checked="" type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned</p>	<p>2</p> <p>✓</p> <p>To follow the correct steps for hand washing when working in a food preparation area, with modelling prompts</p> <p><input checked="" type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned</p>	<p>2</p> <p></p> <p><input type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned</p>
<p>3</p> <p></p> <p><input type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned</p>	<p>3</p> <p>To follow the correct steps for hand washing when working in a food preparation area, with direct verbal prompts</p> <p><input checked="" type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned</p>	<p>3</p> <p></p> <p><input type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned</p>
<p>4</p> <p></p> <p><input type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned</p>	<p>4</p> <p>To identify why wearing PPE is important, with direct verbal prompts</p> <p><input type="radio"/> Achieved <input checked="" type="radio"/> In progress <input type="radio"/> Abandoned</p>	<p>4</p> <p></p> <p><input type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned</p>
<p>5</p> <p></p> <p><input type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned</p>	<p>5</p> <p>To identify when we need to wear gloves in a food preparation area, with direct verbal prompts</p> <p><input type="radio"/> Achieved <input checked="" type="radio"/> In progress <input type="radio"/> Abandoned</p>	<p>5</p> <p></p> <p><input type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned</p>



 **Employment target (continued)**

Step	6	6	6
		To identify what we should do if we have a cut/scratch in a food preparation area, with direct verbal prompts	
	<input type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned	<input type="radio"/> Achieved <input checked="" type="radio"/> In progress <input type="radio"/> Abandoned	<input type="radio"/> Achieved <input type="radio"/> In progress <input type="radio"/> Abandoned

Achievement date 30/11/2023

 **Review (completed during CEIAG sessions)**

Term 1
n/a



**Review (completed during CEIAG sessions) (continued)****Term 2****Work experience:**

On Monday, 26 February 2024, we reviewed X internal and external WEX: office, clothes shop, cafe, foodbank, leafleting and gardening. During the review, X demonstrated the ability to read and recognise the flashcards of the seven areas. Additionally, using one-word descriptions, X accurately identified associated tasks with each area, showcasing a comprehensive understanding. X successfully matched the flashcards with corresponding images from their own work experience.

(include photo evidence)

Using 'I like/don't like' flashcards, X accurately conveyed their preferences, clearly indicating gardening and recycling. These preferences were first assessed using items familiar to them, such as home, college and iPad, ensuring a robust understanding before incorporating the flashcards. Staff observations and feedback consistently aligned with X's choices, reinforcing the validity of their expressed preferences.

Courses or training:

Elements of Food Hygiene

X has learned when they need to wash their hands when preparing food. X has demonstrated that they can follow the correct steps to wash their hands.

Career aspirations:

X was presented with a choice between recycling and gardening, and unequivocally expressed a preference for gardening.

Next steps:

- The above Term 2 targets were set before the careers education, information and guidance (CEIAG) session, and it was based on aspects of Food Hygiene Level 1 to help X with personal hygiene when handling food. X has already achieved steps 1–3, which are also relevant to gardening. However, our focus will now shift towards tailoring these steps to their interests in horticulture. The lecturer and I have discussed and agreed that the remaining steps will be adjusted to align with gardening practices rather than food preparation.
- X will continue accessing external work experience (WEX) at X. The Horticultural Specialist and I have discussed and agreed that X will be concentrating on refining the skills relevant to gardening as outlined in the above job requirements.
- For Term 3, X will engage in internal WEX as a garden assistant, overseeing the management of the shed within the college premises.
- We will embed additional skills important in horticulture, such as communication, handling cash and more, across his whole curriculum.
- X will do aspects of manual handling and COSHH training during employability sessions.



Term 3

Completed by:

X
Employment Specialist



We are Ambitious about Autism

Ambitious about Autism is the national charity standing with autistic children and young people.

We believe every autistic child and young person has the right to be themselves and realise their ambitions.

We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.

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