



**Ambitious
about Autism**

Standing with autistic children and young people



Time for Ambition

Our three-year strategy 2021–24

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Welcome



Working together for
a future where every
autistic child and
young person can
be themselves and
realise their ambitions.

We started as one school and have become a movement for change. Progress towards equality for autistic children and young people has been made and we're proud of our role in this.

But that progress now hangs in the balance.

A perfect storm of the Covid-19 pandemic, economic uncertainty, reduced resources and an ongoing lack of understanding of autism means the next three years are critical.

The systems meant to provide support have never been so unforgiving of difference.

Despite the best efforts of individuals, unfair treatment of autistic children and young people is becoming routine, invisible, and going unchallenged. Parents are anxious and losing hope.

We see the unnecessary barriers autistic children and young people face. The closing doors, the opportunities out of reach. The devastating consequences of being pushed to the margins.

It doesn't need to be this way.

We see a world where autistic children and young people can be themselves and realise their ambitions.

Understanding, flexibility, the right support at the right time. That's all we ask.

It's in this context that we share our 2021–24 strategy.

Now is the time for change. Now, is the time for ambition.



Our purpose

We help autistic children and young people to be themselves.



Our vision

Our vision is for a future where every autistic child and young person can be themselves and realise their ambitions.



Our mission

We stand with autistic children and young people, champion their rights and create opportunities.



Our values

Children and young people are at the heart of everything that we do.

Autistic children and young people are at the heart of everything that we do.



Introduction to our strategy



We stand with
autistic children
and young people,
champion their
rights and create
opportunities.

We want autistic children and young people to be themselves and realise their ambitions.

We want to help create a world where autistic people are heard, included and supported.

Our strategy at a glance

The next three years are critical if we are to work with autistic children, young people and their families to overcome the enormous challenges they face as a result of the lack of understanding of their needs.

We take a person-centred approach, focused on individuals' quality of life, which we call the Ambitious Approach. Over the next three years, we will continue to build on our core expertise in education and employability while engaging more than ever before in the other areas that are essential for autistic children and young people to lead fulfilling lives, such as having supportive families and relationships, good health and wellbeing and being active citizens in their communities.





Excellent education

Our overarching aim is that all autistic children and young people have an excellent and inclusive education that enables them to learn, thrive and achieve. Ultimately, this will support them to have a good quality of life, including the realistic prospect of living and working as part of their communities.



Employment and enterprise

Our guiding principle is that we want every autistic young person to have good careers education at school and in further and higher education, including experience of work. This will equip them to progress to employment and instil transferable life-skills.



Health and wellbeing

Good physical and mental health and wellbeing are essential components of an autistic child or young person's ability to thrive. Right from the start, timely diagnosis followed by post-diagnostic support lays the foundations for understanding autism and how to access the right healthcare and support. Alongside this, autistic people need services that support good mental health by reducing isolation and early intervention through signposting to specialist support.



Family and relationships

During the pandemic, the support autistic young people and their families received reduced substantially or stopped, leaving many feeling even more vulnerable and isolated than ever before. Being connected to others is vital, and autistic young people and their families have told us they want peer networks alongside uplifting but realistic information tailored to them.



Active citizenship in the community

Inclusion is a cornerstone of our Ambitious Approach, and is just as important in the community as it is in education or employment. Our Ambitious Youth Network will be further developed and expanded nationally to empower young people to connect with one another and to influence societal change.

Influencing policy and practice nationally

We are passionate about standing with autistic children and young people. To achieve this, we'll work with autistic young people and their families to influence policy and practice nationally, to improve their access to excellent education, quality health support, and fulfilling careers.

Strong foundations

We will continue to develop our strong foundations (including governance and leadership, people and culture, fundraising and finances, marketing and communications, research and evaluation, and digital and information technology) to support delivery of the strategy.

Why we're needed



What is autism?

Autism affects the way a person communicates and how they experience the world around them. It is considered a spectrum condition. While autistic people share some similar characteristics, they are also all different from one another.



One in 100
people in the UK are autistic.¹

The autism spectrum isn't linear from high to low but varies, just as one person might vary from another. While some autistic people are able to live relatively independent lives, others face additional challenges, including learning disabilities, which means their support needs are different. One in 100 people in the UK are autistic, although that is likely to be an underestimate due to the lack of understanding of autism and early support. Research from the University of Cambridge using schools' data showed that one in 57 children aged 2 to 21 in England is autistic.²

Inequality

The pandemic has worsened an already impossible situation for autistic children and young people and their families, as autism often intersects with economic, health and

racial inequalities. Autistic pupils are 60% more likely to be socially disadvantaged, and 36% less likely to speak English.³ Autistic girls remain under diagnosed, compared to boys. This has been attributed to girls displaying autistic traits in subtler ways than boys or being more adept at 'masking' their autism. Four times as many boys as girls are diagnosed as autistic.⁴ Disability continues to be one of the strongest predictors of poverty. Nearly half of all those in poverty are part of a family where someone is disabled, and child poverty levels are rising.⁵



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diagnosed as autistic.

¹ The NHS Information Centre (2012) **Estimating the Prevalence of Autism Spectrum Conditions in Adults: Extending the 2007 Adult Psychiatric Morbidity Survey**, Leeds, The NHS Information Centre.

² Roman-Urrestarazu A, van Kessel R, Allison C, Matthews FE, Brayne C, Baron-Cohen S (2021) **'Association of Race/Ethnicity and Social Disadvantage With Autism Prevalence in 7 Million School Children in England.** *JAMA Pediatrics*, vol 175, no 6. Available www.atjamanetwork.com/journals/jamapediatrics/fullarticle/2777821 (Accessed 6 October 2021).

³ Roman-Urrestarazu et al.

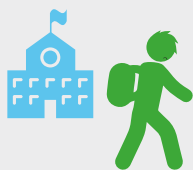
⁴ Department for Education (2021) **Special educational needs in England: Academic Year 2020/21.** Available at www.explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england (Accessed 6 October 2021).

⁵ Oakley M (2021) **Time to Think Again: Disability Benefits and Support after COVID-19**, London, The Social Market Foundation.

56%

of autistic children

in England have been sent home from school illegally or denied a full education.



Missing from education

The number of autistic pupils receiving support in schools has been increasing every year, up to 163,000 in 2020–21.⁶ However, the National Audit Office and the Education Select Committee have found that funding has not kept pace with the rising demands placed on schools and colleges for pupils and learners with special educational needs and disabilities including autism.^{7 8} Some children will need a specialist setting to reach their full potential, but many can thrive in mainstream education with the right support.

The lack of capacity and capability in the education system is leading to an adversarial system in which autistic pupils are not receiving the right support at the right time. This leaves them excluded, ‘off-rolled’, and missing out on education.

The tribunal system is costly, stressful for families and wasteful for society. Over 95% of cases are won by families challenging inadequate support or unsuitable education settings.⁹

Compared to other pupils, autistic children are disproportionately at risk of exclusion. Our research reveals that 56% of autistic children have been sent home from school illegally.¹⁰ Teachers and school leaders also admit to unlawfully excluding autistic pupils, with 34% of them saying they have done so.¹¹

Yet only half of teachers feel they have been adequately trained to support autistic children in the classroom.¹² According to a survey of more than 11,000 autistic people and their families, the main thing that would make school better for 6 in 10 autistic young people would be having a teacher who understands autism.¹³

6 in 10

autistic young people say that having a teacher who understands autism is the main thing that would make school better for them.



⁶ Department for Education, **Special educational needs in England**, (June 2021).

⁷ National Audit Office (2019) Support for Pupils with **Special Educational Needs and Disabilities in England**. Available at www.nao.org.uk/wp-content/uploads/2019/09/Support-for-pupils-with-special-education-needs.pdf (Accessed 6 October 2021).

⁸ House of Commons Education Committee (2019) Special Educational Needs and Disabilities: **First Report of Session 2019**. Available at www.publications.parliament.uk/pa/cm201919/cmselect/cmeduc/20/20-large-print-report.pdf (Accessed 6 October 2021).

⁹ Ministry of Justice (2020) **Tribunal Statistics Quarterly: July to September 2020**. Available at www.gov.uk/government/statistics/tribunal-statistics-quarterly-july-to-september-2020 (Accessed 6 October 2021).

¹⁰ Department for Education (2020) **Statistics: Exclusions**. Available at www.gov.uk/government/collections/statistics-exclusions (Accessed 6 October 2021).

¹¹ Ambitious about Autism questions included in the Teacher Voice Omnibus Survey undertaken by the National Foundation for Educational Research (NFER) during 2019 (not yet published).

¹² Teacher Voice Omnibus Survey 2019.

¹³ All Party Parliamentary Group on Autism (2019) **The Autism Act: 10 years on**. Available at www.pearsfoundation.org.uk/wp-content/uploads/2019/09/APPGA-Autism-Act-Inquiry-Report.pdf (Accessed 6 October 2021).

Employment – a remote prospect

Employment is still a goal that's out of reach for most autistic young people.

Just 21.7% of autistic people are in full or part-time employment, the lowest rate of employment of all disabled groups.¹⁴ This is a shocking waste, of personal potential and talent, and it also means that businesses, and the wider economy, are missing out on the huge benefits autistic people can bring to the workplace.

Many barriers – including access to high-quality careers advice, inflexible hiring practices and non-inclusive workplace cultures – still prevent autistic young people from entering the workforce. Fewer than one in four autistic young people access further education beyond school.¹⁵ Autistic people who go on to higher education, face the worst job prospects of all graduates when they leave university.¹⁶

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We need more flexible solutions that will enable autistic young people to access jobs in a way that is sustainable and meaningful for them. This includes tailored careers advice delivered by professionals who understand their needs and reasonable adjustments that are understood, respected and embedded in all workplaces.



70%
of under-18s
are waiting longer
than the 13-week
deadline for an
autism diagnosis.

Impact of poor health on quality of life and life expectancy

Health is a major issue for autistic children and young people.

Right from the start, diagnosis is still hard to access with 70% of under-18s waiting longer than the NHS 13-week deadline for a diagnosis and an average waiting time of just under a year.¹⁷ Early intervention and support are critical if autistic children and young people are to thrive. A lengthy wait for a formal diagnosis of autism often creates knock-on delays in children getting the right support.

¹⁴ Office for National Statistics (2021). **Outcomes for Disabled People in the UK: 2020**. Available at www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/disability/articles/outcomesfordisabledpeopleintheuk/2020 (Accessed 6 October 2021).

¹⁵ Ambitious about Autism (2011) **Finished at School: Where Next for Young People with Autism?** Available at www.ambitiousaboutautism.org.uk/sites/default/files/reports/files/finished-at-school-report-ambitious-about-autism.pdf (Accessed 6 October 2021).

¹⁶ The Association of Graduates Careers Advisory Services (2021) **What Happens Next? 2021**. Available at www.agcas.org.uk/write/MediaUploads/Resources/Disability%20TG/AGCAS_What_Happens_Next_2021_-_February_2021.pdf (Accessed 6 October 2021).

¹⁷ **NHS Digital (2021) Autism Waiting Times Statistics**. Available at www.digital.nhs.uk/data-and-information/publications/statistical/autism-statistics (Accessed 6 October 2021).

There is no consistent post-diagnostic support for parents and carers in the early years or aimed at teenagers and young adults. Responding to our online survey, 70% of parents said the support they received post diagnosis was inadequate.¹⁸ In many cases, parents report being left ‘completely alone’ without a follow-up appointment or signposts to sources of support (for example, speech and language therapy). Different areas across England have different services for diagnosis and support can be patchy.

The majority of autistic young people are impacted by mental health issues, despite autism not being a mental health condition. Before the coronavirus pandemic, four in five autistic young people were experiencing mental health issues; following the outbreak, 63% say their mental health is worse.¹⁹ Despite the need for services, only 11% of local authority areas have mental health crisis services that support autistic people who do not have learning disabilities.²⁰

The consequences of this are shocking. Over 2,000 autistic young people and adults are detained in inpatient services because of a lack of community-based support,²¹ often many miles from home, for years and with

poor outcomes. The average life expectancy for an autistic person is just 54 years, compared to 70 in the overall population. Autistic adults with a learning disability were found to die more than 30 years younger than non-autistic people.²²

Families struggling to survive

Young people and their families are socially and financially excluded. One-fifth of parents of autistic children have had to give up their job because of school exclusions. They also regularly miss days from work and reduce their working hours.²³

The coronavirus pandemic has exacerbated this situation, and 80% of autistic children and young people and their parents and carers report that services have stopped or been reduced.²⁴



One-fifth of parents of autistic children have had to give up their job because of school exclusions.

¹⁸ The online survey, conducted by Ambitious about Autism between September and November 2019, was open to parents and carers of autistic children aged 0–25 and 3,842 people responded.

¹⁹ Ambitious about Autism (2021) **Coronavirus and Lockdown: The Impact on Autistic Children and Young People**. Available at www.ambitiousaboutautism.org.uk/sites/default/files/reports/files/Coronavirus-and-lockdown-report-2021.pdf (Accessed 6 October 2021).

²⁰ Public Health England (2019) **Self-Assessment Exercise 2018: Overview of Results**. Available at www.gov.uk/government/publications/autism-self-assessment-framework-exercise/autism-self-assessment-exercise-2016-executive-summary (Accessed 6 October 2021).

²¹ House of Commons Health and Social Care Committee (2021) **The Treatment of Autistic People and People with Learning Disabilities: Fifth Report of Session 2021–22**. Available at www.publications.parliament.uk/pa/cm5802/cmselect/cmhealth/21/21.pdf (Accessed 6 October 2021).

²² Hirvikoski T et al (2015) ‘**Premature Mortality in Autism Spectrum Disorder**’, *The British Journal of Psychiatry*, vol 207, no 5.

²³ Ambitious about Autism survey (2019).

²⁴ Ambitious about Autism (2021).

Family carers have always plugged the gaps in support, now more than ever, and this severely impacts their wellbeing. In their response to our survey, 81% of all carers reported feeling lonely or isolated because of their caring role and 80% of parents said the stress of getting their child the right support at school caused them to lose sleep.²⁵

79%



of autistic people
say they are socially isolated
because of a lack of understanding.

Citizenship and community support

We believe that inclusion is not simply about identifying what autistic people might contribute to their family, school, community, or workplace, but about their fundamental right to a life of their choosing and equal access to the resources and networks needed to achieve this.

For many autistic children, a lifetime of structural inequality is first felt early in their lives as the absence of a sense of belonging. Without a positive frame of reference or connections with others going through similar experiences, young people feel shame, stigmatised by a society that continues to perpetuate a medicalised and deficit-based understanding of autism.

Yet with the means to connect with other autistic young people, they tell us that they now understand what belonging feels like: “For the first time in my life I didn’t feel alone. I finally felt like I belonged on this strange planet.”

Awareness does not equal understanding; awareness is growing, but only 26% of family members say that understanding has improved since the introduction of the Autism Act over 10 years ago. In 2019, 79% of autistic people responding to our survey said that they were socially isolated because of a lack of understanding.²⁶

Life long and societal impact

Without understanding, flexibility and the right support at the right time, there are lifetime consequences for the quality of life of autistic people and their families. And this isn’t a cost borne just by autistic people, but by all of society. Failing to support autistic people costs the UK economy at least £32bn a year. This is greater than the combined cost of supporting cancer, heart disease and strokes.²⁷

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²⁵ Ambitious about Autism survey (2019).

²⁶ Survey of for All Party Parliamentary Group on Autism (2019).

²⁷ London School of Economics and Political Science (2017) **The Autism Dividend: Reaping the Rewards of Better Investment**. Available at www.nationalautistictaskforce.org.uk/wp-content/uploads/2020/02/autism-dividend-report.pdf (Accessed 6 October 2021).

What we'll do

Our strategic plan





Excellent education

The origins of our organisation are based on the firm belief in the right of all autistic children and young people to an excellent and inclusive education. Like anyone else, autistic people want to learn, thrive and achieve and ultimately have a good quality of life. This includes the realistic prospect of living and working as part of their community.

In our education settings, we are determined to achieve the best possible outcomes with our children and young people, in their time at school or college, and beyond. This means supporting young people to achieve in all aspects of their lives: learning, health and wellbeing, citizenship, family and relationships, employment, and the successful move from our settings to a life beyond school or college.

Autistic children and young people must lead the way as we support them to grow and progress. To achieve this, we will continue

to develop each of our settings to meet the evolving needs of learners. We will also provide ongoing support in the aftermath and recovery from the coronavirus pandemic.

Beyond our settings, we will improve policy and practice nationally by drawing on our experience as a provider. More importantly, we will amplify the voices of autistic children and young people, and their families, to influence change.

► Objective 1

We will continue to embed, evaluate, and refine our Ambitious Approach and use it to improve our careers education practice and support meaningful transitions and progression for autistic children and young people. We will then share our model and expertise in autism education nationally through our policy and influencing, information, training, consultancy, and national partnership work.

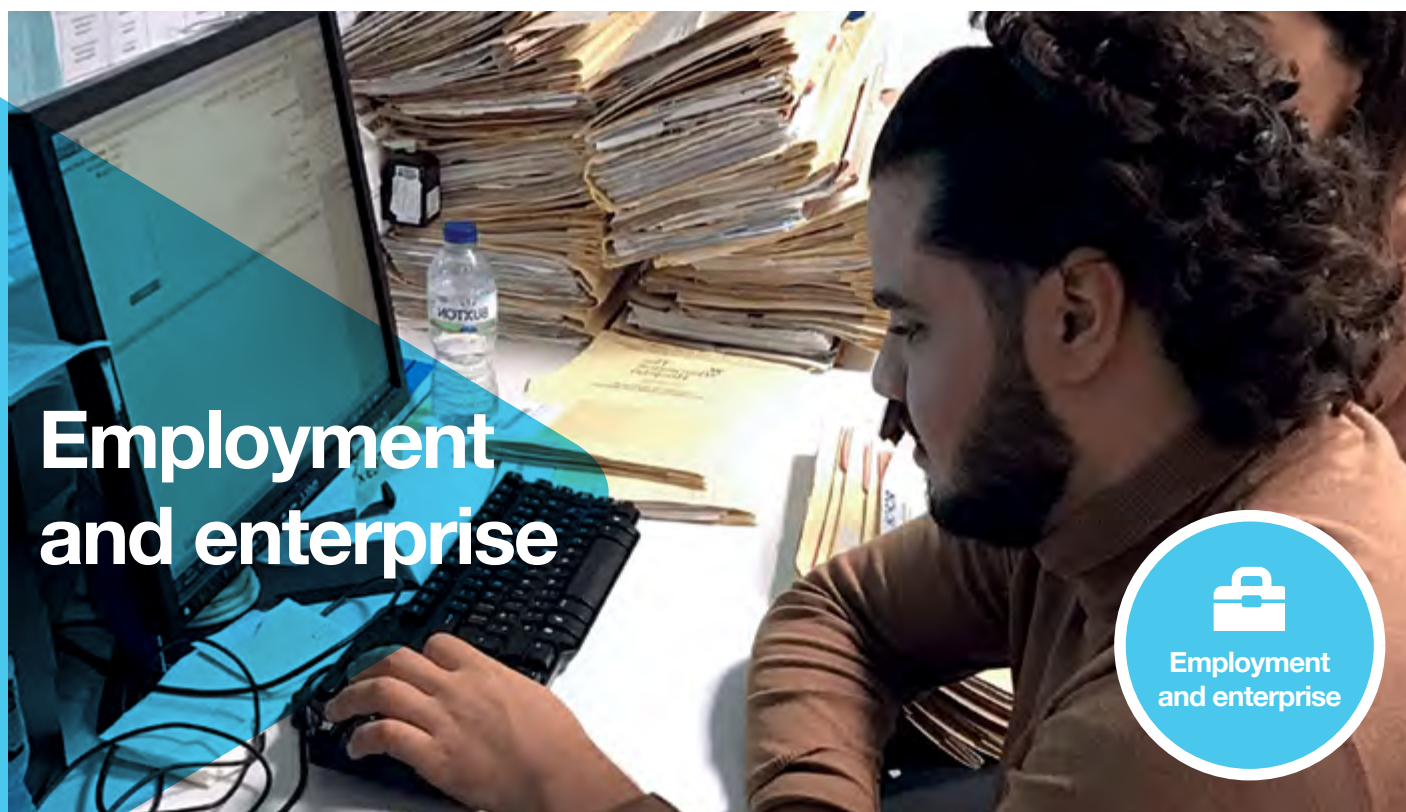
► Objective 2

Our priority is to support autistic children and young people in our education settings to live through and recover from the coronavirus pandemic. To enable them to achieve positive outcomes through careers education and support, and progress to education, employment or training. We will develop our existing settings to respond to increasing and changing demand. Specifically, we will focus on developing each setting as a centre of excellence for the wider community, growing primary and sixth-form provision in our schools and diversifying our college offer. We will also align the offers at our schools' sixth forms with those at our college to achieve clear pathways and better outcomes for young people.

► Objective 3

We will develop new settings, including a free school in Kingston, and consider further opportunities for new services and partnerships with aligned education providers. Our guiding principle will be to ensure any new services provide an excellent and inclusive education.





Employment and enterprise



We want every autistic young person to have good careers education, including experience of work, which is relevant to their aspirations, strengths and opportunities. Working alongside them, we will equip autistic young people to progress to employment and develop transferable life skills.

We will go on to develop an evidence-based model of best practice in careers education, adapted for autistic young people. Our aim is that it will be widely shared and replicated, and adopted nationally, to improve policy and practice. Our work will lead to more employers understanding autism and being prepared to recruit and support autistic young people as employees to thrive.

Our approach will be based on partnership working and implemented across all our settings, as well as nationally.

► Objective 4

Through the Employ Autism programme, we will pilot a model that will facilitate 'experiences of work' for autistic young people and support employers to be more autism confident.

► Objective 5

Through evidence gathered from our Employ Autism programme and implementation across our education settings, we will develop a framework of careers education adapted for autistic young people, rolled out nationally to improve practice and policy.



Health and wellbeing



Good physical and mental health and wellbeing are essential components of ensuring that an autistic child or young person can thrive. We know that access to the right support at the right time is essential.

Our work will make sure that autistic children and young people have improved physical and mental health through equal access to timely diagnosis and post-diagnostic support.

► Objective 6

We will pilot a post-diagnostic support service for autistic young people. We will advocate for support during and post diagnosis, for equal access to diagnosis, improved waiting times and mental health support.

Inclusion is a cornerstone of our Ambitious Approach, and this is just as important in the community as it is in education or employment.

We will ensure that our information service has a citizenship component, while taking a rights-based approach. Autistic children and young people, and their parents and carers must be empowered to influence the decisions that affect their lives.

► Objective 7

We will further develop and expand our Ambitious Youth Network nationally to empower autistic young people to connect with one another and influence societal change. We will evaluate our network and establish it as a model of working, with the input of young people.



Active citizenship in the community





Family and relationships



Family and relationships

We will influence change by enabling and supporting autistic children and young people and their families to make decisions and break barriers themselves, and by ensuring that their voices are heard in decisions that affect their lives.

We will ensure that families have increased knowledge, skills and confidence to support their autistic children and young people.

Autistic children, young people, and their families, will feel more connected with their peers and communities, reducing loneliness and isolation.

Autistic children and young people and their parents or carers will be more empowered to influence decisions about their lives.

As an organisation, we have the foundations in place to become the trusted source of information and support for parents and carers and autistic children and young people themselves. In turn, this will elevate autistic, and parent and carer voice, as we build our networks and partnerships. This will put us in an unrivalled position to influence policy and practice.

► Objective 8

We will launch an information and support service that will provide tiered support to autistic children and young people, and their parents and carers, encompassing:

- a universal offer of high-quality, relevant, accurate and accessible information and guidance
- targeted support via online communities co-produced by and for autistic young people and their parents and carers to access peer support and build connections
- specialist learner and family support service for autistic children and young people and their parents and carers while attending our education settings and throughout their journey with us.



Influencing policy and practice nationally

We are passionate about making a difference to autistic children and young people.

We prioritise our work by focusing on the following principles:

- **The changes autistic children and young people and their parents or carers want.** Through our Ambitious Youth Network, we jointly develop campaigns.

- **Our knowledge and expertise.** We have expertise in education and employability and are expanding work in other areas that are essential for autistic children and young people to lead fulfilling lives, such as having supportive families and relationships, good health and wellbeing and being active citizens in their communities.
- **What will make the biggest difference?** We're pragmatic and will look at where we think we can persuade people to do things differently, while having the greatest impact.

► **Objective 9**

We will support autistic young people and their families to influence policy and practice nationally, to improve their access to excellent education, quality health support and fulfilling careers. We will use our experience from direct work with autistic young people and families, and work with partners, to maximise impact.

We will do this by:

- increasing awareness and acceptance of autistic children and young people in society
- campaigning to prevent school exclusion and for changes to funding and accountability to incentivise inclusion of autistic children and young people
- working with partners to push for a recovery plan, identifying the gaps in education for autistic young people that urgently need filling
- conducting research and campaign to reduce inequalities in autism diagnosis for children and young people (including gender, racial and socioeconomic inequalities)
- campaigning for pre- and post-diagnostic support, including for autistic teenagers, for whom there is no specific provision
- working with partners to appeal for increased mental health support in the wake of the pandemic
- influencing to make careers advice, paid work-based learning programmes and ‘experience of work’ an accessible and realistic option for autistic young people, to help them progress to employment
- influencing practice nationally through partnerships such as the Autism Education Trust and training and development activity.



Strong foundations

Achieving our objectives would not be possible without the strong foundations that underpin our strategic plan.

► **Objective 10**

We will develop and align our governance, leadership, people, culture, fundraising, infrastructure, systems and processes to support the implementation of our strategy.



Our strategic principles



This strategy is underpinned by the following principles:



Participation: we work in partnership with autistic children and young people, and their families, in everything we do. We do this so we can make sure we reflect their lived experience when developing our work.



Sustainability: we want to be a more sustainable organisation, through achieving value for money and minimising our environmental impact.



Equality, diversity and inclusion: we want to include autism in every way to ensure that we meet the individual needs of autistic children and young people. Our priority is to create an inclusive environment for everyone. We aim to be an organisation that champions and actively lives by the high expectations of equality, diversity and inclusion that we have set ourselves.



Impact: we have created our 'virtuous circle', a model that helps us focus on the purpose of our work while ensuring sustainability. We do this by listening to the voices of autistic children and young people to identify their needs and gaps in support. We develop and evaluate new solutions to meet those needs and influence policy and practice to achieve change nationally.



Partnership: we work with individuals and organisations who share our values, skills and networks to maximise our reach and impact.



Innovation: we develop and evaluate new models of high-quality support to address gaps in provision and deliver the best possible service.

Our theory of change



While this strategy has some ambitious plans for growth in developing existing and new services, our aim is not growth for growth's sake. Instead, we want to create and provide a series of high-quality and high-impact exemplar services, which put autistic children and young people at the heart of everything we do.

We have summarised our overall theory of change in the virtuous circle diagram below. Seeking and hearing the voices and experiences of autistic children and young people, and their families, is vital to ensuring that the services we offer successfully meet their needs. Their voices will also inform the solutions that we advocate when developing policy and influencing, and how we share this learning more widely.

It is not a one-off process but demonstrates a learning culture that adapts and responds to the needs of autistic children and young people, and their families, as these inevitably develop over time.



Get involved

We stand with autistic children and young people. It's only with the generosity of our donors, supporters and partners that we can achieve our vision for a future where every autistic child and young person can be themselves and realise their ambitions.



Partner with us

Nothing we do would be possible without our partners. Whether you are autistic or have a connection with an autistic person, there are many ways you can support us. You could fund one of our projects, join our employability programme, or support employees who want to volunteer with us.



Leave us a gift in your will

By leaving a legacy, you can support the next generation of autistic children and young people.



Volunteering

Showing your support for our work doesn't have to be financial: donating your time and talents is equally valuable. Volunteering is an incredible way to show your support, from helping an autistic young person refine their CV writing and interview skills, to tending our school gardens, or joining our network of business ambassadors.

There are many opportunities available - we can find the right one for you!

Join Team Ambitious today and support us to champion rights, campaign for change and create opportunities for autistic children and young people.



Work with us

Work alongside people who share your values, and know that, whatever your role, you are standing with autistic children and young people so that they can be themselves.



Donate online

[Donate online](#) via our secure website page and make a lasting difference to the lives and futures of autistic children and young people, today.



Fundraising

There are plenty of ways that you can be part of Team Ambitious. Whether a virtual, group or challenge activity, you can raise money and make memories along the way.

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.

Contact us

The Pears National Centre for Autism Education
Woodside Avenue, London N10 3JA

☎ 020 8815 5444

✉ info@ambitiousaboutautism.org.uk

🌐 ambitiousaboutautism.org.uk

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Ambitious about Autism Schools Trust is an exempt charity in England and Wales and a registered company: 08335297.