

Autism Accreditation Assessment

Green Lane Community Special School & 6th Form College

Reference No.	295
Assessment dates	8 th - 10 th October 2019
Lead Assessor	Jonny Knowles
External Moderator	Louise Hill
Status prior to the assessment	Accredited
Advanced status applied for	Yes

Section 1: Context

About the Provision

Brief description of the provision made for autistic people:

Green Lane is a community special school and 6th form. The school have 3 designated Autism classes (Discrete Autism Provision) "which follow a curriculum centred on the SCERTS programme. The curriculum places an emphasis on independence, social interaction, social understanding, social communication and emotional regulation."

"In the main body of the school autistic students follow a curriculum based upon the national curriculum, fully differentiated to meet students' needs". "We have a joint 6th form which is shared with Fox Wood School and these classes also have students with individual strategies. The classes in the 6th form have been distributed between GLS and FWS for the purposes of accreditation. The school employs an OT and 2 SALT TAs for extra support."

"Our aim is to help our children become responsible citizens who can make a positive contribution to society. Staff at Green Lane work together with our children to encourage them to become as independent as possible, to achieve a range of qualifications / awards / certificates and be prepared for the transfer to the next phase of their lives."

Number of autistic people supported by the provision:

165 young people are supported by the provision, 80 of which have an autism diagnosis.

Cohort of autistic people supported by the provision:

Age: 4yrs-19yrs - A range of learning disabilities: MLD, SLD, Complex difficulties, verbal and non-verbal, ADHD, Dyspraxia, Down's Syndrome

Outcome of last statutory assessment (Body; date, outcome):

The school was last inspected by Ofsted in May 2015 and was judged to be Outstanding in all areas.

About the Assessment

The assessment took place over 3 days.

The school's adviser assumed the role of lead assessor with support from an external moderator on the first day of the assessment.

A presentation was delivered by the school's Autism Coordinator on how provision is made for autistic students.

25 sessions were observed by the assessment team over a total of 9 hours. Sessions observed included Maths, English, Science, Food Technology, Computing, Phonics, Snack, Morning Routine/Check in, Sensory Break, Lunch, History, ASDAN and PE.

Discussions were held with a number of staff members, autistic students and the families of autistic students during the assessment. Staff interviewed included the Family Support Team, Intervention Team, Head of 6th Form, Autism Coordinator, Outreach Lead, Head Teacher, Assessment Lead, Deputy Head Teacher, CPD Lead, OT, and a number of new staff to the school.

5 family members attended a meeting hosted at the service. The assessment team also met with the school council, members of the ECO team and some play leaders.

Policy and procedure documents relevant to the provision for autistic students were reviewed, in particular; ASD Policy, ASC Behaviour Policy, AAC Policy, SCERTS Scheme of Work, SCERTS Policy, Sensory Policy, Social Understanding and Communication Policy.

Personal files were sampled from across school, these included; Pathway to Success (Student information), Communication Profiles, IEPs, SCERTS IEPs, OT Class Plans, OT individual Plans, Behaviours/Positive Handling Plans, Risk Assessments, Sensory Room Plans.

The results of surveys carried out with the families of autistic people were also considered and are found in the appendix to this report.

Section 2: Key Findings

What the provision does particularly well

What stood out as particular strengths:

Staff work proactively to meet the sensory needs of students. Each students' sensory needs have been assessed by the Occupational Therapist and staff understand the importance of sensory activities, which were planned into lessons. The classrooms are well resourced with sensory activities and designated areas.

The unique "SCERTS parent group" provides support and guidance for both parents and students while they participate in activities in school and in the wider community. The work of the group ensures that school and home are working collaboratively to provide consistent support and was highlighted by families as a positive learning experience.

The community cafe provides a wide variety of opportunities for students to interact with members of the community and practice skills in money handling, customer service, food preparation and independence.

The work done by staff in the "Discrete Autism Provision", providing intensive support and structure, means that some students are able to transition to the main body of the school with a greater understanding of themselves, their communication and self-regulation strategies.

What else the provision does well:

There is a caring culture and ethos instilled by the Head Teacher who greets the students each day. Staff are enthusiastic, empathetic and caring. During all observations staff and students were seen to have positive and purposeful relationships.

SCERTS is used effectively to track, plan and review progress of autistic students. The school have developed a wide range of resources and supports to make the SCERTS programme accessible to all staff and parents.

Students throughout school are encouraged and supported by staff to develop independence. A range of differentiated supports are embedded across school and consistently delivered by staff.

The interventions team deliver a wide range of interventions and programmes developed by the SALT. The team are knowledgeable and adaptable to meet the needs of each student.

There is a robust programme of CPD which ensures that staff have a specialist knowledge of autism specific best practice methods and approaches.

The longstanding Head teacher and SLT are forward thinking and actively seeking to develop the school alongside staff, students and family members.

There is a wide range of structured and unstructured activities for students to participate in at break and lunch. Play leaders, from KS3 and KS4, support the younger students during play.

The school provides autism specific outreach support to a range of designated provisions and schools across the authority. This includes a wide variety of CPD courses. One staff is a SLE (Specialist Leader in Education) in autism for a local trust.

Reception/Office staff are caring and enthusiastic, providing empathetic care to students when transitioning into the school throughout the day. All auxiliary staff have received autism awareness training and have access to visual supports.

CPOMS is used effectively by staff to share, track and monitor behaviour, communication, medical needs, career guidance, self-regulation and safeguarding concerns.

Family feedback was overwhelmingly positive about the school and the support that staff provide for students.

Inside and outside learning spaces are used effectively by staff to provide structured and engaging lessons.

The work done by the "Autism Coordinator", to track, monitor and advise staff, ensures that autism practice is being constantly reviewed to ensure that it is of a high standard across school.

What the provision could develop further

Areas to consider:

The school should continue to explore the potential of developing the service to provide an education for students up to the age of 25.

The school should continue to implement the "Evidence for learning" programme so that progress can be instantly shared with parents.

The school should continue to explore strategies for staff to display the structure and format of lessons to students where individual lesson schedules are not being used.

Review the structure and format of the class timetable across KS1 and KS2 to ensure that it is consistent in colour and location.

Section 3: Professional Development

Main approaches or methods employed by the provision in supporting autistic people

The school highlighted its main approaches as

“SCERTS, PECS, TEACCH, Sensory diets, Intensive Interaction, Social stories, visual supports, Attention Autism”

The school has a Discrete Autism Provision (3 classes) “which follow a curriculum centred around the SCERTS programme”. Last year a number of these students transitioned into the main body of the school after a period of intensive support within the discrete provision.

Training staff receive in these approaches and in understanding autism as part of their induction

An induction checklist is given to new staff which identifies the content of their induction. The document also highlights the key members of staff with a particular role or specialism. The Autism Coordinator is signposted to new staff throughout the induction and within their initial meeting at the school.

During their initial meeting at school staff receive information on PECS, TEACCH, the importance of visuals and the importance of the OT and sensory diets. Staffs training needs are reviewed individually and they attend training/courses to ensure that they can meet the needs of the students in their class. On joining the school staff also have the opportunity to meet with the Autism Coordinator to discuss students or strategies.

Supply staff to the school are given a “Notes for supply staff about ASD” information sheet. This document gives an overview of the methods and approaches in place and signposts the supply/cover staff to the appropriate documentation.

The assessment team met with two members of staff who had recently joined the school. The staff both stated that they felt “well supported” by the Autism Coordinator and SLT during their induction “who took time to ensure that they had a clear understanding of the methods and approaches at the school”. One staff member who completed their NQT year at the school stated that she felt well supported by a “knowledgeable and supportive mentor” and was given various opportunities to observe “good practice”.

On-going support and professional development available to staff in working with autistic individuals

The autism coordinator has a termly “autism coordinator day” which includes lesson observations, book scrutiny and student voice. From this day the autism coordinator identifies areas of strength and development, which are fed back to staff and governors and leads future training and CPD.

Performance management is led by experienced members of staff. The Autism Coordinator completes all of the performance management for the autism designated class teachers and HLTA teaching assistants. The performance management process supports staff to identify areas of further development through observations and meetings. Through the performance management process there is also the opportunity for staff to identify and attend external courses in a wide range of autism specific best practice methods and approaches.

The school has three staff trained as team teach trainers, one of which has adapted the course so that it has more of a focus on autism and an emphasis on understanding sensory needs and teaching self-regulation.

A high-quality programme of continuous professional development is in place at Green Lane. This ensures that staff across school have a robust specialist knowledge of autism specific best practice methods and approaches. Systems are in place to ensure that practice is highly personalised and maintained at a consistent high level throughout the provision.

Section 4: Person Centred Support

Brief description of how individual support is planned, implemented and evaluated:

Transitions are differentiated based on the needs of the students. The school plans transitions alongside parents, the student's current placement and other key members of staff. Where possible the autism coordinator will also observe the student in a range of different scenarios. Staff from Green Lane will then meet with parents to share a range of strategies and resources so that support can be consistent between school and home and parents can prepare their child for the change. The school plan individualised integration days based on the needs of the student. Students and parents are also given books showing the staff, their new classroom and key elements for school.

Parents whose child is joining the discrete autism provision attend questionnaire interviews and a SCERTS clinic with staff. This allows staff to build a picture of the child's needs at home and understand their communication, sensory and emotional regulation. This also provides staff with additional data which is used when baselining each child. Individual SCERTS clinics then continue termly for all parents involved.

On joining the school the OT completes a range of observations and assessments to develop a sensory diet and plan for each student. This is delivered by class staff as meals and snacks throughout the day. The OT regularly reviews the progress to ensure that the plan is meeting the child's sensory needs.

Each student has a "Pathway to success" document. The document contains key information to support staff to provide consistent support. The document includes information on communication preferences, how best to support me and help me learn, triggers and information around behaviour and motivators. The document is regularly updated and reviewed by the class team so that it is accurate. Any changes to this document are announced to all staff during morning briefing. Students also have a "Communication Profile" and "Sensory Profile" which are developed collaboratively by class staff, OT and SALT.

Each student in school has an IEP which includes targets in Communication and Language, Personal Social Emotional Development, Sensory, Understanding the World, Mathematics, Literacy, Physical Social Development and Expressive Arts. Targets are broken down from the long term EHCP targets and include key strategies, who will be involved and the intended outcome. B-Squared is also used to track the academic progress of student's across school.

Each autistic student has a SCERTS target page which includes targets in Social Communication and Emotional Regulation. The page also includes key transitional supports so that staff can deliver consistent support. Staff regularly gather information towards these targets from parents through the home school book. The home school book also allows staff to share targets with parents so that they can work collaboratively to generalise skills.

The SCERTS data is collected and reviewed termly by the Autism Coordinator to reflect on current practice and identify any areas for development. The Autism Coordinator has a termly "Autism coordinator day" which includes learning walks, lesson observations, book scrutiny and student voice. From this day the Autism Coordinator identifies areas of strength and development which are fed back to staff and supports the development of the training and CPD programme.

Evidence for learning is used to capture evidence towards targets. Staff use the programme effectively to capture evidence which can be linked to frameworks, including SCERTS and B-Squared. The data collected is regularly quality assured and moderated during the "Autism Coordinator Day".

CPOMS is used by staff to share, track and monitor behaviour, communication, medical needs, self-regulation and safeguarding concerns. This data is constantly reviewed and analysed by the Family Support team so that a full picture can be developed and potential patterns can be identified. Staff action responses on CPOMS so that their interventions/actions can be tracked.

The school have 3 members of staff who deliver interventions in SALT and Phonics. Students are identified by classroom staff, in their EHCP or through IEP targets. Intervention is delivered within the classroom or within the intervention room, based on the need of the student. Two SALT HLTAs deliver a range of programmes developed in collaboration with the school's SALT, who works in school two days each week. The SALTs role is to assess the needs of students, develop programmes of support and review progress throughout the year whilst the HLTAs deliver the programmes.

Differences in Social Communication

Key outcomes identified from personal support documents and staff discussions:

The school's SALT is in school two days each week. The SALT completes a range of assessments on students who have been identified by class staff, through EHCPs or by parents. A programme is developed by the SALT in collaboration with The SALT HLTAs who then deliver an intervention programme to the student within the intervention room or within their classroom. The SALT reviews progress throughout the year and updates the targets when met.

There is a social skills group (Wednesday Friends day) which is hosted by the schools ASD Coordinator and OT. The group provides opportunity and purpose for students to meet and practice social skills through a variety of discrete activities. The group also covers topics such as what is autism, making conversations and friendships.

Students' communication needs and preferences are recorded on their "Pathway to Success" and "Communication Profile". Both of these documents, which were reviewed in all classes, were seen to be highly personalised and detailed.

Communication targets are found on all students' IEPs and also within their SCERTS IEP, which are both reviewed termly or when met.

Key outcomes identified from observation/review of key activities:

During all observations staff could make themselves understood through the use of simplified verbal communication, signs/Makaton and visuals. Throughout observations staff were seen to be clear in their communication and consistent in their approach. Staff are highly skilled communicators and were observed to differentiate their communication to match the communication preferences of each student. Classroom doors include a visual symbol, Makaton action and written label to support all students.

Where best practice was observed, during all group/circle time observed, staff were seen to consistently and effectively use visuals and signs to communicate instructions and prompts.

During all observations students were able to communicate their wants and needs. Students were observed communicating using PECS, AAC, visuals and verbal communication. Students were also supported to communicate with staff and members of the community by using communication strips. This was used effectively in the community café to support students to structure conversations with customers.

Within lessons students were given opportunity and purpose to interact with staff and their peers. During observations staff were seen to plan structured activities for students to interact. Intensive Interaction was also used by staff in early years during choice time. The school also promote interactions between the older and younger students with some of the older student's volunteering as "Play Leaders" over lunchtime.

The community café provides opportunity and purpose for students to practise a wide range of communication and interaction skills with staff from the learning village and members of the local community.

Problem Solving and Self-reliance

Key outcomes identified from personal support documents and staff discussions:

The school have a Transition policy in place, addressing both micro & macro elements of transitions. This supports school staff to be consistent in their approach to transitions.

Ongoing formal & informal observations are made by class teams, and by staff as a whole. This informs how work is structured & presented to each student to ensure the development of independence.

The school's curriculum has been develop so that it includes opportunities for students to develop skills in independence and problem solving. The sixth form's curriculum has a particular focus on developing independence skills in preparation for transition out of the service. Courses in sixth form include Independent Living Skills, Preparation for Independence and Preparation for work. Students also have the opportunity to attend work experience within the community café and within the local community.

Students' "Pathway to Success" includes key information and strategies so that staff can support students to development independence.

Key outcomes identified from observation/review of key activities:

The school and classrooms are highly structured. Visual supports are used effectively to support students to independently navigate the school and the classrooms.

Students in most classes could understand what was happening now and next through a range of differentiated strategies. These included visual timetables, individual timetables, lesson schedules, now and next boards and timetable strips. The TEACCH principles are embedded across classes with students seen to independently manage their own timetable. The processes are clearly embedded with staff only needing to say "timetable" or show a timetable symbol to prompt students to look at their individual timetable and transition to the next activity.

To further develop practice, in a small number of the KS3 and KS4 classes, staff should consider introducing a lesson schedule to support the students to have a greater understanding of the structure and format of the lesson.

Both macro and micro transitions were explicitly reference by staff consistently across school. Where best practice was observed, in a history lesson, the staff member used a number line from 5-1 to countdown the time till the next activity. This supported students to understand where their lesson was up to and prepare for change.

In the majority of observations (23 out of 25) students were supported to do things by themselves rather than being reliant on staff prompting. Each classroom visited was structured and organised which promoted independence and self-reliance. Where best practice was observed, in a Food Technology session, the visual structure supported students to find equipment independently with no staff input.

During all observations students were given the opportunity to develop skills in expressing opinion and making decisions. Where best practice was observed, in science, staff provided opportunity and purpose for students to express their opinion and problem solve as part of a group. Choice boards were also used effectively across school to support students to make independent choices.

Sensory Experiences

Key outcomes identified from personal support documents and staff discussions:

The school's OT is in school for 3 days each week. The OT spends time in classes modelling strategies as well as in the well-resourced sensory integration room delivering bespoke individual and group sessions aimed at identifying students' sensory needs. Staff have all received training in sensory integration and sensory diets.

There has been a big focus on the readiness to learn strategies but more work is planned to be done working with students on areas such as handwriting. This will aim to reduce behaviours associated with avoidance.

The school has well-resourced classrooms, and corridors which support students to self-regulate independently. Last year the school created an all-weather track around the school field which is used by a large number of students to self-regulate.

Each student's personalised sensory activities are shared with staff on their Sensory/OT Plan. These plans include each student's sensory needs, sensory aims, and strategies which should be implemented in class, all of which were seen to be followed during the assessment. There are also "Sensory Classroom Plans" which support staff to consider the activities available within their classroom

Key outcomes identified from observation/review of key activities:

In all lessons students were seen to have access to sensory activities that they found enjoyable or relaxing. Students are supported to regulate sensory experiences which interfere with what they are trying to do or cause them stress or discomfort. In many observations students were seen to ask for time out, independently access ear defenders and access quiet areas of the room.

Staff are aware of the sensory needs of the young people they are supporting and were seen to plan sensory activities into the day as sensory breaks and sensory meals. Each student has an "OT/Sensory Plan" which was seen to reflect the practice within observations. Where best practice was observed, in the majority of observations, students were seen to access or request these activities independently before return to their work.

Careful considerations have been made to the environment in each room. Classrooms are low arousal, structured and organised, fostering a calm and productive learning environment. Where appropriate students have access to individual work stations/areas. Other classrooms have developed sensory areas/stations within the classrooms based around the needs of their students.

Emotional Well-being

Key outcomes identified from personal support documents and staff discussions:

The schools PSHE curriculum has been developed so that it supports students in their social and emotional development. All students have a PSED (Personal Social Emotional Development) target as part of their IEP.

The school have developed a path around the boundary of the field. This is used for the daily mile and self-regulation at various times throughout the day. The path has been made from artificial grass so that it can be used all year round and is wheelchair friendly. The school has also invested in a climbing area and an outside classroom as part of the forest school and because of requests of the school council.

The forest school is available to all staff throughout the year. The forest school programme, delivered by one of five forest school leads, is available to classes on a half termly rolling programme. The site has been adapted so that all students can access the forest school and benefit from the programmes of support during lessons, break and lunch.

Classes have various differentiated displays and systems to support students to identify their emotions.

Positive behaviour is reinforced and rewarded through "Verbal praise, choose activities, star of the day and awards". Reward programmes are adapted across school to meet the needs of each class.

Key information about how best to support students is highlighted in their "Pathway to success" and "Behaviour Plan". The pathway to success includes key information about "triggers" "supports" and advises staff on the language to use to support students who are in crisis.

Key outcomes identified from observation/review of key activities:

During all observations students appeared happy relaxed and engaged. Staff worked proactively to support students at the first signs of dysregulation. Staff are enthusiastic, empathetic and caring. During all observations staff and students were seen to have positive and purposeful relationships.

Staff use the inside and outside space effectively to deliver motivating, interactive and multi-sensory lessons which are differentiated so that students can experience completion and achievement.

There are various differentiated displays to support students to identify their emotions to staff. Staff were also seen to proactively offer support to students which reflected information found within their "Pathway to success".

Staff were observed in all lessons using positive language with students to celebrate positive outcomes or achievements. To celebrate the completion of an activity in lower school staff used choice as an instant reward for students. Class Dojo points, an online system which shares reward points with families, are clearly valued by the students in upper school and were seen to be used effectively to give instant feedback to students.

Section 5: Person Centred Support With Autistic People

Students have the opportunity to be part of the school council. The school council is made up of representatives from each class. Classes vote for their school council member whose role is to gather class opinions and share them at the school council meeting. The meetings are hosted by a member of SLT and all information is cascaded down to all staff as minutes. The class representatives are then expected to feedback any relevant information to their class. The school council have been central to the development of clubs, the track, outside equipment and many other projects throughout the year.

The school have a "Student Leadership Team" made up of head students and deputy head students. There is an election for Head Students at the start of the year. Students manage their own campaign and the second place in the vote is named as the deputy.

Specific lessons are planned which help students understand the need to manage their own health. Lessons may include visits to a doctor's surgery, hospital, and dentist. Students are supported as appropriate with social stories and pictorial prompts. Staff will also provide support to students' and their parents during visits to the doctor, dentist, or hairdressers. A range of medical professionals also regularly attend school and hold appointments in an environment that students may be more comfortable with.

The head teacher sends out regular questionnaires which help the school to gauge student views. Findings are shared with staff, students (where appropriate) and parents.

The school have developed Pictorial annual review paperwork to support the students to have their voice in the meetings.

Play leaders eat lunch with the younger students and support them in their play. The Play leaders are identified through the PSHE curriculum.

12 members of the school council, eco club and play leaders met with the assessment team during the assessment. Students discussed their different roles within school, their likes and future developments. Students stated that they like the teachers because they are "really nice", "treat us like adults" and "are generous and calm". Students also highlighted "the games and clubs at break", "calm atmosphere" and "helping my friends" as positives of the school. The school council's aims for this year are to review the KS4 uniform and the dinner menus.

1 autistic person's views were obtained through a completed questionnaire completed by a family member or friend who represented their views. The results are found in the appendix to this report.

With families of Autistic People

All parents whose child has a SCERTS target is invited into a SCERTS Clinic. The clinics provide an opportunity for staff to discuss current SCERTS targets and support parents to understand what this looks like. Staff also use this time to share practice and resources with parents so that they can develop a consistency between school and home. The school also invite parents into "SCERTS parent groups" which provide support for both parents and students while they work together on activities in school and in the wider community. This allows staff to share practice with parents and also give parents an opportunity to meet other parents, which has led to parents making links and organising further play dates.

All parents are invited into school at the start of the year to discuss strategies used within each classroom so that the school and families can work collaboratively. Staff use these days to model and share the key strategies to support students.

The school have a family support team made up of three staff members. The teams "role is to provide support, advice and information to the families within our school community". The team identify need through annual reviews, discussions with staff or analysis of CPOMS data. CPOMS data is constantly reviewed and analysed by the family support team to identify any potential patterns in behaviour. The team complete Early help assessments if appropriate so that they can signpost parents to the appropriate agencies. The team have strong links with many agencies and schemes across the Warrington area and so are able to effectively signpost parents.

5 family members met with a member of the assessment team during the assessment. Family members were overwhelmingly positive about the school and the support that the school and staff have provided to them and their child. Parents stated that their child had "come on leaps and bounds" and one parent whose child had recently joined the school stated that "it is amazing how much progress he has made in just a month at the school", "the pressure at home has just gone".

Parents also highlighted transitions, the supportive SLT, signposting to external support, SCERTS clinics, Sensory resources/support and the fact that "the diverse needs of the children are accommodated and their needs are met".

The Autism Coordinator explained that parents were informed about the Autism Accreditation survey via newsletters and the school website. Some family members, who had limited access to the internet, completed paper copies of the questionnaire which were returned in a sealed envelopes (18). 58 family members provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report. 56 family members (97%) stated that the support their relative is given is always or mostly good. 57 family members (98%) stated that staffs understanding is mostly or always good and 55 family members (95%) stated that advice given by the school was good or always good. 57 family members (98%) stated that the way that they are kept informed was good or always good. 22 family members chose to leave a comment on the questionnaire, a selection of which are found below:

"I feel lucky that my son is in a school with staff who know how to bring out the best in him"

"The school have helped bring my son on so much since he joined them and I can always rely on staff to provide me with advice on dealing with difficult issues which we face."

With the wider community

The school are located on Woolston Learning Village and share a 6th form with another accredited Special School. The 6th form run a community cafe which provides a lunchtime menu for school staff from both sites. The cafe provides a wide variety of opportunities for students to interact with members of the community and practise skills in money handling, customer service, food preparation and independence. The cafe is also open to all members of the community on Friday afternoon for tea, coffee and refreshments.

The school hosts an annual careers event for the Woolston Learning Village and invite all students from year 9 and up in Green Lane and Fox Wood. The event is well attended by the colleges which gives families the opportunity to explore their post 16 and post 19 options.

The school offers Outreach support to a number of schools within the Local Authority. The school supports mainstream schools and designated provisions providing advice, modelling, training and support on developing their autism practice. The school offer their OT for outreach in cases where the autism coordinator identifies the sensory needs of a young person as significant to their support.

The school have also provided email support internationally to a school in India. The school's Autism Coordinator, OT and SALT host and deliver termly Autism and Sensory training to staff from schools across Cheshire. The schools lead TA has delivered training within school, and to other schools in the authority, on a variety of TA courses including "Best use of a TA".

The school have two advanced Team Teach practitioners who deliver Team Teach training across the authority. One member of staff has adapted the training so that there is more focus on developing staffs' understanding of sensory needs, self-regulation strategies and de-escalation strategies relating to autism.

The school's Deputy Head Teacher works with the school improvement alliance group made up of 17 local primary schools. The Deputy Head Teacher completes SEND reviews across the local authority offering advice and support on SEN.




Four staff members have the additional role of SLE (Special Leader in Education) through the Oakwood Teaching alliance multi academy trust. One member of staff is SLE for Autism and assumes the role across the Alliance providing support, training and advice to all schools in the trust.


The school provide training for schools direct SEND teaching students. The school delivers SEND training and students are invited into Green Lane for a 3 day experience in SEND, which includes time spent within the designated autism provision.

APPENDIX 1 : SURVEYS




Families of Autistic People

Feedback questionnaire on Green Lane Community Special School to be completed before 10/10/2019




The support my relative is given is...					
				Response Percent	Response Total
1	Poor			0.00%	0
2	ok, but could be better			3.45%	2
3	mostly good			12.07%	7
4	always good			84.48%	49
				answered	58
				skipped	0

The understanding that staff have for my relative's autistic needs is...					
				Response Percent	Response Total
1	poor			0.00%	0
2	ok, but could be better			1.72%	1
3	mostly good			8.62%	5
4	always good			89.66%	52
				answered	58
				skipped	0

The way I am kept informed and asked my views about how my relative is supported is...

			Response Percent	Response Total
1	poor		0.00%	0
2	ok, but could be better		5.17%	3
3	mostly good		18.97%	11
4	always good		75.86%	44
			answered	58
			skipped	0

The advice I get from the service on how to help my relative is...

			Response Percent	Response Total
1	poor		1.72%	1
2	ok, but could be better		0.00%	0
3	mostly good		22.41%	13
4	always good		75.86%	44
			answered	58
			skipped	0

Comments: Please note you are not required to comment below, if you do so they may be quoted in the final report. Our questionnaires are anonymous and Autism Accreditation cannot be held responsible for comments which identify any individual. (22)

1	11/07/2019 16:22 PM ID: 121879052	The school have helped bring my son on so much since he joined them and i can always rely on staff to provide me with advice on dealing with difficult issues which we face.
2	12/07/2019 07:28 AM ID: 121912269	Moving my son from main stream school to Green Lane Community Special School In September was the best decision we have ever made. The school has been a massive support to us and our son. Within just 10 months his confidence has grown and he is happy to go to school. I cannot fault the school in anyway

The advice I get from the service on how to help my relative is...

			Response Percent	Response Total
3	04/09/2019 11:12 AM ID: 126240049	Green Lane is a fantastic school - our son has come on leaps and bounds since being there, and is achieving things that previously we were told he'd never do.		
4	18/09/2019 11:47 AM ID: 127389351	Thank you.		
5	01/10/2019 20:58 PM ID: 128211109	I feel lucky that my son is in a school with staff who know how to bring out the best in him, though their collaborative expertise and experience, and through their dedication and kindness. It really is a special school.		
6	02/10/2019 09:11 AM ID: 128232530	The support is extremely helpful from Green lane school my child is coming on so much		
7	02/10/2019 09:14 AM ID: 128232740	Our daughter has always been encouraged to grow and explore every facet of her nature since joining Green Lane School. The support she has been given and in turn us is fantastic. Our Daughter has gained significant skills in both her education and her personal growth and i can say with 100% certainty that this would not have happened if Emma continued in a mainstream school setting. The tools given to us to continue to use at home from the school to maintain a level of consistency in our shared approach makes all the difference. I cannot praise the school enough.		
8	02/10/2019 09:27 AM ID: 128233570	My son has been at Green Lane School now for 4 years and to say that I couldn't be more happy would be a understatement. All the teachers seem to know my Son by name, and that is not because he is naughty, but because they seem to have a vested interest in knowing the kids and helping them thrive. I couldn't be more happy with the school and all the staff, they have taken time to get to know my Son, helped him to make himself a better person and surpass so many obstacles. Truly, I couldn't have found a better school for him.		
9	02/10/2019 09:27 AM ID: 128233625	My son has been at Green Lane School now for 4 years and to say that I couldn't be more happy would be a understatement. All the teachers seem to know my Son by name, and that is not because he is naughty, but because they seem to have a vested interest in knowing the kids and helping them thrive. I couldn't be more happy with the school and all the staff, they have taken time to get to know my Son, helped him to make himself a better person and surpass so many obstacles. Truly, I couldn't have found a better school for him.		
10	02/10/2019 10:34 AM ID: 128238709	During his time in Green Lane my son has made enormous strides. They have really focused on who he is and what he needs to succeed and helped him in all the right ways. I cannot speak highly enough of the school the staff and the support the give not only the children but also the families.		
11	02/10/2019 12:49 PM ID: 128248547	Green Lane school and staff are fantastic and have really helped my son develop		
12	03/10/2019 09:09 AM ID: 128306093	The team at Green Lane seem to have a great understanding of my daughter's needs, both with regards to communication and sensory challenges. They think of		

The advice I get from the service on how to help my relative is...

			Response Percent	Response Total
		creative and fun activities to support her development, and make these part of her daily routine.		
13	03/10/2019 23:14 PM ID: 128373961	The school entries made in the school / home diary lack any detail and there are regular occasions when we only get to find out from the transport chaperone that there has been an incident in school involving our child. The school's Family Support Officer is ineffective and reactive as opposed to being proactive in supporting our family. Also, her administration / record keeping skills are lacking having lost or misplaced previous records. In the past, the Head Teacher has failed to deliver what he had agreed to during our child's annual review ie. We raised a concern about our child's speech and language, which he noted down and said he would address, but never did. Furthermore, he is consistently unprepared for our child's annual reviews as he will read the paper file in front of us for his first time of viewing and make judgements accordingly. We believe our child is only now beginning to make progress in literacy after years of missed or wasted opportunity in previous classes. The IEP's and annual school reports lack any detail whatsoever. The P Scales used are meaningless without the school providing parents / carers with some helpful information to enable them to benchmark and interpret the grades against the national average. The staff are caring and enthusiastic, and the children are happy, but much more could be done to improve the level of service they provide. Regrettably, this starts at the top, with the Head Teacher.		
14	04/10/2019 15:14 PM ID: 128428209	Green lane has done excellent service for my grandson, they've taken an introverted boy with a dual diagnosis of Autism and ADHD and brought out a caring compassionate soul with his own views and opinions		
15	08/10/2019 09:45 AM ID: 128636178	One to one support available for needs in school and also out of school. Lessons are structured to avoid anxiety. Fully support my son who is believing he is a member of LGBT, wears make up and is so happy at school		
16	08/10/2019 09:47 AM ID: 128636360	I am very happy with all aspects of my son's car and support at Green Lane School		
17	08/10/2019 09:48 AM ID: 128636529	I feel my son is in the best possible school for his needs, which are met daily by supportive, caring and competent staff.		
18	08/10/2019 09:51 AM ID: 128636751	Since my child has been at Highschool his attitude and presentation of his work has been of a much higher standard. Green Lane Special School, Warrington is to be credited for that as it has helped him to achieve so much		
19	08/10/2019 09:52 AM ID: 128636849	Cannot ask for any better support than what is offered . The children are always put first		
20	08/10/2019 09:53 AM ID: 128636970	I have always felt my son, myself and family have the best support from Green Lane. My son thrives in the school and we are very confident in the staff and their skills.		

The advice I get from the service on how to help my relative is...

			Response Percent	Response Total
21	08/10/2019 10:17 AM ID: 128639986	School staff have always supported my child and myself. All professionals meetings have been represented by school and lots of strategies have been shared. School has been proactive in identifying other agencies to help when needed.		
22	08/10/2019 10:18 AM ID: 128640161	Exceptional staff and resources		

Autistic Person

Feedback questionnaire on Green Lane Community Special School to be completed before 23/09/2019

The support I am given is good?

			Response Percent	Response Total
1	Yes		100.00%	1
2	No		0.00%	0
3	Sometimes		0.00%	0
			answered	1
			skipped	0

Staff understand me and my needs

			Response Percent	Response Total
1	Yes		100.00%	1

Staff understand me and my needs				
			Response Percent	Response Total
2	No		0.00%	0
3	Sometimes		0.00%	0
			answered	1
			skipped	0

The staff listen to me on how I want to be helped				
			Response Percent	Response Total
1	Yes		100.00%	1
2	No		0.00%	0
3	Sometimes		0.00%	0
			answered	1
			skipped	0

Who just completed the questions above?				
			Response Percent	Response Total
1	The autistic person by themselves		0.00%	0
2	The autistic person with support		0.00%	0
3	A staff member who represented their views		0.00%	0
4	A family member or friend who represented their views		100.00%	1

Who just completed the questions above?

	Response Percent	Response Total
	answered	1
	skipped	0

APPENDIX 3: ADVANCED APPLICATION FORM

APPLICATION FORM FOR ADVANCED STATUS

Name of registration:	Green Lane Community Special School
Date when provision was last accredited;	Dec 2016
Contact person:	Julie Naylor
Adviser:	Jonny Knowles

Comments made by the provision should be factual and if necessary can be evidenced.

Criteria 1: Does assessment of the provision confirm that there are many considerable areas of strength within the service in relationship to the Autism Accreditation Standards with no or minor actions for development? *This will be addressed within the assessment report and does not require further comment.*

Criteria 2: Is the service considered to have outstanding features in meeting statutory requirements related to outcomes for autistic people?

Please provide a website link to the relevant reports and any additional comments that might be helpful in interpreting the reports. If the service is not accessed by a statutory body please write n/a

greenlane_school@gov.co.uk the school website contains the last 3 OFSTED reports and a Peer to Peer review report, also the NAS accreditation feedback of 2016.

Although the school is a mixed special needs school there is a discrete ASD provision within it and a large proportion of the main body of the school/6th form are autistic. The reports talk about the provision as a whole, but do mention ASD provision too.

Criteria 3: Is a high-quality programme of continuous Professional Development in place. Does it ensure that staff have a robust specialist knowledge of autism specific best practice methods and approaches?

Please provide a description of the professional development programme specific to autism (max 250 words)

Training relating to autism occurs on a regular basis e.g. reading & autism in response to data showing that boys at KS2 (ASD) did not exceed their targets in the way other students in their cohort had. End of year data showed the training had a significant positive impact on this and only 2 students from this group still failed to exceed their target but they did still achieve it. Staff in the ASD discrete provision have training reflecting their advanced skills e.g. Attention Autism, Eating difficulties (NAS), Wee and Poo (NAS) etc. All staff have attended training in: Autism friendly classrooms, Sensory Issues, etc. Office staff and MDAs have all attended training in: What is autism? / ASD strategies.

The ASD coordinator has regular coordinator days when she completes a programme of observations, book scrutiny, student voice, data scrutiny and examining evidence on 'Evidence for Learning'. Knowledge of autism specific best practises and their implementation is the focus of these days. This is also reinforced by SLT learning walks & observations. Any issues are highlighted and is discussed during feedback to individual staff. Implications for further training or advice are identified quickly and arranged. Staff or volunteers to the school have easy access to a range of advice materials produced by the ASD coordinator, including advice on PECS, TEACCH, and SCERTS etc.

Through our SCERTS parents' group, parents & carers are able to have direct training & advice in the use of specific strategies that are considered best practise, in a supportive way. They also receive any resources they may need.

Criteria 4: Is feedback from autistic people and their circle of support excellent showing that the service is held in very high esteem and its work is greatly valued? *This will be primarily based on surveys carried out by Autism Accreditation as part of the assessment process.*

Please provide any further evidence of feedback from autistic people or their families e.g. results of surveys etc. (max 250 words)

School regularly asks parents and students where possible, to complete questionnaires and the results of these are reflected in our last NAS accreditation report and up to date questionnaires are available from the Head teacher. The OFSTED report etc. on our website also gives a reflection of parental opinion and student voice. When students in the ASD specific provision and ASD students across school take home their Records of Achievement, parents are asked to comment on how they feel their child has made progress each term and these opinions reflect clearly how parents and carers feel about the service their child receives. Parental participation in our ASD Parents' group is also a reflection of how parents value the support they receive from school. Our school council gives a direct voice to students and several members of the council are students with autism. One of our head boys is also autistic and is very vocal in his feedback to staff about the opinions of all students, including those with autism.

Criteria 5: Is the service established as a centre of excellence in the field of autism, sharing its expertise through quality consultation and training as well as actively contributing to research into autism and innovations in practice?

Please provide any further evidence of feedback from autistic people or their families e.g. results of surveys etc. (max 500 words)

At GLS we are committed to the ethos of freely sharing outstanding practise to enhance the education of students with autism. We provide a programme of CPD training for other professionals in a variety of areas including Autism and Sensory Issues, Team Teach (ASD specific strategies) etc. The courses connected to autism are presented by our ASD Coordinator, who is also a Specialist Leader in Education for Autism, one of 4 SLEs in the school (through the Oakwood Alliance in Salford), and our Occupational Therapist, who is fully trained in Sensory Processing Issues. These courses are offered on a regular basis, are always fully subscribed and evaluations are always outstanding. Training is offered to professionals across Cheshire and Greater Manchester areas. Our ASD coordinator has recently been supporting a school in India too. Alongside this, our ASD coordinator regularly visits other schools in the same areas, to advise staff in designated provisions and main stream schools on issues they are having with their own ASD students/provisions, including providing training to small groups of staff. This can mean working with the schools over an extended period. Green Lane also organises staff 'swops' and these allow staff, usually teaching assistants, to come to Green Lane to watch strategies in action, while one of our ASD specialist teaching assistants will work in the school requiring help, beginning to implement the strategies before their own TA returns, equipped and ready to continue the strategies. The Head teacher and ASD coordinator recently addressed a conference of professionals - teachers, educational psychologists, police etc. re: Autism friendly schools, strategies/classrooms.

We have a member of staff who is a Local Authority Specialist teacher for early years & Autism, who also provides support to nurseries and schools across the Warrington Area. Our deputy is a member of the Local Authority SEND review team who regularly complete reviews of practise for the Local Authority, including a review of Autism practise in schools. These reviews often lead to our ASD coordinator being asked to work further with schools who may need support or guidance. We also provide the use of our OT for students who are struggling with sensory issues and who need help immediately.

The school is committed to research and innovative practise and staff are expected to keep ahead of research into autism. The ASD co-ordinator is responsible for researching innovative practise that is implemented in school. For example, the establishment of SCERTS. The school has been using the SCERTS programme since 2010 and has over the last few years advised a large number of establishments on their own use of SCERTS and how to establish this. We have also compared data with other schools using the programme. A part of our SCERTS programme has been the establishment of a SCERTS Parents' Group which is instrumental in aiding our parents to work with their child in school and in the wider community, fully supported by staff. (See section 8).

<p>Criteria 6: Are assessments informed by specialist expertise and grounded in a robust understanding of the nature of autism?</p> <p>Is assessment data collated and presented in a range of formats so that it is accessible and of practical value to staff who have different levels of contact with the autistic person, as well as the autistic person and their circle of support?</p>
<p>Plases provide any further evidence (max 500 words)</p> <p>All assessments are informed by staff who have an understanding of autism and this is particularly so in our discrete ASD provision.</p> <p>All students in the discrete provision have a SCERTS profile and this gives a detailed picture of a students social communication skills, emotional regulation skills and an indication of the transactional supports that are successful for individual students, and supports that have not worked. From these, all staff, other professionals, parents (and students where appropriate), who come into contact with the student, have a clear picture of the levels they are working at and how to assist them to become successful. These SCERTS targets form a part of a student's IEP. The data for students with a SCERTS IEP is collated directly by the ASD Coordinator, who is also a member of the SLT. Progress is recorded across a student's career in Green Lane and any issues are quickly highlighted and discussed in department meetings or in individual meetings between the ASD coordinator and classroom staff.</p> <p>Students across the school have individualised targets set for their curriculum progress and this includes our students with autism. Staff produce the data for students in their class and this is reported to the data manager termly and data analysis produced. Any issues with progress are highlighted and discussed further in data meetings with the data manager and the deputy head, and also at department meetings. Students who have not made the expected progress, have individual intervention and soft data sheets produced to highlight interventions that might be needed. The ASD coordinator will have input if it is felt that further advice is needed with regards to interventions for students with autism. Students in the upper school classes work on accredited courses and these are designed to be available to students whatever their levels of attainment and assure success at an appropriate level.</p> <p>Intervention teams within the school have access to all the data, IEP targets and SCERTS targets and work towards helping a student become successful in their attainment.</p> <p>Parents / carers, and students where appropriate, have assessments shared with them termly in a Record of Achievement, which contains a students assessed IEP and SCERTS targets. They also receive a copy of new targets to be worked on. Parents/ Carers and students can have input into the setting and assessment of targets. Parents also attend regular Parents' Evenings, annual reviews and Parents' Support groups. Parents of students in ASD specific classrooms attend regular SCERTS clinics.</p> <p>A student's Pathway to Success contains information designed to inform all staff as to the best way to ensure a student is successful, including advice on the best way to help an individual learn and achieve.</p>

Criteria 7: Does the service provide highly creative and very personalised support based on a thorough and up-to-date understanding of how each autistic person communicates and socially interacts; their independent living skills and the impact of external factors including sensory input on their emotions and well-being? *This will be primarily based on observations of practice carried out by Autism Accreditation as part of the assessment process.*

Please provide any further evidence (max 250 words)

At Green Lane we provide personalised support for each of our students. This is based on a clear understanding of autism and is developed through the excellent relationships we work hard to develop with our students and their families. Each student with autism has a Pathway to Success document that brings together the information needed to ensure that appropriate support is given throughout the school to each individual. Where appropriate students will have a sensory diet, speech therapy programme, and a SCERTS programme. Our SCERTS Parents' group provides the opportunity for parents and students to work together in a variety of settings – in school and in the community, on such things as social communication, emotional regulation, the delivery of sensory diets, the development of self-help skills. Green Lane has an on-site OT who completes sensory assessments, writes programmes and trains staff to ensure that therapy given is appropriate for each individual child. Students in our 6th form college work on individually designed courses of study which reflect both their interests and their abilities.

Criteria 8: Has the service collated an impressive range of qualitative and quantitative data which provides compelling evidence of the considerable positive impact it has had (both in the short-term and in the long-term) on the lives of autistic people? Can it demonstrate that it is truly inspirational in what it is able to achieve?

Please provide any further evidence (max 1000 words)

Many students attend our school for the duration of their school careers. At present our age range is 4-19yrs but we do have plans to develop the provision further. Our plan is to extend our provision to 25yrs, with the possibility of offering some respite care too. This means that all kinds of individual data for a student runs across many years and helps us develop a bank of both qualitative and quantitative data giving clear evidence of the impact we have had on students' lives and the lives of their families, both short and long term. Data is produced and analysed on a regular basis and interventions and soft data produced where needed. This data is discussed with staff at data analysis meetings and any issues are acted upon in a coordinated way. Students in our school are diverse, with a vast range of abilities and personalities and this means that we have to develop programmes and interventions for them that are as individual as they are. We place a strong emphasis on the development of sensory diets and have committed to that by employing an Occupational Therapist for 3 days a week to assess students and develop sensory programmes. She will then work with parents and staff to ensure these programmes are delivered in an appropriate and successful way. We also use the SCERTS programme in our ASD specific classes to help students develop their skills in social communication and emotional regulation. We ensure that staff have developed the skills to be able to deliver these interventions and programmes by committing to a strong CPD programme, which includes regular training in different aspects connected to autism. On a day to day basis we have regular learning walks etc. to ensure that delivery is of a consistently high standard and that any issues that may arise are

dealt with swiftly. We ask parents and students (where they can), to complete regular questionnaires so that we can collect data that reflects their views too.

Students who join our school at the age of 4yrs often need a lot of support, as do their families. Staff in our EYFS classrooms are committed to helping parents of students who may only recently have gained their diagnosis and who are struggling to accept and understand that diagnosis. This support will continue throughout a student's time at Green Lane.

In 2009 the ASD coordinator began researching programmes that would ensure that our ASD practise and target setting for students, was completed in an organised, consistent way that would build on the skills students had already begun to develop. The coordinator began to talk to other professionals and discovered that in USA some schools had begun to use SCERTS with some success. The ASD coordinator began to contact special schools in USA until she found Emily Rubin's contact details. The coordinator established the merits of the programme and asked the author to train her via email. The coordinator was then able to cascade training down to staff. Green Lane has been using SCERTS successfully since 2010. Schools who are just becoming aware of SCERTS, now regularly visit and request help in the establishment of the programme in their schools. Our OFSTED reports have always found our ASD provision to be outstanding and our NAS Accreditation reports have regularly commented on our outstanding use of SCERTS and the outstanding and innovative work with parents that has grown from this. As a part of her NPQSL studies, our ASD lead redesigned our parents' group to encourage and enhance parental involvement in the programme. Her research indicated that in a time comparison across two years, for students whose parents became involved in the group, 46% doubled their scores, 38% moved up a whole level and 1 student moved up 2 levels and into the main body of school. A part of the research was to regularly compare data with other schools who had started the programme. These findings and the success of SCERTS, has led to a change in the curriculum delivered to our discrete provision, which is now SCERTS led. A main focus of the parents' group is that parents come into school or go into the wider community, to work with their child on various activities with full staff support. This enables parents to observe staff working with their child to implement best practise strategies and enables them to begin to use them in a supported environment. Parents are also provided with resources and advice sheets. Parents are encouraged to suggest activities that they would like to try with students, these are often activities that they have struggled complete with their child e.g. hair washing / cutting, shopping, eating in cafes or restaurants etc. We regularly hold 'SCERTS clinics' with individual families to discuss possible targets with parents and suggest activities that they may be able to use to work on the targets at home, (targets are shared with other professionals too). It is also an opportunity to provide parents with resources to complete these tasks.

Parents regularly express how much more confident they feel after working with their child in this way and as a result, we have been successful in developing our students' ability to become more confident social communicators and self-regulators and we have been able to move several students from our discrete provision and into the main body of school. It has also allowed our parents to begin to develop friendships and in doing so, provide real support for each other. This is particularly useful for new parents who are able to discuss issues with parents who have been a part of the group from the beginning and who have older children. The group also includes some activities for students and siblings.

Our NAS advisor regularly recommends that other professionals come to GLS to see our practise, when they are beginning to use SCERTS.