



# Autism Accreditation

Specialist Award

## AUTISM ACCREDITATION SPECIALIST AWARD: Assessment Report

**Name of Service**

Green Lane Community Special School and Sixth form

**Reference Number**

295

**Dates**

9<sup>th</sup> – 11<sup>th</sup> May 2023

**Lead Assessor**

Jonny Knowles

**Moderator**

Rebecca Kirkpatrick

**Status prior to assessment**

Advanced

**Committee award**

Advanced

**About this Assessment**

This report states key findings on how well autistic individuals are supported according to our framework of good autism practice. Evidence has been primarily obtained from observation, supplemented by evidence from interviews, a sample of support plans and information provided by the provision. If opportunities to observe has been problematic or limited greater weighting has been given to other sources of evidence. Where appropriate, feedback has been obtained from autistic people supported by the service and/or family members and this feedback has been considered in findings

## Social Communication, Interactions and Relationships

### Key outcomes identified from personal support documents and staff discussions:

The school have access to 3 Speech and Language Therapists (SALT) who provide universal and specialist support to staff and pupils across school. The SALT assess the needs of pupils across school and devise therapy plans based on their key areas of need. The school's 3 communication assistants then deliver the speech therapy plans, devised by the SALT, across school and there are currently 75 pupils accessing SALT interventions. The team also support the in-class implementation of these programmes by collecting and developing resources and modelling their use to staff. As well as the individual programmes the school's communication team host Talk About groups to support the development of social communication and interaction, self-awareness and emotional understanding.

The school have a Makaton trainer and all the school staff are trained up in the use of Makaton. Family members also have access to Makaton training and the school's Makaton lead discussed the positive impact of the training for families, which has been broken down so that it is flexible for them to attend.

Communication profiles and Pathways to Success Profiles contain specific information on each pupil's preferred method of communication and on how best to support them in this. Recommendations are provided by speech and language therapists and staff work under their guidance where appropriate. Communication profiles also describe strengths and sensitivities and take in to account what motivates autistic pupils to socially interact with others.

SALT assessments and subsequent therapy plans and communication profiles identify what challenges or barriers each autistic pupil may experience in social communication and interaction. All pupils in the SCERTS classes have targets in social communication and staff place an emphasis on pupils developing associated communication skills appropriate to their identified partner stage.

Communication Profiles and Engagement profiles identify approaches or tools which should be employed to enable autistic pupils to understand others and to express themselves. The communication profiles reviewed evidence a person-centred approach which is informed by families, class staff and assessments. During discussions, staff discussed the wide range of approaches which are available to pupils, ensuring that they can communicate on their terms.

EHCP Annual and Review Meeting documentation includes clear references to the individual strengths and progress made by each pupil in terms of their communication and interaction. The school successfully use Evidence for Learning, an online evidence collection programme, to track and record progress towards EHCP goals. Plans include identified goals in relation to developing expressive and receptive communication, functional communication and social interaction skills.

In interviews, staff gave examples of how autistic pupils have been supported in their communication and social engagement and the positive outcomes achieved as a result. Members of the communication team discussed how they have implemented key approaches into classrooms alongside class teachers. Staff also discussed the positive impact since the introduction of consistent communication boards, particularly in supporting pupils to make specific requests.

**Key outcomes identified from observation/review of key activities**

Within all observations, staff could make themselves understood by using a range of communication approaches. Across observations staff simplified or structured verbal language, provided visual cues, used Makaton and used a range of communication boards/resources to communicate with the pupils as identified on their personalised documents. Across school all staff have a consistent set of visuals and across observations, where appropriate, staff were seen to use them effectively to prompt pupils, communicate changes or reinforce appropriate behaviour/social rules. Staff across all observations were explicit in their language and expectations, using the visual systems to structure choice and promote independence whilst offering appropriate processing time before prompting or repeating an instruction.

Throughout observations, autistic pupils were able to make themselves understood by using a range of personalised tools and approaches, identified within communication profiles or the Pathway to Success. Staff have created a range of communication boards specific to activities or locations supporting pupils to communicate choices, emotions or feelings. During observations, where the communication boards worked well, pupils were seen to use the communication boards to spontaneously make requests or communicate with staff. Where practice could be further developed staff should continue to reflect on how they are using the recently introduced communication boards to support pupils to communicate their wants, feelings and make requests. In some observations, where appropriate, staff would benefit from modelling the use of the board more as part of their communication whilst jointly participating in the activities.

Within all observations, where appropriate, autistic pupils were provided with opportunity and purpose to communicate as part of a group or 1:1 with staff, with each other and where appropriate with members of the public. The school have a range of enterprise sessions/events which all aim to provide opportunity for pupils to practice their communication whilst participating in a purposeful activity. Within EYFS and KS1 classes staff planned opportunities during choice for pupils to work collaboratively or alongside each other. Within KS2, KS3 and KS4 staff regularly planned in group and pair work as part of lessons, presenting this in a structured way to the pupils. Where particularly good practice was observed, within the continuous provision, staff joined the pupils in play and used naturally occurring opportunities well to reinforce appropriate social rules or support the development of social communication.



## Functional Skills and Self-Reliance

### Key outcomes identified from personal support documents and staff discussions:

EHCP Annual/Interim Review Meeting documentation includes clear references to the individual strengths and progress made by each autistic pupil in terms of their cognition and learning. The school use B-squared to baseline pupils in Maths, English, PSHE, and ICT and staff collect data three times each year to review progress and set evidence based and progressive targets. Individual Education Plans describe long term aspirations, focused areas of learning and SMART Targets which break down the EHCP goals in to achievable steps for learning. Progress towards these identified targets is recorded using the Evidence for Learning programme, which is accessed by both staff and families.

The school have a broad and balanced curriculum which is adapted for each of the pathways. The school also have a discrete Autism Provision (5 classes) who have a more structured learning environment implementing elements of SPELL and TEACCH and using SCERTS to inform the curriculum and track progress. The school's KS4 curriculum is adapted to each of the classes based on their academic and cognitive levels and pupils have the opportunity to access qualifications up to GCSE.

Tools and approaches, used to support autistic pupils in activities, during transitions, and in how to cope with changes and make choices are documented in their Pathway to Success document, SCERTS documentation and Transition Plans. The sampled plans included references to the use of activity planners, social stories and written checklists. During interviews, staff discussed the positive impact of the school's well establish travel training programme and careers curriculum, which both support pupils in preparation for their next steps.

The skills and challenges of autistic pupils are outlined in a number of documents, such as their Pathway to Success, Communication Profile, Positive Behaviour Plan and Risk Assessment. Within each document, tools and approaches have been identified to provide suitable levels of support whilst fostering opportunities to further develop skills and to work towards identified goals. During interviews, staff shared how they have a graduated response to support and how the visual structures used within each pathway is based on the specific needs of pupils.

To support the generalisation of these key life skills, staff within the SCERTS classes regularly encourage families to work on targets at home. During the assessment, evidence was reviewed on Evidence for Learning which showed the positive outcomes achieved as a result of families and the school working collaboratively on a shared target.

In interviews, staff gave examples of how they have supported autistic pupils in following routines; coping with change; making decisions etc – and positive outcomes achieved as a result. Staff discussed how some classes spend over a term supporting pupils in transition to their next class, through visits, joint play and a range of resources. Staff also discussed how they have created a range of easy to read documents and social stories which enable the pupils and their families to gain an understanding of safeguarding, e-safety and the review process.

**Key outcomes identified from observation/review of key activities:**

Across school there are a range of systems which support pupils to understand what is happening now and next. The approaches and systems are differentiated from individual schedules within the discrete provision to visual schedules through KS2 and written lesson schedules in K33/4, often used alongside a visual schedule. Alongside these whole class approaches there are also a range of class or pupil specific systems used to aid their understanding within their classrooms including now and next boards, individual schedules, white boards and checklists. Where practice was good, across all observations, there are well established routines in place in classrooms and staff explicitly and consistently referenced transitions using the approaches in place.

Within all observations, autistic pupils were supported to do things by themselves rather than needing to be directed by a member of staff. Staff were observed making use of the visually structured environment to enable pupils to be independent when transitioning or collecting resources from around their class. Where particularly good practice was observed, where the individual timetables and TEACCH based workstations were being used, pupils used the visual systems to transition around the class and complete their work using the visual schedules and work draws. Where particularly good practice was observed, staff modelled how pupils could request help when they appeared to be needing something, rather than just stepping in or taking over an activity. This approach appears embedded in a large number of classes and communal spaces with pupils regularly using individual and whole school visual systems to request help.

Across all observations, autistic pupils were supported to develop skills and confidence in actively expressing their opinion, making and taking decisions. Where appropriate, staff used a range of differentiated choice boards or communication boards to enable pupils to express their wants or needs. Where particularly good practice was observed, within the continuous provision, pupils were observed using choice boards, communication boards and visual supports to spontaneously make choices or communicate their decisions to staff. Within other classes, where appropriate, staff planned opportunities into lessons for pupils to share their opinions with their peers as part of planned activities, or as a whole group using the 'cold call approach'.

Across observations autistic pupils were provided with various opportunities to consolidate and develop daily functional skills including core skills in literacy and numeracy, communication, self-care, life skills and work and study skills. The school's various pathways provide differentiated opportunities for pupils to access skills which directly reflect their long-term aspirations and next steps. Practical activities are regularly planned into the weekly timetable which place an emphasis on pupils developing key functional skills. Within sixth form pupils were observed participating in a range of enterprise and life skills sessions, all with an outcome linked to their personal independence. Staff also shared plans for trips in to the community, enabling pupils to explicitly practise skills related to travel, shopping and other key daily living skills.



## Sensory Experiences

### **Key outcomes identified from personal support documents and staff discussions**

The school receive additional support from an external Occupational Therapy (OT) service. The service supports the implementation of sensory supports across school by providing universal, targeted and specialist support. Where appropriate the OTs review the sensory needs of pupils, develop sensory plans and inform in-class practice through training, coaching and modelling sessions.

Communication profiles and Pathways to Success documents include details of identified sensory needs and other working documentation cites specific sensory information, as required. For example, risk assessments and behaviour plans include information on pupils' sensory needs, describing sensory experiences autistic pupils enjoy and things they might find challenging.

Sensory Lifestyles Summary Sheets provide a summary of sensory processing difficulties that a pupil presents with, alongside examples of personalised strategies and, where applicable, sensory diet principles written by an occupational therapist to provide specific advice. During interviews the OT team also discussed how they have provided training to staff across school, supporting them to implement personalised sensory approaches within the classrooms.

Sensory Assessments provide an opportunity to gather information on the challenges each autistic pupil may have in regulating sensory experiences and allow staff to identify those that provide them with positive feedback. In the sampled documents these assessments had informed class and individual planning, for example when considering classroom environments and when planning further opportunities in the wider community.

Personal documents make reference to approaches and/or tools that should be employed to support autistic people regulate sensory experiences or avoid sensory overload. For some autistic people plans include agreed strategies and approaches that staff need to use such as using Zones of Regulation, and specific activities labelled as sensory snacks or sensory meals.

During an interview, the school's behaviour lead discussed the positive impact of the OT therapy service in supporting staff to develop a greater understanding of pupils' sensory needs enabling them to be ready to learn. The team have also delivered training to staff and parents in the use of sensory supports and resources, identified through OT assessments. Families particularly highlighted the work done around restricted diets and the positive impact that the training had had on their understanding.

**Key outcomes identified from observation/review of key activities:**

Within all observations, autistic pupils were seen to have access to sensory activities which they appeared to find enjoyable or relaxing. Pupils had access to a wide range of sensory tools including weighted vests, ear defenders and chews which were all identified within their pathway to success. Although staff stepped in to offer sensory tools when pupils appeared dysregulated, the majority of sensory tools were managed independently by the pupils. During discussions, pupils were able to describe how they use their tools and where they find them most important.

Where sensory plans have been prescribed by an OT, staff were observed supporting pupils to access their planned activities within the classroom or in an environment appropriate to the sensory activity. During observations these activities included structured movement breaks around a pre-determined route, exercises completed on peanut balls and other relaxation time.

Autistic pupils were supported to tolerate a range of sensory experiences within a safe and secure context. The school's environment is low arousal and visually structured and careful consideration has been made to the environment to ensure that it meets the specific needs of pupils.

In classes, staff have created distinct areas which pupils can access as part of regulation, appropriate to their sensory needs. Some of these were areas for relaxation including sofas, whilst others were more practical sensory areas, informed by information on pupils' sensory strategies sheets.

Within all observations autistic pupils were supported to regulate sensory experiences which could interfere with what they are trying to do or cause them discomfort. Where appropriate pupils were able to access individual workstations to complete activities or tasks and in all observations, there were tools in place which allowed pupils to request sensory support, if they were not already independently managing it. Staff's approach was consistently low arousal, calm and slow paced, which added to the calm atmosphere observed consistently by the assessment team across school.



## Emotional Well-being

### Key outcomes identified from personal support documents and staff discussions

The school's behaviour lead supports the implementation of a pyramid approach towards behaviour. Universally, all staff are trained in team teach and pupils all have access to regulation activities. As required, staff write positive behaviour plans for pupils and the plans reviewed were written in clear language, provided an overview of the aims of the plan, identified behaviours to be addressed, the function/reason for the behaviour and strategies of support.

During an interview, the school's behaviour lead discussed how they regularly analyse behaviour using Behaviour Watch, an online data collection programme, enabling them to identify patterns in behaviours and work proactively to provide bespoke support. For example, the school identified Wednesdays as the most challenging day for pupils and so imputed more mindfulness activities and subjects within the timetable on this day. The behaviour lead discussed the reduction in the number of behaviours over the last 3 years, which they identified was down to a number of factors including staff developing a greater understanding of pupils' needs and working more proactively to support pupils.

Plans reviewed show an appreciation of activities which each autistic pupil finds enjoyable, for example Pathways to Success documents describe what makes autistic pupils happy and things they can do by themselves. Where applicable they also include references to physical and sensory needs.

EHCP Annual/Interim Review Meeting documentation includes clear references to the individual strengths and progress made by each pupil in terms of their social, emotional and mental health. All pupils in the SCERTS classes have targets in emotional regulation and staff place an emphasis on pupils developing mutual and self-regulation, taking ownership of their own behaviour and being ready to learn.

A number of documents cite information on the goals and aspirations of learners, for 6<sup>th</sup> Form pupils these include long term aspirations in four key areas; cognition and learning, communication and interaction, social emotional and mental health and physical and sensory. For pupils in 6th form, meaningful work experience placements are identified which provide 'real life' opportunities for Young People to work towards achieving goals and aspirations, examples include work in charity shops, car valeting, kitchen prep and a café.

Lesson Plans, class timetables and evidence reviewed on Evidence for Learning demonstrates the breadth of access to and inclusion within community activities. Risk Assessments take in to account identified risks for each autistic pupil, and where applicable, these link with Behaviour Support Plans.

In interviews staff gave examples of how autistic pupils have been supported that resulted in positive outcomes in terms of quality of life and life opportunities including greater inclusion and involvement within the community. During discussions staff shared how key community skills are taught explicitly during lessons, enterprise or as part of the travel training programme.

**Key outcomes identified from observation/review of key activities:**

Throughout all observations, both incidental and planned, autistic pupils presented as feeling happy, safe and calm. Where two pupils appeared to become dysregulated, during an observation of lunch in the hall, staff were quick and calm in their approach to offer support through movement breaks, reassurance and sensory input.

Throughout all observations proactive and preventative strategies were observed which appeared to avoid anxiety, confusion or distress from occurring or escalating. Restrictive practices were not observed and the school's behaviour lead discussed how these are only used as a last resort under the strictest controls and extreme circumstances.

Within observations, staff worked proactively to support pupils to regulate and, in some cases, understand their emotions. Across school there are consistent communication boards linked to the Zones of Regulation which enable pupils to communicate their feelings and identify regulation activities linked to that emotion. A number of classes also had an interactive check in display which pupils use to share their emotions. Where particularly good practice was observed, where appropriate, staff have identified time during the day, shared on the timetable, for regulation activities such as the daily mile, mindfulness and relaxation. Where practice could be further developed, the school should continue to embed the Zones of Regulation across the classes as there were missed opportunities to reference this programme as part of teaching points or regulation. During interviews the school's behaviour lead discussed planned training in this area including the mapping of explicit teaching points within the curriculum.

Across all observations, autistic pupils were treated with dignity, status and respect and were provided with meaningful positive feedback which appeared to boost confidence and self-esteem. Across all observations staff were positive in their approach and provided positive feedback verbally but also by using wow walls and recognition walls, which were referenced by staff in some observations, identifying previously achieved successes.

In all observations, autistic pupils appeared engaged in meaningful activities which they appeared to find fun or interesting. The majority of lessons were interactive, fun and included opportunities for movement and practical participation as a group or individual. During interviews, staff discussed how the curriculum is developed around the specific needs of each class, enabling staff to plan activities around the likes, interests and learning preferences of pupils. In many observations learning involved pupils encountering and enjoying the challenge of trying out or learning a new activity or skill.

Autistic pupils were supported to achieve a sense of completion and achievement. Within all lessons, where appropriate, success criteria were clearly identified to pupils so that they knew what they needed to do in order to be successful. Staff differentiated this to ensure it was appropriate to the pupils with pupils in KS2, KS3 and KS4 having clearly identified learning objectives displayed within the formal lessons. Where appropriate, staff planned in opportunities for pupils to work together and self-assess each other's work, whilst in the discrete autism classes, staff used a range of visual systems to visually show that a task had been completed and visuals to enable the pupils to share their confidence and understanding.



## Feedback from Autistic People

In interviews, staff can describe how autistic pupils are actively engaged in determining how they are supported; what activities they take part in and what goals they are working towards according to what is appropriate for their age and capacity.

Within the school council there is a pupil leadership team who manage the school council and participate in various hosting roles within the school. Feedback on changes made by the school council is shared on the you said, we did board, enabling pupils to understand the impact of their requests.

Where appropriate all pupils are invited to their own annual review and are supported by staff to complete paper work prior to their meeting.

During monitoring days subject leaders gather feedback from the pupils to enable their voice to inform practice.

Voice your choice days are hosted each term which enable pupils to participate in activities they enjoy with peers from across school who have similar interests.

The school host a number of alumni events which include ex-pupils coming back to the school to meet with current pupils and their families. The school discussed the positive outcomes achieved as a result of these events due to them providing positive role models for pupils and their families and enabling them to answer questions and provide support.

Feedback from autistic people which was obtained from interviews and 84 completed surveys shows that the large majority of pupils are happy with the support they receive, and staff's understanding of their skills and needs. The highest number of negative responses (7) were in reference to how staff 'help me to do things in my life that I want to do'. Staff should consider explicitly referencing these points within the curriculum ensuring pupils understand how the school is doing this.

During interviews pupils highlighted the school's "flexible approach" as a strength as they are "accommodating to the needs of all pupils". Pupils also highlighted the lunch and breaktime clubs as a positive of the school, particularly when they found it difficult to go outside.

## Feedback from Families, Carers and/or Advocates

In interviews, staff described how family, carers or advocates are supported and involved where appropriate to do so. Staff discussed how school communicate with parents daily either face to face or through a communication book to discuss the day, pupils' feelings and behaviour. In addition to this, staff share pupils' targets and support plans with parents throughout the year in parents' meetings enabling parents to play an active role in target setting.

The school use Evidence for Learning, an online evidence collection programme, to share evidence of progress made within school, allowing parents to comment on their child's progress and upload evidence of progress at home. During interviews, families particularly highlighted the strength of this programme in support them to understand what they need to work on and how they can do this.

The school also host a SCERTS parents' group, which is hosted each half-term throughout the year. During interviews staff discussed how they identify areas of support alongside families and focus sessions on these areas. Previously sessions have included behaviour, getting dressed, going to the supermarket and eating habits.

The school's website includes a range of key information, supports and resources linked directly to autism. The information is easily accessible to families and a practical resource for them if they need support in a particular area.

The school's safeguarding lead and family liaison was nominated and won an award from WARRPAC (Warrington Parents and Carers) for outstanding practice and family support.

Feedback from family members, which was obtained from interviews and 62 completed surveys, shows that all but one of the families consider that the support their child receives as always or mostly good. The full results are available below.

5 family members attended a virtual interview hosted at the school. Families discussed a strength of the school as being communication, using the communication books and Evidence for Learning to collect and share key information between home and school. Another family member highlighted the school's transition process and the school's parent groups which practically support family members. One family member stated that "the school's facilities and staff's understanding is outstanding".

## Summary of the Assessment

Topic	What the provision does particularly well	Development
<p><b>Social Communication, Interactions and Relationships</b></p>	<ul style="list-style-type: none"> <li>• The school's communication team work with a case load of pupils, delivering a range of SALT prescribed interventions and groups.</li> <li>• Staff across all observations were explicit in their language and expectations, using the visual systems to structure choice and promote independence whilst offering appropriate processing time.</li> <li>• There are a range of communication tools and systems available to pupils, both personalised and universal.</li> </ul>	<ul style="list-style-type: none"> <li>• Where practice could be further developed staff should continue to reflect on how they are using the recently introduced communication boards to support pupils to communicate their wants, feelings and make requests. In some observations, where appropriate, staff would benefit from modelling the strategy more as part of their communication whilst jointly participating in the activities.</li> </ul>
<p><b>Functional Skills and Self- Reliance</b></p>	<ul style="list-style-type: none"> <li>• There are well established routines in place in classrooms and throughout all observations staff explicitly referenced transitions using consistent language and the approaches in place.</li> <li>• Autistic pupils were supported to do things by themselves rather than needing to be directed by a member of staff. There are a variety of systems and supports which enable pupils to be independent or request help.</li> <li>• Across all observations autistic pupils were provided with various opportunities to consolidate and develop daily functional skills. This was particularly evident through the work done in travel training and the enterprise curriculum.</li> </ul>	

<p><b>Sensory Experiences</b></p>	<ul style="list-style-type: none"> <li>• The school's environment is low arousal and visually structured. In classes, staff have created distinct areas which pupils can access as part of regulation, appropriate to their sensory needs.</li> <li>• Although staff stepped in to offer sensory tools when pupils appeared to be becoming dysregulated, the majority of sensory tools were managed independently by the pupils.</li> <li>• Staff's approach was consistently low arousal, calm and slow paced, which added to the calm atmosphere observed consistently by the assessment team across school.</li> </ul>	
<p><b>Emotional Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• The school's behaviour lead regularly analyses data to inform whole school approaches.</li> <li>• Across school there are consistent communication boards linked to the Zones of Regulation which enable pupils to communicate their feelings.</li> <li>• Throughout all observations, both incidental and planned, autistic pupils presented as feeling happy, safe and calm.</li> <li>• Across all observations staff were positive in their approach and provided positive feedback verbally but also by using visuals, wow walls and recognition walls.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to embed the Zones of Regulation across the classes as there were missed opportunities to reference this as part of teaching points or regulation. The school's behaviour lead discussed how they want to introduce explicit teaching points within the curriculum.</li> <li>• Consider creating a Zones of Regulation within the pupil's Pathways to Success profile, linking the Zones of Regulation language and strategies directly to the Positive Behaviour Plans.</li> </ul>
<p><b>Feedback from Autistic People</b></p>	<ul style="list-style-type: none"> <li>• During monitoring days subject leaders gather feedback from the pupils to enable their voice to inform practice.</li> <li>• The school host a number of alumni events which have a positive impact on families and pupils.</li> <li>• Evidence collected from interviews and surveys shows that the large majority of pupils are happy at the school and with the support which they receive.</li> </ul>	<ul style="list-style-type: none"> <li>• The highest number of negative responses (7/84) were in reference to how staff 'help me to do things in my life that I want to do'. Staff should consider explicitly referencing these points within the curriculum ensuring pupils understand how the school is doing this.</li> </ul>

<p><b>Families, Carers and/or Advocates</b></p>	<ul style="list-style-type: none"> <li>• The school effectively use Evidence for Learning to share information and work collaboratively with families.</li> <li>• The school's staff and family liaison have been recognised within the local community for their proactive support for families.</li> <li>• The school's website includes a range of key information, supports and resources linked directly to autism.</li> </ul>	
<p><b>Other</b></p>	<ul style="list-style-type: none"> <li>• During interviews, staff highlighted the schools approachable SLT who instil a positive culture of continuous professional development through supervisions and performance management.</li> <li>• The school provide ongoing support to schools across the authority, providing support and guidance to support their autism practice.</li> <li>• The school's autism lead quality assures practice through regular monitoring days. A clear action plan has been developed as a result of these monitoring days which involve pupil voice.</li> <li>• The school have a broad and balanced curriculum which is adapted for each of the pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider introducing a box on the Pathways to Success document which signposts staff to other relevant documents/profiles.</li> </ul>

### To be completed by the Quality Manager

The Autism Accreditation Committee have great delight in confirming that the school meets the criteria for an Advanced specialist Award. The Committee found evidence from the Accreditation report that the provision met the following standards to a high level of quality and consistency.

- Staff have a working knowledge of evidence-informed approaches associated with good autism practice.
- They can adapt these specialist approaches so that support is personal-centred and tailored to individual abilities, interests, preferences and challenges.
- Adaptions are made to the environment to support individual well-being and self-reliance.
- Each autistic young person develops skills and confidence in communicating with others and engaging in a range of rewarding social activities.
- Each autistic young person develops skills and confidence in carrying out tasks independently and in being empowered to make their own leading to them having greater control and self-autonomy in their lives.
- Each autistic young person enjoys an increasing range of sensory experiences whilst developing regulation strategies to help them avoid sensory overload.
- Support enables autistic young people to take part in activities which are purposeful and engaging and which promotes their emotional well-being and social inclusion.
- Proactive and preventative strategies are employed to help each autistic person avoid anxiety or distress and to help them understand and regulate their emotions.

Whilst some suggested areas for development are identified the Committee consider that these are under the realm of building upon existing good practice and do not detract from what the school is already achieving in terms of positive outcomes.

In making this decision, the Committee also considered the almost universal positive feedback from surveys as well as specific strengths highlighted in the report. The Committee were very concerned about the claims made by one parent of abusive practice towards their child. Autism Accreditation does not have the authority or remit to investigate such claims and indeed to do so could be prejudicial to other investigations. However we take safeguarding concerns very seriously and as well as following our own charity's procedures we requested further information from the school about their process and procedures related to such matters. We can confirm that the school fully complied with our request.

However, the comments made by this one parent was not found to be supported by any other source. In particular comments from other parents was highly complementary. The Committee also took into account that Ofsted found safeguarding policies and procedures to be effective and that there is a strong culture of safeguarding across the school. The Committee therefore concluded that the concerns raised by the parent was not sufficient grounds to prevent the school from achieving this award. This should not be interpreted as the Committee passing any judgement on the validity of the claims made or a failure to recognise the emotional impact of how events were personally experienced and perceived.

## Next Steps

### To be completed by the Quality Manager

#### What happens next

Once you have agreed terms and conditions you can expect to receive your certificate and logo. You can continue with your current Autism Accreditation plan or amend it by increasing or reducing the number of consultation visits. Please contact your consultant to discuss your options.

We recommend that you undergo another assessment in three years' time to show that you have maintained standards of excellent and to highlight new initiatives and developments. You can though request an earlier reassessment.

As an Advanced Service you can now apply for Beacon Status. This is awarded to provisions which in addition to providing consistent high quality support to autistic people, share their knowledge and understanding of good practice with families , external professionals and the local community.

#### Applying for Beacon Status

Application forms can be obtained from your consultant and should be returned to the Autism Accreditation Quality Manager at [Stephen.dedridge@nas.org.uk](mailto:Stephen.dedridge@nas.org.uk).

The Panel can award Beacon status if the application form provides clear evidence that the provision carries out exceptional work that has had a significant impact on how:

- families understand relatives who are autistic.
- other professionals understand and respond to autistic people, including helping them to appreciate the personal experiences of autistic people.
- the local community or members of the public understand and respond to autistic people and which promotes the social inclusion of autistic people.

The application form should also explain how the provision works in partnership with autistic people and can provide details of awards or other examples of external recognition.

Beacon status will be withheld if the provision requires improvement in meeting statutory requirements.





## APPENDIX 1: INFORMATION FROM THE PROVISION

Please note this information will be included in the final report,

Type of provision e.g., special day school; residential care home etc. **Special School.**

How many people are supported by the provision? **221 pupils on role**

How many of this number are autistic? **126**

What is the range of autistic people supported by the provision? e.g., age; learning disability; verbal or non-verbal etc.

Age 4-19 including college a range of verbal and non-verbal pupils. 23 classes across the school (early years to KS4) and 7 forms in our joint college-Woolston Sixth form college. Within the school we have a discreet autism provision which consists of an early years, KS1, KS2, KS2 engagement, KS3/4 classes this is for our autistic pupils who require more structure and autism specific strategies. We also have a range of autistic pupils across the school in our main body classes.

Outcome of last statutory inspection if applicable.

Body	Date	Outcome
Ofsted	November 2019	Outstanding

Please include a hyperlink to the report: <https://reports.ofsted.gov.uk/provider/25/111495>

What are the main specialist approaches used in supporting autistic people in their social communication and sensory regulation and promotes their independent and well-being?

We follow the SCERTS model for our curriculum and assessment tool to support our autistic pupils with their social communication, emotional regulation and independence. Additionally, we work closely with our OTs who offer sensory support across the school. Furthermore, we use a range of AAC and total communication strategies including visual supports which promotes pupils independence and communication. In addition to this we use teaching approaches such as; TEACCH, SPELL framework, intensive interaction and attention autism to support our autistic pupils in succeeding.

What training or support do staff receive in delivering these approaches?

Autism is an area within our school development plan so training and continued professional development is key. All staff including midday assistants and office staff have general autism training and are provided with symbols to support pupil's communication. In addition to this, staff have training from our OTs including; sensory integration training and feeding habits. Staff within our autism department have SCERTS training and the autism lead delivered a SCERTS overview to subject leaders to support their confidence in discussing pupil progress in their curriculum area. Additional training that staff have in order to support our autistic pupils consist of; Attention autism, PECS, boardmaker and autism and behaviour training. Staff have access to a variety of information and guidance on the school shared server including; sensory, communication and flexibility of thought. Furthermore, we link closely with our OTs who offer sensory circuit training and work closely with staff to guide them in delivering OT confidently to pupils.

What processes are in place to ensure that each autistic person has a regularly reviewed personal support plan that identifies strategies and sets targets in their social communication and sensory regulation and promotes their independent and well-being?

Each autistic pupil has a pathway to success profile which is regularly reviewed this profile includes what the individual likes and dislikes, any triggers/ things to avoid and strategies to support if they dysregulate. In addition to this each autistic pupil has a communication profile this shares information about the pupil and their communication to staff for example "when I do this", "I am feeling", "so you should do this". This enables staff to link the feeling with behaviour but to also allow the pupil access to the correct tools to support co-regulation and self-regulation. Additionally, pupils SCERTS data and progress allows teachers to set termly targets in which pupils will work on their social communication, sensory regulation and independence. The SCERTS targets are closely linked with the pupils EHCP targets so they interlink and are personal to each individual. IEPs are shared and reviewed with parents so that pupils have a consistent approach from both school and home. Staff also create and review other documents to support individuals such as; risk assessment and positive behaviour support plan which will identify strategies to support pupils to be regulated.

How are autistic people consulted in the support they receive?

The environment is adapted to support pupils individual needs e.g. individual timetables, self-regulation areas, choose boards and zoned areas within the classroom. Pupils are given a choice to enable them to express their preferences this is through work e.g. choose board or through the use of a PECS book e.g. when identifying meal options. Furthermore, work is made accessible for all pupils this is through the use of boardmaker symbols and using strategies that make learning accessible e.g. intensive interaction, engagement strategies and attention autism. School work closely with Speech and language therapists so ensure that pupils are given all of the tools to communicate e.g. PECS book, communication boards and PODD books. In addition to this, Pupils work on self-regulation strategies and will access tools they need to support their emotional well-being. Pupils are taught to link their emotional understanding and behaviour through zones of regulation, communication boards and post incident learning sheets which are symbolised. Dependent on pupil's abilities then they will work 1:1 with school staff through their work base stations or in a group table environment. Pupils follow a breakdown which will structure each lesson the level of support is dependent on pupils needs for example; lower ability pupils who require more structure and support will have an individual timetable symbolised, some pupils will just follow the whole class timetable which is symbolised, other classes will follow a written version of the timetable and a list breakdown which highlights the parts of the lesson to allow pupils to understand what is expected of them, this support is embedded in a pro-forma in our school Autism policy.

How are the family who represent the best interests of the autistic people consulted about the support their relative receives?

School communicate with parents daily either face to face or through a communication book to discuss the day, pupil's feelings and behaviour. In addition to this, staff share pupils targets and support plans with parents throughout the year in parents meetings. Parents can see pupils progress and work through our online application; evidence for learning, this allows parents to

comment on their child's progress and upload evidence of progress at home. For pupils within the discrete autism provision families will join our SCERTS parents group, we discuss areas in which families require support with e.g. behaviour, getting dressed, going to the supermarket and eating habits, we then offer training, discussions and share and model strategies we use in school with families to use consistently at home. In the autism department, we have termly SCERTS meetings with parents where teachers will discuss their child's progress with social communication and emotional regulation. In addition to this, they will discuss any strategies and support that is having a positive impact and share approaches in which parents can use at home.

What do you consider to be the main areas of development for the provision?

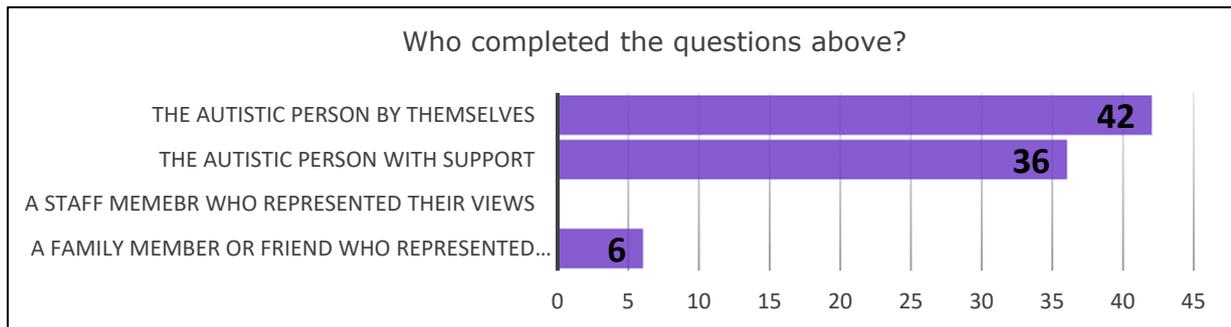
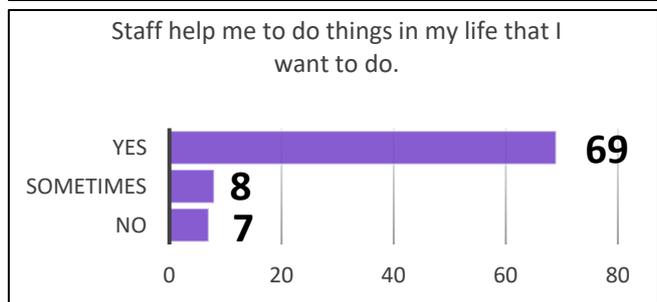
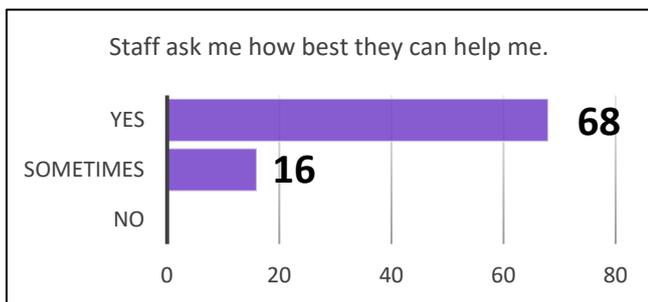
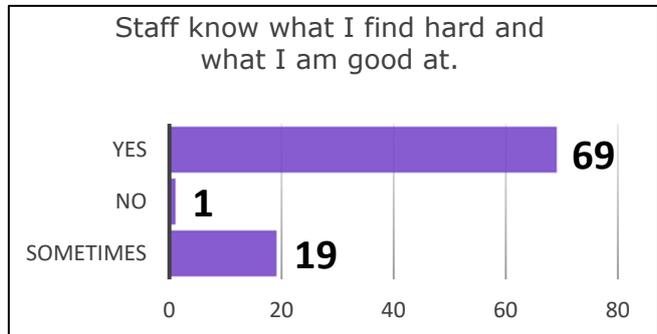
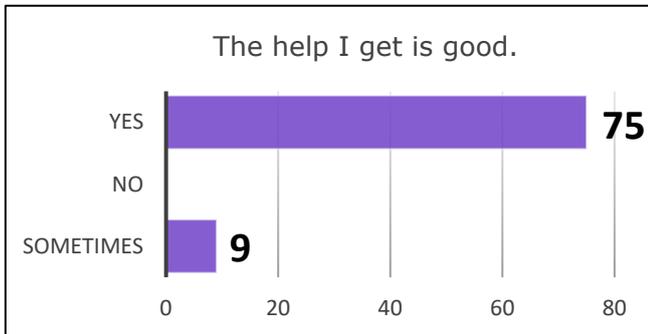
To continue to develop ways of celebrating the positive outcomes that our autistic learners make.

What do you consider to be the main areas of strength for the provision?

We have a good understanding of our pupil's individual needs so tailor learning and environment to support them in succeeding. Staff ensure they present information to support pupils to communicate and understand. Supports and strategies that are put in place are transferrable to support pupils in the community. We have strong links with families and will support parents through the use of SCERTS and 'links' under the SPELL framework.

## APPENDIX 2: Survey responses

### Autistic Person Survey - Questionnaire Responses (84)



## Comments

### ID Responses

1	Doing drawing with my friend makes me happy and cutting and sticking with my friends.
2	'I love art and maths too and reward time because that my favourite time of the day'
3	'I like learning about going to Chester Zoo'
4	'I like maths. I like English. I like art'
5	'There's shows. You can see our new classes. I like reading and History'
6	'Playing'
7	'I like art'



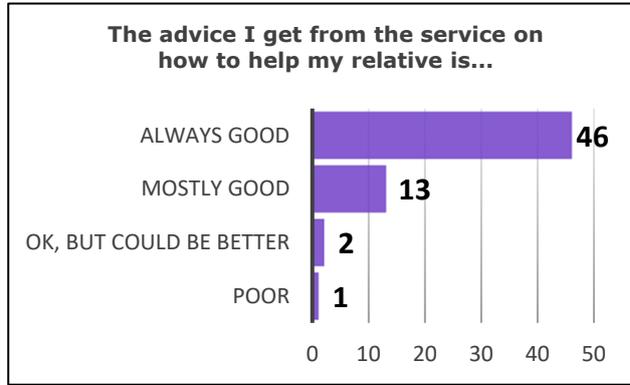
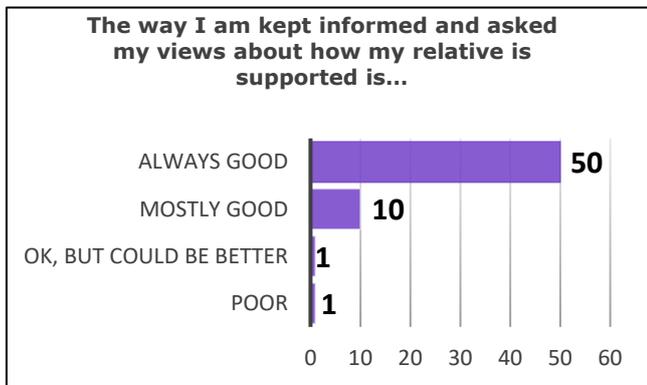
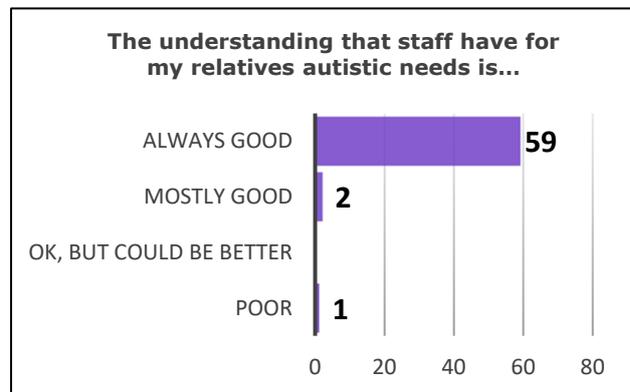
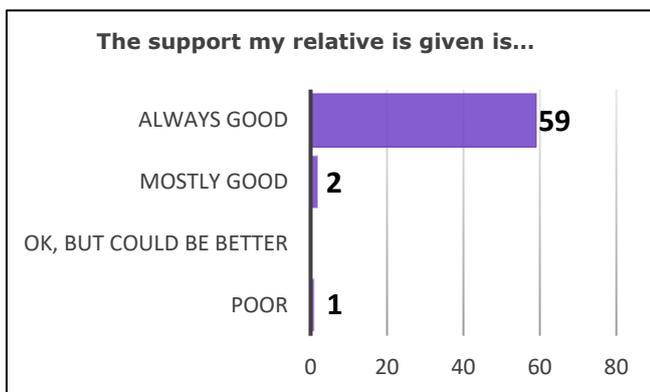
**ID Responses**

8	xxxxxx
9	xxxxx
10	it helps me.
11	Good
12	Good.
13	I like it.
14	Fun
15	I like it.
16	Good.
17	Good help
18	The support I am given is good,fun, interesting and it helps me.
19	The support I am given is good,bad,I like it, its fun and interesting.
20	The support I am given is good, fun,interesting it helps my understanding
21	My support is good, interesting and it helps me.
22	The support I'm given is good and fun,
23	It is good
24	Very helpful
25	Good
26	That's it
27	I like school.
28	School is good.
29	School is fun.
30	School is good.
31	I find school interesting.
32	i have nothing else to add because i have answered all the questions

**ID Responses**

33	I don't know? by Alfie Morris
34	I have nothing to say
35	there is nothing i would like to add
36	I prefer Greenlane school much more than the school I went to before originally.

**Families of Autistic Persons - Questionnaire Responses (62)**



**Comments**

**ID Name Responses**

1	None
2	My child's class teacher doesn't hesitate to seek advice from the various specialists available to the school whenever he is struggling. Having autism specialists, speech and language therapists and occupational therapists on site means that my son is really well supported at school.
3	I feel that school have a really in-depth understanding of my daughter's needs, what will engage her, what she enjoys, and what areas to focus on to support her development - thank you!



ID	Name	Responses
4	Amazing school who always meets my child's needs	
5		Extremely discriminatory against my child all the teacher's comments especially the headmistress she's disgusting and made vile comments against my child she needs re-training in autistic children matter of a fact she needs investigating to check her role and see if she's qualified for this position as every child is different with different characteristics they don't seem to no this the way they handle children is shocking as my child was assaulted and has ruined his second year education, also the former headmaster and his behavioural expert son also need investigating as how can a teacher hold this qualification and not no how to use it and assault my son with 8 other teachers present involved in the assault Aswell for over half an hour and nothing came off it ?
6		The school are knowledgable about my child's autistic needs and share that knowledge to help home life run smoothly as well. My autistic child has made great progress at this school due to the fantastic staff and support they give. We honestly couldn't ask for anything better for our child.
7		I honestly don't know what I would do without the advice given by staff. They always understand and get it.
8		We are extremely satisfied with the support and care our son receives we are very grateful for the parent support meetings that the school provide.
9		My child has settled really well into reception. His teacher and teaching assistants are absolutely wonderful. They've really brought him on, their teaching methods are fantastic. I'm extremely happy with the school and staff, everyone is so welcoming.
10		Green Lane School have helped my child progress and we would be lost without them.
11		I am very happy with the school. we seen a massive improvement when my child went from mainstream to Green Lane
12		Staff are always caring and helpful. When new issues, challenges or behaviour arise they are quick to notify and suggest new techniques to help with Julian.
13		Great communication with the school via a home-school book. Then if any concerns need following up the school will contact us directly!
14		I am really happy and feel well supported on all my child's needs
15		In my opinion, head of autism at school should have been replaced with someone of at least equal experience and ability to predecessor who retired.
16		Green lane school have been instrumental in ensuring that our daughter is succeeding in her social learning (reciprocal speech, expression) as well as still ensuring her strengths (reading, numbers, languages) are still paramount. They staff are kind and intuitive. Thank you.
17	Excellent school support for ASC	

**ID    Name****Responses**

18	My son has been at Green Lane for his secondary education and I can not fault the staff, the facilities and the excellent education. My son is flourishing at this school and I am very grateful that he is a pupil at this wonderful place.
19	I'm happy with how my son is improving at this school
20	My child has come on so much since starting Green Lane , the staff are amazing with her and give her lots off amazing opportunities with lots of day trips out of school !
21	Great school!!! We are so happy



## **APPENDIX 2: CASE-STUDIES**

On the standards document.