

Autism Accreditation Assessment

Rosebank School



Reference No.	260
Assessment dates	5 th -7 th June 2018
Lead Assessor	Jonny Knowles
External Moderator	Kim Webster
Status	Accredited

SECTION 1: CONTENT

About the provision

- Rosebank School is a Local Authority maintained day, community, special school for primary aged pupils with Autism, Asperger's syndrome and Social Communicational difficulties.
- Rosebank is commissioned by the local authority to offer outreach support in early years settings.
- The school provides education for children with Autism, Asperger's Syndrome and Social and Communication Difficulties.
- All pupils at the school have an education, health and care plan.
- Of a cohort of 51 pupils, approximately 96% have a diagnosis of autism.
- The provision is made up of 7 classrooms which all contain individual TEACCH based work stations based on the pupil's needs.
- Children are taught in classes of between 6 and 9 children
- The school focuses on a positive behaviour approach.
- The school has a multi-purpose interactive sensory room which is used for individual and small group work, a music therapy room, an activity room and a sensory relaxation room. The activity room has facilities for cooking and is used by each class for weekly sessions.
- The school has a large outside area with a variety of play areas, a sensory gym and a sensory garden. Each classroom has access to its own small outside area.
- The school hosts 2 NHS Speech and Language Therapist totalling 3 days a week with an assistant available at the school for 2 days.
- An occupational therapist is available on request from the local authority but the school has bought in additional OT sessions to develop sensory plans.
- The school tracks progress through a range of assessment tools including blank levels, Spence anxiety scale, talk about and the AET framework.

Outcome of most recent statutory assessment

The school was last inspected by Ofsted in March 2017. It was judged to be good in all areas. Key findings with particular relevance to the autism provision:

- "Teachers use their comprehensive knowledge of autistic spectrum and associated conditions to help pupils overcome their barriers to learning".
- "Staff provide a wealth of opportunities to help pupils manage everyday situations more effectively. Staff take pupils to the supermarket, doctor's surgery and park to rehearse these situations with pupils. For pupils preparing to transition to high school, staff practise waiting for a bus and what to do if it does not arrive"
- The school tracks pupils' progress closely against that of pupils with autistic spectrum disorder in schools across the country which use the same assessment tool.

About the assessment

The assessment took place over 3 days. The school's adviser took over the role of Lead Assessor with support from an External Moderator.

The assessment team observed 15 sessions over a total period of 9 hours. Each class was observed at least once.

Observed sessions included Maths, Art, Snack, English, Science, PSHE, group communication, CBT, Life skills, Lunch, Afterschool Club.

Various lead staff members were interviewed covering areas such as Family Support, ELSA, CBT, Behaviour, Outreach, induction process, and professional development. Along with the schools speech and language therapists, music therapist, and a number of staff new to the school.

The Head teacher and Accreditation Lead gave a presentation to the assessment team on how the provision aims to meet the needs of autistic pupils and the key strategies implemented within school.

9 parents attended a group discussion.

Policy and procedure documents relevant to the provision for autistic pupils were also reviewed, in particular the "A Guide to the Theory and Practise of meeting the needs of pupils with autistic spectrum condition in Rosebank School"; Policy for Induction and CPD; General statement of principles.

Information on all pupils was made available, and a sample were reviewed, including behaviour support plans, physical intervention plans, pupil profiles, personal learning intention maps (PLIM's), and sensory plans.

The views of families of autistic pupils were obtained from questionnaires which were sent out by the school with 19 questionnaires (38 %) being returned.

Two representatives from the student council were present and spoken to in a group. 6 pupils from yellow class answered questions about the school during a lesson.

The views of eight professionals who work closely with the school were also obtained through questionnaires.

SECTION 2: KEY FINDINGS

What the service does particularly well

What stood out as particular strengths:

Partnerships with Families. The school has strong links with families and through the work of the staff and the "Friends of Rosebank" parent group the school has provided information sessions, social events, individual parental support sessions, training and support for families. The assessment team would like to especially highlight the role played by the family support worker.

Independence is promoted throughout school with all staff consistently seen to promote problem solving skills. Staff were seen to step back and provide visual prompts rather than providing the solution. They are also aware of the sensory feedback and de-escalation techniques which could help the pupil to self-regulate.

Staff understand the children's emotional and sensory needs. They interact with each autistic pupil in ways that reinforce a sense of self-worth, dignity and self-esteem. The school has also adapted the curriculum to provide Cognitive Behaviour Therapy (CBT) and Emotional Literacy Support (ELSA) sessions focusing on the children's understanding of their emotional and sensory needs.

There is a high-quality programme of continuous Professional Development in place at Rosebank school allowing staff to have robust specialist knowledge of autism specific best practice methods and approaches.

What else the service does well:

Throughout all observations pupils were seen to be on task and motivated learners.

The use of visual aids was consistent and purposeful throughout the school.

Autism Awareness is taught during PSHE lessons. Pupils have created a display board showing people in the media with autism.

The school has an effective system for tracking pupil progress across all areas which allows effective target setting.

According to feedback from professionals the school effectively shares knowledge and understanding of autism by providing valuable support and training in a range of specialist and mainstream provisions.

Best practise was observed when staff employed visual systems to help pupils work through the stages of each activity. For example lists and individual timetables.

What the service could develop further

Priorities for the service

To further build upon best practise and achieve greater consistency the school should continue to develop a whole school programme aimed at increasing pupil's emotional and sensory self-awareness and self-regulation. This should include providing pupils with tools that they can identify and access with a decreased amount of staff input.

In order to ensure that pupil's individual behaviour plans are in-line with the school's best practice guidance and agreed policy the school should review the physical intervention document so that there are clearer links to the pupil's behaviour support plan. Reference should be made to final de-escalation strategies in this document.

Other areas to consider

The school should continue to develop the use of the Autism Progression Framework throughout school to track and assess the pupil's progress.

In lessons where lists were not used pupils had no way of identifying the format of the teaching time or recapping what they had been taught. Practise could be improved if this strategy was used across all classes during the group teaching activity.

Continue the development of Behaviour Support Plans based on the Listen, Respond, Teach model incorporating sensory tools.

The school should review the pupil profiles so that they include a section focusing on sensory differences.

In a small number of observations, autistic pupils were engaged in activities but there were few opportunities to interact and communicate with each other. This was considered a missed opportunity to develop their communication and interaction skills.

SECTION 3: PROFESSIONAL DEVELOPMENT

The school have created a policy for "Induction and CPD". The policy aims "to ensure that all members of staff receive the induction, training and experiences they need to develop the required knowledge, understanding and skills".

As part of the introductory process all new staff, volunteers, welfare staff, student teachers, supply or temporary support staff are given a "Guide to the Theory and Practise of Meeting the Needs of Pupils with ASC in Rosebank School". This document gives an overview of autism and the Practises in place at Rosebank School. The document also includes links to further reading on strategies, theories and programs used within the school. The school is in the process of reviewing the induction process to make it as effective as possible.

Taxi escorts and drivers have all received autism awareness training as well as training in the use of visuals which are consistent with the schools.

All classroom based staff take part in in-house training in PECS delivered by experienced members of teaching staff. Staff training, throughout the year, also focuses on social interaction, flexibility of thought behaviour, behaviour as communication, Partnership with Parents and Sensory Issues.

All new teaching staff are given access to recognised TEACCH and PECS training.

Staff that started in September, who had varying prior knowledge of working with autistic children, stated that they felt "well supported". Before they started working with pupils they were given autism awareness training, team teach training and they were given reading by their mentors. During their first few weeks the new staff attended training in PEC's and TEACCH and had regular meetings with their mentors. These staff members described an "open door policy" from senior staff and their mentors.

There is a rolling programme of CPD at Rosebank school aimed at developing the staffs understanding and knowledge of autism. An ongoing assessment of CPD needs is carried out throughout the performance management process, by subject coordinators and through whole school self-evaluation procedures.

Experienced staff members have provided training sessions in "Understanding Autism and its Impact on Learning" and "Sensory Processing Difficulties in Autism and its Impact on Behaviour" to schools across Cheshire and other local authorities.

Autism related CPD sessions offered in the 2018 spring/summer term include;

- Understanding Attachment and Strategies for Improving Outcomes for Young People
- Understanding Autism and its impacts on learning.
- Transition to Adulthood for Pupils with SEND.
- Sensory Processing Difficulties in Autism and its impact on Behaviour.
- Social Stories: A Practical guide.
- An Autism Friendly Classroom (Early Years, Primary and Secondary)

Therapists have delivered sessions on the "talk about" programme during CPD as well as within lessons, with the class teacher observing. The teacher will then continue the programme with resources made available by the speech and language team.

The accreditation lead at Rosebank has attended the NAS Sensory conference and delivered training to the whole staff and parents on sensory processing issues and its impact on behaviour. All staff are encouraged to continually update their knowledge,

with articles shared across the school on a regular basis to support independent professional development.

Staff are also encouraged to attend courses relevant to their current cohort of pupils. Staff have recently undertaken training in PDA and "Lego: build to express" based on recommendations from parents and professionals. Staff are asked to feedback to the whole school team after attending a course so that all staff are aware of the programmes purpose and outcomes.

In conclusion, a high-quality programme of continuous Professional Development is in place at Rosebank school. This ensures that staff have a robust specialist knowledge of autism specific best practice methods and approaches. Systems are in place to ensure that the practice is highly personalised and maintained at a consistent high level throughout the provision.

SECTION 4: PERSON CENTRED SUPPORT

Differences in Social Communication

The schools "Guide to the Theory and Practise of meeting the needs of pupil with autistic spectrum condition in Rosebank School" (updated 2018) sets out the schools approaches to supporting pupils with autism.

Specific approaches employed by staff during the Autism Accreditation Assessment include:

- PECS
- Adapted spoken language
- Emotion charts were available for selected pupils
- Staff allowed pupils processing time before prompting
- Use of gestures to support spoken instruction
- Visual cues and symbols to reinforce spoken instruction or to prompt pupils.

The speech and language therapists at Rosebank work closely with class teams to assess progress in language and social communication. Each pupil receives a baseline "Blank language levels assessment" to inform staff of the pupil's language level. Targeted pupils will then work 1:1 with a speech therapist to develop their language skills.

The "Talk About" social skills training programme is now delivered by the class teacher having been initially introduced to the classes by the speech and language therapist. An assessment is completed for all pupils to provide evidence towards future sessions.

Pupil profiles and PLIM's (Personal Learning Intention Map's) contain a section on 'communication' which shares the data of the pupil's current levels, targets and strategies. These are reviewed and evaluated termly by the whole class team and speech and language therapists.

The school is developing the use of the AET progression framework. The framework is available online as part of the "onward and upwards" programme. This allows staff to track progress on the AET framework alongside other areas of the school curriculum.

Visuals were found consistently across the school with "I need help" and "I need a break" visuals located close to every desk.

Language and visual prompts were consistently used throughout the whole school and reference was made to these regularly - 'Good listening', 'good looking', 'good sitting', and 'good concentrating'.

In all observations, it was found that autistic pupils were well supported in their communication.

In all observations, a range of communication tools and strategies were seen to be in place and differentiated at both a group and individual level. Staff understood each child's communication level and communication was differentiated between the pupils.

Where best practice was observed, activities were well planned and structured so that autistic pupils were encouraged to initiate and sustain communication both with adults and each other. Staff paced lessons well, and provided ample time for processing while providing children with good models of communication.

In three observations, autistic pupils were engaged in activities but there were few opportunities to interact and communicate with each other. This was considered a missed opportunity to develop their communication and interaction skills.

Self-reliance and problem solving

The service's prospectus states that "Rosebank aims to enable all of our pupils to become as independent as possible in all areas including self-help".

The school's "general statement of principles" also states that the school aims "To develop independence skills for use beyond school life".

The school follows the TEACCH approach throughout school. All pupils work at their own individual work station which is adapted to meet their needs. The pupils are encouraged to be independent when completing the tasks and staff input is kept to a minimum.

Whole class visual timetables were found to be representative of activities that children were engaged in and staff made reference to these when transitioning between activities.

Generally sessions began sat in a group where the teacher introduced the topic to the class. Pupils then completed the corresponding task at their individual work station. Staff in one lesson used discs to prompt the pupils to look at their visual timetable when they had completed a task. These discs served as a motivator for the students to complete their task.

In all classrooms pupils independently managed their individual timetable reflecting the whole class timetable. Routines and systems were in place at lunchtime which encouraged pupils to be independent. Lunchtime staff were aware of each pupil's needs and used schedules and visuals to assist communication with those who needed it. There was also a focus on pupils having to wait with "good waiting" and "good sitting" referenced throughout.

Wherever possible staff offered a choice to pupils rather than telling them what to do. "Choose boxes" were used as well as sensory toolboxes with students encouraged to choose the activity themselves.

There are explicit expectations of behaviour when sat in groups. Staff use the consistent visuals as a reminder for pupils to follow the "good sitting" "good listening" and "good waiting" rules.

One parent stated that since joining the school her child had become more independent. Parents also stated that the residential, recently attended by the pupils, promoted problem solving and independence skills.

In all observations staff encouraged pupils to carry out tasks before staff intervention. For example in snack time pupils were encouraged to try and spread the jam on the toast and in lessons pupils were encouraged to try the work in their tray before being prompted. In all lessons independence and problem solving was embedded into teaching practice and the pupils knew what was expected of them.

Best practise was observed when staff employed visual systems to help pupils work through the stages of each activity. For example in some observations disks were used to prompt the pupils to move on to the next task. Pupils then took the disk to their visual timetable to collect the task and brought it back to their work station. This was used consistently in the class with every child understanding the system.

Another example was in two lessons where lists were used on the board to break down planned activities and referenced when moving onto the next section of the group teaching activity. This broke down the visual timetable into more detail. For example the staff member told the class that "the (emotions) video is finish, it is now time to talk about how they felt in the video". This gave a clear breakdown of the group teaching section of the lesson.

In lessons where lists were not used pupils had no way of identifying the format of the teaching time or recapping what they had been taught. Practise could be improved if this strategy was used across all classes during the group teaching activity.

Sensory Experience

The schools "A Guide to the Theory and Practise of meeting the needs of pupils with autistic spectrum condition in Rosebank School" states that the school "aims to minimise the sensory difficulties and maximise learning opportunities for all pupils by providing a range of sensory input to accompany lessons if needed".

A Sensory Profile is completed by class staff and parents for all children when they start school. The Occupational Therapist is consulted on any individual who is identified as having significant sensory issues. There is a pilot project in place with an Independent Sensory Specialist Occupational Therapist who is working with a few children in school. The therapist has compiled sensory plans for some of the schools most complex pupils and has worked with parents to support them with using programmes at home.

There is an identified lead person for sensory and Tacpac within each class. Sensory programmes are carried out daily for children who are identified as needing them.

The Sensory room has been developed into a 4D immersive space and now includes a projector and touch sensitive floor and walls controlled through a computer. The room is also used for sensory circuits in the mornings. The school also has a sensory light room with lights, a bubble tube and a range of sensory stimuli.

Pupils were seen to be supported by a range of tools including fiddle toys from the 'go bag', stroking with brush, weighted blankets/jackets, foot massager, Indian head massager, ear defenders, feathers, chew toys, sensory cushions and more.

Each classroom was a low arousal environment with work areas free from clutter which was found to be consistent across school.

At break and lunch times pupils have access to a variety of activities outside including a sensory gym, sensory garden and a wide range of sensory activities found along the fences.

Sensory plans offer clear strategies which work for the pupils. Some students had clear sensory routines which they were accessing but they did not have a sensory plan. The school should look to develop the pupils profile so that they include a sensory section to record this data.

In all sessions staff had a clear understanding of the sensory activities that children found enjoyable. These activities and tools were identified on some of the pupil's behaviour support plans.

In all sessions pupils were well supported in sensory regulation using a range of tools.

Where best practice was observed staff utilised sensory resources such as ear defenders, brushes, wobble cushions etc, as appropriate. These resources were seen to be used around the whole school.

Further best practice was observed when staff worked calmly and consistently to support children that presented as anxious or who were displaying behaviour associated with sensory overload. Staff utilised the resources well and worked at the child's level and pace to provide effective and timely support.

In some sessions practice would have been improved had staff encouraged children to develop strategies to address their sensory needs which they could follow independently.

Emotional well-being

The school's prospectus expresses a commitment to the physical and mental well-being of pupils. Emotional wellbeing and emotional literacy are addressed within lesson through the CBT and ELSA programmes.

The CBT programme is a whole school approach and is now embedded in the schools practice since the last review. The sessions are delivered by the class teacher on a weekly basis. CBT sessions aim to develop pupil's skills in self-regulation and emotional literacy so that they are able to identify their emotions.

The ELSA programme has been introduced within school this year with the ELSA lead currently training under the guidance of an educational psychologist. The programme aims to give students the tools for emotional regulation. Progress is tracked using the Spence Anxiety scale pre and post the six week intervention. 4 pupils are targeted each half term with the pupils attending six 1:1 sessions. Information on ELSA is also offered to parents so that strategies can be accessed at both school and home. Some students have been given tools to take back to lessons which help them to identify and regulate their own emotions. This strategy would be beneficial to all pupils in school.

The school is committed to each pupil's physical and mental wellbeing and offers pupils a variety of personalised sessions aimed at promoting this, including:

- Relaxation sessions which are timetabled into the school day to allow pupils to have time to relax. Massage is also offered to some pupils during these sessions.
- The school has chickens and a rabbit which are cared for by the pupils.
- The school offers a wide range of offsite activities including horse riding, trampolining and swimming.
- The school employs a music therapist 1 day a week. The aim of the programme is to reduce anxiety of the pupils so that they can be returned to the class ready to learn.
- Lego: build to express has recently been introduced to the school targeting specific pupils. All staff have received training in the programme so that they understand the outcomes of the programme.

The behaviour support plan indicates what each pupil "likes" and is "good at". Some data for these plans has been collected from parents through the Tapestry programme.

In all sessions it was found that autistic pupils presented as relaxed and engaged in rewarding activities. In all sessions pupils appear confident to share their thoughts and feelings with the group.

Where best practice was observed in CBT sessions pupils felt confident to express what makes them happy and anxious with the whole class. Teachers encouraged this by asking all students.

Where best practice was observed staff worked calmly and consistently to support children that presented as anxious.

Practise could be developed further if all pupils were supported to self-regulate or identify how they were feeling visually to staff. This would promote independence and self-awareness and could be taught through the ELSA and CBT programmes.

SECTION 5: CONSULTATION AND WORKING

With autistic people

The school has a school council made up of 10 pupils (generally two representatives from each class).

The review team met with two members of the school council. Pupils felt like they played an active part in the school by designing the playground markings, planning fairs and leading projects. Their most recent project was to create "stop littering" posters and to distribute them around the local community.

The school council also attends some governor meetings to share their plans. One of their current focuses is on the outside equipment and how this could be improved in the future.

Autism Awareness is taught during PSHE lessons. Pupils have created a display board showing people in the media with autism.

The school has developed transition plans which are produced by the class team, speech and language therapists, family support worker and inclusion coordinator. The school facilitates a bespoke plan that is specific to the individual's needs when transitioning to secondary school.

The school continues to keep links with pupils that have transitioned to secondary school. During the assessment one year 7 pupil, who recently transitioned from Rosebank to secondary school, came back to discuss his experiences and answer the pupils questions.

Two pupils provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report. Both students believed that the support they were given was good, and that staff understand their needs and listen to how they want to be helped.

The only comment present from the questionnaires was "I love my school".

The review team also visited yellow class with 6 pupils. The pupils all stated that they were happy with school and identified swimming, horse riding, quiet times and being able to read as things they enjoyed. The pupils were also asked to identify what helps them in school. They all identified sensory tools from their tool box, including brushing, reading and support from staff members as strategies that they found helpful.

With the families of autistic people

The school employs a Family Support worker who supports parents in a number of different ways.

The school recognises that sometimes families have their own individual needs and barriers to engaging with the school. The family support worker has focused on these parents offering transport and support in attending school events.

The family support worker arranges workshops and focus groups for parents three times a term. Previous workshops / groups have focused on Sensory Processing, Sex Education and Puberty and Social Communication. The workshops are led by internal and external professionals. The topics of the workshops are led by the current cohort of parents and based around their child's needs.

The family support worker also has close links with local services and outside agencies. One area which the family support worker has been focusing on is building relationships between parents. The family support worker has organised family picnics, gardening days and booked out a play barn during the school holidays. This has increased the amount of contact between parents and has "reduced the feeling of being isolated".

Feedback sheets are sent to pupil's parents after the first few weeks at Rosebank so that the school can review the transition.

9 parents attended a parent forum at school during the assessment. The parents all spoke very highly of the school. The school has an "open door policy" towards parents and parents are welcome to come into school at the end of the day to speak to their child's teacher.

All parents in the forum emphasized the schools communication systems as being positive with staff exchanging activities and notes over Tapestry, writing in the student diaries, texts and phone calls home. One parent stated the staff were "interested in my child and see him as an individual".

Parents also highlighted the work which was done transitioning children in and out of school at all years as a highlight.

The parents also made reference to the work that the staff do to ensure that the visuals are consistent across school and home, with staff providing parents with training and visuals.

19 family members provided feedback to the assessment team by returning completed questionnaires. The full results are shown in the appendix to this report. 95% of family members stated that the support was good or always good for their child. 95% of returns stated that staff's understanding of their child's needs is good or always good with 90% of responses stating that the advice they receive from the school is good or always good.

Most comments received were extremely positive about the work of the school. For example, family members wrote:

"Rosebank staff are without doubt exceptional. They have helped and supported not just our [relative] but our whole family when camhs/social services have failed"

"An excellent school that has helped both my children make massive amounts of progress in all their areas of difficulty."

"Rosebank School offers lots of additional support to families including training sessions and coffee mornings. The staff are always more than willing to offer advice and support."

SECTION 6: SUMMARY

Rosebank school is a positive and supportive environment which nurtures its pupils and provides individualised support.

All staff in the school have good knowledge of autism and the strategies used within the school which allows a consistent approach at every part of the pupil's day.

In observations undertaken during the assessment, both planned and incidental, children were seen to be on task in lessons, staff provided differentiated learning opportunities and children appeared engaged and motivated. Relationships between staff and pupils were positive and staff understand the needs of each pupil.

The whole school CBT approach is now embedded in school practice.

Since the last Autism Accreditation Review in 2015 the school has addressed all the developments identified in the report demonstrating a strong commitment to the process.

APPENDIX 1: RESPONSE TO QUESTIONNAIRES

Professionals

Feedback questionnaire on Rosebank School to be completed by 03/06/2018

The support the service provides for autistic people is...							Response Percent	Response Total
1	Poor						0.00%	0
2	ok, but could be better						0.00%	0
3	mostly good						12.50%	1
4	always good						87.50%	7
Analysis	Mean:	3.88	Std. Deviation:	0.33	Satisfaction Rate:	95.83	answered	8
	Variance:	0.11	Std. Error:	0.12			skipped	0

The understanding and knowledge the service has of autism is...							Response Percent	Response Total
1	poor						0.00%	0
2	ok, but could be better						0.00%	0
3	mostly good						0.00%	0
4	always good						100.00%	8
Analysis	Mean:	4	Std. Deviation:	0	Satisfaction Rate:	100	answered	8
	Variance:	0	Std. Error:	0			skipped	0

How the service works with other professionals in the best interests of autistic people is...

						Response Percent	Response Total	
1	poor					0.00%	0	
2	ok, but could be better					0.00%	0	
3	mostly good					0.00%	0	
4	always good					100.00%	8	
Analysis	Mean:	4	Std. Deviation:	0	Satisfaction Rate:	100	answered	8
	Variance:	0	Std. Error:	0			skipped	0

Comments: (5)

1	08/05/18 3:06PM ID: 82880319	The Outreach Support Service Team based at Rosebank, visit some of the children who are on the Child Development Service caseload. The team visit pre-schools and nurseries and give advice and support for specific children which is invaluable for the inclusion of these children. We hold regular meetings with the teacher of the team who provides record of visits which advises the Child Development team of their work with these children.
2	08/05/18 3:19PM ID: 82884251	Rosebank is an outstanding school with highly skilled teaching staff who are dedicated to developing the children in a nurturing way
3	08/05/18 3:40PM ID: 82890309	The [staff member] is always easy to contact, will readily do joint visits with myself, and supports nurseries and preschools in conjunction with myself via a coordinated service
4	10/05/18 3:50PM ID: 83240804	I find the staff at Rosebank school are able to engage well with collaborative working; they are open in sharing their practice but are also open to me introducing new ideas and possible ways forward for the children and families we work with. They have used their educational psychology time well; for a range of child related problem solving meetings, EP assessment and parent support groups. We have also planned staff training relating to children's resilience.
5	17/05/18 4:09PM ID: 84246313	The support that we receive from Rosebank is always tailored to my school's individual needs and individual children.

Families of Autistic People

Feedback questionnaire on Rosebank School to be completed by 03/06/2018

The support my relative is given is...							Response Percent	Response Total
1	poor						5.26%	1
2	ok, but could be better						0.00%	0
3	mostly good						10.53%	2
4	always good						84.21%	16
Analysis	Mean:	3.74	Std. Deviation:	0.71	Satisfaction Rate:	91.23	answered	19
	Variance:	0.51	Std. Error:	0.16			skipped	0

The understanding that staff have for my relative's autistic needs is...							Response Percent	Response Total
1	poor						5.26%	1
2	ok, but could be better						0.00%	0
3	mostly good						15.79%	3
4	always good						78.95%	15
Analysis	Mean:	3.68	Std. Deviation:	0.73	Satisfaction Rate:	89.47	answered	19
	Variance:	0.53	Std. Error:	0.17			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						5.26%	1

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

						Response Percent	Response Total	
2	ok, but could be better					5.26%	1	
3	mostly good					10.53%	2	
4	always good					78.95%	15	
Analysis	Mean:	3.63	Std. Deviation:	0.81	Satisfaction Rate:	87.72	answered	19
	Variance:	0.65	Std. Error:	0.19			skipped	0

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

						Response Percent	Response Total	
1	poor					5.26%	1	
2	ok, but could be better					5.26%	1	
3	mostly good					10.53%	2	
4	always good					78.95%	15	
Analysis	Mean:	3.63	Std. Deviation:	0.81	Satisfaction Rate:	87.72	answered	19
	Variance:	0.65	Std. Error:	0.19			skipped	0

Comments: (6)

1	10/05/18 12:13PM ID: 83202845	He loves his school and they are wonderful with himx
2	10/05/18 4:47PM ID: 83250763	An excellent school that has helped both my children make massive amounts of progress in all their areas of difficulty.
3	10/05/18 11:06PM ID: 83298379	Rosebank staff are without doubt exceptional. They have helped and support not just our [relative] but our whole family when camhs/social services have failed. Staff are excellent in dealing with the many challenges presented to them in the working day and constantly strive to include parents and provide feedback on our child's day as well as holistic support.
4	14/05/18 4:53PM ID: 83659067	Rosebank School offer lots of additional support to families including training sessions and coffee mornings. The staff are always more than willing to offer advice and support.

The advice I get from the service on how to help my relative is...			Response Percent	Response Total
5	20/05/18 7:40PM ID: 84803227	Very caring and nurturing environment. Our [relative's] teacher is particularly supportive and has built a strong relationship with him. However his needs are complex (currently embarking on PDA assessment) and feel the school could benefit from more expertise around PDA, as many of the 'classic' autism strategies don't always work and he is struggling to full access education.		
6	25/05/18 2:01PM ID: 85957214	Parent communication is very poor. Children's individual needs are not met. They use set provisions (drumming, music) no matter what the individual needs/sensory problems are. Progress is not measured properly, so little or no progress is not seen and not acted upon.		

Autistic Person

Feedback questionnaire on Rosebank School to be completed by 03/06/2018

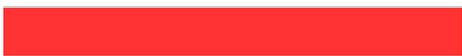
The support I am given is good?						Response Percent	Response Total	
1	Yes					100.00%	2	
2	No					0.00%	0	
3	Sometimes					0.00%	0	
Analysis	Mean:	1	Std. Deviation:	0	Satisfaction Rate:	0	answered	2
	Variance:	0	Std. Error:	0			skipped	0

Staff understand me and my needs						Response Percent	Response Total
1	Yes					100.00%	2
2	No					0.00%	0
3	Sometimes					0.00%	0

Staff understand me and my needs

						Response Percent	Response Total	
Analysis	Mean:	1	Std. Deviation:	0	Satisfaction Rate:	0	answered	2
	Variance:	0	Std. Error:	0				skipped

The staff listen to me on how I want to be helped

						Response Percent	Response Total	
1	Yes					100.00%	2	
2	No					0.00%	0	
3	Sometimes					0.00%	0	
Analysis	Mean:	1	Std. Deviation:	0	Satisfaction Rate:	0	answered	2
	Variance:	0	Std. Error:	0				skipped

Comments: (1)

1	10/05/18 11:09PM ID: 83298755	I love my school
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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					50.00%	1	
3	A staff member who represented their views					0.00%	0	
4	A family member or friend who represented their views					50.00%	1	
Analysis	Mean:	3	Std. Deviation:	1	Satisfaction Rate:	66.67	answered	2
	Variance:	1	Std. Error:	0.71				skipped

APPENDIX: Additional comments from service

(This should be any further information that the service believes will provide a context for the award committee. Compliments and complaints should be referred directly to the relevant Senior Adviser)

