



AUTISM ACCREDITATION REVIEW REPORT Rosebank School

Review Date: 21/04/2015

Review Team

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Team Member	Name	Occupation
	Nigel Griffiths	Head Teacher

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Amend as appropriate

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INTRODUCTION

The review report is designed to provide a concise and focused insight into the organisation's performance against accreditation teaching/learning standards. The Review Report focuses to the criteria for Autism Accreditation.

1. The service has a specialised knowledge and understanding of autism spectrum disorders.
2. The knowledge and understanding of autism spectrum disorders consistently informs the organisation, resources and management of the service.
3. The knowledge and understanding of autism spectrum disorders consistently informs the individual assessment and planning for all people with autism.
4. The knowledge and understanding of autism spectrum disorders consistently results in positive outcomes for all people with autism.

The Review Report will be submitted to the Autism Accreditation Panel and forms part of the decision making process.



Title/Name of Registered Service/School	Rosebank School This will be the lead/authorised name used to identify the services registered	
Accreditation Registration Number	260	
Service Manager/Head of school	Jude McGuinness	
Contact Person	Fiona Lunnon	
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Description of Service/School	Rosebank School is an LA maintained day school which provides assessment and early intervention for young children who have been identified as having a special educational need which requires further investigation. The school also has specialist provision for pupils with Autistic Spectrum Condition at Key Stages 1 and 2.	
Total number of individuals supported	48	Number of people with autism supported 46

Management and Staff Structure	Governing Body Headteacher Deputy Head School Business Manager 7 classroom teachers 26 full and part time TAs 3 Midday assistants Full Time Family Support worker
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<p>Philosophy of Service/School</p>	<p>See School aims, below.</p> <p>Our main aim is to provide the specific, specialist support each child needs whilst at the same time ensuring that each child enjoys as rich and varied a range of educational experiences as he or she is capable of.</p> <p>We will ensure that every pupil at Rosebank is respected as an individual. Each child is at the centre of a team of multi-disciplinary professionals, working together with parents to provide high quality early years and autism-specific education, through which learning is fun and success is celebrated.</p>
<p>Autism Specific Aims for Care / Education</p>	<p>We are committed to the individual needs of each child, each child being valued and respected.</p> <p>We aim to ensure quality education and equality of opportunity regardless of age, gender, ability or ethnic origin.</p> <p>We aim to provide a curriculum, including EYFS and the National Curriculum, which is broad, balanced and both relevant and appropriate to each pupil's learning style, age and ability.</p> <p>The curriculum aims to promote the emotional, spiritual, moral, mental and physical development of each child and to prepare them for adult life.</p> <p>We aim to promote a child's confidence and independence and to celebrate achievement.</p> <p>We aim to work in partnership with parents to seek to minimize difficulties and enable each pupil to succeed in the least restrictive environment.</p> <p>We aim to further develop links with nurseries and mainstream schools in order to facilitate more opportunities for inclusion.</p> <p>For detailed information please see Rosebank School's Policy for Meeting the Needs of Pupils with Autistic Spectrum Condition.</p>
<p>Description of Physical Environment / Buildings</p>	<p>The school was built in 1976 as a residential school for children with language and communication difficulties. In 1994 Cheshire carried out a rationalisation of Special Education and in doing so the residential facility was closed. In the summer of 1995, the residential part of the building was converted into classrooms, a speech and language therapy room and an activity room.</p> <p>Currently we have seven classrooms. Two were purpose-built classrooms for Key Stage 2 pupils with Autistic Spectrum Condition, completed in September 2001. There is a multi-purpose room which is used for individual and small group work, Music Therapy, Art Therapy and sensory relaxation sessions. The activity room has facilities for cooking and is used by each class for weekly sessions.</p>

	<p>The school is spacious, well-furnished and well equipped. There is a large central area which houses the library and at present provides a space for children and adults to use as a central resource and curriculum area. It contains 2 iMac computers available for 1-1 work with children. There is a Parents' Room, which is used by the Family liaison worker and is also used by the Consultant Paediatrician for medical reviews.</p> <p>There is a small indoor play area with splash pool, ball pool and sandpit. The school hall is carpeted and is used for physical education and assemblies/whole school activities and as a dining area.</p> <p>A new meeting and training room has recently been developed in a separate building within the school grounds. This will be used for parent coffee mornings, training sessions, large group review meetings. In the future this will also be used for Mother and Toddler outreach sessions.</p> <p>The whole staff team work hard to maintain an attractive, welcoming and safe environment for the pupils and their families. The school is set in extensive grounds with an open landscaped area to the front, a driveway with two car-parks, and a separate pick-up/set-down area for taxis and minibuses.</p>
<p>Service Provider / Company/Owner Name</p>	<p>Cheshire West and Chester Council (CWAC) - Education Only the services registered within this name can be Accredited</p>

<p>POTENTIAL AREAS FOR DEVELOPMENT As identified in the IDR</p>

Potential Area 1

Specialist Standard 3:4

The school should consider the continued development of target setting, both within IEPs and other individual plans which have targets for achievement to ensure that they are consistently SMART.

The team reviewed a range of individual documentation across all age groups. Targets set were consistently SMART and it is evident that the school have worked at all levels to ensure this. IEPs contain 3 ASD specific targets and 4 curriculum targets.

Targets are reviewed regularly and updated and many individual plans seen bore evidence that they are working documents and that recording and assessment is part of established classroom practice. Speech and Language Therapy individual plans had SMART targets in place.

Targets are also monitored by the head teacher and adjusted and amended as necessary.

Pupil targets are displayed in individual work bays and are individually designed (using pictures, symbols or words) to ensure that pupils can both access and understand them.

The team consider that this area of development has been met.

Sources of Evidence:

Written Documentation of:

IEPs
IEP observation sheets
Individual Care Plans
Sensory Plans
Speech and Language Therapy Plans

Interviews & Discussions with:

Head teacher
Speech and Language Therapist
Deputy Head Teacher



Observations:

24 observations including:

Class based activities

Tac Pac

CBT

PE

Sensory Movement

Relax

Morning and Evening Transitions

Art and Craft

Sing Up

Break times

Snack times

Lunch times

After school club

Potential Area 2

Specialist Standard 2: Teaching/Learning-Programme/Curriculum and Activity Content

The school has recently introduced an adapted Cognitive Behaviour Therapy (CBT) programme as a trial for a specific group of pupils. Further consideration is being given to revisiting aspects of the programme when required and embedding the programme and problem solving into the PSHCE curriculum and classroom practice.

The team observed two CBT sessions and met with staff who are leading this area.

Staff report that structured and adapted CBT has had a very positive impact on the behaviour and self-management of key pupils.

There are three main strands to the CBT used within school:

Each child is helped to develop a personal 'tool box' to be used as techniques to help in stressful situations. This is taught as part of whole group sessions and is adapted to suit individuals. The team saw evidence of this during observed lessons and as part of individual planning.

Positive words are taught and used throughout the day. This was observed by the team and older pupils were well versed in the use of these.

Self-regulation stories are used to give pupils options; 'when I feel sad or mad I can...'

CBT is used alongside other techniques such as 'Tac Pac' and 'Relax kids' to support self-regulation and self-management.

During observed lessons it was clear that pupils have a developing understanding of their emotions and the way in which these affect others. They were able to identify things which are 'good tools' and 'bad tools'. Staff report that pupils have started to use these not only for themselves, but also for their peers when they are having a difficulty-'use your good tools'.

Key staff have been identified in each class to deliver CBT and Tac Pac sessions and time has been allocated for 2 members of staff to observe the school lead for this.

The team agree with the school that this is a positive development and that training and staff development should continue to further embed it into the curriculum.

Sources of Evidence:

Written Documentation of:

CBT lesson plans
Individual pupil folders and 'tool kits'
IEPs
Class timetables
Behaviour support plans
Care Plans
Classroom information packs
Pupil Profiles

Interviews & Discussions with:

Deputy Head Teacher
Head Teacher
EY lead; Family Work and Outreach
Family Worker
Lead for CBT and Relax Kids
Lead for Tac Pac
Pupils
Speech and Language Therapist
After School Club Coordinator

Observations:

24 observations including:
Class based activities
Tac Pac
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Sensory Movement
Relax
Morning and Evening Transitions
Art and Craft
Sing Up
Break times
Snack times
Lunch times
After school club

Areas for Development

Specialist Standard 2: Teaching/Learning-Programme/Curriculum and Activity Content

The school has recently introduced an adapted Cognitive Behaviour Therapy (CBT) programme and plans to further embed this programme, and problem solving into the PSHCE curriculum and classroom practice. The team were impressed by the work completed so far in the area of pupil wellbeing and agree with this area of development.

Potential Area 3

Core Standard 15: Sensory Issues-links to Core Standards 1, 3, 6 & 7

Establishment of new lead, and support TA in school for sensory integration.

This position had already been established before the start of the review. Sensory issues are well supported (See Specialist Standard 4).

Sensory activities within lessons are well established and the team observed a wide selection of these. Sensory breaks and movement breaks are embedded in lessons and targeted for particular pupils along with the use of sensory resources for individual pupils.

Individual sensory profiles are in place and strategies were observed to be consistently used.

Sensory training has taken place and the team observed that an awareness of sensory needs is clearly and consistently in place amongst staff. In some cases pupils appear to be aware of their own sensory needs and were able to ask for a break 'this is always respected', use sensory resources and, in one case, make independent and very appropriate use of the sensory room, clearly based on routines and activities he had been previously taught.

Food tolerance is supported. School menus have been adapted and the school report that now all but 3 pupils eat school lunches.

In some classes food taster sessions take place during the day. Pupils progress in these is recorded by 'smell, lick, taste, and eat' sheets and staff report that there has been marked progress for pupils. The team observed a 'taster' session before snack time where a resistant pupil was successfully encouraged to try both a tomato and a yellow pepper.

This area of development has been fully met.

Sources of Evidence:

Written Documentation of:

Sensory Needs Policy

Care Plans-(learning style and sensory needs section)

Individual sensory profiles

Information booklets for parents (and staff)

Sensory observations (based on profile created by Sue Lakey 2007)

Sensory assessment checklist
Sensory Processing handbook for parents and carers
Topic planning sheets (with sensory focus)
Positive sensory profile
Sensory audit for schools and Classrooms
Activity suggestions sheets for teaching activities
Sensory diet information sheet
Sensory processing Resource Pack: Early Years
Training materials sensory awareness day (January 2014)

Interviews & Discussions with:

Head Teacher
Deputy Head Teacher
Speech and Language Therapist
Parents
Pupils
Lead on CBT and Tac Pac
Lead on Relax kids

Observations:

24 observations including:
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<p>POTENTIAL AREAS OF STRENGTH (if applicable) As identified in the IDR</p>

Potential Area 1

Specialist Standard 8: Wellbeing- Exercise- links to CS 12, 9 & 15

The school have put a great deal of time and effort into supporting the well-being of pupils in their care. The team met with the Deputy Head teacher (responsible for Physical Education) and discussed the Physical Education Policy and its value in pupil development of social skills. 'Physical education promotes the development of spiritual, social, moral, cultural and physical skills by teaching pupils about the use and movement of the body. This is essential in supporting well-being.'

The role of play is acknowledged as a vital factor in well-being within the school. Through play, the pupils are able to experiment, explore possibilities, solve problems and achieve success and this is evidenced in staff and pupil relationships and use of movement as a learning tool. The team observed a wealth of play and movement opportunities offered to pupils, in addition to timetabled physical activity.

The well-being of pupils is strengthened through acknowledgement of equal opportunities in Physical Education and the need to adapt activities to a range of abilities and individual needs.

By acknowledging these opportunities the school is strengthening its basic support programme and ensuring the promotion of well-being for those in their care.

Observations around the school saw value placed on physical fun based warm up activities before the start of lessons such as stretching and singing. The team also saw 'brain gym' being used.

Well-being is supported by basic exercise such as walking to promote health and fitness with expectation that pupils will build up the capacity to walk for thirty minutes to an hour. This socially valid leisure skill can be a cross curricular tool with pupils taking an Art sketch book or learning about wildlife and plants on nature trails.

Well-being is further promoted through activities such as Horse riding and Trampolining. The team went to observe a trampolining session, but unfortunately the centre was closed.



However, the pupil's acceptance that sometimes change is inevitable indicated developing life skills and flexibility.

All classes access weekly swimming and the school uses a designated instructor who knows the pupils well.

To further support the physical curriculum a range of outdoor coaches and instructors are used for PE activities. The team observed a PE instructor work on football based multi skills with two groups.

On each occasion he led and took part with staff supporting the individual needs of the pupils. Coaching is also provided by the disability team from Warrington Wolves. The school uses a coach who has learning disabilities which is seen as a good role model for the pupils.

The school is seeking to fully develop pupil's potential and exercise clearly helps with emotional regulation. There are a number of pupils who have extended the experiences introduced in school to their home life by either going horse riding in their own time or attending a gym or visiting Warrington Wolves.

The school are part of a special school consortium and enter competitions against other similar schools and take part in PE based activities that can lead to reward and individual and team success.

Individual pupils have physical programmes designed to meet their needs as appropriate.

The school has developed strong links within the community and receives sponsorship support from the wooden spoon charity group and other local charities.

Written Documentation of:

PE Policy

School Web site

'Rosebank Reporter' newsletter

Community Cohesion Policy

Educational visits and Extra Curricular activities

Flexibility of Thought/Behaviour and Problem solving

Food Policy (including protocols for snack time)

Policy for meeting the needs of pupils with ASC

Sensory Needs policy

Swimming Policy

Teaching and Learning

Transitions Policy

Interviews & Discussions with:

Deputy Head Teacher
Head Teacher
EY lead; Family Work and Outreach
Family Worker
Lead for CBT
Lead for Tac Pac
Pupils
Parents
Speech and Language Therapist
After School Club Coordinator

Observations:

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Lunch times
After school club

Areas of Strength

Specialist Standard 8: Wellbeing- Exercise- links to CS 12, 9 & 15

The provision of a range of physical exercise coupled with a thorough understanding of the role of exercise and relaxation in enhancing pupil wellbeing is considered by the school to be an area of strength.

The team saw a wealth of activities to support this and were able to observe the benefits to pupils. They fully endorse this potential area of strength.

Potential Area 2

Specialist Standard 3: Teaching/learning-Activity Organisation and Resources; links to CS 3 and 8

The school have worked to extend the skills and develop the expertise of the staff who were keen to embrace the opportunities which the school provided. During the Appraisal process the Deputy Head teacher identified teaching assistants who wanted to extend their skills in order to support both learning and behaviour.

The school have always supported training for staff and this is evidenced in the Course Attendance log which shows a range of courses that staff have attended. These include:

PECS Basic Training

Language of Emotions

Autism and sensory Processing in Everyday life

Autism improving practice through life

Attachment Disorder

TEACCH Training

These training opportunities are designed to empower the staff to confidently deal with day to day issues.

When new staff join the school they follow an ASD induction programme and there is a remit to try and send all new staff on both PECS and TEACCH Training in their first year.

There is a programme of in-house induction directed at basic Autism awareness, communication and cognitive behaviour therapy. When staff attend courses they are expected to come back into school and cascade their knowledge to the rest of the staff.

Escorts receive training from the school at the start of each academic year.

The school seek to build on staff enthusiasm and develop a deeper understanding of ASC. The knowledge base is regularly being updated and books and articles are constantly being added to the staff library to encourage staff to read and share.

Senior staff and the Speech and Language Therapist were observed working in classrooms and modeling good practice for less experienced staff.

Staff are encouraged to buy into therapeutic approaches and long term changes are the target. Teaching Assistants are developing



their interests and the expertise developed by individuals is cascaded to the staff group.

The school works with the Local Authority and through the Early Years co-ordinator / Children Development team they offer support in Nurseries and reception across the area.

Staff from school work to support children with a diagnosis of ASC or those on the pathway towards diagnosis thus helping towards social communication needs.

The school builds resource packs which are designed for the individual needs of those they support. This outreach supports the school to develop the skills of staff both in and out of school.

The school also co-ordinate an Early Years network to provide support and guidance for moderation across the Local Authority.

There is an extensive family support service which offers a vast range of support to the families of all the pupils. This includes –

Home visits

Telephone / email support

Sibling days

Signposting to services

Parents coffee mornings

One to one sessions

Courses for parents

Toddler Group

Stay and Play

The Sibling Group is run termly aimed at 7 – 12 year olds. It is flexible and allows siblings to work and play together and discuss autism issues with advice on support and possible solutions. Outside providers also offer a variety of support and options to aid families. These are supplemented by Family days / Friends of Rosebank giving further encouragement to families to talk and exchange views and ideas. These are offered to the extended family.

These options are geared to enable the family to obtain the right support.

It is clear the school are sensitive to the needs of pupils, families and their staff giving each partner the maximum support listening to their needs and then developing a range of training and support to best meet the needs of all partners.

Sources of Evidence:

Written Documentation of:

School Policy
School CPD Log

Interviews & Discussions with:

Deputy Head Teacher
Head Teacher
EY lead; Family Work and Outreach
Family Support Worker
After School Club Coordinator
Parents
Teaching Assistants

Observations:

24 observations including:
Class based activities
Tac Pac
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Areas of Strength

Specialist Standard 3: Teaching/learning-Activity Organisation and Resources; links to CS 3 and 8

The way that the school encourages and enables all staff to extend their skills and develop expertise in areas which are of particular interest to them, and the resulting impact on teaching and learning has been identified by the school as a potential area of strength and the team fully endorse this.

Core Standard 13 Family and Support Links

The range of activities and support offered to families, including siblings, is a potential area of strength.

REVIEW STANDARDS

SPECIALIST STANDARD 1 Environment

The physical environment is fit for purpose/suits its stated purpose and meets/is responsive to the needs of the people with autism.

INDICATORS

1. There are policies, procedures, local protocol & guidelines that inform practice regarding the needs of people with autism in relation to their environment.

Not Met	Partially Met	Met	Met & Exceeded
		√	

Rosebank School have clearly developed their environment with thought and attention to the needs of the pupils and to support their social and learning experiences.

A number of policies make reference to the environment provided to offer support across the school – with outside areas available to classes to give pupils and staff the flexibility to support behaviour and learning.

Policies refer to the appropriate environment needed to ensure pupil progress. This is highlighted in The Policy for meeting the needs of pupils with ASC where a range of compensatory strategies such as TEACCH, exercise, dietary interventions, sensory programmes and Remedial strategies which support the environment are outlined.

The Inclusion Policy outlines interactive practice and developing and maintaining a school community in which the contribution of each member is valued and every child is provided with the support they need in order to participate fully in the life of the school. This is integral to environment as it the school community that creates the environment which visitors witness and pupils and staff enjoy.

The Sensory Needs Policy highlights the need to be aware of sensory input within the environment; recognising that sensory input and environment are partners in supporting the learning process.

The Teaching and Learning Policy discusses the planning and organisation of the classroom and this was evidenced through

observations where individual workstations were combined with group learning areas to provide a range of learning environments.

2. The physical environment reflects policies, procedures, local protocol & guidelines and meets the needs of the people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		√	

The learning environment is developed with strategies to support learning across the curriculum. Each classroom is designed to best meet the needs of the individuals who are taught within that base. The spacious rooms host workstations and resources that pupils are able to individually access to ensure a differentiated learning programme.

Each classroom has access to an outside area which supports pupils to manage their own behaviour supported by the staff within the room. The use of visual time counters allow the pupils to understand their time outside period is drawing to an end and the expectation is they return to the class.

Every class has a raft of information available relating to the pupil which includes Pupil Profiles, Individual Education Plans, Behaviour Support and Management Plans and Physical Intervention Plans. This information is regularly updated as pupil's needs fluctuate.

Regular staff briefings enable staff to share information which highlights issues relevant to learning. There are pictures of pupils and their timetables in each room.

Classes are sub divided by colour as this supports the strategy of combining pupils from different age groups based on needs. The classes have access to ICT facilities including I board touch screens, which have recently been purchased after fundraising and are a valuable new resource.

The corridors are wide allowing pupils to pass each other comfortably and these link to internal facilities which include a large hall used for celebration assemblies twice a week, lunch, PE and clubs. The school also has sensory rooms and a splash pool to support pupil's individual needs.

Security in classrooms is evident as locks are outside the reach of pupils to enable pupils to be safe and content within their environment.

Displays and visual information are in good order, display pupils work and photographs and are managed with an awareness of the need for a low arousal environment.

Pupils move around school with confidence and make good use of the facilities provided. The team observed pupils using the library and the sensory room appropriately and independently.

3. The physical environment is used effectively to promote well-being and progress for the people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		√	

The outside environment is designed to encourage pupil participation with a varied range of equipment. There is a garden area which was designed and created by a parent and which pupils help cultivate. There is also outside gym equipment, wigwams, sand pits, and a track, covered play areas which can be used by pupils to take time out as a personal choice either at play times or when they become stressed in the classroom.

The team observed the outside area being used well to support self-regulation; when pupils became agitated staff were clearly aware of the strategies needed to deal appropriately with incidents bolstered by experience and the information highlighted in the IEP or IBP. Staff were aware of pupil needs and worked with close attention and team work.

There is a splash pool area to which pupils have access to support their learning programme; this offers a transition whereby pupils can be prepared for activities such as swimming and meeting their range of sensory needs.

There is also a bungalow on the site which has recently been refurbished for staff training and Parent coffee mornings. (The team observed one on E Safety, where parents were appreciative of the opportunity to discuss and exchange ideas). The school has a dedicated parent's room, where parents can meet with the family support officer privately.

Classrooms are designed following the 'TEACCH' model with clearly defined areas for work, group activities and transitions. Classroom for younger pupils have integrated toilet areas, which enable support for personal care. The team observed them being used flexibly to support a range of activities.

The use of carpeting in the main hall contributes to a reduction of noise and staff report that pupils are increasingly able to access lunchtimes and large group activities because of this.

4. People with autism are able to function effectively within the physical environment and their well-being is enhanced.

Not Met	Partially Met	Met	Met & Exceeded
		√	

Pupils were observed to move confidently around school. The well organised classrooms increased opportunities for independence and ensure that pupils know what is expected in different areas.

Observed break times showed pupils interacting and using the outdoor equipment appropriately and with enthusiasm.

Several pupils have targets which expect them to transition around school independently. Staff are skilled at 'holding back' and the team observed pupils being given time to problem solve (for example returning items to other rooms, opening doors, tidying resources).

Sensory toys and equipment were available for pupils; these were built in to the learning programmes.

Sources of Evidence:

Written Documentation of:

Policy for meeting the needs of pupils with ASC
 TEACCH documentation
 Inclusion Policy
 Sensory Needs Policy
 Teaching and Learning Policy
 Pupil Profiles
 IEP, IBP and Physical Intervention Plans.

Interviews & Discussions with:

Deputy Head Teacher
 Head Teacher
 EY lead; Family Work and Outreach
 Family Worker
 Lead for CBT
 Lead for Tac Pac

Pupils
Parents
Speech and Language Therapist
After School Club Coordinator

Observations:

24 observations including:

Class based activities
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Relax
Morning and Evening Transitions
Art and Craft
Sing Up
Break times
Snack times
Lunch times
After school club
Parents coffee morning

SPECIALIST STANDARD 2

Teaching/Learning - Programme/Curriculum and Activity Content

The programme/curriculum and the content of activities are informed by an understanding of autism/takes into account the needs of the people with autism.

INDICATORS

1. Within policies, procedures, local protocol & guidelines there is a clear written description of the needs of people with autism in relation to the programme/curriculum and the content of activities.

Not Met	Partially Met	Met	Met & Exceeded
		√	

The content of the curriculum is well planned and organised. Policies are in place for all curriculum areas, which reference ASC throughout. There are also policies for Flexibility of Thought, Transition and Behaviour and Problem solving. The Independence Policy is prescriptive and mentions TEACCH.

The Policy for meeting the needs of pupils with ASC outlines compensatory strategies including TEACCH, Exercise, Dietary interventions (for example, gluten free), Sensory programmes and remedial strategies.

The Sensory Needs policy is supported by training documentation and individual assessments. There is an ASC Induction plan, which includes induction for both full time and temporary staff.

The school has a Transitions Policy.

There are detailed individual care plans and lesson planning is based both on the well organised curriculum and individual needs; this informs the content of lessons.

Medium term and topic plans are thorough and are adapted from the National Curriculum, with reference to the needs of pupils with ASC. Lesson planning is detailed with regard to the topic and differentiated for individual pupils.

2. The programme/curriculum and the content of sessions reflect policies, procedures, local protocol & guidelines and are informed by the needs of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		√	

Lessons observed were consistent in the opportunities they offered for communication, interaction and problem solving.

The team were impressed with the quality of pupil focus and enjoyment during activities. Staff training is evident and staff work closely as teams.

The content of lessons is varied and the timetable is weighted towards physical and sensory activities.

Topic work is given a practical emphasis and is enriched by trips into the local and wider community, for example, an observed lesson about 'The Victorians' included a recap of a recent museum visit where the pupils had dressed up, and a CBT lesson included photographs of the pupils in the local environment.

The team observed a number of lessons where the focus was on self-regulation and awareness. This is an area that the school would like to develop further and the team agree with this development as the positive benefits to the pupils have been carefully mapped and were evident in lessons.

Pupils are encouraged in independence by consistent use of visual information and staff appear to be skilled at standing back and giving pupils time to work things out and process information.

The school produce termly versions of the 'Rosebank Reporter' a newsletter for families. This contains photographic evidence of a wealth of school and community activities, which pupils are able to access.

The pupils also have access to residential trips and an after school club (run twice weekly).

Music and art therapists are bought in by the school to enhance the creative curriculum.

Individual progress files for pupils and displays around school also evidence the wide range of activities undertaken by pupils throughout the year.

3. The programme/curriculum and the content of activities promote the independence, well-being and progress of the individuals with autism.

Not Met	Partially Met	Met	Met & Exceeded
			√

The school have invested time and resources into the development of the PE curriculum. (See 'Potential areas of strength')

The team observed both sensory movement and PE activities, which were active and purposeful lessons enjoyed by the pupils.

The provision of a range of physical exercise coupled with a thorough understanding of the role of exercise and relaxation in enhancing pupil wellbeing is considered by the school to be an area of strength.

The team saw a wealth of activities to support this and were able to observe the benefits to pupils. They fully endorse this potential area of strength.

The curriculum is broad and balanced with a wide range of activities taking place outside school premises to support generalisation. Within the last term groups have visited, for example, Chester Zoo, a local pet shop, Warrington Wolves football stadium and Alton Towers, linked to topic work.

The curriculum emphasis on sensory and physical activities appears to be motivating and meaningful to pupils and during all lessons observed they were consistently on task and in many cases eager learners.

The creative curriculum is enhanced by the use of music and art therapy; therapists visit school once weekly and work with pupils across the school

Lesson planning and lessons observed also illustrate the emphasis on individual programmes integrated into group activities. The team observed a high level of differentiation and staff are clearly aware of individual needs and strengths. Pupils IEP targets are displayed in individual work bays and language used is appropriate to individual needs.

Consistent lesson planning was seen across the school and the classroom team worked with an awareness of the aims of lessons, which indicated that the planning is embedded and shared with all staff.

Assessment to ensure progression is in place, both for individuals and groups. The school use B squared assessment. However individual assessment is enhanced and supported by a range of SALT assessments and sensory assessments supported by ongoing staff assessment.

In the Early Years department, the use of I pads and the '2 Simple' programme has simplified ongoing photographic assessment of progress and enabled this to be incorporated into profiles and assessment. The school could consider the further use of this tool throughout school to record pupil progress and success and to further involve them in reflection and self-assessment.

Throughout all lessons observed differentiation was evident and supported by appropriate use of visual information. The school have recently invested in I board touch in all classrooms and are developing expertise in their use.

4. The people with autism respond positively to the programme/curriculum and the content of activities and maintain skills or make progress.

Not Met	Partially Met	Met	Met & Exceeded
			√

The majority of pupils observed were enthusiastic learners. Older and more able pupils in particular had an understanding of the topics and were responsive to learning activities.

For younger and less able pupils the curriculum is very well supported. Their enjoyment of sensory, physical and relaxation activities was clear. Staff skills at creating opportunities for learning meant that even the most reluctant pupils were seen to be engaging in the school day with enjoyment.

The team observed that the majority of pupils were purposefully engaged for the majority of the day. There is a calm and purposeful atmosphere within school and pupils respond to this positively. Parents who responded to the questionnaire and were interviewed were delighted with the progress their children had made. The 'Rosebank Reporter' (a termly newsletter) shares a wealth of success stories and activities which the pupils have enjoyed.

Sources of Evidence:

Written Documentation of:

School Web site
'Rosebank Reporter' newsletter
Head teachers report to Governors
Curriculum Medium term plans
Lesson Plans
Curriculum Policies
ASC Induction plan
Assessment, recording and reporting policy
Behaviour support and management policy (Cheshire special schools consortium)
Communication Policy
Community Cohesion Policy

Curriculum Policy statement
Curriculum policy for EY Foundation Stage
Educational visits and Extra Curricular activities
English Policy
Flexibility of Thought/Behaviour and Problem solving
Food Policy (including protocols for snack time)
Home –school policy
Homework policy
Independence Policy- prescriptive mentions TEACCH
Policy for meeting the needs of pupils with ASC
PSHE and Citizenship Curriculum Policy
SRE policy
Sensory Needs policy
Swimming Policy
Teaching and Learning
Transitions Policy

Interviews & Discussions with:

Deputy Head Teacher
Head Teacher
EY lead; Family Work and Outreach
Family Worker
Lead for CBT
Lead for Tac Pac
Pupils
Parents
Speech and Language Therapist

After School Club Coordinator

Observations:

24 observations including:

Class based activities

Tac Pac

CBT

PE

Sensory Movement

Relax

Morning and Evening Transitions

Art and Craft

Sing Up

Break times

Snack times

Lunch times

After school club

Areas for Development

Specialist Standard 6- Assessment, Reporting, Recording and Evaluation

The team observed I pads being used effectively for recording and assessment. The school could consider the further use of this tool alongside the I board touch boards throughout school to record pupil progress and success and to further involve them in reflection and self-assessment.

Areas of Strength

Specialist Standard 8: Wellbeing- Exercise- links to CS 12, 9 & 15

The provision of a range of physical exercise coupled with a thorough understanding of the role of exercise and relaxation in enhancing pupil wellbeing is considered by the school to be an area of strength.

The team saw a wealth of activities to support this and were able to observe the benefits to pupils. They fully endorse this potential area of strength.

SPECIALIST STANDARD 3

Teaching/Learning – Activity Organisation & Resources

There is a planned approach to the organisation of activities and resources that takes into account the needs of people with autism.

INDICATORS

1. There are policies, procedures, local protocol & guidelines that inform practice regarding the organisation of activities and resources in relation to the needs of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		√	

The school has a range of policies that explain the procedures and structures that best meet the needs of young people with autism. These include: Policy for Assessment and Diagnosis of ASC, which outlines principles including the essential information to raise awareness that Autism is a complex, pervasive developmental disorder which affects social interaction, communication and flexibility of thought and behaviour. It confirms that pupils will receive further assessment with ASC experienced staff.

Multi-disciplinary meetings and discussions are held to support the necessary information collecting.

The Policy statement relating to flexibility of thought, behaviour and Problem solving discusses the need to enable pupils to become more flexible, which includes opportunities to teach pupils to make choices with reassurance and perseverance to obtain change and development.

Strategies outlined also refer to the use of visual structure and information and planned changes to established routines within a supported context.

This also incorporates giving pupils opportunities for problem solving and supporting them in understanding what they have learnt and how they have made progress.

All of these are beneficial in the organisation of resources and planning and celebrated through the Celebration board and Celebration Assemblies.

Further evidence of whole school support, organisation and use of resources is evident in the Policy for meeting the needs of pupils with Autistic Spectrum Condition. It gives clear information detailing compensatory strategies; for example, TEACCH, exercise and dietary interventions, sensory programmes and remedial strategies.

The use of Speech and Language Therapy programmes, Picture exchange Communication Systems (PECS), Occupational Therapy and Social stories are among strategies detailed.

The Teaching and Learning Policy also highlights key points for organisation and resources to promote pupils learning.

Policies in place are detailed and prescriptive; giving clear guidance to staff in relation to educating the ASC pupils in their care.

2. The organisation of activities and resources reflects policies, procedures, local protocol & guidelines and takes into account the needs of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		√	

The school have incorporated a range of strategies to best meet the differentiated needs of the pupils in their care. The individual work stations and range of pictorial resources are embedded in planning strategies reflecting TEACCH and PECS ideology.

Classes all incorporate visual timetables, transition discs, differentiated work stations and, where applicable, reading materials.

Lesson planning is thorough and highlights core learning, back ground information, exceptions, sensory activities and 'WOW' moments' given for something above expected progress. Colour coded trays allow pupils to take control of some of their own learning by accessing the trays at an appropriate time within a lesson. Older pupils were clearly aware of learning objectives within the lesson and weekly objectives were available.

The above mentioned strategies support differentiated learning programmes which are professionally supported by the alert team of Teaching Assistants who have a clear working knowledge of the levels pupils are achieving and their behavioural needs. Team work within observed lessons was well planned and appeared to be seamless. This was evidence of good preparation and staff training. Consistency of approach was seen across all observed lessons.

Through observation the team witnessed pupils working independently, in pairs and in class groups, with equal levels of success as pupils appear familiar with expectations and established learning strategies.

3. The organisation of activities and resources promotes the well-being and progress of people with autism.



Not Met	Partially Met	Met	Met & Exceeded
			√

The school are keen to develop a wide range of links with families and this is evidenced through activities such as coffee mornings where previously highlighted topics are discussed and advisory strategies are offered. It is also an opportunity for parents to exchange personal strategies and ideas that are effective in their home situation.

Parents disclosed in conversation that they felt communication was very good and support was offered as and when required. Staff will also make Home visits to offer support giving freely of their own time outside conventional school hours.

Pupils and their parents value the celebration of achievement through their Celebration board and Assemblies. For many pupils and parents it is a new experience to receive praise and heightens their enthusiasm to enjoy life within school.

Support is extended outside the school day with a twice weekly After School Club where a wide range of activities are offered on and off the school site. Pupils go to parks, learn cookery skills and have the opportunity to socialise with pupils that are not in their regular class groups.

School Council meets termly, with one pupil predominantly from each class although Yellow Group has two members. Through the council the school has taken part in energy monitoring schemes and achieved the silver ECO award. There are also numerous fund raising activities supporting charities such as Marie Curie (cancer).

Extra-curricular activities are built into the school day with SING UP giving pupils supported by the Speech Therapist and other staff the opportunity to take part in therapeutic fun activities. Twice weekly after school clubs take place on Tuesdays and Thursdays and are well attended and enjoyable activities.

Lessons observed were very well resourced and planned and organised with care. Resources were of high quality, differentiated and age appropriate.

Staff teams work well together and routines and structures are embedded in practice.

The school make use of work sheets for recording and in some instances photographic or practical recording would give further variety and flexibility to pupils.

The team were impressed by the consistency of approach across all class groups and the high standard of team work and organisation with classrooms. This was particularly evident in the use of visual information, both to support communication and to enable independence. They consider this to be a potential area of strength

4. The people with autism respond positively to the activity and the resources used and make progress.

Not Met	Partially Met	Met	Met & Exceeded
		√	

In lessons observed by the team it was clear that the pupils were interested and engaged in the designated classroom activities. Staff were skilled in advising and supporting the pupils to ensure they reached expected outcomes.

In a Science lesson the class were looking at animals around the world and how they adapt to their environment.

There were clear objectives which individuals were supported in achieving. Individual support was highlighted and adhered to by the staff. In an art and craft lesson resources were highly organised and opportunities were created for sensory exploration and problem solving. In a mathematics lesson pupils accessed a wide variety of resources and activities, in pairs or groups with confidence and enthusiasm.

Lesson planning was differentiated and comprehensive and there is consistency in presentation of planning. All teachers incorporate good practice within their planning with differentiated core activities and reference to individual targets.

Each class has produced their own book which incorporates a range of information including pictures of pupils, and detailed pupil profiles. This clearly showed how work was organised and differentiated to meet pupil's individual needs.

In some classes there was evidence of the positive impact of specific interventions (as detailed in methods) and pupil's responses to these.

Sources of Evidence:

Written Documentation of:

Policy relating to flexibility of thought / behaviour and problem solving

Policy for meeting the needs of pupils with ASC
Policy for Assessment and diagnosis of ASC
Teaching and Learning Policy

Interviews & Discussions with:

Deputy Head Teacher
Head Teacher
EY lead; Family Work and Outreach
Family Worker
Lead for CBT
Lead for Tac Pac
Pupils
Parents
Speech and Language Therapist
After School Club Coordinator

Observations:

24 observations including:

Class based activities
Tac Pac
CBT
PE
Sensory Movement
Relax
Morning and Evening Transitions
Art and Craft
Sing Up
Break times
Snack times
Lunch times
After school club
Parents coffee morning

Areas of Strength

Core Standard 8 Continuity and Consistency

The team were impressed by the consistency of approach across all class groups and the high standard of team work and organisation with classrooms. This was particularly evident in the use of visual information, both to support communication and to enable independence. They consider this to be a potential area of strength

SPECIALIST STANDARD 4

Teaching/Learning – Methods

There is a range of methods and approaches used with people with autism that respond to their needs and are informed by a knowledge and understanding of autism.

INDICATORS

1. There are policies, procedures, local protocol & guidelines that inform practice regarding the approaches and methods used with the people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		√	

Policies are in place as described previously, (Specialist Standard 2) to support all areas of ASC practice. Teaching and learning is underpinned by policy, then by carefully planned curriculum documentation, which outlines the strategies which will be used to support communication, problem solving, sensory integration, social skills and imagination.

Individual pupil profiles and plans are detailed and set ASC specific targets for pupils.

All pupils have Individual behaviour support plans, sensory profiles and communication plans as part of care plans. Individual education Plans (IEPs) contain both National Curriculum and ASC specific targets. These are translated into 'pupil friendly' versions, which are in place in pupil work bays in classrooms.

2. The approaches and methods used reflect policies, procedures, local protocol & guidelines and take into account the needs of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		√	

The team observed a very consistent approach across all classrooms. Pupils are supported by visual information, which is differentiated. This was observed in use for communication, where PECs is well embedded into school culture and to support independent working.



Visual systems are well established in classrooms and were used with confidence by pupils. Progression is also evident throughout school. Assessment is part of teaching, as well as more formal assessment (B Squared and sensory, SALT and PSHE assessments)

The use of 'wow!' stickers for key areas of progress during the day involves pupils in their assessment.

Pupils access personalised individual systems for positive behaviour management and there is a strong focus on proactive strategies. As described earlier (potential area of strength) pupils are taught relaxation techniques, which were observed in daily use and pupils visibly relaxed during observed sessions.

CBT is used increasingly in school and pupils were seen to take an active and enthusiastic part in lessons, demonstrating an understanding of the topics discussed. The team also observed pupils communicating with peers about feelings and 'good tools' and 'bad tools' to use when distressed.

'Tac Pac' is used within some groups and staff report that this system of planned touch has been very effective in supporting some tactile defensive pupils and those who find self-regulation a particular challenge. The team observed a successful Tac Pac session and interviewed the member of staff who leads on this.

Staff are aware of pupil's sensory needs; each pupil has a sensory profile and many lessons observed contained a sensory element, in addition to planned sensory activities. Resources are used for key pupils as a natural part of the school day (for example weighted blankets and vests, ear defenders) and sensory breaks and movement breaks are built in to individual programmes as appropriate. Staff were seen to coordinate these skilfully and pupil's requests for a break are always respected.

The school has a sensory room, which is in the process of being developed and resourced.

This integrated use of sensory, behavioural and physical strategies and skills teaching enhances the curriculum and supports the learning skills of pupils.

3. The approaches and strategies promote the well-being and progress of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
			√

Throughout the review the team observed very little off task or challenging behaviour.

Staff are good at standing back encouraging independence and problem solving. The team observed several instances where pupils were given time and space to 'work it out' and complete a task successfully. Visual structure, as described previously, is used well to promote independence. Progress is evident as pupils move through the school. Work systems are well established and enable pupils to access them with minimal adult support.

The school uses a range of proactive behaviour management approaches, tailored to individual needs. 'Magic 123' is used for more able pupils and pupils who talked to the team fully understood the system. They were able to describe it and said it 'helped them to calm down'. The use of tokens and motivators is established within school.

The team observed the use of positive language and directed praise used consistently, supporting pupils to be motivated to work.

Positive and proactive behaviour support, with emphasis on activities to teach self-management and regulation was consistently observed throughout school. The team consider this to be a potential area of strength.

Behaviour support plans identify areas of concern and strategies to manage these.

To reflect the work being completed on positive and proactive behaviour support the school could consider adding a behaviour target to individual behaviour plans.

Transition, both between classrooms and entry to and exit from, school were managed calmly and well. The use of music and pictures to indicate 'time for change' is used in some classrooms.

The range of approaches to stress management and self-regulation are tailored to suit a wide range of abilities. Relaxation is an established part of every day and offers a clear transition after breaks; preparing pupils to work and focus. The school has also weighted the timetable to include Tac Pac, massage, sensory and movement breaks and moments of mindfulness as part of the day. Staff report that the positive benefits of these have been tangible. The time spent on these and the teaching of CBT has increased the amount of time pupils are able to spend on task and has improved the quality of their learning.



The team observed 'taster sessions' as part of snack time. This, along with work on the school menu at lunchtimes, is a planned approach to increase the range of foods that the pupils will eat. Success is recorded on 'sniff, lick, taste, and eat' sheets and snack times incorporate a range of fruit, vegetables and textured foods. Staff report considerable success with this approach and a much greater number of pupils who now have school lunches.

The use of interests as motivators and built in 'choice time' to lessons supports focus and completion of work for pupils. The use of timers and visual reminders also gave pupils clear cues when an activity or free session was ending. These were seen consistently in use.

The team were impressed by the consistency of approach across all class groups and the high standard of team work and organisation within classrooms. This was particularly evident in the use of visual information, both to support communication and to enable independence. They consider this to be a potential area of strength

4. The people with autism respond positively to the approaches and methods used and make progress.

Not Met	Partially Met	Met	Met & Exceeded
		√	

Pupils move throughout the school with confidence and appear to enter school eagerly on a morning.

In most lessons observed pupils were attentive and enthusiastic. There is a real sense of pupils being supported and taught to self-manage and self-regulate themselves. At times throughout the day there was observable relaxation during activities.

Parents report positive progress in their child's ability to manage. Pupils were able to identify things they found difficult and that made them happy in a CBT lesson.

Throughout the school there is an atmosphere of purpose and of positive relationships. The school are working hard to develop a curriculum which supports the mental health and wellbeing of young people with autism.

Sources of Evidence:

Written Documentation of:

Curriculum Medium term plans
Lesson Plans
Curriculum Policies
ASC Induction plan
Assessment, recording and reporting policy
Behaviour support and management policy (Cheshire special schools consortium)
Communication Policy

Flexibility of Thought/Behaviour and Problem solving
Food Policy (including protocols for snack time)
Home –school policy
Independence Policy
Policy for meeting the needs of pupils with ASC
Including compensatory strategies: TEACCH, Exercise, Dietary interventions (e.g. gluten free), Sensory programmes
Remedial strategies: SALT, PECS, Social skills programme, Intensive interaction, OT, Music and Art therapy
Behavioural strategies:
Adapted CBT
PSHE and Citizenship Curriculum Policy
SRE policy
Sensory Needs policy
Teaching and Learning
Transitions Policy
Group assessment by strand sheets (making relationships, self-awareness, managing feelings and behaviour)
Staff meeting minutes
Class meeting minutes
Head teacher's report to governors
Rosebank Reporter-termly news letter

Interviews & Discussions with:

Deputy Head Teacher
Head Teacher
EY lead; Family Work and Outreach
Family Worker
Lead for CBT
Lead for Tac Pac
Pupils

Speech and Language Therapist
After School Club Coordinator

Observations:

24 observations including:
Class based activities
Tac Pac
CBT
PE
Sensory Movement
Relax
Morning and Evening Transitions
Art and Craft
Sing Up
Break times
Snack times
Lunch times
After school club

Areas for Development

Core Standard 12: Behaviour- links to CS 7

To reflect the work being completed on positive and proactive behaviour support the school could consider adding a behaviour target to Individual behaviour plans

Areas of Strength

Core Standard 8 Continuity and Consistency

The team were impressed by the consistency of approach across all class groups and the high standard of team work and organisation with classrooms. This was particularly evident in the use of visual information, both to support communication and to enable independence. They consider this to be a potential area of strength

Core Standard 12: Behaviour Support

Positive and proactive behaviour support, with emphasis on activities to teach self-management and regulation was consistently observed throughout school. The team consider this to be a potential area of strength.

SUMMARY

OBSERVATIONS

OBSERVATION SCORES				
Number of observations completed:				24
	NOT MET	PARTIALLY MET	MET	MET & EXCEEDED
Environment	0	0	24	0
Activity Content	0	0	23	1
Activity Organisation and Resources	0	0	20	4
Methods	0	0	23	1
TOTALS	0	0	90	6
PERCENTAGES	%	%	93.75%	6.25%

Comments:

The team observed 24 lessons

The majority of lessons scored 'met'

This reflected:

- Well organised and resourced lessons. High quality of differentiated resources
- Evidence of a high level of individual planning
- Team work and consistency from staff
- Calm focused purposeful learning atmosphere
- Pupils motivated and a good pace of learning
- Sensory and physical breaks built in; sensory activities and practice is embedded within school
- High quality physical activities and resources
- Strong and consistent use of visuals supporting opportunities for communication and Independence
- Some excellent self-management and self-regulation strategies observed- both overt teaching of skills and then observed in use
- Pupils on task and in the best cases enthusiastic learners. Well-paced lessons, with time given to consolidate skills
- The breadth and quality of activities both with school and the wider community

- Well-staffed and resourced lessons-staff deployed well

No lessons were part met.

This reflects the quality of staff training and the work done in classrooms by senior staff and therapists. The confidence and skill of TAs is noticeable (because it's invisible)

- Well organised lunch and snack times- these are proper teaching times.
- The team particularly liked tasting sessions. In line with aims for the development of sensory and self-regulation the planned teaching of food tolerance is to be commended.
- Staff modelling for pupils was evident and age appropriate and respectful interactions were seen at all times
- The use of timers and visual reminders
- In some cases the use of work sheets could have been replaced with practical tasks, perhaps recorded using I pads, or I board touch for assessment.
- Visuals used meaningfully to promote independence. This was consistently seen and is well embedded in practice.

Where scores were met and exceeded this reflected:

- Seamless and very well organised resources; motivating and of high quality, particularly when pupils were empowered to organise these themselves with the support of visuals and established structure.
- An additional 'wow' in the lesson

QUESTIONNAIRES

SCORES					
Number of Questionnaires sent out (information provided by the service):					44
Number of Questionnaires returned:					23
Number of sections not scored (figures only reflect sections scored):					
	VERY UNHAPPY	UNHAPPY	SATISFIED	HAPPY	VERY HAPPY
Contact		1	1	6	15
Support			2	5	16
Advice		1	6	3	13
Involvement			6	6	11
TOTALS	0	2	15	20	55
PERCENTAGES	0%	2.17%	16.30%	21.73%	59.78%

Comments and statements

'Even though we live too far away to go into school very often, we certainly feel involved in what's going on'

'We've had a really positive experience in our 4 years at the school. Our son is relaxed, happy and learning well.....he is well supported at Rosebank'

Rosebank is brilliant at supporting us with any aspect of our son's needs.....excellent practical advice and following up of the advice as necessary'

Several parents posted positive comments about communication and indicated that this can be text, note, phone call, e mail as needed.

'Communication couldn't be better'

'We feel Rosebank supports our child better than anywhere else could. He is given every opportunity to fulfil his academic and social skills'

'Progress has been amazing'

'...has lots of support at school and he loves it there'

'Brilliantly'-re communication/involvement

Two parents commented that they only got proper feedback at reviews.

There were some requests for more homework and a more regular overview of topics being worked on and achievements. One parent also requested more feedback from therapists.

'Since our child started at Rosebank the change in him has been nothing short of miraculous, the love and support he receives is truly outstanding'

'We have had great advice over the years on many topics such as sleep problems'

'Rosebank has been fantastic in every way'

Some parents referred to the support they have had from the family Support Worker with filling out forms and supporting them with access to information.

'I feel the school know my child well. We have worked together on a number of issues'

'Plenty of workshops and coffee mornings'

'Children have thrived'

'Nothing is hidden, everything is discussed'

The team attended a parents coffee morning and spoke to parents afterwards. Topics are chosen by parents (today's was e safety) and those interviewed valued the opportunity to meet with other parents as well as the training they had been given by school. They were universally positive about the school and the support they are given.

The team were impressed by the level of focused support given to families. In particular the siblings group, which meets once a month, offers guidance and support to 7-12 year old siblings;



attendance varies but the school feel it is very valuable for those who attend.

The team also met with the family support worker and the EY family links lead.

AREAS OF STRENGTH

Specialist Standard 3: Teaching/learning-Activity Organisation and Resources; links to CS 3 and 8

The way that the school encourages and enables all staff to extend their skills and develop expertise in areas which are of particular interest to them, and the resulting impact on teaching and learning has been identified by the school as a potential area of strength and the team fully endorse this.

Core Standard 13 Family and Support Links

The range of activities and support offered to families, including siblings, is a potential area of strength.

Specialist Standard 8: Wellbeing- Exercise- links to CS 12, 9 & 15

The provision of a range of physical exercise coupled with a thorough understanding of the role of exercise and relaxation in enhancing pupil wellbeing is considered by the school to be an area of strength.

The team saw a wealth of activities to support this and were able to observe the benefits to pupils. They fully endorse this potential area of strength.

Core Standard 12: Behaviour Support

Positive and proactive behaviour support, with emphasis on activities to teach self-management and regulation was consistently observed throughout school. The team consider this to be a potential area of strength.

Core Standard 8 Continuity and Consistency

The team were impressed by the consistency of approach across all class groups and the high standard of team work and organisation with classrooms. This was particularly evident in the use of visual information, both to support communication and to enable independence. They consider this to be a potential area of strength.

AREAS FOR DEVELOPMENT

Specialist Standard 2: Teaching/Learning- Programme/Curriculum and Activity Content

The school has recently introduced an adapted Cognitive Behaviour Therapy (CBT) programme and plans to further embed this programme, and problem solving into the PSHCE curriculum and classroom practice. The team were impressed by the work completed so far in the area of pupil wellbeing and agree with this area of development.

Core Standard 15: Sensory Issues-links to Core Standards 1, 3, 6 & 7

To continue to develop the sensory curriculum; including training of staff and the sensory room resource.

Core Standard 12: Behaviour- links to CS 7

To reflect the work being completed on positive and proactive behaviour support the school could consider adding a behaviour target to Individual behaviour plans.

Specialist Standard 6- Assessment, Reporting, Recording and Evaluation

The team observed I pads being used effectively for recording and assessment. The school could consider the further use of this tool along with I board touch throughout school to record pupil progress and success and to further involve them in reflection and self-assessment.

APPENDIX

SCHOOL COMMENTS.

There are just a few comments that I would like to make about the report you have sent through.

- On page 30 and 32, and as an Area for Development (pg 50), it is mentioned about using iPads and the programmes that we have for EYFS, throughout the school to record progress and success. I discussed this with the NAS team on their visit, and explained that we did not have the funds to do this. We have cameras in each class to record pupil activities and achievements and to allow pupils to reflect on and observe their own progress. The photographs are stored on individual, encrypted USB pen drives for pupils, as records of their progress. We use these alongside Bsquared assessments and pupil profile documents to evidence attainment and progress. I also explained that we have recently acquired iBoards for every class (funded by a charitable organisation) which have built-in webcams to record the group or individuals in class. I do not feel that iPads and the programme used in EYFS are the best way forward for the rest of the school, as this would be expensive and a duplication of an existing system that works well. I appreciate that this is a suggestion but do not want us to be in a position where we have to have to implement it because it is highlighted as an area for development in the report.
- Another Area for Development (pg 50) Core Standard 12, says that we should consider adding a behaviour target to the IBPs. I explained to the NAS team that the IBPs are for staff and parents to share; they are not shared with the children. The IBPs identify the difficulties that the children have, what the triggers are and how they will be managed by staff and the children themselves. They are regularly reviewed by everyone involved. The children have targets, regarding their behaviour, on their IEPs which are shared with them as well as staff and parents. These targets are displayed in their workstations and reinforced at every opportunity – this is frequently commented on throughout the report. I do not feel that anything would be achieved by adding the targets to the IBPs when they are already on the children's IEPs.

Kind regards

Judith McQuinness

Headteacher
Rosebank School



PANEL REPORT

TERMINOLOGY

The Audit Programme may be applied to services for people with autism spectrum disorders. In this folder the word 'autism' is used to apply to the whole spectrum, including Asperger syndrome, so that unwieldy phrasing is avoided. Similarly, to avoid repetition of alternative titles, generic terms have been used throughout the text.

To be consistent with the Care Standards ACT 2000 UK, this document refers the term Autism Spectrum Disorders, whilst recognising that some may refer to this as Autistic Spectrum Conditions.

Accredited: When a service/school has successfully completed their self audit, IDR and review and is awarded accredited status by the Accreditation Panel.

Areas for Development: Term used describing areas for improvement. To be highlighted for the Panel to consider as Recommendations.

Areas of Strength: Term used describing aspects of strong practice within the service/school to be highlighted for the Panel to consider as Good Practice or Commendation.

Autism: Term used to apply to the whole spectrum, including Asperger syndrome.

Carer(s): Term used to refer to parents, guardians and other family members that are responsible and care for a person with autism.

Commendation: Determined by the Panel from areas of strength that reflects outstanding practice within the service/school.

Deferred: Status of service/school determined by the Panel. Neither not Accredited nor Accredited for a maximum of 6 months until recommendations from the panel have been addressed. A re-visit will be arranged in which a second report will be produced on these recommendations, no IDR required. This report will then be presented to the Panel to determine whether Accredited status can be granted or not.

Good Practice: Determined by the Panel from areas of potential strength within the service/school that reflects good practice within the membership of Autism Accreditation.

Interim Development Report (IDR): Report completed by the Accreditation Advisor at the 18 month visit and includes further actions, key documents and areas of potential strength.

Not Accredited: Accredited status not granted or removed by the Panel after the service/school review. No IDR required, but there will be a minimum of 12 months before the next review.

Panel: Makes the judgement on whether there is sufficient evidence to demonstrate whether the service/school meets the criteria for accredited status. The Panel consists of a representative from the Accreditation department and a minimum of two individuals from a pool of professionals selected based on their expertise and qualification in the field of autism. Panel members are selected based on their area of expertise as it relates to the type of service/school being reviewed and any potential conflicts of interest with the specific service/school presented at the Panel meeting.

Pen Picture: A factual description/overview of the service/school(s) being reviewed that forms section A of the self audit (see page 18). Accreditation Advisor agrees and completes at initial visit with the service/school and updated as necessary. This document is required as part of the final self audit submission.



Person with Autism: Any individual who is using a service/school, including pupil, pupil, client, customer, resident, or service user.

Policies, Procedures, Local Protocols and Guidelines: Documents which establish the groundwork for good practice and which refer to or evidence methodologies developed to successfully support the needs of people with autism e.g. Individual Plans, or Transition Policy.

Service/School: Includes all types of organisations and schools that provide education, care or support for people with autism.

Service/School Manager: Any person who has the direct management responsibility for a service/school, including Principal, Head Teacher, Manager, General Manager and Home Manager.

Service/School Provider: Any organisation or individual that owns a service/school, including local/education authorities, health authorities, trusts, national charities, local charities and private organisations.

Standards: A set of Core and Specialist requirements set by the Accreditation Standards Body. The Standards are the basis that:

- The service/school uses for their self-evaluation for the self-audit document;
- The IDR is compiled through the self audit and other key documents
- The review team makes their observations to compile their review report.

Statutory Requirements: These include all statutory and legislative bodies' requirements that must be met in order for care provision to be allowed in the United Kingdom. They include CQC, OFSTED, HMie, Health & Safety Executive Council etc.

The use of these terms avoids duplication of documents and also ensures consistency of terminology throughout the text.