

Autism Accreditation Assessment

NAS Church Lawton School



Reference No.	28514
Assessment dates	4 th -6 th December 2018
Lead Assessor	Jonny Knowles
External Moderator	Mel Finley
Status	WT

SECTION 1: CONTENT

About the provision

Church Lawton School, part of the National Autistic Society's Academies Trust, opened in 2015 as a free school for children with autism. The school provide a complete education for children aged 4 to 19.

The school was designed and built specifically for autistic children, aiming to create a comfortable, quiet and spacious place to learn.

The school currently have a cohort of 61 students with placements for up to 64. The average class size is between 6 and 8 students. The primary classes follow a primary school model with students staying within the same classroom for lessons with their class teacher and support staff. The secondary department follow a traditional secondary school model with students transitioning to subject specific classrooms and teachers. Learning mentors may follow their specific class or support within a core subject as a subject specialist.

Students have access to a number of bespoke pathways including a range of GCSE, BTEC, foundation, and vocational courses within school. If appropriate students also have inclusion opportunities within a local school or college where they have the option to study vocational, specialist and higher level courses. Within 6th form students have access to 3 different curriculums depending on their ability, their aspirations and their current academic ability.

The school employs an experienced Multi Agency Support Team (MAST) consisting of a primary school SaLT (FTE 0.4), a secondary school SaLT (FTE 0.2), two OT's (FTE 1.0 and FTE 0.4) and an Educational Psychologist (FTE 0.1). The team work closely to assess students, provide 1:1 interventions, develop whole school approaches and provide high quality staff training.

The school uses MyProgress®, the National Autistic Society's programme for working with autistic children. Student's needs are regularly assessed through MyProgress® to plan approaches and strategies that will work best for them.

The schools blended approach includes the use of SPELL, TEACCH, SCERTS and many other interventions including Attention Autism, Bridges, and Zones of Regulation.

The school is ambitious for autistic students and believe that "Every Student at Church Lawton School has the ability and potential to thrive academically. Our role is to give students the resources they need to learn well, develop their skills, and become a rounded, confident young person."

The school is a proponent of outdoor adventure learning, learning typically involves outdoor experiences, such as climbing, skiing, bush craft, horse riding; and outdoor sports, such as orienteering, camping, sailing and canoeing. Adventure education involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved.

Outcome of most recent statutory assessment

The school was last inspected by Ofsted in November 2017. It was judged to be good overall and outstanding in personal development, behaviour and welfare

Some key areas of note from the report were;

- The principal, governors and trust have, in a short space of time, created an inclusive and caring ethos. The principal and staff are passionate about making a difference to the lives of pupils.
- Staff have excellent relationships with pupils. The staff are a dedicated team and they work hard to meet the complex needs of pupils. The team of therapists provides further effective support to pupils.
- The curriculum is carefully planned and continues to develop as the school expands. Pupils follow individualised programmes of learning that are tailored to their specific needs.
- The personal development, behaviour and welfare of pupils are outstanding. Pupils say that they feel safe, well cared for, and listened to. Pupils respect and learn from each other.

About the assessment

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

The assessment team observed 15 sessions over a total period of 9 hours. Observed sessions included English, PE, Food Technology, Maths, Science, ICT, careers, a celebration event, Art, break and lunch.

On the first day of the assessment the schools Principal gave a presentation to the assessment team on how the school meets the needs of autistic pupils.

Interviews were carried out with the schools Occupational Therapists (OT), Speech and Language Therapists (SaLT), Educational Psychologist (EP), Deputy Principal, SENCo, Attendance Officer, Family Liaison Coordinator, Head of Sixth Form, Head of English and Lead for Nurture and the schools Principal. These meetings discussed data and progress, staff training, the work of the Multi Agency Support Team (MAST), EHC plans, Duke of Edinburgh and family support. During the assessment 8 members of staff shared success stories with the assessment team during unplanned informal interviews.

The assessment team also met with the Director of Safer Opportunities who deliver the schools "Exploring work" programme and support students on extended work experience".

16 personal files (MyProgress®) were sampled across the whole school during the assessment. Personal documentation reviewed included Ability Profiles, MAST reports, Sensory Diets, and Communication Passports.

Policy and procedure documents relevant to the provision for autistic students were reviewed, in particular; SEND and Inclusion Policy, Teaching and Learning Policy, Assessment Policy.

The views of families of autistic pupils were obtained from questionnaires which were distributed by the school with 3 questionnaires (5 %) being returned. 3 family members also attended individual interviews with the assessment team.

2 students, who are part of the school council, were also interviewed during the assessment.

SECTION 2: KEY FINDINGS

What the service does particularly well

What stood out as particular strengths:

The schools "Exploring Work" programme allows KS3 students to have the opportunity to meet 30 local employers over the academic year. The innovative programme involves students visiting employers in a range of industries, listening to talks from employers in school and completing activities, based around their current focus, towards an AIM award.

The assessment team would like to highlight the work done by the Multi Agency Support Team (MAST) blending a range of autism specific best practice methods and approaches to provide truly person centred support. The team have played a crucial role in upskilling the staff team through "informative and interesting" bespoke training and workshops.

Staff are knowledgeable, experienced and committed to providing high quality education for autistic students. All staff have received high quality training in autism specific best practice methods and approaches.

There is clearly strong, trusting and respectful relationships between staff and students. Within all observations staff and students were seen to have positive and purposeful relationships. The assessment team feel that these relationships are crucial to the relaxed, productive classroom atmosphere.

What else the service does well:

Students have access to a variety of individualised sensory strategies so that they are ready to learn. Students take control of their own sensory diets in classrooms, within the sensory corridor or within the well-resourced sensory rooms.

The school was purpose built in 2015 specifically for autistic students. The school is a calm and relaxed environment. The assessment team would specifically like to highlight the low arousal dining room which was seen to be quiet, comfortable and foster interactions between students.

MyProgress ® files contained detailed information about each student. The "Ability Profiles" include communication, behaviour, sensory, SaLT, OT and academic targets. Targets were referenced by staff and progress is tracked and reviewed termly.

The topic based sensory curriculum, developed in KS2, is unique and allows students to explore a range of sensory experiences through a play based topic one morning each week.

The adventure learning programme offers an enriching range of activities for students to trial throughout the year. The school council have a voice in the activities which have included Horse riding, Duke of Edinburgh and Skiing.

The school's catering manager knows the students and is aware of their individual needs. Students are encouraged to try new things with support from staff.

The assessment team would like to highlight the work done by the well-being staff in developing student's confidence and self-esteem through bespoke programmes.

Staff are enthusiastic and passionate about providing the right support for students. Staff have high expectations of students and offer challenge within lessons. During the assessment staff shared many success stories with the assessment team.

The assessment team would like to highlight the work done by the family liaison coordinator in bridging the gap between parents and creating links between home and school.

Staff have a whole school briefing every morning. This allows important messages, strategies and absences to be shared with the whole staff team.

Family members were complementary about the school and the "supportive staff" team who go "above and beyond". Parents highlighted the EHC meetings, which involve the SENCo, MAST, and class teacher, as positive, supportive and friendly.

The PSHE days, at the start of every half term, gives students the opportunity to focus on a variety of PSHE topics delivered as practical activities and workshops.

What the service could develop further

Priorities for the service

The MAST should continue to introduce and embed the "zones of regulation" to the secondary classes as a universal approach for student's to gain self-awareness and regulation of their emotions. When implementing the zones, the school should consider the potential confusion between the behaviour system and the zones which share similarities in their colours.

Other areas to consider

The school should develop the Lego therapy programme. Training should be delivered to all staff so that they understand the purpose and format of the programme.

The school should continue work on developing the planned sensory field, due to be completed in summer 2019. The sensory field has been designed to offer the students a range of experiences including a Multi-Use Gaming Area (MUGA), all weather walks, outside classroom and barefoot sensory path.

Staff should consider the displays placed around the classroom environment, whether the information is relevant to the student's learning needs or if it provides an unnecessary distraction. In particular consider the focussed teaching areas, such as areas around white boards.

Learning mentors should review their position in classes so that they best promote independence and social interaction between students.

The school should continue to work alongside the other NAS schools within the trust to streamline and develop the MyProgress® system.

Review the Sex and Relationship education programme within school so that it is delivered throughout the year rather than as a PSHE day.

Continue to support the two well-being staff to develop the well-being programme. The school should continue to explore ways in which they can track the impact of this intervention.

Continue to explore new communication methods between school and home so that information is easily shared with families. Work is being completed by the family liaison officer, alongside parents, to develop an effective communication system.

Continue to explore ways to track the development of life skills and independent skills in sixth form so that progress can be measured.

SECTION 3: PROFESSIONAL DEVELOPMENT

The school's prospectus states that "Everyone who works at Church Lawton School is trained in working with children on the autism spectrum."

As part of their induction staff are expected to complete a range of online courses as part of the National Autistic Society's training programme, these include Ask autism courses, safeguarding and GDPR. After completing their probation period new staff are enrolled on the AEP (Autism Education programme) to work towards a level 3 qualification.

There is a robust programme of continuous professional development which is completed during 5 INSET days and weekly twilight sessions. This ensures that staff have training in autism specific best practice methods and approaches. Over the last 12 months' staff have received training in PECS, Studio 3, Makaton, SPELL and the AEP.

The Multi Agency Support Team (MAST) deliver training in a range of autism specific best practice methods and approaches. The team have played a crucial role in upskilling the staff team through "informative and interesting" bespoke training and workshops. The SaLT's have recently delivered training in selective mutism, colourful semantics and more than words. The OT's have recently delivered training in sensory awareness, sensory circuits, sensory diets and the neuro-science relating to sensory processing difficulties. The MAST aim to teach staff the theory behind the interventions offered to students at the school. Refresher training is delivered throughout the year to existing staff and to new staff as part of their induction.

One professional, who works closely with the school, stated that "CPD is attended by staff and participation is great"

The training programme has been developed to meet the needs of the current cohort of students. Additional training needs of staff are identified during Blue sky time, the school's appraisal system. If training is identified staff have the opportunity to attend external training and cascade the information down to the whole staff team during a twilight session. Training is planned to be delivered in January by the MAST to introduce the Zones of Regulation and Lego Therapy.

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

SECTION 4: PERSON CENTRED SUPPORT

Differences in Social Communication

The schools SEND and Inclusion Policy states that "Students with autism may have difficulty processing information and are therefore likely to have problems with understanding and using language. In addition, they might lack the motivation to communicate either verbally or nonverbally, so that interaction may be limited or inappropriate"

All students have access to a rolling programme of Speech and Language Therapy (SaLT) on a weekly basis. This is delivered through individual therapy sessions or within staff's lesson planning in collaboration with the SaLT.

Within school students have access to PECS and visual symbols if required. Language Acquisition through Motor Planning (LAMP), a therapeutic approach based on neurological and motor learning principles, is being trialled with one non-verbal pupil. Some classes also deliver Attention Autism with a specific focus around communication and interaction.

When joining the school all students receive a SaLT assessment. Blank language levels are used to identify the communicational needs of students, initially by SaLT and shared with staff on each student's Ability profile. SaLT use this information as well as information from SCERTS and Bridges to identify individualised strategies.

The communicational needs and preferences of students are identified on each student's MyProgress ® Ability Profile. The profile identifies student's communicational preferences within the "Communication and Interaction", "SaLT strategies" and "needs" sections. Student's communicational preferences are also found on communication passports which identify "How to communicate with me" and "How I like to communicate".

Some classes in KS3/KS4 have introduced a social skills session during the week to give the students an opportunity to lead their own social sessions, taking part in a range of activities facilitating joint attention, communication and interaction. The first PSHE day of each year is based around team building which has an aim of promoting communication and interaction between new students and class groups.

During all observations staff made themselves understood using a variety of tools including Makaton, visuals and simplified verbal language. Staff were observed having good knowledge of student's individual communication styles and needs. During all observations students were given appropriate processing time when questioned or prompted by staff. In all observations students were able to communicate with staff in

their preferred method of communication. These included verbal communication, PECS, and Makaton.

During most observations students were provided with opportunities to interact with staff and their peers. Where best practice was observed, during break and lunch, staff facilitated interactions between students encouraging joint attention.

Where practice could be improved, in some sessions the assessment team felt that learning mentors weren't best positioned to facilitate interactions between students. Learning mentors should reflect on their position within class so that they promote independence skills and social interaction between students.

Self-reliance and problem solving

The schools SEND and Inclusion Policy states that the school focuses on "developing academic skills, social skills and independent living skills to support students to make a successful transition into adulthood with the necessary skills to live independently, to gain paid employment and to participate in their local community".

Staff use a blend of approaches based on each student's individual need to promote independence. Elements of TEACCH, SCERTS and SPELL were observed in observations during the assessment. Staff use a SPELL profile when planning lessons to ensure that they are providing appropriate "structure" and opportunities to develop independence. Individual TEACCH stations are available to students if needed. Staff shared success stories of students progressing from their TEACCH station to join the class in their own time. SCERTS is used within KS1 with some students to track and measure progress.

Within 6th form students have access to a work experience programme monitored by Safe Opportunities. Alongside the work experience programme students in KS3 attend weekly "Exploring Work" lessons. The school's "Exploring Work" programme, delivered by Safe Opportunities, gives KS3 students the opportunity to meet 30 local employers over the academic year. The innovative programme involves students visiting employers in a range of industries, listening to talks from employers in school and completing activities, based on their current focus, towards an AIM award.

During the assessment staff shared case studies about a number of students highlighting the progress that they have made within the school. One sixth form student, who had been supported to develop independence, is now able to travel to college independently.

Strategies to develop self-reliance and problem solving are found within student's MyProgress® file. Targets and successful outcomes are also highlighted to staff which are reviewed on a termly basis.

In all observations learning objectives allowed students to understand the purpose and content of the lesson. Visual schedules and now and next boards were used, where appropriate, so that students could work out what they needed to do now and next. Where appropriate whole week timetables were available to some students.

Where best practice was observed, in Wedgewood, all students have access to individual task boards which break down tasks within the lesson. Students also have access to a whole class timetable and now and next boards.

Within all sessions observed students were supported and encouraged to be independent in class, students moved around confidently and demonstrated the knowledge of where to find things supported by visual structure. Within all lessons

staff were seen to promote independence by asking students to do things rather than doing it for them.

During all observations staff promoted independence through questioning. Where best practice was observed, in a science lesson, students were encouraged to problem solve to set up an experiment. Staff allowed the students to fail so that they could learn from their mistakes rather than giving them the correct answer.

During all sessions students appeared confident to share their ideas and opinions with staff and their peers. Where best practice was observed, in one lesson, a student was seen to prompt other students using a sand timer.

Sensory Experience

The school's prospectus states that "We help your child to minimise barriers, to understand their own challenges, to adapt to and accommodate change, and to develop strategies to help them through every stage of life."

The school has a sensory room and therapy room in which the OT delivers specific interventions. These rooms are timetabled so that students can access it as a whole class or during 1:1 interventions. Students have sensory diets which are delivered inside and outside of class.

The school was designed to meet the needs of autistic students and has a general low arousal approach. Staff use the SPELL framework when planning lessons to ensure that they are making considerations of the sensory needs of the students within the class. Rooms have a lot of natural light along with LED dimmable lighting, noise absorption panels built into ceilings and walls throughout the school, and spacious low arousal corridors. All of these factors, along with the high standards of behaviour, has led to a calm quiet environment.

One of the schools OT's, who works 2 days per week, is an advanced practitioner in sensory integration. The schools new full time OT is due to complete further training in sensory integration over the next year. Staff told the assessment team that the MAST offer "realistic strategies" and are "always open to suggestions". There is a collaborative relationship between OT and SaLT who together have specialist knowledge of a wide range of autism specific best practice methods and approaches.

The sensory needs of students are identified on each students MyProgress ® Ability Profile. The student's sensory needs within lessons are identified within "I learn best when", "sensory outcomes" and "OT reports". Students sensory needs are also identified within their sensory diets, communication passports, and detailed OT reports.

KS2 classes have developed a topic based sensory play curriculum, which is delivered on Friday mornings. Previous topics have included movement and exploring the senses and have been linked to Roald Dahl books and Charlie and the Chocolate Factory. The programme gives students the opportunity to explore a range of sensory experiences alongside play.

One professional who works closely with the school stated that "I feel their expertise and in depth knowledge of each pupil's needs and their home environment/issues allows them to deliver specialised and bespoke care to each pupil".

In all observations students were seen to have access to a wide range of sensory experiences that they find relaxing, calming and enjoyable. These were referenced on student's sensory diets and included sensory boxes, wobble cushions, yoga bands,

exercise balls, chews and many more. Sensory activities were available to students both inside and outside of the classroom, with KS1 having a sensory corridor.

Students were supported to self-regulate prompted by staff. Where best practice was observed, in Franklin, students used individual checklists to independently access their sensory diets. The assessment team also observed sensory breaks being taken by students independently throughout school with some students using sand timers to determine when they start and finish.

Within KS2 sensory activities are included into the topic based planning for students to access discreetly.

In some observations, practice could have been improved by staff decluttering the walls around the teaching area so that they are free from distractions.

Emotional well-being

The school's prospectus states that the students "will be surrounded by children and adults who understand autism, and who celebrate them for who they are."

Students' strengths are highlighted on their MyProgress® ability profiles as well as on their communication passport. The ability profiles identify what students like and what helps them to feel relaxed. The profiles also identify what can make them feel stressed or anxious.

Staff can identify well-being concerns of students through referral sheets within the staff room. 2 staff have attended training provided by CAMHS in students' emotional well-being. The sessions included self-harm, self-esteem, anger, bereavement and loss, and practical skills. Staff have adapted the training to meet the needs of autistic students. Trained well-being staff deliver programmes to an individual, group or whole class.

The school celebrates the success of students daily on 3 large TV screens around the school. The school uses the Trilby programme to instantly celebrate and share work completed within lessons onto the screens. This gives instant gratification to the students and reinforces success.

During the assessment the school hosted a whole school celebration event inviting families into school to celebrate the academic achievements of students. Students appeared proud of their achievements that were being recognised in front of peers, families and staff.

The work being done by the well-being team links to the school's Spiritual, Moral, Social and Cultural Education programme (SMSC). The programme identifies key stage specific targets, which should be embedded within the curriculum for students to work towards. These include exploring and expressing feelings and managing feelings. In 2017 the school hosted a well-being PSHE day which included students participating in yoga, relaxation, Tai Chi, and anger management sessions.

The nurture class, located in secondary, is organised differently to rest of the secondary department. Lessons are kept to a maximum of 20 minutes with students following bespoke timetables. The class also have lessons based around the Bridges programme which runs alongside 1:1 SaLT support.

Throughout the assessment staff and students were seen to have positive, purposeful and trusting relationships. The assessment team feel that there is a lot of mutual

respect between the staff and students. Students regularly share successes with members of staff and are encouraged to "show off" what they have done.

Within all observations students presented as happy, relaxed and content. Students appeared to feel confident to express their opinions and share their work within whole class activities.

Staff were seen to offer encouragement and praise to students, celebrating and reinforcing successes on both an individual and whole class bases. Behaviour charts were seen to be differentiated in each class to meet the needs of the students. This allows staff to celebrate successes around previously identified targets

Within school there currently isn't a whole school approach for students to identify their emotions and ultimately self-regulate. The MAST team have implemented the zones of regulation programme with some students and in one class. The programme is planned to be rolled out to all staff and classes in 2019.

SECTION 5: CONSULTATION AND WORKING

With autistic people

Students are regularly assessed to "recognise their achievements, celebrate their success and recognise the next steps in their learning".

Students have access to a range of educational opportunities to follow their own individualised pathways. In sixth form, currently 6 students, students have access to 3 different curriculums dependant on ability, their own aspirations and their current academic ability. The 3 curriculums are made up of a variety of courses which include GCSE, ASDAN, A level, functional skills, independence skills, life skills, PSHE, independent living skills, study skills, personal finance, personal safety and UCAS/College applications.

Students are all invited to their annual reviews so that they can have their voice. If appropriate EHCP's are shared with students so that they have a greater understanding of the process and their targets.

During the assessment, the assessment team met with 2 members of the school council. The school council is elected by a vote in September. Students all have the opportunity to run for chair by producing campaign posters; there is then a whole school vote to elect a chair. The school council play a central role within school and are responsible for the design of many aspects of the school including the playground, and the plans for the new sensory field. The school council meet regularly throughout the year with an agenda based around the current developments within school. Currently the school council are planning fundraising events which have previously included a Halloween dance and a festive hat day. Staff have supported these events by volunteering to work at the events, after being approached by the school council.

The family liaison coordinator tracks student's attendance throughout the week. 100% attendance awards are given to students as house points. The school council decided that 100% attendance should be celebrated in assembly on Friday afternoon having an input on how this data was presented.

34 autistic people (55%) provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report. 25 (74%) of the students stated that the support they received was good with 9 (16%) stating that it was sometimes good. 22 (65%) of students stated that staff understand

their needs with 11 (32%) believing the staff somethings did. 24 (71%) of student stated that staff listen to their needs with 10 (29%) stating that they sometimes did.

A number of comments were left at the end of the questionnaire, these included; "The school is great", "school is heaven. It's the best place in the whole wide universe."

With the families of autistic people

The schools "SEND and Inclusion Policy" states that the school aims to "Ensure we work in partnership with parents and maintain close links with external support services and professionals"

The school employs a family liaison coordinator who hosts half termly parent forums with speakers and professionals previously delivering sessions on mental well-being, SEN, and NAS parent to parent links. The school have recently employed a SEND manager who will host all future EHC reviews and aim to build close links with families.

The school understands the challenges to families when students are travelling by taxi's into school. The family liaison coordinator aims to bridge the gap between school and home by sharing strategies and targets. The school has previously supported parents by producing detailed social stories for future events which parents say has "reduced anxiety".

The family liaison coordinator has a detailed knowledge about the support systems available to parents. The family coordinator supports families to make referrals and contact relevant agencies as well as signposting families to The National Autistic Society courses, groups and helplines.

The school host regular meetings to review students' progress with parents. These focus on student's overall development, progress, and plans for future learning.

KS1 and KS2 Parents can make contact with staff through the student home-school book, which is completed and sent home each night. Parents are also invited in to regular parent meetings with the class team to celebrate their child success.

Work is being completed by the family liaison officer, alongside parents, to develop an effective communication system specifically for KS3 and KS4 students. The school should continue to explore new communication methods between school and home so that information is easily shared with families.

3 parents attended individual interviews with the assessment team. Parents were all complementary about the school and its "supportive and understanding staff" and "supportive environment". One parent, whose son transitioned into the school last year, stated that the school "see his true potential" and "go above and beyond to provide the best support." One parent stated that the school are "empowering my child to be independent" when specifically commenting on the school's life skills programme. One parent stated that the progress days allowed them to see the "trusting and caring relationships" between their child and the staff.

3 (5%) of family members provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report. 3 parents stated that the support that their relative is given and staffs understanding is good or always good. 3 family members agreed that how they are kept informed about support and the advice they given by the school is good or always good.

SECTION 6: SUMMARY



Throughout the assessment the school consistently demonstrated their commitment to provide high quality education to autistic students. Staff are enthusiastic and passionate about providing the right support for students and throughout the assessment shared many success stories with the assessment team.



Students have access to a number of pathways so that their education can be bespoke to their needs and interests.

The Multi Agency Support Team (MAST) play a key role in the school by blending a range of autism specific best practice methods and approaches and training staff to provide truly person centred support.

Families of Autistic People



Feedback questionnaire on Church Lawton School to be completed by 30/11/2018

The support my relative is given is...							Response Percent	Response Total
1	poor						0.00%	0
2	ok, but could be better						0.00%	0
3	mostly good						33.33%	1
4	always good						66.67%	2
Analysis	Mean:	3.67	Std. Deviation:	0.47	Satisfaction Rate:	88.89	answered	3
	Variance:	0.22	Std. Error:	0.27			skipped	0



The understanding that staff have for my relative's autistic needs is...							Response Percent	Response Total
1	poor						0.00%	0
2	ok, but could be better						0.00%	0
3	mostly good						33.33%	1
4	always good						66.67%	2
Analysis	Mean:	3.67	Std. Deviation:	0.47	Satisfaction Rate:	88.89	answered	3
	Variance:	0.22	Std. Error:	0.27			skipped	0

The way I am kept informed and asked my views about how my relative is supported is...							Response Percent	Response Total
1	poor						0.00%	0

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					0.00%	0	
3	mostly good					33.33%	1	
4	always good					66.67%	2	
Analysis	Mean:	3.67	Std. Deviation:	0.47	Satisfaction Rate:	88.89	answered	3
	Variance:	0.22	Std. Error:	0.27			skipped	0

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



						Response Percent	Response Total	
1	poor					0.00%	0	
2	ok, but could be better					0.00%	0	
3	mostly good					33.33%	1	
4	always good					66.67%	2	
Analysis	Mean:	3.67	Std. Deviation:	0.47	Satisfaction Rate:	88.89	answered	3
	Variance:	0.22	Std. Error:	0.27			skipped	0




Comments: Please note you are not required to comment below, if you do so they may be quoted in the final report. Our questionnaires are anonymous and Autism Accreditation cannot be held responsible for comments which identify any individual. (1)



1	25/10/2018 16:07 PM ID: 97775717	Contract deterrent school and staff is still not great. We currently write in home/school diary and just hope it is read.
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Autistic Person

Feedback questionnaire on Church Lawton School to be completed by 30/11/2018

The support I am given is good?							Response Percent	Response Total
1	Yes						73.53%	25
2	No						0.00%	0
3	Sometimes						26.47%	9
Analysis	Mean:	1.53	Std. Deviation:	0.88	Satisfaction Rate:	26.47	answered	34
	Variance:	0.78	Std. Error:	0.15			skipped	0

Staff understand me and my needs							Response Percent	Response Total
1	Yes						64.71%	22
2	No						2.94%	1
3	Sometimes						32.35%	11
Analysis	Mean:	1.68	Std. Deviation:	0.93	Satisfaction Rate:	33.82	answered	34
	Variance:	0.87	Std. Error:	0.16			skipped	0



The staff listen to me on how I want to be helped							Response Percent	Response Total
1	Yes						70.59%	24
2	No						0.00%	0
3	Sometimes						29.41%	10

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

						Response Percent	Response Total	
Analysis	Mean:	1.59	Std. Deviation:	0.91	Satisfaction Rate:	29.41	answered	34
	Variance:	0.83	Std. Error:	0.16			skipped	0


Comments: Please note you are not required to comment below, if you do so they may be quoted in the final report. Our questionnaires are anonymous and Autism Accreditation cannot be held responsible for comments which identify any individual. (11)

1	26/11/2018 14:42 PM ID: 100571386	The School is good :)
2	27/11/2018 12:04 PM ID: 100651980	The school is great
3	27/11/2018 12:10 PM ID: 100652518	not all children are nice to me and the teachers are nice to me
4	29/11/2018 09:02 AM ID: 100838072	(🐡)(🐡)(🐡)(🐡)(🐡)(🐡) WE ALL LIVE IN A AUTISTIC SUBMARINE (🐡)(🐡)(🐡)(🐡)(🐡)(🐡)
5	29/11/2018 09:07 AM ID: 100838603	I should leave a comment here.
6	29/11/2018 14:13 PM ID: 100878550	the only problem with school is you have to do work all day and it's so hard.
7	29/11/2018 14:17 PM ID: 100879053	school is heaven. it's the best place in the whole wide universe.
8	29/11/2018 14:20 PM ID: 100879657	the staff are o.k, it's other students than can be annoying.
9	29/11/2018 14:25 PM ID: 100880467	i like this school.
10	29/11/2018 14:26 PM ID: 100880519	it would be better if we could watch wwe and listen to eminem. that would be awesome.
11	30/11/2018 09:16 AM ID: 100944958	Sometimes staff can put their needs of light to be brighter than the desired level of the students so much so that it can be painful to the eyes.

Who just completed the questions above?							Response Percent	Response Total
1	The autistic person by themselves						84.85%	28
2	The autistic person with support						15.15%	5
3	A staff member who represented their views						0.00%	0
4	A family member or friend who represented their views						0.00%	0
Analysis	Mean:	1.15	Std. Deviation:	0.36	Satisfaction Rate:	5.05	answered	33
	Variance:	0.13	Std. Error:	0.06			skipped	1

Professionals

Feedback questionnaire on Church Lawton School to be completed by 30/11/2018

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						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

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
	Variance:	0	Std. Error:	0		
					answered	8
					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
	Variance:	0	Std. Error:	0		
					answered	8
					skipped	0

Comments: Please note you are not required to comment below, if you do so they may be quoted in the final report. Our questionnaires are anonymous and Autism Accreditation cannot be held responsible for comments which identify any individual. (2)

1	09/11/2018 09:47 AM ID: 99110723	I always find the staff to be supportive of pupils in school. I feel their expertise and in depth knowledge of each pupil's needs and their home environment/issues allows them to deliver specialised and bespoke care to each pupil. I also find them a valuable resource for all aspects of autism.
2	09/11/2018 18:50 PM ID: 99195355	The staff are motivated, engaged and carry out interventions daily. They will seek out support and advice and have implemented recommendations successfully. CPD is attended by staff and participation is great.

APPENDIX: Additional comments from service

The school was recently successful with a Erasmus + application for Key stage 4 and Post 16 students under the context of Getting ready for Adult Life. The project will involve teachers and pupils from two upper-secondary programs for pupils with Asperger syndrome or high-performing autism; one at Rodengymnasiet in Norrtälje, Sweden and one at Church Lawton School in Stoke-on-Trent, Great Britain. The partnership aims to be a professional exchange of 'best practice' in order to improve upper secondary education for ASD students in the two schools. The partnership aims to make this a meaningful learning experience for our pupils. To travel, spend time away from home and parents, speak English and meet with new people and new situations are all excellent possibilities to practise the skills of self-management and social interaction. The objective is to help them raise self-confidence, through real life challenges outside their comfort zone. All done with strong support from professional teachers and staff from both sides.