

AUTISM ACCREDITATION REPORT



Wargrave House School

Date(s) of Review:

6 – 7 July 2009

Review Team		
Member	Name	Occupation/School Name
Team Leader	<ul style="list-style-type: none"> Stephen Dedridge 	Autism Accreditation Advisor
Team Member	<ul style="list-style-type: none"> Tamsin Adams 	Radlett Lodge School
Team Member	<ul style="list-style-type: none"> Joan Connolly 	
Lead Assessor's Signature: _____ Date: _____		

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INTRODUCTION – ANNUAL REVIEW REPORT

The annual review report is designed to provide a concise and focused insight into the organisation's performance against accreditation standards, In addition, maintaining core standards in an organisation, whilst promoting continuous development throughout.

The Annual Review process does this by focusing on the following five areas:

- Recommendations from the previous report
- A random Core Standard selected by Autism Accreditation
- Themed Standard chosen Annually by Autism Accreditation, which all services and schools must complete
- An area of focus chosen by the Service Management
- A Standard chosen by the Panel

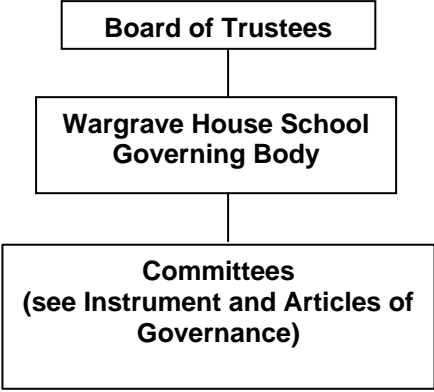
Continuous development is achieved by:

- The annual review analysing the progress on recommendations, around areas of development, in the previous report.
- The Assessor Team focusing in on one randomly chosen Core Standard, to ensure that the fundamentals of providing education and care for people with autism are met.
- Continuous development is achieved by the service manager targeting areas of development, by choosing up to three specialist standards areas.
- A Standard chosen by the Panel following the previous Annual Review

Pen Picture

SERVICE PROVIDER

Name of Organisation	Wargrave House School
Address	449 Wargrave Road Newton-le-Willows Merseyside WA12 8RS
Telephone Number	01925 224899
Mission Statement	<p>Wargrave House School</p> <p>Commitment Achievement Respect Enrichment Safeguarding</p> <p>Aims</p> <p>Commitment We are committed to building a safe, caring and understanding environment, creating an atmosphere where everyone can develop to their highest potential. We are an inclusive learning community, working in partnership with families, Government agencies, local authorities and other service providers.</p> <p>Achievement and Success We are proud of the field in which we are involved and value the talents and contributions of all our pupils and staff. Our goal is to make a difference to quality of life, by promoting independence and ensuring that each individual's uniqueness is celebrated.</p> <p>Respect We listen to and respect each other and value all people's opinions and contributions. Self-advocacy and empowerment underpin our philosophy.</p> <p>Enrichment We believe in building bridges to learning, breaking down barriers and enabling our pupils to access opportunities both in school and the wider community through partnership working.</p> <p>Safeguarding At Wargrave House School we take pride in ensuring that we provide a safe, secure and happy environment, promoting the healthy, emotional wellbeing and development of all.</p>
<p>Organisational Structure</p> <p><i>(An organisational chart / diagram attached here would also be sufficient)</i></p>	<p>Wargrave House School was established in 1971 by a voluntary committee to meet the urgent need for specialised education for children who conform to the concept of Autistic Spectrum Disorder.</p> <p>Until November 2004 the school was an Independent School registered under the Friendly and Provident Societies Act 1965. However, in December 2004, Wargrave House received recognition by the DfES as a Non-Maintained Special School. The school is also a registered charity (charity number 1104715). The school is operated and managed by Wargrave House Limited, a Company Limited by Guarantee and has a Board of Trustees which meets approximately once per half term. There is also a Governing Body which reports to the Trustees on a regular basis.</p> <p>Wargrave House is a non-profit making limited company whose audited accounts are prepared annually and are presented to the</p>

	<p>Annual General Meeting. The school is inspected regularly by its 16 feeder Local Authorities in the north west. Wargrave House is a residential special school and as such is inspected according to legislation relating to the outcomes for children set out in the Children Act 2004 and relevant national Minimum Standards set out under the Care Standards Act 2000. Wargrave House School is accredited as an 'Investor in People' and has also received accreditation by the National Autistic Society's Autism Quality Programmes. The school is also inspected by HMI and OFSTED under Section 5 of the Education Act 2005. (Recent Ofsted December 2006).</p> <div style="text-align: center;">  <pre> graph TD A[Board of Trustees] --- B[Wargrave House School Governing Body] B --- C[Committees (see Instrument and Articles of Governance)] </pre> </div>
Details of any other services	N/A

SCHOOL BEING REVIEWED

Name of School	Wargrave House School
Contact Person	Mrs Sheila Jaeger Director of Services
Unit(s) Details <i>(Please list separately all units being reviewed and add or delete bullets as required)</i>	<ul style="list-style-type: none"> ○ Wargrave House School 449 Wargrave Road Newton-le-Willows Merseyside WA12 8RS ● Placements – up to 75 (male and female) ● Type of School – Non-maintained Special School ● Specialist Standard used – Residential Schools
<ul style="list-style-type: none"> ● <i>Address(es);</i> ● <i>Number of Placements;</i> ● <i>Type of School;</i> ● <i>Specialist Standard used</i> 	
Telephone	01925 224899
Fax	01925 291368
Email address	enquiries@wargravehouse.com
Autism Specific Aims for Care / Education	<ul style="list-style-type: none"> ● To provide an environment in which each child is given opportunities and teaching to develop his/her ability to become a happy, participating member of the family, school and community. ● To promote a disciplined, happy and friendly atmosphere whilst simultaneously providing situations which encourage independence and autonomy. ● To encourage pupils as far as possible not only to have a positive self regard but also to treat others with courtesy, respect and tolerance. ● To develop a clear understanding of right and wrong. ● To compensate for the disadvantage society may place upon children with autistic spectrum disorder. ● To develop the self-advocacy skills of the pupils so that society is influenced in the thinking and actions by the individual and not only by others speaking on their behalf. ● To respect pupils' rights and needs as individuals, as pupils, and as members of a wider community with particular reference to issues of culture, religion and gender and the Every Child Matters: Change for Children Agenda. ● To provide the highest quality education and care for the pupils in our school. <p>Please see Statement of Purpose</p>
Management and Staff Structure	See diagrams. Following leadership restructure in September 2007, a Director of Services was appointed in January 2008, a Deputy Head of Education in May 2008 and a Head of Education in October 2008. An Assistant Head Teacher (Pupil and Family Support) was appointed in May 2009.

<p>Description of School</p>	<p>Wargrave House School as an organisation aims to ensure that its pupils whose lives are affected by autism receive a service most appropriate to their needs and resultantly enjoy the highest possible quality of life.</p> <p>The school offers day, weekly and part weekly residential/short term break provision and currently has pupils from 16 Local Authorities in and around the north west of England. Residential facilities are to be found on site both in the school building and in our Post 16 department known as 'Lakeside'. The school offers a '24 hour' curriculum where the goals and strategies are the same for both residential and day staff. High levels of consistency of management and expectations of pupils between day and residential staff are an important feature of the school and channels of effective communication are essential. There is a minimum of one teacher and two teaching support assistants in each class, however in some classes there are three or four teaching support assistants. Three 'Transition classes' have been created at KS4 in order to address the 14-19 curriculum more effectively.</p> <p>Additional staff to support pupil progress include a non class based Deputy Head of Education and Assistant Head Teacher who teach throughout the school, 3 full time equivalent speech and language therapists, a speech and language therapy assistant, sensory/wellbeing co-ordinator, PE teacher and an ICT teacher. We also employ a registered Occupational Therapist, qualified in Sensory Integration techniques.</p> <p>The Post 16 department is based on site, however, we have leased one classroom at the local FE College in order to facilitate greater opportunities and experiences for our students. We have also provided additional FE classrooms on site.</p> <p>3 senior teachers have been appointed with the responsibility for FE co-ordination, SEN co-ordination and Inclusion according to DCSF TLR requirements.</p> <p>The post of Team Leader (Residential) has been introduced in order to create a more appropriate career structure in the Department. In 2008 an Extended School Services Team Leader and Senior RCW (ESS) were appointed to support the developing extended services.</p> <p>In January 2006 a structure of senior TSAs was implemented in the school.</p> <p>The school admits pupils with a range of ability and at present caters for pupils who have Aspergers Syndrome through to pupils who have severe learning difficulties and autism.</p> <p>The nature of these disabilities clearly has implications for each pupil's teaching and learning and as a highly specialised school it is essential that we ensure recognition of these implications and address them effectively. A whole school approach therefore is essential in that we provide an environment where the goals, teaching approaches and remediation strategies are the same for all staff in the school including residential and extended services. Subsequently, many of our training days involve all staff including domestic and ancillary staff so that they begin to understand and make sense of autism.</p>
<p>Philosophy of School</p>	<p>Philosophy and Rationale Since Autistic Spectrum Disorder is present from early life and affects aspects of the development process, the aims and objectives in the education of children with autism must centre round their unique behaviour.</p> <p>At Wargrave House we are conscious of the necessity to encompass autism specific educational techniques but go beyond these to incorporate a functional and pragmatic approach, which</p>

	<p>is concerned with both the process and the product in education. Each child therefore is regarded as an individual with his/her own singular and special needs. This ensures that their own personality, ability and interests are catered for so as to promote and enhance the spiritual, moral, cultural, intellectual and physical development of the pupils at the school and in society.</p> <p>The philosophy, planning, teaching and organisation of the school is therefore designed not only to support children with autism and their families but also to facilitate competence in the skills required for everyday living.</p> <p>The school believes in a strong partnership with parents and carers and shared aims and practical co-operation draws on this breadth of intimate knowledge and specialist expertise.</p> <p>A high priority of the school is placed on communication, Personal, Social, Health and Economic Education (PSHEE) and Citizenship to include the acquisition of independent living skills. Resultantly, opportunities for self-confidence, personal autonomy, self-empowerment, and self-advocacy are maximised leading to the enhancement of life changes and experiences.</p> <p>The right of all pupils with special needs to a broad balanced relevant and differentiated curriculum is now established in law (ERA 1988). The aim of Wargrave House is therefore to provide a 'Whole School' approach and a 24 hour curriculum where the goals and strategies are the same for teachers, carers and parents. In this way we aim to ensure equal opportunity of access to all aspects of the curriculum regardless of the nature and degree of disability of the child with autism.</p>
<p>Please state if the school is currently under Special Measures from OFSTED</p> <p>If YES, please state the outcome</p>	<p>No</p>
<p>Description of Physical Environment / Buildings</p>	<p>Wargrave House School occupies premises consisting a large 19th Century house to which extensions have been added. The school is situated in extensive grounds which incorporate two enclosed safe play areas.</p> <p>The school also operates a Further Education provision for 16-19 year old students.</p> <p>One of the aims of the school is to provide a warm, safe healthy environment for children and young people in our care. Subsequently we ensure appropriate physical standards of material surroundings which not only engender high self esteem but also safety, cleanliness and security. The organisation of these facilities takes cognisance of the individual pupil's need for privacy, for play and for community experiences. Bedrooms are comfortable and attractive with space for personal belongings and photographs. Rooms for relaxation and play are available for all pupils during the evening. A fully equipped gym is provided for PE and recreational activities and a multi-sensory room is available for relaxation and aromatherapy. The dining room is homely and a fully equipped soft play room contributes to a stimulating environment.</p> <p>The seven classrooms are airy, bright and have various levels of display according to the needs of pupils. There are well-resourced and structured 'therapy' rooms, including a sensory 'light' room, a soft play room and a wellbeing room.</p> <p>Further Education Provision (Lakeside) Students live in a purpose built six bedroom house which is</p>

	<p>situated within the school grounds but far enough away to facilitate enhanced independence. Students have their own garden, teaching laundry and kitchen, work/leisure room and areas for dining and relaxation. We have also provided FE classrooms on site and lease a further classroom at St Helens College. At the time of Review, building work has commenced on a purpose built FE residential teaching unit to accommodate sixteen day pupils.</p>								
<p>Budgetary systems enabling continued development and viability of the organisation</p>	<p>A sound school development plan is prepared in consultation with all staff and the school's Governors and Trustees. The plan guides and supports budget preparation and spending priorities to support all developments. The school's financial year runs from September. Linkage is achieved between educational and financial planning in the following ways:-</p> <ul style="list-style-type: none"> • Corporate self evaluation of the school's priorities and future developments. • Budget holders complete detailed annual plans and a 3 year overview of developments linked to expenditure. • School staff, the Trustees, Director of Services and Senior Management Team prioritise developments. • School staff evaluate which subjects are priorities for the next financial year. • Budgets are drawn up and allocated following the above process. • The school development plan is completed and disseminated. • Spending is monitored by the Senior Management Team and the school's Finance and Personnel Officer to ascertain whether levels are in line with the SDP. • Unplanned expenditure must be agreed by the Director of Services and virements made accordingly. • Budget printouts are available from the Finance and Personnel Officer via SIMS - the school financial management system. These are produced regularly and are distributed to all budget holders. • Each budget holder monitors their own spending throughout the year. • The Governing Body has a School Budget and Internal Affairs Committee which meets and reports back to the full committee. The budget therefore is carefully prepared and systematically monitored by the school's Director of Services and Finance and Personnel Officer. Consequently developments in provision have been possible. <p>Further information can be found in the School Development/Improvement Plan, and document entitled 'Financial Administration at Wargrave House School'.</p>								
<p>Outline of the fee structure</p>	<p style="text-align: center;">Wargrave House School Fees 2008-2009</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Day pupils</td> <td style="text-align: right;">£36,263</td> </tr> <tr> <td>Weekly boarding</td> <td style="text-align: right;">£56,780</td> </tr> <tr> <td>Respite care</td> <td style="text-align: right;">£182 per night</td> </tr> <tr> <td>Tea time sessions</td> <td style="text-align: right;">£25 per hour</td> </tr> </table>	Day pupils	£36,263	Weekly boarding	£56,780	Respite care	£182 per night	Tea time sessions	£25 per hour
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PREVIOUS RECOMMENDATIONS



This section covers all the recommendations that were endorsed in the previous Report

No recommendations made from previous report.

RANDOM STANDARD



This section covers a random standard selected by Autism Accreditation from the 'Teaching and Learning' Standards.

RESIDENTIAL SCHOOL
Specialist Standard 4
Teaching/Learning – Session Content

The content of session reflects the school's curriculum, is informed by an understanding of autism and is differentiated to make it relevant to individual students with autism.

Wargrave House School is a non maintained specialist school for children and young people with autism spectrum disorders (ASD), aged between 5 and 19.

The aim of Wargrave House is to provide a 'Whole School' approach where the goals and the strategies are the same for teachers, carers and parents. According to its statement of purpose 'Each child is regarded as an individual with his /her own singular and special needs. This ensures that their own personality, ability and interests are catered for so as to promote and enhance the spiritual, moral, cultural, intellectual and physical development of the students at the school and in society'.

All students follow a broad, balanced and relevant curriculum which incorporates all National Curriculum subjects. The curriculum at the school has been strongly influenced by the inherent need to develop students' awareness of personal skills, communication and appropriate behaviour within the community.

A termly topic is set for each Year group to focus on children's interests and to link subjects together. Topic work is linked to the QCA framework on personal, learning and thinking skills.

At Key Stage 4, the teaching of core subjects is supplemented by vocational studies and work related learning in preparation for life after school. Students are provided with opportunities to pursue a wide range of externally accredited courses.

The school has a Further Education Facility, a self contained unit which provides older students with access to a curriculum to support their transition to adult life.

Teaching staff complete Schemes of Work for all subjects identifying the focus of each week, lesson content and expected learning outcomes. They are also required to produce a daily lesson planner which outlines the introduction, development, deployment and conclusion of the lesson as well as any resources used. The lesson is also evaluated and required follow up action recorded.

The review team can concur with the findings of the Ofsted inspectorate that the school provides a 'high standard of innovative autism-specific

practice'. All observed sessions demonstrated sound practice in meeting the needs of students with ASD and a significant number of lessons had good or outstanding features.

In keeping with the school's commitment to delivering the curriculum through the TEACCH approach, all sessions were observed to provide order and structure and featured familiar routines. Activities were appropriately paced to take into account the learning needs of the students. There was a focus on developing communication and social skills. Students appear to be calm, focused and happy in both educational and residential settings as a result of the consistent use of structured teaching principles in a flexible manner relevant to individual needs and this can be regarded as an area of good practice within the school.

Observed sessions demonstrated a commitment to child centred learning with evidence of planning for differentiation. This included;

- teaching arrangements and level of support
- methods of communication
- differing levels of tasks and materials

For example in one lesson students wrote about their weekend activities using differentiated recording sheets and differentiated prompts e.g. one pupil was required to write in full sentences using a writing frame whilst another student selected appropriate images to cut and stick into his worksheet. Another student in the class was carrying out an alternative activity of searching the internet to find out about news from around the world and this appeared to be more in keeping with his level of functioning and interests.

Reference was often made to individual targets and the progress students were making towards achieving them. Students frequently received praise. In the vast majority of cases staff made an explicit link between the praise and the desired behaviour and it is suggested that the significance of doing so in order that praise is meaningful for the student is stressed to all staff.

The sensory curriculum is fully integrated into educational and residential activities and was seen to regularly feature in observed lessons. The Speech and Language Therapy Department, which includes the Sensory Wellbeing Co-ordinator who is trained in sensory integration therapy, are actively involved in the use of sensory activities throughout sessions to allow the young people to maintain an alert-calm state. Sensory activities are built into sessions to help sensory regulation- brain gym supported by photographs.

An excellent session was observed where young people commenced the session by engaging in a number of different sensory activities which address the 'Sensory Modulation Dysfunction' through the use of

proprioception and linear vestibular stimulation activities, such as rolling on a board in a circle, simultaneous placing of bean bags into baskets, bouncing on a trampette, and throwing and catching a ball. As well as being beneficial for sensory stimulation they also addressed the specific motor weaknesses of the individuals within the group through their focus on prone extension, core stability and upper body strength. Throughout the session observed the young people moved between locations which provided structured opportunities for 'movement breaks' before settling back to taught lessons.

The review team regards the extent to which sensory routines which create an alert/calm state through proprioceptive and vestibular stimulation are embedded into everyday activities is an area of good practice within the school.

The review team also found within the school a strong commitment to developing thinking and problem solving skills. Staff would often plan sessions to encourage students to think and act by themselves. For example, in one lesson the students had to seek out the materials they needed to complete the activity around the classroom rather than having the materials handed out to them.

When a student confronted a problem the staff would often hold back and ask the student questions to guide them to a solution rather than simply giving them the answer. The school's commitment to promoting independence is discussed in more detail under Specialist Standard 12.

There is a whole school approach to incorporating the Narrative Therapy framework into the structured teaching approach, for example through the consistent use of a colour coding system. This helps students to develop an appreciation of the 'Wh' questions in order to develop their language and literacy skills, as well as their understanding of daily routines and systems. This is another area of good practice within the school.

Sources of Evidence

Written Documentation of

School prospectus
Curriculum policy
School's self-evaluation form
Ofsted report
Flexibility of Thought policy
Positive Planning for Behaviour support Policy
TEACCH policy

Interviews & Discussions with

Director of Services
Head of Speech and Language Therapy

Head of Residential Services
Teaching and residential staff

Observations

A variety of sessions were observed including:

Literacy

English

Active Communication

Science

Humanities

ICT

Food Technology

PE

Games Club

Dance

Performing Arts

Work related learning

Transition from school to residential

Mealtimes and activities at residential (evening and morning)

Good Practice

SS4

Students appear to be calm, focused and happy in both educational and residential settings as a result of the consistent use of structured teaching principles in a flexible manner relevant to individual needs.

SS4

The review team regards the extent to which sensory routines which create an alert/calm state through proprioceptive and vestibular stimulation are embedded into everyday activities is an area of good practice within the school.

There is a whole school approach to incorporating the Narrative Therapy framework into the structured teaching approach, for example through the consistent use of a colour coding system. This helps students to develop an appreciation of the 'Wh' questions in order to develop their language and literacy skills, as well as their understanding of daily routines and systems.

Suggestion

SS4

In the vast majority of cases staff made an explicit link between the praise offered to students and the desired behaviour and it is suggested that the

significance of doing so in order that praise is meaningful for the student is stressed to all staff.

THEMED STANDARD



This section covers one Autism Specific Standard chosen as the themed standard for the year.

Core Standard 7 **Assessments, Reporting and Recording**

There is an effective system of assessment, reporting and recording, which informs individual planning.

A comprehensive initial Baseline Assessment is made for each student on entry into Wargrave House School. This baseline assessment comprises of a Speech and Language Therapy Assessment including a Communication Profile and a Sensory Profile, an assessment of Curricula strengths and needs including National Curriculum (NC) and P levels (where appropriate), Performance Indicators for Value Added Target Setting (PIVATS), a PSHCE Assessment, 'Pathways to Independence' (for residential and day pupils and students), and an Autism Profile.

In order to ensure that the baseline assessment is as comprehensive as possible, the school initiates pre school visits to the child's previous provision and / or to the home to talk to the parents / carers. In addition, health care information is sought from the relevant professionals. On entry into the school an Individual Risk Assessment is completed for each pupil and an appropriate Behaviour Plan developed for those pupils whose assessment indicates that they have challenging behaviours and may be of risk to themselves or others.

These initial baseline assessments inform the assessment of need which is discussed at the weekly multi team classroom meetings and reviewed, evaluated and updated on a bi-termly basis. Following this, appropriate individual learning programmes – Individual Education Plans (IEPs), Personal Action Plans (PAPs), Care Plans (ICPs) and Behaviour/Dietary Support Plans (where necessary) are developed based on the results of the evaluations.

These individual learning plans meet not only the curricular needs of the individual pupil but also the needs relating to his or her autism (the Triad of Impairment), Sensory Profile, physical health and emotional factors. The planning takes place at the classroom meetings and at Behaviour/Dietary Support meetings and input is sought from all members of the multidisciplinary team (teachers, teaching assistants, key care workers, SALTs and the pupil, if appropriate). Parents are also invited to contribute and / or comment on the targets set.

An example of the integrated approach to learning can be seen in the development of the Residential Care Plan to provide a scheme of work for use with students who are residents. This work scheme is entitled 'My Turn to Learn' and is based on the PHSE curriculum. It covers five areas at three progressive levels – Foundation, Intermediate and Advanced. The five areas covered are - Staying Safe, Staying Healthy, Enjoying and Achieving, Making a Positive Contribution and Achieving Economic Well Being. This

integrated approach ensures that assessment of need and planning is consistent across all environments and the review team would consider this to be an area of good practice.

The school ensures that all assessment procedures respect cultural and religious beliefs. The school's Mission Statement says, '...to respect pupils' rights and needs as individuals, as pupils and as members of a wider community with particular reference to issues of culture, religion and gender and the 'Every Child Matters' agenda.'

A range of evaluations is employed to cover all aspects of the pupil's development. These include Standardised Reading assessments, self monitoring by the pupil of his or her IEP, PAP, and ICP targets (whichever is relevant for the individual pupil), 'Pathways to Independence' (revisited at the end of each Key Stage), the 'Assessments of Desired Learning Outcomes, Speech and Language Therapy Assessments and National Curriculum / P Level Assessments. These have been broken down into small steps in line with PIVATS format and ensure that the analysis of the pupil's progress is individualised. Standardised and structured computerised recording documents are used to record all assessments and the progress made by the pupil / student. The school also uses structured recording forms to report 'incidents' and 'near misses' etc. The information collated is then fed into a software package (Eclipse) which enables the incident to be formally recorded and evaluated and planning of effective interventions to pre-empt incidents occurring can be implemented.

In addition, the school uses a number of nationally accredited schemes to evaluate pupil learning and to celebrate achievement where this is appropriate. At Key Stage 4 these include:

- 1) ASDAN Transition Challenge
- 2) Youth Award Scheme
- 3) Entry Level Maths / English / Art / Science
- 4) GCSE Maths
- 5) GCSE – ICT
- 6) New CLAIT

At Post 16 these include:

- 1) ASDAN Towards Independence
- 2) Key Skills – ICT, Numeracy and Literacy,

Reporting of achievement is made in a variety of ways – by the Annual Review Reports, by SATS, by end of Key Stage Assessment Reports and by Pupil Self Evaluation in the home / school books and against agreed targets.

The 'Pupil Assessment for Learning Cycle', the 'Record Keeping and Individual Pupils Assessment Guide', and the 'Termly Contents Checklist' clearly inform on the processes involved in Assessment, Recording and Reporting. Copies of these together with all of the above documentation

(both historical and up-to-date) relating to pupil assessment, progress and achievement are kept in the young person's individual 'Pupil Assessment File'. This is stored in the classroom and is confidential.

Scrutiny of sample Pupil Assessment Files confirmed to the review team that the system of assessment, reporting and recording is an area of good practice in that it is comprehensive, fully integrated and consistent across environments.

Sources of Evidence

Written Documentation of:

Pupil files containing copies of all assessment and planning documentation both historical and up-to-date
 Wargrave House School Statement of Purpose
 Mission Statement
 Policy Statement on Assessment, Recording and Reporting
 Risk Assessment Procedural Document
 Sample Risk Assessments
 Positive Planning for Supporting Pupil Behaviour
 Sample Home / School books
 Sample IEPs / ICPs
 Behaviour Plans – Positive Planning for Supporting Pupil Behaviour

Interviews & Discussions with:

Director of Services
 Head of Residential Services
 Teaching and residential staff

Good Practice

CS7

Scrutiny of sample Pupil Assessment Files confirmed to the review team that the system of assessment, reporting and recording is an area of good practice in that it is comprehensive, fully integrated and consistent across environments.

AREA OF DEVELOPMENT STANDARD



This section covers either one Core or Specialist Standard chosen as an area of development by the School.

RESIDENTIAL SCHOOL
Specialist Standard 2
School Accommodation and Resources

The accommodation is designed to meet the educational needs of students with autism.

The school occupies a large 19th century house with modern extensions, set in attractive grounds which incorporate garden spaces and creative play areas. The school provides a wide range of specialist environments including music room, ICT suite, a library, lounge areas, dining room, a gym, therapy rooms, a medical/rest room, multi-sensory room, a well-being/sensory room and soft play room.

The organisation of the residential provision takes into account the individual students need for privacy, for play and for community experiences. Bedrooms are comfortable and attractive with space for personal belongings and photographs.

The Lakeside Further Education Provision is located within a purpose built house which is situated in the grounds of the school. It has its own classrooms, garden and a specially designed teaching laundry, kitchen and area for leisure and recreation.

The review team can confirm that the school environment is decorated to a high standard in order to create an attractive and stimulating learning environment. The school's development plan demonstrates an on-going commitment to maintaining this standard.

All classrooms have interactive whiteboards and computers. There are designated areas for whole class activities and group work. Most classes have facilities for cooking and making drinks which provides a good opportunity for the development of independent life skills. In some classes individual students have access to their own screened off personalised workstations whilst in other classes it is felt more beneficial for a screened off work area to be created within the classroom for any student to make use of as and when they need to.

The review team were fortunate to see a model of the exciting new post-16 development which is currently in the stages of being constructed. This will no doubt enhance the quality of provision offered at the school.

Classrooms contain a wealth of visual information to support students in carrying out activities independently or to help them understand the purpose and function of different areas and spaces e.g. schedules for making hot drinks or labels on cupboards.

Within classrooms and throughout the school, displays are attractive, stimulating and well maintained. They often provide information and instruction for students in a clear and consistent manner. Examples include jobs, reward charts, what would you like to drink, snack timetable and who is helping with snacks today.

A number of displays have an interactive element, posing questions for the student or asking them to use the display in order to carry out an activity or challenge. In the playground area, a spinner has been devised in order to support students in playing games with their peers.

Often displays highlight and celebrate student achievement, including photographs of students participating in a range of learning experiences or by showcasing student's work in a professional style.

The whole school commitment as articulated in the policy statement on display and presentation to ensuring that displays are of a high standard, are often interactive, provide visual information for students and value student achievement is an area of good practice throughout the school.

Students were observed to have access to a range of age appropriate and specialist equipment to enhance the quality of their learning. This includes up-to-date technical equipment such as scanners and digital cameras.

In its self audit, the school was able to identify a range of provision and operations in place to support the health and safety of the students. This included risk assessments, the Health and Safety Policy, secure administration of medication, CCTV in operation and secure electronic gates.

According to its statement of purpose, the school is 'committed to building a safe, caring and understanding environment, creating an atmosphere where everyone can develop to their highest potential'. The review team is happy to confirm that this commitment is evident throughout the school and is fully met.

Sources of Evidence

Written Documentation of

School prospectus
Accreditation self-audit
Ofsted report
School development Plan
Policy Statement on displays and presentation

Interviews & Discussions with

Director of Services
Head of Residential Services
Teaching and residential staff

Observations

A variety of sessions were observed including:

Literacy

English

Active Communication

Science

Humanities

ICT

Food Technology

PE

Games Club

Dance

Performing Arts

Work related learning

Transition from school to residential

Mealtimes and activities at residential (evening and morning)

Good Practice

SS2

The whole school commitment as articulated in the policy statement on display and presentation to ensuring that displays are of a high standard, are often interactive, provide visual information for students and value student achievement is an area of good practice throughout the school.

STANDARD CHOSEN BY THE PANEL



This section covers either one Core or Specialist Standard chosen as an area of development chosen by the Panel.

RESIDENTIAL SCHOOL
Specialist Standard 12
Well-being – Promoting Independence

The school demonstrates approaches and methods, which promote independence.

INDICATORS – Promoting Independence

The commitment to promoting independence throughout the school is addressed in a range of policy documentation.

For example:

- The PSHEE policy discusses how the Speech and Language Therapy team inputs into specific elements of the PSHEE curriculum including food preparation and domestic skills, which involve choosing, decision making, sequencing skills, and social communication during meal times. They raise awareness and develop hygiene skills through the use of visual schedules to promote independence in tasks; support the delivery of sex and relationship education to the older students; and ensure the transference and generalisation of self help, domestic and social communication skills to the residential and home settings.
- The Sex and Relationship Education Policy and Guidelines include teaching about sexual activity, pregnancy and parenthood, marriage and living together.
- The Intimate Care of Children and Young Adults with ASD policy discusses how to ensure that independence skills are protected and encouraged in all aspects of the students intimate care.
- The Flexibility of Thought and Behaviour Policy discusses the use of schedules, lists, and visual augmentation to help students in their planning; and that young people are involved in the setting of their own IEP and IAP targets.
- The Self Advocacy Policy addresses the need to manage risk, stating that: *“People with learning disabilities should be able to take the same risks as anyone else, providing they have been given sufficient information to allow them to make an informed decision about the risk they face. Wargrave House School has a duty to support children and young adults to take control over their choices and lives and staff are encouraged to act with a common sense approach to risk.”*
- The School development plan demonstrates a clear commitment to promoting independence as it has highlighted three areas that are being worked towards over the 2008 / 2009 academic year: *‘85% of*

students accessing residential care will be active participants in monitoring / evaluation their own personal, social and independence skills / goals'; '70% of students will demonstrate improved social communication skills, by making at least one step progress on the Functional Communication Rating Scale'; 'Present ASD specific SOW linked to domestic and community skills to staff'.

Each student has an Individual Risk Assessment which details the potential behaviours the individual may exhibit and the strategies that are identified to minimise the risk.

IEP targets include areas associated with independence including the promotion of communication and flexibility of thought. A number of young people monitor their own IEP and evaluate the level of support that they require. The young people help derive their IEP through the use of Mind Maps.

Some IEPs address skills which promote safety, for example one young person has a target to follow directions sent to his mobile phone. At present he has staff support to ensure that he correctly follows the directions but over time it will mean that he can have a greater level of independence and will reassure his family as they will always be able to contact him.

Each student has a 'Pathway to Independence' booklet which is a checklist of self help, personal and social skills. The Pathways to independence are used as an assessment and summative document and provides a standardised approach that external bodies can refer to. They are used to form part of the baseline assessment and are reviewed at the end of each key stage.

The Behaviour Bulletin which is distributed to all members of staff within the school, including domiciliary and ancillary staff, details the behaviour the young person exhibits as well as a strategy to address it; for example one young person does not like having his coat fastened so the strategy is to encourage him to do it up himself.

Throughout the school day there is a wealth of opportunities for young people to engage in independence activities. For example, during lunch the young people engaged in a number of independence activities including queuing for their lunch, requesting their meal, eating their meal, making conversation with the other young people and staff on the table, offering each other drinks and pouring them for each other. Staff positively reminded the students to use their cutlery properly, not to put their elbows on the table and to exhibit good table manners. Once they had finished their main meal they scraped their plates into the bin and collected their dessert. Then after they had finished their meal they independently asked for a cloth and wiped the table. Each table had a 'Code of Conduct' which showed the rules that need to be exhibited during the meal times. Communication

boards were available throughout the meal session and followed the narrative therapy model which is consistently used throughout the school.

There are frequent opportunities within most sessions for the young people to work on self help skills, such as during dance the young people had to take their shoes off and then putting them back on, one young person was observed to benefit from the use of forward chaining. At the start of PE and dance sessions young people change into appropriate clothing and then have a shower prior to changing back into their school clothes. Again this provides increased opportunities for the promotion of independence and teaches the young people about the need to maintain personal hygiene. The review team also observed a useful community visit to a farm shop as part of a Food Technology lesson in which students used shopping lists to independently buy items to make a meal.

The Work Related Learning session that was observed exhibited a wealth of problem solving skills. The tasks that the young people were engaging in were relatively simple which enabled the young people to be totally independent in their acquisition. Each young person followed their individual schedule to complete the tasks. One young person had the role of informing all of the ancillary staff that the tuck shop would be coming and at what time. This was done via phone. Another young person had to greet each member of staff and ask them whether they would like to buy anything from the tuck shop. A second young person was the cashier and therefore had to take the money and calculate what change they had to give. To support the young person in this task the coins were stuck to a piece of card and the young person tore off the 10p and then could match the coins that he needed to give back based on the coin that he had been given. The third young person was the server. At the end of the session the plenary session gave the young people the opportunity to identify what they could have done differently and 2 young people identified that as a member of staff was on the phone they shouldn't have knocked on their door and interrupted, they should have walked past and then returned at another time. A second young person identified that they shouldn't have pushed through the door way when someone else was walking in the other direction, instead they should have held the door open for them so that it didn't slam shut. All of these examples demonstrate that opportunities for problem solving and independence were maximised and that the young people were able to self evaluate.

Those young people who stay in the residential departments have additional opportunities to work on independence skills. The residential department has devised a Skills for Life Curriculum, called 'My Turn to Learn' which is based on the PSHEE curriculum and references the 'Every Child Matters' outcomes. It addresses self help areas such as shaving, setting up tuck shop sessions, cooking their own meals, ironing, hair care, teeth cleaning, washing, laundry etc. Evidence for these activities were seen in the 'My Turn to Learn' folders which has Mind Maps created by the young people that

highlight what elements of independence they want to work on through their action plan.

Throughout one evening different young people were observed to engage in a range of independence activities including laying the table for dinner, cooking dinner for the group, shopping for the weekly groceries, unpacking their cases, ironing their clothes, eating dinner, making conversation with peers and loading the dish washer.

One young person went shopping to buy part of the weekly groceries shop. He was able to follow a shopping list and locate each item using the shop signs to locate the correct aisle. Staff then supported him to decide which type of item, for example which loaf of bread to buy based on the price and nutritional value. Therefore the young person was being supported to understand budgets. He also paid for the items, waited for his receipt and the change before packing his bags. On return to the residential department he unpacked the shopping before continuing with his next activity.

Across both educational and residential settings, the structured teaching approach is used consistently to promote independence. For example during the IEP meeting the class teacher and key worker discussed the strategies that were in place for the young person to complete his target of wiping the surfaces. He was currently matching photos of the actions to detail the next step of the activity. Throughout all sessions observed there was excellent use of the structured teaching approach and visual cues to maximise participation and over time independence.

The narrative therapy approach has been used consistently throughout the school. All signs on doors, displays and communication boards use the narrative approach and this has been identified as an area of good practice elsewhere in the report. Staff constantly ask questions to engage the young people in communication and social interaction both between young people and staff and peer interactions. Each room uses pictures on the floor to show the young people where they need to stand to wait or queue. The classrooms and residential department use visual schedules to help promote independence by giving visual instructions to the young people, for example they have daily jobs boards and instructions about how to wash your hands displayed above the sink etc.

In a number of sessions observed staff used self evaluation techniques tailored to the specific needs of the young people. These ranged from simple questions about what the young people had enjoyed the most and how they are feeling, to what they could have done better and then giving them the opportunity to try again and improve in the areas that they had highlighted.

The Speech and Language Therapy team are committed to developing young people's self advocacy and a recent development has been the introduction of 'Self Advocacy: My Personal Guide' where young people

detail what the Bill of Human Rights means for them by saying what the bill says and then the young person identifies examples of what is covered within that section; details when they need to speak up for themselves, the choices that they can make based on the consequences of their actions and the risks that they can take and how staff can help protect them.

The key workers act as advocates for the young people. They attend the IEP, LAC and Annual review meeting and advocate on behalf of the young person.

All young people have access to an independent advocate who will support them to highlight any concerns or issues that they have. Their phone number is detailed in the complaints policy.

Lakeside residential department has a house meeting each week where the young people identify what they want to have to eat the following week. One of the young people then types the menu onto the computer which is displayed in the kitchen for all the young people to refer to.

There is a school council where the young people can discuss any issues or ideas that they have and provides the opportunity for the young people to advocate both for themselves and their peers. The school council meets on a weekly basis and their contribution to the schools organisation is greatly appreciated, which is evidenced through the display. The council understand the importance of their role which was highlighted in the meeting minutes dated 22.1.09 *"We have been through the suggestions from last year and they have been completed, this shows that the student council does make a difference around school."*

In conclusion, during the vast majority of observed sessions by the review team in both educational and residential settings, staff were observed to employ a range of appropriate strategies to promote independence, including holding back and encouraging the student to work out the solution for him or herself as well as providing consistent visual support and structure. In a few exceptional cases there were observed incidents where opportunities to develop independence may have been missed because staff stepped in and took direct control of the activity in preference to holding back and employing other strategies to support the student in carrying out the task. There were also a very few occasions when verbal prompting by staff seemed excessive and could have been replaced by visual prompts.

The review team regard the promotion of independence as an area of good practice and suggest that school consider ways of ensuring that this good practice is fully understood, appreciated and consistently employed across educational and residential settings. This could perhaps be achieved by the creation and circulation of whole curriculum guidelines on strategies for promoting independence, including the using and phrasing out of prompts.

Sources of Evidence

Written Documentation of

PSHEE Curriculum Policy
Self Advocacy Policy
Communication Skills Policy
Safeguarding Children and Vulnerable Adults Policy
Students Complaints Procedure
TEACCH Policy
Flexibility of Thought Policy
Complaints Policy
Student Council Minutes

Interviews & Discussions with

Director of Services
Head of Speech and Language Therapy
Head of Residential Services
Team leader (residential)
Teaching and residential staff

Observations

A range of sessions including:
Active Communication Group Observation
Break Observation
Lower school dinner Observation
Performing arts Observation
Snack / PE Observation
Relaxation – Residential Observation
Cooking – Residential Observation
Shopping – Residential Observation
Dinner – Residential Observation
Breakfast – Residential Observation
Work Related Learning Observation
Dance Observation

Good Practice

SS12

During the vast majority of observed sessions in both educational and residential settings, staff were observed to employ a range of appropriate strategies to promote independence, including holding back and encouraging the student to work out the solution for him or herself as well as providing consistent visual support and structure. The review team regard this as an area of good practice.

Suggestion**SS12**

It is suggested that the school consider ways of ensuring that the good practice employed within the school to promote independence is fully understood, appreciated and consistently employed across educational and residential settings. This could perhaps be achieved by the creation and circulation of whole curriculum guidelines on strategies for promoting independence, including the using and phrasing out of prompts.

OBSERVATIONS

	Poor	Unsatisfactory	Satisfactory	Good	Outstanding
Environment	0	0	15	6	0
Activity Content	0	0	17	3	2
Organisation/Resources	0	0	16	5	0
Methods	0	0	15	5	1
TOTALS	0	0	63	19	3
PERCENTAGES	0%	0%	74 %	22 %	4 %

Comments:

All observed sessions demonstrated sound, competent practice in addressing the needs of young people with ASD. Young people were seen to be happy, motivated and on task.

The sessions which stood out the most were those in which students developed their skills and confidence by being actively encouraged to participate in challenging activities, independently access a range of materials and resources and develop experiential learning within a safe and secure environment. Staff observed in such sessions made an effective use of visual prompts to minimise the need for direct intervention and too much verbal prompting.

Environment

- Well structured and organised environment
- Clear expectation of what is required in each area
- Pictures on floor of where to stand
- Good use of limited space
- Comfortable and homely environment
- Very nice purpose designed environment
- Displays neat and purposeful
- Displays meaningful and relevant
- All cupboards and storage spaces labelled

Activity Content

- Verbal skills supported by communication boards and puzzles
- Activities helped develop awareness of facial features
- Clear differentiation to meet individual needs
- Participation of all students ensured
- Each student given an individual target to do throughout activity
- Each student encouraged to participate in conversation
- Young person prompted to use knife and fork appropriately
- Range of activities enable students to remain focussed and motivated
- Good use of demonstration and prompting

- Clear beginning and end to lesson
- Recap of key points at end of lesson
- Choice of physical activity at start of lesson
- Students ask and answer questions, make relevant contributions, offer suggestions and take turns
- Photos of people matched to happy/sad faces to develop recognition of facial expressions

Activity Organisation and resources

- Well structured
- Individual schedules
- Age appropriate exercise video
- Students' independence encouraged by them collecting their own resources and equipment
- Effective Plenary Session
- Good availability of resources
- Clear explanation of what was required and next step
- Appropriate quantities of equipment
- Differentiated Code of Conduct on tables
- Differentiated recording sheets
- The Hip Hop dance was an age appropriate sensory activity
- Resources- Computers, digital camera and scanner
- Understanding developed and generalised by having access to a range of materials and objects

Methods

- Effective use of TEACCH
- Good use of visual cues
- More visual prompts may have reduced the need for verbal prompting and encouraged independence
- Students tidied away independently with just a few verbal prompts
- The student perhaps could have been encouraged to complete the task by themselves
- All communication boards use consistent colour code based on Narrative Therapy approach
- Clear instructions given
- Positive interactions between staff and students
- Functional session generalising learnt skills
- Some food put on 'wrong' plate to encourage problem solving
- A lot of verbal prompts were given to the student
- Activity encouraged students to problem solve and make choices
- Narrative therapy approach on Interactive White Board
- Some sensory input to help calm two students prior to work
- Appropriate praise given
- Teacher waited patiently for students to process instructions/questions

- Lesson objectives stated at start of lesson and reinforced in plenary session
- In group discussions some pupils expressed themselves verbally whilst others expressed themselves through the use of symbols and photographs
- Verbal and visual cues to support transition
- Independence encouraged by pupils having to search for appropriate materials within the room rather than been directly given to them

PARENT QUESTIONNAIRES

SCORES					
	POOR	LESS THAN SATISFACTORY	SATISFACTORY	GOOD	OUTSTANDING
Contact	0	0	3	10	20
Support	0	1	0	6	26
Advice	0	3	1	6	23
Involvement	0	3	1	10	19
TOTALS	0	7	5	32	88
PERCENTAGES	0%	5 %	4 %	24 %	67 %

Thirty-three questionnaires were returned.

Comments:

How would you rate your contact with the School?

- Excellent. Always keep us up to date with our child's daily activities.
- Contact with school is very good either by telephone or Home/School book.
- An excellent open-door policy. Parents always welcome.
- The school is great.
- A whole variety of communication mediums ensure that we are well informed throughout all development.
- Outstanding! The school is very inviting and approachable. We have the Home/School diaries for everyday feedback and there is always someone at the other end of a phone line who is more than happy to talk and help when needed.
- Most of the time the contact is very good, just occasionally we felt that we have not been informed of a situation (this is only VERY occasionally).
- Always available. Excellent liaison.
- Teachers generally outstanding. One poor one last year.
- Home- school book is very well used for updates, events and queries.

- Staff at Wargrave are excellent for keeping us informed about our child's development and try to nip in the bud any disruptive or inappropriate behaviour. We work together to resolve problems by telephone or using the home/school book.
- Receive written reports every day plus visuals to help our child tell us about their day. When our child boards at school we get a phone call each night. Also home visits from staff.
- The school has an excellent Home/School relationship with parents and having a Family Liaison officer is a blessing. He is always available to speak to you.

How well do you feel the School supports your relative?

- My son is looked after very well- no worries at all about the support given.
- The school does a very good job of supporting our son.
- Support for our child is excellent.
- We know we can always get support and help.
- Our child receives excellent support from all members of staff- school and residential.
- Very good, if any problems regarding behaviours the school puts strategies in place.
- Our child has some very challenging behaviour which is always managed discreetly but recorded.
- Very supported and positively encouraged.
- Our son would simply not thrive if he did not have the exceptional support provided by the school. He loves it.
- My child has improved greatly since attending Wargrave School. The 1:1 my child gets is brilliant and the staff are well trained to handle all aspects of autism and associated behaviours.
- Our child is developing into a fantastic young person who now has a chance of enjoying and developing his adulthood, all thanks to the school and its dedicated staff.
- Wonderful support has resulted in fantastic progress.

How well does the School offer advice or practical assistance in supporting you with your relative?

- The school always offer advice and help when asked. Staff are accessible most of the time and if not available will ring back as soon as possible.
- The daily exchange of information via the home-school link book provides a valuable insight as to our child's daily life- helps us to help him.
- Very helpful with use of Teacch symbols and photographs, with support both by class teachers, speech therapist and medical staff.
- At the end of the phone at any time.
- Staff are very supportive and knowledgeable. They are happy to address any concerns we may have.
- Very good practical assistance.
- The school is very keen to involve parents and offer any help and assistance that they can to help you with various issues/concerns that you have with your child.
- Very little support at home.
- Generally excellent but could improve info flow on areas such as benefits/financial help and range of post 19 options.
- The school offers lots of advice and telephone calls and home visits to help deal with situations as they arise. They are very helpful and informative.
- Our child is very high functioning and sometimes feel that advice and help is perhaps not geared towards his ability. He is however very well cared for at the school.

How well do you feel the School involves you in their work with your relative?

- Contact everyday through the home/school book.
- Good-regular parents evenings, notes home, home visits etc.

- Fully- always advised on his progress/achievements and future development plans.
- We feel very involved and informed.
- Very good feedback and advice.
- Parents are mainly kept informed especially through home-school liaison book.
- They write in the home-school book, send letters and keep us well informed on all aspects of schooling.
- Everyday in our child's Home liaison book I know exactly what he has done that day so that we have a clear picture of our child's education at Wargrave.
- Totally involved in putting together IEPs etc.
- The school always involves me in my relative's work.
- Excellent.

Is there anything else you would wish to add?

- We are very pleased with Wargrave. They are very professional and supportive and we have confidence in the skill of the staff.
- Excellent school with very committed members of staff.
- I have never on any occasion had anything other than 100 % support and am truly grateful for their dedication, care and knowledge. The difference they have made to my child's life is fantastic and the whole ethos of the school is so positive.
- We are very fortunate that our child attends this outstanding school. Our child has severe autism with complex needs and the school try everyday to make it an enjoyable one for her.
- A fantastic school. Delivering excellent care to the most disadvantaged in society. My boy went in a child and is going through life a confident individual.
- Our child now enjoys going to school in his words 'there is no spitting or fighting and everyone is my friend'.
- An amazing establishment.

- We say thank you for a school such as Wargrave House and its brilliant dedicated staff and strong upper management team.
- Wargrave House School is outstanding. I am very happy my relative attends this school.
- This school is excellent and meets my child's needs.
- We know that we have chosen the right school for our child. We believe that our child will leave Wargrave House with the skills to be an independence Autistic Adult.
- A very good school.
- Wonderful provision. We are very lucky to have the placement. It has changed our lives.
- An excellent provision. We shall be sorry when the time comes for our child to leave.
- Wargrave House is an excellent facility that provides first class guidance and support for our child.
- A wonderful school and we are full of praise for the work they do and the caring environment they provide.
- Very positive and approachable staff.
- Wargrave House School is a fab school. The main problem is the distance from the young person's home life and the fact that the young person does not tell you what they have been up to!
- This is a school with a very high standard of excellent and is making a real difference for our daughter.
- The school is brilliant. Couldn't cope without their help.
- School is fantastic.
- We couldn't ask for a better school for our child and we are so grateful that this place was allocated to him as he has improved so much in the two years he has been there.

SUMMARY OF RECOMMENDATIONS AND GOOD PRACTICE

Good Practice

SS2

The whole school commitment as articulated in the policy statement on display and presentation to ensuring that displays are of a high standard, are often interactive, provide visual information for students and value student achievement is an area of good practice throughout the school.

SS4

Students appear to be calm, focused and happy in both educational and residential settings as a result of the consistent use of structured teaching principles in a flexible manner relevant to individual needs.

The review team regards the extent to which sensory routines which create an alert/calm state through proprioceptive and vestibular stimulation are embedded into everyday activities is an area of good practice within the school.

There is a whole school approach to incorporating the Narrative Therapy framework into the structured teaching approach for example through the consistent use of a colour coding system. This helps students to develop an appreciation of the 'Wh' questions in order to develop their language and literacy skills, as well as their understanding of daily routines and systems.

SS12

During the vast majority of observed sessions in both educational and residential settings, staff were observed to employ a range of appropriate strategies to promote independence, including holding back and encouraging the student to work out the solution for him or herself as well as providing consistent visual support and structure. The review team regard this as an area of good practice.

CS7

Scrutiny of sample Pupil Assessment Files confirmed to the review team that the system of assessment, reporting and recording is an area of good practice in that it is comprehensive, fully integrated and consistent across environments.

APPENDIX



This section includes any comments, if any, from the School after a draft copy of the report has been sent to them after the Review has been conducted but prior to the Panel Meeting.

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 Autism Spectrum Conditions.

School owner: An Organisation or individual that owns a school including Local Authority Education Departments, Health Authorities and Trusts, National Charities, Local Charities and private organisations.

Service: A school that provides education/care/support for people with autism.

Principal: Any person who has the direct management responsibility for a school including Principal, Headteacher, Manager, General Manager and Home Manager.

People with autism: Any person who is using a school including people with autism, student, client, resident, customer.

**Individual activity/ The plan based on individual needs assessment.
Care/support plan**

Individual Plan: See definition of individual activity/care/support plan above. The abbreviation IP may be used.

Individual Education: See definition of individual activity/care/support and Care Plan The abbreviation IECP may be used.

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