

Autism Accreditation Assessment

Wargrave House School



Reference No.	294
Assessment dates	8-10 th May 2018
Lead Assessor	Andy Pitts
Moderator	Gemma Liddy
Status	Accredited

SECTION 1: CONTENT

About the provision

- Wargrave House School is a 38-week day and residential non-maintained special school and independent specialist college for 5 to 25 year olds. There are 67 autistic young people supported by the service.
- Students are grouped in classes with a preferred staff to student ratio of 8 students to 1 Teacher and a ratio of 1 TSA (Teaching Support Assistant) to every 3 students. However a number of classes have 6 or 7 students based in them. There is also a high level of additional funded 1:1 TSA support across the service. The main body of the school has 4 RISE classes (Reaching Independence through Structured Education) and a Transition class for older students as they prepare for transition to college. The Transition class (Key Stage 4) is organised into A, B and C cohorts to ensure differentiation. Cohort A and B students tend to leave the service for external college placements in their home community. All RISE classrooms have direct access to an outdoor space.
- There is a post 16 -25 college provision on site. Lakeside Early Adult Provision (LEAP College). This has x 2 16-19 age group teaching areas and a separate 19-25 age building with 2 teaching areas, a canteen, ICT area and a chill out room.
- Some younger students (4) attend weekly or occasional overnight residential in accommodation within the main body of the school. There is a separate residential building for 16-19 aged students (currently 6 young people access this facility) and residential accommodation within the post 19 building (9 people access this facility).
- The service offers a range of therapeutic support. This service is led by the Head of Therapy (FTE 1.0). Currently, the Therapy team comprises: 2 Highly Specialist SaLTs (FTE 0.5 and 0.8), 1 Specialist SaLT (FTE 1.0 covering maternity leave), 1 SaLT Assistant and Rebound Therapist (1.0), 1 Highly Specialist SI OT (0.8), and there is currently a vacancy for an additional O.T (1.0).. In addition, Nordoff Robins provide a Music Therapist (0.4).
- There is a FT Family Liaison Officer(FLO).
- In the main school building there is a Sensory room, a rainbow quiet room and a Sensory Integration OT room with a range of suspended equipment to support sensory integration programmes. There is also a soft play room.
- There are some lovely outdoor spaces including climbing and balancing equipment, swings, a slide, 2 MUGAs, sensory garden, quiet areas all set in some pleasant surroundings. The service has 5 minibuses.
- The service has plans, to be completed by September 2018 to refurbish the front of the main body of school which is currently in need of an uplift. The plan is to make the area more autism friendly with a focus on using colours and textures to more clearly define specific areas and their purpose. The residential

facility based in the main building will also undergo a review of 'Space' to improve the offer.

Outcome of most recent statutory assessment

- Last school Ofsted inspection 5-6th November 2014 Outstanding in all areas.
- Ofsted inspection of the residential provision 16th-18th January 2017 Good overall with quality of care and support Outstanding. The residential provision was then inspected again 17-19th October 2017 under the social care common inspection framework and judged Inadequate in all areas. This was around the services response to an incident involving a student absconding and the effectiveness of organisational systems and structures including demonstrating progress effectively.
- Residential facility in LEAP college was judged by CQC as Good in all areas 23-27th November 2017. Its Ofsted inspection for the college 13-15th November 2017 judged it as RI and having moved forwards from a judgement of Inadequate. The judgement appears to have centred on not being able to demonstrate student progress, lack of differentiation and quality of governance (holding leaders to account).
- There are comprehensive post Ofsted action plans in place for both the College and residential provision. The service has strengthened arrangements around Trustees and recognises governance continues to need developing but that they have improved in this area. The service has purchased whole school software to strengthen monitoring and evaluation. They have also subscribed to SOLAR software to be able to demonstrate student progress and also use this as a tool to share that information effectively with wider stakeholders. There has been a real drive and focus on providing challenging and appropriate life skill activities (curriculum has been reviewed) within LEAP college. The review team saw some excellent practice both in terms of how visual structure was being used to enable students to complete tasks and activities independently but also in the real focus on getting students to challenge themselves and focus on real life skill activities. The review team were impressed with the LEAP 19-25 college provision.

About the assessment

- The assessment took place over 3 days. The assessment was coordinated by an external professional acting as Lead Assessor with support from a Moderator.
- The assessment team observed 20 sessions including lessons in all teaching areas, lunch times, outside recreation, therapy led sessions and an evening off site residential leisure activity.
- Observed sessions included literacy, numeracy, history, science, music therapy, 'learning challenge' and also SaLT led Zones of Regulation session, Functional Communication and Lego therapy. A member of the team went with on the evening residential weekly Wednesday visit to an outdoor activity centre.
- The Head of Education gave a brief introductory presentation to the assessment team on how provision is made for autistic pupils.
- Focus group/interviews were carried out with curriculum and assessment lead, SENCO and FLO, work experience leads (x2), Senior Care Manager, Behaviour Support lead (AHT, interim DH and Head of Education), SaLT lead for structured teaching, teachers (x 10), Head of Therapy, student meeting and the Director of Services.

- Documentation reviewed included Ofsted and CQC reports, CPD log, LEAP college post-Ofsted action plan January 2018, personalised student plans, positive handling plans, 'positive planning for supporting student behaviour', mealtime communication advice, behaviour bulletin, 'positive planning and intervention for healthy eating and drinking', student profiles, LEAP curriculum, behaviour support policy, sensory policy, speech and language therapy policy and practice.
- Service user questionnaire: 59 responses. Majority positive responses with 1 negative response.
- Families' questionnaire: 32 responses. 1 response 'could do better'. All other responses were positive.
- Student facilitated meeting with 6 students (attended by Head of therapy and a TSA)
- Parent/carer meeting attended by 4 people.

SECTION 2: KEY FINDINGS

What the service does particularly well

What stood out as particular strengths:

- Wargrave House School is a service that enables some very vulnerable young people to develop a sense of belonging, ownership and community that enhances their wellbeing and self-esteem which results in very positive outcomes for students and their families.
- There is a commitment to enabling young people to maximise self-help, self-organisation and independence skills delivered with an emphasis on supportive visual systems and structures as part of meaningful life skill learning. This was particularly evident in the 19-25 LEAP provision.
- The service has a commitment to maximising outcomes for students through a personalised, individualised approach that is driven by a highly trained and experienced multi-disciplinary team with a very strong lead from the therapy team.
- There is a positive, experienced, resilient and well trained staff teaching team across both the school and residential provisions who are committed to providing the best outcomes for the students they support. Staff student relationships are strong and this is recognised by families and the young people themselves.

What else the service does well:

- There is a consistent use of visual systems across the service to provide students with the information to self-organise.
- There is a consistent use of considered language across the service.
- There is a consistent use of elements of structured teaching in evidence across the service.
- There are a range of individualised approaches to support students understand their emotional states and in best practice what they might do about it. These include 'UH OH how are you feeling?', individual pupil yellow folders, 'Engine Speeds', access to Chill out room visual, 'What do you need?' and voice volume systems used at lunch. The school is beginning to introduce elements from Zones of Regulation and in best practice this was observed being used effectively to work with a student to choose strategies to support himself.
- Lunchtimes are sociable and students enjoy opportunities to interact with their peers. There are some lovely visual systems in place to make expectations

clear as well as to enable students to self-organise and complete tasks independently.

- Staff are empathic and responsive to finding solutions and providing adaptations to maximise chances of success.
- In best practice learning objectives and session content are clearly shared with students using both verbal and visual systems.
- In best practice there is a clear emphasis by the teaching staff on the concept of 'finished' both in checking of class, individual and within task schedules.
- In best practice students complete their own checking and 'finished' systems.
- In best practice students were encouraged and expected to ask each other questions in order to help each other.
- Signage on classroom doors is very clear.
- There are some effective individual communication books in use that contain a range of visually presented information to enable and support students' understanding in both receptive and expressive communication and social interaction.
- The Chill out room in LEAP and the sensory room in the main building are nice positive places to relax and access a range of sensory based experiences.
- One student from LEAP is able to go shopping independently. This is a massive achievement for him.
- High quality storage systems for pupil's personal belongings.
- In best practice there was evidence of pupil self-evaluation of work and learning objectives.
- A commitment to understanding and supporting around sensory integration obstacles to learning both in documentation and evidenced in best practice.
- Wide range of enjoyable and meaningful opportunities for social inclusion and leisure activities both as part of the schools' enrichment curriculum but also as part of the residential offer.
- Music Therapy session was highly engaging and effective.
- The service has some excellent outdoor spaces and equipment including multi gym equipment, climbing, balancing, slide and swing equipment, MUGA (x2) garden areas and quiet spaces.
- Key information is effectively shared to promote consistency of understanding and approach such as 'Mealtime communication advice' and 'Behaviour bulletin' advice.
- There is a commitment to sharing training with stakeholders across the service and also in some instances with non-school based stakeholders.
- In best practice students were meaningfully on task for the whole of the session and were enjoying session content.
- Students are able to be themselves.
- In best practice transitions were marked by a clear time system.
- In best practice teachers gave students time to process and figure out solutions to problems for themselves.
- There is evidence of differentiated session content to support students working at differing levels.
- There is a whole school reward housepoint system which students understand and 'buy in' to.
- Providing social interaction and communication opportunities through highly motivating approaches such as Rebound Therapy, Attention Autism and Lego Therapy. However there may need to be some consideration about length of session and how motivating it is.
- Students are included in EHCP planning meetings personally or by creating videos to have their voice presented and heard at the meeting.

What the service could develop further

Priorities for the service

- The service has committed to introducing Zones of Regulation as one (another) method to support students to understand their emotions. There is evidence that work has begun in this area and the service should now implement visual systems to ensure that student self-determined strategies are in place and accessible at all times.
- Student friendly learning objectives should be shared consistently across the school and linked to student self-evaluation of progress and rewards.
- The service is aware of the need to ensure a system is in place to monitor, capture and demonstrate progress and to celebrate achievement in a way that is easily accessible to a range of stakeholders including families and the young people themselves.
- The service is aware of the need to restructure and improve areas of the main body of the school including residential provision. There are plans in place for this to be completed by September 2018. This will offer a more autism specific learning environment in line with the improvements and developments in more modern areas of the service and the review team consider that this will be a significant improvement to the current provision.

Other areas to consider

- In some areas visual systems that are used to denote the passage of time, sequence or the concept of finish were not referred to (or were completed by the teacher without having student's attention).
- If systems such as Zones of Regulation are to become embedded they need to be consistently referred to in order to emphasise their importance.
- There were some observed missed opportunities for students to self-organise, complete tasks and get their own resources with teaching staff giving items out, completing tasks or verbally directing students to next group/activity. This was fine but given the drive to promote self-organisation skills, particularly as students prepare for a more college based experience less adult directed instruction might be 'better'.
- All session content needs to be highly motivating to engage learners.
- Increase access to and build teachers capacity to deliver more, highly motivating communication opportunities such to Attention Autism to engage some difficult to engage young people. Ensure AA is indeed highly motivating and lasts an appropriate length of time.
- Adults need to ensure they have student's attention, that they are appropriately positioned to maximise the chance for successful communicative interactions.
- Ensure reward time is honoured.
- Ensure that PECS is used as a functional communication tool (at all times), if it is an individual's communication system..
- Ensure that students are seated correctly in order to view the whiteboard.
- The school might like to review the length of some teaching sessions.
- There is a calendar on display in the LEAP 19-25 area but with no information on it. Could be even better if information concerning the future were provided to further empower students and support them to develop self-organisational skills.
- Develop opportunities for teaching staff to observe each other's practice and also to visit, observe and share best practice with other schools.

- The school might like to consider extending the range of overnight off site residential activity learning opportunities.
- The O.T. Sensory Integration room would benefit from being more organised, with useful information and visual systems to support delivery and learning enhancing the environment.

SECTION 3: PROFESSIONAL DEVELOPMENT

- All staff have access to CPD opportunities from the therapy team. Teachers at the meeting stated that they felt well supported and there were plenty of opportunities for training.
- There is CPD log Sept 2017-April 2018 that has informed the assessment team in this area.
- Introduction to autism and communication given to all staff (this includes catering and cleaning staff).
- Therapists deliver inset training to staff – and the next planned session will involve 3 workshops around ASD and Communication, PECS and AAC The Zones of Regulation (for Residential Care Workers).
- Internal training has been delivered in twilight sessions and has included: 'Social/Flexible Thinking-(links to learning and living); Mindfulness Understanding 'Understanding'.
- Induction includes an 'introduction to ASD and Communication .'
- Some teachers have undertaken TEACCH training (3 day), PECS, 'Tony talks autism' (3 staff).
- All new staff have a 45 minute TEACCH element within their induction.
- All teaching staff receive Team Teach training (both day school and residential).
- All staff receive training around proactive and positive behaviour support strategies.
- There are 3 twilight sessions a year focussing on teaching and learning, therapy and behaviour.
- The service has delivered understanding of autism training to a construction company who provides a work experience opportunity. This has also been delivered to the heating installation company undertaking work at present.
- Evidence was presented to show documentation around appraisal and teacher support and challenge in LEAP College.
- The school employs all its own staff.
- Consistency of understanding and approaches are supported by information such as 'Mealtime communication advice' and 'Behaviour bulletin' which contains succinct but important information on all students.
- The SaLT with responsibility for structured teaching (currently on maternity leave) had undertaken a whole school review to identify current practice and to identify where further support might be needed.
- Head of therapy undertakes a formal monitoring exercise every 2 years The focus this year being an Efficacy Study into the Effectiveness of the Therapy Service. Students, staff and parents have been canvassed for their views, alongside the self-evaluation process undertaken by the therapists. In conclusion, Continuous Professional Development ensures that staff have a good working knowledge of methods and approaches which produce positive outcomes for autistic people. There are systems in place to ensure consistency and quality of person centred support.

SECTION 4: PERSON CENTRED SUPPORT

Differences in Social Communication

- Wargrave House School employs a Head of Therapy (FTE 1.0). There are 2 Highly Specialist SaLTs (FTE 0.6 and 0.8), Specialist SaLT (FTE 1.0), SaLT Assistant and Rebound Therapist (1.0), Highly Specialist OT (0.8), and a full-time O.T position (there is currently a vacancy for this post); and a Nordoff Robins Music Therapist (0.4). Therapy has a high profile in school.
- Therapy team intervention follows both a direct and indirect model and comprises: assessment; devising and monitoring communication targets; individual and group speech, language and communication therapy; class based collaborative work alongside teaching staff; multi-disciplinary sessions with OT colleagues (SPOT sessions); training; liaison, consultation and advice with staff, parents and other professionals as necessary.
- An important part of their work is in the residential setting, where SaLTs work one evening per week to ensure the consistency and generalisation of language and communication from the day into the evening setting.
- Students are assessed by the in house therapy assessment tool 'Functional Communication Rating Scale' (FCRS) and there is a therapy led formal monitoring of practice schedule every 2 years.
- One of the SaLT team has a key role around developing and monitoring structured teaching (currently on maternity leave but attended the AA review for discussions). She conducted an audit in June 2017 looking at physical environment, resources, work stations, levels of prompting and how structured teaching can be used to support across leisure activities. Strengths presented as individualisation of schedules, generalisation of skills in the community and work experience placements, use of tick systems and reduction of anxiety at transition. It was felt that there remains still some use of over verbal prompting, in some instances visual systems are not always (but mainly they are) used well and that there wasn't a consistent system in place to delineate the passage of time or duration of activities.
- The service is committed to ensuring personalised, relevant and achievable targets are embedded in EHCP (currently quality and focus of targets varies across the 17 LAs that send students to WHS). For those students who find attending meetings to be challenging there is a pre prepared video in which the student is able to contribute to their meeting.
- There are plans (for completion September 2018) to refurbish the main body of the school to create a more autism friendly environment particularly around choice of furnishings and fittings and use of colour to promote clarity of purpose and making purpose of areas very obvious.
- There is a consistent system around use of visual systems across the school including class timetables, in task schedules, individual communication books (some students use Proloquo2go software on iPads to help them communicate), elements of TEACCH and PECS and 'house' reward systems. These were observed in best practice being used effectively by students. In best practice session objectives and clear delineation of sequence were made very clear and explicit. There is still a need to ensure that all staff apply policy consistently in ensuring that visual systems are given a prominence, emphasis and importance.
- There is a consistent use of symbols and visual structure informed by Narrative Therapy across the service.
- There were some clear, easy to use visual systems for making a phone call and how to access the chill out room in LEAP College.

- The service is committed to providing a wide range of opportunities that students enjoy and find motivating to increase opportunities for social communication and interaction.
- Lunchtimes make good use of visual structures to make the rules clear but also to offer students support through 'voice volume' symbols, social 'chatting' communication sheets (including I spy game) and encourages students to choose, collect and clear away independently. Lunchtimes were pleasant and sociable. The service has given consideration for providing nice eating areas. LEAP have access to a more adult focused canteen style environment.
- SaLT deliver some Attention Autism sessions to engage students as well as Lego Therapy to challenge and support the development of communication skills in others. The service might like to review duration and perhaps the 'WOW' factor or intrinsic interest of session content to ensure it is achieving its desired outcomes.
- For the majority of observed sessions students were on task and involved in and enjoying the learning experience. In a small number of sessions there might be a need to review content to ensure students are really engaged and on task.
- Students in the Transition class are placed in differentiated cohorts for learning.
- Students are supported and consistency is encouraged through the student profile document which includes learning objectives around communication, social interaction, flexibility, sensory integration, self-help and independence and a range of support strategies with information on motivations, challenges and interests.

The service is well organised and teaching and learning takes place in a structured environment in which there is a considered use of language that promotes opportunities for processing information. For the vast majority of sessions students were on task and involved in meaningful and enjoyable learning opportunities. This needs to be the consistent norm in all cases. Students in LEAP college were developing strong self-organisation skills in a well structured environment in which there are clear expectations around challenging students and giving them responsibilities.

Self-reliance and problem solving

- There is a very clear focus driven by self-evaluation and review of Ofsted inspection outcomes around maximising opportunities for independent learning, self-organisation and learning of key life skills. This has resulted in an ongoing overhaul of the Post 19 curriculum with a move away from delivering accredited programmes alone (though they will continue e.g.: ASDAN etc.) to personalising learning foci. This was particularly well delivered in the LEAP provision.
- There were a range of food technology based activities underway in LEAP. Including creating shopping lists, shopping, preparation of food (including checking temperature of food) and ensuring sell by dates were being observed.
- One student in LEAP goes shopping independently.
- Work experience placements include Tesco, a local farm, the Co-op, community centre, Willowbrook Warehouse, Sefton rangers and a construction company. One student does some work as a receptionist at the LEAP College.
- Visual structure is used effectively across the service to present students with meaningful information. There are workstations, class timetables, in task schedules (visuals and tick lists).
- In best practice lesson objectives (and sequence) were shared at the start of the session.
- Suggested review of how to enable students to self-evaluate progress and link this to student friendly targets. In LEAP there was evidence of student self-evaluation of progress.
- In the main body of the school students used visual structure well to complete their work. There were some missed opportunities to further maximise independence and self-organising around teachers over reliance on use of verbally instructing which groups students were in as opposed to presenting the information and challenging students to interpret that information themselves.
- Movement and change of activity breaks are built in to sessions and students were observed electing to work in quieter areas away from class groups.
- WHS has a school council and a school council notice board area.
- There are some nice and appropriate individual storage areas available to students in class areas.

There is a clear commitment to encouraging student independence and this was very evident in the college provision. In order to ensure best practice the service would do well to ensure that all staff reflect on their own interactions, use of verbal language and giving directions so that they avoid missing opportunities for students to self-organise and this needs to begin at an early age. There were missed opportunities for student to get resources, find their groupings and meaningfully complete their own schedules. There is a high staff to student ratio particularly given the number of 1:1 support TSAs and the service might do well to consider how adults are deployed in order to encourage more independent learning and less adult support.

Sensory Experience

- There is a high level of knowledge and experience available to inform best practice driven by the therapy team. As all therapists are directly employed by the service there is the time and space to jointly plan and reflect on practice.
- Therapeutic knowledge and practice informs documentation and there is a high level of personalisation.
- School has invested in a range of appropriate outdoor equipment and spaces to support students. These include swings, balancing and climbing equipment, quiet areas, multi gym, places to run around and places to explore.
- There is an OT specific Sensory Integration room that has a range of suspended equipment, mats and other equipment to deliver O.T. and Sensory Integration therapy. There is a vacancy for a specialist OT at present and this may explain why this room has fallen a little out of optimum presentation. It currently is cluttered and lacks a clear purpose.
- Students are supported with individual aids such as weighted rucksack, ear defenders and adapted seating cushions. There are 'mindfulness' trays available in some areas with a range of sensory toys and exploratory equipment.
- The school delivers Rebound Therapy.
- Staff have received training from the OT around Self-regulation and sensory obstacles to learning and appropriate strategies.

Staff know the students well and are tuned in to their individuality. There is a calm and empathic understanding and students are able to be themselves in a relaxed environment and to move around that environment when they need to do so. Students access a range of sensory and exploratory based activities as appropriate and depending on learning style. The service is currently looking to fill a vacancy for a specialist OT and this will strengthen practice perhaps around really focussing on delivery of highly individualised programmes. Documentation demonstrates an understanding around sensory integration and ways of supporting in this area.

Emotional well-being

- The school does support some vulnerable young people. A good number have come from previous less successful placements. Inevitably sometimes students can become over anxious and upset. During the review the school felt calm and organised. In the small number of observed instances that students did become over anxious staff supported in an empathic and calm manner. However in line with Team Teach training it is important to ensure that students aren't overly made anxious by the close proximity of adults, who in keeping a vigilant eye might tend to be overly close and might inadvertently be contributing to a persons' increasing anxiety by following at close quarters. (This was observed on just one occasion).
- Students are supported with a motivating and enriched curriculum presenting a range of motivational and appropriate activities both within the school day and during residential time.
- Activities for school and the residential accommodation include: outdoor rangers (Nomads), Go Ape, golf, Madam Tussauds, rock climbing, swimming, horse-riding, Twinkle House sensory base, Gateway club (disco) and other local youth clubs accessed by young people from other services. There is currently a fitness challenge in place (couch to 5K). There is a 3 day holiday club available during each school holiday period with 2 4 day clubs in the summer break..
- Residential trips (3 day post 16) are offered to older students to places such as Llangollen, Linnet Clough scout camp and the Lake District.

- There is a pleasant chill out room in LEAP and a sensory room in the main body of the school. There is also a 'rainbow' room (quiet room) in the main body which needs some refurbishment.
- WHS has some lovely outdoor spaces which are used well to support students both in offering social interaction opportunities but also as calming areas.
- Students are treated respectfully and there are inbuilt opportunities for students to access movement breaks.
- Individual students have Positive Handling Plans in place which include a section on 'sensory considerations'. Information included presents proactive, crisis and reactive information and strategies. Strategies include movement breaks, access to quiet working areas, choose activities, ear defenders, chewy toys, weighted rucksack and seating cushions. All plans are reviewed by the multi-disciplinary team each term.
- There is currently 1 Team Teach tutor with another about to be recruited/appointed. Information about incidents is analysed using Reveal software (this has been reviewed and the service is moving to Behaviour Watch).
- Students respond well to the reward system. Students are linked to 'houses' named after positive autistic role models. Currently rewards are given out by teaching staff in response to good, kind and positive behaviour. Discussions were had with the service around whether this could be linked to pupil self-evaluation of individual targets.
- There is a FT Family Liaison Officer (FLO).
- One student has been provided with a 'Thought switch' visual to help him move away from negative thoughts and refocus on areas that are more pleasant, less stressful and more reassuring for him. He was able to very effectively explain this system to the review team.
- There has been a recent move towards implementing Zones of Regulation across the service. This is at an early stage of development and next steps are to work to give students access to portable strategies that they understand and can use to self-manage and self-regulate. There are clearly other systems already in place to help students understand and regulate their emotions (e.g.: 'Uh Ho' (social story cartoon strip around, how you feel, what this might look like and what you could do about it) linked to safeguarding and the Prevent strategy, yellow communication folders, 'Engine Speeds' etc.).

In the majority of observations, it was found that autistic people presented as relaxed and engaged in rewarding activities. The service has worked hard to support understanding through use of visual structure and a detailed, shared understanding of best practice, as well as providing motivational and appropriate learning opportunities. WHS has a supportive and committed community feel to it. Students enjoy the experience and know that they are making progress. Families are supportive and appreciative of the work and dedication that has improved outcomes for their child and the wider family.

SECTION 5: CONSULTATION AND WORKING

With autistic people

- 6 students from LEAP attended a face to meeting supported by staff from the service. Pupils couldn't think of anything they would change about Wargrave House except a longer time at off site residential facilities. One pupil had the idea of using ID badges, as during an independent lesson in the community she tried to buy a DVD and was refused as she couldn't prove her age. Discussion around where to get them and research to be done on internet. Some pupils would prefer ID cards which could be put in wallet or on lanyard to suit all. All students gave an opinion. Discussion around stranger danger and data protection, led on to support when out of school and lanyards that said 'student' for those that wanted it.
- The assessment team chatted informally to students at lunch and at recreation times as well as with students attending the residential provision on the off-site evening visit.
- 56 out of 59 questionnaire responses said the support they were given was good.3 recorded 'sometimes.'
- The staff listen to me on how I want to be helped. Yes 52, no 1, sometimes 6.
- There is a school council with a school council notice board in the main school building.

'They help me a lot and I like this school and I like the staff and I like my friends.'

'I love this school. It is the best school in the world. I feel safe here and I am really happy at this school.'

The full results are shown as an appendix to this report.

With the families of autistic people

- Feedback from questionnaires (32 responses) was overwhelmingly very positive with only 1 response of 'poor', around 'advice given by the service to help me help my relative out'.
- The service has a FT Family liaison officer. Feedback from parents/carers was very positive.
- Quotes from families via the questionnaire and at the meeting include:

'My relative was struggling in mainstream school and is a completely different young adult now who enjoys going to school.'

'Excellent all round. Fantastic facility which has been brilliant from day 1.'

'Wargrave house has completely changed my sons' life and attitude to learning, he was completely disengaged from any form of education until he came to Wargrave 12 months ago'

'Wargrave house has been life changing.'

'My son is so busy having fun he doesn't realise he is learning.'

- The only non-positive comment was :

'Sometimes the way staff talk to my child & some of the things they say to my child causes upset for both of us!'

SECTION 6: SUMMARY

Students who attend Wargrave House School get a good deal in terms of the learning and developing opportunities on offer across the curriculum (for some a 24 hour offer). The service supports some vulnerable students from previous less successful placements and works hard to provide a sense of community and well-being, all within an enriched curriculum to help students develop a sense of self-worth, belonging and pride in their own abilities and achievements. This improves outcomes both for the young people but also their wider families too and this is acknowledged in the very positive feedback the service has received. It is important that the school is able to capture, demonstrate and share that progress with all stakeholders effectively.

APPENDIX 1: RESPONSE TO QUESTIONNAIRES

Autistic Person

Feedback questionnaire on Wargrave House School and College to be completed by
06/05/2018

The support I am given is good?							Response Percent	Response Total
1	Yes						94.92%	56
2	No						0.00%	0
3	Sometimes						5.08%	3
Analysis	Mean:	1.1	Std. Deviation:	0.44	Satisfaction Rate:	5.08	answered	59
	Variance:	0.19	Std. Error:	0.06			skipped	0

Staff understand me and my needs							Response Percent	Response Total
1	Yes						79.66%	47
2	No						0.00%	0
3	Sometimes						20.34%	12
Analysis	Mean:	1.41	Std. Deviation:	0.81	Satisfaction Rate:	20.34	answered	59
	Variance:	0.65	Std. Error:	0.1			skipped	0

The staff listen to me on how I want to be helped							Response Percent	Response Total
1	Yes						88.14%	52
2	No						1.69%	1

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

						Response Percent	Response Total	
3	Sometimes						10.17%	6
Analysis	Mean:	1.22	Std. Deviation:	0.61	Satisfaction Rate:	11.02	answered	59
	Variance:	0.38	Std. Error:	0.08			skipped	0

Comments: (8)

1	23/04/18 10:13AM ID: 80425798	they help me a lot and I like this school and I like the staff and I like my friends
2	24/04/18 3:05PM ID: 80598248	help me to cook help me at holtel
3	24/04/18 3:22PM ID: 80600731	Staff help me at college and work experience
4	25/04/18 2:05PM ID: 80709244	Student Comment: I love this school. It is the best school in the world. I feel safe here and I am really happy at this school. Staff Comment: Questions were read to the student. The students understanding of the questions were determined before he completed the questionnaire. Student demonstrated clear understanding.
5	26/04/18 9:50AM ID: 80806251	the staff are very kind to me and they do their best to help me
6	26/04/18 10:01AM ID: 80807234	thanks to all my staff Mr Adams, Laura, Sandy Emily and all My Friends who support me in lesson.
7	26/04/18 10:03AM ID: 80808132	I like the school and the staff. They help me a lot.
8	30/04/18 3:11PM ID: 81225658	They help me lots with my work

Who just completed the questions above?

			Response Percent	Response Total
1	The autistic person by themselves		37.93%	22
2	The autistic person with support		60.34%	35
3	A staff member who represented their views		1.72%	1

Who just completed the questions above?							Response Percent	Response Total
4	A family member or friend who represented their views						0.00%	0
Analysis	Mean:	1.64	Std. Deviation:	0.52	Satisfaction Rate:	21.26	answered	58
	Variance:	0.27	Std. Error:	0.07			skipped	1

Families of Autistic People

Feedback questionnaire on Wargrave House School and College to be completed by 06/05/2018

The support my relative is given is...							Response Percent	Response Total
1	poor						0.00%	0
2	ok, but could be better						3.13%	1
3	mostly good						15.63%	5
4	always good						81.25%	26
Analysis	Mean:	3.78	Std. Deviation:	0.48	Satisfaction Rate:	92.71	answered	32
	Variance:	0.23	Std. Error:	0.09			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						3.13%	1
3	mostly good						15.63%	5

The understanding that staff have for my relative's autistic needs is...

						Response Percent	Response Total	
4	always good					81.25%	26	
Analysis	Mean:	3.78	Std. Deviation:	0.48	Satisfaction Rate:	92.71	answered	32
	Variance:	0.23	Std. Error:	0.09			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	
2	ok, but could be better					3.13%	1	
3	mostly good					21.88%	7	
4	always good					75.00%	24	
Analysis	Mean:	3.72	Std. Deviation:	0.51	Satisfaction Rate:	90.62	answered	32
	Variance:	0.26	Std. Error:	0.09			skipped	0

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

						Response Percent	Response Total	
1	poor					3.13%	1	
2	ok, but could be better					0.00%	0	
3	mostly good					28.13%	9	
4	always good					68.75%	22	
Analysis	Mean:	3.62	Std. Deviation:	0.65	Satisfaction Rate:	87.5	answered	32
	Variance:	0.42	Std. Error:	0.11			skipped	0

Comments: (22)

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

			Response Percent	Response Total
1	20/04/18 9:49AM ID: 80250639	My relative was struggling in mainstream school and is a completely different young adult now who enjoys going to school.		
2	20/04/18 9:52AM ID: 80251138	My son is so well supported and is so happy . I am very grateful to the amazing staff.		
3	20/04/18 11:21AM ID: 80259508	The staff at Wargrave have been nothing short of amazing at helping my son reach his potential. The way they understand my sons needs and how they approach and difficulties is outstanding. I am always kept in the loop with what is going on, and also get a summary of my sons day through The home school diary. I have nothing but the highest respect for the school and all it's staff. The therapists have been fantastic providing me with things to help my son at home, and the school nurse at keeping me up to date with how my sons health needs are. I feel my son is in safe hands at Wargrave.		
4	20/04/18 11:43AM ID: 80261722	First class.		
5	20/04/18 2:27PM ID: 80276282	The attitude and behaviour of our daughter has improved significantly during her time at Wargrave. The support we as parents have received has been invaluable to us.		
6	20/04/18 3:10PM ID: 80280800	I feel my child is cared for and is safe at the school at all times.		
7	20/04/18 3:11PM ID: 80280963	I feel my child is cared for and is safe at the school at all times.		
8	20/04/18 5:27PM ID: 80281650	Excellent all round. Fantastic facility which has been brilliant from day 1		
9	21/04/18 9:21AM ID: 80323070	Wargrave house has completely changed my sons life and attitude to learning, he was completely disengage from any form of education until he came to wargrave 12 months ago		
10	21/04/18 11:51AM ID: 80328824	The expertise of the team at Wargrave House School is a major support to my relative and our whole family. We are supported in terms of education, therapy and liaison with social services and CAMHS in a professional yet personal manner.		
11	22/04/18 5:56PM ID: 80387051	Sometimes the way staff talk to my child & some of the things they say to my child causes upset for both of us!		
12	22/04/18 9:56PM ID: 80400216	My Daughter has been a student at Wargrave House for 9 years. All the staff have been so supportive and the teaching and care has been excellent . The communication is excellent and I am fully informed both educationally and in my daughters health and well being . My daughter has made tremendous progress educationally and in her development . I feel very privledged that my daughter attends Wargrave House and has had such a positive and wonderfully happy experience as a residential student . She has had wonderful opportunities both during the day and in the evening going out in the local community and developing her personal independent skills . The staff are dedicated and extreamly hard working and caring. I have never had any worries or concerns . The school is excellent .		

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

			Response Percent	Response Total
13	23/04/18 1:05PM ID: 80450208	I have two boys at WHS, one is 2:1 & has very complex needs. Wargrave adapts, supports & has an open door policy & is approachable at all times. Our family & WHS work as a team to support both my sons educational life.		
14	26/04/18 9:41PM ID: 80894227	Since moving to WGH, my child has made an amazing amount of progress. The staff have been extremely attentive to my child's needs ensuring he is safe and happy in school. He has had a few teething problems since starting at the school but his teacher and staff have worked on ways to help my child. My child is learning so much (which at his previous school he wasn't) the curriculum and therapies on offer , really support my child's needs. His confidence is growing . I couldn't praise his teacher and staff enough for their help and support. I just wish more was available during the half terms and that transport were as helpful		
15	29/04/18 9:34PM ID: 81142018	I am aware of the issues the school is having at the moment. However any concerns I have raised have always been dealt with well and I am confident they will continue to do so in the future. My child enjoys being at Wargrave and interacts well with staff.		
16	30/04/18 11:44AM ID: 81184011	My son has only just started attending wargrave house school, but in the short time he's been there we couldn't be happier. Hes understood, well cared for and we receive feedback every day,		
17	30/04/18 12:03PM ID: 81185754	Our child is embracing life at Wargrave House. After a few short months of starting the school the difference is amazing. He is introducing methods learned at school to implement at home. Encouraging start for him and he is gaining confidence in himself and feeling more happier.		
18	01/05/18 1:07PM ID: 81398538	The professionalism and dedication of all the staff at Wargrave House School is excellent. They really understand the needs of each individual and offer first rate care and support.		
19	01/05/18 6:43PM ID: 81450343	Outstanding level of knowledge and support for my son and his individual needs.		
20	02/05/18 12:15PM ID: 81569006	Communication between all school staff and my relative is very good. There is a strong trusting bond between them and myself included. I could not wish for my child to be at a better school.		
21	03/05/18 6:24PM ID: 81984123	I cannot praise Wargrave highly enough. My son's behaviour is extremely challenging, but they manage him with insight, deep care and affection. They are hugely supportive to us as a family, and continue to help us through enormous difficulties with our local education authority.		
22	04/05/18 5:45PM ID: 82209300	My Daughter has been a student for 9 years at Wargrave House. The teaching learning and support my daughter has experience is fantastic . The autism specific teach has been wonderful due to the team work between teachers and the Therapy department . Using sensory integration and team teach has meant my daughter has been able to developer and learn despite her very challenging behaviours and limited cognitive ability. The whole of the staff throughout the school are trained in autism specific teach the cooks ,domestics , the nurse and any one who comes in to contact with the children use pecs and schedules to reduce anxiety and aid the children and extend their learning . My Daughter is residential and a 24 hr curriculum helps my daughter to grow develop learn independent livings skills . Her trips out in the community have		

The advice I get from the service on how to help my relative is...			Response Percent	Response Total
		helped my family be able to go out for a meal and enjoy life as a family . My daughters progress has been amazing and she continues to learn . There aren't enough words to praise how wonderful the expertise of the staff in helping the students to develop to the best of their abilities		

Professionals

Feedback questionnaire on Wargrave House School and College to be completed by 06/05/2018

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					57.14%	4	
4	always good					42.86%	3	
Analysis	Mean:	3.43	Std. Deviation:	0.49	Satisfaction Rate:	80.95	answered	7
	Variance:	0.24	Std. Error:	0.19			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					28.57%	2
4	always good					71.43%	5

The understanding and knowledge the service has of autism is...

						Response Percent	Response Total	
Analysis	Mean:	3.71	Std. Deviation:	0.45	Satisfaction Rate:	90.48	answered	7
	Variance:	0.2	Std. Error:	0.17			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					28.57%	2	
4	always good					71.43%	5	
Analysis	Mean:	3.71	Std. Deviation:	0.45	Satisfaction Rate:	90.48	answered	7
	Variance:	0.2	Std. Error:	0.17			skipped	0

Comments: (2)

1	23/04/18 10:09AM ID: 80424612	Staff really care about the young people and do all they can to support and develop their abilities. Placements in community really help improve the pupils life experiences.
2	23/04/18 2:41PM ID: 80463598	<p>I feel that the advocacy Wargrave House offer is positive and appropriately challenges agencies such as mine (Local Authority Social Care).</p> <p>At the heart of this advocacy is a family centeredness; and a child centeredness that understands the intricacies my linked child's particular Autism profile, and also a compassionate understanding of the unique circumstances faced by the child's family.</p> <p>In this particular case the feedback directed toward myself from the parents was an absolute appreciation of the progress made through the care, support, and education offered by Wargrave House.</p>

APPENDIX 3: Additional comments from school/service