

Autism Accreditation Assessment

Wargrave House School and LEAP College

Reference No.	294
Assessment dates	15 th July 2021, 13 th & 14 th September 2021
Lead Assessor	Jonny Knowles
External Moderator	Rachel Gittens
Status prior to the assessment	Accredited
Advanced status applied for	Yes

Section 1: Context

About the Provision

Brief description of the provision made for autistic people:

Wargrave House School and College is a non-maintained special school and independent specialist college for children and young people aged 5-25 years, diagnosed with autism.

Situated on one campus, learners have access to specialist teachers, teaching support assistants, and a multidisciplinary therapy team who support the delivery of a learner led curriculum.

Personalised learning is central to the school's philosophy and there is a flexible approach to the curriculum as the staff build a profile of each learner's educational and social & emotional needs.

Lakeside Early Adult Provision (LEAP college) offers Entry 1 to Level 3 accredited pathways within a personalised framework for learners aged 19 to 25 years. Learners follow personalised learning programmes focused on preparation for adulthood, community access and employment.

Number of autistic people supported by the provision:

Currently 74 learners are supported by the provision, all of which have a diagnosis of autism.

Range of autistic people supported by the provision:

The school and College support autistic learners with a wide variety of individual needs. The majority of learners use verbal communication as their primary form of communication, whilst other learners use Makaton or AAC devices. Academically learners access qualifications which relate to their needs and future aspirations.

Outcome of last statutory assessment (Body; date, outcome):

The school was last inspected by Ofsted in Dec 2019 and was found to be Outstanding. The LEAP College was last inspected by Ofsted in September 2019 and was found to be Good.

About the Assessment

The assessment took place over 3 days.

The service's adviser assumed the role of lead assessor with support from an external moderator on the 2nd day of the assessment.

A presentation was shared with the assessment team by the service's Head of Education, Deputy Head of Education and Assistant Head on how provision is made for autistic learners.

25 sessions were observed by the assessment team over a total of 15 hours. Sessions observed included Rebound, English, Break, Lunch, Employment and Personal Development, Maths, ILS, Communication, Duke of Edinburgh, Lunch Preparation, ELSA, Mixed Martial Arts, Morning Check in, Music Therapy, and Geography.

Discussions were held with a number of staff members and the families of autistic people during the assessment. Staff who were interviewed discussed the school's CPD programme, curriculum, assessment processes, communication, sensory, self-regulation and family support. The assessment team also spoke to two new staff members about the school's induction and appraisal process.

2 family members spoke with the assessment team via phone during the assessment.

Policy and procedure documents relevant to the provision for autistic people were reviewed.

Personal files were sampled from across the service during observations within the provision.

The results of surveys carried out with the families of autistic people were also considered and are found in the appendix to this report.

Professional Development and Support for Staff

Main approaches or methods employed by the provision in supporting autistic people:

The service highlighted their main approaches as –

- **Communication** – A total communication approach built around the communication preferences of learners supported by universal and targeted SALT support, Makaton, PECS, AAC devices, Colourful Semantics, Communication Books, Blank Level Questioning, Talking Mats, Rebound Therapy.
- **Self-Reliance** – TEACCH, Resilience Curriculum, Preparation for Adulthood, Social Stories, a clear visual and consistent structure.
- **Sensory** – Universal and Targeted OT support, Sensory Profiles, Sensory diets, Sensory Toolkits, Sensory Integration, Low-arousal environments, clear classroom expectations.
- **Wellbeing** – Zones of regulation, ELSA, Social Thinking, PBS, Music Therapy, Equine Therapy, Therapy Dog.

Training and professional development staff receive in these approaches and in their understanding of autism

When initially joining the service new staff are enrolled onto the service's 6-month induction and probation programme. As part of their initial induction new staff access training delivered by internal staff focusing on TEACCH, Autism, Communication and Sensory needs, as well as a range of school specific training. Training is delivered by school staff and so can be adapted to meet the needs of the staff members or the specific needs of their class.

During the assessment the assessment team met with two members of staff who have recently completed their probationary period. The staff praised the school's "detailed induction training" as well as their "supportive and approachable line managers" who guided them through their probation and induction.

On-going support available to staff in working with autistic individuals

The school's robust programme of CPD is fundamental to the ongoing development of the school and is developed around the needs of the staff and learners. The annual calendar is constantly evolving based on outcomes of learner voice, learning walks and other quality assurance measures to ensure that CPD opportunities are reflective of the current needs of the staff and learners. There is a clear autism focus throughout the CPD calendar with ongoing and refresher training happening simultaneously in a wide range of autism specific best practice methods and approaches.

Quality assurance through peer reviews and focused collaborative learning walks by education and therapy focus on an overarching approach, e.g. the environment or zones. This allows Education and Therapy to work collaboratively to review good practice, identify developments and strategically plan staff's CPD.

The school's appraisal process has been developed to promote an ongoing "culture of learning". There is a focus across school on the individual development of staff and during the assessment both SLT and staff discussed their roles and future aspirations, which are being facilitated by the school. There is a clear focus on supporting staff at all levels to obtain their future aspirations and the CEO emphasised the importance of developing an inclusive and person-centred staff team.

Section 2: Findings from Assessment

Personal Centred Planning

Brief description of how individual support is planned, implemented and evaluated:

- There is a robust transition process which is collaboratively completed by education staff and therapists. A number of adapted questionnaires and supporting prompt sheets have been developed to support families and professionals to complete the initial suitability information accurately.
- When a learner initially joins the service they enter a 6-week baseline assessment period which allows classroom staff and therapists to develop an understanding of the young person within Wargrave House.
- The service has recently introduced the 'Adaptive Behaviour Assessment System (ABAS-3)' alongside the previous assessment tools to baseline learners on entry to identify any specific areas of need. The standardised assessment enables input from both parents and professionals, allowing all aspects of the young person's life to be reviewed, and ensuring that the generalisation of skills is not just assumed.
- The Plan and Review records and data is used to assess ongoing accredited learning/non-accredited learning progress. A number of assessment tools are used throughout the year to track and measure progress, these include the resilience curriculum, RARPA, BKSB, Employability Skills audit and functional skills assessment.
- The school has developed a one year rolling curriculum which is bespoke to the needs of the young people. The yearly curriculum spirals, allowing learners to build on prior knowledge learnt in a previous year.
- Academic progress is tracked and assessed using a number of assessment tools which inform the ongoing development of the curriculum and planning. Half-termly planning is also informed by the medium-term targets of the learners.
- Each lesson learners complete a range of differentiated self-assessment/review sheets which support them to reflect on their targets, learning, and identify further learning opportunities.
- There are robust quality assurance systems in place which ensure that staff are given the opportunity to reflect on their practice.
- Each learner has a 'My Profile' document which shares their key support needs and strategies. Learners targets and strategies/approaches to support them to achieve them are shared on their 'My Outcomes' document. The documents are reviewed throughout the year collaboratively by education and therapy staff.

Differences in Social Communication

Key outcomes identified from personal support documents and staff discussions:

The school has an onsite Speech and Language Therapy (SALT) team which consists of three SALT and one SALT assistant. The team are based onsite and so are available to offer both planned and reactive universal and targeted support based on the needs of staff and the learners.

The team provide universal support through ongoing training, advice, consultation and modelling to support staff to implement communication approaches within the classroom and throughout the curriculum. The team also provide more targeted support to learners based on their identified needs, these may include individual or group sessions in programmes such as Social Thinking and Superflex. During discussions staff highlighted a number of positive outcomes in communication which have been achieved as a result of the universal and targeted support from school staff and therapists. Staff shared and discussed a range of bespoke communication systems which have been developed to support the progression of learners, particularly in college, in developing their expressive language alongside their well-established AAC devices.

Total communication is a focus of the school through ongoing training and development. Currently a large number of staff are accessing further qualifications in ELKLAN, facilitated by the school and SALT Team.

The school see all behaviour as a form of communication and so a member of the therapy team attends the Behaviour team meetings to enable them to further analyse and identify alternative approaches, strategies or supports. Therapists are also trained in social behaviour mapping which enables them to deliver specific programmes to support learners to understand appropriate behaviour and related consequences of behaviour. Staff discussed positive outcomes achieved as a result of this visually structured programme in enabling learners to have a greater understanding of their behaviour both within school and at home.

Baseline assessments enable staff to understand the communication preferences of each learner, which are shared with staff on the 'My Profile' document. The SALT team work collaboratively alongside staff to set evidence based progressive targets which are broken down from long term EHCP targets and shared alongside strategies on their 'My Outcomes' document. Learners' 'My Profile' document identifies how each learner prefers to communicate, challenges and barriers to communication and any approaches or tools which should be employed to enable them to understand others and express themselves.

Key outcomes identified from observation/review of key activities:

During all observations staff made themselves understood by using a range of differentiated strategies, adapted to meet the communication preferences of the learner. Staff were observed reinforcing verbal communication using visual supports, AAC devices, modelling and Makaton.

During all observations, learners were able to make themselves understood to staff and their peers. Learners were observed using signs, AAC devices, verbal communication and visuals to communicate directly with staff. Where particularly good practice was observed, learners effectively used AAC devices to make spontaneous

requests, communicate and answer questions using full sentences. Within a small number of observations, practice could have been improved by learners having access to a visual cue or system to support them to request help or a break. Within these small number of observations, learners were observed waiting for staff to initiate the request rather than being able to quickly communicate that they needed additional support to staff.

Within all observations staff were observed to provide both opportunity and purpose for learners to communicate with staff, their peers and members of the community. The service aims to provide opportunities for learners to practice and generalise skills learnt within school within the community, which was evident in the planning of community visits, discussions with staff and observations within the community.

During observations staff were seen to be highly skilled at using naturally occurring situations to provide opportunities for learners to practice communication. This was particularly evident during unstructured times at break and lunch, as well as part of lessons. Where good practice was particularly observed, during lunchtime sessions, staff sat with the learners and engaged them in social exchanges, acting as social referees to guide and support conversations.

Problem Solving and Self-reliance

Key outcomes identified from personal support documents and staff discussions:

The service place an emphasis on learners developing and consolidating daily living skills through the curriculum. The service's curriculum enables learners to access a pathway which is based on their future aspirations and long-term goals and has a clear focus on supporting learners to develop skills in independent living, employment, internships or further education.

All of the curriculum pathways place an emphasis on developing skills through experience. This is particularly evident through the Cosy Corner Café, which provides opportunities for the learners within post 16 to practice skills associated with the catering industry. The group have also hosted pop up community-based events off site which they hope to continue to develop after COVID-19 restrictions are lifted.

Travel training is an integral part of the curriculum and community-based visits and during discussions staff emphasised the importance of developing travel training and road safety skills as a gateway to full independence.

Superflex, a social thinking curriculum, aims to support learners to develop further understanding of their own thinking processes and learn strategies or scripts to support them with new or unfamiliar experiences. Staff shared the positive outcomes achieved by learners as a result of participating in the programme both within school and on community trips, and the programme was seen to be referenced by staff and learners within lessons.

During the assessment staff and learners shared positive outcomes achieved as a result of support from the school. One learner stated that the college had made them feel more independent and confident in doing things, which they have been able to transfer to home. Particularly in the LEAP College and the Lakeside 6th form provision

there is a clear focus, through community access and onsite independence led sessions, on developing a range of important independence skills.

Learners' individual documentation and plans, particularly the resilience curriculum, identify each learner's skills and challenges they may face in functional life skills related to everyday life, work and education. 'My Profile' identifies approaches and tools which support each learner in carrying out activities, transitioning, coping with changes and making choices, and the 'Learner Profiles' identify support strategies in 'Self-help and independence' and 'Flexibility'.

Key outcomes identified from observation/review of key activities:

Within all observations, learners were able to understand the structure and format of sessions. Learners were observed using whole class visual schedules, individual visual schedules, now and next boards and in-task schedules to understand the structure and format of the day. Within most of the observed sessions learners independently managed their own schedule whilst in a small number of sessions learners needed additional prompting and support to manage the systems and reinforce the transition. Where good practice was observed learners had access to a changes board which outlined any changes to the usual class schedule and in RISE 2 one learner independently wrote out his schedule for the day during the morning check-in.

The assessment team agreed that for a small number of learners practice could be further improved by the addition of an increased number of visual cues, which would lessen the reliance on staff prompting and increase self-reliance. Staff should also reflect on the tools available at unstructured times to support learners to independently transition. Staff should consider how they can support learners who have difficulties understanding time and consider introducing a visual system to support these learners to prepare for the lunchtime transition. Particular focus should also be given to the outside clocks to ensure that they are working, adapted and accurate to reduce the reliance on staff.

Within almost all observations, learners were supported to do things by themselves rather than needing to be directed by a member of staff. Across school staff had consistently high expectations of the learners which was particularly evident at lunchtime with learners collecting their dinner, returning finished items and cleaning up spillages. Within all observations staff allowed adequate processing time for learners to do things for themselves and problem solve. Where prompts or direction was needed, staff effectively used open questions and graded assistance to encourage more independence.

All lessons observed were planned to incorporate opportunities for learners to express their opinions and make decisions, with opportunity to work independently or with support. Staff talked to learners about their individual learning objectives and visual aids were used to support learners in the self-evaluation of lessons.

The service places an emphasis on learners developing and consolidating daily living skills. There was a clear focus, particularly in Lakeside and LEAP, on providing opportunities for learners to experience and practise these skills within an authentic environment. Staff in LEAP also effectively used sabotage to challenge learners to problem solve and develop resilience.

Sensory Experiences

Key outcomes identified from personal support documents and staff discussions:

The service has two Occupational Therapists (OT), who are both Sensory Integration (SI) specialists, and a therapy assistant who supports in the implementation of approaches. The OT team deliver Universal support through training and advice for families and staff. The team also provide direct support for learners and classes, enabling them to model strategies, sensory diets and support learners.

The OT team also deliver more targeted support for learners with the most significant sensory needs through sensory diets, SI interventions and further assessments of need. The OT team encourage Learning Support Assistants (LSA) and teaching staff to attend the SI interventions so that principles can be shared and transferred into classes.

When joining the service all learners are baselined using a caregiver questionnaire, observations and learner voice. To ensure learners have an opportunity to inform practice the therapy team have developed an adapted sensory profile to enable learners to use talking mats to share their own sensory preferences/needs.

The school use Zones of Regulation to support learners to identify their sensory tools as part of their individual toolkit. The school's staff discussed the positive outcomes achieved as a result of using the toolkits which have enabled learners to take ownership of their self-regulation and be ready to learn.

Each learner has a sensory advice sheet which is developed by the OT to support staff to understand the sensory needs of each learner. Learners with the most significant sensory needs will have a sensory diet alongside the advice sheet. Plans identified sensory experiences which are positive for each learner and the challenges each learner may face in regulating their sensory experiences. Plans reviewed during the assessment identified approaches and tools which should be employed to help learners to regulate sensory experiences or avoid sensory overload and staff shared a number of positive outcomes achieved as a result of their implementation.

Key outcomes identified from observation/review of key activities:

Within all observations learners appeared to be well supported in their sensory needs. A range of individual resources were seen to be used in classrooms such as fiddle toys, ear defenders and chew sticks and these were seen to be carried around school and used in different areas, such as in the dining room, as required. Staff were seen to be mindful of individual sensory needs in their approaches and were sensitive to the needs of learners.

The service's environment is low arousal and structured. There is a consistent approach across school to displays, signage and visual supports which all aim to facilitate the development of independence. As required within observations staff utilised individual workstations to manage visual and auditory distractions within these. Work stations were seen to be bespoke to each individual, containing a range of personalised supports.

During all observations learners had access to sensory tools and activities which they appeared to find relaxing and enjoyable. Self-regulation activities were available to learners within the classrooms, in the play ground and along the corridors in the form of prompts, trampolines and adapted spaces. The service has recently purchase more vestibular and proprioceptive activities for the play ground which were seen to be well used by learners at both break and lunch. In a small number of observations practice

could have been improved had learners had access to a visual cue to request a break. During the observations it was noted that staff sometimes recognised that learners would benefit from taking a break and would offer this suggestion, however having a cue card available to them may have prompted some learners to initiate a request and therefore this would better support self-regulation.

Emotional Well-being

Key outcomes identified from personal support documents and staff discussions:

The service have recently implemented an assessment tool to enable them to understand, plan and analyse the development of resilience. The 'Resilience curriculum' was bred out of the fact that the PSHE and RSE curriculums are complex, difficult to assess and often inappropriate or ineffective to support learners' understanding. The Resilience curriculum enables staff to identify and track learners' key areas of risk or vulnerability which informs half-termly strategic planning.

The school use the Zones of Regulation alongside a range of programmes, such as Social Thinking and Superflex, to support learners to understand and communicate emotions. The school's OT and SALT teams work collaboratively to support learners to gain skills in self-regulation and emotional understanding, which may often be discreetly addressed through alternative programmes such as equine therapy and rebound therapy. During the assessment staff discussed the positive outcomes achieved as a result of the zones and the progress made by learners who are now able to understand their emotions and effectively use the programme to identify self-regulation tools.

The behaviour team, which is made up of SLT, class staff and members of the MDT, meet weekly to analyse behaviour or incidents from across the service. The collaborative approach of the behaviour team ensures that learners have access to graduated interventions and support which have been identified with input from all of the specialists. The process also ensures that CAMHS referrals are more specific after a programme of support has been trialled and reviewed by the service.

In interviews, staff gave examples of how learners have been supported which resulted in positive outcomes in terms of quality of life and life opportunities. During interviews staff were aspirational about the future opportunities for learners and shared evidence of their flexibility to ensure that their support and the curriculum best meets the long-term goals of learners.

The service host a large number of events throughout the year to celebrate the achievements of the learners. Parents are also invited to these events which they stated "have a real positive community feeling". Weekly, learners receive ongoing rewards and positive feedback which includes reasons to be proud, Headteacher Awards and stickers relating to the Wargrave Values. Emphasis is placed on being a "Wargravian" by being creative, kind, confident, respectful and resilient.

Plans reviewed during the assessment show an appreciation of activities which each learner finds enjoyable, relaxing or provides them with a sense of achievement and purpose. Risk Assessments, Initial Assessments and Learner profiles also identify approaches or activities to help maintain the well-being of each learner including

proactive and preventative strategies to avoid anxiety or distress and support emotional regulation.

Key outcomes identified from observation/review of key activities:

In all observations, it was found that learners were well supported in their emotional wellbeing. Zones of Regulation is used consistently across the school and is presented in ways that best meets the needs of the different learners. Where best practice was observed, within a morning check in session, staff effectively modelled the use of zones, highlighting that they were in the Blue Zone and taking themselves out for a movement break.

Learners presented as being calm and feeling secure throughout all observed activities. Staff were seen to support learners through proactive and preventative strategies to support them to remain 'in the green zone'. Within all observations staff were caring in regards to learners' social and emotional needs and they demonstrated positive attitudes and enthusiasm to the activities. To further develop practice staff should review the systems and language in place to enable learners to identify that they need help or a break. During the assessment the majority of the self-regulation that learners were engaged in was prompted and facilitated by staff rather than being led by the learners using the strategies in place.

Differentiation was clearly evident in objectives, approaches and expected outcomes and staff were observed to provide regular positive feedback and reinforcement. Verbal praise and recognition were attributed to actions, such as 'thank you for being honest', 'I like your ambition' and 'I really like the fact you compromised'.

Within all observations, learners were engaged in meaningful activities in which staff facilitated opportunities for learners to demonstrate their knowledge. Staff provided positive feedback as well as developments which helped learners to make progress and develop resilience. In some observed lessons staff supported learners in extension tasks and to think about what their next steps in learning might be, creating personal challenge and motivation to learn.

Consultation with Autistic People

Employability is embedded throughout the curriculum from Year 7 to ensure that learners and families are supported to reflect on and be aspirational about future pathways.

Learners are supported to reflect on their work after each session using a variety of adapted self-reflection sheets. The systems were seen to be well imbedded into practice and schedules and learners were observed requesting self-reflection resources after they had completed tasks. Learners are also supported to identify their engagement and success within lessons, using the star system, which relates directly to the curriculum and tracking.

At the end of each half term the school host a reflection week. During the week learner voice is collected, which includes –

- Attitudes to Learning
- Proud moments
- Progress towards EHCP targets (linked to the Wargrave Values)
- Next steps, learning points and future aspirations.

Data collected from the learner voice is fed back to governors and directly shapes the development of practice, training and the curriculum across school.

The school employs a trainee LSA who is accessing an FE course and an onsite work placement which is being facilitated by the school. The trainee LSA was overwhelmingly positive about the school and the support that they had given him as a learner and now as an employee. He stated that "there is nothing better in the world than coming to the school" and that "it is like Disneyland".

Staff discussed the positive outcomes achieved by the young people and expressed their pride in the young people and the flexibility and adaptability which they have shown during the unusual and difficult to manage pandemic.

Staff shared the positive outcomes achieved as a result of using Talking Mats to scaffold communication between the learners, their families and other professionals to enable them to gather their views. This is particularly important for those learners with limited verbal communication and enables them to have a voice in any review or discussion.

Consultation with families of Autistic People

The school have a Family Liaison Officer who aims to support families through ongoing support, advice and troubleshooting. The Family Liaison works with families across the whole service and aims to forge trusting, positive and supporting relationships.

The family liaison aims to engage family members with the school through termly events with external speakers. The Family liaison is currently exploring how they can break down barriers for families and engage them with the school.

Family members are invited to their relatives' reviews and work collaboratively with the school to inform assessments, profiles and outcomes.

The therapy team work closely with parents to support them through ongoing advice support and home visits.

2 parents spoke with the assessment team via phone during the assessment. Parents both spoke positively about the school and the support they have received. Parents stated that communication with the school is always good and "someone is always available to get in touch with to offer support or advice".

Parents also highlighted the positivity of staff which is reinforced through "celebration events" and "lots of positive feedback"

Parents discussed the academic progress that their family member had made since joining the school as well as developing more "confidence", "communication" and more "motivation to be sociable".

One parent stated that the key strength of the school is the "therapeutic approach around the needs of the child" and a "gradual approach to support the development of important skills".

Parents identified that they have missed out on being able to attend school due to the COVID-19 pandemic and are looking forward to more opportunities next year to meet with other parents and staff.

28 family members (38%) provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report. 26 family members (93%) stated that the support their relative is given is always or mostly good. 25 family members (89%) stated that staffs understanding is mostly or always good and 26 family members (93%) stated that advice given by the school was good or always good. 22 family members (78%) stated that the way they are kept informed was good or always good. 19 family members chose to leave a comment on the questionnaire, the results of which are found in the appendix to this report.

Involvement with the wider community

The therapy team have forged links with a riding school in Liverpool and, through links with a professional in Dublin, hope to introduce Equine therapy. The Equine therapy sessions will have specific OT or SALT therapy targets for identified learners and aim to use the horses to engage and motivate the young people. The therapy team are also exploring the possibility of working collaboratively with the riding school to offer additional work experience/ experience sessions based on the interests and future aspirations of the learners.

The service has developed positive relationships with a number of external providers who deliver specialist sessions onsite and within the community. During the assessment the assessment team visited a gym which the service regularly hire and access as part of the LEAP offer. The LEAP curriculum is wide and diverse and includes weekly trips into the community based around hobbies, interests and future aspirations of the learners

The service's social media feed is a source of positive outcomes, information and support. The feed celebrates the positive outcomes achieved by learners within school and the community and the daily updates celebrate good new stories and achievements.

The service try to work directly with the community on schemes or projects. Currently the school's Duke of Edinburgh activities are focused on the community, including volunteering and litter picking. The school also have close links with a community club and park rangers which staff support pupils to access and provided training for the community staff.

Lakeside's Cosy Corner Café provides opportunities for the learners to practice skills associated with the catering industry onsite. The group host pop up community-based events off site which they hope to continue to develop after restrictions due to COVID are lifted.

Section 3: Summary of assessment

What the provision does particularly well

What stood out as particular strengths:

Highly skilled classroom staff effectively used modelling to support learners in their understanding throughout observations. Support staff took active part in all sessions, activities and check-ins which was clearly having a positive impact on the learners.

The service's tracking documents, particularly in post 16 and college, evidence the services commitment to planning the curriculum around the bespoke needs and aspirations of each individual. The service's new resilience curriculum and skills audit particularly evidence how support is planned around the future aspirations of learners and their families

The service's onsite therapeutic team work collaboratively as an MDT to provide both universal and targeted support to staff, learners and their families. Therapeutic support is integrated into practice across school which enables a collaborative approach between staff and therapists. The team are outward facing and are constantly exploring alternative programmes/interventions to support learners to be ready to learn.

Staff demonstrated consistently good practice in their use of differentiated language with learners. Approaches used encouraged learners to express their ideas as well as using skills in comprehension, reasoning, prediction and problem solving.

What else the provision does well:

The school's Head Teacher and Deputy are passionate about providing a curriculum which is aspirational about the learners and provides opportunities for experiential learning. The curriculum is carefully monitored and constantly being reviewed, through ongoing quality assurance, to ensure that it meets the needs of the learners.

There is a collaborative approach between education staff and therapists which ensures that the needs of the learners are being met through a range of autism specific best practice methods and approaches.

The lunchtime routine gives opportunity for staff to sit and eat with learners, this time is utilised by sitting in small groups and staff facilitating discussions whilst acting as positive role models. Learners are encouraged to follow the lunchtime routines and to manage things for themselves, providing a sound contextual learning opportunity.

Learner voice, which is regularly collected through planned daily, weekly and termly sessions, informs practice, systems and approaches.

Lessons were planned to give opportunity for working independently and with support. Where workstations were in operation the learners were able to access the learning resources and complete independent tasks.

The school's robust programme of CPD is fundamental to the ongoing development of the school and is developed around the needs of the staff and the learners. The annual calendar is constantly evolving based on outcomes of learner voice, learning walks and other quality assurance measures to ensure that CPD opportunities are reflective of the current needs of the staff and learners.

The is a robust assessment process throughout the year at Wargrave House which ensures that learners are placed on pathways which meet their social, emotional and academic goals and aspirations.

The service's Trustees have a wealth of knowledge and experience from a range of diverse services and industries. The trustees support the strategic development of the service so that it best meets the needs of the young people.

Music therapy and Rebound Therapy sessions observed were fun, engaging and positive. The young people were clearly thriving in the sessions which were providing opportunities for the young people to practice communication and make choices.

What the provision could develop further

Priorities for the provision:

The service should continue to review the visual structures in place to support learners during unstructured times and transitions. Staff should also review the systems in place to enable learners to spontaneously request additional help and support with the aim of reducing the reliance on staff prompting.

Continue to explore and embed the Zones of Regulation across school. Particular focus should be given to the language used when referencing the zones to ensure that staff are not reinforcing that green is the correct answer. Staff should also consider introducing more planned opportunities for learners to reflect on their zone throughout the day.

Other areas to consider:

Continue to explore how whole school learner voice can be fed back to the learners so that they can understand the power of their voice. You could consider exploring a system like "you said, we did" to clearly show the changes which have been developed due to their voice.

Parents are looking forward to revisiting the school when restrictions are eased. The service should continue to explore how they can engage parents who may find it difficult travelling or accessing onsite training and celebration activities.

Continue to roll out and embed the resilience curriculum for learners across school so that the information gathered can be used to inform planning, targets and any areas of additional support.

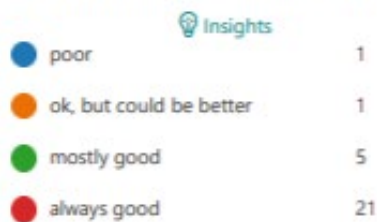
The school is currently in the process of transitioning from Team Teach to PROACT-SCIPr, which they feel more aligns with the PBS approach of the school. Work should be done during the transition so that this change is reflected in the service's policies, training, person-centred documentation and record keeping systems for the new approach.

APPENDIX 1: SURVEYS

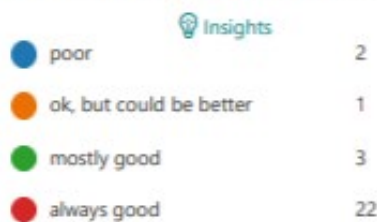
Families of Autistic persons – 28 Responses

Please note that any written comments accompanying these scores have been shared with the provision but it is standard practice for these to be removed from the final report so the report can be published or shared with third parties without the risk of personal data been included.

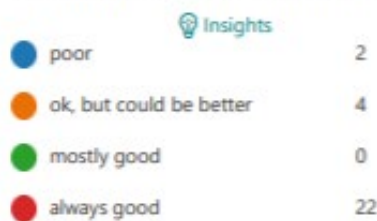
1. The support my relative is given is...



2. The understanding that staff have for my relatives autistic needs is...



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



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

poor	2
ok, but could be better	0
mostly good	4
always good	22



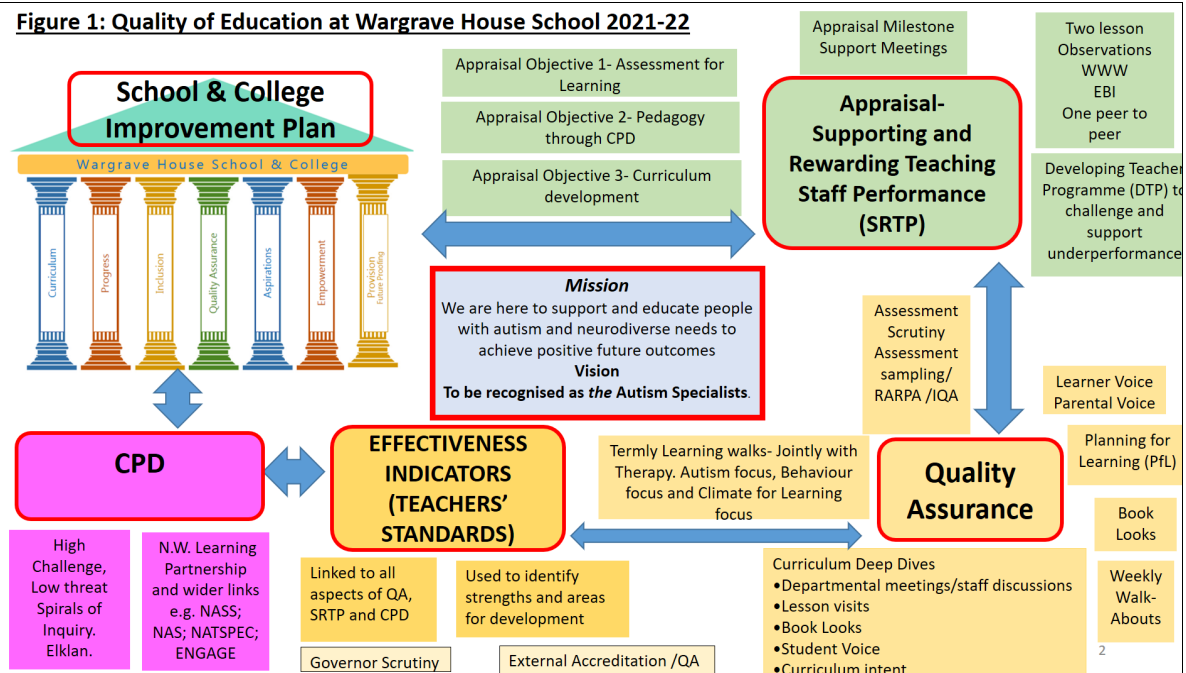
APPENDIX 2: COMMENTS FROM THE PROVISION

APPENDIX 3: ADVANCED APPLICATION FORM

AUTISM ACCREDITATION: APPLICATION FORM FOR ADVANCED STATUS

Part 1: Professional Development
Initiatives or innovations that impact on staff insight into the personal experience of being autistic e.g. regular involvement of autistic people in professional development activities or review of practice.
<p>Description:</p> <ol style="list-style-type: none"> 1. <u>Student interview panels</u> for new staff positions 2. See <u>Spirals of Inquiry</u> (see case study 6) 3. <u>Autism Awareness</u> training (all staff) 4. <u>Therapy promotes staff insight</u> the use of Talking Mats to help the student voice and students can give their opinions and experiences. The students are provided with easy read documents, signs, symbols, use of NAS videos to help discussions of what it is like to be autistic in Speech and Language Therapy led, individual or group sessions. <p>A class teacher reached out to Temple Grandin and the Head of Therapy & Clinical Services has interviewed Temple Grandin to share her views, as an autistic individual, with all staff as part of their professional development.</p> <p>Annual Therapy Conference has been introduced, including an Autistic speaker to share his experiences.</p>
<p>Impact:</p> <ol style="list-style-type: none"> 1. Students are involved in the interview process and get to have a voice and choice in who works at the organisation. 2. See <u>Spirals of Inquiry</u> (see case study) 3. All staff received same consistent training message 4. Staff have insight to what it is like to be autistic and the message in training is that every autistic person is an individual and to regard this at all times. Students and families receive support from staff with better understanding of autistic people without generalising needs.
Initiatives or innovations that ensure that specialist approaches or techniques are fully understood, consistently implemented and regularly reviewed.
<p>Description</p> <p>A <u>new 'QoE Framework'</u> (Figure 1) was established in September 2019. Systems were reviewed and enhanced to ensure that they are coherent, effective, interweave all strands of school improvement work. <i>Professional Development underpins this</i></p>

Figure 1: Quality of Education at Wargrave House School 2021-22



Appraisal / Performance Management systems and procedures for all staff are well embedded, underpinned by national professional standards and driven by annual school improvement priorities.

Pedagogical knowledge related to autism is a focus of continuous CPD and staff induction.

All education staff over 4 full Inset Days 2020-2021- staff working over two days and applying training within their classes

- Autism Awareness (all staff)
- Elklan (Communication Support for Verbal Pupils with ASD)L3 qualification (17 staff)
- TEACCH (24 staff)
- Resilience Curriculum (20 staff)(**see case study 4**)

Sessions to repeat 2021-22 with different staff.

Induction

Successful and effective induction of all new staff including therapy led sessions on

- Medication/Learning Disabilities
- An introduction to Autism & Language Communication Aspects
- SEND
- EHCP Review Process (Teachers)
- Communication (AAC)
- Structured teaching (including TEACCH)
- The Total Communication Approach (including AAC),
- Sensory Integration

Therapy led training

Training on Colourful Semantics, the Zones of Regulation, Positive Behaviour Support, Understanding the meaning of Learning Disability, Sleep & Dietary needs, explanations of Rebound Therapy, Music Therapy, Intensive Interaction, Equine Assisted Occupational Therapy, the role of the Learning Disability Nurse are included in all staff meetings. Refreshers of induction topics are offered at regular intervals as required. The KRRS Canines Therapy Dog training is delivered to teaching and therapy staff.

Catering staff are working with the therapy team to help students explore textures, tastes and smells of food in taster sessions so their sensory needs around food are supported. The range of foods and dietary needs are monitored and reviewed.

QA

Joint Therapy and Education learning walks are carried out to ensure integrated therapy approaches are embedded across school and college e.g. in Autumn 2021 the implementation of TEACCH was monitored. In Summer 2021, the implementation of a low arousal environment, use of OT support strategies, Regulation Station, and Zones of Regulation, ready for learning approaches, were monitored. Feedback from learning walks is given to staff using reflective practice to ensure student/learner needs are met.

Makaton is encouraged as a whole provision by; having a Makaton choir where all staff and students sign, a sign of the week is presented, at every Monday morning staff briefing, and a student presenting the same sign is posted on social media. Signs are selected to meet the curriculum topics, including the Cosy Corner Café. All staff use Makaton for celebrations, e.g. whole organisation- every staff member included in a Christmas Makaton video.

Elklan ASD level 3 accredited training is offered to staff so specialist, evidence based interventions can be carried out directly by staff as needed. 15 education staff were trained 2021-2022

Impact

The SLT has a clear and ambitious vision for providing high quality education to all learners. This is being realised through developing a culture of strong, shared values, policies and practice.

A clear framework of Quality Assurance has been introduced to support Curriculum implementation, continue to build expertise and capacity and deliver positive outcomes for all learners.

CPD is monitored and evaluated

- We have the capacity and systems to ensure personalised areas for improvement through CPD including training, coaching and mentoring. Robust appraisal and CPD engage all staff in school development. Appraisal Target 2 relates to CPD and its impact in the classroom.

- Quality Assurance Schedule , conducted jointly with therapy, focuses on autism specific practice e.g. Learning walk focus on TEACCH; autism friendly classroom environment; Zones of Regulation

The impact of increased accountability via the appraisal process which is well supported by a strong programme of coaching and professional development has created a highly effective distributed leadership model which has impacted positively on raising standards. *Staff are well supported in their role through a clear line management structure.*

Impact is measured by having joint target setting between therapy and education. Sharing outcome measures ensures consistency in approaches to meet the student's needs. Staff, understand therapy approaches which then ensures a collaborative approach to meet individual needs. Staff trained in therapeutic approaches can provide immediate support so having a positive impact on learners and students.

Part 2: Outcomes for individuals

Initiatives or innovations that have had a considerable impact on the quality of life and inclusion of autistic people e.g. programmes; projects; therapeutic interventions social enterprises etc.

Description:

1. Personalised Learning Programmes are planned and delivered by the main class teacher who is a qualified teacher skilled in meeting the very specific needs of students with Autism. Each class or individual student is supported by Senior Teaching Support Assistants or Teaching Support Assistants also experienced in meeting the needs of students with Autism. This is further complemented by an integrated therapeutic approach implemented by highly specialised therapists with discipline in speech and language therapy, occupational therapy, music therapy and rebound therapy. **(See Case studies 1, &7)**
2. Supported Internship
3. Modified Cognitive Behaviour Therapy delivered by a Speech and Language Therapist trained in CBT is offered where students with language processing needs or learning disabilities may interfere with positively accessing talking therapies from outside providers such as CAMHS **(see case study 2).**
4. Personal Development e.g. MMA **(see case study 5)**; Forest Schools; Duke of Edinburgh Award Scheme

Impact:

1. Learning is highly personalised and responsive to each student, and build on individual strengths and interests. There is Multi-Professional Collaborative approach to implementation supporting positive outcomes.
2. We don't take 'a one size fits all' approach, we work with each individual to ensure they get the support and training they need. All are supported by our job coaches.

The training on the internship is very thorough, and it gives the young adults huge confidence. It also gives us the opportunity to train the staff in the diverse work placements in autism awareness, which creates an autism friendly culture for all.

Feedback from past and present interns and the work placements revealed the SI was a meaningful experience for all involved, it resulted in positive self-development, and renewed aspirations for the future. The value of a strong and consistent support network involving family members, job coaches, co workers, and supervisors is a key focus to the success rate of the Supported Internship programme.

3. Liaison between CBT/SaLT therapy and CAMHS can help students access the support they need for social emotional wellbeing.
4. Personal Development Lessons delivered by autism professionals. EHCP outcomes are placed at the centre of all learning and a flexible and dynamic approach allows teachers to meet the needs of all students. Develops attitudes and values, genuine links to local and further communities to broaden learners lives. Offers a real sense of achievement and pride.

Initiatives or innovations that empower autistic people as experts in their own lives e.g. examples of co-production; working in partnership; developing effective consultation tools and processes to ensure that autistic people have a voice etc

Description:

1. Plan and Review Records and School Reflection Weeks

Impact:

Due to the successful introduction of the Plan and Review recording sheets which Ofsted (2019 rating 'Good' after two 'RI' ratings) identified as an effective and efficient 'can do' approach for students with autism and staff to use to support them in dealing with emerging problems which ultimately has led to a range of positive outcomes, including:

- students' increased independence in their work / life skills,
- effective data sharing opportunities and collaboration with stakeholders to further support the students long term outcomes
- Students have a voice in their future outcomes as the data tracker demonstrates their numerous strengths which can be built on and the specific areas for further development so those who work with the students as they progress through life can support in the key areas of need leaving the students to be as independent as possible.

Part 3: Sharing of Expertise and development of knowledge and understanding

Initiatives or innovations that have had a significant impact on how families, other professionals or members of the public understand and respond to autistic people e.g. outreach support; training for other professionals, families; sharing best practice at events etc.

Description:

Community Partnership Working

- Coffee Mornings to allow parents access to school/college and develop parental knowledge on key themes and topics. During Covid this was offered on teams eg Behaviour, Diet Nutrition, Therapy OT etc
- Home Visits – Joint with Therapy/Family Liaison/Teacher.
- Webinar for transport personnel around information on Autism and how to support/strategies using pen pictures –on website.

Impact:

- Consistent and structured supported collaboration
- Mutually beneficial partnership working to support all parties' mental health and well-being (**see case study 3**)
- Maintenance of positive relationships both on and off site.

Initiatives or innovations that have significantly increased knowledge and understanding of best practice in supporting autistic people e.g. involvement in action research; development of resources; partnership work; publications etc.

Description:

- University links e.g. Head of Post 16 Learning working in association with Edge Hill University as an Associate Lecturer in the Education department lecturing on the MA SEND and Inclusion and Senco Curriculum and development of links through NWLP to Primary Teacher Training
- Spirals of Inquiry

Impact:

Sharing of best practice locally and nationally to further embed the understanding of young adults with autism and specific needs in order to engage and empower professionals to work collaboratively to improve outcomes.

Part 4: Validation

Validation from other bodies or professionals e.g. awards; summative evaluation data; inspections etc.

Example:

- Parent Partnership Award January 2020 (Optimus Education)
- Wellbeing Award January 2020 (Optimus Education)
- ECO schools
- NASS (National Association of Special School) recognition of school pedagogical conceptual understanding through 'Spirals of Enquiry.'
- LEAP Ofsted inspection 2019 'Good' rating after two previous 'RIs'
- School Ofsted maintenance of previous outstanding grade for school (5-19 years).

- Natspec Award Winners:- Community Partnership Working 2020
- Natspec Award Winners:- Pathways into Employment 2021
- Educate Award Winners: Most Inspirational 16 – 18 Educational Provision 2021
- Educate Award Runners Up: Community Working 2021
- National Rotary Award Runner up: Young Achiever Sports Leader 2021
- Derwen College Skills Award Winners: Environment and Horticulture 2021
- Young Money Award

Relevance:

Significant range of quality recognition validation.

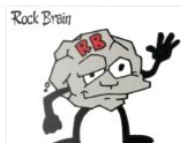
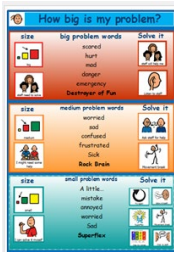
The relevance and benefits include:

- Enabling students to challenge themselves and demonstrate their skills in a wider forum.
- Adds depth to students' educational experience.
- Allows potential employers to see students' skills and potential.
- Builds student confidence.
- Helps to develop resilience and problem-solving skills.
- It's fun for students - and staff!

Aside from the immediate benefits to the students, competitions also add value to our organisational goals.

Case Study 1

Name of school/service – Wargrave House School and College
Name of individual - J
<p>Profile of individual before strategies were introduced</p> <p>J is an amazing young man who appears to enjoy school and has a great sense of humour.</p> <p>He has an autism diagnosis and is currently under assessment for ADHD.</p> <p>J is hyper-sensitive to noise and is highly distracted and often overwhelmed by the environment. J requires frequent regulation breaks throughout each session of the day and needs to be able to freely move around the classroom when lessons are in progress.</p> <p>After lots of input from class staff regarding his sensory needs J is currently able to independently identify when he needs a movement break to support self-regulation.</p> <p>J accesses the classroom and works within the group of five learners but, he can become hugely frustrated, display a low level of tolerance towards others, have great difficulties with flexibility and require support with problem solving skills.</p> <p>J also struggles to control his impulses and adapting his responses to situations. This often results in agitated and aggressive behaviour and language.</p>
<p>What support was introduced? What approaches, methods, strategies were used?</p> <p>J was introduced to the 'Superflex' curriculum (by the school's therapy department) which is a super-hero based, social thinking programme.</p> <p>This is an engaging programme and a fun way to teach social awareness and develop flexible thinking skills.</p> <p>After J had attended a number of these therapy-led sessions within school, a further support strategy was created by class staff containing three of the 'super-hero' characters from the programme (Super-Flex, Rock Brain and Destroyer of Fun).</p> <p>In addition to supporting J's flexible thinking skills the visual strategy was also developed with the aim of supporting his problem solving skills, his perception of the 'size' of his problem and his responses to situations.</p> <p>This was done by incorporating Super-Flex programme characters, using board-maker symbols related to size and problem-solving and associated vocabulary/phrases used by J himself during times of high anxiety.</p> <p>Please see characters from programme below and the support strategy then created by class staff.</p>



When and how is the strategy used?

The visual which supports this strategy is always in sight for J as it is attached to his daily schedule. Therefore, it is used every day and throughout the day whatever it is time for. This is because frustrating situations can occur for J not just during lessons but also during more unstructured times eg play time.

Positive Outcomes

The results of using this support strategy which was introduced in July have been excellent. The evidence for this is -

- The increased amount of time he can remain in the group
- Increased social interaction with peers
- A reduction in the number of incident reports (see table below taken from the school's incident data reporting software 'Reveal').

Month	Numbers of Incident Reports
June	10
July	2
September	6

The support strategy has enabled staff to approach challenging situations for J with consistency. This predictability in staff's responses has been of paramount importance for him in reducing his frustrations when he is already in a heightened situation.

This consistent approach has enabled J to understand that staff will support him to have a positive outcome which has led to building trusting and positive relationships.

Prior to this strategy being put in place, the focus was more on J's responses to situations but, now the focus is on providing him with a range of ways to problem solve and effectively manage his frustrations, there has been a significant reduction in highly challenging emotional responses.

J's listening skills have also increased and he has used expressive language associated with emotions in a sentence eg "I'm frustrated because...." instead of learned phrases.

Other positive outcomes from using this support strategy are –

- Increased well-being for J
- Positive responses from J to staff modelling
- Increased awareness from J of his own feelings
- Increased awareness of his own needs

- The provision of communication prompts during times of high anxiety and stress
- Supported J to adapt his responses to situations
- Reduced duration of frustrated feelings
- Increased the feeling of him being in control
- Increased opportunities to express his wants and needs
- Increased positive relationships with his peers
- Increasing J's ability to deal with demands placed upon him
- Increasing J's understanding of how his responses/actions to emotional frustrations make others feel

Next steps

Some next steps have already been actioned. These are –

- The provision of the support strategy visuals for both home and transport to support J to transfer the skills of being 'Super-Flex', solving problems and adapting his responses to other environments

The next steps for J will be to –

- Continuing with J's understanding of how his responses/actions make others feel
- Continue to use this support strategy with less prompting from staff ie staff to reduce verbal instruction/questioning such as "how big is the problem?" and for J to refer to the support strategy unprompted in time

Case Study 2

Name of school/service	<i>Wargrave House School & College</i>
Name of individual	<i>PM</i>
Period of time covered	<i>November 2021 to September 2021</i>
<p>What support was introduced? What approaches, strategies, methods were used?</p> <p>A full sensory regulation assessment. Individual support for social, emotional wellbeing from Emotional Literacy Support trained assistant. Sensory needs implemented by Occupational therapy assistant overseen by a Sensory Integration Specialist OT. Liaison with CAMHS, psychiatrist and psychologist in collaboration with the family. Attendance of Child In Need meeting by all the multi professional team from Wargrave House, coordinated by the school's Family Liaison Officer. Head of Therapy, and therapy Team at a SEND Review meeting to outline change in need for a bespoke curriculum and 2:1 support. Implementation of a structured schedule whereby PM could engage in community based activities with support. He uses a written visual timetable to allow PM to follow a change in routine with the introduction of physically challenging proprioceptive activities e.g. throwing tyres and gardening. Themed projects to motivate and interest PM were introduced, including nature walks where he could share photos with class peers on his return, as a positive way of integrating with the class. Regular contact with family regarding PM's progress and needs. Respite for parents when PM attended Saturday club in Summer 2021. Mum and dad are advocates for PM's needs and their views are recorded and considered in management of PM's needs. PM is verbal and his voice is recognised, respected and recorded via regular individual targeted sessions with help from the therapy assistant with whom he has a trusting positive relationship. Introduction of Equine Assisted Occupational Therapy (EAOT) delivered by the Occupational Therapist with some Speech and Language Therapy input. PM attended EAOT every Friday morning from the Summer term 2021 to date. PM was gradually introduced to stable cleaning and horse care and made great progress. The positive progress allowed PM and mum to share going to the stables together during the Summer vacation. The bespoke curriculum remains in place from September 2021 Transition plan in place to allow PM understanding of new class and continuation of bespoke curriculum with integration to the new class using a phased approach. CAMHS psychologist provided home based support and offered liaison with Head of Therapy offering adapted CBT in school as soon as PM is deemed able to access this support. Staff in PM's class are trained in Zones of regulation and Blank levels of language have been assessed and shared with staff. PM's key 1:1 TSA attended Elklan ASD so staff are aware of levels of language to use, sensory needs, impact of environment on behaviour, strategies to use, therefore allowing an integrated approach to supporting PM's needs.</p>	
<p>Pen picture of individual before support was introduced including challenges, difficulties etc.</p> <p>Due to CAMHS removing PM from medication (which had been prescribed over a long period), PM presented with needs in managing his anxiety and aggressive outbursts at home. The effects of drug withdrawal culminated in differences in behaviour which prevented positive interactions with peers despite adult support and positive behaviour strategies. PM was finding it challenging to access the curriculum with his peers.</p>	

OUTCOMES

Communication skills; social skills; relationships

- PM will develop his awareness and understanding of his own emotions so he can identify recognise and verbalise how he is feeling to others.
- PM will develop strategies to help him regulate his emotions so he is able to manage situations he finds difficult.

Confidence; self-reliance; independent problem-solving

- PM will recognise his achievements and celebrate his success
- PM will use his reading ability to help support achieving tasks independently

PM is in a class which is using the Resilience curriculum with baseline measures to show areas where he can work on building independence.

Ability to cope with sensory input

PM will continue to develop his core strength and stability as well as continue to develop vestibular and proprioceptive skills

PM will use a range of resources to satisfy his sensory needs so he can remain calm, focussed and ready to learn

1:1 Therapy and 2:1 education support in break out rooms. Library providing low arousal calming space to attend to tasks. Outdoor community based tasks are selected where PM is known to enjoy and cope with the environment.

Emotional self-regulation and well-being

Long walks, heavy work and motivating activities, Equine Assisted OT provide some support for regulation and wellbeing.

Achievements, successes and quality of life outcomes

PM will be facilitated in determining his vocational- life skills targets so he can be given a person centred approach to set his targets and see he has achieved them. A Talking Mat approach using written words is used to help PM give his voice and understand his successes.

Next Steps; transition

Resilience curriculum baselines to assess needs in moving into the correct college placement. PM presents with limitations in ability to foster positive relationship with peers yet has success in developing and maintaining positive relationships with adults. PM continues to present with social, emotional and mental health needs which are supported, monitored and will be considered regarding suitability of next placement.

Case Study 3

Case study for an individual

Name of school/service: Wargrave House School /College

Name of individual: JBr

Period of time covered: Sept 2019 – Present

What support was introduced? What approaches, strategies, methods were used?

Family Liaison support on a daily basis. Agreed one point of contact for family to help manage communication.

In class support around talking mats, wishes and feelings, TEACCH .

Attendance and support at CIN meetings.

Offer of home visits and advice and guidance around managing student support needs at home.

Welfare Logs completed on a daily basis to inform of positive outcomes and general concerns.

Liaison with external agencies (Social Care) to ensure continued and consistent approach and support for family.

Pen picture of individual before support was introduced including challenges, difficulties etc.

When student arrived there was no support in place for family and there were extenuating circumstances at home, parental engagement and attendance.

Student had not attended any school for 18 months prior to enrolment.

A CIN referral was submitted by an external agency due to concerns around student's welfare and parenting capabilities.

OUTCOMES

Communication skills; social skills; relationships:

Student really enjoys school and communicated this in wishes and feelings.

On site attendance during covid pandemic which was initially against parents wishes, however student expressed a wish to be on site.

Positive building of relationships with parents and communication lines improved re attendance and support.

Confidence; self-reliance; independent problem-solving:

Improved independence within class and learning.

Confidence improved as engages with peers in social break and lunch times.

Ability to cope with sensory input

This is improving but still can struggle and staff are encouraging engagement.

Emotional self-regulation and well-being:

Due to some home parenting improvement student has presented as happier with the home situation and appears happier. Parents came on site to collect student recently and he has been able to speak about trips he has been on with parents. Previously student would separate home and school life and would not allow information sharing with home.

Achievements, successes and quality of life outcomes:

Making steady progress in learning and achievement.

Attendance improved currently 94% - previously 20%

Next Steps; transition:

Work towards Year 9 transition and PfA aspirations and outcomes.

Case Study 4

Name of school/service

Wargrave House School and College autism specialists (Post 16 Provision)

Date initiative started: Date of report:

This initiative started in March 2019.

Description (What was the initiative?)

The initiative was to implement a data tracking tool that could be used to identify the spiky profile of young adults with autism. It was designed to highlight individual strengths and areas for development on a session by session tracker. This was called the Four Pillars and includes the completion of a Plan and Review sheet each session per student to identify formative and summative assessment for learning, capture student voice and develop personalised targets based on EHCP's, aspirations and experiential learning opportunities.

Students with autism require a curriculum that allows for revisiting and repetition to embed learning. College holidays and long-term absences due to ill health require staff to support students on their return to college to access opportunities that further embed previous skills development. The data tracking tool has been designed to differentiate between students on a 'Foundation' curriculum focussing on independent living skills assessed against the Four Pillars (Communication, Self-Help and Independence, Physical Skills, Cognition) and those on the 'Mainframe' curriculum focussed on employability outcomes assessed against the Four Pillars of a functional and adaptive skills assessment (Vocational, Educational, Independence, Relationships.) Development in these four key areas across the two curriculums will help the individual to transfer skills to everyday life and learning experiences. This, in turn, will ultimately enhance their quality of life and improve their chances of finding suitable future employment/supported living.

Context (What was reason for developing initiative?)

The reason for the development of this initiative was to ensure that internal and external stakeholders would be able to identify how to proactively and positively support our young adults pre and post Wargrave House School and College into developmental transitional outcomes as opposed to the abrupt ending of EHCP's and the limitations of social care opportunities.

Purpose of initiative (What were the aims and objectives of the initiative?)

The aim of this initiative is to:

- develop a deeper understanding of how an individual's autism affects them,
- identify the strengths of the individual,
- support their growth and personal interests,
- demonstrate development in relation to the key areas
- improve students social skills, communication, relationships, mental health and wellbeing, self regulation and sensory processing,
- improve the rigour of self-assessment, quality assurance

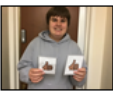

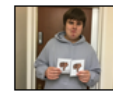
- provide leaders with a more accurate understanding of progress over time.
- enable class staff to identify trends, support students in areas of difficulty and be used to support future realistic and positive destinations.

Method (What did you do, and how were you going to measure, observe and record outcomes?)

In order to measure this tool we used the following system to record and observe student outcomes called the Plan and Review sheet, we have different formats dependent on student:

Cohort A student CS example P and R Sheet

Level	Criteria code	Unit
SFLE	SFLE: Skills for travelling in the community 1.1 State destination of journey NS- I will state the destination of the journey.	Completing a journey using public transport
Target: CS, I will independently walk to newton dell and on return to college I will tell staff if I had any problems.		CAL: SMH SAP: 1, 2, 3, 4, 5, 6
Functional and adaptive skills assessment: 1 = Poor functioning 6 = Age appropriate		
Cognition and Learning 1 2 3 4 5 6 Independence and Community Participation 1 2 3 4 5 6		
Vocational and Employability Skills 1 2 3 4 5 6 Social Understanding and Relationships 1 2 3 4 5 6		
Student Review	Highly Supported ★	Minimally Supported ★★ Independent ★★★
Teacher / TSA Review		
Next steps towards achieving my target:		
AFL: Formative: Lesson target setting / Ideas thoughts Talk partners/ student ask questions Student review / communication Think, pair, share		
AFL: Summative: Student Portfolio/ Teacher assessment Teacher Review Photo / Video		
Date:	Staff signature:	Student signature:

Level	Criteria code	Unit
RARPA	Identifying parts of the body Can identify which part of the body they have used when completing a fitness count.	Health and fitness
Target: Ben, I will work alongside a peer to complete a fitness session using different equipment. I will identify to staff which part of my body I am working by using my communication aid or pointing to the body part, this will help me to get fit.		AC: PBO 7
Student Review		Have I met my target?
  		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Functional and adaptive skills assessment: 1 = Poor functioning 6 = Age appropriate		
Cognition and Learning 1 2 3 4 5 6 Independence and Community Participation 1 2 3 4 5 6		
Vocational and Employability Skills 1 2 3 4 5 6 Social Understanding and Relationships 1 2 3 4 5 6		
Teacher / TSA Review		
Next steps:		
AFL: Formative: Lesson target setting / Wait Student review/Thumbs Open vs Closed		
AFL: Summative: Student portfolio Teacher assessment Photo/video		
Date:	Staff signature:	Student signature:

Cohort B student BH example P and R Sheet:

The information is collated onto a data tracker which captures the student journey and allows the student and staff member to identify next steps and when a 'just right challenge' or 'sabotage' is going to be effectively used to further support development.

Developmental data tracker- to assess and track student progress

SFLC Learning PPS				SFLC Learning Develop confidence				English				HSL				Health & Fitness			
Date	Cognition and Independence	Vocational and Social Understanding		Date	Cognition and Independence	Vocational and Social Understanding		Date	Cognition and Independence	Vocational and Social Understanding		Date	Cognition and Independence	Vocational and Social Understanding		Date	Cognition and Independence	Vocational and Social Understanding	
Mon 09/09/2019	3	3	3	Mon 09/09/2019	3	3	3	Tue 10/09/2019	3	3	3	Tue 10/09/2019	3	3	3	Tue 10/09/2019	3	3	3
16/09/2019	4	4	4	16/09/2019	4	4	4	17/09/2019	3	3	3	17/09/2019	3	3	3	17/09/2019	3	3	3
23/09/2019	3	3	3	23/09/2019	3	3	3	24/09/2019	4	4	4	24/09/2019	2	3	3	24/09/2019	2	3	3
30/09/2019	3	4	4	30/09/2019	4	4	4	01/10/2019	5	4	4	01/10/2019	4	4	4	01/10/2019	4	4	4
07/10/2019	3	4	4	07/10/2019	4	4	4	08/10/2019	3	3	3	08/10/2019	3	3	3	08/10/2019	3	3	3
14/10/2019	4	4	4	14/10/2019	4	4	4	15/10/2019	3	3	3	15/10/2019	3	3	3	15/10/2019	3	3	3
21/10/2019	3	3	3	21/10/2019	3	3	3	22/10/2019	3	3	3	22/10/2019	4	4	4	22/10/2019	3	3	3
H/T 28/10/2019	3	4	4	H/T 28/10/2019	3	4	4	H/T 29/10/2019	3	3	3	H/T 29/10/2019	3	3	3	H/T 29/10/2019	3	3	3
04/11/2019	3	4	4	04/11/2019	3	4	4	05/11/2019	3	3	3	05/11/2019	3	3	3	05/11/2019	3	3	3
11/11/2019	3	3	3	F/I 11/11/2019	3	3	3	12/11/2019	0	0	0	12/11/2019	3	0	2	12/11/2019	4	0	4
18/11/2019	5	5	4	18/11/2019	4	5	4	19/11/2019	5	0	3	19/11/2019	3	3	2	19/11/2019	4	0	4
25/11/2019	4	4	4	25/11/2019	4	4	4	26/11/2019	4	0	4	26/11/2019	2	2	0	26/11/2019	0	0	4
02/12/2019	4	4	5	02/12/2019	4	0	4	03/12/2019	4	0	4	03/12/2019	3	3	2	03/12/2019	3	0	3
09/12/2019	3	3	3	09/12/2019	3	3	3	10/12/2019	3	3	3	10/12/2019	3	4	4	10/12/2019	4	0	4
xmas ph 16/12/2019				xmas ph 16/12/2019				17/12/2019	3	0	3	17/12/2019	3	3	3	17/12/2019	4	0	4
xmas 23/12/2019				xmas 23/12/2019				xmas 24/12/2019				xmas 24/12/2019				xmas 24/12/2019			

What happened? (Describe how the initiative developed)

Due to the successful introduction of this initiative which Ofsted (2019 rating 'Good' after two 'RI' ratings) identified as an effective and efficient 'can do' approach for students and staff to use to support them in dealing with emerging problems which ultimately has led to a range of positive outcomes, including:

- students' increased independence in their work, and life skills,
- effective data sharing opportunities and collaboration with stakeholders to further support the students long term outcomes
- Students have a voice in their future outcomes as the data tracker demonstrates their numerous strengths which can be built on and the specific areas for further development so those who work with the students as they progress through life can support in the key areas of need leaving the students to be as independent as possible.

What were the actual outcomes of the initiative? (What progress was made by individuals for example in communication and social skills; in self-reliance and independence; sensory processing; emotional regulation and well-being)

Students have demonstrated greater understanding of ownership and responsibility concerning their own lives and the choices to be made. Student's evidence increased awareness of the power of their own voice (in whatever format this is, AAC, Sign, Talking Mats, Verbal).

Example 1 of student use of this initiative BH:

Due to this initiative BH is able to demonstrate on a session by session basis his developing knowledge and understanding and make appropriate life choices. He is participating in his own future and next steps, working with staff he consistently recognises his own successes and can, without fear of failure, note areas he still needs to work on. This information is

used in his Annual Review meetings and to evidence to the LA his aspirations and needs. BH uses a communication aid (iPad) to support him to participate in dialogue with others, due to his increased confidence through the use of the P and R system he is using his 'voice' to initiate communication and supported by Makaton he has begun to say names of staff and students he works with, he is proud to be heard.

The immediate feedback from the P and R sheet supports BH sensory processing and emotional regulation, he has time across every session to reflect, recount and process what he has completed, outcomes met and positive steps made towards his personal targets. This has seen the biggest difference for BH as his wellbeing and demonstrable understanding of adulthood and future choices has been further embedded.

Example 2 of student use of this initiative CS:

CS started using the P and R sheets whilst she was a student in Lakeside College (16 – 19 provision). CS presents as confident and able, this is a 'mask' to hide the insurmountable anxieties she has over any change, challenge or decision making process. Through consistent use of the P and R sheets initiative CS was able to process each step she had taken and develop strategies to overcome her fear of using her own voice to shape her future along with the strength to determine her aspirations.

The increased confidence supported CS to visit 19 + provisions locally as she was ready for her next step. Through her improved social skills and emotional regulation she was able to request LEAP College adapt a curriculum to offer Level 3 Access to HE in order to support her career aspirations of becoming a Child Care asst. Her growth and development through the use of P and R sheets and the sessional opportunity to reflect and share with staff her next steps, at key junctures across her day further developed her resilience, self-reliance and independence.

CS has now taken an even bigger step and along with studying at Level 3 Access to HE she has embarked on her first external work placement at a local nursery working with young children aged 0 -5. This is testament to her improved social skills, self-regulation, and sensory processing that has allowed her to acknowledge when she needs a movement break to manage any sensory overloads.

Next steps and lessons learnt

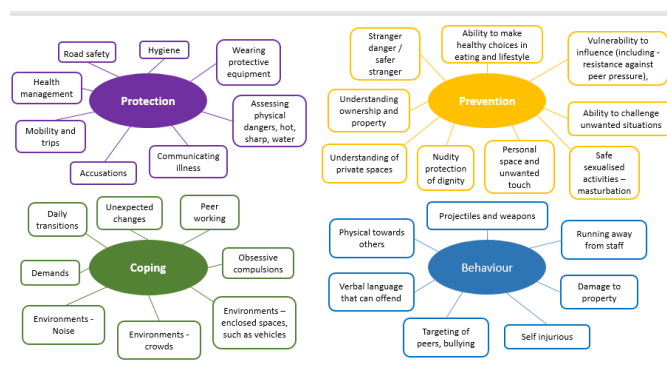
The next step is to add to the initiative the Resilience Curriculum. Through use of the P and R sheets and the Four Pillar's it has identified areas for further development. The lesson learnt is that all target setting and student future outcomes should be planned collaboratively with students in a person centred process. One in which they take the lead, they build confidence, self-esteem, independence and life skills. We are the facilitators, we act as advocates, and we support their choices by having assessment tools that are bespoke and needs led that have added value to all stakeholders involved in the young person's life.

One of the key areas we have identified as a lesson to be learnt is to support reducing vulnerabilities which is often the most important thing we can do for the young people we work with. In doing this we are making the young people across our college(s) more resilient, less vulnerable. I could quote many examples of helping young people to self-regulate emotions or sensory needs, to cope in situations that previously would have been intolerable, to build skills to protect themselves from future harm. Although we have all had previous successes with building resilience in students there is always more that could

be done, the tools we often had available were seldom fit for purpose and when progress was made it was poorly evidenced.

All young people on the autism spectrum are different and each may have specific vulnerabilities across various areas, they cannot simply be described as vulnerable or resilient. There are however clear associated categories that can be identified and described. For example, one young person with autism may not be able to cope with noisy environments, but they may be able to follow basic road safety, whereas another may have no awareness of danger regarding strangers but may be able to communicate when they are ill and need assistance.

By isolating the categories that make someone vulnerable it should be possible to create a profile of the individual's vulnerability or resilience.



Breaking down each category into descriptors

The act of breaking each category into descriptors onto a scale allows the assessor to identify the statements that best fit the student. It is likely that a student may not be an exact fit and the interpretation may differ somewhat from each assessor.

To avoid this the assessor can do the following things:

- Be consistent with rounding (if split between numbers round up) – higher
- Gain consensus asking others to assess (asking parents/carers and others who know the student best)
- Assess the student after a settling in period to increase accuracy

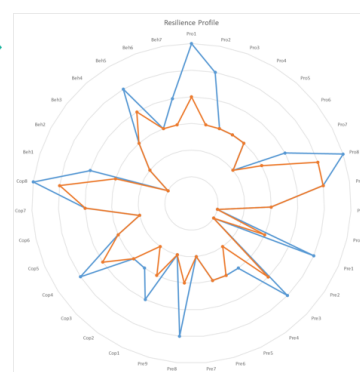
Pro1- Road safety				
1	2	3	4	5
<p>Presents a very high risk around roads</p> <p>No awareness at all around safety</p> <p>Will run into a road. Unpredictable.</p> <p>Difficult to block or stop when crossing.</p> <p>Unresponsive to prompts to stop</p> <p>Typically requiring 2:1 support due to safety risk</p> <p>May need high level physical intervention if in road as can refuse to move when in a road</p> <p>Supporting strategies and resources are ineffective.</p>	<p>Presents a high risk around roads</p> <p>Very little to no awareness around road safety</p> <p>Can run into a road. This can be unpredictable.</p> <p>Somewhat difficult to block or stop when crossing. Unresponsive to prompts to stop.</p> <p>Could require more than 1:1 support due to safety risk.</p> <p>May need medium/high level physical intervention if refusing to move when stopped in a road as could refuse to move when in a road</p> <p>Difficulties of supporting strategies and resources are inconsistent.</p>	<p>Presents a medium risk around roads</p> <p>Little awareness around road safety</p> <p>Could run into a road. This is predictable.</p> <p>Unresponsive to verbal or general prompts to stop. Requires physical prompts and blocking.</p> <p>Needs 1:1 support due to safety risk.</p> <p>May need medium/low level physical intervention if refusing to move when stopped in a road</p> <p>Supporting strategies and resources are effective but not always.</p>	<p>Presents a low risk around roads</p> <p>Some awareness around road safety</p> <p>Unlikely to run into a road but could wander without looking.</p> <p>Responsive to verbal or general prompts to stop. However inconsistent.</p> <p>Will at times require 1:1 support due to safety risk.</p> <p>Unlikely to require physical intervention as does not refuse to move when stopped in a road</p> <p>Supporting strategies and resources are effective.</p>	<p>Presents no risk regarding road safety</p> <p>Good awareness around road safety</p> <p>Will stop at road before crossing tends to find a safe crossing point</p> <p>Consistently responsive to verbal or general prompts to stop</p> <p>Staff must be vigilant as there remains a safety risk</p> <p>Will not require physical intervention as will not refuse to move when on a road</p> <p>Supporting strategies are not always needed and resources are effective on training.</p>

Full Resilience Profile

When represented in a full profile the progress can be seen in a tangible way. In reducing the size of the web you are minimising an individual's vulnerability.

The type of risk the student presents is visualised and creates a common barometer. This information can help to justify why interventions may be required. This might include justification to increase or decrease support ratios.

The information could act as a means of creating a common barometer to compare students needs and provision.



Our next step is to roll this out across the Wargrave School and College 5 – 16 provision.

Case Study 5

Name of school/service	
Name of individual	KH
Period of time covered	September 2017 – Present day
What support was introduced? What approaches, strategies, methods were used? <p>As with all students, K received a variety of therapeutic interventions from the therapy department including OT, Rebound, music therapy, speech therapy and 1:1 support from the school nurse to help him existing health conditions (left ventricular hypertrophy, hypertension and an over-active bladder).</p> <p>As his class teacher in September 2017 when he first joined us, I recognised his love for sport and just being active in general. As a former PE teacher, I utilised his enthusiasm in our health and fitness sessions, initially asking him to demonstrate his skills e.g. passing the ball in football, correct technique of exercises in circuit training sessions to name a couple. This developed to asking him to lead parts of sessions such as the warm up. At the same time, he was developing his leadership skills working with his mother who is a mixed martial arts instructor.</p>	
Pen picture of individual before support was introduced including challenges, difficulties etc. <ul style="list-style-type: none"> • Extremely nervous and shy when he first joined us. He did not want to come into the classroom • Sensitive to noise. Initially, this was a cause of anxiety as the class was quite loud at times with how other students presented. • Presented a flight risk on trips into the community with limited sense of danger. • Sensory issues 	
OUTCOMES	
Communication skills; social skills; relationships <p>K is a young adult who is always well mannered, pleasant and willing to accept new challenges in life and learn from their experiences. He excels across all aspects of college life despite having to adapt to an enforced, prolonged period of shielding away from his peers. Despite this setback he reacted positively and took responsibility for his home learning whilst improving his communication with class/therapy staff over MS Teams.</p> <p>K has also been an advocate for implementing strict Covid mitigation measures through careful modelling to ensure the safety of his peers/staff and has championed the use of vaccinations after careful consideration of all the current medical evidence, both for and against.</p> <p>K has endeared himself to everyone in Post 16 (LEAP and Lakeside College) with his willingness to help and support other students; whether it is during his Mixed Martial Arts sessions when qualifying as a Sports Leader or at work placements when undertaking forestry tasks at Lyme and Wood and working as part of a team.</p>	

He is a young adult who helps people who are not always in a position to help themselves. Nobody escapes his attention and his caring, supportive nature always kicks in when needed! His positivity shines through as does his kindness to others and consideration to the needs of others throughout the day. He respects others' viewpoints and strives to do the right thing for his friends. H is rapidly becoming a role model to his peers across Post 16 and shows a maturity beyond his years.

Confidence; self-reliance; independent problem-solving

K has produced his own short fitness video to help staff and peers maintain their fitness during recent lockdown, recognising the limitations and motivators specifically for his class team. He extended that programme into the college to get students and staff back on track to peak fitness. Buoyed by his growing confidence on Teams, K has taken part in virtual social/music therapy events and enjoyed sharing a joke with his peers to make put them at ease and make sure that everybody is alright.

Ability to cope with sensory input

K is much more able to cope with excessive noise. When he first joined us he would often use ear defenders to cope. He rarely uses them now.

Emotional self-regulation and well-being

K takes a proactive approach to self-regulating, often choosing exercise to ease any anxieties. He can be seen running the daily mile every morning before lessons begin and will often repeat the exercise throughout the day. He is a very strong and fit young man and his approach to exercise I feel, is a key factor in his development to the young man that we see today. He uses it not only to self-regulate but through his leadership of fitness sessions, it has also helped to develop his confidence and problem-solving skills.

Achievements, successes and quality of life outcomes

- Shortlisted for national Young Achiever sports leader award
- Won a local Brazilian Ju Jitsu competition on Saturday 25th September
- Looking at sports management and PE up to Level 3. If he follows this route, he could follow a career in coaching or even PE teaching.

Next Steps; transition

K will continue his education at LEAP College, developing his skills further.

Case Study 6

Spirals of Enquiry case study 2020-21

School name: Wargrave House School and College

Enquiry team members: Yvette Carr, Michele Davies, Rebecca Switonski

Question or focus area: Identifying, measuring and improving areas of difficulty in learners with Autism to enhance engagement and achievement.

Scanning: In the Autumn term the speech and language therapists scanned one learner in each class across the provision (11 in total) using 'Talking Mats' asking all of the four questions. Class teams consisting of one teacher and several teaching assistants completed a baseline child therapy assessment named; 'Identifying Areas of Difficulty' for all learners.

Focus: The area that we decided to focus on was relationships, reciprocity and resilience as this gap was evident from both learner and staff perspectives.

Hunch: We had several hunches which we thought had impacted on the learners' relationships, reciprocity and resilience. These included; lack of understanding of language, not having a common language for praise or celebration, not using praise or rewards consistently due to COVID impact on assemblies and for not challenging learners in their work due to COVID recovery.

New professional learning: We decided to explore a range of research to support the team in implementing the most effective actions in developing our relationships, reciprocity and resilience. We firstly looked at Eric Berne's 'Transactional Analysis' (TA) and how we can understand the people around us. TA identifies the importance of 'strokes' which are a 'fundamental unit of social action' where we share praise with others verbally and non-verbally. We then considered Rita Pierson and the significance of 'Championing Children'. Rita describes the importance of good relationships and positive language in order to facilitate learning. Finally we observed Guy Claxton's four R's in order to build learning power. Claxton suggests that learners require perseverance, managing distractions, empathy, noticing, collaboration, imitation, interdependence and absorption to cultivate resilience and relationships which in time will 'build learning power'.

Taking action: As a team we met together and discussed appropriate actions moving forwards. We agreed that staff required support in facilitating resilience and therefore we delivered whole staff training regarding resilience delivered by the therapy team. We shared common language for all learners that they would understand selected by therapy e.g more able learners - self-belief, proud, positive, success, believe, celebrate and less able learners – happy, good, well done. To support the understanding of the language we held an introduction for all learners during 'Neurodiversity Week' where we identified and shared successes. Staff implemented 'brag tags' across school where learners would be celebrated for a range of successes including; resilience, kindness, creativity, confidence and respect. Staff have implemented reflection week this year where learners have been able to reflect on their successes via 'I am proud' statements each half term.

Checking: We decided to use both quantitative and qualitative data to measure impact and share whole school and individual gains. The quantitative data which we have used included the 'areas of difficulty' baseline and final assessment and Mathematics and English attainment data for whole school comparing the progress rate across each term. The qualitative data we have used are learner voice talking mats at the start of the year and learner voice questions on success at the end of the year. Progress has been made in learners' areas of difficulty, understanding of success and attainment progress. Maths and English progress data has risen from 60.8% per class Spring term to 129.3% progress Summer term. There has been a decrease in 'areas of difficulty' for our learners from an average of 3.7% to 3.3% with 2/30 green areas increasing to 14/30 green areas. Learners had a good understanding of success and its meaning; "success is something you can achieve", "reaching your goals", "It's when you're going up a ladder and start at the bottom and crawl up. It gets higher and higher. It's not about popularity", "achieving life goals" and "when you achieve something you wanted". Learners have been confident in reflecting on their success during reflection week via 'I am proud because' statements; "I learned about halves and quarters", "cutting halves making 1 whole", "silly sentences" and "phonics looking at le tt rs".

Reflections/Advice: Although we have made progress with our learners' resilience, reciprocity and relationships we still feel that this Spiral is not completed and there will be more work required on 'celebration' next year. We believe it is important that we identify our achievements and continue to develop weaker areas. We strongly advise that spirals is not something that you complete then move onto the next thing there should always be another opportunity for you to reflect and strengthen your actions to improve the impact.

Case Study 7

Case study for an individual: Wargrave House School and College (Speech and Language Therapy perspective)

Name of individual: BH

Period of time covered: 2017-2021

What support was introduced? What approaches, strategies, methods were used?

Total Communication approach: including Alternative and Augmentative Communication (**AAC**) - especially **Proloquo2go**, **Makaton**. BH also uses: pointing, pictures, objects, facial expression, body language, tone of voice, eye contact.

Zones of Regulation: to support with understanding and expressing of emotions.

Visual schedules: to reduce anxiety re: what is happening now, next and later on in the day.

Talking Mats: to support expressing opinions, including likes and dislikes.

Communication partner skills including: **modelling**, expanding, recasting, allowing time, providing opportunities, sabotage, prompting (considering prompting hierarchy), motivation and **accepting all forms of communication**.

Ongoing **direct support from Speech and Language Therapist** including 1:1 sessions, group sessions, class based support, community based support and communication assessment.

Ongoing **indirect support from Speech and Language Therapist** such as liaison with all settings including home and residential, target setting, making resources (e.g. visuals, social stories), writing communication reports and communication advice, input at behaviour support meetings and **staff training**.

Pen picture of individual before support was introduced including challenges, difficulties etc.

BH has autism, learning disabilities, epilepsy and OCD.

He had very little verbal language (some single word approximations) and mostly communicated through vocalisations, approximations, some Makaton signs and an iPad with Proloquo2go set up at the 'basic communication' vocabulary level.

BH was very focused on being a 'good boy' and would always say that he was happy and that he liked things (even if it was clear that he did not).

BH found changes to routine very challenging even when communicated to him on his visual schedule. BH was unable to move on from a task until he had finished it.

At the start of the period discussed BH was incredibly anxious and regularly presented at A&E following ingesting items or inserting them into other orifices. There were occasions when BH absconded or ran from staff to break items (e.g. lights, cups). At the height of these difficulties BH struggled to access his education and required constant reassurance and a high level of vigilant support to stay safe.

OUTCOMES

Communication skills; social skills; relationships

BH very successfully uses a **Total Communication approach within college, home and the community**. He has become very motivated to increase his verbal communication and now has a much **increased vocabulary** and is **combining words**. His intelligibility is variable but generally much improved. This year his Speech and Language Therapist received an email from his dad informing that **for the first time ever he had said "Happy Mother's Day" to his mum** which resulted in her crying with happiness.

BH now uses the **Progressive Language level of Proloquo2go** which has supported his language development – his previous version of the app was very limiting in what he could achieve and he now has access to much more vocabulary. With support such as modelling BH is now able to **combine symbols to communicate at simple sentence level** (e.g. I/eat/bacon/egg/beans/toast).

Makaton signing supports BH's receptive and expressive language, and he **recognises and uses a wide range of signs**. BH enjoys to learn new signs and incorporate signing into his music therapy sessions.

BH has **increased his number of communicative functions** and he can now communicate for many purposes, including to: request, comment, greet, inform, correct, reject, assert himself, joke, retell stories, sing.

BH has a lot of communication partners and **interacts with a wide range of individuals in different settings**. BH's independence in communicating with different communication partners depends on the familiarity of the person and of the interaction (e.g. more support required within community settings and with new people).

Confidence; self-reliance; independent problem-solving

BH's **independence has increased**, particularly with the support of visual schedules and work systems which break down tasks visually. BH learns quickly and once things have been modelled to him he can often do it again with reduced support. BH is much **more flexible in his thinking** and can be supported to consider different ways to do things. Modelling also supports BH's communication - by showing him how he can communicate something using Proloquo2go BH can often copy this model and with time apply it. Routines are very important to support BH to be independent, if there are changes to routine this is when he requires more support. BH is much **more able to accept changes to routine** than he was previously.

Whilst BH does still like to know he is doing well he is much **less focused on receiving staff reassurance** for everything he does, demonstrating an **increased confidence**. Lots of work was completed by Speech and Language Therapy alongside class staff with BH to support him to communicate his dislikes and understand that he does not need to like everything. BH is now much more **able to communicate negatives and recognises it is okay to dislike things**. BH can use **Talking Mats to share his thoughts and opinions**. This is particularly important for BH when making choices about his future, as well as in his day-to-day life.

Ability to cope with sensory input

BH completes **lots of active tasks** throughout the day which helps him to stay regulated and supports his access to learning. In busy environments BH can find it more challenging to focus and needs more support such as prompting, reassurance and simplified language.

Emotional self-regulation and well-being

BH is now in a much **more settled** place and is generally a **happy** young man. The use of **Zones of Regulation** really helped BH to develop his understanding of **basic emotions**, and the colour-coded and highly visual nature really played to his strengths. BH now **recognises that he does not feel happy all of the time** and will identify that he feels other emotions too.

BH has **strategies that support him to regulate** throughout the day, some of which he accesses independently, others he accesses as routine and receives some support from his TSAs to access them during times when his anxiety is increased.

Achievements, successes and quality of life outcomes

BH is making progress with his **college work** and accessing a range of opportunities including **work placements, community visits** and **qualifications**.

BH is **happy** and **healthy**. He continues working towards **increasing his independence** and learning **new skills**.

In terms of his communication, the ultimate aim is always: **'being able to say what you want, to who you want, when you want to'**. From observation and report, BH appears to be doing this very well at present and **experiences fewer communication breakdowns** than he used to (note that the reciprocal familiarity of those supporting BH helps with this). BH **relies less on his behaviour to communicate needs** and now uses methods within his Total Communication approach much more often instead.

Next steps: transition

BH has 2 more years left at college (including current one) after which he will leave Wargrave House. This will be a huge change as he has attended since he was very young. It is anticipated that BH will particularly **require support with understanding this change, regulating his emotions, making choices (including exploring and experiencing his options) and transitioning elsewhere**.

In the near future BH's social worker is due to complete a **capacity assessment** regarding his care, support and accommodation which will be **supported by his Speech and Language Therapist** to ensure there are **reasonable adjustments** made. BH will receive **ongoing support from Speech and Language Therapy**, particularly with regards to him making choices about his future and to support with his transition (e.g. social stories, visuals, communication training for staff in future placement).