

## Autism Accreditation Assessment

### Ashley High School and 6<sup>th</sup> Form

Reference No.	27469
Assessment dates	14 <sup>th</sup> - 16 <sup>th</sup> May 2019
Lead Assessor	Jonny Knowles
External Moderator	Micah Grimshaw
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:**

"Ashley High School is designated as an 11-19 School for middle and high ability students with Social Communication Needs and ASC."

"We provide a safe and supportive environment and passionately believe in the value of an excellent education. We work tirelessly at Ashley High School to ensure that our students achieve their full potential". "Each individual's programme of study will prepare them for the next step in their independence pathway and adult destination, be it supported accommodation, independent living within the community, further education, training or employment."

"Ashley High School provides support for autistic students to access an accredited curriculum, including Entry Level, level 1, level 2 and GCSE qualifications, in a small structured and communicative environment." The school also supports students through a range of vocational qualifications and delivers curriculums developed for independent living skills, preparation for adulthood (P4A), Personal Development and employability. Alongside the academic curriculum sit areas of support delivered by the "Alternative Support Strategies team" made up of an Emotions coach, Counsellor, SALT (Speech and Language Therapist), OT (Occupational Therapist) and SALT and OT assistants.

**Number of autistic people supported by the provision:**

73 students out of 104 supported in total by the school have a diagnosis of autism.

**Cohort of autistic people supported by the provision:**

Students range from age 11 -19, many of whom have mild learning difficulties. All students are verbal

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

The school were last inspected by Ofsted in March 2015 and were found to be Outstanding.

## **About the Assessment**

The assessment took place over 3 days.

The school's adviser assumed the role of lead assessor with support from an external moderator on the first 2 days of the assessment.

A presentation was delivered by the schools Accreditation Lead, Deputy Head Teacher and Assistant Head Teacher on how provision is made for autistic students.

22 sessions were observed by the assessment team over a total of 12 hours. Sessions observed included Pastoral time, Citizenship, ICT, Food Technology, Maths, Science, Employability, Design Technology, Music, Leadership, Break, Lunch, Lunch Clubs, English, Vocational Core, PE, Philosophy for Children (P4C), Textiles, Animal Care, and Personal development.

Discussions were held with a number of staff members, autistic students and the families of autistic students during the assessment. These included the school's Deputy Head Teacher, Assistant Head Teacher, P4C lead, Head of Sixth Form, School Counsellor, Educational visits co-ordinator, Forest school lead, Emotions coach, ASC lead, Occupational Therapist (OT), Speech and Language Therapist (SALT), SALT and OT support staff, and a number of new staff to the school.

Policy and procedure documents relevant to the provision for autistic students were reviewed, in particular; Assessment Policy, Behaviour Policy, Emotional Health & Wellbeing Policy, Flexibility of Thought Policy, Policy for Autism, Policy for Communication & Language, Policy for Transition, Positive Handling- Physical Intervention Policy, Sensory Policy, Social and Emotional Understanding Policy.

Personal files were sampled across all key stages, these included One page profiles, Pupil Profiles, Sensory Plans, Sensory Profiles, SALT and OT reports, Alternative support strategies documentation (plans, referrals and reviews).

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

## Section 2: Key Findings

### What the provision does particularly well

**What stood out as particular strengths:**

Student voice is at the centre of the school and its development. Students, in particular the school council, are involved in all key decisions about the school and its development.

Relationships between students and staff are positive, purposeful and trusting. Staff are knowledgeable, experienced and committed to providing high quality education for autistic students.

There is a high quality programme of continuous professional development which ensures that staff have in depth knowledge of a wide range of autism specific best practice methods and approaches. Staff are supported and encouraged to further develop their knowledge through research projects and case studies.

**What else the provision does well:**

The use of lessons schedules, differentiated to meet the needs of the class or student, empowers students to take control of their own learning.

The work of the Alternative Strategies Support Team (SALT, OT, counsellor, emotions coach, OT assistant and SALT assistant) means that students needs can be assessed onsite and staff can collaborate to devise bespoke programmes of support.

Staff “go above and beyond” to ensure that lessons are positive experiences for students. The assessment team would particularly like to highlight the work done by the PE and DT staff to ensure that practical lessons are structured, engaging and promote problem solving.

The school’s enriching curriculum has “evolved around the needs of the students” to offer bespoke pathways for students to achieve a range of qualifications/accreditations. The school take time to ensure that students are placed in classes where their needs can be best met and progress made academically, emotionally and socially.

The school has recently developed links with a vocational centre allowing them to offer an increased number of vocational opportunities and qualifications to students.

The engaging and practical “Personal development” lessons support students to develop a range of skills in critical thinking, problem solving, creativity, student leadership, collaboration and communication. The assessment team would particularly like to highlight the work done in the P4C sessions.

Community links provide motivation and opportunity for students to develop a wide variety of skills.

The work done with families means that they feel “well supported” and like they have “won the lottery”. All families spoke about the positive effect that the school had had on their child’s progress.

The P4A (preparation for adulthood) and employability curriculums support students to gain confidence in preparation for leaving the school.

The school actively contribute to the autism community with staff presenting at the 2019 NAS Professionals Conference and having articles published in educational publications. In 2018 the school was recognised at the Autism Professional Awards by winning the award for Inspirational Education Provision – Schools.

### **What the provision could develop further**

**Areas to consider:**

Review the behaviour system and displays so that they combine work done by the Alternative support team and include more opportunities for reflection

Continue to develop the Independent Living curriculum so that it gives younger students the opportunity to gradually develop a range of independent living skills. Consider sharing this information with families so that targets can be worked on at home allowing skills to be generalised.

Continue to develop the internship programme as an extension of the employability curriculum.

Continue to develop the links and opportunities for students at “The Bridge – Vocational Centre”

Provide further opportunities for staff to visit each other’s classes to share good practice.

## Section 3: Professional Development

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

The school have "A visually structured environment with small class sizes, high adult support and appropriate use of language. We also have an Alternative Strategies Support Team consisting of SaLT, OT, Emotional Support and School Counsellor, available to all students on referral."

Specific approaches include;

- A 'total communication' approach.
- "Use of TEACCH strategies - structure of the environment, visual schedules, written lists and organisers facilitate student's understanding of events. In all classes students have the choice of working at individual work stations with minimal stimuli, enabling an environment conducive to learning."
- The Alert programme - to support self-regulation through personalised programmes and/or sensory diets.
- "Low arousal environment - Classrooms and corridor displays contain minimal visual stimulus and classroom/whole school resources are organised and clutter free in order to reduce visual overload."

### **Training staff receive in these approaches and in understanding autism as part of their induction**

As part of their initial induction staff receive training in autism awareness, and an overview of the TEACCH approach. New staff to the school also join the CPD programme which includes refresher sessions in autism specific best practice methods and approaches led by school staff, SALT and OT. To support new teaching staff to the school further, experienced TA's are used to support teachers in implementing strategies consistently.

The assessment team met with 4 of the newest staff to the school. The school have a low turnover of staff and so these staff members had been at the school for around 18 months. Staff felt "well supported" during their induction and were provided with a variety of additional training based on their identified area of need. One staff member attended additional external "ASC training".

### **On-going support and professional development available to staff in working with autistic individuals**

There is a high quality programme of CPD at Ashley High school led by staffs' performance management, professional development and training based around the current cohort of students' needs. Training is delivered by a mixture of in-house staff and external agencies/specialists. The CPD programme contains refresher sessions in a range of autism specific best practice methods and approaches.

Training delivered by the SALT has recently included training on Blank levels, Resilience, Social filters and use of language aimed at developing consistency's across school. Whole school training has recently been delivered by the school's OT on the Alert programme, how it works and the use of common language.

Staffs' additional training needs are identified through Performance Management meetings. Through the meetings staff members are encouraged and supported to conduct research projects/case studies to further develop their understanding of autism.

## Section 4: Person Centred Support

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

Transitions are personalised based around the needs of the student. Ashley staff liaise with the student's current placement, parents and the students themselves so that information is accurate and support can be effective. Students are "invited into school as much as they need to during their initial transition into school".

All year 7s are screened by the SALT when joining the school assessing their language, social communication and blank level. Progress is reviewed as part of the yearly SALT report which is tracked against key areas of communication. The OT also screens all students when joining the school to identify any significant sensory needs which would not be addressed through the alert programme. From this a "Sensory profile" is created.

Screening all students in year 7 allows staff to identify appropriate strategies and approaches and allows the Alternative Support Strategies Team to devise bespoke programmes of support.

Throughout the year staff, students or parents can refer a student to the Alternative Support Strategies Team. The referrals are discussed as a team so that interventions can be targeted and collaborative.

Before each student receives intervention from the SALT, OT, counsellor or emotions coach students are baselined. This could be through formal assessments, observations or through analysing CPOMS data. After a block of intervention staff then reassess students to track progress and compile a report on the impact/ outcomes. This report is used to plan future intervention.

The school have created a "Pupil Profile" document which collates assessment information, EHCP outcomes, key strategies, and key areas of need in communication, social interaction, flexibility of thought and sensory. Pupil profiles reflect the findings of the clinical and pastoral work and support staff to understand students' key areas of need. EHCP outcomes are broken down to indicate how the school will support the students to achieve each outcome. The document is reviewed and reflected on at students' EHCP review.

Students take ownership of the content on their own "One page profile". Staff and parents have input but the final decision on the content comes from the student. The one page profile indicates students' likes/dislikes, how best to support and communicate with me, aspirations, what is important to me and what I need to work on.

Academic progress for all subjects is tracked using the online Onwards and Upwards programme. The programme is also used to track "Preparation for adulthood" and "Independent living" targets using "I can" statements. Progress is regularly reviewed and reports shared with family members.

## Differences in Social Communication

### **Key outcomes identified from personal support documents and staff discussions:**

"The school provide opportunity for students to develop effective communication through "a 'total communication' approach". "This approach is adopted across the school and includes signs, symbols, photo aids and visual resources where necessary. However, none of these should discourage the school's commitment to promoting of independence."

The school's SALT works in school 2 days each week. The school also have a Communication Lead (SALT support) who works with the SALT to provide intervention and support. Students have bespoke SALT programmes based on their area of need, a number of which were reviewed during the assessment. Intervention is delivered individually or to identified groups or classes. SALT input is regularly reviewed so that intervention is focused on a student's key area of need.

All classes have been given a SALT pack to support consistent communication across school. Students carry around their bespoke communication systems in the class file so that staff can use bespoke individual supports in all of their lessons.

The communicational needs and preferences of students are identified within SALT reports and on pupil profiles. One page profiles reference both expressive and receptive communication preferences of students in the "How best to communicate with me" section. Challenges and barriers for communication and social interaction are also highlighted in the pupil profile.

### **Key outcomes identified from observation/review of key activities:**

During all observations staff and students communicated verbally. Where appropriate staff were seen to simplify or structure verbal language to meet the needs of the students. In some observations staff were seen reinforcing verbal language by using photographs and objects. During most observations staff were seen giving students appropriate processing time before offering prompts or scaffolding to support them to answer the question.

Students communicated verbally with staff in the majority of observations. Some students also used visual symbols/prompts to support their communication. One student communicated through the use of writing tools.

During many observations students were provided with opportunity and purpose to interact with staff and their peers. Students were also given opportunity and purpose to interact with members of the community when travel training as part of pastoral time. Staff were seen to facilitate interactions at various times throughout the day and where best practice was observed, during all pastoral sessions, staff engaged students in conversation or provided opportunity and purpose for them to engage with others based around their life skills targets.

Staff set tasks which required collaboration and communication in many personal development lessons allowing students to lead tasks independently. The Tuesday snack club, which is led by the students, gives the opportunity for students to practice communication and interaction skills as part of a team.



## **Problem Solving and Self-reliance**

### **Key outcomes identified from personal support documents and staff discussions:**

Students participate in personal development classes based around the British Councils 6 core skills-

- Digital literacy
- Critical thinking and problem solving
- Creativity and imagination
- Student leadership
- Collaboration and communication
- Citizenship

These core skills are incorporated into the school day for all students. KS3 students attend weekly Personal Development lessons which focus on developing the skills in one of the key areas. KS4 and KS5 students explore the values within PSHE lessons, pastoral time and as part of the GCSE curriculum.

Students have their own locker within their form room and their own personalised communication tools within the class file.

Pastoral time is used to work on students personal targets. Students "Preparation for adulthood" and "Independent living" targets are highlighted on the onwards and upwards programme.

Students' flexibility of thought strategies are highlighted on their "Pupil Profile". The one page profile also indicates to staff "how best to support me" and "what I need to work on".

### **Key outcomes identified from observation/review of key activities:**

The schools environment facilitates independence by being structured, organised and uncluttered.

During all observations students were supported to understand what they must do now and next by visual timetables and lessons schedules. Lesson schedules were observed in a variety of formats including individual written and visual task sheets, whole class written and visual displays, bullet pointed lists and individual learning outcomes. Where best practice was observed, in DT, students took control of their own learning using an excel document to tracked the progress of the project and indicate next steps. In a small number of observations the assessment team felt that the tasks could have been broken down further to support students to be independent and not as reliant on staffs input.

In most observations students were encourage to do things for themselves rather than being constantly told what to do by a member of staff. In most observations students were given opportunities to problem solve. Where best practice was observed, in PE and DT, students were given opportunities to problem solve with minimal staff input. Staff scaffolded the tasks with visual supports and gave the ownership of the task, and how it was completed, to students.

Students were confident in expressing opinions and volunteering answers throughout all observations. The "Philosophy 4 Children" (P4C) sessions provide a platform for students to debate, express opinion and make decisions.



## Sensory Experiences

### **Key outcomes identified from personal support documents and staff discussions:**

The OT, who is in school 1 day each week, provides support for staff, completes individual assessments, and creates sensory diets with students. All students with significant sensory needs have a sensory diet.

The "How is your engine running?" programme has been trialled as a blanket approach with year 7 and 8. The programme has seen positive results including the reduction of challenging behaviour through the use of self-regulation strategies. Through the weekly lessons students are supported to explore a different sense and make a related self-regulation tool. The programme supports students to identify strategies at home, at school and as a travel pack. The OT then follows up these lessons with 1:1 sessions to develop students' individualised sensory plan. The plans contain key information including how others can help me, proactive sensory input, and what to do when I feel under stimulated or over stimulated.

Sensory Diets have been developed by the OT to highlight key strategies to staff so that students' sensory needs can be met throughout the day.

To support students to self-regulate the school has a well resourced gym, outside gym equipment, calm spaces in classrooms (with fish tanks and sofas), reflection room, sensory room, Reiki sessions, and a Massage in School Programme.

Pupils' sensory needs are highlighted on their Sensory Profile and Pupil profile. The sensory profiles are developed with the students and identify sensory difficulties and key tools which support in calming and alerting.

### **Key outcomes identified from observation/review of key activities:**

In all observations students had access to sensory activities that they appeared to find enjoyable and relaxing. All classrooms have at least one sofa allowing students to take time out of the classroom activities. Students were also seen independently accessing and managing ear defenders, wobble cushions, tool kits, exercise equipment, fidgets and other sensory activities. The school should continue to embed the alert programme so that students can identify and access these activities independently.

In all observations students were seen to be supported to regulate sensory experiences which may interfere with what they are trying to do or may cause them discomfort. Some younger students used ear defenders whilst in 6<sup>th</sup> form students used traditional headphones and earphones. All students have access to an individual work station which they can access at any point within a lesson. Where best practice was observed, in a number of lessons, students asked the teacher for 5 minutes outside of the classroom which they self-managed with a timer. Staff appreciate the different needs of students and were seen to offer specific strategies to students which reflected their sensory diet/plan.

Careful considerations have been made to the school environment ensuring that it is low arousal.

## Emotional Well-being

### **Key outcomes identified from personal support documents and staff discussions:**

The school employ a counsellor 2 days each week with a caseload of students. The counsellor works with a number of students who may have self-referred, been referred by staff or been referred by parents. The counsellor supports students with weekly 1:1 sessions. Progress and impact is tracked using "Evidence of impact" sheets which highlight outcomes and impact.

The schools counsellor works closely alongside the school's full time emotions coach who is available to offer support to students throughout the day at times of crisis or need. The support and programmes delivered is determined by the current cohort of students. Previous programmes have included groups aimed at unpicking anxieties, building relationships, self-esteem and girls group. Some students also have an emotional check-in which can be used to by students to request additional support from the emotions coach or other identified member of staff.

The emotions coach has attended a wide variety of training so that she is able to offer a bespoke programme of support to students and parents. The Emotions coach walks around the school at the start of each day so that students can subtly indicate any problems they may be having. Training has also been delivered to all staff in identifying the signs of dysregulation.

The school have recently achieved the 5 ways to wellbeing award meeting the criteria of the programme to support the wellbeing of students.

The school have a number of pets which students take ownership of as part of the animal ambassadors club. These include a Tortoise, rabbits, fish and a school dog.

If appropriate some students have the opportunity to take part in inclusion opportunities at a local school. One student attends hairdressing classes as he has identified it as a future aspiration.

'Hopes & Aspirations', 'How best to support/communicate with me', 'What is working', 'What still needs working on' and 'What people like and admire about me' and 'What is important to me' are highlighted on each students' one page profile. The One page profiles are developed by the students with input from parents and school staff. Different colours are used to highlight different people's views with students having overall control of the content.

### **Key outcomes identified from observation/review of key activities:**

Relationships between staff and students were seen to be positive, purposeful and trusting. During all observations students appeared happy, relaxed and engaged in differentiated lessons which allowed students to experience a sense of completion and achievement.

Staff celebrated achievements in observations by handing out credits, using positive language, handing out certificates and by offering choice time at the end of some lessons. Where best practice was observed, in pastoral time, students were clearly motivated to master life skills tasks and took pride in showing the assessment team their progress and certificates.

Staff have high expectations of students and have an in-depth knowledge on how best to support them. In most observations students were seen to be regulated and engaged in lessons. In a small number of observations staff were seen to offer timely support to students who needed additional support to regulate.

Where best practice was observed, in most observations, staff used the end of the lesson to reflect on the credits achieved and the progress made. The school should continue to explore how they can use the alert programme display and language to support students to identify self regulation strategies.

## **Section 5: Person Centred Support With Autistic People**

Student voice is at the centre of school development. During the assessment the assessment team attended a school council meeting. The school council are central to the school and play an active role in key decisions. The council members attend weekly meetings in the council chamber. All students receive a copy of the minutes of the school council meeting and time is given to discuss the outcomes from the meetings in pastoral times as a form.

Council members are voted in in September by members of their class. Meetings are hosted by a Chairperson, voted in by the council to chair meetings and chair votes. The school have built links with Halton Youth Cabinet which students can join outside of school, this has also led to visits from MP's and Councillors. 14 students visit London every year to visit the houses of parliament with their MP.

The school council's future aspirations are to develop a "bikeability" scheme in school which will give students the opportunity to learn to ride bikes and develop road safety. The council have worked closely with the parent fund to make a joint decision around funding.

In 2016 students voted on changing the name of the school from Ashley school to Ashley High school. This also led to a full redesigning the uniform and school colours based on the votes of the students.

The school council had collected the views of students within their forms to share with the assessment team. Students highlighted "soft bells" "small classes" "staffs support" "the school counsellor", "social events" and a range of other things at the school as things that they liked or enjoyed. To further develop the school the students highlighted "more time with gizmo (Therapy dog)", "letting off steam room (where you can throw things around)" and "more calming strategies".

The school regularly complete student surveys gaining information on subjects and projects, a number of which were reviewed by the assessment team. The feedback helps the school and teachers to develop lesson formats and content based on the recommendations of the students and their preferred learning methods.

During the assessment the assessment team met formally with the school council and 2 students who were part of the independent living programme. Students all spoke positively about the school and the “understanding staff”, “small quiet classrooms” and “lots of things to do”.

### **With families of Autistic People**

The “friends of Ashley School” parent Facebook group provides parents with the opportunity to communicate and discuss aspects of the school. The group have been involved in fundraising events which have included bingo night and raffles. The school council is consulted on how the money from these events would be best used in school.

The school also have a parent group who meet throughout the year. Meetings are held at different times in different locations to try to make them accessible to as many parents as possible. Meetings are adapted based on feedback from parents and so may include training, support, discussions around school development or just an opportunity for parents to meet socially.

The school have an “open door policy” and regularly invite parents into school to discuss school development or their child’s progress. All parents have been given access to Autism Awareness training and further training delivered by York Programme. Where appropriate the school offer parent sessions with the school counsellor to support their wellbeing.

5 parents attended a meeting with the assessment team during the assessment. Parents all spoke positively about the school and the support they have received. Parents highlighted that “Staff teach them to understand themselves” “give them confidence” and “treat everyone as an individual”. Since joining the school parents stated that “it has made family life so much easier”, “my child feels like he has found his tribe” and “progress has been made emotionally as well as academically”.

Parents described the staff as “personable”, “always have time for a chat” and “make you feel at ease”. The Alternative Support team have forged strong relationships with parents and are “always available for support”. The team also provide parents with a range of visual supports, and training in their use, to ensure consistency between school and home. In particular the parents highlighted the work done by the Emotions coach who has “built strong and trusting relationships” with parents and students.

Communication between school and home was highlighted as a strength by parents with staff “regularly making contact with home to discuss positives”.

9 family members provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report. 8 family members (89%) stated that the support their relative is given is always or mostly good. 7 family members (78 %) stated that staffs understanding is mostly or always good and 7 family members (78%) stated that advice given by the school and the way

that they are kept informed was good or always good. 3 family members chose to leave a comment on the questionnaire, a selection of which are found below:

"Ashley school is fantastic in supporting, encouraging, prompting, advising, caring for, loving all of my child's special needs, so much so we call Ashley high school Hogwarts.". "The support that the school have provided for my child and us as parents has been outstanding."

### **With the wider community**

"Ashley High School has always worked at the heart of its community. We believe in working with the community to raise the achievement and aspirations of our students and families."

The school has delivered training to a number of external services and work experience providers. Training has recently been delivered to Community Police Liaison Officers in their use of language with autistic people.

The school is a strategic partner of the Innovation Enterprise Teaching School Alliance. Ashley school support the alliance by offering training and experience days to trainee teachers. A representative from the Lead School in the alliance spoke to a member of the assessment team. The staff member stated that Ashley High School provides trainee teachers with an "enriching experience" which has become a "highlight of the programme" for the teachers. The school have been "pivotal in breaking down barriers and providing a positive experience of special education to trainee teachers."

Ashley High School deliver training to external providers through a variety of ASC training courses, including;

- Supporting ASC Students in the classroom
- TEACCH
- YORK ASC Parent training (Alongside the LA)
- Visual aids to support ASC pupils in school and at home

The school have also provided autism awareness training to businesses and employers in preparation for supported internships which are due to start in September.

The school actively contribute to the autism community with staff recently presenting at the NAS professionals conference 2019. Staff from Ashley school have also had articles published in educational publications. Titles have included "Visual Supports at Secondary School" and "The benefits and challenges of taking students with autism on a foreign exchange trip". The school was also recognised at the Autism Professional Awards 2018 and won the "Inspirational Education Provision – Schools" award.

The school have been part of a community project, Wonky Gardens. The community garden was transformed into a sensory garden and is maintained by the school alongside other members of the community. The project recently appeared on BBC's Britain in Bloom. The school have also been involved in other community projects developing horticultural areas within schools.



In year 7 students have the opportunity to spend the week at KIND. The charity gives students the opportunity to take part in a range of sessions aimed at promoting health and wellbeing. Ashley High School were the first special school to take part in the KIND community project.



Ashley School were also part of an 'Autism Best Practice' group in the local authority that provided schools and other professionals with advice and guidance on supporting and educating autistic students

## APPENDIX 1: SURVEYS

### Autistic Person



Feedback questionnaire on Ashley High School to be completed before 30/04/2019

The support I am given is good?							Response Percent	Response Total
1	Yes						66.67%	2
2	No						0.00%	0
3	Sometimes						33.33%	1
<b>Analysis</b>	Mean:	1.67	Std. Deviation:	0.94	Satisfaction Rate:	33.33	answered	3
	Variance:	0.89	Std. Error:	0.54			skipped	0

Staff understand me and my needs							Response Percent	Response Total
1	Yes						33.33%	1
2	No						0.00%	0
3	Sometimes						66.67%	2
<b>Analysis</b>	Mean:	2.33	Std. Deviation:	0.94	Satisfaction Rate:	66.67	answered	3
	Variance:	0.89	Std. Error:	0.54			skipped	0




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

						Response Percent	Response Total	
1	Yes					33.33%	1	
2	No					0.00%	0	
3	Sometimes					66.67%	2	
<b>Analysis</b>	Mean:	2.33	Std. Deviation:	0.94	Satisfaction Rate:	66.67	answered	3
	Variance:	0.89	Std. Error:	0.54			skipped	0

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




1	30/01/2019 16:26 PM ID: 106168447	some teachers listen better than others sometimes i am not listened to and this makes me sad
2	06/02/2019 11:50 AM ID: 106869662	N/A




### Who just completed the questions above?

						Response Percent	Response Total	
1	The autistic person by themselves					100.00%	3	
2	The autistic person with support					0.00%	0	
3	A staff member who represented their views					0.00%	0	
4	A family member or friend who represented their views					0.00%	0	
<b>Analysis</b>	Mean:	1	Std. Deviation:	0	Satisfaction Rate:	0	answered	3
	Variance:	0	Std. Error:	0			skipped	0





## Families of Autistic People

Feedback questionnaire on Ashley High School to be completed before 30/04/2019





The support my relative is given is...						Response Percent	Response Total	
1	poor					0.00%	0	
2	ok, but could be better					11.11%	1	
3	mostly good					22.22%	2	
4	always good					66.67%	6	
<b>Analysis</b>	Mean:	3.56	Std. Deviation:	0.68	Satisfaction Rate:	85.19	answered	9
	Variance:	0.47	Std. Error:	0.23			skipped	0

The understanding that staff have for my relative's autistic needs is...						Response Percent	Response Total	
1	poor					0.00%	0	
2	ok, but could be better					22.22%	2	
3	mostly good					22.22%	2	
4	always good					55.56%	5	
<b>Analysis</b>	Mean:	3.33	Std. Deviation:	0.82	Satisfaction Rate:	77.78	answered	9
	Variance:	0.67	Std. Error:	0.27			skipped	0

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

						Response Percent	Response Total	
1	poor					11.11%	1	
2	ok, but could be better					11.11%	1	
3	mostly good					33.33%	3	
4	always good					44.44%	4	
<b>Analysis</b>	Mean:	3.11	Std. Deviation:	0.99	Satisfaction Rate:	70.37	answered	9
	Variance:	0.99	Std. Error:	0.33			skipped	0

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

						Response Percent	Response Total	
1	poor					11.11%	1	
2	ok, but could be better					11.11%	1	
3	mostly good					22.22%	2	
4	always good					55.56%	5	
<b>Analysis</b>	Mean:	3.22	Std. Deviation:	1.03	Satisfaction Rate:	74.07	answered	9
	Variance:	1.06	Std. Error:	0.34			skipped	0

Comments: Please note you are not required to comment below, if you do so they may be quoted in the final report. Our questionnaires are anonymous and Autism Accreditation cannot be held responsible for comments which identify any individual. (4)

1	24/01/2019 09:19 AM ID: 105493118	Ashley school is fantastic in supporting, encouraging, prompting, advising, caring for, loving all of my childs special needs, so much so we call Ashley high school Hogwarts, it is more a family of which my son belongs to and every member of staff take upon a role of second parents whom only want the best for their kids too, the first time in my sons life/ in our lives, could we sit back and allow 'somewhat' total strangers bring out the best in our children after numerous very negative experiences with both 'special needs units' in mainstream schools and another local
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The advice I get from the service on how to help my relative is...

			Response Percent	Response Total
		special needs school. Ashley high school 'just get it' simple, and i wished so badly that i could re'start his whole school years from year 7 again.		
2	30/01/2019 12:40 PM ID: 106133980	My child started Ashley school year 7 in September this year. The support that the school have provided for my child and us as parents has been outstanding. They have worked along side other professionals to ensure that all of our Childs needs are being met. The difference in our child since starting Ashley has been amazing, for the first time she is learning and accessing full time education.		
3	30/01/2019 14:45 PM ID: 106152479	need to improve identification of sensory needs and implementation of strategies- - as this is specialist provision- need OT more than once a week- quiet room needs updating and more sensory equipment easily accessible in class		
4	04/02/2019 12:01 PM ID: 106599427	No matter what difficulties my son has they still have to learn to fit in, cope and get on with things		

**APPENDIX 2: COMMENTS FROM THE PROVISION**

**APPENDIX 3: ADVANCED APPLICATION FORM**