

Autism Accreditation Assessment

NAS Church Lawton School

Reference No.	28514
Assessment dates	23 rd - 25 th November 2021
Lead Assessor	Jonny Knowles
External Moderator	N/A
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:

Church Lawton School opened in 2015 as a free school for autistic children

The school was designed and built specifically with autistic students in mind and with a focus on the building being a comfortable, quiet and spacious place to learn. Classes are small and all staff are trained to offer academic challenge within a caring, structured and supportive environment, led by the principles of SPELL.

Number of autistic people supported by the provision:

70 autistic students are supported by the provision.

Range of autistic people supported by the provision:

The age range of the school is 4 - 19

"Students at Church Lawton School have the ability and potential to thrive academically meaning that many of the students leave with GCSEs."

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

The school was last inspected by Ofsted in November 2017 and was found to be Good with Outstanding features.

About the Assessment

The assessment took place over 3 days.

The service's adviser assumed the role of lead assessor.

A presentation was shared with the assessment team by the service's Principle on how provision is made for autistic students and the journey of the school.

17 sessions were observed by the assessment team over a total of 5 hours. Sessions observed included Maths, SALT, German, Quality of Life (QoL), Break, Lunch, Art, Food Technology, Media, PE, Careers, English and Reading.

Discussions were held with a number of staff members and the families of autistic people during the assessment. Staff interviewed discussed the school's CPD and Appraisal process, Quality of Life framework, the role of a keyworker, the Multi Agency Support Team (MAST), the well-being team, student voice, family Support and behaviour tracking.

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. Staff also shared examples of QoL files and Combined Profiles.

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 school highlighted their main approaches as –

- **Communication** – Blank Level Questioning, SALT support, SALT intervention, friendship/social groups.
- **Self-Reliance** – SPELL, Quality of Life Independence Framework, Life skills sessions, OT input, Visual timetables and supports, lockers and personal spaces.
- **Sensory** – OT Support and interventions, Sensory Integration room, Light Room, Sensory field with gym, paths and social areas, fidgets and sensory tools within lessons, and in-class sensory rooms.
- **Wellbeing** – Zones of regulation, Positive rewards systems, Well-being team, QoL placing an emphasis on positive relationships, mental health focused interventions, keyworkers, the recovery curriculum, outdoor adventure learning opportunities, links with CAMHS.

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

All new staff to the school have access to the five Ask Autism modules to ensure that they have a good understanding of autism. Staff are also enrolled onto the ongoing programme of CPD, which includes more specialist training opportunities delivered by the MAST team.

All new staff also receive mandatory training in Studio 3.

All new Agency or Temporary staff are given an 'introduction to autism' when initially joining the service. They are also signposted to the students' passports which are developed by the students and displayed within their class.

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

There is an ongoing programme of CPD which is delivered during INSET meetings and Twilights. The focus of the sessions links directly to the school's development plan or any identified needs of students or staff. A high number of staff have also completed the NAS Autism Education Programme which is a level 3 equivalent qualification. Planned training for this term includes refreshers from the MAST in Blank Levels, Colourful Semantics, Sensory Supports, Intraception and Lego Therapy. Training is also delivered by external internal staff based on their specialist area.

The school use 'Blue Sky', an online project management programme, to track staff's progress towards their appraisal targets. The programme allows staff to upload progress towards targets and link them directly to the school's development plan.

The school's appraisal process is led by line managers who support staff to identify targets and any additional training needs. Outcomes of the appraisal sessions are used to inform the whole school CPD programme. Staff within the school are also encouraged by senior leaders to explore additional qualifications. Currently the school are facilitating one member of staff completing her NPQLBC, whilst others have recently finished additional qualifications in mental health.

During discussions staff stated that they feel well supported by the school and the senior leadership team are "receptive to exploring new projects".

Section 2: Findings from Assessment

Personal Centred Planning

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

Before being placed at the school prospective students meet with the MAST team who complete a range of initial assessments to ensure that the school can meet the needs of the young person.

The school plan transitions around the needs of each individual and so students may attend the school for various sessions prior to their final transition.

The school's Quality of Life (QoL) framework allows the school to take a deep dive into the needs of each individual and their families. The major objective of the framework is to ensure that the school plan each child's education carefully and cohesively, shaping each student's provision around their EHCP and agreed developmental goals. As part of the programme students are all assigned a keyworker who provides social, emotional and academic support.

Person centred documentation is located on the school system and all staff have access to the information. Each student has a Combined Record (My Progress Ability Profile) which contains all of the key information, strategies and targets for each individual. The Combined record is managed by the student's form tutor who formally reviews the information each term.

The school's MAST (Multi Agency Support Team) also add to the Combined Record to ensure that the information within the record reflects the information from SALT and OT assessments, observations and interventions.

Every student has annual and termly outcomes which are derived from their EHCP. Outcomes cover the SEND areas of communication and interaction, cognition and learning, sensory, medical and physical, and social, emotional and mental health. Short term termly outcomes are identified by the class team after discussions with families and other professionals involved with the student.

Classroom monitor (SEN toolkit) is used within primary to track progress in small steps. The AET framework and the QoL Independence Plus framework are used by the school to set evidence based progressive targets in relation to independence and life skills.

Teachers meet termly with members of SLT to review assessment data and reflect on progress towards long term targets. The meetings allow staff to reflect on any individual barriers in place and identify potential interventions. Progress is also reviewed alongside families as part of 'My Progress Parents Evenings' or through ongoing dialog with the class teacher or keyworker.

Each evening staff attend a Debrief meeting. The meeting allows staff to discuss any challenges from the day, celebrate successes and collaboratively plan next steps.

Differences in Social Communication

Key outcomes identified from personal support documents and staff discussions:

The school have a Speech and Language Therapist (SALT) provides universal, targeted and specialist support to students and staff. Each student is baselined by the SALT when joining the school and the information is shared with staff as part of the combined record and a clinical report. Targeted and specialist sessions may be delivered by the SALT based on the needs of individual students or specific classes. The SALT is also supported by a learning mentor who delivers a range of targeted interventions across school.

The SALT and OT team work collaboratively to plan and deliver a fortnightly Zones of Regulation lesson to each class. Sessions include elements of social thinking linked to the zones and staff discussed the positive outcomes and understanding which has been developed since the implementation of the programme.

Student documentation identifies challenges and barriers students experience in social communication and interaction, as well as the approaches or tools which should be employed to enable students to understand others and express themselves. The Combined Record and Communication Passport identify how each student prefers to communicate and what motivates them to socially interact with others.

Each student has a number of targets in communication which link directly to their long term EHCP outcomes. Targets are reviewed termly by the SALT and class team to reflect on progress and identify next steps.

In interviews, staff gave examples of how students have been supported in their communication and social engagement and the positive outcomes achieved as a result of the support from the school.

Key outcomes identified from observation/review of key activities:

During all observations staff made themselves understood by simplifying or structuring verbal language and by providing visual cues to support students.

During all observations, students were able to communicate with staff and their peers using their preferred method of communication, identified on their communication passport.

Within all observations, students were provided with opportunity and purpose to interact and communicate with their peers or staff. Staff planned opportunities for students to communicate and interact with peers as part of group tasks or collaborative pieces of work. Particular good practice was observed in cookery and media where students were working collaboratively on a project.

Staff also plan regular opportunities for students to meet with members of the community as part of the career's curriculum. During the assessment students were observed interacting with a business leader to discuss working within their sector.

When planning the Sensory Field, careful consideration was made by staff to ensure that there were social spaces for students to meet in smaller groups. During the assessment these social spaces were seen to be well used by the students during break and lunch.

Problem Solving and Self-reliance

Key outcomes identified from personal support documents and staff discussions:

To track the development of independence and life skills the school use the AET framework in Primary and the Quality of Life (QoL) Independence Plus Framework within Secondary. The school have mapped the QoL framework against their curriculum so that identified functional skills can be taught as part of Maths, PSHE, RSE, cookery and other lessons. Progress and evidence towards QoL targets are recorded within the student's QoL folder which is regularly reviewed by the student's keyworker.

The school have designated life skills lessons, study periods, safer opportunities lessons and adventure learning sessions which all place an emphasis on supporting students to develop skills in problem solving, independence and critical thinking. During interviews staff shared positive outcomes achieved by students as a result of being able to access these programmes and being able to practise and develop skills through exploratory learning opportunities.

To ensure a holistic approach the keyworkers regularly communicate with families to ensure the current independence-based targets are appropriate and students are being given opportunities to generalise skills between home and school. The MAST team also work closely with students on specific independence-based outcomes. During the assessment staff and families discussed a range of positive outcomes achieved as a result of this targeted and more specialist support around eating, sleep and functional skills.

Combined records identify skills and challenges in functional living skills related to everyday life and education. Records place an emphasis on tools and approaches which should be implemented to support each student to carry out activities, transition and cope with changes. Combined records also include targets which have a clear focus on developing functional living skills to enable the students to become more self-reliant and autonomous, developed collaboratively by the MAST team, staff and families.

Key outcomes identified from observation/review of key activities:

Within all observations staff used a variety of approaches to support students to understand what is happening now and what they are expected to do next. Students had access to a range of visual and written supports including visual schedules, individual schedules, now and next boards, visual prompts, recipes and learning objectives. Where particularly good practice was observed, within the primary classes, students were supported to understand the structure and content of tasks with support from an in task/lesson schedule.

Within the majority of observations, students were supported to do things for themselves rather than being reliant on prompts or additional guidance from staff. Independence is instilled by staff across school and students were regularly observed using problem solving and critical thinking during naturally occurring and planned situations. Students all have access to an individual tray or locker in which they can store personal items or their educational or sensory resources.

To further develop practice, within a small number of observations, learning mentors should consider taking a step back and allowing students to access work independently, prior to providing support or additional guidance when requested by the students.

Within all observations, students were provided with opportunity and purpose to express opinion and make decisions. This was evident across all classes with the majority of students playing active roles in whole class discussions.

During observations, students were provided with opportunities to consolidate and develop daily functional living skills. Particular good practice was observed in the well-planned cookery classes, where lessons aim to build on core skills to enable students to develop a range of key independence-based skills.

There are clear systems in place across school to support students to cope with change and transition. This was particularly evident in the carefully planned, calm and consistent transition into the school at the start of each day. To further give ownership to the students, staff could consider introducing a form notice board which could include key changes, a school calendar and other appropriate resources.

Sensory Experiences

Key outcomes identified from personal support documents and staff discussions:

The school's OT is onsite fulltime to provide universal, targeted and specialist support to students and staff. The OT completes a full assessment of each student after they have initially transitioned into the school. Information from the assessment is used to update the sensory strategies found on students' combined record. The OT reports are reviewed annually prior to annual reviews to ensure that they are still an accurate reflection of the student.

During interviews the MAST discussed a number of interventions which are been run at the school and the positive outcomes achieved as a result of the programmes both with individuals and as a whole school approach. The MAST team deliver fortnightly Zones of Regulation sessions across school which place an emphasis on understanding emotions and identifying self-regulation tools. In interviews, staff gave examples of the positive outcomes achieved by students as a result of them gaining a greater understanding of their own sensory needs, with some students now able to identify and independently access self-regulation activities linked to specific emotions.

After consultation with a school in Sweden the school have introduced a new lighting system which tracks the daily journey of sunlight. The school hope that the system will have a positive effect on students as seen with the research and case studies completed in Sweden.

Each student has sensory strategies which are identified on their combined record. Students also highlight these on their student passport which is displayed within their classroom. The combined record identifies sensory activities which are a positive experience for each student e.g. helps them relax or provides sensory input. The combined profile also identifies challenges each student may face in regulating sensory experiences alongside the approaches or tools which should be employed to support students to regulate or avoid sensory overload.

Each student who is receiving specialist or targeted sensory input has a therapy target identified within their Combined profile. Targets are reviewed termly with input from the MAST team and classroom staff.

In interviews, staff gave examples of how they have supported students in their sensory regulation and the positive outcomes achieved as a result. Staff highlighted the school's new sensory field as a valuable resource, enabling students to access 'preferred sensory activities' during sensory breaks, lunch and breaktime.

Key outcomes identified from observation/review of key activities:

The school environment is low arousal, calm and spacious. Careful consideration was given to the design of the building to ensure that there are spaces for students to access to independently self-regulate. The school also has a number of well-resourced sensory spaces which are always available to students as well as an extended form time to support students to transition into the school, regulate and be ready to learn.

Within all observations, students had access to sensory tools, fidgets or supports that they appeared to find enjoyable and relaxing. Staff clearly have a good understanding of the sensory needs of students and were observed proactively supporting them to access sensory tools at the first signs of dysregulation.

Within all observations, students are supported to regulate sensory experiences which interfere with what they are trying to do or cause them discomfort. Some young people were observed independently accessing ear defenders, whilst other young people used visual supports to identify that they needed a break and so requested a time out. Where particularly good practice was observed, staff in middle school have adapted sensory rooms to enable the students to still remain engaged within the lesson through a window, whilst accessing sensory activities and relaxation tools within the classes sensory room.

Emotional Well-being

Key outcomes identified from personal support documents and staff discussions:

The school have a wellbeing team which is managed by the school's mental health lead. The team meet every week to discuss individual cases and develop collaborative and strategic plans based on a range of factors including MAST, safeguarding and CAMHS input. During the assessment staff discussed the positive outcomes achieved as a result of the interventions such as boxing and other wellbeing focused sessions.

The QoL framework places an emphasis on keyworkers building positive relationships with the young people. Staff discussed the positive impact that keyworkers have had after being able to develop positive and purposeful relationships with the young people and their families during lockdown.

CPOMS is used by the school to track and monitor safeguarding and behaviour. The online system automatically identifies the relevant staff, enabling a graduated and collaborative response by the relevant team. The system also allows staff to identify any potential patterns in behaviour, which wouldn't be possible when looking at incidents in isolation.

The school currently have one member of staff who is completing a National Professional Qualification: Leading Behaviour and Culture (NPQLBC). As part of the study the staff member is reviewing the systems and approaches used across school to manage, record and track behaviour.

The school's combined records place an emphasis on positive and enjoyable activities identified by both staff, the student and their families. Plans also identify approaches or activities to help maintain the well-being of each student including, where appropriate, proactive and preventative strategies to support students to avoid anxiety or distress.

Students communication passports and combined records show an appreciation of activities which students' find enjoyable, relaxing and fun. In interviews staff discussed how the key information around likes and dislikes is regularly reviewed to ensure that lessons can be planned with particular interests in mind.

Key outcomes identified from observation/review of key activities:

Within all observations, students presented as feeling happy, safe and calm. Within a small number of observations, where necessary, staff were observed guiding students to positive and proactive strategies to support students to avoid anxiety from occurring or escalating.

Across school there are positive relationships between staff and students which was observed within classrooms, during unstructured break and lunch activities and within corridors. Staff were observed playing an active role participating in activities alongside the young people at break and lunch.

Within the majority of observation students were supported to understand and regulate their emotions. Where best practice was observed, staff provided visual systems which enabled students to identify their emotions to staff, who supported them in their mutual regulation or to access self-regulation activities.

Throughout all observations, students were treated with dignity, status and respect. Staff constantly reinforced actions with positive feedback which appeared to boost students' confidence and self-esteem. Students, particularly in Primary, clearly took joy in achieving reward points which were tracked on a visual system within the classroom. In Secondary, staff effectively used self-assessment sheets as part of the cookery lessons to explicitly highlight positive outcomes and successes achieved during the lesson.

Staff used differentiation within the delivery of lessons to enable students to experience a sense of completion and achievement. During observations students clearly appeared proud of their achievements and many students chose to independently share their achievements and work with the assessment team.

Consultation with Autistic People

The school have a school council who meet regularly throughout the year to discuss the school, developments, fundraising and any suggestions from students. Staff encourage students to speak to their class representative or place a note within the school council box if they have any ideas or if they would like something to be added to the agenda. Ownership of the agenda is given to the students who have currently been working on a safeguarding project across school with a whole school poster competition.

The school regularly collect student's views through questionnaires. The school shared the results from their last survey which evidenced the positive views of students who stated that they 'get help when needed', 'have everything I need to do my work' and that they 'feel safe within school'. 100% of students who completed the survey stated that the school is 'a good school to go to'.

Students are placed on pathways based on their key needs and long-term aspirations. Staff discussed the positive outcomes achieved as a result of the implementation of a person-centred curriculum, in allowing staff to plug the gaps in knowledge and support students to gain experience and qualifications based on their aspirational future goals.

Students in KS4 have opportunities to visit a local college and experience a range of courses 1 day each week. Keyworkers facilitate the process and the school hope that it will further empower the young people to make decisions and further take ownership of their future.

The school's Quality of Life framework places an emphasis on gathering the views of students and their families. The school are currently in the process of adapting the questionnaires, alongside a team of external professionals, to enable them to accurately baseline the views of students.

Consultation with families of Autistic People

The school have two family support staff who provides support and advice to parents. The school regularly host parent forums which all family members are invited to. From the forums staff aim to identify the needs of parents so that they can introduce additional support or training sessions/events.

As part of the Quality of Life framework each student is assigned a keyworker who works closely alongside the student and their families. During the assessment staff and family members discussed the purposeful and positive relationships developed as a result of the introduction of the keyworker system. Staff also discussed the positive impact of the keyworker system in supporting them to have a greater understanding of families. The school are currently in the process of adapting the questionnaires, alongside a team of external professionals, to ensure that the questions are not too intrusive for families. The school hope that the results of the questionnaires will inform long term individual and whole school planning.

The school regularly collect parent views through questionnaires. The school shared the results from their last survey which evidenced the positive views of parents in relation to their child feeling happy, safe and understood. Over 90% of parents said that they would recommend the school to other parents.

During the assessment the assessor spoke to two family members on the phone. Both family members spoke positively about the school and the "supportive and understanding staff". Both parents stated that their child is very happy at the school and highlighted the school's strength as being able to offer an "academic curriculum within a small, low arousal and caring environment."

One parent highlighted the work of the MAST team in supporting staff to gain a greater understanding of their child and implement a carefully planned personalised intervention programme.

During the assessment staff discussed the increased engagement with parents as a result of introducing the keyworker system and the introduction of more robust online systems. This is evidenced in the large number of responses to the online questionnaire for the assessment (59%).

38 family members (59%) provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report. 35 family members (92%) stated that the support their relative is given is always or mostly good. 34 family members (89%) stated that staffs understanding is mostly or always good and 32 family members (84%) stated that advice given by the school was good or always good. 32 family members (84%) stated that the way they are kept informed was good or always good. 19 family members chose to leave a comment on the questionnaire a selection of which are found below.

"Wonderful school with amazing and knowledgeable staff. The change in my son is simply incredible"

"Church Lawton has changed mine and my husband's life. Knowing our son is going to school happy and coming home happy has been a huge relief. We feel the school really hears us and any concerns are dealt with immediately."

"The staff go above and beyond on a daily basis to encourage my son with his learning and development. He is so happy since starting this setting, he looks forward to seeing his teachers in the mornings, and has progressed in every area. Happy son, happy parents! Thank you."

Involvement with the wider community

The school have forged positive relationships with a number of external provisions which enable them to deliver a wide and varied curriculum offer. The school have developed a programme with Reaseheath College which enables students to access the college for experiential learning opportunities within KS4. The school hope that the programme will support students to be aspirational about their future placements as well as identifying preferred professions or educational pathways.

The school also have links with a local high school. The link enables students to access alternative and more specialised further qualifications which Church Lawton are unable to offer onsite. The link has also supported the mainstream school to increase their knowledge and understanding of autism with support from Church Lawton.

The school are involved in a large number of community events around Church Lawton and regularly access the community for travel training or fundraising events. Students also regularly participate in activities such as litter picking and community maintenance as part of the Duke of Edinburgh framework.

The school have a training offer which they deliver during INSETS and twilights to local schools. The training focuses on developing autism practice across the school or within specific SEN departments.

The school have a traineeship and work experience programme which is access by students in KS4 and post 16. The programme allows students to engage and

experience a range of different working environments. As part of the programme school staff have delivered training to the companies, such as AO, to support their understanding of autism and support them to make reasonable adjustments to their working practices. The school have also signposted companies to NAS specific work-based training programmes to further develop their understanding.

The school have a careers programme which is delivered to KS4 as part of the curriculum. The programme provides opportunities for students to meet members from a range of different employment sectors to discuss their roles and their future aspirations. Staff from sectors also have the opportunity to visit the school and develop their understanding of autism.

Section 3: Summary of assessment

What the provision does particularly well

What stood out as particular strengths:

Students are clearly proud of the school, their work and their progress. During the assessment students shared a range of pieces of work that they had completed within school, including cooked meals, media projects and a novel.

The principles of SPELL are evident across school. Lessons have a clear structure and staff's approach was overwhelmingly positive.

The school's sensory field, which includes a multi sports pitch, gym equipment, sensory trail, cycle path and social areas, provides a range of social and sensory activities for students to access during unstructured times.

The school is successful in enabling autistic students develop independence. The Quality of Life Independence Plus curriculum, which has been mapped against the school's curriculum subjects, enables independence and key life skills to be a focus across a variety of lessons.

Staff have high expectations of students and students are thriving academically at the school supported by an aspirational staff team.

The school building was built specifically with autistic students in mind and with a focus on being a comfortable, quiet and spacious place to learn. Students feel safe in the school which was evident within observations and in both student and family feedback.

What else the provision does well:

The extended form time each morning provides opportunities for students to work on specific outcomes, meet with their keyworker and regulate before transitioning to class.

Throughout observations students had access to sensory activities which appeared to support them to regulate and be ready to learn. Staff have a good understanding of the students' sensory needs and were quick to redirect or offer proactive support at the first signs of anxiety.

The introduction of the Quality of Life framework and the keyworker system has led to positive outcomes and the development of more positive relationships with families.

The school have forged positive relationships with a number of external provisions, enabling them to deliver a wide and varied experiential curriculum offer.

The wellbeing team work collaboratively to strategically identify, plan and support student's mental health through carefully planned interventions and additional support.

The MAST team work collaboratively to inform whole school practice. The fortnightly Zones lessons evidence this collaborative approach, supporting students to further understand their emotions and identify regulation activities.

Staff are highly skilled communicators and were seen providing high quality and consistent support to the students at all levels.

The school's robust CPD and appraisal process ensures that staff have the tools and training in a wide range of autism specific best practice methods and approaches.

What the provision could develop further

Areas to consider:

Consider reviewing the use of the behaviour charts in classrooms as they now seem to be redundant due to the introduction of zones and the positive reward systems which are currently in place.

Consider introducing more times within lessons for students to work independently using the systems and strategies already in place. During a very small number of observations support staff were quick to offer support before students had the opportunity to try activities.

Continue to implement the Quality of Life framework with a particular focus on -

- Exploring how the QoL questionnaires can be adapted and support the school to build on the already positive relationships between school and home.
- Developing an onsite QoL hub to enable students to practise and develop a range of independence skills within a naturalistic environment.

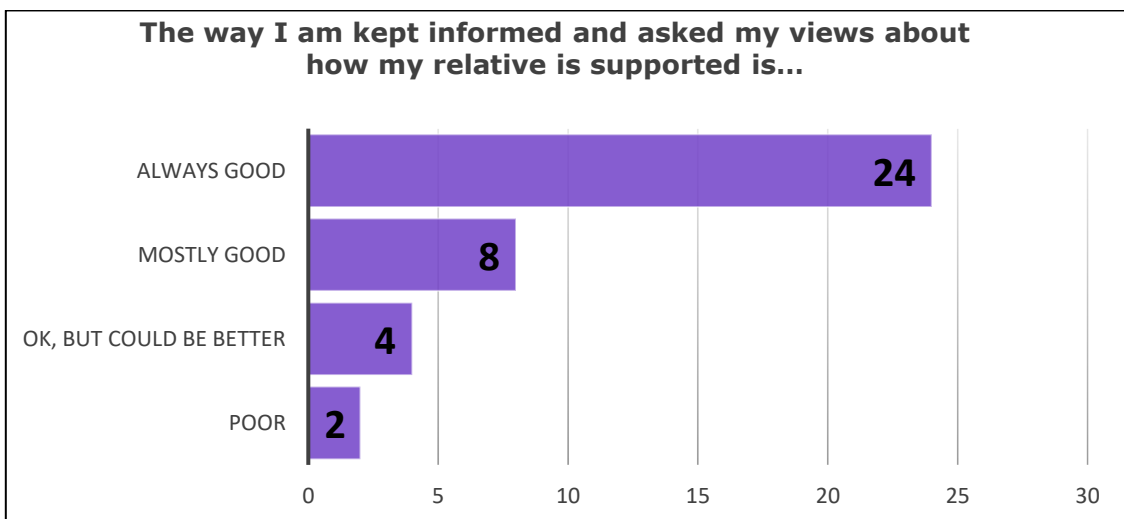
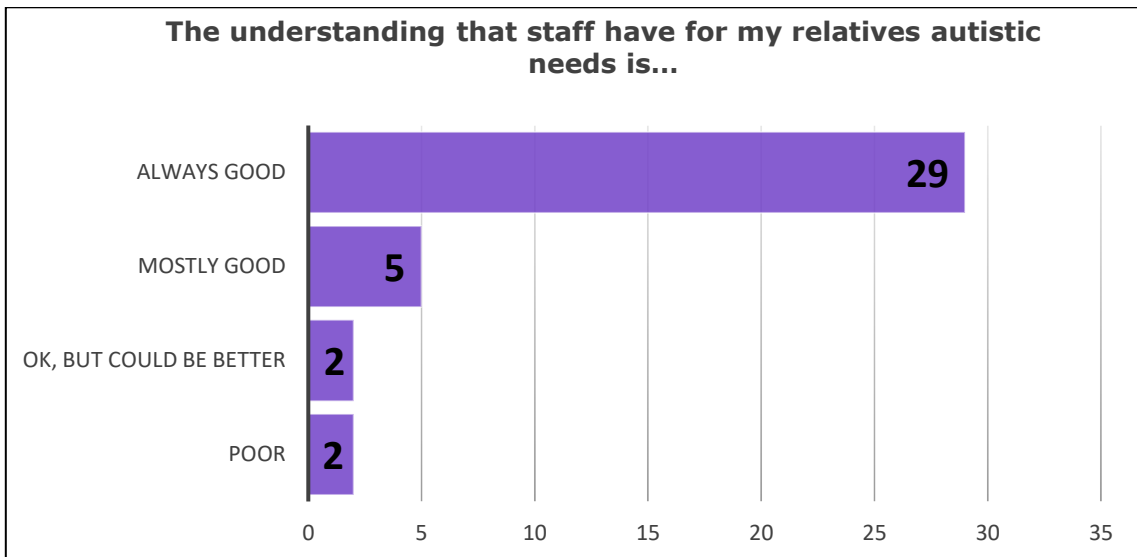
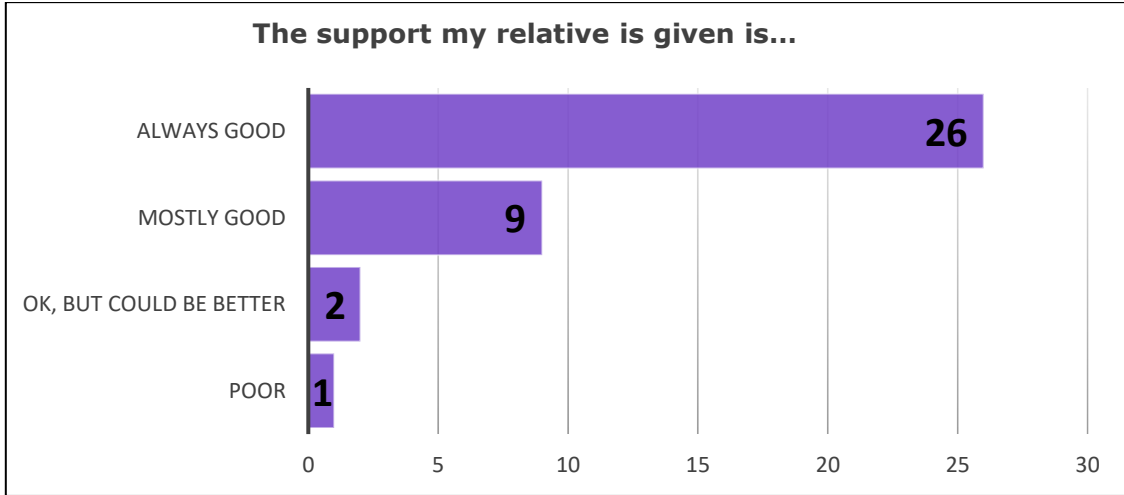
Consider tracking self-regulation as well as behaviour on CPOMS so that staff can gain a greater understanding of when regulation and proactive support was needed. By tracking this information online staff, within one system, staff may be able to identify trends more easily.

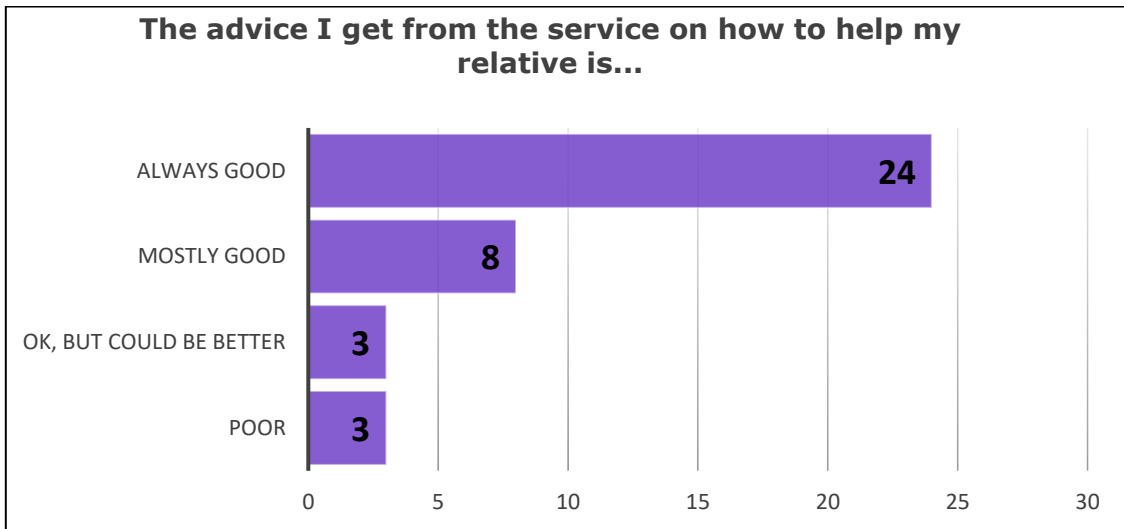
Continue to develop the role of the school council and the feedback process to ensure students understand the changes made as a result of their input.

Consider reviewing the use of the class notice boards and create a more student focused board, which students can be encouraged to take ownership of.

APPENDIX 1: SURVEYS

Families of Autistic Persons - Questionnaire Responses (38)





APPENDIX 3: ADVANCED APPLICATION FORM

AUTISM ACCREDITATION: APPLICATION FORM FOR ADVANCED STATUS

<p>Part 1: Professional Development</p>
<p>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>
<p>Description</p> <p>Our focus was ensure all staff in school are supported with an appropriate and essential induction create a whole school, based approach to ensuring all new staff were aware of and used the SPELL framework to make it accessible for students in school. SPELL is an evidence-based framework, which seeks to increase pupils’ active engagement, participation, well-being, independence, relationships and outcomes.</p>
<p>Impact</p> <ul style="list-style-type: none"> • The school has comprehensive induction procedures for all new staff regarding educating and supporting educating autistic students. All new staff access an autism specific induction programme (including introduction to autism; autism and communication; OT provision/ Sensory processing; Understanding and supporting behaviour). • Staff are supported to understand maintaining learning environments which are low arousal, predictable and well-organised according to ‘structured teaching’ principles. • The need to provide tools and strategies to help students regulate sensory input (such as sensory items and movement breaks), to adapt verbal language and use visual supports. • As well as accessing a curriculum which mirrors that offered in mainstream schools, students also access a Quality-of-Life Curriculum and can access a Well-Being support programme. • The school provides onsite speech and language therapy provision, occupational therapy and education psychology. The school also has a therapy dog. • Staff are trained in Studio 3 positive behaviour management. The Zones of Regulation curriculum is well established as a whole school approach in helping students gain skills in consciously regulating their actions. • A range of other approaches are employed on a person-centred basis including Social Thinking, Social Stories and Comic Script Conversations • A transdisciplinary approach is taken to the delivery of continuous professional training with therapists working closely with academic staff in delivering the professional development programme. <p>The impact of this initiative is the school wide adaptation and integration of the SPELL approach and the confidence and knowledge base of the staff to ensure its success As a result we have seen progress for all pupils and this is documented in a now well-developed recording system. Furthermore, we have seen;</p> <ul style="list-style-type: none"> • Improved levels of pupil engagement • Improved positive engagement from pupils • Improved positive relationships with peers • Increased levels of independence • Over 75% of pupils at school made at least good academic progress as a result of this initiative.
<p>Initiatives or innovations that ensure that specialist approaches or techniques are fully understood, consistently implemented and regularly reviewed.</p>
<p>Description</p>



The support that we provide to each autistic individual is highly personalised. We use a combination of different approaches to ensure all our pupils access a safe environment and which gives them equal opportunities to learning and becoming independent. Notes from Learning Walks and Observations shows clear evidence that we meet our pupils' needs. Teachers plan lessons effectively, making maximum use of lesson time and coordinating resources. Pupils are fully engaged in their learning and enjoy the work and challenge that is provided. New teachers follow our coaching and mentoring programme to ensure they are continuously developing their skills and its effectiveness. Case studies of pupils' progress shows that our pupils are succeeding and very often making exceptional progress. We have created unique success stories that show evidence of individual progress with photographic evidence. Each term all teaching, learning and support is reviewed and observed by: senior leadership team, line managers or by peers. The purpose of which is to ensure that teaching and learning follow the SPELL framework and that positive behaviour and support remains a component of support.

Impact

Our school was purpose built for us in 2014, and we were able to design it to be the ideal place for Students with autism. Our primary, secondary and sixth form classes are in distinct areas of the school, so that while we are part of one community, each age group has its own space. There are separate outside areas for primary, secondary and sixth form students, and we have developed our playing field into a sensory field where pupils can explore, socialise, learn and take time out. The field is complete with a multi-use games area, sensory garden, cycle path, raised planting beds, life skills classroom and outdoor reading areas. Our lighting system is 'human-centric', mimicking the qualities of daylight indoors to enhance students' performance and wellbeing. As our average class size is six-eight students, we never feel crowded. We balance our pleasure in displaying work with our children's preference for a low-stimulation environment, and our classes feel friendly and welcoming.

Classroom environments are well maintained in line with a low arousal philosophy with consideration given on a class-by-class basis to displaying an appropriate amount of information to support pupils learning, behaviour, safety, and welfare. There are good standard of displays and the colour scheme for displays supports cohesion. Pupils work is valued and examples such as how books are presented contributes to the impression that in all aspects of the school, pupils and staff alike are expected to reach the highest standards. Classes are highly individualised according to needs of pupils. There are multiple examples of good autism practice throughout the school and support for sensory needs is consistently appropriate to needs and age. Staff clearly understand pupils' sensory needs and support pupils where needed such as prompting movement breaks but also over time pupils were described to develop their own ways of self-regulating.

high levels of motivation and engagement, excellent behaviour and clear learning are taking place. Teachers check learning, using relevant and varied resources and communicate clear expectations. Learning mentors in classes have a purpose and used to provide differentiated learning support. Consistently across the school the observations evidence that teachers have created environments which provide both support and challenge for pupils to learn effectively. The development of communication and PSHE are integrated in all subjects. The school uses a good range of visitors and additional tutors to extend opportunities available to pupils and promote aspiration.

At Church Lawton School, Teaching, learning, and assessment is never less than good with many outstanding examples. The implementation Quality of Life Curriculum which complements our teaching curriculum has proven to be outstanding in all subjects from pupil starting points and over time. In the Summer and Autumn terms of 2021 90 % of teaching is at least consistently good, with over 60% being consistently outstanding. Targets have been set to show challenge and data progress shows that 75% of students at the school are on track in core subjects and over 20% making good and exceeding progress. Church Lawton also has a recovery curriculum, post pandemic following intervention support.

Students are entered into a range of qualifications such as Entry Level, Functional Skills, GCSE, AS and A level. All pupils continue into further education, further training such as apprenticeships or traineeships or are employed.

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.
<p>Description</p> <p>Overcoming Student Anxiety regarding attending school and lessons consistently The aim of Positive Support (PS) is to improve the quality of a student's life and that of the people around them. This includes children, young people, and adults. PS provides the right support for a student, their family, and friends to help lead a meaningful life and learn new skills without unnecessary restrictions. It is not simply about getting rid of problematic behaviour. PS seeks to understand the reasons for anxiety and behaviour so that unmet needs can be met Explores life history, physical health & emotional needs, proactive and preventative, focusing on teaching skills to replace behaviours that challenge</p>
<p>Impact</p> <p>Staff knowledge and understanding of anxiety and behaviours has extended beyond the PS approach as Learning mentors were all able to create and implement projects exploring behaviours of concern. Staff can unpick why and where behaviours might happen exploring antecedents, using this to share with class teams and the pastoral team. Positive Support reports Qualitative and quantitative data reports used to analysis behaviour so supporting a decline in negative incidents and dysregulation Quicker analysis as staff expertise is developed; staff can support and plan to support behaviours</p>

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.
<p>Description</p> <p>Our Quality of life (QoL) Framework. The major objective of this framework is to ensure we plan each child's education carefully and cohesively, shaping each pupil's provision around their EHCP and agreed developmental goals in order to develop pupils' knowledge and skills now and for the future.</p>
<p>Impact</p> <p>Our QoL framework includes: putting the child and family at the centre of the assessment and planning process, assessing our pupil's quality of life using a range of indicators, combining support and development across academic, vocational, life skills, occupational therapy, psychological, speech and language, and pastoral inputs, working with colleagues in partner organisations and Incorporating autism best practice to support individual development, ensuring each pupil has a nominated keyworker who has the potential to change a child's life by being the key advocate for the pupil in school and key point of liaison for the parents, ensuring our curriculum supports pupils in developing the skills they need now and will need in the future to have the best possible quality of life. External careers advice is offered and Students are supported at college open days and during careers fayres. Through attendance at</p>

career fayres and open days, Students are made aware of different career paths they may wish to follow. Students personal interests are celebrated at the school, Students are completing courses linked to their interests along with attending off site centres. The key worker supports students by: seeking to understand their views and wishes and giving them a voice in their education, liaising with school staff, and where appropriate attending annual reviews or other meetings on their behalf, being involved in planning careers' education and work experience, supporting the planning of transition arrangements (school entry, year to year transitions in school and leaving school). The school conducts person centred reviews, The key worker supports students by: seeking to understand their views and wishes and giving them a voice in their education, liaising with school staff, and where appropriate attending annual reviews or other meetings on their behalf, being involved in planning careers' education and work experience, supporting the planning of transition arrangements (school entry, year to year transitions in school and leaving school). During the reviews all stakeholders including the Students identify support to allow the Student to reach their potential.

Part 4: Validation

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

Example

OFSTED - Report dated November 2017

Autism Accreditation report January 2018

Education Quality Standards Review Reports – Termly Reports

Relevance – National Inspection Framework completed by specifically trained members of the education profession.

Case Study 1 – Sensory Field

The information below is taken from extracts from the school's project proposal and internal comms.

Objective of the project

Our internal environment is specifically built around autism and our pupils' needs. As our school continues to grow, we aim to develop our outside environment to compliment this, to build a stimulating space for our pupils to lead more active lifestyles and to allow them to explore and learn about senses and nature and interact with the environment around them.

Due to their anxieties, many of our pupils do not have the capability of accessing extra-curricular sports activities or visiting public places which are often crowded and noisy. We therefore feel that it is essential that our pupils can access these activities within their safe and secure school environment.

Sensory - The sensory aspects of the project will be used for calming and relaxation and as a gentle way to stimulate the senses. We plan to develop a sensory garden with a multi-use circular path around the perimeter of the field for activities such as cycling, walking and running. Sensory paths will lead the explorer across different terrains and textures, with a barefoot experience, sensory musical instruments and scented garden to delight and awaken the senses. There will also be an area encouraging wildlife, with wildflowers and fruit trees with the aim of pupils gathering home-grown foods to use in cookery lessons.

Life Skills - Life-Skills We plan to incorporate a 21ft x 10ft life skills unit where we can teach our pupils basic but essential everyday skills to encourage independence, equipping them for adulthood. The log cabin is a full equipped as a life skills flat.

Outcome - The new field includes a multi-use games area, a life skills unit, an outside classroom and a sensory garden. This will make a huge difference to the students, encouraging more sport and physical exercise, helping them learn about nature and the environment, and develop their life skills.

The field also has a sensory garden, which is a calm space for students to relax if they're feeling overwhelmed. It includes sensory musical instruments, a scented garden and wildflowers and fruit trees.

After completion the school invest in some additional gym equipment which is well used by the students in regulations.



Next Steps - The school and students identified the next steps as invest in more swings in addition to the one which is already in place

Case Study 2 – Emotional Regulation

Case Study – Name of Lead Professional Co-ordinating: MAST/SLT

Who is involved?

- MAST/Transdisciplinary Team
- Parents
- SLT -
- Teachers
- Key Workers

At Church Lawton School, we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum, we aim to teach our pupils to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing. *The Zones of Regulation* is a range of activities to help students develop skills around self-regulation. Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. The Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people. There is progression across the curriculum with children in key stages 3, 4 and 5 identify different emotions and how our behaviour can impact upon the feelings of those around us.

Worries and Concerns

The school records behavioural incidents and had begun to notice that a number of students were in a state of anxiety and arousal throughout the day, particularly in secondary and 6th form and on analysis the school looked at how we could change the arousal state for these students. We commenced by addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation.

What have you done?

The Transdisciplinary team and senior leadership team met to discuss, evaluate and consider monitoring and targets for the year ahead. We started with identifying their strengths and barriers using the 'Combined Record' recording sheet and then discussed what the teacher hoped for the child within the next academic year (Needs to be able to...). We then used observations to identify where each child was on the zones of regulation. Careful consideration was given to all of the statements within each section, and whilst comments were made that each individual had, or partly had achieved a statement we felt it was best to look at the progress as a whole and decide if the child had or hadn't met the majority of the statements. The MAST Team devised resources to support the teaching of the suggested understanding Our Feelings and State, the Zones of Regulation programme was put into place to support students understanding of their emotions and how this made their body feel. The Transdisciplinary Team and Senior Leadership team met

with the class teachers to monitor, evaluate, review. If teacher and Transdisciplinary felt the child had progressed quicker when assessing using the Combined record we could bring it forward the meetings to change the target if the current one had been met.

What is going well

Initially, because we didn't use the EHC plan statements we felt impact and therefore progress was slow – we were a bit disheartened and felt we could only tweak the same target. However, we realised that this was the time when all the hard work was being done and where the children were gaining an understanding of how their bodies were feeling and they were learning about a range of emotions and strategies to enable self-regulation (through the Zones programme). Good Progress was observed and recorded that students had progressed from the emerging to the developing section. When we set new targets in April we felt there was a crossover with a statement– 'able to say how they are feeling'. We also recognised that there were other zones statements that had been achieved or almost achieved. The evaluation showed that students were now working Progress is slower for some students (medication complications). Combined records for a majority of students show that they are meeting Targets at each review along with other statements in the colour band.

Interventions and successes

We have enjoyed the whole process and the teachers and learning mentors felt that the targets on Combined were much more specific and focused – you can pick it up and use it straight away. There had been good progress within our whole school academic tracker with a majority of students making expected or better progress. Everyone liked the fact we had a specific programme to meet the targets – most of the self-regulation and self-awareness targets could be achieved through the Zones programme.

Evidence towards this case:

Plan for social thinking
Zones Scenarios
Zones Toolbox
Social Behaviour Mapping

Case Study 3 - Bereavement and loss, emotions and behaviours surrounding this

Date of Admission: 02/09/19

Current Year Group: Year 9

Case Study – Name of Lead Professional Co-ordinating: Kate Whitehead, Mental Health Lead

Who is involved?

- Well-being Team – Kate Whitehead
- MAS Team – Andrea Evans (OT)
- Parents – Mum and Step Dad, Dad and Step Mum
- SLT - Lorraine Clegg, Paul Scales
- Teachers involved during this period – Lucy Davies, Fin Biscoe-Taylor
- Key Worker – Hayley Higgins
- Social Worker – No
- Autism Assessment for Family member – Sister, ongoing
- CAMHS -
- Transport – Yes

Worries and Concerns

- T has experienced loss and bereavement with close family members. She lost her Grandad in 2020, brother 30th November 2020 (Still born) and her Uncle at the end of October 2021.
- Each has had a knock on effect of bringing the feelings of grief back to the surface and T is struggling to cope with her own and Mum's emotions and reactions.
- T has high anxiety at times surrounding her feelings.
- T feels that her emotions aren't understood at home and that her emotions and behaviours cause friction between her, Mum and Step Dad A.
- T struggles with younger sister's behaviours.
- Currently T is very worried as she has learnt that Mum is pregnant again and doesn't know how to react or feel about this, it is also the 1 year anniversary of her brothers passing.

What is going well

- T is attending school most days. Her attendance is good.
- T is accessing most of her lessons every day.
- T is accepting support or asking familiar staff for help when she needs it.
- T has made a couple of close peer friendships at school who she socialises with at break times.
- T is actively participating in well-being sessions weekly.

Interventions and successes

- T is much more settled during lessons and accepts support from staff to help her self-regulate to participate in the lessons.
- T is accessing the well-being team support again with 1:1 sessions each week talking about how she is feeling. How to deal with these feelings and ideas and strategies for self-help and mindfulness when she is feeling down, T is responding well to these sessions.
- T has a better understanding of why she feels how she does and is more accepting that these are normal feelings surrounding the things she has experienced, she accepts that the feelings will come and go and that this is okay and she will be happy again in time.
- T has taken advice about activities to implement to self-calm, simple little activities that she can access herself to lift her mood, she is often able to identify herself when she needs help and access it before her anxieties become too high.
- T has a good relationship with her key worker and responds and confides in them when needed.
- T is having meetings every 2 weeks with the MAS Team and has been working through Zones of regulation to identify how she feels and coping strategies.

Evidence towards this case:

All emails, paper work, conversations and reports have been uploaded onto CPOMS and are stored securely.

Strategies are shared with staff verbally who support T each day and hard copies of the activities have been given to T for personal reference, some support ideas are also displayed on the corridor which T can access for reference.

Case Study 4 - Attendance

Case Study – Name of Lead Professional Co-ordinating: Carol Arthurs Deputy DSL

Who is involved?

- SaLT - Yes
- OT - Yes
- Assistant EP - No
- Parents – Yes
- SLT - No
- Teachers - Lucy Davies
- Key Worker – Arooj Shah
- Medical – Ffion Brookes (CAMHS) – ended at the end of 2020
- Well-being Team - Yes

What is going well? – Nov 2020

- TC is engaging in joint sessions with the OT and SaLT in order to build up a relationship with the MAST Team
- In January, the OT is going to start 1:1 Body Scan and Body Awareness sessions as TC has said that she enjoys inflicting pain on herself so she ‘feels something’.
- The EP and assistant EP led a training session on the 9th February 2021) on the awareness of EBSA (emotionally based school avoidance), so all classroom staff have a better understanding.
- TC’s confidence is extremely low, however, she is now able to email Ms Stark in class if she has a question, so she doesn’t have to speak or bring attention on herself. SaLT is hoping to roll this out so TC feels able to do the same in other classes. This is ongoing.

Concerns – Nov 2020

- TC’s attendance is very low and there is a pattern of TC being absent on quite a few Wednesdays. When this was challenged, TC said that she finds Wednesdays difficult, as she is exhausted through the sheer emotional effort of being in school. She also said that Wednesdays were difficult as there was double maths and double science. Lorraine Clegg, Assistant Principal agreed for TC to have one of the double sessions as self-study so that she doesn’t feel too over-whelmed.
- TC has recently said that she is anxious about her CAMHS sessions ending, which they are due to do soon – see ‘Next Steps below’

Evidence towards this case

All emails, paper work and conversations are kept on Staff Shared under 'Case Studies 2020'..

Next Steps

1. To liaise with the OT and SaLT so we can discuss whether the interventions that are being put in place are having a positive impact.
2. SaLT and OT to email CAMHS to relay TC's fears around her discharge, and ask for advice on how best to support her.
3. To monitor TC's attendance weekly and review at the end of half term. If there is no progress then Parents will be invited into school to see how we can further support TC and her family.

Duration of Next Steps input and outcomes:

1. By the end of w/c 04.01.2021 – **Ongoing**
2. By the end of w/c 14.12.2020 – OT and SaLT – **email sent on the 17.12.2020. Advice received and is being put into practise during weekly sessions.**
3. By the end of w/c 12.02.2020 – CA
Postponed until after Lockdown and TC is back in school. 22.01.2021

Attendance period:

November 2020 – 70.63%
Overall attendance at 27.05.21 – 90.4%
Overall attendance at 20.07.21 – 91.67%
Attendance for first half term (sept 21 – Oct 21) – 94%

Evidence of progress: (Attach Graphs and targets) highlight if attached.

Attendance reports are kept in TC's case study file on Staff Shared, under Case Studies 2020. Also on Scholarpack and Bromcom.
 Key worker and well-being updates are on CPOMS

Other comments or reflections:

The MAS Team believe that TC is struggling with anxiety, which is affecting her ability to communicate effectively in class. Mum says that TC feels exhausted and emotionally fatigued due the sheer effort of coming into school

Update – Jan 21

Another lockdown has been in place since January 5th and TC has been working at home. Reports are that TC is struggling with her confidence and low self-esteem and also her concentration and focus. She is having a lot of input from her Key worker and the well-being Team, which she reports is helping. Her timetable has also been reduced as she was stressing over it and subsequently falling behind – 22.01.2021

Update – July 21

Pupil: A	Current Form Tutor: Arianna Hardy	Date: Jan 2019
Date of Admission: 26.02.18	Current Year Group: 10	
Concern: Extreme anxiety and poor attendance		
<p>TC has been accessing some Well-being support and has been working with the MAS Team and her anxiety and attendance has improved dramatically.</p> <p>Update – September 21</p> <p>TC's confidence is improving all the time. Her attendance is excellent and her time keeping* has improved dramatically. Her Key worker is encouraging and praising both her and Mum when she is in school on time.</p> <p>*Since TC started at our school she has been coming in 10 minutes or so late most days. This was agreed due to her high levels of anxiety around crowds of people. Mum brings her to school and would wait outside the gate until all the taxis had left. Only then would TC come into school.</p>		

Case Study 5 – Family Support, Attendance and Anxiety

Case Study – Name of Lead Professional Co-ordinating: Carol Arthurs Deputy DSL

Who is involved?

- MAS Team - Yes
- Parents – Yes, Mum and Dad
- SLT - Lorraine Clegg, Paul Scales
- Teachers involved during this period – Simon Lawley, Fin Biscoe-Taylor and Arianna Hardy
- Key Worker – Dan Pryce/Dario Carosy
- 1:1 – Hannah Lawson, Dario Carosy, Gemma Welch (for our student's own well-being we never 'velcro' just one person with them, it is far more beneficial in the long term for them to get used to different people supporting them. This also helps eliminate Student's anxieties if the 1:1 is off sick as there is always someone who they are used to working with).
- School Nurse - No
- Stoke-on-Trent SEND Team – Yes
- Social Worker – Hannah Cottrill, Tara Beardmore
- PA – Yes – Helping Angels
- Mental Health Nurse for Mum – Marnie Hunt
- Autism Assessment for Mum – Yes, ongoing
- CAMHS - Yes
- Transport – Yes
- CHIN, CP or Early Help? – Yes, CHIN

Worries and Concerns

- The family have had no stability or continuity with Social Workers. Often they have just built up a relationship with a S/W then they have left or been moved as they were agency. They are with the 9th Social Worker in 5 Years currently. This has lowered the family's expectations of what support to expect and made the case very disjointed. The general reaction of a new Social Worker to this case is to 'Start again'. This has upset the family, caused huge amounts of anxiety.
- Mum can be incredibly emotional and this has proved tricky during contact. However, we have supported Mum throughout hers and A's struggles and have built up a relationship in which Mum feels able to contact us when she needs to and knows that we will respond and offer support in any way we can. During Lockdown the struggles were even more real for Parents as Dad had to work full time still, but from home, which left Mum to deal with all the melt downs that both boys were having due to their generalised anxiety and continuing refusal to leave the house. The impact of this was that there was no respite for Mum and she wasn't coping, which in turn impacted on the rest of the family. It was a daily struggle for them all.
- When A first started at Church Lawton he was in a 'static' classroom and didn't move around to different lessons. When A moved up to the Secondary part of school he really struggled with the changing of classrooms and teachers, despite the support we had put in place for him, and this is when his attendance began to fall.
- The ChIN meetings have sometimes been very frustrating and largely unproductive in the past due to so many S/W's leaving or going on long term sick leave. This sometimes meant Agency Social Workers taking over a case they know nothing about then being moved on to another case at a crucial time.
- During this difficult time for A, he used to either refuse to come into school or come in reluctantly. On these occasions it could take a LM up to an hour to actually get out of the car and into the building. He could be aggressive, sometimes throwing stones at the school windows or in Mum's direction. The only way he would usually come in was to insist that Mum came in too and sit with him in the library area. A would refuse to go into lessons and would need a LM to sit with him the whole time he was in school. He used to take Mum's car keys off her so she couldn't leave.
- A's Risk Assessment had to be reassessed and updated due to A trying to run off during a school trip and not listening to staff. This led to A missing a couple of school activities as we were unable to keep A safe.

What is going well

- A's anxiety has reduced, enabling him to begin to attend school again on a regular basis.
- A now has 1:1 support
- The introduction of the QOL framework has allowed A to build up a fantastic relationship with his Key worker and Learning Mentors.
- Mum and Dad engage with Professionals
- Transport have finally agreed to give A his own taxi. Previously A has been on a taxi with other students and he has been unable to cope. This has led to Mum having to bring him, which has been a huge struggle, as she also has a three year old to get to Nursery and an 11-year-old son who has recently had a diagnosis of Autism, and seems to be experiencing the same crippling anxiety that A has had to deal with.

- A is now attending Reaseheath College on a weekly basis, which would have proved almost impossible for him previously.
- He has formed a few friendships, which is huge for A, and he has a healthy amount of respect now for his Learning Mentors and Teachers
- **Update October 2021** – A has now been stepped down to Short Breaks support by his Social Worker

Interventions and successes

The transformation in A's general mood and attitude to school has been overwhelmingly positive and is due to a combination of things - a flexible transition timetable to support A, a personalised learning plan focusing on the subjects that A could access rather than the ones that he found stressful, the medication he is taking for his anxiety, a fantastic relationship with his Key Worker and Learning Mentors, 1:1 support in place in school and finally being able to come into school on his own taxi. We have also managed to build up a positive relationship with Parents, especially Mum, who is now relaxed enough to make contact through A's Key Worker should she need to, compared to daily, long, emotional phone calls of reassurance that she previously needed. The MAS Team managed to build up enough of a relationship with A to address some of A's sensory needs, which had a positive effect.

There have been some setbacks along the way but it is testament to the professionalism and empathy of all involved with A and his family, and also the reflective nature of our school, that have enabled us to try different approaches to find which works the best to allow A the chance to continue to grow and achieve.

The success we have had with A has not only impacted A but has also released some of Mum's stress and anxiety and allowed her time to focus more on her youngest son, and on her own well-being.

Evidence towards this case:

All emails, paper work, conversations and reports have been uploaded onto CPOMS and are stored securely.

Attendance reports that included in the evidence towards this case in A's physical file and these figures back up the success that A and his family have achieved:

26.02.2018 (first day)– 31.07.2018 – 79%

2018 – 2019 – 63.16%

2019 – 2020 – 14.9%

2020 – 2021 – 77.06%

2021 – 2022 – 100% (First half term)