

Autism Accreditation Assessment

Rosebank School

Reference No.	260
Assessment dates	8 th -10 th June 2021
Lead Assessor	Jonny Knowles
External Moderator	Alexia Light
Status prior to the assessment	Accredited
Advanced status applied for	No

Section 1: Context

About the Provision

Brief description of the provision made for autistic people:

Information provided by the school stated that *"Rosebank School is a Primary Specialist school for children with Autism and Social Communication Difficulties. Children are taught in classes of between 6 and 9 children, which are arranged according to the children's needs and levels of communication."*

Number of autistic people supported by the provision:

There are currently 52 pupils on roll at Rosebank School, with 50 having a diagnosis of Autism.

Range of autistic people supported by the provision:

"All the children have a diagnosis of Autism, Asperger's syndrome or Social Communication Difficulties. The children have a range of learning disabilities, ranging from moderate to complex. Some children have additional diagnosis of ADHD and Dyslexia. There are both verbal and pre-verbal children at Rosebank, therefore PECS is used to support communication for some children."

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

The school was last inspected by Ofsted in March 2017 and was found to be Good.

About the Assessment

The assessment took place over 3 days.

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

A presentation was shared with the assessment team by the service's Autism Lead and Head Teacher on how provision is made for autistic pupils.

16 sessions were observed by the assessment team over a total of 7 hours. Sessions observed included Yoga, Attention Autism, Maths, Transitions, Lunch, PE, Science, Relaxation, Computing, Art and playtime at break and lunch.

Discussions were held with a number of staff members and the families of autistic pupils during the assessment. Staff interviewed discussed topics which included SALT, Sensory, Behaviour, Communication, Curriculum planning, ELSA, the Annual Review Process, Family Support, ongoing CPD and the appraisal process.

3 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, in particular;

- Rosebank Three Tier Provision Map
- Curriculum Map
- Behaviour Support Policy
- PSHE Policy
- RSE Policy
- CPD and Induction Policy
- Induction Programme for new staff and the Staff Handbook

Personal files were sampled from across service, these included;

- SEND Profiles
- Personal Learning Intention Map (PLIM)
- Pen Portraits
- Individual Pupil Support Plans (IPSP)
- New IPSP Plan (Planned to be introduced in Autumn 2021)

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** – SALT universal and targeted support, PECS, Social Stories, Visual supports/prompts, Lego Therapy, Attention Autism, Intensive Interaction and Objects of Reference.
- **Self-Reliance** – TEACCH, Core curriculum focusing on LIFE skills, Visual Timetables, consistency and predictability.
- **Sensory** – OT support, Low arousal environment, Sensory profiles and Diets, Analysis of sensory needs to inform practice and the environment.
- **Wellbeing** – Zones of Regulation, ELSA, Yoga, Personal retreat spaces, Integration opportunities to mainstream provisions and Talk and Draw.

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

When starting at the school all staff receive an Induction Handbook. Staff also access the AET 'Making Sense of Autism' course and Team Teach training as part of their initial induction. Through the induction training the school aim to ensure that staff have a good understanding of the strategies used to support pupils across school. The school also aim to ensure that staff have a good understanding of the process of child development, with specific considerations given to the development of language, communication and social skills.

When joining a class all new staff have access to the class file which contains a class overview and pen portraits. The documents aim to share the key principles, strategies and approaches used within the class to effectively and consistently support the pupils.

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

There is a robust programme of CPD at Rosebank school which ensures that all staff have a good understanding of a range of autism specific best practice methods and approaches. Staff have recently attended initial or refresher training in AET Making Sense of Autism, AET Good Autism Practice, Sensory Diets, Positive Behaviour Support, PECS, Vocabulary Training, Attachment and Trauma and Play Based Training. Staff stated that the training delivered by experienced members of staff is "high quality", "informative" and "bespoke to the children at the school".

The school's appraisal system provides a platform for staff to identify any individual or whole school training needs. As part of staff's ongoing professional development staff can request additional external CPD opportunities with a consideration made to ensuring that the course matches the school's ongoing development. Staff are expected to identify clear objectives from attending a course and be prepared to disseminate learning to other staff to further develop practice across school.

During lockdown the SLT introduced a robust programme of ongoing support aimed at providing opportunities for staff to further develop their knowledge and understanding in a wide range of autism specific best practice methods and approaches. The leadership team have high expectations of staff and support them to be ambitious about their professional development.

Section 2: Findings from Assessment

Personal Centred Planning

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

Transitions into the school are carefully planned by the outreach team. The team visit prospective pupils in their current provision and meet with both parents and professionals so that they can best understand the needs of the pupils. As part of pupils' initial transition, the school host a number of taster days where pupils attend the school with their parents. Pupils access their future classrooms whilst parents access training to ensure a consistent and collaborative approach between home and school.

The school deliver autism support strategies across school at three distinct levels, universal, targeted and referral. The universal entitlement includes the key strategies which are in place across school to support all pupils as standard. Targeted provision includes the additional provision which is in place in addition to the universal entitlement and may include therapy assessments advice and support, ELSA sessions, sensory plans and specialist teaching. Referral provision refers to the additional external provision and may include EP input, OT assessments or Behaviour consultants facilitated by school.

The Rosebank Ethos is to Listen, Respond and Learn, which underpins the Rosebank Curriculum and ensures that the curriculum is ambitious and tailored to the strengths and needs of the pupils. The school use the AET progression framework, through the Onwards and Upwards online record keeping programme, to track pupil progress towards their identified targets. Tapestry is also used by the school to share and track the progress of pupils and communicate with parents.

To track ongoing progress throughout the year each pupil has a SEND Review Report with termly cycle targets. The termly cycle targets link directly to the EHCP long term targets of Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and/or Physical Needs. The information from the reviews is shared on the pupil's SEND profile which is regularly reviewed by the class team and the SENCo. The school's SALT team also assesses each child each year and the information from the assessment feeds into the SEND review and annual targets.

Pupils' Personal Learning Intention Maps (PLIMs) are informed by the SEND review with consideration made to the long term EHCP targets and the AET progression framework. Each pupil's cycle target includes targets in 4 key areas; Preparing for Employment, Preparing for Community Participation, Preparing for Good Health and Preparing for Independence. Each Pupil has an Individual Pupil Support Plan (IPSP) following a Listen-Respond-Teach Format. The document supports staff to understand the pupils needs within classes and includes likes, dislikes and key strategies/approaches.

The school evidenced positive outcomes of pupils throughout the assessment, through case studies, tracking documents and discussions with staff. The school also shared examples of when they have been able to support pupils to transition back into mainstream provisions, having worked with them to support them to understand their needs and be ready to learn.

Differences in Social Communication

Key outcomes identified from personal support documents and staff discussions:

The school have access to an NHS SALT team over 5 days each week. The SALT team, which consists of a Band 7, Band 6 and SALT Assistant, provide both universal and targeted support to pupils, families and staff across the school.

The school's SALT team support the school through strategic planning, consultation, assessments, training, ongoing support for staff, advice and modelling sessions and SALT specific sessions. The SALT team work collaboratively with staff to identify key areas of need and set relevant targets. The SALT team also input into the SEND report and Annual Review through the ongoing treatment plan, assessments and discussions with staff.

School staff and family members have direct contact with the SALT team for ongoing support and consultation. The SALT team also make regular contact with parents if there is a change in an approach or to discuss the pupils current progress and any change to their plans of support.

Communication targets are incorporated directly into the curriculum planning. The Early Years Framework and AET framework are also used to plan and develop the curriculum to ensure that the curriculum allows opportunity and purpose for pupils to practise and develop communication skills. Through evidence reviewed during the assessment staff were able to identify progress made by pupils in their communication and the ongoing progress made towards their communication targets on the AET framework.

During interviews staff identified a number of key principles which are used by the school to develop pupils' communication. These included pupils having access to their preferred method of communication, the consistent use of visual prompts and consideration given to the amount of processing time before offering additional support. Staff also emphasised the importance of providing pupils with opportunities, both onsite and within the community, to practice their communication.

SEND profiles identify the strengths and difficulties in Communication and Interaction, as well as key strategies to support the pupil in their expressive and receptive communication. Cycle targets also include a range of practical communication-based targets, which link directly to the long term EHCP targets, and aim to prepare pupils for employment and community participation.

Key outcomes identified from observation/review of key activities:

Within all observations, staff were able to make themselves understood using simplified and structured verbal communication. Staff effectively used visual prompts, modelling and objects of reference to communicate with pupils and support then with learning or transitions.

Within all observations, pupils were able to make themselves understood to staff. The school, alongside the SALT team, have developed a wide range of differentiated systems, bespoke to each pupil, which supports them in their communication. Across school there are also a wide range of consistent visuals which support pupils in their communication and understanding. Visual supports were seen to be available and used by both staff and pupils during transitions, to make requests or communicate an instruction.

Within almost all observations staff were seen to provide opportunity and purpose for pupils to interact with their peers or members of staff. Staff used naturally occurring opportunities effectively during play to promote interaction and communication between pupils. Where best practice was observed, during an observation of lunch in the hall, staff acted as social referees, joining the pupils at lunch to promote communication and reinforce social rules. Where best practice was also observed, within an Early Years class, staff were observed using Intensive Interaction with some pupils, joining them in their preferred activity and play.

Problem Solving and Self-reliance

Key outcomes identified from personal support documents and staff discussions:

In information provided in class files, pupil documentation and through interviews, staff highlighted the importance of providing an environment which is both consistent and predictable for the pupils.

The school use a range of differentiated visual timetables across school to support pupils to understand the structure of the day. In all classes pupils also have individual timetables and follow principles of the TEACCH approach, taking ownership of their own individual timetable.

Educational and community visits, which are part of the LIFE skills curriculum (Learning, Independence, Faith, Emotion-regulation) are mapped against the AET progression framework. This ensures that visits are purposeful with clearly identified targets which relate to the pupil's current targets and long-term goals, which are track by class staff and using the AET Framework.

To gather more information, to further inform the curriculum planning, in the summer term school are requesting that parents complete an "Independent skills at home survey". The survey will ensure that staff understand the independence levels of each pupil and so support the planning of the curriculum around any identified needs. This will also inform the parent training which is hosted by the school to support parents at home.

Pupils' cycle targets include AET based targets in 'Preparing for Independence' which focuses on the development of self-care, travel, budgeting and shopping skills. Key strategies to promote independence and self-reliance are also found on pupils' SEND Profile and IPSP.

Key outcomes identified from observation/review of key activities:

During all observations staff supported pupils to understand what is happening now and next through a range of individualised and adapted strategies. Some pupils had individual written or visual timetables whilst in other classes pupils followed a whole class timetable. Where best practice was observed, within 3 of the KS1 classes, staff effectively used transition disks to prompt pupils to review and update their timetable, and transition to the next activity. Where practice could be further developed, in a small number of observations, staff should consider using a visual symbol to identify the current activity. This would further support pupils to understand the current activity and what is happening next. Staff may also consider increasing the use of task

schedules within lessons to support pupils to understand the structure, format and expectations of a particular lesson.

Within all observations staff provided opportunities for pupils to trial things for themselves before stepping in to offer prompts or additional scaffolding. Where best practice was observed, in most observations, staff effectively used sabotage or open questions to test pupils' understanding and promote independence, rather than offering direct support to pupils.

To support pupils in turn taking and joint attention staff have developed a range of visual supports which were seen to be used by staff to reduce anxiety and promote independence by visually representing the order of lines, questioning or turns.

Within all observations, pupils were given opportunities to take ownership of their learning by expressing their opinion or being given opportunities to make choices. Across school there are a wide variety of differentiated visuals which support pupils to make choices and communicate requests with staff, including "I need a break" cards, which were seen to be used by pupils in a large number of observations. Staff also effectively use visuals to support pupils to make choices during lunch and play.

Sensory Experiences

Key outcomes identified from personal support documents and staff discussions:

The school have assessed the sensory needs of all pupils using a sensory diet assessment tool. The toolkit has enabled staff to analyse the needs of the pupils on an individual, class, and whole school level. The data from the assessments has been analysed to enable staff to plan interventions and support on an individual and whole class level, which was evident in both observations and documentation. Information from the assessment tool has also enabled the school to strategically develop the communal sensory areas and equipment based on the identified needs of pupils, and has led to the school investing in more vestibular and proprioception activities.

If it has been identified that a pupil has significant sensory needs, which are not currently being met within school, then the school can make a referral to an external OT. The OT can complete a full OT assessment which informs practice and supports staff to further meet the pupil's sensory needs.

The school's environment is "carefully planned to meet the needs of our pupils." Careful consideration has been made to ensure that there are spaces within school which are available for pupils to access when they are feeling anxious or when they need a break. The school have a multi-purpose sensory room, light room, library, regulation stations, quiet rooms and relaxation spaces which are available for pupils to access outside of their classroom. Within classrooms, and their private outside spaces, pupils have access to a wide range of sensory activities based on their individual needs and sensory preferences.

Pupils sensory supports and strategies are shared with staff on their IPSP and SEND profile. Although the current IPSP does not explicitly reference sensory strategies the school have adapted the template so that the communication and sensory preferences are more explicitly referenced to staff. This update is due to take place when the profiles are reviewed in summer 2021.

Key outcomes identified from observation/review of key activities:

The school are constantly reacting to the changing needs of the pupils to ensure that the school's sensory provision best meets their needs. Throughout interviews staff emphasised the importance of understanding pupils' sensory needs and the robust assessment process which directly informs whole school practice.

The school environment is both low arousal and structured. Within classes pupils have access to a wide range of sensory tools, individual workstations and relaxation areas, whilst outside of classes pupils have access to a light room, multipurpose room, outside equipment and a number of regulation stations. Each of these sessions was seen to be used during the assessment independently and with support from staff.

Within all observations, pupils were seen to have access to sensory activities which they appeared to find relaxing or enjoyable. Pupils were supported by staff to access their preferred self-regulation tools and in some cases, staff provided sensory input for the pupils. Where best practice was observed, in all observations, support staff appeared to have a good understanding of the sensory needs of the pupils and worked discretely to provide sensory input or self-regulation tools.

To further develop practice across school, staff should continue to support pupils to take ownership of their own self-regulation activities and identify them through the visual supports which are found within classes and on pupils work stations.

Emotional Well-being

Key outcomes identified from personal support documents and staff discussions:

Through discussions with staff and the review of documentation, the school understand that *"challenging behaviour is often the result of an unmet need and/or difficulties in communicating that need to others. Many of our pupils experience sensory issues and may find particular environments and experiences over-stimulating, frightening or uncomfortable"*. To support staff to understand how to support pupils when they are feeling anxious or dysregulated the school have created individual support plans based on the Listen, Respond Teach model. The plans ensure that staff understand each pupil's likes and key strategies and enables them to understand and respond in a way which best supports the pupil. The plans also contain monitoring behaviours and teaching points, post incident, to support staff to identify specific skills which link directly to the AET progression framework.

Zones of regulation has been implemented across school and pupils have one specific zones session each week as part of the LIFE skills curriculum. (Learning, Independence, Faith, Emotional regulation). Zones is also central to the school's PBS approach and is referenced throughout documentation.

The PSHE curriculum is embedded throughout the school's curriculum and centres around a rolling programme which aims to *"prepare children for life in modern Britain, promote mental health and emotional wellbeing through three core strands; Health and wellbeing, Relationships and Living in the Wider World"*. The PSHE curriculum has been mapped against the AET standards to ensure that there is a clear purpose behind the content of each lesson.

"IABA training for all class-based staff and Termly training and cluster meetings for behaviour leads ensures that all practise is led by positive behaviour approaches, and knowledge of practise and legislation is up to date." The school's behaviour and wellbeing team meet weekly to review and analyse incidents with the aim of supporting staff to identify patterns in behaviour. Members of the behaviour team meet with class teams to discuss behaviour and also complete lesson observations to better understand and analyse the needs of pupils. Reports were reviewed during the assessment which evidenced a detailed analysis of incidents which empowers staff through data driven informed advice, which has supported the school to further develop their practice.

The school have a staff member trained in ELSA who works directly with the young people over 30-40-minute sessions. Referrals to ELSA can be made by staff, the family liaison officer or families and the intervention can last an indefinite amount of sessions, based on the needs of the pupil. Each pupil's goals within the ELSA programme are differentiated based on their specific area of need and progress is reported back to class teams to ensure a consistent and collaborative approach. During the assessment staff provided case studies which evidenced how ELSA has been used to support pupils to understand and express their emotions and support them to identify self-regulation strategies to support them to remain happy, calm and relaxed. The school also employ a range of specialist approaches to support pupils including Talk and Draw and a specialist Yoga teacher.

Strategies to support pupils in their emotional wellbeing are found within their Individual Pupil Support Plan (IPSP). All pupils also have targets which relate directly to their long term EHCP targets in Social Emotional Mental Health, which are found within their SEND report and PLIM.

Key outcomes identified from observation/review of key activities:

Within all observations, pupils presented as feeling happy and safe. Where pupils appeared to be anxious staff were quick to support them with proactive and preventative strategies which supported the pupils to reduce their anxiety levels. Where best practice was observed, within relaxation and yoga sessions, pupils engaged in calming strategies within a positive and low arousal environment.

In all observations, pupils had access to self-regulation strategies or visual supports to identify to staff that "I need a break". Pupils consistently used this phrase and the corresponding visual to identify that they needed a break, which enabled staff to support them to access their self-regulation strategies. The school have developed the number of areas both within the classroom, on the corridor and within the outside spaces to enable pupils to access regulation activities.

To further develop the Zones of Regulation approach, the class teams should continue to review how they are supporting pupils to independently identify self-regulation tools. Within the majority of observations staff were quick to prompt or pre-empt pupils' needs and offer supports before pupils could use the strategies in place to identify them for themselves. Staff should also consider how they plan opportunities within the day for pupils to interact and reflect their current zone.

During all observation staff appeared confident and comfortable in allowing pupils to access self-regulation activities when they needed them. Staff are clearly aware of the importance of these strategies and aimed to support pupils to re-engage back into formal learning when they appeared "ready to learn".

Within all observations, pupils were treated with dignity, status and respect and were provided with meaningful and positive feedback which appeared to boost their confidence and self-esteem. Staff planned motivating and engaging lessons for the pupils to access which were adapted to include pupils' like and interests.

Consultation with Autistic People

Pupil voice is collected on an individual, class and whole school level. Purposeful pupil voice was reviewed during the assessment which the school evidenced through a range of documents shared with the assessment team.

The school have a question of the week, which is asked to all pupils across school. The question generally relates to an area of school development or a decision being made by the SLT. Class staff differentiate the question to match the preferences of the pupils within their class and the information is collated and presented on the question of the week display, to enable all pupils and staff to review the information.

The school are exploring how pupil voice can continue to be collected post COVID 19 restrictions and have trialled token-based systems to enable pupils to play an active and ongoing role in the school development and decision making.

Pupils play a central role during the recruitment of new teaching staff. After being involved in a lesson with a prospective member of staff the pupils are asked for their feedback which is reviewed by the recruitment panel and supports them in their decision making.

Pupils directly input information into their SEND profile which is facilitated by class staff. If appropriate pupils also have the opportunity to attend their SEND review to play an active role in reviewing their progress, targets and development.

The school also collect indirect pupil voice through observations and data analysis. The development of the sensory provision across school was strategically planned around the pupils' sensory preferences and identified areas of need. Parents are also completing an "Independent skills at home survey" which will support staff to understand the independence levels of each pupil and so support the planning of the curriculum around any identified areas of need.

Consultation with families of Autistic People

The school aim to support parents through clear expectations and guidance when their child initially joins the school. The school's family liaison officer aims to contact all new families directly to develop a positive relationship with prospective parents. During a parent's initial introduction into the school the family liaison officer conducts a home visit with prospective parents, to share key information and build a picture of the child and their key needs. Policies are shared with parents to ensure that they understand the schools PBS approach and parents are introduced to all of the school's communication mediums. During this meeting a pupil's first IPSP is written with direct input from parents, which ensures that staff have a good understanding of the pupil's needs.

The school are flexible in the range of communication mediums available to parents to ensure that they meet the parents' varied needs. The various mediums include texts, phone calls, emails, face to face meetings, Facebook, WhatsApp and Tapestry.

The school's parental training offer is ever changing and linked to the needs of the parents and their families with the aim of developing their confidence and understanding. Emphasis is placed on a collaborative approach between school and home to ensure that learning doesn't occur in isolation, and so parental training often mirrors the whole school training. NAS Early bird and Early Bird+ programmes are offered to all parents across KS1. The school also deliver "From Timid to Tiger" training in collaboration with an EP to support parents in KS2 to develop their understanding and strategies to support them at home.

The school engage with external professionals who support parents through direct support or support through training and workshops onsite. The school's SALT team also make regular contact with parents if there is a change in an approach or to discuss the pupil's current progress and any change to their plans of support.

The family liaison officer also supports parents by arranging family meet ups outside of school during evenings, weekends and holidays. The aim of the sessions is to build the confidence of parents outside of school and provide opportunities for them to meet with other families.

During the assessment the assessment team spoke with 3 family members by phone. All of the families spoke positively about the school and the support they have been offered by the school and family liaison officer.

Parents particularly highlighted the "amazing progress" and "positive outcomes" that they had seen their child make since attending the school.

Parents stated that the staff are "easily contactable" and "approachable" when they need some support, advice or guidance.

Both parents and staff highlighted the "important role" of the family liaison officer who is "efficient", "calm", "knowledgeable" and "always there to support at times of need".

17 family members provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report. 16 family members (94%) stated that the support their relative is given is always or mostly good. 15 family members (88%) stated that staffs understanding is mostly or always good and 13 family members (76%) stated that advice given by the school was good or always good. 12 family members (71%) stated that the way they are kept informed was good or always good. 8 family members chose to leave a comment on the completed questionnaire, which are found in the appendix to this report.

Section 3: Summary of assessment

What the provision does particularly well

What stood out as particular strengths:

Staff's detailed understanding of the sensory needs of pupils was evident throughout observations. The recently introduced Sensory Diet Toolkit has been effectively used by staff to analyse pupils' needs and inform whole school practice. During observations across school pupils consistently used their voice or visuals to communicate that 'I need a break' and staff were quick to enable them to access their preferred sensory activity.

There is an ongoing and robust programme of CPD which ensures that staff have a good understanding in a range of autism specific best practice methods and approaches. The leadership team have high expectations of staff and support them to be ambitious about their professional development.

The experienced SALT team provide invaluable advice, support and guidance to staff and families. The team support the school to develop at a strategic and individual level through training advice and ongoing consultation.

What else the provision does well:

Within all observations, staff were able to make themselves understood using simplified and structured verbal communication. Staff effectively used visual prompts, modelling and objects of reference to communicate with pupils and support them with learning or transitions.

Where best practice was observed, during an observation of lunch in the hall, staff acted as social referees, joining the pupils at lunch to promote communication and reinforce social rules. Where best practice was also observed, within an Early Years class, staff were observed using Intensive Interaction with some pupils, joining them in their preferred activity and play.

Within all observations, pupils were given opportunities to take ownership of their learning by expressing their opinion or being given opportunities to make choices.

Partnership work with families is a strength of the school highlighted by both parents and staff. Families generally feel well supported by the school and their "approachable and understanding" Family Support Worker who is constantly reviewing and adapting her approach to best meet the needs of families.

The school effectively use the AET progression framework to track progress and identify progressive targets, which is evident through the school's documentation and curriculum planning.

Staff have a good understanding of pupil's social emotional and mental health needs, and through ELSA sessions, talk and draw and the zones of regulation, the school empowers pupils to have a better understanding of their needs.

The school's outreach service provides specialist support and training to schools and nurseries across the county, further developing their practice and understanding of autism.

The specialist Yoga teacher, who is in school one day each week, delivers calming and positive sessions to support pupils to understand their bodies and alternative self-regulation techniques.

The knowledgeable and experienced ESLA practitioner has developed caring and positive relationships with the pupils, enabling them to plan and deliver bespoke sessions based on a highlighted need.

The behaviour team work closely with the class teams to complete a detailed analysis of incidents with the aim of identifying patterns in behaviour. This analysis enables the behaviour team to unpick the function of the behaviour and support staff through data driven informed advice and guidance which support pupils to achieve positive outcomes.

Both direct and indirect pupil voice is effectively used by the school to inform and develop the staff's practice, knowledge and understanding.

The PSHE (LIFE Skills) Curriculum, which is mapped directly against AET progression framework, places and emphasis on providing meaningful opportunities for pupils to experience and develop skills in employment, independent living, health and community participation.

What the provision could develop further

Priorities for the provision:

Review the format and content of the Cycle Targets to ensure that the information enables staff to effectively plan and track the development of identified skills. Consider reducing the number of long-term targets with a focus on a smaller number of targets each term.

Other areas to consider:

Update the Individual Pupil Support Plans to the new format so that they explicitly reference the key sensory and communication strategies of pupils.

Continue to embed the zones of regulation programme with the aim of supporting pupils to take ownership of their self-regulation using the strategies in place around the classroom.

Where practice could be further developed, in a small number of observations, staff should consider using a visual symbol to identify the current activity. This would further support pupils to understand the current activity and what is happening next. Staff may also consider increasing the use of task schedules within lessons to support pupils to understand the structure, format and expectations of a particular lesson.

Continue to develop and introduce the core vocabulary communication boards across school so that they enable pupils to identify and practice expressive communication relevant to specific activities or tasks.


Continue to develop the curriculum and tracking tools to enable staff to track the progress of pupils who are working at a pre-formal level.





APPENDIX 1: SURVEYS

Rosebank School FAP Deadline 11/06/2021

Feedback questionnaire on Rosebank School to be completed before 11/06/2021

Please note all comments accompanying survey ratings are routinely removed from the final Accreditation report once they have been shared with the provision. This is to eliminate the risk of any individual being identified from these comments should the provision share or publish the report





1. The support my relative is given is...				
			Response Percent	Response Total
1	poor		5.88%	1
2	ok, but could be better		0.00%	0
3	mostly good		29.41%	5
4	always good		64.71%	11
			answered	17
			skipped	0

2. The understanding that staff have for my relative's autistic needs is...				
			Response Percent	Response Total
1	poor		5.88%	1
2	ok, but could be better		5.88%	1
3	mostly good		23.53%	4
4	always good		64.71%	11
			answered	17

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

	Response Percent	Response Total
	skipped	0

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

			Response Percent	Response Total
1	poor		5.88%	1
2	ok, but could be better		23.53%	4
3	mostly good		29.41%	5
4	always good		41.18%	7
			answered	17
			skipped	0

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

			Response Percent	Response Total
1	poor		5.88%	1
2	ok, but could be better		17.65%	3
3	mostly good		23.53%	4
4	always good		52.94%	9
			answered	17
			skipped	0

APPENDIX 2: COMMENTS FROM THE PROVISION