

## Autism Accreditation Assessment

**Name of Provision: Grange Park School**

Reference No.	
Assessment dates	19 <sup>th</sup> – 21 <sup>st</sup> October 2020
Lead Assessor	Jean Mockford
External Moderator	Lana Holmes
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:**

- Grange Park is a local authority specialist provision for children and young people aged between 8 and 19 with an Autism Spectrum Condition (ASC).
- The school is based on five sites: the main secondary school site at Wrotham (11-19) as well as partnership sites for Key Stage 5 at Mid Kent College Gillingham, Mid Kent College Maidstone and Hadlow College (16-19). The KS2 Satellite provision in Stansted opened in September 2019 to Year 4, 5 and 6 students (ages 8-11). There are currently 144 students on roll.
- **Number of autistic people supported by the provision:**
  - Key Stage 2 at Stansted: 20 students
  - Key Stages 3 and 4: 73 students
  - Key Stage 5 at Wrotham: 16 students
  - Colleges: 35 students
- **Range of autistic people supported by the provision:**
  - All students have a diagnosis and primary need of 'Autism Spectrum Condition'.
  - Many students have been out of school before their placement at Grange Park, not having coped within a mainstream setting. At Grange Park students are expected to access a class-based environment and most without 1:1 support. At the secondary provision students are required to transition around the building to access the curriculum. At College the students receive a tiered support structure dependent on individual need.
- Students work within two years of age expected levels. Students at Grange Park are all 'verbal' and are SCERTS "Conversation Partners".
- Students have access to 21 different academic accreditations across 12 different subjects so pathways can be personalised.

- The quality of teaching and learning is formally monitored three times per school year using the NAS framework.
- The quality of marking and feedback is also formally monitored three times per school year. SALT monitors the appropriateness and effectiveness of the teaching for students with ASC.
- **Outcome of last statutory assessment (Body; date, outcome):**  
Ofsted Report judged the school as **Good** in 2016.  
The school has been waiting for a more recent Ofsted under new Leadership.  
Covid-19 has delayed this.  
Inclusion Quality Mark – centre of excellence status -September 2020  
Governor Mark 2020

## About the Assessment

- The Assessment took place during the Covid-19 Pandemic. The school was in Tier 1, medium alert level.
- The school and the assessment team followed Government guidelines regarding Covid-19 as well as the school and NAS guidelines and risk assessments.
- The Assessment took place over 3 days.
- The Provision's Adviser acted as Assessor with support from a Moderator.
- A tour of provision was carried out on both sites.
- A power point presentation was viewed online that included outcomes for autistic students across the school and results of internal surveys and questionnaires carried out with autistic students and their families
- The Adviser observed lessons on two days over 4 hrs 25 mins and the Moderator for one day for 2 hours 10 mins.
- All observed sessions were 15 minutes long unless held outside.
- The assessor and moderator kept a social distance at all times from staff and students.
- All meetings were conducted virtually.
- Key documentation, including policies, were viewed online with case studies.
- Case studies included pen portrait, learning profiles, outline of previous support / provision, support/interventions at Grange Park, outcomes in 4 areas under assessment, achievements, successes, quality of life, transition to next phase, examination results (where appropriate) and SCERTS assessment progress.
- 22 sessions were observed by the assessment team. These were across the primary and secondary provision and included a range of classroom-based activities, break and mealtimes, clubs, transitions, sensory sessions, morning walk and Forest School,

- Discussions were held virtually with the school's Senior Team, teaching and therapeutic staff, two governors, school and college students and the Director of Student Services Mid-Kent College.

## **Professional Development and Support for Staff**

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

- The school has discrete policies for Autism Spectrum Condition, Promoting Independence, Sensory, Behaviour, Language and Communication, Visual Supports and Vocational Education and Work Experience.
- The school has developed a 'personalised approach' to the planning and delivery of the curriculum. Although it mirrors the curriculum offered in mainstream the school strives to ensure that it takes into consideration different and unique learning styles and is appropriate for the individual needs of each student supporting their ambition and aspiration.
- There are detailed and thorough multidisciplinary assessments in place, including SCERTS, that are established and embedded throughout the school.
- Structure, predictability and order are seen throughout the day supported with visual organisation and supports.
- The staff employ a positive approach using student strengths, combined with realistic expectations, to promote a sense of achievement and success.
- Independence is encouraged and supported appropriately with whole school and individual rewards.
- A person-centred approach is supported with detailed students' profiles and behaviour support plans.
- The school has designed a low arousal, calm and clutter free environment across both primary and secondary sites. Distractions are minimalised with almost all staff reducing their language appropriately.
- Strong links have been established within the school through the multidisciplinary team working closely together to support students' and families– Teachers, Learning Mentors, Occupational Therapists and Speech & Language Therapists.
- Students have frequent opportunities to practise and develop functional communication and interaction skills and social understanding.
- The Zones of Regulation are being used as a common language between students, staff and some parents.
- Students use the Zones to self-regulate and are seen to apply strategies independently such as requesting time out, getting a drink, using a sensory tool

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

- All new staff, teaching and non-teaching, have three induction sessions led by the SALT and OT that include ASC awareness, Zones of Regulation and Sensory.
- All new staff shadow experienced colleagues before working directly with students
- All new staff have time prior to taking up post to observe colleagues including therapists undertaking interventions.
- Newly appointed primary teachers employed from January are off timetable on induction until September.
- The school's therapy team lead on whole school training on Inset days and twilight sessions.
- Therapists carry out weekly bite sized autism training for all staff.
- All staff are able to visit other ASC specialist provisions to expand their knowledge and expertise.
- All staff have an autism specific personal CPD target.
- External CLASS training led by other specialist schools
- Primary Teachers' access to and completion of the Outstanding Teacher programme
- All staff are observed by Senior Team and therapists, using autism specific criteria, to identify training needs
- All staffed are trained in PROACT SCIPr
- During Lockdown all staff had online sensory integration training.
- External speakers contribute to training, e.g. Dr Tina Rae as well as autistic people.
- Involvement of the school in research projects.

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

- The school has invested significantly in its therapy provision. There are three SALTs (1.2 FTE), SALT assistants (1.6 FTE) 2 OTs (0.4 FTE) Art Therapist (0.2 FTE) Counsellor (0.2 FTE)
- Staff can receive informal support and advice about individual students from the therapy team
- Weekly class / team/whole staff meetings can include discussions about particular students
- Bite sized training can be tailored to address individual student support.
- Progress leaders do a presentation to staff about individual students following baseline interviews with new students and their families.
- Staff work closely with parents – two-way support
- All students actively contribute to Annual Reviews
- School Council contribute to staff interviews
- School Council Reps involved in school decision making

## Section 2: Findings from Assessment

## **Personal Centred Planning**

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

- All students at Grange Park have Education, Health and Care Plans.
- Prior to entry visits are made to meet the student in his/her previous school or provision. Where possible information about the student's likes/dislikes/interests/aspirations is gathered. If the student is out of education a home visit is made. Parents / Carers are also spoken to. Prospective new students are invited into school for 4 taster days.
- Multidisciplinary assessments and observations are undertaken by teachers and therapists and this coupled with academic information received from the previous provision or home enables a student learning profile to be drawn up.
- Interventions are identified and carried out by the school's team of therapists.
- The learning profile includes information on communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical, strategies, Resources/equipment to be used and any other relevant information.
- A SCERTS assessment is undertaken and reviewed annually. The outcomes evidenced in the case studies show significant progress being made by students in social communication, emotional regulation and social emotional growth indicators.
- In KS4 students who are able follow GCSE courses are supported with additional study and examination time.
- KS5 students have a three-year flexible window to transition from school to college, work or a different provision. The decision is made in consultation with the student and their family and based on individual need, ability, ambition and aspiration.
- Students in KS5 who transition to college receive a three-tier level of support when they commence their course dependent on their needs.
- Courses at college are also tailored to the students' interests where possible.
- Primary students have some lessons on the secondary site. This helps with transition at year 6.

## **Differences in Social Communication**

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

- Grange Park's Whole School Language and Communication Policy states as its aims the development of the language and communication of all students, the use

of systems to both support and develop language, understanding and expression in all contexts, to use strategies for communication which enable students to compensate for difficulties with language and to provide motivation, means and opportunities for students to communicate in a variety of situations, both in the classroom and beyond.

- Throughout the assessment these aims were seen to be met.
- All school staff are expected to take responsibility for developing their students' language and communication skills.
- For a relatively small school there is a significant investment in speech and language therapists (1.2 FTE) and speech and language therapy assistants (1.6 FTE). The school matches the rhetoric with the resources.
- All autism training around communication and social interaction is led by the SALT team and they work in partnership with all school staff to ensure that each individual student has opportunities to interact with their peers, adults and the community, where relevant.
- In KS3 students have 'Grange Park Time' where they have specific activities to promote communication and interaction as well as problem solving, compromise and negotiation in a variety of settings.
- Four mornings per week students all take part in the morning mile which is a walk around the playground in the secondary school and the field in the primary (weather permitting). This activity encourages interaction between students in an informal situation as well as given students an opportunity to move after long journeys in taxis.
- Student profiles outline specific approaches and equipment that students may require to support their communication and social understanding. These include talking mats, comic strip conversations, prompt cards, Lego therapy, comprehensive monitoring / active listening, use of key words in lessons, social thinking, use of the 10 second rule to support students with slow processing skills, visual material and demonstration, modelling of appropriate interaction by staff, reduced language pitched at students level of understanding.
- The Covid-19 restrictions on social distancing has resulted in the school creating a school bubble to enable students to continue to interact with each other in lessons in a planned and structured way.
- Opportunities for communication and social interaction were observed where:
  - students grouped in threes with a requirement to critically assess physical performance in a constructive and positive way.
  - students worked in pairs on a problem or where a jigsaw approach meant that all students had to interact with the pair responsible for completing the final task.
  - positive communication was seen between students as they gave advice to each other.
  - students were encouraged to work in pairs to come to a consensus.
  - students were encouraged to comment on each other's work as they progressed through an activity.
  - students were sat around tables and chatted naturally with each other about the task and helped each other.

- two students were totally absorbed in imaginative play together creating a fantasy situation and other students worked collaboratively together on their own designs.
- students chatted with others naturally during breaks and clubs.
- discussion about right and wrong answers was encouraged despite being a challenge for the students.

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

- **All** staff observed used appropriate, clear, modified or simplified speech to develop and extend students' receptive and expressive language, understanding and access to the whole curriculum.
- **All** students show evidence through SCERTS assessments of progress in social communication.
- In **all** lessons across the school visuals are successfully and extensively used for teaching and learning, as well as being seen on displays, labels, schedules, furniture, equipment, notices and signs.
- **Almost all** adults use minimal or reduced language where appropriate.
- In **all** observations opportunities were given for communication and social interaction between students and between students and adults.
- Zones of Regulation are embedded across the school. Visual representations of facial expressions and colour coding support the students' understanding of emotions and the complex language that describes them.
- Because **all** staff know the students very well, they talk naturally with them about their interests encouraging the students to actively engage.
- **All** observations showed students actively talking with peers as well as adults. Activities had been carefully planned and structured to enable this.

## Problem Solving and Self-reliance

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

- The School's policy for promoting social imagination, flexibility of thought and independence states as its aims the development of programmes, strategies and approaches that will enable students to use their existing strengths to develop flexibility, to use consistent visual material and systems throughout the school day to support social imagination, independence and flexibility and to use a range of strategies and procedures to reduce anxieties around transition and change.
- Throughout the assessment these aims were seen to be met.



- There was consistency across the school with regard to micro transitions including visual timetables, activities being broken down into steps, visual reminders of lesson timings, the use of a 'deal card' and opportunities for personal organisation and independence.
- Students have the routine of a daily tutorial session to settle them at the start of the day and an end of lunchtime ten-minute relaxation time.
- Students are offered a choice of activities at breaks, lunchtimes and for enrichment.
- There was a consistency across the school for macro transitions from other provisions and between year groups and key stages with advanced information, visits / tours of the next class/ stage, transition days, photos, presentations, handbooks, timetables, independent career advice, community-based projects and person-centred planning and individual pathways.
- Students on the School Council participate in interviews for new staff. They write their own questions.
- Students in year 9 access the course 'Understanding me' where they talk about their autism and diagnosis. This is revisited in KS5 and is supported with input / videos from external speakers or celebrities such as Chris Packham.
- Students in KS5 have tiered support on entry to college with Tier 1 having most input and Tier 3 least. At Tier 1 students will be met from their taxi and be given support in most lessons with possible some independence in vocational practical sessions. In Tier 3 students arrive independently into college, receive no support in lessons and can study independently.
- Forest School offers regular opportunities for students to develop confidence and self-esteem through hands-on learning experiences in the natural environment.
- Students' SCERTS data across the school shows improvements for all students in social emotional growth, flexibility and resilience.
- During the assessment opportunities for self-reliance and problem solving were seen when students could:
  - access equipment freely and make choices as to how to approach the task
  - participate in an activity that offered choice of pairs/small groups to play imaginatively with or complete the task.
  - make work experience choices within school.
  - move independently between lessons and activities
  - work through an activity independently as they had visual prompts to guide them through.
  - make choices at lunchtime where and with whom they ate their lunch.
  - transition between lessons/ activities independently
- The team felt that consideration could be given to the steps needed to enable more challenging activities to be accessed independently by students, for example scaffolding. This would reduce the need for adult verbal prompts.

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

- In **all** lesson students understood what was expected of them.
- In **all** lessons students had the opportunity to work alongside another in a problem solving or collaborative activity.



- In **almost all** lessons students were supported and encouraged to tackle tasks independently. More verbal support was given for more challenging activities.
- In **all** lessons students had opportunity to apply their learned literacy and numeracy skills.
- Life skills were actively promoted in **all** lessons.
- The learning environment was highly structured and conducive to order and routine. This gave predictability and organisation to the students' learning.

## Sensory Experiences

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

- The School's Sensory Policy states that Grange Park aims to provide an environment that caters for a range of sensory needs of the students, an assurance that all staff members are trained to meet the particular sensory needs of the students and a meaningful education experience that prepare the students for the 'real' world.
- Throughout the assessment these aims were all seen to be met.
- There is consistency across the primary and secondary school in terms of the environment in that it is low arousal, uses similar colours with limited displays, Kalwall gives diffused light and avoids distractions from outside and there are clearly demarcated areas in each room.
- The school employs OT support for 2 days per week. Their work includes the running of interventions, supporting with the zones of regulation, staff training, developing an interoception curriculum, supporting parents, supporting students with self-regulation and advice regarding the low arousal environment.
- Students sensory needs and emotional regulation are also overseen by the SALT team who work with the OTs to personalise interventions. They carry out formal assessments of all new students. All new students have a SCERTS assessment that forms part of their baseline profile.
- All students have a sensory profile in their learning profile.
- All staff are trained in sensory processing difficulties and their potential impact on the students' ability to access the curriculum
- The school uses the Zones of Regulation curriculum as a framework for all students to develop an understanding of their sensory needs and ways to self-regulate.
- The Zones have provided a common language for students and adults to use to support sensory needs.
- Opportunities are built into the curriculum for students to generalise skills learned in the safety of the school community.
- All students complete an 'All about me' questionnaire which includes basic information relating to likes / dislikes and sensory issues.
- During the four taster days staff informally assess the students in a range of situations that may highlight sensory processing difficulties.

- Parents/ Carers are interviewed about potential sensory issues.
- In the primary school the SALT and OT jointly run a weekly intervention for both classes that focuses on interoception and the zones of regulation.
- Students have access to yoga, forest school, morning mile, cooking, arts and craft, caring for chickens and an aviary with budgies, music, playground equipment and sensory garden.
- During the assessment sensory needs were seen to be met where students:
  - had water bottles with them at all times, twiddlers, ear defenders, ball seats and other specific OT resources to reduce anxiety and help with self-regulation.
  - were encouraged to take movement breaks or had them built into their daily routine.
  - enjoyed cooking experiences, icing and decorating.
  - built dens, built and lit fires, played adventure games and swung on a hammock.
  - walked the morning mile
  - used colourful glitter to make designs of their names
  - worked together in the sensory garden
  - played on the trim trail
  - worked in low arousal environments
  - discussed what zone they were in.

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

- Throughout the assessment **all** students presented as calm and happy. There were no incidents seen of students experiencing any sensory difficulties.
- **All** students were able to tolerate others in a variety of different situations.
- Students at forest school were engaged, thriving and enjoying the outdoor environment and sensory experiences.
- At lunchtime **all** students were calm and relaxed seated with friends of their choice or quietly by themselves.
- Students working in the sensory garden were **all** enjoying carrying out their particular jobs.
- **Almost all** adults used a reduced language and noise levels in **all** classes were low.

## Emotional Well-being

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

- The school's behaviour policy states as its aims the provision of a safe, low arousal environment where learning can take place, systems and skills for the students that enable more appropriate forms of expression to occur, staff skilled in interpreting behaviours effectively to identify their functions and to support students in managing those behaviours.

- Throughout the assessment these aims were seen to be met.
- All staff are trained in Proact Strategies for Crisis Intervention and Prevention (SCIPr). All staff knew their students very well and could guide students effectively to manage emotional regulation.
- Data held by the school since 2015 on behaviour Incidents shows a significant decrease of both incidents and physical interventions.
- There are quiet rooms and individual work bases for students who are not coping with class activities
- All students have Positive Behaviour plans
- All staff are trained to use SIMS to track and analyse behaviour data
- There are age appropriate reward and recognition systems including merits and a traffic light situation to measure attainment and understanding.
- All staff were seen to be positive towards students, gave lots of praise, used age appropriate language and welcomed discussions with students.
- Students appeared respectful towards each other in lessons, were willing to work collaboratively and many played cooperatively in the playgrounds.
- Students were engaged with their lessons. Where a couple of students appeared to struggle with emotional regulation there was clear direction from staff towards strategies that had been designed to support students in this situation.
- Examples were given to the assessment team where students who were showing signs of losing motivation were deliberately given responsibility. This has proved successful in encouraging a more positive attitude from the students.
- The personalised curriculum offer for KS5 has increased motivation and had a positive impact on attitude and achievement.
- There is increased awareness by staff of the sensory impact on student behaviour.
- The increased role of school council has given students a sense of involvement in school decision making.
- All staff have had training on the five strands of wellbeing and of activities they can do in each area.
- All staff have been made aware of the impact of executive functioning difficulties, particularly during times of stress. There has been reflection on practice during lockdown and how to prepare for another one.
- During the assessment examples of students' emotional well-being were seen when students:
  - articulated their praise for another when they created an innovative design
  - clearly enjoyed conversations with adults and peers
  - totally immersed themselves in their imaginative games
  - shared how they were feeling within the zones and what they needed to feel more regulated
  - worked in threes to critique each other's performance within a safe and structured situation
  - shared tasks to clear up at the end of a lesson cooperatively and with good grace.
  - calmly waited for their lunches to be served engaging in conversation with kitchen staff
  - persevered when working together to solve a problem
  - spoke positively about their school to the assessment team.

- responded positively to inhouse and external questionnaires about their school

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

- Throughout the assessment the behaviour of **all** students was excellent
- Relationships between **all** staff and students were positive and respectful
- **All** students presented as feeling safe and calm
- The Zones of regulation are actively used to support **all** students manage their behaviour
- **All** adults were seen to use praise to boost confidence and self esteem
- **All** students were given meaningful activities with **most** being focused and engaged.
- **All** students expressed satisfaction on completion of tasks or activities

## Consultation with Autistic People

- Students can make their voices heard through the medium of the school council, at annual EHCP meetings, transition discussions, tutor times, parents' meetings and informal chats with staff.
- Students are consulted from year 9 when considering the pathway they will take into KS4 and 5.
- Students learn about their autism formally from Year 9 and the 'Understanding me' programme gives them lots of opportunities to explore their situation and unique self.
- The KS5 students were given a talk from an ex student who talked to them about his autism and his experiences since leaving school. Feedback from the students was positive. They were asked about its usefulness to them, the quality of the presentation and the information given. Seven students gave feedback that ranged from good to outstanding. Comments said it was interesting and enjoyable.
- Students speak positively about their school. Two students from the school agreed to be interviewed during the assessment and two students who currently attend college.
- All four students praised the support that they had received from their teachers and support staff.
- The two school students said they are always listened to; they enjoy school and they have been fully consulted about their pathway next year. One student is going to college and the other is staying at Grange Park for another year.

- One of the students has been involved with staff interviews and the other helps younger students in the primary school.
- Both students acknowledged that students' ideas and views were always considered at School Council and these ideas were generally acted upon.
- When asked about anything they could improve in the school neither could offer any suggestions at first and then they suggested that students now have to work much harder to get merits!
- The two students from College were also complimentary about the school. They felt that their needs were always understood and staff were approachable and friendly.
- Both students felt that they were well prepared for college. Everything was explained including expectations. They also felt that the work experience that they had undertaken at school was a good preparation for college.
- The NAS assessment online questionnaires were completed by 35 students. The full results will be shown in the appendix to this report.
- The questionnaire showed that 97% of students felt that the support they received at Grange Park was good and 88.5% agreed that their needs were understood by staff. 77% agreed that staff listened to how they wanted to be helped. There were no negative responses.

## **Consultation with families of Autistic People**

- The school has an open-door policy for parents and communicates through the daily home/school contact books, website, newsletters, parent-mail, parent consultation evenings and parents' group
- Parent Governors work closely with the school
- The school offer Cygnet training and parent workshops
- Parents attend EHCP Annual reviews and transition meetings at different stages throughout their child's time at Grange Park.
- Parents are interviewed before a student starts at the school so the school can work in partnership to support their child.
- Parents attend social activities such as the Talent Shows and BBQ, charity events, church services.
- Parents are asked to comment on whole school policies
- The school conducts regular surveys with parents including a lockdown survey with parents. 100% of parents who responded said they had been kept well informed throughout, 81% said their children enjoyed zoom lessons and 96% of parents felt that enough work was supplied.
- The NAS assessment online questionnaires produced positive results from parents. 39 parents responded to the online confidential survey. The full results are shown as an appendix to this report.
- Over 93% of the parents agree that the support their child receives, staff understanding, communication between school and home and advice is always good. No parent expressed any concern in any area.

- All comments made on the survey were extremely positive and complementary about the school stressing the impact the school has had on their child and the difference they have seen.
- One parent wrote *'without this school and all the fantastic staff I do not know where my family would have been. They have exceeded my expectations and continue to surprise me with their kindness and dedication to supporting my son and us as a family. The school is absolutely amazing!'*
- Another parent said *'Since arriving at Grange Park my son has achieved so much more. He now understands his autism and how to strategise when he feels anxious. He is now more confident in building relationships.'*

### **Involvement with the wider community**

- The school offers a bespoke outreach service to local schools that is currently funded in- house. A substantial amount of funding from the Local Authority is due.
- The school's therapy team lead on autism training across Kent schools.
- The school is part of the Local Inclusion Forum Team (LIFT)
- The school offers a wide offer of community work experience placements for their students. All employers receive training from the school to support these placements.
- The school actively participates in National Autism Week.
- The school links with the three FE colleges that the students go onto in KS5.
- The Director of Student Services, Mid Kent College confirmed that the school provides support for students at the college but also offers training for staff. There is a sharing of information between the school and college.
- The Therapy team are involved in the SCERTS network sharing good practice, resources and assessment forms. Feedback from external training is always good or outstanding.
- The school has undertaken training with NASEN Special Educational needs and disability reviews. The HT and DHT are undertaking reviews of schools in Kent as part of its SEND review.
- The school shares autism specific resources with other schools.

- The HT sits on the Kent Independent Placement Panel that consider cases requiring additional funding / out of county placement.
- The SALT team host SALT University student placements.
- The school is involved with a number of projects including:
  - a research project at Kent University, Complex grammar in Autism by Vikki Janke.
  - partnership project with the NHS to assess access to driving for autistic young people.
  - RSE pilot programme with the University of Kent, Tizard Centre
  - Developing the CAT-Q camouflaging assessment tool with UCL.

### **Section 3: Summary of assessment**

#### **What the provision does particularly well**

##### **What stood out as particular strengths:**

- The Senior Team and all staff demonstrate an unwavering commitment to supporting every student at Grange Park to achieve at their highest level and to develop skills, qualities and attributes that will enhance their whole life.
- All staff demonstrate a robust, consistent and specialist knowledge and understanding of autism through best practice methods and approaches.
- The Senior Team and Therapists invest in regular high quality CPD that ensures positive outcomes for all students. This includes thorough induction and weekly training, internal and external speakers, student involvement and focused autism specific performance management targets
- The School offers an extensive community outreach service that offers bespoke packages of training and support to local mainstream schools and colleges, services, work placements and parents. The school is well known in the area for its autism expertise.
- Working in collaboration with therapists the school has outstanding sensory provision. Exceptional practice can be seen throughout the school with students



routinely having access to sensory experiences, objects, resources, equipment and activities.

- The use of Zones of Regulation has been embedded throughout the whole school and in every situation. It has enabled a common language for students to manage self-regulation and this has now been extended into the home.
- The use of SCERTS as an assessment tool has enabled students to see, understand and celebrate their significant progress in areas that they may find challenging.
- Structured and unstructured opportunities are in place in all lessons, Enrichment, Forest School and Club Activities for students to develop skills of self-reliance, collaboration, communication and interaction
- Through detailed multi professional assessments, observations, discussion, reflection and ongoing sharing of good practice adults are able to personalise the students' learning and school experience.
- Qualitative and quantitative data is available and is presented in a range of accessible formats. This information is used to inform decision making at strategic, classroom and student level.
- Students' emotional wellbeing is a high priority. Many students come to Grange Park having been out of school for a long time. The school's holistic approach to student wellbeing has meant students being successfully reintegrated into education.
- Transition from School to College is planned in depth followed through with tiered and structured support once students start their course. Each student's readiness is considered within a three-year window of opportunity in KS5.

**What else the provision does well:**

- Governors are actively involved with the school, monitor academic and SCERTS progress and are represented at all social and academic events.
- Relationships with parents are excellent. The school has an open- door policy. Feedback from the school's internal parental questionnaires and training are very positive. This is confirmed in the online confidential NAS survey
- The school encourages its staff to undertake research in the field of autism to enhance their own practice as well as sharing findings with colleagues at Grange Park and other local schools and provisions.
- Relationships between staff and students are outstanding. Students respond well to interactions, interventions and support.
- The school environment is calm and low arousal. The Senior Team have ensured consistency across both the primary and secondary departments.
- Work Experience opportunities are varied and well supported. Students also have Work experience in the school environment as part of their curriculum.

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

**Priorities for the provision:**

**There are no major priorities identified from this Assessment.**

**The school has identified:**

- The development of an interoception curriculum
- Further work on Neurodevelopmental pathways.
- The expansion of provision to meet the increased demand for places.
- Further engagement with the local community
- Student voice in staff training
- 



**Other areas to consider:**

- To relook at ways of scaffolding / structuring more challenging activities to reduce the need for adult direction.

## APPENDIX 1: SURVEYS

### Families

Feedback questionnaire on Grange Park School to be completed before 01/11/2020. Please note that comments accompanying the survey have been shared with the school but are removed from the final report.

The support my relative is given is...				
			Response Percent	Response Total
1	poor		0.00%	0
2	ok, but could be better		0.00%	0
3	mostly good		5.13%	2
4	always good		94.87%	37
			answered	39
			skipped	0

The understanding that staff have for my relative's autistic needs is...				
			Response Percent	Response Total
1	poor		0.00%	0
2	ok, but could be better		0.00%	0
3	mostly good		7.69%	3
4	always good		92.31%	36

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


	Response Percent	Response Total
answered		39
skipped		0

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

	Response Percent	Response Total
1 poor	0.00%	0
2 ok, but could be better	0.00%	0
3 mostly good	7.69%	3
4 always good	92.31%	36
answered		39
skipped		0



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



	Response Percent	Response Total
1 poor	0.00%	0
2 ok, but could be better	0.00%	0
3 mostly good	5.13%	2



The advice I get from the service on how to help my relative is...				
			Response Percent	Response Total
4	always good		94.87%	37
			answered	39
			skipped	0

## Autistic Person




Feedback questionnaire on Grange Park School to be completed before 01/11/2020

The support I am given is good?				
			Response Percent	Response Total
1	Yes		97.14%	34
2	No		0.00%	0
3	Sometimes		2.86%	1
			answered	35
			skipped	0

Staff understand me and my needs				
			Response Percent	Response Total
1	Yes		88.57%	31
2	No		0.00%	0
3	Sometimes		11.43%	4
			answered	35
			skipped	0

The staff listen to me on how I want to be helped				
			Response Percent	Response Total
1	Yes		77.14%	27
2	No		0.00%	0
3	Sometimes		22.86%	8
			answered	35
			skipped	0

Who just completed the questions above?				
			Response Percent	Response Total
1	The autistic person by themselves		71.43%	25

Who just completed the questions above?				
			Response Percent	Response Total
2	The autistic person with support		17.14%	6
3	A staff member who represented their views		2.86%	1
4	A family member or friend who represented their views		8.57%	3
			answered	35
			skipped	0





## **APPENDIX 2: COMMENTS FROM THE PROVISION**

### APPENDIX 3: ADVANCED APPLICATION FORM

Part 1: Professional Development
Initiatives or innovations that impact on staff insight into the personal experience of being autistic e.g. regular involvement of autistic people in professional development activities or review of practice.
<p>Description</p> <ul style="list-style-type: none"> <li>- Weekly 'bite size' training.</li> <li>- Staff training by outside speakers, including autistic individuals.</li> <li>- School council representatives contribute to staff interviews.</li> <li>- School council representatives are involved in school decision making, including designing the school rules.</li> <li>- Progress Leader presentation to staff following thorough baseline interviews.</li> <li>- Pupils actively contribute to Annual Reviews and take ownership of their targets.</li> <li>- All staff have an autism specific performance management target.</li> </ul>
<p>Impact</p> <ul style="list-style-type: none"> <li>- Consistency of practice ensured across the school.</li> <li>- Input from autistic people gives staff greater understanding and insight.</li> <li>- Induction feedback consistently rates the training as 'good' or 'outstanding'.</li> <li>- The Zones of Regulation training has embedded practice across the school.</li> <li>- Pupils report that they feel listened to and have a say in school decisions.</li> <li>- Transition process feedback is consistently positive. For the 2019 transition, all parents rated the usefulness of the transition for preparing their child as 5/5.</li> <li>- Pupil voice at Annual Reviews gives staff an understanding of their pupils' needs and aspirations.</li> </ul>
Initiatives or innovations that ensure that specialist approaches or techniques are fully understood, consistently implemented and regularly reviewed.
<p>Description</p> <ul style="list-style-type: none"> <li>- SCERTS fully embedded across the school. The therapy team provides regular staff and parent training/updates. Pupils assessed in line with the Annual Review process.</li> <li>- Annual PROACT SCIPr training from in-house trainers.</li> <li>- The Zones are included in the curriculum at each key stage and used at home.</li> </ul>
<p>Impact</p> <ul style="list-style-type: none"> <li>- EHCP targets are consistently met.</li> </ul>

- Gains have been seen in pupils' social communication, mutual-regulation and self-regulation SCERTS scores for the past three years.
- Consistent use of the Zones and PROACT SCIPr have reduced the number of physical interventions.
- Behavioural support strategies based upon an informed understanding of each individual's needs, characteristics and preferences.
- Consistent language and strategies support emotional regulation, providing structure and security for all pupils.
- Common language for pupils to explain and understand how they are feeling.
- Access to appropriate regulatory tools in school and at home.

#### Part 2: Outcomes for individuals

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

##### Description

- SCERTS assessments – Positive long-term outcomes strongly correlated with social communicative competence.
- Thorough transition and baseline assessments.
- The variety of enrichment activities and clubs arise from decisions made at School Council and pupil votes.
- Learning for life – personalised pathways for all.
- KS5 curriculum focuses on personal and social development and preparing students for college provision and/or adulthood.
- Participation in the national Headstart programme.
- Access to a counsellor and/or art therapist.
- Ex-pupil talk to KS5 about his experiences of being autistic, how the school prepared him for adult life and challenges he has overcome in the workplace.

##### Impact

- Pupils develop independence, emotional resilience and wellbeing.
- Pupils working towards developmentally appropriate SMART targets.
- Smooth transitions – reduction in behaviours compared to previous setting.
- Highly individualised, successful transition programme.
- Pupils who were school refusers in previous settings are now attending.
- Pupils engaged with learning and accessing a curriculum that is tailored to their own interests and aspirations.
- Destination data – 96% of students from the previous 3 years in education or employment.
- All KS5 students rated the previous pupils' presentation as 'outstanding'.

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

**Description**

- The focus on developing confidence and self-esteem through hands-on learning experiences in Forest School compliments the SCERTS aims to create meaningful and motivating goals for pupils based on functional needs.
- Pupil ownership over learning and equipment.
- Pupils use Zones consistently.
- SALT run the 'Understanding Me' intervention for targeted groups to help them develop awareness of the impact of their autism.
- Personalised pathways shaped around pupil aspirations.
- Personalised tiered support at college.
- School council.
- Annual pupil wellbeing survey.
- Talking mats used to elicit pupil views.
- Highly flexible KS5 curriculum, focusing on functional skills and independence.
- Work experience and college carousel tailored to pupils' future ambitions.

**Impact**

- Pupils understand self-regulation.
- Pupils motivated to achieve their targets and aware of supports in place to help them learn, socialise and regulate.
- Reduction in behaviour incidents and physical interventions.
- Common language across school. All staff respond in a consistent way.
- Pupils aware of their autism, able to ask questions and develop a more positive view of autism.
- Bite size college/work opportunities give students an idea of what it will be like without Grange Park support.

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

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

**Description**

- Extensive outreach service - bespoke packages of training and support.
- Local Inclusion Forum Team (LIFT) meeting attendance.
- Parent training – Cygnet, Zones and SCERTS.
- Work experience – range of placements, links with community settings.

<ul style="list-style-type: none"> <li>- National autism week.</li> <li>- Following SPELL approach.</li> </ul>
<p>Impact</p> <ul style="list-style-type: none"> <li>- More schools approaching Grange Park for support.</li> <li>- Training evaluations show that participants have made significant gains in their knowledge and skills. For example, Autism awareness training scores increased from an average of 6 to 8.7 out of 10. From the ASD and girls training, average scores increased from 5.8 to 8.3.</li> <li>- Feedback from participants attending external speaker training is positive. 83% of participants rated the knowledge base of Paul Isaacs as 'outstanding'. Comments included 'engaging', 'very well informed', 'inspirational' and 'enlightening'.</li> <li>- 80% of participants rated the 'Introduction to autism' training as 'outstanding'.</li> <li>- Students able to continue to access mainstream education when staff have been supported by us.</li> <li>- Work experience - the local community are more aware of the school and of autism.</li> <li>- Cygnet feedback – 100% of parents said that they would recommend the training to family/friends.</li> </ul>
<p>Initiatives or innovations that have significantly increased knowledge and understanding of best practice in supporting autistic people e.g. involvement in action research; development of resources; partnership work; publications etc.</p>
<p>Description</p> <ul style="list-style-type: none"> <li>- SCERTS network – sharing good practice with others using the framework.</li> <li>- Development of resources which have been shared with other schools – whole school communication strategies, environmental audit, SCERTS assessment forms.</li> <li>- The SALT team host SALT University student placements.</li> <li>- Supported a research team from Kent University - Complex grammar in Autism by Dr Vikki Janke.</li> <li>- Partnership project with the NHS to assess access to driving for young people with autism. Outcomes presented at the CIECA Conference.</li> <li>- RSE pilot programme with the University of Kent, Tizard Centre.</li> <li>- Supporting Dr Hull at UCL to develop the CAT-Q camouflaging assessment tool.</li> </ul>
<p>Impact</p> <ul style="list-style-type: none"> <li>- Support to other schools has expanded use of SCERTS.</li> <li>- Resources shared with mainstream schools – greater access for autistic pupils.</li> </ul>

- Students on placement show increased knowledge and understanding of autism and develop new skills.
- Grange Park is widely acknowledged in the community for autism expertise.
- Greater number of schools approaching us for support and training through LIFT.
- Direct impact of research on the assessment and support for young people with autism.

#### Part 4: Validation

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

##### Examples and relevance

- Inclusion Quality Mark – centre of excellence status - Inclusion promotes equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within a school and any pupils who are at risk of disaffection and exclusion.
- Participation in the national Head Start programme – developing our pupils' resilience and emotional well being
- National Online Safety Certified
- Ofsted rating of Good in 2016
- Governor Mark - a kite mark which provides external evaluation of the quality of governance.
- Member of Collaborative Learning Alliance of Special Schools, dedicated to providing 'Excellence in Special Education across Kent' via our unique network encompassing 24 special schools.

