**Autism Accreditation Assessment**

**Orrets Meadow School**

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| Reference No. | 27734 |
| Assessment dates | 21-23rd May 2019 |
| Lead Assessor | Jonny Knowles |
| External Moderator | Alastair Youdan |
| Status prior to the assessment | WT |
| Advanced status applied for | No |

**Section 1: Context**

**About the Provision**

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| **Brief description of the provision made for autistic people:**  “Orrets Meadow School is a unique primary special school with 70 full time places for pupils with Autism, Social Communication Difficulties or SPLD. Historically Orrets Meadow was an SPLD school but in September 2013 two new classes opened, for children with ASD, Social Communication Difficulties and other additional needs. From this point the school have developed the classrooms in 4 phases to meet the needs of the children. This summer the schools last two remaining SPLD classrooms will convert across to ASD classrooms and the school will become a school purely for ASD and Social Communication Difficulties.”  “Due to changing our provision to support the needs of ASD children we have adapted classrooms through building work and layout changes. We have re-designed the classrooms to ensure that they have the correct lighting, low level noise, furniture and set up (TEACCH) and we have also added a sensory room, and toileting and changing facilities. All these changes have been to create an environment to support ASD children in the best possible way.”  The school has recently redesigned their curriculum to ensure that the multi-sensory curriculum focuses on the development of communication, social interaction, flexibility of thought, emotional understanding and self-awareness, learning, independence and community participation and sensory processing.  **Number of autistic people supported by the provision:**  There are currently 70 pupils attending Orrets Meadow, 30 of which have a diagnosis of autism.  **Cohort of autistic people supported by the provision:**  50 pupils have Social Communication Difficulties as their prime need and 20 have Specific Learning Difficulties.  **Outcome of last statutory assessment (Body; date, outcome):**  The school was last inspected by Ofsted in October 2017 and was found to be Outstanding in all areas. |

**About the Assessment**

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| The assessment took place over 3 days.  The school’s adviser assumed the role of lead assessor with support from an external moderator on the first day of the assessment.    A presentation was delivered by the schools ASC Lead (Deputy Head) and Head Teacher on how provision is made for autistic pupils.  16 sessions were observed by the assessment team over a total of 9 hours. Sessions observed included English, Maths, Science, Additional needs groups, PE, transitions, Sensory Circuits, Military School, Check-in, and Lunch Clubs.  Discussions were held with a number of staff members, autistic pupils and the families of autistic pupils during the assessment. Staff interviewed included the Head Teacher, Deputy Head Teacher, Curriculum Lead, Mental Health Lead, SALT, Home School Link Worker, Lego Therapy Lead, PE Lead, 3 School Governors and a number of new staff to the school.  3 family members attended a meeting with the assessment team and the assessment team also met with 7 members of the School Council.  Policy and procedure documents relevant to the provision for autistic pupils were reviewed, in particular; ASD Policy, Behaviour Policy, Communication Policy, Curriculum Plan.  Personal files were sampled in all classes, these included Pen Portraits, IEPs, Sensory Plans, Sensory Profiles, Class Overview sheets, SALT and OT reports.  The results of surveys carried out with autistic people and their families were also considered and are found in the appendix to this report. |

**Section 2: Key Findings**

**What the provision does particularly well**

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| **What stood out as particular strengths:**  The school’s intervention programme, which runs for 30minutes daily, focuses on specific targets identified on pupils EHCP. The sessions offer focused intervention led by knowledgeable staff which data and evaluations show is having a positive impact on pupils progress in their key areas of need.  Staff used consistent strategies and language in each classroom across school to support pupils to understand what is happening now and next, develop independence, and support self-regulation.  Throughout all observations pupils appeared happy, relax and engaged in structured and calm lessons. Staff and pupils have positive, purposeful and trusting relationships.  **What else the provision does well:**  The sensory circuits, available to pupils every morning until dinner time, were constantly being adapted to meet the current need of the pupil.  Pupils have access to a wide range of structured clubs and activities at lunch. The clubs are lead by pupils interests and include Minecraft, football, Lego, Art, Crafts, and many more.  Families hold the school in high regard stating that “staff are enthusiastic and engaging” and that the school has been “life changing for the whole family”.  Each classroom has direct access to a well resourced sensory room and private outside area which pupils were encouraged to access independently.  The school governors have played an active role in the strategic development of the school. The “Adopt a Governor” scheme gives governors the opportunity to spend focused time in school with their adopted class.  There is a high quality programme of continuous professional development in place at school which is being constantly adapted to meet the needs of the pupils.  PE lessons are a positive experience for pupils and the school have work closely with a range of external services to develop a bespoke curriculum and resources which has been shared nationally with other special schools. External professionals stated that the school is a “national beacon of good practice for PE”.  The soft federation between Hayfield, Clare Mount and Orrets Meadow allows the school to share CPD opportunities, and reflect on the placement of pupils so that the schools can best meet their need.  The school is working towards a range of accreditations and are constantly adapting to meet the changing need of the pupils. In 2018 the school was recognised across the Wirral winning Primary School of the year. |

**What the provision could develop further**

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| **Priorities for the provision:**  With the upcoming change in cohort the school should continue to explore the AET framework as a tool to track progress and set progressive targets in key areas of need, linked to the schools new “Unique Child Model” curriculum.  Class staff should increase the use of sabotage and reduce the prompt levels to promote genuine independence.  **Other areas to consider:**  Continue to develop and roll out the new curriculum and encourage staff to explore creative approaches to social learning.  Continue to develop links with other provisions to share good practice and further develop the consistency of transitions.  Continue to consider the changing cohort of pupils ensuring that the programme of CPD and approaches used at school reflect the pupils needs. This could include exploring the use of attention autism and the use of blank levels so that pupils language levels are explicit to staff. |

**Section 3: Professional Development**

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| **Main approaches or methods employed by the provision in supporting autistic people**  “We aim to provide a consistent approach across the classrooms and school.  We used TEACCH as a starting point to design classroom structures.”  “We use a whole school communication approach, all classes use the same visuals to support children. Staff are trained to use of a range of communication approaches including PODD, Makaton, Visuals and PECS”  “We have a multi-sensory curriculum and we promote the use of the sensory circuit and sensory rooms. All staff have received training on the Sensory Circuit and supporting the children in addressing their sensory needs.”  **Training staff receive in these approaches and in understanding autism as part of their induction**  As part of their initial induction staff receive an overview of the autism specific best practice methods and approaches used at the school. Staff also receive a handbook which shares the expectations of the school. All staff are also expected to complete 5 National Autistic Society online courses.  Staffs’ previous training is audited to identify existing knowledge and experience. This allows the school to highlight strengths and further areas of future development so that the school CPD programme can be adapted to meet the needs of staff.  Staff stated that they felt “well supported” in their induction with the SLT being “approachable and knowledgeable”.  **On-going support and professional development available to staff in working with autistic individuals**  Each year the school delivers a range of autism specific training as part of the programme of CPD. All staff have received initial/refresher training in PODD, PE and Autism, TEACCH, Makaton, visual aids to support pupils, Lego Therapy and general ASD classroom strategies. Staff are expected to lead a staff meeting or deliver whole staff training to share new interventions/approaches they have adopted.  Staffs previous autism training has been tracked by the ASD lead so that gaps in knowledge can be identified.  The ASD lead regularly delivers autism specific training on “strategies to support children with ASD within the class” to schools across the Wirral. Experienced staff also support local schools by completing observations and offering guidance, training and support to develop their autism practice.  The school is part of a “soft federation” between themselves, Clare Mount and Hayfield school allowing expertise and best practice to be shared between the schools. The school’s PE lead has worked closely with staff at Clare Mount to develop national schemes of work for primary special schools. Staff at Clare Mount stated that the school is a “Beacon of good practice” and have a “high quality programme of CPD in place” to support staff to develop. |

**Section 4: Person Centred Support**

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| **Brief description of how individual support is planned, implemented and evaluated:**  The school’s SALT assesses pupils’ communicational needs and designs a bespoke programme of support based around their needs. SALT targets, strategies and suggested interventions are fed back to staff in a SALT report.  Each year a sensory checklist is completed by pupils, with support from class staff, to identify their key sensory needs. This is completed at the start and end of the year so that progress can be tracked.  The school staff complete an “Autistic Spectrum Profile” to identify the key needs of each pupil. This is completed by class staff and used to track progress in key areas at the start and end of the year. The school staff also complete a “Social Skills Questionnaire” at the start and end of each school year which focuses on “Social Play and Emotional Development”, “Emotional Regulation” and “Communication Skills”. Progress is tracked allowing staff to identify areas of improvement and areas for development. The school have reviewed this process and in 2019 will be using the AET framework to track these areas of development.  Before interventions are delivered staff use a variety of specific assessments to baseline pupils. Lego Therapy is tracked using an observational assessment which focuses on communication and social interaction skills. Sessions with the counsellor are tracked using a mental health scale. This allows staff to review progress post intervention.  All pupils at school have an EHCP. Additional needs sessions, which run between 12-12.30 each day, give staff the opportunity to work on a specific area of a pupils EHCP. Groups are small, generally 2:1, and include problem solving, Lego therapy, typing, literacy, communication, interaction, fine motor skills and many more. Progress is tracked an evaluated weekly as well as at the end of the half term block of intervention.  Each class has a class file which is easily accessible to staff and contains a Class Overview, Pen Portraits, My School Sensory Circuit (daily sensory input), IEP, as well as any relevant SALT or medical reports.  Pupils all have IEPs which include targets in Communication, Social Interaction, Flexibility of Thought, Daily living Skills, and Sensory Integration. Each target has highlighted success criteria, and strategies which will help pupils to achieve the target. Staff review the documents twice yearly and complete an evaluation of each target. With the upcoming change in cohort the school should continue to explore the AET framework to support staff to set progressive targets in key areas of need which links to the schools new “Unique Child Model”.  Pen Portraits have been created in collaboration with the pupil, their parents and school staff. The Pen Portraits identify “What is important”, “Things people like about me” and “How best to support me”. The how best to support me section is broken down into communication, flexibility of thought, problem solving and sensory supports which are reviewed throughout the year. |

**Differences in Social Communication**

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| **Key outcomes identified from personal support documents and staff discussions:**  The school have access to an NHS SALT who works in school two days each week to support children with their language and communication. The SALT carries out assessments, holds one to one clinics, and teaches in small group sessions. Actions and suggested strategies from the assessments and interventions are fed back to staff in a SALT report. The SALT has trained up a member of staff so that they can deliver a SALT programme of intervention each afternoon.  Staff training, delivered by the SALT, has focused around general communication approaches as well as specialist approaches based on pupil’s individual identified need.  The school promote the whole school “Makaton sign of the week” and pupils are encouraged to use it around school. Staff also promote the use of Makaton through the sign and sing choir.  How best to support the communication needs of pupils is found within their Pen Portrait. Pupils communication and social interaction targets are found within their IEPs which also include key strategies to support their development.  **Key outcomes identified from observation/review of key activities:**  During all observations staff communicated verbally simplifying or structuring language based on the needs of the pupils. Where best practice was observed, in a small number of observations, staff reinforced verbal communication with visuals or by using Makaton.  During all observations pupils communicated verbally with staff. One pupil was observed using Makaton to communicate. In most observations pupils used a visual of some format to share their understanding of a task or how they were feeling. In a small number of observations staff were quick to prompt pupils or offer scaffolding when more processing time may have been needed. In these observations staff should reduce their communication to ensure that they are not giving pupils too much information.  In most observations staff provided purpose and opportunity for pupils to interact with their peers, staff and in some cases members of the community. The school invite “Military School” in to deliver sessions in first aid, bush craft, team building, and social skills which gives pupils the opportunity to interact with a member of the community. The school’s new life skills section of the curriculum, due to be launched in Sept 2019, will also facilitate more opportunities for community engagement. |

**Problem Solving and Self-reliance**

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| **Key outcomes identified from personal support documents and staff discussions:**  Problem solving is a focus of additional need sessions which focus on giving pupils the opportunity to make mistakes and reflect and learn from them.  The school provide the opportunity for older pupils to lead sessions and support younger pupils. Older pupils lead the yearly “School games day” and support younger pupils as a buddy at lunch. Older pupils also take responsibility for jobs within the dinner hall and support staff to clear away the equipment.  The school have developed a new life skills curriculum which incorporates suggestions and feedback from a parent and pupil survey. The curriculum will aim to promote independence and will be tracked using the AET framework.  “How best to support” pupils “flexibility of thought and problem solving need” are shared with staff on pupils’ Pen portrait. Targets and strategies to develop flexibility of thought are shared with staff on IEPs.  **Key outcomes identified from observation/review of key activities:**  During all observations pupils could understand what they needed to do now and next. Staff consistently used whole class visual timetables and lesson schedules, individual timetables, now and next key rings, and written schedules. Staff used consistent language when referencing these tools during micro and macro transitions.  Independence is facilitated by classrooms having a clear visual structure and being organised. This supports pupils to navigate their classrooms with confidence. In most observations pupils were able to access the lessons independently but in a small number of observations there were missed opportunities for pupils to work independently. In these sessions staff could further promote independence by taking a step back and allow pupils to try activities, and potentially fail, before providing additional support.  In most observations pupils were given the opportunity to express their opinions, take and make decisions. Pupils in all observations were confident to put their hand up and were keen to share their thought/opinions with their class. Pupils also invited a member of the assessment team to see the progress which they had made with the sensory garden and delivered a presentation about the project. |

**Sensory Experiences**

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| **Key outcomes identified from personal support documents and staff discussions:**  On joining the school staff work together with pupils and their families to complete a sensory checklist which identifies the key sensory needs of each pupil. From this a member of staff, trained in sensory processing, develops a sensory plan for pupils.  The school has a sensory circuit available for pupils to access as part of self-regulation or a daily diet. Pupils are supported to access the circuit independently with the use of visuals highlighting their plan. Plans are adapted to meet the current needs of the pupil and can be focused on more alerting or calming activities.  Each Classroom was seen to be low arousal with careful considerations made to the colour and amount of displays. Each classroom has direct access to a well resourced sensory room and private outside area. Pupils have also developed a sensory garden at the back of school which includes an outside classroom.  The sensory needs of each pupil is identified on their Pen Portrait and sensory profile/plan. Sensory targets and strategies are identified on each pupils IEP which is reviewed during the year.  Pupils also have a “My school sensory circuit” document which identifies all of the sensory inputs on arrival, during class, at break and lunch and at other key transition points.  **Key outcomes identified from observation/review of key activities:**  During all observations pupils had access to sensory activities which they find relaxing and/or enjoyable. Identified pupils have the opportunity to access the sensory circuit, which is set up in the hall during the morning. Calming, Alerting and Organising activities accessed during the sensory circuit sessions related to the pupils preferences or needs for that day.  The school environment is low arousal, organised and clutter free. Pupils are given the opportunity through lessons to explore new sensory experiences.  Pupils were supported to regulate sensory experiences which may interfere with what they are trying to do or cause them discomfort. Pupils were seen accessing individual work stations, ear defenders, wobble cushions and other sensory tools. Each classroom has direct access to a sensory room which was used by a small number of pupils during the assessment. Where best practice was observed, in one observation, one pupil independently went for a walk around the yard before returning to the classroom to continue to work. |

**Emotional Well-being**

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| **Key outcomes identified from personal support documents and staff discussions:**  The school have a Cognitive Behavioural Therapist who is in school for half a day each week working with pupils to develop their self-esteem and confidence.  The school have a Home School Link Worker who is also a trained counsellor. The Home School Link Worker provides timely support to pupils and parents based on a range of identified needs.  The mental health lead works alongside the Head Teacher to plan programmes of support based around “the pyramid of need”. Interventions may include thumbs up, next steps, group or 1:1 sessions with the counsellor or a CAMHS referral. The school have worked with “CAMHS” and “Young Inspectors – Future in mind” to develop a Mental health kite mark for other schools to work towards.  Thumps up sessions are aimed at developing positive relationships and self-esteem. The thumbs up worker is in school one day each week and is also the school’s mental health governor.  The planets rewards system is clearly valued by the pupils who were motivated by achieving points. Pupils collect house points towards weekly certificates and termly reward trips and trophies. Pupil of the week is really valued by the pupils and celebrated in assembly.  “What is important to me at school” and “Things we like about ...” are identified on each pupil’s Pen Portrait.  **Key outcomes identified from observation/review of key activities:**  Relationships between staff and pupils are positive and purposeful. Pupils clearly have respect for staff who provided timely support at the first signs of anxiety or dis-regulation.  Classrooms were calm and pupils appeared relaxed and engaged throughout all observations. Staff have high expectations of pupils and were seen to provide extensions to challenge pupils.  High staffing levels allows work to be differentiated to match the pupils’ current academic level allowing them to experience a sense of achievement and completion. Pupils generally scored themselves as green when they were asked to self assess their understanding.  Pupils were supported by staff to understand and regulate their emotions using the 0-10 scale. Where best practice was observed, in class 4 after lunch, pupils were asked to share how they felt using the scale and then were asked why. Staff should continue to reinforce that it is “ok not to be ok” as this would be a barrier to both the self-assessment tool and emotion identifier. |

**Section 5: Person Centred Support**

**With Autistic People**

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| 7 members of the school council, head boy and head girl met with the assessment team. They discussed why they like their school, the difference between this school and their last school, house points, the role of the school council and anything they would change about the school. The school council have been involved in key decisions including picking break equipment, the menu, books for classes and the curriculum.  Pupils stated that they liked the “nice small classes”, “smaller play ground”, an that there is “always someone to help”. Pupils really value the “Planets” reward system and the rewards which they can achieve. One pupil also stated that they are excited to move to secondary school but “I wish I could stay here forever”.  Pupil voice is valued by the school who regularly survey pupils views and use this information to guide the schools development. This information has also been used to develop the lunch time clubs which are based around pupils interests.  56 pupils returned completed questionnaires. The results of which are found as an appendix to this report.  96% of responses stated that “The support I am given is good” with the other 4% stating that it was “sometimes good”.  89% of responses stated that “Staff understand me and my needs” with the other 11% stating that it they “sometimes” did.  98% of responses stated that “Staff listen to me on how I want to be helped” with the other 2% stating that this was sometimes the case.  6 comments were left on the questionnaires, a selection of which are found below.  “Sensory circuit is good”  “The school is nice and friendly” |

**With families of Autistic People**

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| The school have an experienced Home School Link Worker who is a trained counsellor and provides support to children and parents through one to ones, coffee mornings, drop in sessions, home visits and advocacy. The Home School Link has forged strong relationships with families allowing school and home to provide “consistent and effective support”.  Pupils are referred to the Home School link worker by staff, parents or the children themselves. Interventions include next steps, counselling, 1:1 or group sessions. The Home School Link Worker also leads on safeguarding, attendance, and transitions.  The Home School Link workers has also supported families by taking them to various mental health support groups across the Wirral. She also provides financial support and advice to families to reduce anxiety.  The school host a yearly coffee morning for parents with a focus on “supporting children with ASC and sensory needs”. Other training is offered to parents throughout the year delivered by experienced members of staff or external professionals. Feedback sheets are used to plan future training for parents based on their needs.  3 family members met with the assessment team during the assessment. Family members were overwhelmingly positive about the school after joining the school from a mainstream. The parents all stated that the school has been “life changing for their child and them as a family”. Parents also highlighted the “positivity, improved attendance and attainment” and “confidence” their child had developed since attending the school.  The school regularly conduct surveys with parents and carers and receive high levels of responses (64/70). The assessment team reviewed the written responses from the school surveys which were overwhelmingly positive with the main themes being “progress”, “happiness” and “high level of support”. The survey has also been used to identify areas of curriculum development.  4 family members provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report.  4 family members (100%) stated that the support their relative is given, staffs understanding of their relative’s needs and the way they are kept informed and asked about their views is always or mostly good.  4 family members (100%) stated that advice given by the school is mostly or always good  2 family members chose to leave a comment on the questionnaire, which are found below.  “Our daughter started at Orrets Meadow School in September 2018. Since this time we have been very impressed with how much progress she has made compared to when she attended a Mainstream school.”  “This School is very supportive in a holistic way too. Its complete peace of mind to be honest and all of the Staff are very knowledgeable about Autism and its always promoted in a positive way.” |

**APPENDIX 1 :** SURVEYS

# Autistic Person

Feedback questionnaire on Orrets Meadow School to be completed before 07/05/2019

| **The support I am given is good?** | | | | |
| --- | --- | --- | --- | --- |
|  | | | **Response Percent** | **Response Total** |
| 1 | Yes | |  | | --- | |  | | 96.43% | 54 |
| 2 | No |  | 0.00% | 0 |
| 3 | Sometimes | |  | | --- | |  | | 3.57% | 2 |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Analysis** | Mean: | 1.07 | Std. Deviation: | 0.37 | Satisfaction Rate: | 3.57 | | Variance: | 0.14 | Std. Error: | 0.05 |  | | | | | answered | 56 |
| skipped | 0 |

| **Staff understand me and my needs** | | | | |
| --- | --- | --- | --- | --- |
|  | | | **Response Percent** | **Response Total** |
| 1 | Yes | |  | | --- | |  | | 89.29% | 50 |
| 2 | No |  | 0.00% | 0 |
| 3 | Sometimes | |  | | --- | |  | | 10.71% | 6 |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Analysis** | Mean: | 1.21 | Std. Deviation: | 0.62 | Satisfaction Rate: | 10.71 | | Variance: | 0.38 | Std. Error: | 0.08 |  | | | | | answered | 56 |
| skipped | 0 |

| **The staff listen to me on how I want to be helped** | | | | |
| --- | --- | --- | --- | --- |
|  | | | **Response Percent** | **Response Total** |
| 1 | Yes | |  | | --- | |  | | 98.21% | 55 |
| 2 | No |  | 0.00% | 0 |
| 3 | Sometimes | |  | | --- | |  | | 1.79% | 1 |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Analysis** | Mean: | 1.04 | Std. Deviation: | 0.26 | Satisfaction Rate: | 1.79 | | Variance: | 0.07 | Std. Error: | 0.04 |  | | | | | answered | 56 |
| skipped | 0 |
| Comments: Please note you are not required to comment below, if you do so they may be quoted in the final report. Our questionnaires are anonymous and Autism Accreditation cannot be held responsible for comments which identify any individual. (6) | | | | |
| |  |  |  | | --- | --- | --- | | 1 | [26/04/2019 10:53 AM ID: 114937084](file:///C:\survey\results\responses\id\539235%3fu=114937084) | My teachers are good and they help me calm when I find a situation tricky. | | 2 | [26/04/2019 10:56 AM ID: 114937433](file:///C:\survey\results\responses\id\539235%3fu=114937433) | Teachers help when my breathing is bad. | | 3 | [26/04/2019 11:04 AM ID: 114937867](file:///C:\survey\results\responses\id\539235%3fu=114937867) | I have my own booth were I can see my own individual timetable. I like the visual structures. | | 4 | [26/04/2019 11:05 AM ID: 114938507](file:///C:\survey\results\responses\id\539235%3fu=114938507) | I can access headphones when it gets too noisy. | | 5 | [26/04/2019 11:07 AM ID: 114938618](file:///C:\survey\results\responses\id\539235%3fu=114938618) | Sensory circuit is good | | 6 | [03/05/2019 12:10 PM ID: 115602474](file:///C:\survey\results\responses\id\539235%3fu=115602474) | The school is nice and friendly | | | | | |

| **Who just completed the questions above?** | | | | |
| --- | --- | --- | --- | --- |
|  | | | **Response Percent** | **Response Total** |
| 1 | The autistic person by themselves | |  | | --- | |  | | 54.72% | 29 |
| 2 | The autistic person with support | |  | | --- | |  | | 43.40% | 23 |
| 3 | A staff member who represented their views | |  | | --- | |  | | 1.89% | 1 |
| 4 | A family member or friend who represented their views |  | 0.00% | 0 |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Analysis** | Mean: | 1.47 | Std. Deviation: | 0.54 | Satisfaction Rate: | 15.72 | | Variance: | 0.29 | Std. Error: | 0.07 |  | | | | | answered | 53 |
| skipped | 3 |

# Families of Autistic People

Feedback questionnaire on Orrets Meadow School to be completed before 07/05/2019

| **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 |  | 0.00% | 0 |
| 4 | always good | |  | | --- | |  | | 100.00% | 4 |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Analysis** | Mean: | 4 | Std. Deviation: | 0 | Satisfaction Rate: | 100 | | Variance: | 0 | Std. Error: | 0 |  | | | | | answered | 4 |
| 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 | |  | | --- | |  | | 25.00% | 1 |
| 4 | always good | |  | | --- | |  | | 75.00% | 3 |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Analysis** | Mean: | 3.75 | Std. Deviation: | 0.43 | Satisfaction Rate: | 91.67 | | Variance: | 0.19 | Std. Error: | 0.22 |  | | | | | answered | 4 |
| 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 |  | 0.00% | 0 |
| 4 | always good | |  | | --- | |  | | 100.00% | 4 |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Analysis** | Mean: | 4 | Std. Deviation: | 0 | Satisfaction Rate: | 100 | | Variance: | 0 | Std. Error: | 0 |  | | | | | answered | 4 |
| 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 | |  | | --- | |  | | 50.00% | 2 |
| 4 | always good | |  | | --- | |  | | 50.00% | 2 |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Analysis** | Mean: | 3.5 | Std. Deviation: | 0.5 | Satisfaction Rate: | 83.33 | | Variance: | 0.25 | Std. Error: | 0.25 |  | | | | | answered | 4 |
| skipped | 0 |
| Comments: Please note you are not required to comment below, if you do so they may be quoted in the final report. Our questionnaires are anonymous and Autism Accreditation cannot be held responsible for comments which identify any individual. (2) | | | | |
| |  |  |  | | --- | --- | --- | | 1 | [02/04/2019 20:15 PM ID: 113124386](file:///C:\survey\results\responses\id\539233%3fu=113124386) | Our daughter started at Orrets Meadow School in September 2018. Since this time we have been very impressed with how much progress she ha made compared to when she attended a Mainstream school. The staff, including the Headteacher are extremely knowledgeable and know how to deal with any anxieties that our daughter might be having. | | 2 | [27/04/2019 16:25 PM ID: 115019944](file:///C:\survey\results\responses\id\539233%3fu=115019944) | This School is very supportive in a holistic way too. Its complete peace of mind to be honest and all of the Staff are very knowledgeable about Autism and its always promoted in a positive way. | | | | | |

**APPENDIX 2:** COMMENTS FROM THE PROVISION