

Autism Accreditation Assessment

Fox Wood School

Reference No.	307
Assessment dates	11-13 th January 2021
Lead Assessor	Jonny Knowles
External Moderator	Amanda Hesketh
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:

Fox Wood school is an all aged (4-16) local authority community special school. The school's registration also includes Woolston 6th form college which is attached to Fox Wood Special school and supports pupils between the ages of 16-19

Number of autistic people supported by the provision:

115 pupils are supported by the provision, 55 have an autism diagnosis.

Range of autistic people supported by the provision:

Fox Wood supports autistic pupils with Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and other associated medical and physical difficulties.

Pupils supported are both verbal and non-verbal.

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

The school was last inspected by Ofsted in October 2021 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 assistant head and behaviour lead on how provision is made for autistic pupils.

13 sessions were observed by the assessment team over a total of 6 hours. Sessions observed included food preparation, independence skills, literacy, numeracy, break, lunch, ready to learn sessions, snack, and topic. A small number of classes were not visited due to current COVID advice.

Discussions were held with a number of staff members and the families of autistic people during the assessment. Staff who were interviewed discussed staff and pupil wellbeing, communication, behaviour support, sensory strategies and supports, family support, pupil voice, training and the school's induction and appraisal process.

5 family members spoke with the assessment team via phone during the assessment.

Policy and procedure documents relevant to the provision for autistic people were reviewed.

Personal files were sampled from across the service as part of observations.

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** – PECS, PODD, Eye Gaze, Social Stories, Intensive Interaction, SALT support, targets and plans, iPad talker devices, communication boards.
- **Self-Reliance** – visual timetables, schedules, active supports, independence goals linked through IEPs and objectives, opportunities for problem solving and self-management, Consistent structure of lessons, flexible teaching approaches, TEACCH, now and next boards, clearly labelled environment.
- **Sensory** – Sensory steps, low arousal environments, access to sensory kingdom, sensory circuits, rebound, Multi-sensory room, sensory swimming, local swimming.
- **Wellbeing** – adaptable curriculum focused on the pupils' needs and current levels of engagement, sensory steps, pro-active and preventative behaviour support, mindfulness, wellbeing team and wellbeing themed weeks and days, kindness champions, proud assemblies, use of debrief after incidents or through the day to reflect.

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

All new teachers, volunteers, teaching assistants, trainee teachers, and all auxiliary staff complete a full induction which includes training in key autism strategies, communication and safeguarding, alongside a range of school or role specific training. Information is also shared in written guides to support staff to revisit the information after the sessions.

The school has recently introduced midday assistant specific training which includes training in autism strategies, communication and the school's key systems and approaches.

Two new staff members met with the assessment team during the assessment to discuss their induction to the school. Both staff stated that they felt well supported by SLT when joining the school and time was given to allow them to work collaboratively with experienced staff members.

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

SLT use a variety of sources to strategically plan the CPD training programme each year to ensure it is robust and based around the specific needs of the staff and pupils. SLT gather information through a skills audit and through regular monitoring and scoring of IEP targets, which allows them to highlight whole school or individual areas of strength or development.

The school also use the appraisal process to support staff in their continuous professional development. Standards have been created and implemented for a number of job roles which enables staff to track their development through the self-assessment tool and identify next steps. If staff identify specific areas or courses then they can complete a training request form which supports them to reflect on whole school as well as personal development.

There are a number of monitoring systems across school including themed learning walks, Lesson observations, drop ins, and regular behaviour and sensory meetings with the behaviour team and OT.

Section 2: Findings from Assessment

Personal Centred Planning

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

- The school's transition managers work alongside staff and parents to support transitions into the service, internal transitions and transitions out of the service onto a post 19 provider.
- The majority of pupils at Fox Wood continue their Post 16 education at Woolston Sixth Form College, which is a continuance of Fox Wood's provision; but careful consideration is always given to ensuring that this provides them with the most suitable Post 16 offer.
- Transitions are bespoke to the individual needs of pupils and during the assessment staff shared strategies which they have previously implemented to support pupils with transitions.
- All new pupils undergo a number of baseline assessments.
- B-squared is used to track, monitor and support staff to set evidence based progressive targets.
- Each pupil has an IEP with targets which are regularly reviewed by staff using the live in-class documents.
- Targets are co-produced in collaboration with the pupils, parents, teachers, therapists, care staff and professionals surrounding the pupil.
- Each pupil has a one-page profile and sensory steps document which identifies their key support needs.
- If appropriate pupils may have a behaviour support plan, profile or risk assessment.
- Evidence for Learning, an online record keeping, tracking and assessment programme, is used to collect evidence towards pupils' identified targets throughout the year by both staff and families.
- The three distinct pathways enable staff to deliver a curriculum which meets the individual needs of pupils at their point of learning.

Differences in Social Communication

Key outcomes identified from personal support documents and staff discussions:

The school's communication lead works across school to support the consistent implementation of communication strategies. The school also have a number of communication assistants who specialise in delivering targeted interventions. During the assessment the communication lead shared a number of resources which have been developed to support pupils in their development of communication.

The communication lead works closely with SALT who provides consultations, modelling of best practice and support for staff, pupils and their parents.

Attention autism sessions are used in some informal classes to engage pupils and provide opportunities for pupils to practise and develop a range of communication skills. Staff shared positive outcomes achieved as a result of using attention autism to support pupils to be ready to learn.

Pupil profiles clearly identify the key approaches and tools which should be employed to enable pupils to understand others and express themselves, which was also evident in teacher practice.

Pupils receptive and expressive communication preferences are shared with staff on their profile. Profiles also identify how each pupil prefers to communicate and what motivates them to socially interact with others as well as barriers they may experience in their communication.

Key outcomes identified from observation/review of key activities:

Within all observations, staff were able to make themselves understood by using a range of strategies including simplified verbal communication, visuals symbols, objects of reference and Makaton. Staff were seen to be highly skilled communicators, differentiating their communication to meet the communication preferences of the pupils. Particular good practice was observed within class 10, where staff constantly adapted their questioning based on the needs of the pupils.

Within all observations, pupils were able to make themselves understood using AAC devices, choice boards, PECS, PODD, visual supports, Makaton and verbal communication to communicate with staff and their peers. Staff planned opportunities for pupils to practise their communication and gave pupils options in how they could communicate answers or requests. Where practice could be further developed staff should review the communication resources available to pupils during unstructured times or sensory sessions with the aim of supporting pupils to spontaneously request or communicate using core vocabulary related to the specific activities.

Within almost all observations, staff provided opportunities for pupils to interact with members of staff through group or 1:1 questioning sessions. Where particularly good practice was observed, within Form 6, pupils worked as part of a group, providing

opportunities for communication with their peers. Particular good practice was also observed within the school's bungalow café, where pupils were provided with naturally occurring opportunities to practise communication skills with unfamiliar staff and peers when taking orders or serving. To further develop practise, in a small number of observations, staff should consider how they are providing opportunities for pupils to communicate with their peers or work collaboratively on a task.

Problem Solving and Self-reliance

Key outcomes identified from personal support documents and staff discussions:

Functional aspects of English and maths are central to the school's curriculum and are differentiated based on a pupil's individual pathway. As well as functional skills developed as part of the curriculum the school also have a café which is run daily by a sixth form class and provides a range of meal options for pupils, staff, parents and visitors. The café provides purposeful opportunities for the pupils to practise and develop work related skills including communication, problem solving and teamwork.

During interviews and observations staff shared a number of strategies and resources which have been implemented to support pupils develop independence, these included social stories, active supports, visual checklists and prompt sheets. During interviews staff and parents discussed positive outcomes achieved as a result of these supports both at home and school.

Pupil profiles identify skills and challenges in functional skills related to everyday life, work and education. Each pupil's IEP contains independence goals and targets which are a focus across all subjects. Pupil profiles also contain approaches and tools to support pupils when transitioning or coping with changes.

Pupil profiles and IEP documents identify positive outcomes achieved and the progress made by pupils towards identified independence goals.

Key outcomes identified from observation/review of key activities:

Within all observations, pupils were able to work out what they were doing now and what they were expected to do next. Across school pupils were supported through the use of now and next boards, individual task schedules, individual timetables and whole class timetables. Staff across school consistently used transition disks to support pupils with their transition between tasks, using the traffic light colours alongside visuals to reinforce the start and end of specific tasks. Where practice could be further developed, within the informal classes, staff should review the amount of information which they are giving to pupils and ensure that they are not giving too much information.

Within all observations, pupils were supported to do things by themselves rather than needing constant support or direction from staff. The classrooms across school are clearly labelled which enables pupils to independently navigate and collect resources. Where good practice was observed, within all observations, staff used open questions to support or prompt pupils to collect resources and problem solve.

Within all observations, pupils were provided with opportunities to develop skills and confidence in actively expressing opinion, making and taking decisions.

Within all lessons staff constantly offered pupils choices to support them to take ownership of their own communication, independence and learning. This was particularly evident throughout questioning sessions where pupils were supported with a variety of personalised approaches, enabling them to express their opinions and play an active role in class discussions. Particular good practice was observed within Class 8 snack time,

where pupils independently collected their PECS books and created sentences without staff's support, enabling them to make and communicate their choices independently.

During observations there was a clear focus by staff on supporting pupils to develop independence skills, self-care skills, and functional numeracy and literacy skills. This was particularly evident within the sixth form observations where pupils were supported to develop and practise key life skills, whilst being supported by differentiated visual prompts.

Sensory Experiences

Key outcomes identified from personal support documents and staff discussions:

The school's OT provides Universal, Targeted and Specialist support to pupils across school. The universal approach includes regular staff training, advice, support and documentation to support staff to deliver sensory strategies within the classroom and as part of the curriculum. The OT also delivers a number of specialist approaches including Sensory Integration sessions, group interventions and other sessions based on the needs of pupils. The school also have a teaching assistant who delivers some targeted support and interventions across school prescribed by the OT.

To support the understanding of pupils sensory needs each pupil has a sensory steps document. The document is available to staff in the classrooms and is used to support pupils to regulate. During the assessment staff shared examples of the positive outcomes achieved as a result of supporting some pupils to develop their own sensory ladder, enabling them to communicate and identify their personalised self-regulation tools.

At the start of morning and afternoon sessions pupils participate in ready to learn sessions. The sessions have been developed with input from the OT and aim to support pupils to access activities which can support them to be ready to learn. The effectiveness of these sessions was discussed during the assessment as well as within the attached case study (Case Study 1). Each class also has a large number of generic sensory tools as well as specific sensory tools prescribed by the OT with in-class differentiated area where pupils can access these activities.

During interviews parents shared positive examples of how the school have supported their child to expand their diet. The school's OT also discussed additional programmes which are being introduced to support pupils to explore food and expand their diet.

Pupils' Sensory Steps identify sensory experiences which have a positive impact on them e.g. helps them relax and provides sensory input. The document also identifies sensory tools which can be used to support pupils at different arousal levels to regulate sensory experiences. In interviews, staff shared examples of how they have supported pupils to regulate sensory experiences and the positive outcomes achieved as a result of this support.

Key outcomes identified from observation/review of key activities:

Within all observations, pupils had access to sensory activities and tools which they appeared to find enjoyable or relaxing. Each class has a sensory space for pupils to access which was differentiated to the sensory needs of the class. E.g. In the formal classes, pupils had sofas and reading spaces whilst in the semi-formal classes pupils had access to dark dens, trampettes and exercise balls.

Within lessons pupils were observed independently accessing tools which supported them to regulate sensory experiences which interfere with what they are trying to do or cause them discomfort. Pupils were seen accessing adapted seating, chew toys, fidget toys and ear defenders, all whilst actively participating in the lesson.

Pupils were also observed accessing planned sensory interventions as part of ready to learn sessions and sessions within the sensory kingdom. Pupils appeared to really enjoy the various ready to learn activities which they access depending on their individual needs.

Emotional Well-being

Key outcomes identified from personal support documents and staff discussions:

The school have an SEMH panel which is made up of teachers, TAs, members of the behaviour team, members of the wellbeing team and the OT. The panel meet half-termly to strategically plan support, strategies and interventions. During interviews staff members shared a number of positive outcomes achieved as a result of the support from the group, specifically around bereavement, holistic therapies, creativity counts, music and art therapy.

All staff have been trained in 'theraplay' to enable them to implement elements within their daily practice with the aim of building confidence and building relationships.

A number of staff have been trained as mental health first aiders to enable them to provide reactive and proactive support for pupils and staff teams. Staff have also received additional training in Trauma and mental health.

The school's behaviour team, made up of 4 teaching staff and the OT, meet regularly to review the needs of pupils. To further support staff the behaviour team conduct observations to analyse the behaviour needs of pupils and support staff to write the plans or profiles.

There is a graduated response to behaviour which includes risk assessments, behaviour profiles or behaviour plans. Plans and profiles are working documents and staff are encouraged to regularly update and review the profiles alongside their class team and the behaviour lead. During interviews staff discussed a number of positive outcomes achieved as a result of support from the behaviour team and the positive impact of their advice, support and guidance.

Each pupils' profile shows an appreciation of activities which pupils find enjoyable, relaxing or provides them with a sense of achievement. Risk assessments and behaviour profiles identify approaches or activities which help maintain the well-being of each pupil including proactive and preventative strategies to support emotional regulation.

Each pupils' IEP contains a SEMH target which enables staff to identify positive achievements and progress impacting on their quality of life. In interviews, staff gave examples of the progress made by some pupils both within school and the community.

Key outcomes identified from observation/review of key activities:

Within all observations, pupils presented as feeling safe and calm. Proactive and preventative strategies were utilised by staff and throughout observations staff were quick to provide sensory supports and interventions to distract or support pupils when they appeared dysregulated.

During all observations, staff supported pupils to regulate their emotions by supporting them to access preferred sensory activities or by providing reassurance or additional support.

Throughout observations pupils were treated with dignity status and respect by staff. Staff constantly reinforced actions with positive feedback which appeared to boost confidence and self-esteem. This was particularly evident within the question and answer sessions where pupils were keen to offer answers to staff to show their understanding.

Within almost all observations, pupils were participating in activities which they appeared to find enjoyable, fun and interesting. During interviews staff discussed the 'Voice your choice week' in which pupils have the opportunity to inform the topics and the weekly activities or trips.

Within almost all observations pupils were encouraged to enjoy the challenge of learning a new skill or trying a new activity which was appropriate to their academic level and enabled them to experience a sense of completion and achievement. To further develop practice within the informal classes staff should aim to engage pupils further through short, fun and engaging topic-based activities or play before placing more formal expectations on them as a whole class.

Consultation with Autistic People

The Pastoral Support Officer supports families and pupils to access advocacy services which enables meetings to be accessible to all. During interviews staff shared a variety of positive outcomes of how they have worked with advocates to gather the views of pupils and ensure that their views are always heard.

The school have a number of adapted forms which are used to gather pupil voice within lessons as well as prior to their annual reviews. During the assessment staff shared a number of examples of how the pupil contribution forms have been developed to ensure that they effectively capture pupils voice.

The school have a school council who work collaboratively to inform events and practice within the school. During discussions staff shared positive outcomes achieved by the school council and discuss the effect that they have had on the development of the school and the curriculum.

Last year the school hosted a voice your choice week. During the week classes decided on their individual topics as well as the activities which were delivered as part of the week. Staff shared the success of the week and the plan for other future events having received positive feedback from teachers and pupils.

During unstructured times pupils were confident to engage with the assessment team sharing their successes and thoughts of the school. All pupils who spoke informally with the assessment team stated that they were happy and enjoyed attending school.

8 autistic people completed the online survey with support from staff and family members. The results are found in the appendix to this report.

- All of the pupils stated that the support they are given is good.
- All pupils stated that staff understand their needs
- All pupils stated that staff listen to me on how I want to be helped.

8 pupils chose to leave a response, a number of which are below.

- "Like sensory kingdom, playtime and friends."
- "Like swimming, reading and counting."

Consultation with families of Autistic People

The school's pastoral support officer is the main link for parents within school. The pastoral support is available to parents throughout the day to answer any queries or support parents by signposting to external services or professionals.

The school have a number of communication mediums available to parents including phone calls, communication books, emails and Facebook. Evidence for learning is also available to parents to contact the school and to upload evidence achieved towards targets within the home environment.

The school regularly check in with families to offer additional support, advice or training. If needed staff from school can visit parents at home to support the implementation of strategies.

The school host termly 'Friends of Fox Wood' coffee mornings. The meetings provide an opportunity for parents to work on the development of the school as well as an opportunity for parents to meet socially.

The school regularly signpost parents to advocacy services to support them in their understanding and ensure that any meetings that they attend are accessible. During interviews parents highlighted the positive impact of the support from the advocacy service and the flexible approach of the school to meet the specific needs of parents.

The school have two Transition managers who support parents to make choices and facilitate visits to future providers when in sixth form. The school also host an annual evening where they invite providers and parents into school to inform their future choices.

During the assessment the assessment team spoke with 5 parents by phone. Parents all spoke highly of the school with various references to the school's "approachable and understanding staff team who go above and beyond", "Positive atmosphere" and "child centred approach".

Parents all highlighted the school's communication with parents as a positive, with one parent stating that "Fox Wood tailor their support and communication to the needs of parents as well as pupils". One autistic parent stated that the school "have a good understanding of autism and adapt their approach to support me"

All of the parents shared positive outcomes achieved as a result of support from the school in communication, independence and self-care. Parents also shared examples of how they have been supported by the school who have developed resources and supports to ensure consistency at home. One parent stated that the school are "10/10 for everything, I can't fault anything that they do".

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. 16 family members (94%) stated that staffs understanding is mostly or always good and 15 family members (92%) stated that advice given by the school was good or always good. 16 family members (94%) stated that the way they are kept informed was good or always good. 8 family members chose to leave a comment on the questionnaire which are found in the appendix to this report.

Involvement with the wider community

The school's Deputy Head Teacher works alongside the authority one day each week supporting with quality assurance for mainstream SENCOS. As part of the partnership staff from the school provide training, outreach and support within the authority around a number of specialised areas, including sensory, behaviour and autism.

The school are also supporting the implementation of Warrington's 'Committed to Inclusion mark' which aims to support the development of practice within mainstream schools across the authority. The school offer a variety of training programmes and outreach support to facilitate the development of practice.

The school have a positive relationship with a SEN specific nursery. Staff and parents both highlighted the successfulness of the partnership and the positive effect it has on transitions.

The school have a community café which is used by pupils to practice and develop skills with members of school staff and the community.

The school have been awarded the Optimus Wellbeing Award which focused on improving the wellbeing of pupils, families and staff.

The school's OT organises and chairs an OT collaborative working party with school-based OTs from across the north west.

The OT has developed a bespoke outreach programme for Warrington based schools which aims to develop their knowledge of pupil's sensory needs. Training is well attended by staff from mainstream providers and the feedback has been positive.

Section 3: Summary of assessment

What the provision does particularly well

What stood out as particular strengths:

Staff were seen to be highly skilled communicators, differentiating their communication to meet the expressive and receptive communication preferences of the pupils.

Staff have a good understanding of pupil's sensory needs. The school's Sensory Integration room, sensory circuit and rebound room are available to pupils as part of planned and reactive sessions and individual sensory spaces in classes have been developed around the specific needs of the pupils in that class. Ready to learn sessions ensure that pupils receive proactive sensory input and sensory steps ensure that staff have a good understanding of pupil's sensory preferences and strategies.

The school's bungalow (café) is an exceptional authentic facility which enables pupils to practise and develop a wide range of independence, vocational and work ready skills.

Staff across school consistently used transition disks to support pupils with their transition between tasks, using the traffic light colours alongside visuals to reinforce the start and end of specific tasks.

Within all lessons staff constantly offered pupils choices to support them to take ownership of their own communication, independence and learning.

What else the provision does well:

Targets are co-produced in collaboration with the pupils, parents, teachers, therapists and professionals surrounding the pupil. Evidence for learning is used successfully to record evidence towards targets in school, the community and at home.

There are a number of monitoring systems which ensure that documentation is regularly reviewed alongside members of SLT. The schools CPD and training programme is informed by the needs of staff and pupils and is regularly reviewed by school leaders, informed by IEP data and skills audits.

In classroom-based observations pupils appeared happy and relaxed. Pupils were confident to engage with the assessment team, sharing their successes and thoughts of the school.

The school prepares pupils well for transitions and milestones. Transition managers work closely with families and pupils to ensure that they are well informed in their choices.

Staff across school are aspirational and have high expectations of pupils making progress socially, emotionally and academically.

Pupil voice is regularly collected by the school using a number of mediums. Direct and indirect pupil voice plays an active role in the development of the school, the curriculum and the schools CPD offer.

The wellbeing and behaviour teams strategically plan support for pupils by regularly monitoring practice and offering practical support to class teams.

The school support a range of mainstream providers across Warrington, upskilling staff and informing good autism practice.

Within all observations, pupils were supported to do things by themselves rather than needing constant support or direction from staff

What the provision could develop further

Priorities for the provision:

Reflect on the purpose and intended outcomes of the carousel sessions within the informal classes to ensure active engagement. Staff should consider drawing on expertise from across the school to simplify the structure and delivery of the sessions to ensure purpose learning opportunities.

Other areas to consider:

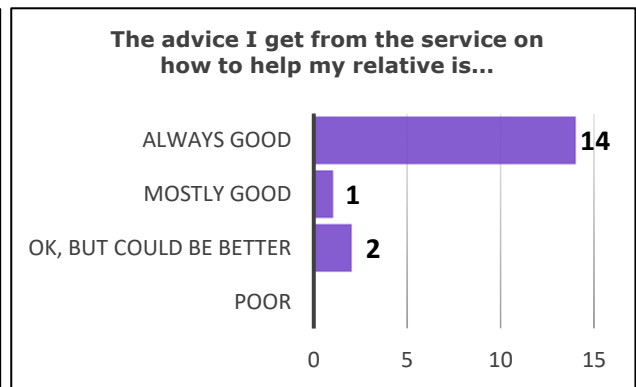
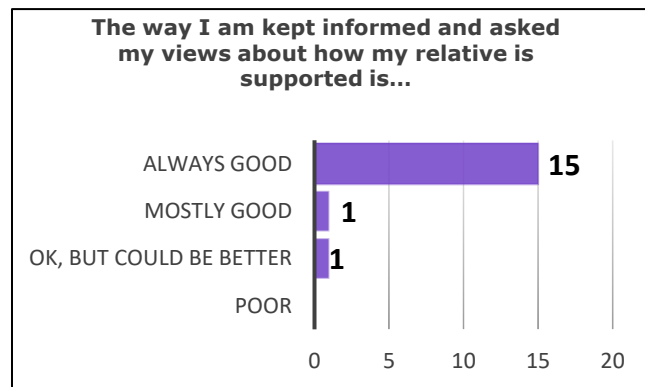
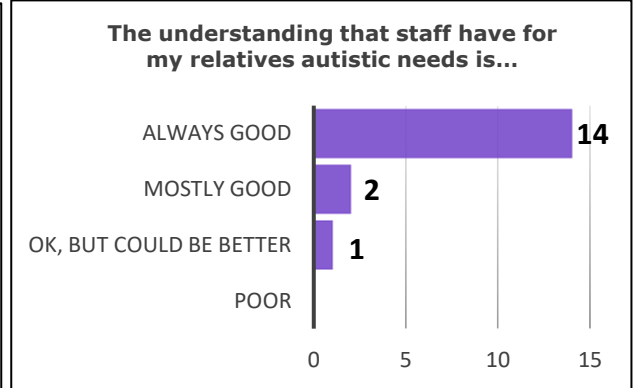
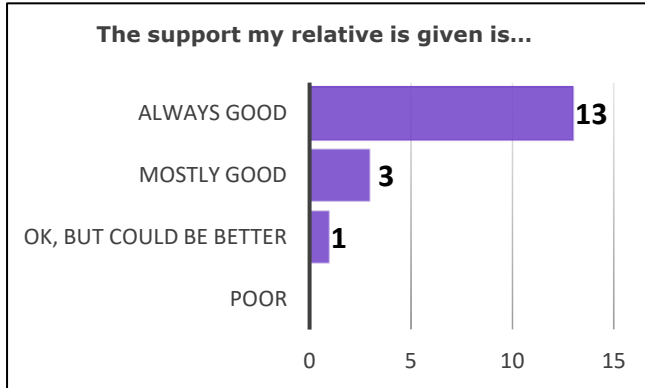
Continue to build on the work done in early years and explore the use of attention autism across school to develop the engagement of pupils, particularly in the informal and semi-formal classes.

Although the sensory kingdom was used effectively by staff to support pupils to explore their sensory preferences there were missed opportunities to use the pupil's engagement to practise and develop communication. Staff should further explore tools, such as communication boards, to support pupils in their expressive communication and to make requests whilst in the Sensory Kingdom.

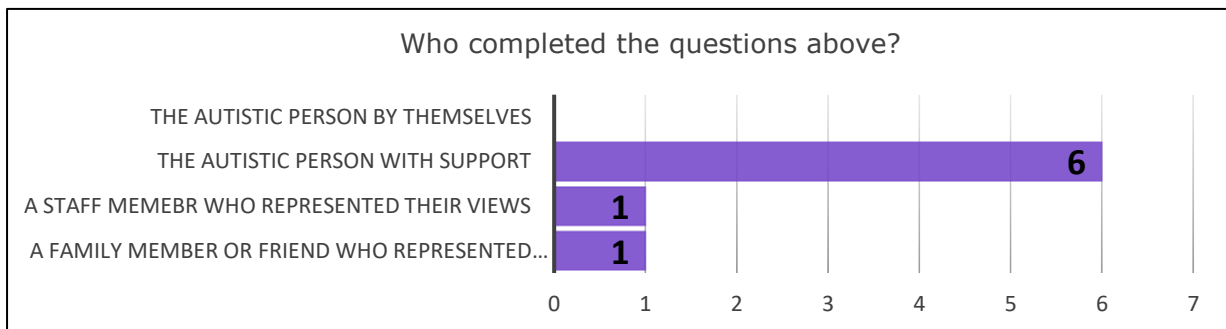
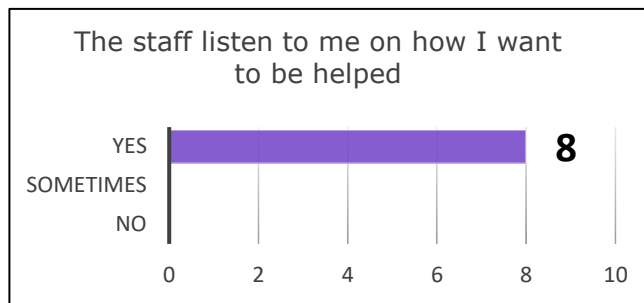
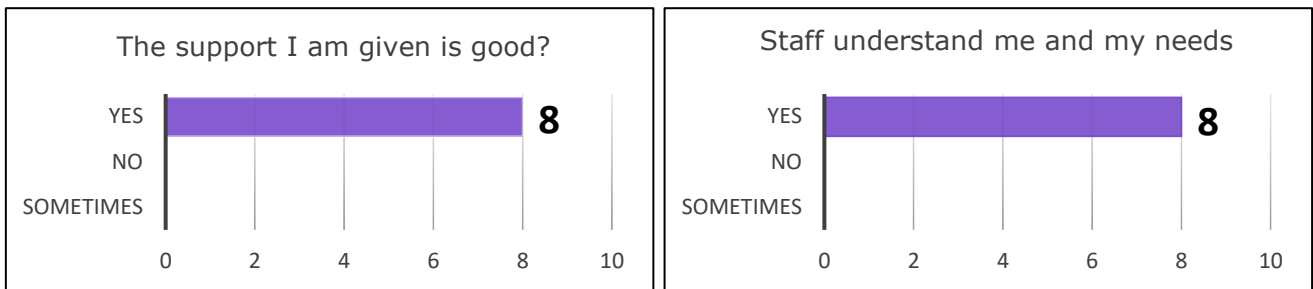
Consider to reintroduce some of the strategies in place prior to COVID regulations to enable pupils to develop more independence during lunch time.

APPENDIX 1: SURVEYS

Families of Autistic Persons - Questionnaire Responses (17)



Autistic Person - Questionnaire Responses (8)



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.

Description: Currently we have 3 ASD members of staff who share experiences and knowledge with other staff members as an insight into personal experiences of being autistic. One of our staff members also presented to a group of teachers from mainstream settings as part of an LA study regarding her experiences within both mainstream and SEN settings, this was also shared with our school team and received excellent feedback.

Our OT and behaviour team lead regular training for the whole school with a focus on practical activities to experience further insights and understanding of being Autistic. Staff attend external training through CPD and we regularly buy in training for all staff.

Impact: Staff have a range of different experiences, training, knowledge and understanding of ASD. Staff support each other to further develop understanding and knowledge through teaching and learning clinics where best practice is shared and

ensure that's all staff have the same training, understanding and developed skills to support pupils. All staff have in house training and consistency is evident through the school

Initiatives or innovations that ensure that specialist approaches or techniques are fully understood, consistently implemented and regularly reviewed.

Description: Evaluations are given to staff members after training to ensure opportunities for misunderstanding, questions or further training are offered to all staff. Training is regular and scheduled in the meeting timetable to ensure that is regularly implemented and staff knowledge is refreshed. Regular observations are in place with a variety of focuses, including drop ins to ensure there is a consistent approach through the school. Behaviour and sensory meetings happened weekly to ensure that approaches and techniques are fully understood and regularly reviewed by our specialists.

Impact: Staff have secure knowledge and understanding. Pupils plans are regularly reviewed, updated and shared with class teams and parents. Observations target different areas to education to ensure a consistent approach within all areas and address any areas of development, if there is key development opportunities this leads into further training and support to ensure all staff have equal opportunities and develop focus area. Staff are all confident to run their classroom following school methods and techniques and seek further knowledge or support if required.

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: Ready to Learn programme runs every morning and afternoon before lessons begin, Focus support interventions ran by trained TA for pupils who need further support in English and Maths. Communication interventions by trained TA following SALT plans and ECHP targets. SALT interventions and assessments. OT therapy ran by trained OT or class staff following training and guidance from OT linked to pupils sensory steps including rebound therapy, lead by trained TAs. Play therapy training for whole staff to support pupils when on the play ground, in social situations and after a behaviour incident to rebuild relationships. Lunch time eating support – for pupils who struggle to eat in the dinner hall, have eating anxieties or narrow diet – calm atmosphere with reduced numbers and longer periods of time to eat working towards small goals and targets. Creativity counts – lunch time art club that pupils can choose to attend. Art therapist – Pupils are recommended through SEMH panel. Forest schools interventions – Trained TA's leading small sessions 1:1 or small group out in the forest – SEMH panel referred or requested by pupil.

Impact. Ready to Learn programme has had a big impact across the school for all pupils. This has been developed over time to ensure pupils have options and groups meet pupils needs. This allows pupils to prepare for their day after long periods of time on transport and ensures they are in the right state of mind for the day. Interventions have had a great success with academic impact for individual pupils and engagement on tasks due to 1:1 work in quiet environment, communication is supported and pupils are focused for longer periods of time with reduced distractions. Therapies have been developed and we now have a wide range to ensure that there is variety for pupils and the area if need is addressed through the SEMH panel to ensure the pupil has the right support in place. Art therapy has been a great success particularly for our pupils in care or struggling with changes and sessions have been greatly received by all pupils who have taken part.

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: Pupil voice is of a high level at Fox Wood. Pupils are given choice within all areas of their learning and school life. Choice is offered where ever possible and pupils voice is shared. School council meets regularly to discuss topics of interest, issues or concerns from pupils and they are all members (one per class) are given opportunities to discuss a topic with their class before the meeting and bring their information with them. This is shared with SLT and responded to promptly. E.g Pupils voted to spend donation money on music on the playgrounds – They also created a wish list for any further donation. Pupils contribute to their own annual reviews, meetings and curriculum. Pupils are asked about a variety of topics and what they liked/don't like about them. Pupils are encouraged to use their voice in all situations, planning and preparing, discussions, social activities, playtime, lessons, making requests and expressing any concerns.

Impact: All pupils are familiar with their different communication tools, they know how to use them and use their voices in any situation. Pupils know they are listened to and will ensure they are heard. Pupils are familiar with who to speak to about specific areas and are encouraged to do so daily. Minutes from the school council meetings are shared with pupils so members can share with their class.

Contribution forms ensure that pupils have a say in their own meeting and make sure that their voice is known and recorded. Pupils take ownership of themselves and their lives and are provided with the tools to learn the skills to live their lives how they want to live them by expressing themselves.

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: Fox Wood offer an outreach programme to schools, professionals an or parents delivering training or offering packages to schools to support ASD pupils. We have a variety of offers and schools can buy into the programmes for further support. Fox Wood School then send out specialist staff linked to the programme or package. When schools buy into a package they are supported by a number of visits, guidance and information and or training and a follow up report. Families are supported with behaviour/ ASD training which is offered regularly and particularly offered to parents of the new starters as part of the introduction. We hold Friends of Fox Wood coffee mornings for parents to share information and best practice between parents. Parents can request training or support that Fox Wood does not already offer if they need further support. School has also recently been working with the LA as part of a programme to support SENCO's across Warrington and mainstream schools. This has also provided opportunities for SENCO's to visit our school and observe pupils and specialists.

Impact: Schools who take part in the training or packages received high quality support and develop further skills to support their pupils with ASD within the classroom and how to support the pupil alongside their other pupils. Staff from the schools regularly ask for further training as a result of the support they have received as they feel it has been beneficial to them. Families feel supported and request further support in any areas they feel they need extra guidance. Our families feel part of the community and know who to contact regarding different advice they need. The training we offer provides parents and staff to have an understanding of the Autistic people they are supporting and a higher understanding of Autism.

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.

Description: In house training is provided to staff by trained professionals who have taken part in external training to further expand knowledge and skills to share with all

staff. We have partnership with in place with the college and Green Lane school who are on our site. We also support mainstream schools within Warrington and as part of the outreach programme. We have developed resources within school in all areas through donations and fund raising, school funds or work from support staff to ensure that visuals and resources are consistent through school.

Impact: Visuals are now consistent across the school and ensure that all pupils know what is meant by each schedule or visual that is in place These were further developed over lock down when staff were working at home and has had a big impact across the school with all pupils. Resources have been replenished and ordered to meet sensory needs ensuring that pupils have exactly what they need linked to their steps and staff know where to find these. Regular training for staff again ensure a consistent approach and allows mis-understandings to be challenged and addressed.

Part 4: Validation

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

Example: Wellbeing award, Advanced Team Teach Tutors, inclusion award, stone ward champion, arts award, ICT mark, Forest School, Asdan, Committed inclusion, Music mark, LPPA, NAS accreditation 2018, Ofsted – Good 2021

Relevance: wellbeing is to ensure all staff an pupils wellbeing is a key priority in school and sessions are well planned to support the wellbeing of all pupils. , Advanced team teach tutors ensure that in house training and outreach can happen consistently and staff have appropriate training. Inclusion award ensures that we are an inclusive community providing equal access to opportunities and resources.

Music and Art awards ensure all pupils have access and gain knowledge and understanding and outcomes within both areas.

Forest school provides outdoor sessions also linked to wellbeing for pupils to be party of a different community out of the classroom and focus on schemas.

ASDAN is externally moderated accreditation which is recognised in the wider community.

Case Study 1

Name of School and Service:	Fox Wood School – School Based Occupational Therapy
Report: Individual Pupil or Programme.	Ready to Learn Programme in school
What was the starting point?	<p>Following commencement into role. OT keen to look at universal sensory provision across school. OT aware that pupils coming into school via school transport often having to sit on the bus for long periods of time, with compounding issues of many of them struggling with poor sleep, struggles with breakfast, dressing and transitions onto the bus. As a result pupils often coming to school and not ready to sit down and learn!</p> <p>Needed to look at how we could provide a whole school/college approach to look at a variety of activities that encourage pupils to move actively and independently, engaging multiple sensory systems to help ensure that they are in the best possible place to start their learning both at the start of the day and then again after lunch when energy levels were dropping and behaviours tended to escalate.</p>
What was put into place?	<p>Initially provided education to all staff to help them to understand why we were introducing a Ready to Learn programme (sensory reasoning behind). This particularly crucial as OT keen to encourage staff to provide ideas and enthusiasm and logistics would be challenging at first. Created a Sensory Champions Group – this was formed with a member of the teaching team from each class, led by OT. The aim was to initially work on the development of the ready to learn sessions so that they were focused on what was needed and could monitor grouping etc from within. The group then went on to provide a platform to discuss sensory related issues within the classrooms, identifying needs with the aim of ensuring that all staff have access to sensory ideas, strategies and the ability to problem solve effectively.</p> <p><i>Creation of programme initially;</i></p> <p>Allocated according to their need into one of the following sessions. Pupils can be moved into a different session if required on a particular day so that sensory needs are met. Class staff allocate their pupils into the sessions that they think best suit their needs and staff are also given the opportunity to place themselves into the group they feel that would be most appropriate (both based on interest, skill and pupil need).</p> <p>Logistics – 9.15 – pupils taken to relevant room/space for session, 9.30 – pupils return to classroom, 9.45 – pupils ready to commence lessons.</p> <p>Class 1,2,3 Class 1 tending to remain in their class space for the first term to get used to their surroundings. Group Options – Sensory Exploration Group (outside) & Sensory Circuit (hall).</p> <p>Class 4, 5,6 Sensory Kingdom (safe environment for children who need more vestibular input).</p>

	<p>Dance Group Walking group</p> <p>Class 8,9,10,12 Outside climbing frame and trim trail Sports hall sensory circuit with additional rebound as required. Yoga Walking group Snack making (pupils make snack for pupils across school who need additional breakfast provision)</p> <p>PMLD classes (class 7, 11, 13) Sensology</p> <p>The last 2 years have created challenges with the creation of Bubbles, and therefore the offering of the number of groups for each bubble has been limited however at all times we have ensured that there has been an opportunity for a group to calm and organise and one to wake up!</p>
<p>What were the positive outcomes?</p>	<p>Feedback from staff as part of Ready to learn review;</p> <p>What differences have you noticed in the pupils following the ready to learn sessions; “Increased compliance”, “calmer”, “increased independence”, “increased confidence”, willing to “have a go” more. · “increased sitting ability after sessions”, “more settled after RTL”, “now building positive peer relationships in RTL session”, “less lethargic”, “enjoys RTL”. · “sitting for longer after session”. · “more alert”, “more settled through the day”, · “releases energy”, “more relaxed”, “more settled”. · “really enjoys RTL session, happy and relaxed and will then happily sit at the table” · “more willing to sit at the table – happy and settled”. · “all pupils come back happy from sessions”. “takes part enthusiastically”. · “always happy when he is on his way to RTL session”. · “arrives into school not in a good mood but following session helps to reset this”. · “will now independently partake in activity” · Following the session – “pay attention and smile”. · Engages – “showing interest, physically lifting head showing more awareness”.</p> <p>Do the pupils appear excited/keen to go to RTL sessions; · “verbally asks – “sensory kingdom”. “Takes staff to door to go”. “In corridors, pupils lead staff towards sensory kingdom without assistance”. · “sit on balls before session without being asked, start smiling and giggling to each other”. · “will go and wait by door to start session”, “likes going on bikes”. · “goes to RTL session with minimal prompting”, “always keen to walk down to RTL session”. · Says “time for relax” in an excited voice. “Asks for sensory circuit when he comes in”. “Likes walking group in the morning, we know this as he reminds us to take his k-walker and he stays in his wheelchair when he comes in instead of going in his normal chair”. · “* comes in in the morning asking is it time for ready to learn”. “When you tell them its ready to learn get excited”. · “ask when it is time for RTL”. “They go happily”. · “we enjoy doing the gym equipment”. “Go to RTL activity without fuss or stopping” – a big achievement.</p>

	<ul style="list-style-type: none"> · “stops crying”, “propels himself”. <p>During a RTL session what positive benefits have you noticed;</p> <ul style="list-style-type: none"> · “much better tolerance of each other”. “Sharing”. “Paying attention to what others are doing”. · “Pupils engage in the routine independently”. “Confidence has grown”. “Supported social interaction”. “Added own ending themselves using initiative”. · “Pupils smile”. “Increased independence”. “Better following instructions”. · “Pupils are anticipating familiar dance moves”. “They are calm”. “Lots of eye contact”. “Likes freedom of movement”. · “Got faster in walking”. “Getting more confident and smiling during sessions”. · “Noticed an increase in independence, pupils that haven’t normally been able to walk independently are slowly but surely becoming less likely to run off and those that don’t get to walk often get the opportunity to be out and about. Increased tolerance to activities and also being around particular pupils”. · “Increased independence, tolerating pupils, following structure”. · “Pupils showing greater independence”. “Pupils able to perform tasks quicker”. “Increased levels of interaction between pupils”. “All pupils enjoy doing their activities”. · “* can walk independently now”. “* has improved his walking”. “Many of the pupils interact/chatter/do intensive interaction with adults on the walk”. · “*comes to dance in a poor mood and goes out happy”. · “Smiling, laughing, increased interaction, turning to sounds, responses to smells”. · “Increased independence and tolerance”.
<p>What are the next steps?</p>	<p>The school programme has evolved over the last few years with the presence of COVID, however we have managed to keep it going due to the clear positivity it provides the pupils and teaching staff. Routine has really been key to the programme’s success.</p> <p>OT is keen to review the groups again as Teaching assistants have very much been taking the lead in developing the recent groups structure. OT keen for regulation symbols to start to be integrated into the group as part of this year’s plan to have standard regulation symbols in use across the school.</p>

Case Study 2

Name of School and Service:	Fox Wood School
Report: Individual Pupil or Programme.	Individual pupil A
What was the starting point?	<p>Pupil A was demonstrating a lot of significant self-harming behaviours and appeared to be in major distress for a number of days. This happened on a number of occasions and the self-harming behaviours became more intense meaning staff were having to physically support him to calm and comfort him and reduce the contact he made to his face, head, arms and legs causing significant bruising, open wounds and infections. Staff would remove the pupils to a calm quiet area such as the multi-sensory room or quiet room to reduce his surroundings and support him to calm. Pupil A is very sensitive to noise and this is of course heightened when he is struggling with his ears so being in the early years classroom was often too much for him. He spent a lot of time out of the class with 1 or 2 members of staff.</p>
What was put into place?	<p>Each time this happened this was reported through safeguarding and staff worked together to pin point triggers alongside parents.</p> <p>Multiple agencies and professionals were also called in to ensure a whole approach was in place to look at all angles for the pupils.</p> <p>Ed psych, LD nurses, OT, Nurses, medical appointments and safeguarding team.</p> <p>Together we discovered the main trigger was pain and any feeling of discomfort would lead to self injurious behaviours before anybody could source the cause. He suffered a lot of ear infections, tonsillitis and eczma.</p> <p>As a team everybody began to form patterns for the first indications something was wrong. Meetings took place to ensure that Pupil A was checked by nurses and had a full medical when any indication occurred. LD nurses also supported around sleep and an ADHD diagnosis, the safeguarding team supported parents and introduced respite for the family including overnights. Pupil A would fall into a cycle whenever he felt pain leading to extreme self harming behaviours including biting chunks from his hands, which lead to further infections meaning his pain only worsened.</p> <p>Now that everybody was working together and first low level indicators were identified there has been a plan put in place with the GP to ensure antibiotics are available at early stages of ear infections or tonsillitis.</p> <p>Pupil A now received regular overnight respite, sleep medication and transport to and from school. This has not only supported him but his family too.</p> <p>Pupil A was assessed and provided with sensory steps to support his sensory needs and extra advice given to the class team during one of his episodes of discomfort.</p> <p>Pupil A then also learnt self harm as a way of communicating and gaining adults attention and comfort, this would be his go to communication method.</p> <p>His class team worked hard to identify his ways and needs to support his communication in a more appropriate way and have had great success with this using photographs, switches and objects of reference.</p>

	<p>Pupil A has moved into year 1 in September where the class is following some more structured lessons alongside some elements of early years curriculum also which has given him new boundaries and experiences and created a calmer atmosphere in the class now all pupils have settled into school.</p> <p>Pupil A began the year with a reduced timetable as he found the beginning and end of the day to overwhelming. He attended school 10-2 for the first half term which supported his return to school but also meant he missed a lot of his favoured activities and learning. This was slowly increased over time leading to a full day and using school transport which he now thoroughly enjoys.</p>
<p>What were the positive outcomes?</p>	<p>Positive outcomes for Pupil A are;</p> <ul style="list-style-type: none"> • reduced pain and discomfort. • Supported communication methods • Positive attention from staff • 1:1 member of staff to support engagement and also sensory needs • Sensory support from OT and guidance for class team . • Respite for pupil and parents • Medical plan in place and followed • Full medical check and educational psychologist support • Pupil A is now accepting his class for the majority of the day with planned movement breaks and quiet times to remain on track • Pupil A will now accept transport and enjoys being around others.
<p>What are the next steps?</p>	<p>The next steps for Pupil A are to reduce his comfort of the sensory weighted blanket during times he feels comfortable. He will accept this to on one arm and will often move this from over his head to his arm. His next step will be for him to remove the blanket at key times for short periods of time through the day.</p> <p>Pupil A to begin to understand his sensory needs with support and access his sensory steps by making choices and recognising how he feels with support.</p> <p>Pupil A to engage further in exploration and simple engagement tasks with staff or other pupils alongside him.</p> <p>Pupil A to transition around the playground away from his 1:1 during small group activities outside.</p>

Case Study 3

Name of School and Service:	Fox Wood School
Report: Individual Pupil or Programme.	Individual pupil C
What was the starting point?	<p>Pupil C is 8 years old and currently in a Ks2 class with pupils of a lower ability from him. This only came to light during the lock down period when he began to show staff his knowledge and ability. Before this Pupil C would refused to complete work tasks and staff found it very difficult to get him to engage as he did not want to join in.</p> <p>Over lock down pupils were grouped different due to lower numbers and staff rotas and this also became a trigger for pupil C. As I was not class based during this time I support pupil C and one other pupils once a day for English and maths away from their peers. It became very clear that pupil C was a lot higher ability than we believed and his knowledge within English and Maths has not been shown until this point. The sessions began by him leaving after 10 minutes, then the time he would stay in the class and engage increased up to an hour a day. This was fantastic progress and we were able to re assess his ability within a range of areas. It was then very clear his current class was not suitable for his academic needs and when regrouped with them, his behaviours escalated whenever he became bored.</p>
What was put into place?	<p>From this assessment we worked as a team to transition in to a higher ability class with inclusion lessons. These began by happening once a week and slowly increased over the weeks. Again these started with 10 minute engagement and then increased to full hours and then full days within the class. The decision was made to move pupil C into the class after summer, although the pupils were a couple of years older than him, they were on his academic level and he was showing much more of his ability by following the peer group and having role models within the class.</p> <p>After summer pupil C began to display challenging behaviours and as his size was that of the staff members he was becoming more and more difficult to manage. Pupil C became unhappy and did not want to be in school or in his class, this resulted in him hitting out at staff members and even his peers.</p> <p>We began to observe and look at key triggers, the main one being challenge and lack of focus. Pupil C's attention span is very short and he needs to be kept busy and on the go. The class he moved to follows a more formal approach and remain on task for longer periods of time. We then introduced an individual timetable to pupil C which included time for lessons, peer engagement, movement breaks, sensory activities, physical tasks and games with staff and/or peers. He also has opportunities to work 1:1 with staff to fill some of the gaps in his knowledge which cause his anxiety to heighten when in a class situation. Pupil C has accepted this timetable well and his incidents of hitting out have reduced. Staff transition with him moments before he becomes disruptive by looking for his key</p>

	<p>indications. This has also helped him to be around his peers in a calmer manner, meaning they accept him and are happy for him to engage as he is in a calmer state.</p>
<p>What were the positive outcomes?</p>	<p>Positive outcomes for Pupil C are;</p> <ul style="list-style-type: none"> • Re assessed in academic areas • Sensory steps reviewed and re written • Transitioned in to appropriate class with excellent peer role models • Pupils in his class are also verbal like him which has helped his communication and wellbeing • Pupil has accepted individual timetable and is kept busy through the day • Pupil C follows schedules well and accepts next steps • Rebuilding relationships with staff and peers and accepting rules and boundaries • Using communication to express wants and needs instead of physical incidents.
<p>What are the next steps?</p>	<p>The next steps for Pupil C are to increase learning time slowly over time. Increase the time he is with his peers and support further engagement through games and activities, particularly during play and forest school.</p> <p>Reduce the need for 2:1 staff when pupil C presents calm and following instructions – use of walkie talkie for staff.</p> <p>Increase social opportunities further</p> <p>Increase support and strategies of expressing self appropriately.</p> <p>Include ‘blogging’ to debrief. Pupil is very interested in technology and media, staff to introduce his new ipad to record himself blogging when discussion his day as this has helped when trialled. This will become a daily tool for pupil C.</p>

Case Study 4

Name of School and Service:	Fox Wood School
Report: Individual Pupil or Programme.	Focused Support for Pupil B
What was the starting point?	<p>Pupil B was referred to the multi-disciplinary SEMH Panel (this panel meets in school every half term, referrals can be made by any member of staff). His progress had slowed and he was experiencing a change in home circumstances.</p> <p>The Focused Support team reviewed the progress data and noticed that Pupil B had made very little progress in measures, as he was finding it difficult to problem solve and apply his number knowledge.</p> <p>Baseline assessment: Shape, Space and Measures Progression Step 4 0%</p>
What was put into place?	<p>Art Therapy sessions were introduced on a weekly basis. These took place on a Monday and enabled the pupil to explore any concerns from over the weekend with the therapist.</p> <p>Targets were identified for Pupil B incorporating a range of life skills activities appropriate to his learning level, which would provide increased opportunities for him to apply his number knowledge within tasks linked to using money and telling the time. These activities were carefully scaffolded to enable and encourage small steps of progress. Sessions were delivered weekly and on a 1:1 basis.</p>
What were the positive outcomes?	<p>Art Therapy helped the pupil to settle back into school routines on a Monday and explore his thoughts, wishes and feelings in a safe space with the therapist. The therapist continues to work with Pupil B and she shares strategies that the pupil finds helpful with his class team so that these ideas can be used whenever the pupil needs them.</p> <p>Pupil B made significant progress following the Focused Support model in the identified strands over the term, he learnt how to apply his known number skills. He developed self-confidence in this area and was able to use his knowledge to independently solve simple problems related to time and money. Focused Support staff then worked with the class team to share resources and strategies to promote this further during class based lessons.</p> <p>Final Assessment: Shape, Space and measures Progression Step 4 61%</p>
What are the next steps?	<p>The Art Therapist will continue to work with the pupil on a weekly basis and this will be reviewed by the SEMH Panel and the therapist half-terminally. The Art Therapy reports are shared with the parents and class team.</p> <p>The pupil has expressed an interest in further activities to support his wellbeing and from his ideas, we are planning a Forest School group for this half term. The aims will include further development of his self-confidence and problem solving skills in an outdoor environment.</p>