

Autism Accreditation Assessment

Lakeside School



Reference No.	
Assessment dates	2 nd – 4 th October 2018
Lead Assessor	Nikki Kennedy
External Moderator	Tamsin Adams
Status	Accredited

SECTION 1: CONTENT

About the provision

- Lakeside School is a community special day school for pupils age 2 – 19 with severe learning difficulties, profound and multiple learning difficulties and autism.
- Of a cohort of 70 pupils approximately 60% have a diagnosis of autism.
- Lakeside School is based on a small site but has used this effectively to meet the needs of the pupils within the school. The school has the following resources available to the pupils; swimming/hydrotherapy, sensory room as well as boxes in the classrooms, safety surfaces to all playgrounds, a radio station, in-ground trampoline, outdoor gym equipment, outdoor play equipment and quiet rooms across the school.
- All areas of the school use a classed based model of delivery throughout the school.
- There are 7 classes across the school with an average of 10 pupils per class. 2 at EYFS, 3 who follow National Curriculum and 2 who follow foundation learning curriculum. Classes consist of mixed ability pupils of similar ages.
- The school has an autism team who provide additional support and advice to the teachers across the school. They will also directly support the more complex autistic pupils within the school modelling good practice and stimulating professional discussion regarding support of these pupils. This has resulted in staff being able to recognise when pupils are having difficulties and try strategies themselves before seeking out the autism team for additional support and advice.
- Lakeside School have recently appointed a new Head and Deputy who were both promoted from within the school. They both have a good understanding of the needs of the pupils and have high but realistic expectations of what they are able to achieve. This ensures that the vision and development of the school will further enhance the progress that pupils are making.

Outcome of most recent statutory assessment

- Lakeside was last inspected by Ofsted in February 2018. It was judged to be Outstanding for the 5th time.
- Key findings of particular relevance to provision for autistic provision:
 - You, your staff and governors constantly strive to improve outcomes by pupils and their families both in their academic studies and their personal development.
 - Staff work tirelessly to ensure provision is outstanding for pupils.
 - They (the staff) are well trained and feel exceptionally well supported.
 - Pupils are at the heart of what staff do each day and always put first.
 - Pupils' behaviour around school is exemplary.
 - Pupils are happy, respond well to staff instructions and show high levels of engagement with their learning.
 - The school excels in developing pupils' communication skills. Signs, symbols, gestures and the use of real objects are a recurring part of everyday lessons throughout the school.
 - Parents are overwhelmingly positive about the school. They feel that the school supports the whole family and not just their child.
 - The consistency of approach means that pupils' progress is sustained over time and, for many is rapid.
 - Staff set challenging targets which are frequently reviewed and linked carefully to the expected outcomes found in pupils' education health and care plans.
 - Pupils are supported to develop life skills through mini-enterprise topics and real life experiences.

About the assessment

- The assessment took place over 3 days. The school's adviser took over the role of Lead Assessor with support from a Moderator.
- The assessment team observed 15 sessions over a total period of 7 hours. All classes were observed at least once throughout the day.
- Sessions included; start and end of day, communication focus, problem solving, and independence skills, sensory session, transition, swimming and lunch time.
- The autism team, speech therapist NQT, Head Teacher and Chair of governors all gave presentations on how provision is made for autistic pupils.
- Focus groups were carried out with pupils and parents.
- A range of personal files were sampled across each phase
- Policy and procedure documents relevant to the provision for autistic pupils were also reviewed, in particular; Autism Policy, Behaviour Policy, Inclusion Policy, RPI Policy, SEN Policy, Staff Development & Training and Total Communication.
- 8 pupils of the school council shared their views of the school as part of a school council session.
- 3 family members came into school to discuss their experiences of support provided by Lakeside School.

- The views of families of autistic pupils were obtained from questionnaires which were sent out by Lakeside School with 11 via the online survey and 7 in paper format (25%) being returned.

SECTION 2: KEY FINDINGS

What the service does particularly well

What stood out as particular strengths:

- The governing body of Lakeside School play a really active role within the school. The chair of the governing body can regularly be seen at the school and will participate in leading the school council of the school but also the wider partnership.
- Lakeside School have a unique and remarkable relationship with their parents, with all parents having positive feedback about the school and the way in which their young person is supported. One parent reported that the school has been a lifeline for her as without them she was very lonely and low.
- The dedication and knowledge of the staff team is exceptional with parents and external professionals praising them highly for their knowledge and the work they do with the young people in the school.
- Pupils at Lakeside School are taught primarily on an individual basis on bespoke programmes, this is an innovative approach where pupils are still part class groups and will engage in whole group activities where appropriate.
- Lakeside School have developed really close partnerships with the local mainstream schools at both primary and secondary. This has enabled mainstream and special education pupils to have shared projects and events. Pupils from the mainstream schools have had the opportunity to be included with the pupils at Lakeside these relationships have been developed further through a pen friend scheme where pupils from the schools write letters to each other.
- Lakeside School offer pupils many opportunities throughout the day for functional communication. The individualised nature of communication supports allows pupils to not only develop the necessary skills for communication but to communicate with each other as well as staff on a range of topics.
- Bamboozle special needs theatre company has recently worked with the school on a project which has redefined the way in which the school works with the pupils. The approach uses 'a series of behavioural and linguistic strategies and practical drama-based techniques that seek to enable children and young people with learning disabilities to engage meaningfully with the world around them.' The impact of this was seen in the classroom practice throughout the school in the way that staff interact with the pupils and give them the space and support to learn that suits them.

What the service could develop further

Other areas to consider:

- Assessment data within Lakeside School is clear and SOLAR gives the school the ability to present data in a visual format broken down into various groups as required by the school. Data is currently collected for EHCP targets and curriculum areas & WSP steps. This could be further developed by being able to clearly and successfully record progress made in life skills, independence & autism progress.
- Following the changes in levelling and the bespoke teaching that happens within the school, the assessment team fully support the schools' recognition of needing to develop the curriculum within the school.
- Lakeside School could consider developing documentation of individual pupils to present a clear picture of the pupil's strengths and needs that are shown in other documentation and are clearly seen in staff knowledge
- Lakeside School consider how they develop the use now & next timetables to reflect the abilities of each individual pupil.

SECTION 3: PROFESSIONAL DEVELOPMENT

- Lakeside School have a Staff Development & Training Policy that states "The senior leadership team and governing body of Lakeside School are committed to the professional development of its staff, because this relates directly to improved quality of teaching and enhanced pupil performance."
- Staff at Lakeside experience a graduated induction programme which includes specific training on autism broken down into various topics which include; neurology, classroom environment, communication, flexible thought, sensory and social understanding. Additionally, staff will receive Hertfordshire Steps training, and the approaches that are used within the school.
- The induction training is built upon with further ongoing training that is available throughout the year. Staff are able to attend external training relevant to their interest and cohort where information learnt is then disseminated at school and used to develop practice of the staff team.
- INSET days are used to train whole school teams on a variety of topics with communication covered on a recent INSET. This has then been developed further with teachers looking at how they can use the information learnt in every day practice to develop their teaching and the communication of the pupils in their class.
- Child initiated learning has been a recent staff development initiative which has had an impact on the way in which lessons within the school are run, with many pupils being taught on a one to one basis within a wider classroom context.

- The development of staff is seen as part of the ethos within the school with many teachers participating in research projects where lessons are shared with the staff team and influence practice within the school.
- The Speech and Language team will be in class once a week through the way in which they work staff are able to participate in professional conversations regarding the support of individual pupils. SALT will also model good practice and share strategies with class teams to continue with programmes of support for pupils in relation to communication needs.
- The autism team are an invaluable resource of knowledge within the school, they will spend time in classes supporting the development of strategies for key pupils this allows them to model good practice to staff teams. Professional discussions are held in relation to these pupils discussing and sharing ideas of support.
- There is an ethos within the school to develop professional knowledge in relation to the pupils that they are supporting, professional conversations and discussion regarding the pupils as part of daily practice with both staff within the school as well as external professionals.

In conclusion, high-quality programme of continuous Professional Development is in place. It ensures that staff have a robust specialist knowledge of autism specific best practice methods and approaches. Systems are in place to ensure that practice is highly personalised and maintained at a consistent high level throughout the provision.

SECTION 4: PERSON CENTRED SUPPORT

Differences in Social Communication

- Lakeside School has a Total Communication Policy, it states that "communication is the single most important factor in enabling our students to develop as independent individuals. Lakeside School must be a total communication environment where pupils feel valued, and supported to want to communicate with their teachers and peers. All pupils, irrespective of their communication needs, will have access to signs, symbols and other communication aids, so they may acquire the skills needed to communicate with those who use a different mode of communication from themselves."
- There are a range of communication approaches and aids used at Lakeside, with staff using these alongside speech. These include; vocalisation, symbolic sounds, facial expression, body positioning, gestures, signing, objects of reference, photographs, pictures, symbols, PECS, switches and VOCAs.
- Using techniques introduced through the Bamboozle project one teacher reported that TA's are given a focus child and ½ hour a week to carry out focused observations of that child. These observations form the basis of class meeting with detail being recorded in a range of pupil specific documentation.
- Staff across the school will carry out observations, use detail from EHCP and transition documents as well as having conversations with previous teachers and parents to develop an understanding of the communication differences of the autistic people they are support. This allows them to get an accurate picture of their needs and establish effective communication systems for pupils.
- The communication needs of pupils are expressed in pen portraits and case studies, however the detail of these do not currently fully reflect the extensive knowledge that the staff have about their pupils.
- Communication targets are developed from EHCP outcomes these are recorded in Solar and broken down into manageable targets that the pupil can achieve. These have also been seen to be included as part of lesson plans so that all staff are aware of the communication targets. Communication targets where appropriate are discussed with the speech and language therapists to ensure that pupils are not required to work on too many communication targets ensuring a cohesive approach between the teaching team and therapists as well as fully integrated working.
- There are two SALT and a therapy assistant that cover 3 days a week within the school overseeing specific class groups within the school. The SALT are a dedicated part of the school team who will develop close working relationships with not only the staff team but also the parents of the pupils they are directly supporting. The therapy team will provide advice, guidance and support to parents sending resources home to ensure consistent working approaches between home and school.
- Due to the therapists being allocated classes they are able to develop functional and meaningful relationships with the pupils and staff which allows for clear assessment of needs and therapy can be tailored specifically to needs of individuals and classes as required.
- Therapists will carry out some 1:1 work outside the classroom but this is rarely used with the focus on being able to model practices and support teaching

assistants to deliver programmes of therapy successfully. This helps to ensure that pupils are given opportunities to practice skills in a range of context and with different people.

- Both friendship groups and Lego Therapy have been developed with appropriate pupils across the school.
- SALT provide informal training to staff through the in class support as well as delivering whole school training sessions.
- Where best practice was seen pupils were given individualised systems for communication that allowed them to not only express their wants but also comment on things around them and in one instance have a conversation with their peers.
- In some observations pupils were seen to be using VOCAs to support their communication. The level of sophistication and symbols presented varied on the communicative abilities of the pupils using them.
- In most observations staff were seen to be signing to support their verbal communication where this was appropriate for the needs of the autistic pupils in the classroom.
- In all observations staff and pupils were seen to have positive interactions with pupils showing as happy and relaxed. Where best practice was seen intensive interaction was used to engage pupils in meaningful interactions to great effect.
- Where practice could have improved on one occasion staff could have more clearly acknowledged choice decision made by pupils.
- Where practice could have been improved on one occasion staff could be aware of the impact that lots of verbal communication/noise can have on a pupils processing.

Self-reliance and problem solving

- Lakeside School aims to “provide opportunities which will encourage, support and challenge pupils to develop as independent young people.”
- Lakeside school use the TEACCH approach in all classrooms providing pupils with visual schedules and where appropriate individual work bays and work systems.
- Independent living skills are assessed through observation and conversations with parents. Targets for these are set based on EHCP outcomes and shared within the pupil’s individual case studies. WSP steps and AQA awards request and assess skills at different age levels across the school. There is the opportunity to record all skills learnt as being achieved independently within the SOLAR assessment framework.
- Guidance is provided at induction on how to create a ‘structured autism friendly classroom.’ Although all classrooms have clear and distinct areas within them with plenty of visuals supports for pupils, some could benefit from a de-clutter, although pupils were seen to move independently within the space. This is an area that the Head is aware of and is monitoring.
- This is shared through access of Solar, some skills are highlighted within the pen portraits as well as through the EHCP targets and outcomes.
- Across the school pupils were seen to use visual timetables, often in the form of now & next boards, visual prompts to support independence of thought and functioning within the classroom.
- Pupils are seen to transition across the school independently supported by the use of now & next symbols.
- This year a significant number of pupils will be transitioning to various post 16 institutions across the county. As a result of this a programme of support and relationships have been established with the onward provisions. A transition policy is due to be created a framework for transition developed that will then be used when pupils transition between classes within the school.
- An excellent example of good practice, seen in all observations pupils were supported to develop problem solving at a level appropriate to their abilities. This was also seen where pupils were expected to carry out everyday activities themselves with minimal staff intervention supported by the use of jigs. For example one pupil was seen to get the washing up bowl ready after cooking following jig on the wall.
- In most observations pupils were seen to collect and put away resources needed for lessons/snack/lunch. In one example a pupil was left to problem solve how to put a plate of fruit in the fridge when the fridge was full.

Sensory Experience

- As stated in the Autism Policy sensory needs are assessed using a sensory profile and sensory diets developed accordingly. “We believe in teaching pupils to understand their autism as much as possible and be able to use strategies in order to remain calm and alert to allow them to access places and activities they like and can progress in.”

- Within the school there is the sensory zone, this is primarily used for PMLD pupils however this provision is also used for autistic pupils within the school. All classrooms have their own sensory space, however the primary sensory approach observed within the school is the use of sensory diets.
- Sensory assessments are carried out through checklist by class team and parents. This information is then shared with the autism team who use this to create sensory profiles & diets for pupils.
- There is a clear guideline being produced for a step by step guide on sensory diets and how the data from the assessments should be interpreted.
- Sensory information is shared not only on the profile but also on the individual risk management plans with sensory strategies highlighted to support and maintain calm state.
- There is little to no input from Occupational therapists within the school for pupils with autism as main presenting need although they are available for advice.
- Staff have received sensory training from Nerys Hughes, an external trainer.
- In all observations it was found that autistic people were well supported in sensory regulation. For example, pupils were seen to have and use sensory diets on their timetables being taken for movement breaks when needed.
- TEACCH workstations provided areas of minimal arousal for those pupils that could not cope with working in the wider classroom environment.
- In some observations classrooms were seen to be cluttered.
- In all observations pupils are presented with a range of opportunities for sensory experiences both within the activity and as movement breaks.

Emotional well-being

- The behaviour policy states that "all pupils are supported to behave with respect for each other and themselves through effective classroom management and a curriculum which promotes values of tolerance, empathy and independence. We believe that there is a difference between behaviours that are planned and conscious and behaviours which are an unconscious reaction to stress, organic conditions and/or environment."
- All staff are trained in Hertfordshire STEPS package of behaviour support. With all staff across the school trained in STEP on and some staff are trained based on audited need in STEP up. "The STEPS philosophy requires commitment to positive experiences which will include reward."
- The Behaviour Policy outlines the responsibilities of Staff, Senior Leadership team as well as parents.
- The strengths and interests of autistic people are identified and record within the pen portraits of the pupils. The Hertfordshire steps roots & fruits highlights experiences which are positive for pupils with some of this information translated into the risk management plans.
- Risk management plans highlight key information about the pupil as well as the triggers for them. This also shows the prosocial behaviours for each pupil and the strategies that staff use to maintain this.

- Individual case studies highlight where behaviour has an impact on an individual's learning, what this looks like, but also shows the progress that this has been made in this area.
- Case study documents are used a guide for discussion during team meetings where individual pupils can be discussed when required. More detailed discussions will happen during individual progress meeting where all staff involved with a child will have input into the meeting. This may include the following teacher if these meetings are held around time of transition.
- All staff within the school are Hertfordshire Step On trained with the majority of the staff team also trained in Step Up. There are STEPS trainers available within the school and yearly refreshers happen.
- Behaviour incidents are recorded using ABC forms, these provide an overview of what has happened before, during and after an incident. Incidents are uploaded into SOLAR and data is provided as to trends within the school. These are monitored by the Head teacher who is able to draw down information relating to type, time, location, severity and staff involvement. This is assessed at both an individual level and whole school. Incidents reports have gradually decreased.
- All pupils within the school present as relaxed and happy engaged in rewarding activities.
- Pupils benefit from bespoke and individualised programmes meaning special interests can be used in many activities.
- Where best practice was seen in all sessions staff were seen to comment on pupil's actions providing opportunities for understanding and language development around emotions.
- In all observations staff had a good recognition of the level of arousal and anxiety in pupils and were able to signpost through visual support the need for sensory diet activities.

SECTION 5: CONSULTATION AND WORKING

With autistic people

- Autistic pupils get regular opportunities to voice their choices throughout the day at a level which is appropriate to their skills. Pupils were seen to communicate and make choices with both their peers and adults during the assessment.
- Pupil's views are recorded in a more formal way through the school council where with support from a range of visual supports pupils are able to communicate their views.
- Pupil's also get a unique opportunity to communicate their views and have influence in decisions that are made regarding the schools' partnership. Pupils from Lakeside join with the local primary and secondary school and make decisions regarding collaborative events which are held.
- During a meeting with the school council they were able to identify what they liked about the school and who can help them. This was supported by the use of visuals as idea prompts and some pupils were seen to use their AAC.

With the families of autistic people

- Lakeside School employs a parent support worker who has very close working relationships with schools and will have regular contact with parents in a format of the parents choosing.
- 3 family members were interviewed as part of the assessment, they report that the school was well organised and developed the pupils as individuals. The parents coffee mornings have been a 'lifeline' for many parents and an invaluable resource for parents to network.
- There are regular events throughout the year for parents to get together and network. Parents value the exceptional opportunity provided to them to not only talk to current parents at the school but also parents and pupils who are previous students. This has allowed parents to share concerns about transition into adult service and time beyond college with people who have had the same experience.
- Marvellous Me app allows staff to share the progress of pupils with parents, photos or videos can be taken and uploaded to show parents the achievements of their young person during the day. Parents are able to like and comment against the pictures posted. This shows a record of the progress that the young person is making in a format which parents are able to access easily.
- 18 family members provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report. All family members rated all questions as either mostly or always good. All comments received were extremely positive about the work of the school. For example, one family member writes:

The support and advice Lakeside give us is always invaluable and really helps our daughter who has Autism and is severely delayed. Our daughter has made great progress at Lakeside and due to the expertise of the teachers and autism team. Our home life has become far more manageable as a result.

With the wider community

- A range of resources have been developed by the staff and speech and language therapists that allows parents to successfully access the wider community. This has included a range of social stories for dentist, hospital and nurse and holiday visits.
- Pupils are able to access a range of external extra-curricular activities in the community. Staff have been engaged in training these providers and resources developed for visual supports to support the pupils and wider community.
- Training has been delivered by staff within the school to young carers covering basic autism awareness.

- There are many staff within the school who have participated in higher education and carried out research as part of their study. This research has always been shared with the staff team in school with some having an impact on practice within the school.
- Lakeside school have also participated in a wider research project with Hertfordshire University looking at empathy of autistic young people using a robot, CASPA. The results for this study county wide have yet to be published and the impact of this research measured.
- The Headteacher is part of an assessment for learning group who meet regularly to look at assessment for learning with an ASD, SLD, PMLD cohort of pupils. A conference is held every other year where best practice is shared, the school are presenting at the next conference.
- One staff member within the school has carried out research in relation to attitudes towards inclusion working with local special and mainstream schools. The outcomes of this research was presented at a county head conference, the outcome of this research is looking at the development of a cloud based dashboard for people to ask for advice from local colleagues.
- Lakeside School invested in a school based research project with Bamboozle this has had a significant impact on practice within the school with many techniques now being used in everyday classroom practice.

SECTION 6: SUMMARY

Lakeside School have many areas of considerable strength with minor areas for improvement. They have been highlighted as outstanding by Ofsted who commented on the exceptional comments received by parents. This was mirrored in the feedback that was received by accreditation. There is a high quality continuous development programme which continues to challenge staff in their thinking and practice providing the best support for pupils. The research that staff within the school have carried out has had a positive influence on practice within the school which has been shared with a wider audience when possible.

Staff use their knowledge and assessments to develop a thorough understanding of the pupils they support. Assessment data is kept up to date and presented in a way that is easily understood and tracked by all. Lakeside have a highly creative and fully personalised approach to supporting pupils which allows them to reach their full potential. Practice is consistent across the whole school with no areas for development for the school related to practice seen.

APPENDIX 1: RESPONSE TO QUESTIONNAIRES

Families of Autistic People

Feedback questionnaire on Lakeside School to be completed by 17/09/2018

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					9.09%	1	
4	always good					90.91%	10	
Analysis	Mean:	3.91	Std. Deviation:	0.29	Satisfaction Rate:	96.97	answered	11
	Variance:	0.08	Std. Error:	0.09			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					9.09%	1	
4	always good					90.91%	10	
Analysis	Mean:	3.91	Std. Deviation:	0.29	Satisfaction Rate:	96.97	answered	11
	Variance:	0.08	Std. Error:	0.09			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	9.09%	1
4	always good	90.91%	10
Analysis	Mean:	3.91	Std. Deviation: 0.29
	Variance:	0.08	Std. Error: 0.09
		Satisfaction Rate: 96.97	answered 11
			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	9.09%	1
4	always good	90.91%	10
Analysis	Mean:	3.91	Std. Deviation: 0.29
	Variance:	0.08	Std. Error: 0.09
		Satisfaction Rate: 96.97	answered 11
			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	13/09/2018 10:33 AM ID: 94321758	My son receives the best support and care at this school from all staff who are always motivated. We as a family are very very happy at Lakeside School.
2	13/09/2018 17:14 PM ID: 94361437	My son who is nine has attended Lakeside School the past seven years, he is non verbal in a world of his own, I cannot praise the staff of the school enough, the way they care and try to educate him. We have just been on summer holidays and although I have kept him happy most of the time, when he first saw his school polo shirt on the first day back, the grin on his face said it all, he was even pulling the carer to the transport bus...That says it all.
3	13/09/2018 20:06 PM ID: 94371334	I feel like staff are all aware of my daughters likes, dislikes, wants and needs. I have been given advice when i've asked. The Home school book is a brilliant way to keep me informed as to how my daughter is progressing and how she has been throughout the day but

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

			Response Percent	Response Total
		equally staff are happy to talk through things face to face anytime. My daughter is generally pushed to her full potential but never so as to make her stressed or uncomfortable		
4	13/09/2018 20:25 PM ID: 94372826	The support and advice Lakeside give us is always invaluable and really helps our daughter who has Autism and is severely delayed. Our daughter has made great progress at Lakeside and due to the expertise of the teachers and autism team. Our home life has become far more manageable as a result.		
5	14/09/2018 19:30 PM ID: 94445994	The care, support, attention and love shown at Lakeside is unique. It's like being part of a family and belonging.		
6	18/09/2018 12:59 PM ID: 94656935	Lakeside School is a truly outstanding school with highly skilled, motivated and caring staff.		

Feedback questionnaires from paper copies

The support my relative is given is.....	
Poor	
Ok, but could be better	
Mostly good	
Always good	7

The understanding that staff have for my relatives autistic needs is...	
Poor	
Ok, but could be better	
Mostly good	
Always good	7

The way I am kept informed and asked my views about how my relative is supported is...	
Poor	
Ok, but could be better	
Mostly good	
Always good	7

The advice I get from the service on how to help my relative is...	
Poor	
Ok, but could be better	
Mostly good	

Always good	7
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Comments...
When start Lakeside School he's much better
I am new to autism but what I have learnt so far and seen at this school I cannot recommend highly enough. *** absolutely loves it here
I feel very happy that *** my grandson has the opportunity to come to Lakeside School! The care & education that he receives is absolutely wonderful. What a brilliant school.
Always there to support and help if needed, we are very happy with Lakeside School.
Lakeside provide excellent service, support and care as well as knowledge of Autism. Me and my relative would be lost without having their support.
The School has been brilliant in their support for my child and for me as a parent.

Professionals

Feedback questionnaire on Lakeside School to be completed by 17/09/2018

The support the service provides for autistic people 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%	5	
Analysis	Mean:	4	Std. Deviation:	0	Satisfaction Rate:	100	answered	5
	Variance:	0	Std. Error:	0			skipped	0

The understanding and knowledge the service has of autism 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%	5	
Analysis	Mean:	4	Std. Deviation:	0	Satisfaction Rate:	100	answered	5
	Variance:	0	Std. Error:	0			skipped	0

How the service works with other professionals in the best interests of autistic people is...						Response Percent	Response Total
1	poor					0.00%	0

How the service works with other professionals in the best interests of autistic people is...

					Response Percent	Response Total
2	ok, but could be better				0.00%	0
3	mostly good				0.00%	0
4	always good				100.00%	5
Analysis	Mean:	4	Std. Deviation:	0	Satisfaction Rate:	100
	Variance:	0	Std. Error:	0		
					answered	5
					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. (4)

1	11/09/2018 09:55 AM ID: 94131566	The school has an excellent relationship with all external professionals and ensures all necessary information is shared with appropriate professionals
2	11/09/2018 09:55 AM ID: 94131554	Lakeside School provides an excellent service to young people with autism and their families which supports them in preparation for adult life.
3	11/09/2018 11:35 AM ID: 94143162	The school is particularly skilled at communication and intensive interaction with young people with Autism
4	13/09/2018 10:23 AM ID: 94320922	Lakeside School work tirelessly to ensure the individual needs of all their children are met. Individual plans are meticulously created and carers and professionals are constantly kept in the loop.

APPENDIX 2: APPLICATION FOR ADVANCED STATUS

APPLICATION FORM FOR ADVANCED STATUS



Name of registration:	Lakeside School
Date when provision was last accredited;	January 2016
Contact person:	Lynnette Johnson
Adviser:	Nikki Kennedy

Comments made by the provision should be factual and if necessary can be evidenced.

Criteria 1: Does assessment of the provision confirm that there are many considerable areas of strength within the service in relationship to the Autism Accreditation Standards with no or minor actions for development? *This will be addressed within the assessment report and does not require further comment.*

Criteria 2: Is the service considered to have outstanding features in meeting statutory requirements related to outcomes for autistic people?

Plases provide a website link to the relevant reports and any additional comments that might be helpful in interpreting the reports. If the service is not accessed by a statutory body please write n/a

Yes please see Ofsted report February 2018 for this service

Criteria 3: Is a high-quality programme of continuous Professional Development in place. YES
Does it ensure that staff have a robust specialist knowledge of autism specific best practice methods and approaches? YES

Plases provide a description of the professional development programme specific to autism (max 250 words)

All staff undertake induction which includes basic knowledge of autism, reasons for behaviours and tips for success when they are starting out.

There is an ongoing programme of professional development based upon research particularly on SCERTS. Our pupils are mostly functioning within social communication and so our training is focused upon interaction techniques, functional communication and emotional regulation.

We offer highly commended behaviour support training that is part of a County wide initiative. Our trainers never get less than 9 out of 10 for their presentation in evaluations of this training and our numbers of challenging incidents are low because of this.

There is bespoke training and coaching within classes from the knowledgeable and highly skilled autism team

We aim that all teachers are able to attend training lead by Emily Rubens at least once in a three year period.

We offer training linked to the whole child therapy methods (occupational and sensory training).

We run extended training programmes for all staff with Bamboozle theatre company looking at developing a therapeutic way of being that promotes agency, autonomy, personal responsibility and self-regulation.

Criteria 4: Is feedback from autistic people and their circle of support excellent showing that the service is held in very high esteem and its work is greatly valued? *This will be primarily based on surveys carried out by Autism Accreditation as part of the assessment process.*

Plases provide any further evidence of feedback from autistic people or their families e.g. results of surveys etc. (max 250 words)

A recent OFSTED report (9 Feb 2018) stated that comments from parents were overwhelmingly positive and there were no negative remarks. The OFSTED lead inspector commented that she had never been to a school where there were no negative comments on the feedback form.

Criteria 5: Is the service established as a centre of excellence in the field of autism, sharing its expertise through quality consultation and training as well as actively contributing to research into autism and innovations in practice?

Please provide any further evidence of feedback from autistic people or their families e.g. results of surveys etc. (max 500 words)

The school often has visiting teachers from other schools who come to look at our practice. We have been consulted by three mainstream schools over the last 12 months and two members of staff have delivered INSET evenings on autism giving practical ideas and also discussing individual cases with staff.

We have worked in collaboration with Bamboozle theatre company who run high quality autism training which we believe is cutting edge work regarding designing controlled environments, giving non directed offers, imputing meaning and supporting child initiated and child led learning. This has led to a qualitative change in our teaching practice and thus our curriculum. We no longer have conventional expectations about how classrooms should look or how teaching should take place. We work on the principle of finding out what the child likes and hiding the learning under that. We have shared this training with parents and it has been very well received. The County behaviour service are also very interested in the principles behind it and are exploring collaboration with us.

We have been working with Hertfordshire university on their CASPAR robot project over the last school year in order to support their research. This has in turn helped a number of our more verbal pupils with autism to develop their language skills. A report will be provided regarding this during the accreditation review process.

One of our teachers has engaged in two research projects with the university of Hertfordshire regarding support for pupils with autism. One was linked to supporting outreach for mainstream schools and sharing expertise. The other was linked to using EHCP target percentages as alternatives to less helpful assessment bench marks. We started to do this and have since found that other schools in our moderation group have followed suit. The moderation group were pleased to find they were ahead of the recommendations from the Rochford review.

We offer bespoke parent support. One of our parents runs a regular morning coffee session and is able to meet with other Mums in the holidays to offer a listening ear and friendly face. Our parents report high levels of satisfaction and we regularly support parents from the community with autistic children with help regarding behaviour, toileting etc.

Criteria 6: Are assessments informed by specialist expertise and grounded in a robust understanding of the nature of autism?

Is assessment data collated and presented in a range of formats so that it is accessible and of practical value to staff who have different levels of contact with the autistic person, as well as the autistic person and their circle of support?

Please provide any further evidence (max 500 words)

We use an online assessment package which allows us to clearly see our pupil's progress. All teachers can access the system, input to it and analyse data from their own class group. The Deputy Head keeps a close eye on the progress of pupils by examining the data which staff input. The procedure is very 'user friendly' and is shared with parents easily because it uses photographs which means they can clearly see their child's progress year on year. The assessment procedures are based upon knowledge of pupils with autism as we have imported the SCERTS framework to them and we are now starting to use this across the whole school.

Our target setting process is very rigorous. The head teacher works with teachers to make sure that targets demonstrate a deep understanding regarding how pupils with autism learn. This year we have introduced a new column which is called "success criteria" to each target box on the EHCPs. This has had a very positive impact upon pupil achievement in that now teachers can write exactly the steps the pupil will need to take to achieve the target. The success criteria are transcribed to systems in the classroom so that anyone who works with the pupil can see how the target is meant to look in practice. Parents can also work easily on targets that are relevant to the home setting.

At Lakeside we believe in quality conversation and this is at the root of our assessment process, by using teacher knowledge of individual pupils and the deep knowledge of the autism team with regards to ASD, we are able to complete case studies for each pupil which set out any issues that need to be tackled and set the pupil's learning into context. In this way, we can monitor any pupils who are not making good or outstanding progress to make sure we deal with issues by supporting families or providing extra resources etc. for pupils.

Criteria 7: Does the service provide highly creative and very personalised support based on a thorough and up-to-date understanding of how each autistic person communicates and socially interacts; their independent living skills and the impact of external factors including sensory input on their emotions and well-being? *This will be primarily based on observations of practice carried out by Autism Accreditation as part of the assessment process.*

Please provide any further evidence (max 250 words)

Our approach is highly personalised and bespoke to each pupil. You will see many examples of work we have done to support pupils to overcome barriers to learning created by difficulties with communication, inflexible thought, sensory issues or emotional regulation. We believe in supporting pupils to access the community through taking them to the places they like to go and teaching them how to regulate in these environments. We use visual support all the time for this and many pupils use iPads to aid communication. We find out what our older pupils want to learn to do in the community or for their leisure and support them to access and learn to build upon these experiences. We give the opportunity for horse riding, swimming in the community, shopping, sailing and we run Duke of Edinburgh awards as part of our post 16 curriculum in order to facilitate learning to be away from home. We have taken our young people abroad with packs of visual support that they might need and strategies for coping with crying babies on planes just as one example.

Criteria 8: Has the service collated an impressive range of qualitative and quantitative data which provides compelling evidence of the considerable positive impact it has had (both in the short-term and in the long-term) on the lives of autistic people? Can it demonstrate that it is truly inspirational in what it is able to achieve?

Plases provide any further evidence (max 1000 words)

Please feel free to access our assessment, progress data which shows that over half of our pupils are making outstanding progress in Literacy, Numeracy, Computing, SMSC and their personal EHCP targets.

Only 8% of pupils with autism did not make expected progress last year. All these pupils have detailed case studies. The case studies are a piece of qualitative data which enable us to identify barriers to learning, specific interventions in place, specialist resources and equipment, expected outcomes, and changes in circumstances which may affect learning. We are currently starting to add information about the impact of interventions.

54% of pupils with autism made outstanding progress in literacy, 52% in numeracy, 63% in computing, 63% in SMSC, and 63% in communication.

Of the two CLA pupils with autism, one pupil made outstanding progress in literacy, numeracy, computing, SMSC and personal EHCP targets. The other made good/outstanding progress in WS P Steps, and outstanding progress with their personal EHCP targets.

Lakeside uses the Marvellous Me reporting app to inform and keep in touch with parents/carers. **Marvellous Me is special because it encourages and helps teachers to focus parent communication on learning and positive behaviours**, as well as giving leaders insight and tools to ensure it is consistent and sustained in every class.

Behaviour figures year on year vary slightly but the overall trend is that our pupils learn within a year of being here to be calm and alert. This is backed up by evidence form parents who are able to take their children out or cut their hair or brush their teeth where they were not before.

Further areas to work upon: (Accreditation use only)

Adviser comments:

APPENDIX: Additional comments from service

(This should be any further information that the service believes will provide a context for the award committee. Compliments and complaints should be referred directly to the relevant Senior Adviser)