

Autism Accreditation Assessment

Lakeside School

Reference No.	27475
Assessment dates	4 th – 6 th May 2022
Lead Assessor	Nikki Kennedy
External Moderator	Jean Mockford
Status prior to the assessment	Advanced
Advanced status applied for	Yes

About this Assessment

This report states key findings on how well autistic individuals are supported according to our framework of good autism practice. Evidence has been primarily obtained from observation, supplemented by evidence from interviews, a sample of support plans and information provided by the provision. If opportunities to observe has been problematic or limited greater weighting has been given to other sources of evidence.

Where appropriate, feedback has been obtained from autistic people supported by the service and/or family members and this feedback has been considered in findings.

Findings from the Assessment

Differences in Social Communication

Key outcomes identified from personal support documents and staff discussions:

- Pen pictures identify how a pupil communicates and what tools are used to support them to do this. It identifies what levels they are at with their communication and where a range of tools are used this is identified.
- Pen pictures also shares ways in which to work with the pupil to encourage their communication. Plans share how to socially interact with the pupil and engage them in their leisure time.
- Plans share what is necessary for successful communication and how staff should work with them to develop this.
- Continuum of communication has been developed by the staff at Lakeside school. This has helped staff to consider where the skills of communication are with each of the pupils and what activities they can use to develop a pupil's communication skills.

- SCERTS is embedded in classroom practice, with the use of colourful semantics pupils are taught to identify the people in the room with whom they wish to communicate and therefore move away from making communication only a necessary process to get what you want.
- Lakeside has worked really hard with pupils across the school helping them to identify what a choice is and how a choice is made. Training has been done with the staff teams to help facilitate this and it has enables pupils to make a wide range of choices across the school day.
- Using colourful semantics staff have been able to introduce a greater variety of symbols to the pupils once they become confident in their use of "I want" pupils are introduced to other doing words so that they are able to comment and ask staff for a range of items using the relevant language.
- Communication systems are used in a variety of settings and regularly transition with the pupils when they go off site. This enables the generalisation of skills to a range of settings and not just for use within the school.
- Parents reported how they are confidently using communication systems and symbols within the home and on family outings, this has been supported by school and parents shared how this has helped them understand what their child needs and for their child to feel like they are understood.
- Where possible staff facilitate peer interactions and where pupils have made friendships across the school sessions are engineered to allow pupils to spend time interacting with each other in the outdoor environment.
- Lakeside have access to Speech and Language therapy for 4 days a week. The SALT reported that at Lakeside she is able to have more complex conversations, covering higher level topics because the knowledge and understanding of the staff is so comprehensive.

Key outcomes identified from observation/review of key activities:

- Staff were consistently seen to reduce their levels of language. During "Bamboozle" (The Bamboozle approach is a specific methodology that can be used to enable children to engage, understand and to find their voice.) sessions staff were seen to use no language at all in their communication with the pupils. Staff were also seen to slow down their language use a wide range of visual cues to support what they were saying.
- Communication with pupils was consistently seen to be using the pupils preferred communication method whilst also giving them the opportunity to expand their communicative ability. During one observation three different styles of symbols were observed to be used within a classroom, but all were readily available to all pupils. During another observation pupils were encouraged to communicate using their VOCAs learning how to navigate and say what they want, whilst also

knowing it was okay to sign when a response was needed as they learnt to use their new tool.

- Pupils were observed to be provided with a range of communication opportunities as their skills develop pupils are encouraged to communicate with their peers. During one observation a friendship session was observed where pupils were encouraged to communicate and ask questions of each other facilitated by a member of staff.
- Pupils were observed to be provided with many opportunities throughout the school day to communicate with staff. Visuals are provided within the swimming pool which match those seen in the classroom to enable pupils to communicate during this lesson as they would in a classroom.
- Staff were seen to regularly support spontaneous communication and interaction from pupils. Much of what the school does is child initiated and therefore positive interactions are seen consistently throughout the school in all sessions.

Problem Solving and Self-reliance

Key outcomes identified from personal support documents and staff discussions:

- Pen pictures identify a pupil's ability and challenges in functioning with basic daily life skills, with directions for staff on how to support effectively with these. Although the detail seen within these is inconsistent.
- Strategies and approaches for supporting pupils in carrying out activities and transitioning are clearly highlighted in behaviour support plans. These are comprehensive documents which provide staff with a picture of the pupils needs, including any changes or updates clearly marked.
- A lot of work has been done at Lakeside to ensure that pupils are provided with the opportunity to make meaningful choices. Information regarding this is included within personal support documentation.
- Behaviour support plans show the changes and updates that have occurred. These are written as a whole class team to ensure that all staff have input and that all staff know and understand what is being included.
- Staff are aware of the need to develop the independence of the students and have developed a wide range of visual supports to enable them to do this.
- Through the work with Bamboozle theatre and using the Bamboozle approach staff have developed the choice making abilities of pupils and are aware of the challenges of choice making for pupils but that this is a skill that can be developed if pupils are provided with the time and opportunity to learn these skills.
- Child initiated learning is at the heart of everything at Lakeside, staff put pupils at the centre of all learning, providing them with a wide range of opportunities to make decisions throughout the day.

- Parents shared how school have provided them with the tools they need to effectively support their children in the home. One parent shared how she was able to take her child on a plane successfully to Ghana whilst another shared she thought they would never be able to attend a family event in Scotland without the resources that the school had provided.
- Transition both into and out of the school is carefully considered with bespoke packages of support to ensure that any transition is successful. Staff work really closely with a range of external professionals to ensure that pupils are placed in the appropriate settings at the right time after leaving the school. This is done in collaboration with families, some of whom may have been working with the school for 14+ years.

Key outcomes identified from observation/review of key activities:

- Pupils at Lakeside are consistently seen to be able to work out what they must do next. Whole class and individual timetables as well as now and next were seen across all observations, adapted to the needs of the pupils. During many observations' pupils were able to make a choice of which activity they completed next within a session of the activities which were available to them.
- Pupils were consistently provided with jigs that enabled them to understand how to carry out activities, however it was felt in some situations that there were missed opportunities for problem solving skills to be developed.
- Opportunities to develop life skills were seen across all classes within the school, these ranged from putting their resources away after a snack session to being able to make toast independently as well as resources available for pupils in Extended Learning to make their own beds. This was in addition to numeracy and literacy skills; further work could be done however on the use of IT as a tool for learning.
- During a swimming lesson, pupils were encouraged to independently pick up a 'sinker' from the bottom of the pool. The adult was seen to wait with no language until the pupils had achieved this.

Sensory Experiences

Key outcomes identified from personal support documents and staff discussions:

- Comprehensive information on a child's sensory needs is found within the risk management plans as part of the strategies used to support a child.

- Information on strategies for keeping a pupil calm and alert are included within their pen picture, however the detail of this information varies across pen pictures.
- Information on a pupil's likes will include sensory activities which they enjoy and within the dislikes can be sensory experiences which they find more challenging.
- Staff showed a thorough knowledge and understanding of the pupil's sensory needs and the need for pupils to have a range of activities to help them regulate.
- Staff share how they incorporate sensory activities within their learning to meet the needs of the pupils in the class and support them to learn in activities they enjoy.
- The autism team shared how when they start to work with a child they strip everything back removing all demands and sensory stimuli, reintroducing these as the trust between pupil and staff members develop.
- The Head shared how she would like to develop the outdoor space even further to incorporate an even greater range of sensory activities that pupils can enjoy as either part of their regulation or during their leisure time.

Key outcomes identified from observation/review of key activities:

- Superb sensory resources were seen to be available across the whole school and in the outdoor spaces. Stakeholders have carefully considered the resources they use which include a wide range of pleasurable sensory activities, resources and equipment.
- Multi-sensory teaching was seen to be observed where pupils were expected to be writing/mark making they could choose to do so in foam, cornflour, toothpaste and using frozen ice lollies.
- Background calming music was seen to be used in practical activities, swimming, cooking, sensory exploration and during Bamboozle sessions to help set the mood of the room.
- The use of light boxes was seen on more than one occasion to help pupils to identify different shapes. These shapes had coloured liquid within them that pupils could explore and later in the Maths session use to match shapes.
- The environment in all the classrooms has been carefully considered to meet the needs of the pupils within the room. Consideration has been given to sensory needs, encouragement for communication and visuals to support pupils effectively throughout the school day.

Emotional Well-being

Key outcomes identified from personal support documents and staff discussions:

- Pen pictures show activities which pupils enjoy and include how to engage with a pupil effectively during their leisure time.
- Risk management plans are comprehensive and include proactive and preventative strategies to support pupils throughout the school day. Some of this information can also be seen in a pupil's pen picture which shares how to keep a pupil calm and alert. Updates and changes to the risk management plans can be clearly seen as these are written each time in a different colour with a clear date for when these have been updated.
- Case studies show the positive impact that the staff at Lakeside have had on the lives of pupils and their families. They show the time, patience and consistency that staff have shown when working with individual pupils, drawing on the skills of staff across the team to ensure that the best opportunities are afforded all the pupils within the school.
- Staff shared how community activities play a large part of the activities that pupils will participate in throughout the school. Where appropriate PE lessons are leisure-based community activities, outings to cafes and parks, time spent within their forest school environment all encourage and enable pupils to experience life outside of Lakeside school in which they are able to generalise the skills they have learnt.
- There is still a strong relationship with the local primary and secondary mainstream schools. Events have been held at the mainstream secondary where Lakeside pupils participated in activities alongside their mainstream peers and a Botcha tournament is planned for the Summer term to be held at Lakeside School.
- The Marvellous Me app is used to upload photos so that parents are able to see what their children have been up to within at school during the week.
- During COVID the staff teams worked really hard to support parents at home. Phone calls were carried out with all families and where parents were seen to be finding life difficult staff carried out home visits to work with families developing strategies that can be used.
- Informal parents' meetings have started again with social evenings planned to enable parents to get together and talk about their experiences with their children with other parents. Parents coffee mornings are due to be re-established with workshops available to families on a range of topics.
- Family feedback has been obtained. Where interviews were carried out parents were highly complimentary about the staff and support received from Lakeside School. One parent shared how she now felt empowered and confident that she

could effectively support her son at home who has now begun to develop a closer relationship with Dad because of the strategies and support provided by school.

- The Autism Team shared how they are able to be reactive and proactive in supporting pupils and staff across the school. They are available to provide bespoke in-depth support for pupils who are finding life more difficult at any given time, reducing the demands on them whilst still providing the structure that they require, until they are ready to be integrated back with the class team and environment. They are also available to support class teams in developing their practice within the classroom, supporting them in developing strategies and modelling good autism practice.
- There is a collaborative relationship between school staff and health professionals which enables staff to identify and support areas of concern. The impact of this is seen the reduction of behaviours which are displayed by pupils.
- Progress of pupils is recorded regularly and tracked using SCERTS as well as other expected methods of recording. This is clearly tracked through SOLAR as well as progress being recorded against EHCP outcomes.

Key outcomes identified from observation/review of key activities:

- The atmosphere throughout the whole school is calm, safe and purposeful. Pupils present as happy and are all treated with dignity and respect.
- The seamless working and high ratio of class teams allows for pupils to have highly personalised timetables where they are able to participate in a range of activities that they enjoy as well as accessing any tools and strategies that may be required to help them regulate successfully.
- Bamboozle has enabled staff to get to know the pupils really well, they are therefore observed to be proactive in recognising and intervening when pupils may need additional support.
- A child centred, pupil led approach was seen to be used consistently across the whole school.
- Sessions are highly structured for pupils with visuals support provided to help them understand the expectations, however the assessment team felt that in some situations opportunities for problem solving were missed.
- Pupils were observed to access activities which were meaningful for them. Timetables were seen to include sessions of learning and regulating activities which were appropriate for each individual pupil.
- Pupils were regularly seen to be able to learn new skills through exploration using a range of sensory experiences.
- Pupils were seen to consistently be provided with opportunities where they were able to achieve a sense of completion and achievement.

Section 3: Summary of assessment

What the provision does particularly well

Lakeside use a wide range of personalised approaches to meet the needs of the pupils. This was seen particularly in the communication tools and visual supports that were used with the pupils. A true total communication approach was used that draw on the strengths and challenges of each individual pupil.

SCERTS is embedded in practice across the school. Staff all have an awareness of the SCERTS levels of pupils and the development of these are tracked termly and shared with parents so that they are able to use strategies at home.

Communication teaching goes beyond "I want" through the use of colourful semantics pupils are asked to identify specific members of staff and alternative verbs to extend their range of functional communication.

Break times were seen to be productive, encouraging pupils to participate in a range of activities both alongside and with their peers. Developing skills of interaction.

Lakeside have been very creative in their use of the environment, making the most of any additional spaces they have to effectively support pupils. All classes have access to an outdoor space for movement breaks with a range of tools to help them regulate and meet their sensory needs.

Lakeside provide a highly bespoke offer for each of the pupils, lessons were seen to be highly differentiated with a range of activities to teach the same subject using multi-sensory learning to teach subjects across the school.

Class teams work as a cohesive unit with the class teacher facilitating learning, however the learning support assistants work effectively with pupils across all the activities showing great awareness of the outcomes and expectation for each of the pupils. This allows classes to deliver a highly personalised offer and pupils to make a choice about which activities they would like to complete first.

Practice across the school is exceptionally good and consistent with staff showing a strong knowledge and understanding of all the pupils within the classroom.

The Autism Team are an invaluable resource for the school providing both proactive and reactive support to class teams. The input that they can provide when pupils are having a difficult time in the school enables them to continue within the school whilst going back to basics and building up the pupil's skills and confidence until they are able to be integrated back with the stave teams and classroom. Proactively they are a resource of knowledge where they are able to provide advice and guidance to class teams, monitoring practice and working with the team to get the most from the pupils.

Training consistently builds on prior knowledge for staff with sessions becoming more complex and providing staff with a greater in-depth knowledge.

Staff are aware of their own communication skills and the impact that too much verbal communication has on the pupils. They actively support a pupil's communication to ensure that it is functional outside of the school community.

Staff understand the challenges that pupils face in understanding expectations and transitions. Visual structures in the school are highly consistent and an embedded part of practice, these are strategies and approaches that have been successfully shared with families so that they can experience the same level of success in the home.

Pupils are provided with a wide range of sensory experiences across the school day both within the classroom and across the school. Staff showed excellent knowledge of the sensory needs of the pupils and how to effectively support them in their self-regulation whilst also providing them with opportunities to choose the regulation activity they prefer.

What the provision could develop further

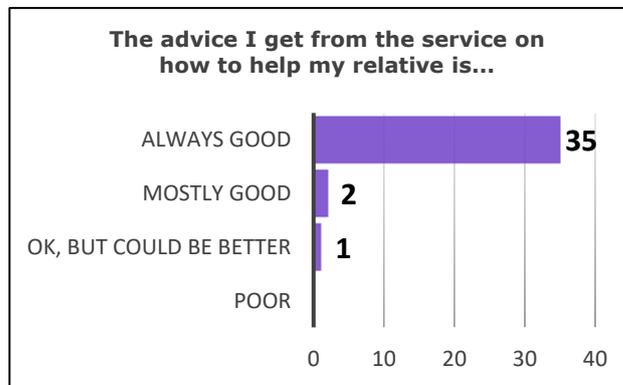
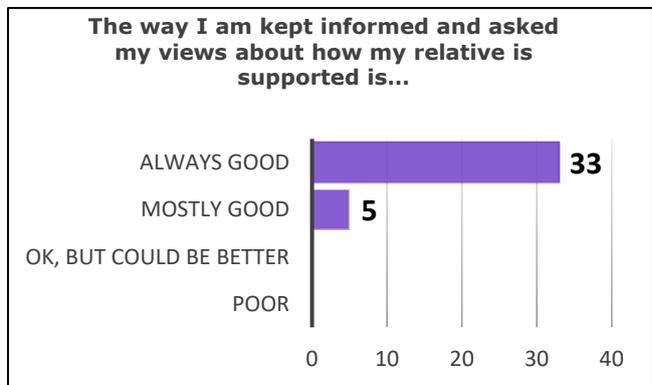
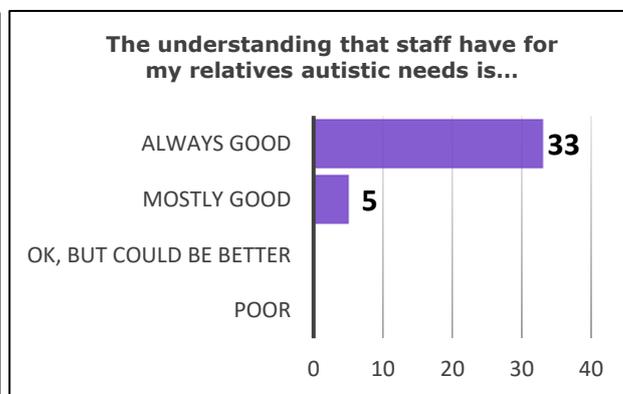
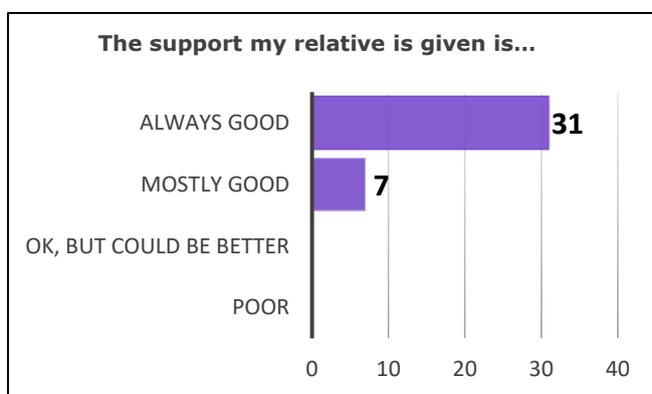
Monitoring the content of pen pictures will help to ensure that the details in them are consistent across the school.

Sessions are highly structured for pupils with visuals support provided to help them understand the expectations, however the assessment team felt that in some situations opportunities for problem solving were missed. Lakeside to consider how they continue to provide the structure that the pupils clearly thrive on whilst also embedding opportunities to further develop their problem-solving skills throughout the day.

Lakeside to consider how they can effectively utilise ICT to further augment learning, although some examples for ICT were seen with VOCAs it was felt that some activities could have been further enhanced with the use of ICT.

APPENDIX: SURVEYS

Families of Autistic Persons - Questionnaire Responses (38)



Comments

The best school ever

I am happy with the support I get for my child at school. He is happy and settled

I am happy with the service from Lakeside School

The staff at Lakeside have vast knowledge about autism. They will do everything they can to support autistic people and relatives. I am most impressed with the practical implementation of strategies and resources

R needs are fully met and as such is a happy boy who loves Lakeside. He is always happy to go to school and understands what is expected of him whilst there

The staff and school as a whole are the best, they have helped my son achieve the best he can

The support given to my relative is amazing, also the support and advice to help me understand my relative has proven to help my relative feel understood

The school understands my child's needs and how to support her. They also work with us as a family and we are always kept up to date with her targets

My daughter is very happy she looks forward to going to school every morning and she is taking new things and everyone is absolutely fantastic in every way. A big thank you

Lakeside school has made a positive impact on our child's development. A very good school with friendly staff and good support system in place

We get amazing support from lakeside. I honestly don't know where we would be without them. Our son is accepted and supported by everyone at school

Excellent support in all areas, at all times. Fantastic knowledgeable staff, we couldn't ask for better.

APPENDIX: INFORMATION FROM THE PROVISION

Provide a brief description of the provision made for autistic people.

Specialist maintained day school

How many people are supported by the provision? 88

How many of this number are autistic? 65

What is the range of autistic people supported by the provision? e.g., age; learning disability; verbal or non-verbal etc.

All pupils have severe learning difficulties, they are aged 3-19 years, we have 73% of pupils who are autistic and approximately 13 of them are verbal.

What are the main approaches or methods employed by the provision in supporting autistic people?

SCERTS, TEACCH, Intensive Interaction, use of sensory diets and sensory expertise.

What was the outcome of the provision's last statutory inspection (where appropriate)

Ofsted, 2018, Outstanding

What training/ongoing professional development is provided for staff in delivering autism related approaches or methods?

Staff access formal courses or are trained in house by staff who have been trained.

What processes are in place to ensure that each autistic person has an individual support plan that considers their communication and sensory responses and promotes their independent and well-being?

Each pupil has an EHCP review and IEP which are under constant review and scrutiny. Assessments are regularly submitted for moderation and validation and to record and analyse progress.

What do you consider to be the main areas of development for the provision?

We need to regain ground in community engagement and learning after the pandemic.

What do you consider to be the main areas of strength for the provision?



We have developed our ability to support highly challenged, non-verbal young people. We are able to secure high levels of engagement and calm alert behaviour. We know how to integrate pupils back into class or back into engaged education after trauma.



APPENDIX 3: ADVANCED APPLICATION FORM

AUTISM ACCREDITATION: APPLICATION FORM FOR ADVANCED STATUS

In order to achieve an Advanced Award you must show that you are an outstanding and innovative provision that goes well beyond similar provisions. Please complete this form to give examples of initiatives that make you stand out and most important of all the impact they have had for autistic people. Copy and paste where you may have more than one example. However, the entire application including case-studies should not exceed 1000 words.

Please note you are also required to include case-studies (please refer to additional guidance) as part of your application. It is also important to recognise that the application form and case-studies are only part of a bigger picture, with considerable emphasis being given within the award process to observation of practice, personal centred support plans and surveys.

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. Autism team offer support and training for every class. They are highly trained autism knowledge informs their therapeutic stance. They find out about pupils, closely observe them, talk to their team, offer bespoke remedial support. Please see case studies LM and KW. Please see power points for training.
Impact We have a large cohort of pupils now who have been through a programme of individual support delivered by the autism team. This support is designed to teach staff how pupils might think and feel and to respond with sensitivity, within good autism practice. Please see case studies for: AA, NB, MA, LF, BB, BC, CKA and DO. Our engagement scales and analysis show how we listen and adjust our practice to support pupils to be comfortable and happy.
Initiatives or innovations that ensure that specialist approaches or techniques are fully understood, consistently implemented and regularly reviewed.
Description. We use SCERTS as purely as we can. Please have a look at our assessment procedures for SCERTS and the information it provides. We have been running long term projects with Bamboozle theatre company who train our staff and work with our pupils to support spontaneous communication, problem solving, self-expression and emotional wellbeing. They use enabled space. Non-direct offer and ritual as specific techniques to teach and promote the learning in previously mentioned areas.

Impact. We have a number of pupils who would not be able to access school who we have used these methods with to great success. Please see our case studies: DO, AA, P2 and M2. All teachers use the methodology and we are about to embark upon a new project to update the way we present our Christmas play so that it showcases what pupils can do and trains parents at the same time. Please see our PMR targets for staff KW and LM.

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. Communication with families during lockdown, 45% of pupils with autism were in school during lockdown. We ran a summer school in the holidays for pupils not in during lockdown. We made 52 Trips to homes and bus trips to Lammerwood our forest school with pupils who were not in school every day so they still saw us and gained fresh air and exercise. We ran a bamboozle show at forest school and all children took part in this. We responded to need by supporting parents at home, going into homes when no one else would and helping with behaviour strategies for pupils with autism. Please see our "Reasonable endeavours" home learning records and case studies for GR and DR as exemplars and support given.

We have supported three young people to transition into supported living by showing their prospective homes how to use visual support and SCERTS strategies to help them. We will usually take on the transport to and from these settings for the first couple of weeks in order to make the transition an organic enterprise between school and the care home. This has really benefited the pupils and is well worth the cost to the school.

Impact: All pupils saw us at least once a week during lockdowns meaning we were able to quickly help or signpost to other services if there were issues. All pupils had access to outside space during lockdown. Pupils transition calmly and productively into new settings

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: We have run a three year decision making drive within our school development plan. Pupils have been placed upon a decision making continuum so that teachers are aware of how they can promote decision making to individual pupils, Staff have been trained regarding waiting, using visual support rather than words, stepping back, allowing for mistakes etc. Please see our SDP, the decision making continuum, please talk to our Problem Solving lead CO.

Impact. Pupils have EHCP targets linked to decision making. Pupils are used to making decisions at the appropriate level. They are able to use visual support to good effect.
Please observe staff practice in classrooms.

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. We have run parent courses on signing and behaviour. We run continual bespoke training for parents including help with eating problems, sleeping and toileting issues. We have run training for local nurseries and offer support for pupils coming to us who are currently in these settings. The autism team have recently been supporting an autistic sibling of one of our pupils in a mainstream school which has resulted in this young person being able to attend a special school next year.

Impact

Parents report improvements to their family life. Please see our most recent parent views survey and interview our parents. We have a growing reputation as an outgoing organisation in the local community. Please discuss this with the Head Teacher.

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: We have developed expertise in supporting pupils with extremely challenging behaviour which involves supporting them away from the classroom and offering a really therapeutic and remedial programme which also involves their usual classroom staff. This has been 100% successful so far in supporting pupils to either return to the classroom or return to being supported by their classroom staff in a different more individualised space. We have used what we have learned from our bamboozle partnership to inform this. Our practice with regard to supporting pupils with autism who are nonverbal and who struggle to regulate themselves is now part of a national training programme run by Bamboozle.

Impact. Staff much more confident and able to support and teach highly challenged young people. School very popular amongst the Herts autism community of parents. Pupil's engagement scales are high, progress is good or outstanding for most pupils.

Part 4: Validation

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

Our School improvement partner writes positively about our provision.
We currently hold the ICT mark for our innovative practice which includes work with the VR and Omivista for our pupils with autism.

Example OFSTED, SIP, SALT, Nurses, OT, Transition Support Worker, Social worker

Relevance. All these professionals are able to comment upon our autism practice and the way we cooperate with them.

Criteria for Autism Accreditation Advanced Award

CRITERIA	NOTES
Statutory Inspectors consider service to have outstanding features. Nothing is scored as less than good.	The Committee will consider ratings from the last statutory report and quality of life outcomes for the autistic individuals attending the provision.
There are many considerable areas of strength with no or minor actions for development. Highlighted areas of development are likely to address issues that the service is already working on or fine-tuning practice which is already of a very good standard.	The Committee will consider evidence of what the provision does well and what it needs to work on from the latest Autism Accreditation assessment.
A 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. Overall support is clearly based on methods and approaches that produce positive outcomes for autistic people.	The Committee will consider evidence from the latest Autism Accreditation report of what training and professional development staff receive and how this is evident in observed practice. It will also refer to Section 1 of the Application form.
Although there may be a few minor areas for improvement, the overwhelming majority of practice is informed by an excellent understanding of how each autistic person communicates and socially interacts	The Committee will consider evidence from the relevant section of the latest Autism Accreditation report, Section 2 of the Application form and relevant case-studies.
Although there may be a few minor areas for improvement, the overwhelming majority of practice is informed by an excellent understanding of how to support autistic people to become more independent,	The Committee will consider evidence from the relevant section of the latest Autism Accreditation report, Section 2 of the Application form and relevant case-studies.
Although there may be a few minor areas for improvement, the overwhelming majority of practice is informed by an excellent understanding of how to support autistic people in their sensory regulation	The Committee will consider evidence from the relevant section of the latest Autism Accreditation report, Section 2 of the Application form and relevant case-studies.
Although there may be a few minor areas for improvement, the overwhelming majority of practice is	The Committee will consider evidence from the relevant section of the latest Autism Accreditation report, Section 2 of

<p>informed by an excellent understanding of how to support autistic people in their emotional well-being</p>	<p>the Application form and relevant case-studies.</p>
<p>Feedback from families and/or autistic people shows that an overwhelming majority are happy with the service e.g. over half very happy and the rest happy/ Only a tiny minority are unhappy e.g. one or two respondents.</p>	<p>The Committee will consider surveys carried out by Autism Accreditation. An overwhelming majority would normally be defined as 75 % or more respondents.</p>
<p>The service shares expertise through quality consultation and training as well as actively contributing to research into autism and innovations in practice.</p>	<p>The Committee will consider part 3 of the Application form and relevant case studies.</p>