



# Autism Accreditation

Specialist Award

## **AUTISM ACCREDITATION SPECIALIST AWARD: Assessment Report**

<b>Name of Service</b>	Oliver House School
<b>Reference Number</b>	388
<b>Dates</b>	10-11 <sup>th</sup> July 2023
<b>Lead Assessor</b>	Jonny Knowles
<b>Moderator</b>	Julie Naylor
<b>Status prior to assessment</b>	Advanced (2018) (2020)
<b>Committee award</b>	To be completed by the Quality Manager

### **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

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

The school's Speech and Language Therapist (SALT) works in a graduated way supporting the development of Universal, Targeted and Focused support. During the initial 6-week information gathering period the school collect information about pupil's communication needs from their current provision, families and the team around the child. The MDT will also conduct observations and assessments within the home, community and identified safe spaces to ensure that they have information about pupils' key approaches across a number of environments.

Communication Passports and Progression Pathways include specific information on each pupils preferred method of communication and on how best to support them in this. Recommendations are provided from speech and language therapists and staff work under their guidance to implement appropriate approaches or interventions. Pupil documentation also describes pupils' strengths and sensitivities and also take in to account what motivates pupils to socially interact with others.

Communication Passports, Personal Curriculum documentation and Progression Pathways identify the challenges or barriers each autistic person may experience in social communication and interaction, alongside appropriate targets in social communication, informed by the SCERTS framework. During interviews, staff described how they regularly provide opportunities for pupils to practise and develop communication in a variety of different contexts, supporting the generalisation of skills through school-based learning, local community learning and wider community learning.

Communication Passports identify the approaches or tools which should be employed to enable autistic pupils to understand others and to express themselves. During interviews, staff described a wide variety of positive outcomes which have been achieved by pupils in their communication, including an increase in motivation to communicate, particularly the progress achieved by pupils with a PDA profile. This progress was also evidenced in documents and case studies shared during the assessment.

EHCP Annual/Interim Review documentation includes clear references to the individual strengths and progress made by each student in terms of their communication and interaction. All pupils have a target in social communication and joint attention which is informed by the SCERTS framework. During interviews staff described the ongoing analysis of outcomes which enables them to track and reflect on the impact of their support including the use of video analysis allowing staff to reflect on interactions from a third person perspective. Progression pathways include a number of personalised targets in social communication, joint attention and community access and during the review of planning documents it is clear that the identified targets are a focus for sessions across the curriculum.

In interviews, staff gave examples of how autistic pupils have been supported in their communication and social engagement and the positive outcomes achieved as a result. Staff particularly highlighted the positive impact since the introduction of Blank level Questioning. All pupils have been assessed to identify their current Blank Level and staff have created a programme of reading which will support pupils to practise the skills associated with that particular Blank Level, including inference.

During the assessment, staff also shared a variety of case studies, which were discussed during interviews, which evidenced the positive outcomes achieved by autistic people developing a range of communication skills. Staff shared photographs and videos of pupils accessing and communicating as part of the community, celebrating the exceptional progress made by some pupils in being able to participate in interactions with staff and members of the community.

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

Within all observations, staff were able to make themselves understood by using a variety of approaches. Due to the diverse cohort of pupils at the school staff were regularly observed simplifying or structuring verbal language and using a range of visual strategies to reinforce or replace verbal communication. Where particularly good practice was observed, in an observation of a social communication game with a pupil identified as having a PDA profile, staff skilfully differentiated their language to reduce the demands on the individual, creatively using language identified as being good practice for individuals with this specific need.

Within all observations, autistic pupils had access to a range of innovative approaches or tools which supported them in their expressive communication. Using the variety of tools pupils were able to make themselves understood and request from staff using spoken language, visual supports and a range of other augmentative or alternative communication systems. Where particularly good practice was observed, during observations of snack and lunch within the dining hall, pupils were observed using a range of communication systems to make requests and communicate their wants and needs using personalised communication systems such as TOBIs and PECS.

Within all observations autistic pupils were provided with opportunity and purpose to communicate as part of a group or 1:1 with staff, with each other and where appropriate members of the public. Pupils have access to personalised learning environments but also a phase classroom, providing them with a space to participate in group activities, where appropriate. During discussions staff described how groups are strategically planned around pupil's SCERTS language stage ensuring pupils have the opportunities to engage in positive and purposeful interactions with their peers. This was particularly evident during an observation of a Lego Club session, where pupils from across a number of phases met to work through the activity. The session had clearly identified outcomes which were shared with the pupils and during the session pupils appeared motivated to engage with their peers and staff.

Pupils are provided with access to appropriate community activities which are based around their likes and interests. During discussions, staff described how pupil's community access has a clear intention which is linked to their individual SCERTS targets, facilitating opportunities for pupils to communicate with members of the community and build confidence in this. During the assessment pupils were observed accessing community cafes, public transport and shops.



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

Staff discussed how personal development is a core part of the school's curriculum and staff place an emphasis on this when planning session within school and within the community. Recommendations regarding an extended curriculum and support for families is included within the Annual OT reports, supporting pupils to access appropriate personal development skills at home as well as in school.

Personal curriculums and Annual/Interim review and planning documentation includes clear references to the individual strengths and progress made by each autistic pupil in terms of their cognition and learning. Individual Learning Plans and personalised curriculum documents describe long term aspirations, focussed areas of learning and SMART Targets which break down the EHCP and curriculum goals in to achievable steps for learning. During the assessment the school shared a number of files which all evidenced the positive outcomes achieved by pupils and the academic achievements appropriate to their aspirations and next steps in subjects ranging from ASDAN, Jazz and DofE, to GCSEs and entry level qualifications

Tools and approaches, used to support autistic people in activities, during transitions, and in how to cope with changes and make choices are documented on pupil's individual documentation. The sampled plans included references to the use of activity planners, now and next boards, social stories and written checklists, all of which were seen to be used to good effect during the assessment.

The skills and challenges of autistic pupils are outlined in a number of documents, such as One Page Profiles, Progression Pathways and Support Plans. Within each document tools and approaches have been identified to provide suitable levels of support whilst fostering opportunities to further develop skills and to work towards identified goals.

Each pupil's Progression Pathway and Personalised curriculum document identifies the tools and opportunities which are facilitated by staff through the curriculum to support pupils in the development of personal development skills. These documents evidence the impressive range of activities which pupils have access to, based around their own needs and informed by their likes and interests.

In interviews, staff gave examples of how they have supported autistic pupils in following routines; coping with change; making decisions – and positive outcomes achieved as a result. During interviews, staff discussed the use of social stories, identifying the positive impact of the stories in supporting pupils in a range of scenarios, particularly when accessing the community.

Staff place an emphasis on pupils developing key skills in assertiveness, ensuring that they have the skills in order for them to make and communicate wants and needs. Staff shared examples of how they promote choice with pupils using a variety of evidence-based resources, particularly Talking Mats, choice boards and a range of communication systems/devices. Staff shared how they aim to implement universal communication systems for pupils, enabling them to spontaneously communicate effectively with member of the community.



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

Across all observations, personalised approaches were observed which supported pupils to understand what they must do now and what they are expected to do next. Pupils were observed having access to now and next boards, TEACCH, visual timetables, written lists, to do lists, WALT and WILFs, objects of reference and visual prompts which all supported pupils to understand the structure and context of the lesson/day. Across observations staff were highly skilled at using these approaches and were also observed providing opportunities for pupils to independently manage their own system. Pupils' key approaches are highlighted within their personal curriculum document, ensuring the consistency of support.

Throughout all observations, autistic pupils were supported to do things by themselves rather than needing to be directed by a member of staff. Staff were particularly skilful at allowing pupils processing time before offering additional prompts or guidance. The environment around the school, within the Phase classrooms and Individual classrooms, is truly personalised and visually structured enabling pupils to have access to individual systems which further promote independence. Throughout all observations, staff regularly encouraged pupils to update and reflect on their schedules or now and next boards, often modelling the approach and using explicit language to inform pupils that an activity had finished.

Within all observations, pupils were supported to develop skills and confidence in actively expressing their opinion, as well as making and taking decisions. Staff used a variety of approaches which supported pupils to make decisions and communicate these with staff. The different number of approaches was particularly evident during group work or lunch, where staff were highly skilled at differentiating their approach to ensure pupils could play an active role in making a meaningful decision. Throughout all observations staff also allowed appropriate levels of processing time for pupils before offering further prompts or reinforcing the demand/instruction and in a small number of observations staff used an additional visual prompt to reinforce or simplify a decision.

Throughout all observations autistic pupils were provided with opportunities to consolidate and develop daily functional skills including key skills in literacy and numeracy, communication, safety, community access, work and study skills. Each pupil's curriculum is personalised around their individual needs and future aspirations and pupils across the phases have access to activities within school and the community which support their personal and academic development. Staff discussed how they aim to ensure that there is a clear intention around each planned activity, for example making beans on toast included opportunities for pupils to practice a range of functional life skills including using public transport, shopping, money handling, and creating a recipe before completing the activity.



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

The school's Occupational Therapist (OT) works in a graduated way supporting the development of Universal, Targeted and Focused support. For each pupil the OT completes an annual report, analysing their progress, current sensory needs and additional next steps. During interviews, staff discussed the strengths of the school's assessment processes in allowing them to analyse pupils sensory processing needs both within home, school and the community. During discussions the OT shared how assessments place an emphasis on the impact on daily lives, engagement and access to community activities.

All pupils have a one-page sensory profile and one-page sensory diet sharing their key sensory needs and personalised strategies. The school described how sensory ladders are also collaboratively created with some pupils, giving them ownership of their own sensory resources. The documents include details of identified sensory needs alongside sensory experiences which each pupil enjoys and others which they might find challenging.

OT reports provide a summary of sensory processing difficulties that pupil's present with, alongside examples of personalised strategies and sensory diet principles written by the occupational therapist to provide specific advice for families and educational staff. Examples of personalised sensory strategies and programmes were seen to be used to good effect during the period of assessment, including planned sessions within the school's sensory room, sensory integration room and sensory circuit.

OT assessments provide an opportunity for staff to gather information on the challenges each autistic pupil may have in regulating sensory experiences and allow staff to identify those that provide them with positive feedback. All pupils have targets in Emotional Regulation which is informed by the SCERTS framework and during discussions the OT described how staff receive regular training in recognising and responding sensory needs, empowering staff to be confident in providing mutual regulation using the environment or interests.

One-page sensory profiles, one-page sensory diets and PBS plans record the approaches and/or tools that should be employed to help autistic pupils regulate sensory experiences or avoid sensory overload. Some autistic pupils use the Alert programme to indicate if they are too high or too low, whereas others in Phase 4 and Phase 5 use the Zones of Regulation to do this. Across classrooms these approaches were differentiated with some pupils using Winnie the Pooh and others using aeroplane dials to support them to recognise and communicate their emotions, linking them to regulation activities.

In interviews, staff gave examples of how they have supported autistic pupils in accessing personalised sensory activities. The OT discussed how the school's therapeutic environment is informed by up to date evidence-based research and pupils have regular access to sensory rooms, SI rooms and outside sensory equipment as part of proactive and reactive sessions. During a discussion staff shared a number of examples/case studies which evidenced the positive impact of pupils, the school and families having a greater understanding of personalised sensory needs and strategies.



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

Within all observations, pupils had access to sensory activities which they appeared to find enjoyable or relaxing. Individual rooms and Phase classrooms have been developed to include key sensory tools appropriate for each individual, informed by pupil voice and OT reports. Across observations pupils were observed accessing preferred activities, sensory chews, ear defenders, adaptive seating and other strategies within their individual classroom which they appeared to enjoy or supported them in their regulation.

Whilst in the community pupils also had access to tools and strategies to support them in their sensory regulation, all of which were identified on individual sensory profiles. During the assessment evidence was also reviewed which showed an impressive number of sensory activities pupils have access to each week within the community, including sessions within a sensory space, swimming, horse riding and other activities based around the personal likes and preferences of each individual.

Across all observations, autistic pupils were supported to tolerate a range of sensory experiences within a safe and secure context. The school's environment is low arousal and visually structured and within pupils' individual rooms pupils had informed their preferences for their environment, which was evident in the diversity of the designs, colours and activities available. Some pupils had more of a sensory focused room with ball pools or regulation activities, whereas pupils in phase 4 and 5 had more office-based rooms with work spaces and comfy seating for regulation.

In all observations, pupils were supported to regulate sensory experiences which could interfere with what they are trying to do or cause them discomfort. Examples of strategies accessed in phase and individual classrooms included ear defenders, work stations and low arousal/slow paced teaching approaches. In the majority of observations, where pupils have developed self-regulation skills, pupils were able to access their sensory tools independently, particularly when using ear defenders in their classrooms and in the community.

Some pupils have planned proactive sensory circuits and time within the sensory room built into their daily timetable, all of which are informed and devised by the OT. To further develop practice with the delivery of the sensory circuit, staff should reflect on the universal visuals which are in place to support the delivery of sensory circuits, including pictorial instructions at each station, and consider linking the activities more explicitly to whether they are alerting, calming or sorting.





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

The school employ a Behaviour Analyst who supports the implementation and delivery of positive behavioural support (PBS) across school. The Behaviour Analyst completes an initial detailed behavioural assessment to reflect on pupils current identified needs at home or in their current setting. The assessment analyses behaviours and the current strategies in place which support the individual through mutual or self-regulation and from this information staff create a detailed PBS plan which indicates the pupil's profile of need, with a focus on early indicators and positive and proactive strategies or motivators to aid regulation.

One Page Profiles show an appreciation of activities which each autistic pupil finds enjoyable, for example "Things I like" and "Things I am good at". This document also includes information about "how you can help me" and "If I am dysregulated it helps if I can". As required, staff write positive behaviour support (PBS) plans for pupils with the most complex behaviour needs. The PBS plans are written in clear language and focus on the function of behaviours and positive and proactive support strategies.

EHCP Annual documentation and annual therapy reports written by the MDT include clear references to the individual strengths and progress made by each pupil in terms of their social, emotional and mental health and personal development.

A number of documents reviewed cite information on the goals and aspirations of pupils. All pupils have academic and personal development targets which take into account their future aspirations and next placement. All targets are identified on pupil's progression pathway document, which has targets informed by SCERTS, academic targets and personal development target. Progression pathways also reference SALT or OT targets which are informed by annual therapy reviews and assessments,

Lesson plans and personal curriculum documents evidence the breadth of access to and inclusion within community activities. Pupils individual activities are informed by personal likes as well as aiming to develop pupil's confidence in a range of environments including swimming pools, shopping centres and community cafes. During discussions staff shared the various methods used to capture pupil voice to ensure that they play an active role in informing their curriculum. During the assessment staff shared a wide variety of evidence of pupils accessing these areas and through case studies discussed the development of communication and confidence as a result of these sessions.

In interviews, staff gave examples of how autistic pupils have been supported that resulted in positive outcomes in terms of quality of life and life opportunities including greater inclusion and involvement within the community. Staff shared a number of case studies which evidenced the positive impact of pupils regularly accessing a range of community-based activities as part of their individual curriculum. When discussing the case studies staff shared visual supports, video clips and photos, as well as the ASDAN transition folders which evidenced the personal development skills acquired through the programme.



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

Within all observations, autistic pupils presented as feeling happy, safe and calm. Staff's approach was consistently low arousal, appropriately paced and calm and staff were observed implementing proactive and preventative strategies to avoid anxiety, confusion or distress from occurring or escalating. Restrictive practices were not observed and in interviews staff shared data which evidenced the reduction of these. Staff also discussed how restrictive practices are only used as a last resort under the strictest controls and extreme circumstances, in line with information on pupils PBS plans.

Within all observations, autistic pupils were supported to understand and regulate their emotions using personalised approaches. Within individual classrooms and group classrooms, pupils had access to visuals which presented the Alert Programme using pupils likes and interest e.g. Winnie the Pooh and Aeroplane dials. Where particularly good practice was observed, staff signposted the programme during observations.

During all observations autistic pupils were treated with dignity, status and respect and were provided with meaningful positive feedback which appeared to boost confidence and self-esteem. Across all observations, staff appear to have an excellent understanding of each individual's needs, providing feedback in a variety of ways including verbal feedback, high fives and thumbs up. Where appropriate at the end of each session pupils had the opportunity to self-reflect on the skills which they have developed, rating their current level of understanding and supporting the pupils to achieve a sense of completion and achievement. Pupil files, developed to evidence progress in a range of topics, were used by staff to celebrate the positive outcomes achieved by pupils and staff discussed how they are sometimes used to reflect on successes or prepare pupils for any changes.

The service ensures that autistic pupils are engaged in meaningful activities which they find fun and/or interesting by implementing truly personalised and flexible curriculums. Each pupil's curriculum and topics are directly informed by their likes and interests and individual classrooms are truly personalised environments including a range of meaningful regulation and fun activities. Personal curriculum documents, planning documents and practice reviewed during the assessment evidenced the truly person-centred approach of the service, adapting rooms to include ball pools, soft play areas, libraries and hobbies and interests.

Throughout observations, and during discussions, staff evidenced how they encourage pupils to enjoy the challenge of trying out or learning a new activity or skill. Staff were highly skilled in presenting these new activities to pupils, particularly in how they adapt their language when presenting a new activity to a pupil with a PDA profile. During observations, staff allowed ample processing time when introducing a new activity or skill, as well as providing warning of this happening using the visual systems in place. Evidence was also reviewed in pupils' individual folders which evidenced the range of new activities pupils encounter through the curriculum



In interviews, staff described how autistic people are actively engaged in determining how they are supported; what activities they take part in and what goals they are working towards according to what is appropriate for their age and capacity. During interviews, staff shared a range of support systems and approaches which are available to ensure pupil voice is accessible for all pupils across all phases. For those pupils who find it difficult to communicate their likes and interest staff use data around arousal levels and engagement levels so that it is appropriate for them to advocate for pupils.

School council meet each half term with an agenda shared before the meeting. The SALT works alongside the school council lead to develop resources, ensuring that the school council is accessible to all pupils. Pupils can also regularly have their say using pupil voice boxes, the results of which are fed back to pupils on individual or Phase 'you said, we did' boards.

The flexibility and person-centred approach of the school allows staff to tailor the format of the curriculum around pupil's hobbies likes and interest. The school also use personal interests and strengths to inform the communication, sensory and emotional supports in place for pupils. During interviews, staff discussed the importance of pupils developing skills in assertiveness, empowering them to be advocates for themselves and develop the skills enabling them to be confident to make decisions.

During interviews, staff described how pupils are regularly supported to reflect on the activities which they participate in as part of their curriculum, ensuring that it is both motivating and engaging. During interviews, staff shared evidence of how Talking Mats has been used to gather feedback from pupils, as well as the success of the programme in supporting pupils to reflect on and create their communication passports and other personal documentation.

Feedback from autistic people which was obtained from 11 completed surveys shows that the pupils surveyed all feel that the support they get is good and that staff have a good understanding of their skills and needs. One pupil, who answered 'no' when asked if staff ask him how he would like to be supported did so as he felt that "Staff don't need to ask me how they can help me as I tell them". One pupil also commented that staff only sometimes help me to do things in my life that I want to do with 10 commenting that this is the case.

## Feedback from Families, Carers and/or Advocates

In interviews, staff described how family, carers or advocates are supported and involved where appropriate to do so. Where appropriate, family members are involved in the initial assessment process, informing what works well, challenges and identifying any targets. The school shared a number of case studies which evidence the variety of personalised support offered to families, particularly when transitioning in and out of the service.

Staff discussed how they work closely with families to identify family goals and discussed how they have previously supported pupils to develop self-care skills and access services such as the hairdressers or doctors. During an interview staff shared on ongoing support programme in which they are providing advice and support to a family member who is adapting their home to meet the needs of their child. Staff discussed how members of the MDT have worked alongside the family to reflect on the environment and programme in place at home.

Feedback from family members, which was obtained through 3 interviews with family members and 22 completed surveys, evidences that all of the surveyed families feel that the support their relative receives and staff's understanding of their relative's skills and interests are always good.

During the telephone interviews with families, family members particularly highlighted the school's "amazing reflective and reactive staff team who actually want to be at the school and genuinely care". All parents also expressed their "confidence" in the school and discussed how the school and staff "support the whole family to understand what works best, sharing strategies and approaches."

## Summary of the Assessment

Topic	What the provision does particularly well	Development
<b>Social Communication, Interactions and Relationships</b>	<ul style="list-style-type: none"> <li>• Within all observations, autistic pupils had access to a range of personalised and innovative approaches or tools which supported them in their expressive communication.</li> <li>• Staff skilfully differentiated their language, particularly when working with those pupils identified as having a PDA profile.</li> <li>• Daily community access sessions have a clear intention which is linked to pupil's individual SCERTS targets and aimed at facilitating creative opportunities for pupils to practise and develop communication as part of the community.</li> </ul>	
<b>Functional Skills and Self-Reliance</b>	<ul style="list-style-type: none"> <li>• A range of creative and personalised approaches were observed which supported pupils to understand what they must do now and what they are expected to do next.</li> <li>• Each pupil's curriculum is personalised around their individual needs and further aspirations and pupils across the phases have access to activities within school and the community which support their personal and academic development.</li> <li>• Staff were particularly skilful at allowing pupils processing time before offering additional prompts or guidance.</li> </ul>	
<b>Sensory Experiences</b>	<ul style="list-style-type: none"> <li>• Sensory profiles and other documentation developed by the OT places an emphasis on the impact on daily living, engagement and access to community activities.</li> <li>• Staff receive regular training in recognising and responding to sensory needs, empowering staff to be confident in providing mutual regulation using the pupil's environment or interests.</li> <li>• Individual rooms and phase classrooms have been developed to include key sensory tools appropriate for each individual, informed by pupil voice and OT reports</li> </ul>	<ul style="list-style-type: none"> <li>• To further develop practice with the delivery of the sensory circuit, staff should reflect on the universal visuals which are in place to support the delivery of sensory circuits, including pictorial instructions at each station, and consider linking the activities more explicitly to whether they are alerting, calming or sorting.</li> </ul>

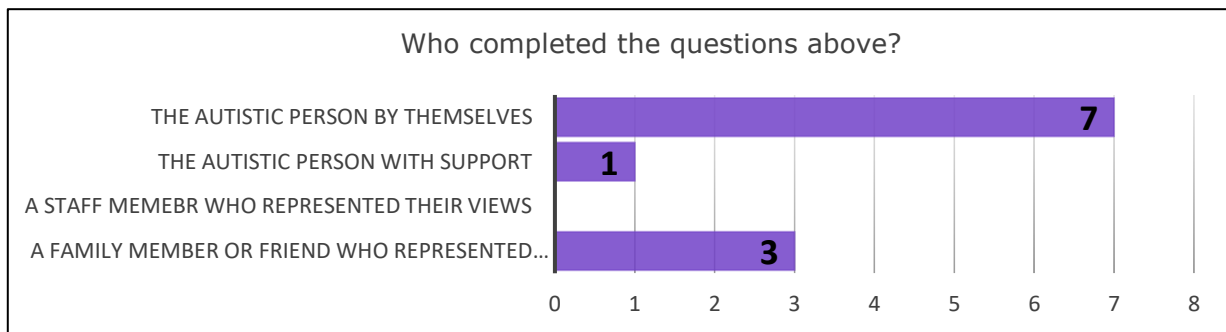
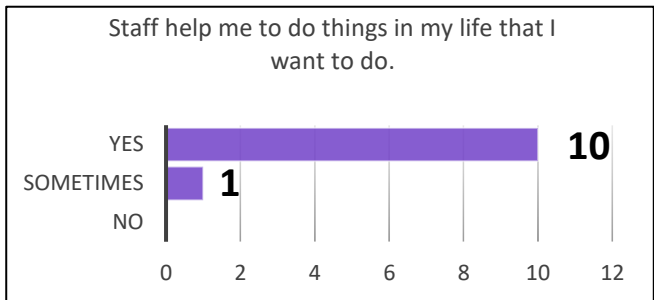
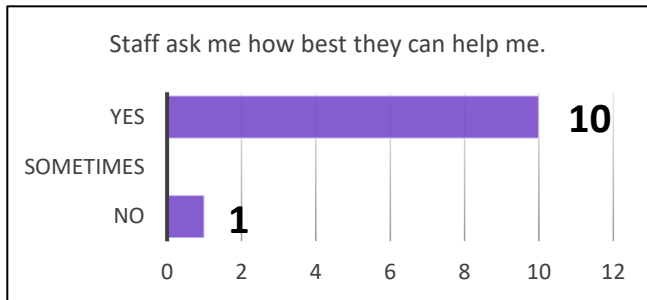
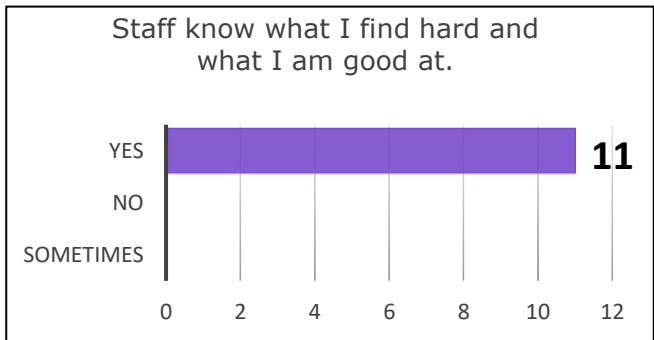
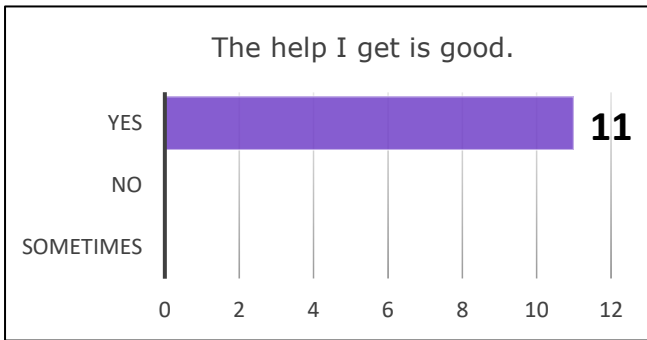
<p><b>Emotional Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Staff's approach was low arousal, appropriately paced and calm and staff were observed skilfully implementing discreet proactive and preventative strategies.</li> <li>• Within all observations, autistic pupils were supported to understand and regulate their emotions using a personalised approach.</li> <li>• Each pupil's curriculum and topics are directly informed by their likes and interest.</li> <li>• Staff shared a range of case studies which evidenced the increase in quality of life and life opportunities for pupils as a result of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore additional systems to support the analysis of behaviour. Although the school have systems in place they are in the process of further exploring how an online system would support them to gather live data around regulation and behaviour.</li> </ul>
<p><b>Feedback from Autistic People</b></p>	<ul style="list-style-type: none"> <li>• During interviews, staff discussed the importance of pupils developing skills in assertiveness, empowering them to be advocates for themselves and develop the skills enabling them to be confident to make decisions.</li> <li>• Feedback from autistic people which was obtained from 11 completed surveys shows that the pupils surveyed all feel that the support they get is good and that staff have a good understanding of their skills and needs.</li> <li>• Staff shared a range of support systems and approaches which are available to ensure pupil voice is accessible for all pupils across all phases</li> </ul>	
<p><b>Families, Carers and/or Advocates</b></p>	<ul style="list-style-type: none"> <li>• Feedback from family members, which was obtained through 3 interviews with family members and 22 completed surveys, evidences that all of the surveyed families feel that the support their relative receives and staff's understanding of their relative's skills and interests are always good.</li> <li>• The school offer personalised support for families, supporting them in a way which is most appropriate to them.</li> <li>• The school work collaboratively with families to identify key family goals.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The school's therapy model ensures that there is a graduated approach to therapeutic support with an emphasis placed on the universal approaches.</li> </ul>	



<p>Other</p>	<ul style="list-style-type: none"><li>• The school's robust probation process ensures that staff have the skills which enable them to apply the knowledge learnt during the training. The system also ensures that staff are exposed to observing and delivering skills within a range of different contexts and places an emphasis on them being reflective practitioners.</li><li>• Personal curriculum documents, planning documents and practice reviewed during the assessment evidences the truly person-centred approach of the service.</li><li>• MDT assessments place an emphasis on the impact on daily lives, engagement and access to community activities.</li></ul>	
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## APPENDIX 1: Survey Results

### Autistic Person Survey - Questionnaire Responses (11)

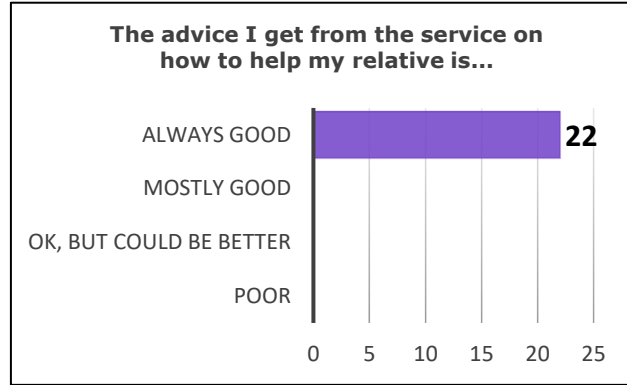
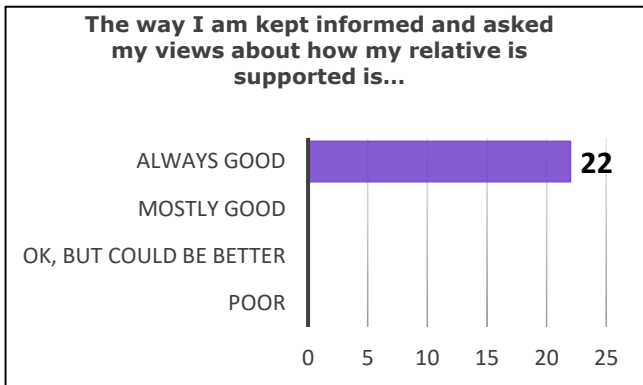
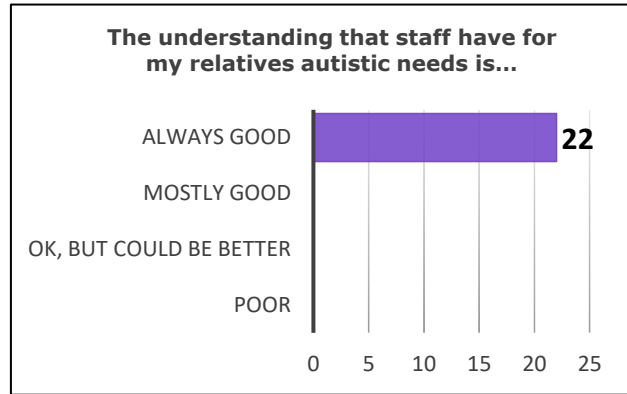
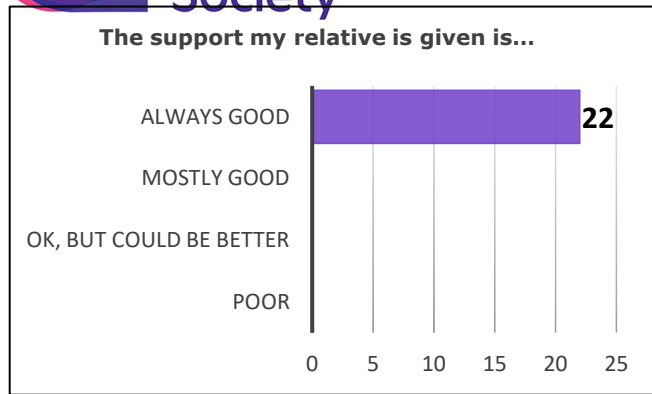


### Comments

#### ID Responses

1	Top school helped me grow +come on well. Top staff + Support
2	I dont have enough dinosaurs
3	"I love horse riding" "staff make me laugh" I get lots of chances to try new activites
4	Staff dont need to ask me how they can help me as I tell them (This is why the individual choose no)
5	The best thing about Oliver House is that the staff really care and want to help you. The focus isn't 100% on education . It's everything social and life skills
6	I love interacting with my staff through intensive interaction I have done well with my communication skills through colourful semantic and a communication app on my iPad
7	I have enjoyed lots of activities in the community including horse riding and sailing sessions at Lake Windermere. I have made great progress with my receptive and expressive communication skills
8	I have been encouraged to develop my communication skills through the use of objects of reference and TOBIs. I am encouraged to be as independent as possible.





## Comments

### ID Responses

1	Since my son started Oliver house in April he's is so much happier and is enjoying going to school. He has settled in very well with the support from all the staff. I know it is early days but the support he and us have received is remarkable.
2	The staff at Oliver house are brilliant. They took time to listen and learn about my child's needs. They took time to learn about his condition. The staff go over and above to accommodate my child. This has been the only setting suitable for my child and I am very grateful to everyone involved in his care. I have total peace of mind when my child is in school Oliver house is an amazing place.
3	Oliver house have an excellent understanding of autism and provide outstanding child centred provision for my children. The school in my view is very unique what they do.
4	I couldn't be happier at how well xxxx has settled. The staff at oliver house have been truly amazing and have built up fantastic relationships with xxx. I know xxx is always safe and happy to be in school. I'm in regular contact with school, always happy to help listen, give advice and work together to make sure xxx has the best experiences.
5	I am very happy with the support from school that xxxx receives. Staff are kind, caring and understanding of his needs and go the extra mile to accommodate him.
6	Oliver House School always identifies my son's complex needs effectively. I feel this is the best autism specialised one in the UK.
7	School have always been consistent and understanding of my son. They've always included me as part of his specialist team and that has been paramount to his success and his progression within school. Staff



**ID Responses**

	genuinely care about him. He is really happy at school and because of Oliver House school, (particularly Phase One) he is becoming the best version of himself and is thriving! I'll always be truly grateful for all their help, support and care.
8	The staff are amazing at how they support and handle my child day to day and going above and beyond with current circumstances
9	My child is very happy at oliver house, she has gained her maths and English qualifications, grown in confidence.
10	Oliver House is a wonderful school . All the staff are amazing and fully understand my sons needs. since attending Oliver house my son is thriving . He loves school and is happy . As a family we are supported by all the staff at the school which is amazing . There is nothing negative I have to day about the school
11	Excellent school, very knowledgeable in Autism and all that goes with it, helped us a family tremendously since starting at Oliver House. So glad my child got a place here, best school he could attend for his needs, and everyone is so welcoming.
12	The relationships between staff, children and parents is great. The staff go above and beyond to understand the children. Our son has made unimaginable progress since moving to Oliver House School.
13	My child is always supported and this support is extended to us as a family. Teachers are brilliant and so are all the other staff. Such a good school and we as a family have no worries . Would highly recommend this school
14	I have nothing but praise for Oliver House School. The staff are amazing and build such a fantastic relationship with each child. My son has come on leaps and bounds since being here and I believe this is down to the patience and understanding of everyone around him as well as his hard work and being in an environment where he can be himself.
15	Oliver House staff and provision has transformed my daughters life in the most positive way, she is thriving, myself and my family are so grateful, thank you so much for all of your hard work, it's is hugely appreciated
16	We are very happy with the support and care that we receive from Oliver House. My child is happy and confident going to school and enjoys talking about school when he's not there.