

Autism Accreditation Assessment

Heathermount School



Reference No.	182
Assessment dates	27 th – 29 th June 2018
Lead Assessor	Nikki Kennedy
External Moderator	Sally James
Status Prior to Assessment	Accredited

SECTION 1: CONTENT

About the provision

- Heathermount School is a non-maintained special day school, owned by the Disabilities Trust for autistic young people from 4-19 of mixed gender.
- There are currently 58 children on role at the school, all of whom have autism as their primary diagnosis, but will have other associated co-morbid conditions. The gender mix is skewed to boys with an 8:1 ratio of boys to girls within the school.
- The Head teacher was new to post in September 2017 with a new deputy head starting at Easter 2018.
- The school is set in 14 acres of land and the grounds have been utilised well to meet the needs of the pupils. This includes an outdoor classroom, sensory garden, a range of play equipment and a running/walking track.
- The Primary phase has six classes all following the primary model. The secondary phase has modular tutor bases but pupils will transition around the site to their subject specific lessons. The post-16 centre is going through modification to enhance independent living skills beyond the post-16 environment.
- The school also has a training kitchen and can support students to achieve a Level 2 Work Based Learning Apprenticeship in Hospitality and Catering.
- Heathermount are also able to offer a Level 2 in Work Based Learning Apprenticeship in Horticulture and Business Administration and Services.
- The READY Approach has been created by Heathermount to effectively meet the needs of the pupils within the school.
- The school has developed a creative assessment tracking system, which uses a universal language and allows the school to track pupil's progress against age related norms. This ensures that staff have high expectations of pupil's achievement and with support from SLT quality of assessment can be monitored and verified. Parents have been consulted in this, through the parent forum; they appreciate the simplified language so that everyone is able to understand levels of achievement, and expected next steps.

Outcome of most recent statutory assessment

- Ofsted last inspected Heathermount School in January 2015. It was judged to be good in all areas.

Key findings of particular relevance to autistic provision:

- Parents are very pleased with the school and the vast majority would recommend it to others.
- High quality enrichment through residential trips and visits help students to enjoy school. As a result, they work hard and improve their skills.
- Students benefit from good spiritual, moral, social and cultural development. Through high quality relationships with staff, students improve their personal skills and develop confidence. This ensures they are well prepared for their futures.
- The behaviour of all groups of students improves at the school, so that it is good. High quality support and effective behaviour management systems ensure that students learn to manage their own behaviour.
- The behaviour of students is good. The school is calm and students understand what is expected of them. Good behaviour is evident around the school and in the playground. Behaviour targets are set and regularly reviewed to ensure that students' behaviour improves.
- Those students with additional needs benefit from the good support that they receive. Teaching assistants and therapeutic approaches help them to improve their confidence. It ensures that they make at least the same amount of progress as their classmates in English and mathematics, and sometimes better.

6th Form Provision

- Students learn about the wider world through their good quality curriculum. The wide range of additional opportunities enables them to acquire skills, such as confidence, self-esteem and travel skills, that will benefit them in their futures.
- Staff guide and support students very well. Relationships are strong. Students are well cared for and provided with high quality individual help where needed. Students know that there is always someone to talk.

About the assessment

- The assessment took place over 3 days. The school's adviser took on the role of Lead Assessor with support from a Moderator.
- The assessment team observed 12 sessions over a total period of 9 hours. Observations covered all key stages, all primary classrooms and a range of lessons in the secondary provision of non-core subjects.
- There are currently only two students in Post 16. They were not observed as part of this assessment because they were either absent or off site at the time of the assessment.
- Personal files were sampled of all pupils as part of observations.
- Focus groups/interviews were carried out with Therapy team, a range of staff across the school, Maybo trainers, Head Teacher and family partnership officer.
- The SLT gave a presentation to the assessment team on how READY is used for the pupils within the school and how this feeds into practice within the school.
- Policy and procedure documents relevant to the provision for autistic pupils were also reviewed, in particular; autism policy, behaviour policy and communication policy.
- The views of families of autistic pupils were obtained from questionnaires which were sent out by Heathermount School with 20 questionnaires (36%) being returned.
- The views of autistic people were obtained from questionnaires, which were sent out by Heathermount School with six being returned.

SECTION 2: KEY FINDINGS

What the service does particularly well

What stood out as particular strengths:

Heathermount School provide vocational subjects to pupils from Key Stage 3 in 3 subjects. This allows pupils to develop skills in vocational areas, which they can continue in college from a level, which is appropriate to their skills. This not only gives pupils the subject specific vocational skills but allow staff to teach skills for life: teamwork, following instructions, and organisation.

Heathermount School have a thorough and in depth assessment/transition programme for all pupils starting at the school. Starting with an initial 3-day assessment before the child is provided a place followed by a 12-week assessment period before the child has a confirmed place.

Heathermount School have an OT that is part time and only works one day a week, despite this the sensory knowledge of staff is strong with clear evidence during observations of the sensory needs being met. This is due to the close working relationships of the therapy team allowing the SALT to monitor the sensory needs of the pupils and communications between them and the OT but also the integrated nature of the therapy within the school and the close working relationships of all the staff team.

There are currently two ex-pupils who are working as part of the staff team, they have been trained with support from the school in their respective areas and are seen as equals amongst the staff. The teacher reported that he has been very well supported by the school in his journey from pupil to teacher and he has gradually worked his way up to the post.

What else the service does well:

Heathermount School have put great thought into the environment for pupils. All classrooms are low arousal, the primary spaces have clearly designated spaces within them and excellent use is made of the outdoor environment for sensory breaks and as an outdoor play space allowing for peer interactions but also the need for 'alone time.'

Heathermount School uses visual supports and structures well across the school. All staff have and use key phrases symbols. Pupils are able to access independently, resources in the rooms due to clear labelling and during lessons in task schedules we seen to be used effectively.

The staff team at Heathermount School clearly have very close working relationships and are supportive of each other. This is also seen in classroom practices where it was observed that relationships with pupils is a strength within the school.

What the service could develop further

Other areas to consider

Heathermount School could consider ways in which they can develop teaching assistants to give them to confidence to support in lessons

Heathermount School could consider how they can give the pupils ownership of their calm plans so that they are able to use them to self-regulate when needed. The calm plans that the pupils use have been seen to be quite restrictive in the emotions that are presented on them with only 5 emotions to regulate. It was seen that when a pupil felt an emotion that was not recorded they were stuck in knowing how to regulate. Heathermount School are developing the use of Zones of Regulation to address this, it is still in the piloting stage with a few pupils using this successfully. There is a plan to develop this as a strategy to use across the school.

In many observations, it was noted that staff were using questions to direct pupils. Heathermount School could consider delivering training to staff regarding the use of language and the potential pitfalls of using ambiguous language.

Heathermount school could consider how they develop their risk assessment documents to make clear the early warning signs and strategies for de-escalation.

With an influx of pupils coming in on assessment Heathermount School could consider how they ensure the good understanding of the pupils that has been seen in observations is not lost.

Heathermount School have self-identified the need for someone to develop enterprise and work experience across the school. In addition to this, it is hoped that this person employed to this post in September will also develop links within the community starting within the Ascot area but also supporting pupils to develop links within their own communities.

SECTION 3: PROFESSIONAL DEVELOPMENT

- The Autism Policy states that training “is part of the role of the Autism team to provide In-service training and advice on ASC for members of the school staff. The therapy teams and Clinical Psychologist supports the team. Training will provide an overview of published approaches, such as TEACCH, Picture Exchange Communication System (PECS) and ELKLAN.”
- As part of their initial induction, new staff will receive their Maybo training, have a session on autism and meet with the therapy team. Staff are also provided with a resource pack, which includes a selection of resources that will be needed to support children across the school.
- The on-going training includes a range of formal and informal session led by staff within the school, either on INSET days or as part of twilight sessions where all staff are expected to attend.
- Governors have been invited to and attended training delivered on INSET days, e.g. READY introduction, safeguarding training.
- Training that is more informal happens throughout the year from the Therapy team on a range of subjects as they are able to observe practice as part of session or will model ways of working to staff. This also happens with the behaviour support as the MAYBO trainers are on call to support staff when necessary. Since the MAYBO, trainers have become staff within the school an increase in confidence has been seen amongst the staff when managing behaviour.
- Heathermount School have plans to train one of their staff members as an AET trainer and there are plans to train all staff to at least Tier 2.
- Heathermount School also have plans to introduce Bluesky as a CPD monitoring system, this will allow staff to actively reflect on training receive and will track progress through the year including data from learning walks and observations.

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 being introduced 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

- The D of the READY Approach focuses on developing social communication skills. It allows staff to identify the areas of strength and needs for their pupils and use this to develop their skills and confidence in social situations.
- The Autism policy states that there is a total communication environment using a range of tools to provide clear and reinforced communication.
- In addition, the communication policy states that pupils will have individualised communication strategies and approaches and that there will be collaboration between families, staff and the therapy teams to provide the 'optimum communication package.'
- The school employs two Speech and Language therapist whose role within the school is to work in collaboration with all key stakeholders, assessing the needs of the pupils, setting goals, devising and delivering programs, strategies and approaches of support. They will also work collaboratively with the staff delivering training both formally and informally through workshops and observations of environments to ensure they continue to maintain the total communication environment throughout the school.
- SALT input is reviewed on a termly basis and pupils are formally assessed annually with continual monitoring and evaluation throughout.
- The Communication Policy states that staff will 'use restricted and modified language' which means staff will adapt their language to meet the individual's levels of processing, understanding and anxiety. It highlights the need for only one voice when talking to autistic pupils and how other staff members can be used to support the main speaker.
- Social stories, comic strip conversations are highlighted as tools to support social communication within the school.
- Staff within the school are currently being ELKLAN trained to Level 3 this includes both TAs and teachers. PECS is also used where appropriate for children in the primary phase.
- All pupils will have a three-day and 12-week assessment. During the 12-week assessment, SALT will carry out a range of formal and informal assessment of the children as well as carrying out observations in both leisure and teaching times. All this data will be put into a formal report, which is then shared with the teaching teams.
- READY baseline assessment will also be completed as part of the 12-week assessment.
- Targets are developed using the assessment and EHCP goals based on the communication needs of the pupils. SALT will also feed into the personal targets that the class team are working on with the pupils. These will also link to the READY assessments, which have been carried out.
- Information is shared with the staff through emails and conversations about findings from assessments.
- Information on communication can be found in the pupil's individual profile and autism impact assessment documents.
- SALT are integrated within the school working in a variety of ways with the pupils. They can work on a 1:1 basis but also do a lot of work with whole class groups

modelling strategies. After sessions, feedback will be provided to staff and where necessary the information is disseminated.

- Training is delivered to staff on a range of topics in both formal and informal ways, as part of INSET, staff briefings or as part of in class working.
- Communication targets are set and reviewed by the SALT and class teams. These can also be highlighted as part of individual plans.
- There are six data collection points for academic and READY data, data is collected and inputted by teaching staff. Percentages are taken and lifted into a whole school progress sheet. READY profiles are reviewed by class teacher and SALT to set next collection point targets.
- In all observations, it was found that pupils had the confidence and ability to communicate effectively with their peers and in particular the staff.
- In most observations, it was found that staff use clear communication in teaching and discussion. In one observation however, communications were seen to be quick with a lot of information presented.
- Where practice could be improved in some observations, staff were seen to ask questions of pupils where they mean to give directions. For example: can you put your socks on? You can help tidy up if you want.
- Where best practice was observed communication was unambiguous and allowed pupils to understand instructions and expectations with further clarifications where necessary, and pupils were confident in communicating themselves with all people within the room.
- Where best practice was observed pupils had immediate access to their PECS books and were observed to be using them during lessons. These were seen to be used effectively and independently.
- In one observation, it was seen that younger and older pupils were working together in one activity supporting each other.

Self-reliance and problem solving

- The school mission statements say that “Students will be nurtured and supported to achieve their very best and leave Heathermount equipped to face life’s journey in the most positive way possible.”
- The school behaviour policy states, “through the use of this system (READY), the school aims to prepare students for life and to give them strategies to manage their own behaviour successfully and to make mutually satisfying relationships with others.”
- The E of READY covers Environmental needs. The school’s classroom structure includes TEACCH allowing pupils to process information providing necessary structure, predictability, organisation and routine.
- All pupils within the school have been given a baseline assessment on READY which will highlight their skills in relation to managing within their environment, self-regulation and communicating with others.
- There is a section on the pupil profiles, which details their independence and self-help skills and is specific to each individual.
- Plans identify strategies that encourage independent functioning e.g. use of technology, visual supports and calm plans.
- Where appropriate individual progress plans will include specific targets to support independence.
- Individual progress plans show pupils targets for both learning and behaviour, pupils have an awareness of the targets they are working towards and are able to reflect at the end of each session if they have worked towards it.
- In most observations, it was found that pupils were encouraged to carry out learning tasks with minimal staff interventions and navigate their way around classrooms finding necessary resources.
- In all observations, classrooms were seen to be organised with clear structure and predictability support with visuals appropriate to the needs of the pupils.
- In most observations, pupils were seen to be reminded to use their calm plans. These are kept either in a pupil’s individual workstation or at the front of the classroom where group sessions are held.
- In most observations, pupils were seen to have the confidence to problem solve, but to ask for help when they needed it.
- In all observations, staff were seen to use big books to structure their lessons, which included necessary visual support as well as task schedules. This enabled pupils to know exactly what is happening and access any necessary resources.
- In two observations, pupils could have benefited from the use of a visual timer to support transition into the next activity.

Sensory Experience

- Heathermount School have provided guidance to staff through training and resource packs on maintaining a low arousal environment.
- The R of READY is regulating my emotions and sensory needs and all pupils have been baseline assessed. With follow up assessments to be carried out termly.
- The school employs an occupational therapist one day a week with one extra day a month.
- The extra day consists primarily as parental support sessions inviting parents into the school as progress check or support within in the home.
- Heathermount School use sensory diets and calm plans to support pupils' sensory needs. Some pupils will have generic sensory diets, which include everyday strategies for maintaining attention. E.g. drinking from a sports bottle, use of a tangle as a fidget. Where there are specific sensory needs, an individualised sensory diet has been created.
- Sensory needs of pupils are assessed at either the 3 day or 12-week assessment by the occupational therapist an in depth report is written which not only highlights difficulties but also suggested strategies.
- This is shared to staff through email and discussion as well as through a sensory diet programme. Pupils will also have reference to their sensory needs on their individual profiles.
- The OT will work with pupils on a one to one or group basis. Targets are devised which are independent, but will can also link to the READY assessment. An annual summary report is completed which details the work that the OT has carried out, strategies used and the outcomes of the sessions. This clearly shows the progress that the pupils have made throughout the year.
- OT input is also provided through classroom observation and supporting staff to work with individual pupils within a classroom setting on sensory support.
- The Therapy team are currently trialling the use of zones of regulation in place of calm plans with a view to using it as an approach across the school combining the work of the SALT and OT.
- In all observations, low arousal environments were seen with classrooms clear of clutter and unnecessary distractions.
- In all observations a range of sensory tools were seen used to support pupils. E.g. sensory cushions, tangle, squishy toy, deep pressure, use of water bottles.
- Where best practice was seen sensory movement breaks were incorporated as part of the lesson as part of usual practice.
- In most observations, staff had a good understanding of the sensory needs of pupils and were able to highlight necessary strategies.
- In all primary classrooms, pupils have access to an outside space attached to their classroom for regulation when required.
- Within one observation, good use was made of the space of the lunch hall that minimised the sensory distractions and made it a good drama space.
- In one observation, consideration was given to pupil's specific sensory difficulties with support provided by staff that allowed the pupil to engage in the activity.
- Where best practice was observed pupils were able to self-regulate or were supported by staff to do so.

Emotional well-being

- Heathermount's mission statement expresses that "students will be supported to achieve their very best and leave Heathermount.
- Heathermount School adopts a "structured and systematic approach to managing behaviour. This involves a three stage process to a positive behaviour curriculum:
- Stage 1 – For all students: whole class teaching of core skills to help students understand their own feelings and behaviour of others.
- Stage 2 – Personalised support via the class team using a planned approach, which is reviewed and monitored, by the team. Some behaviour targets may be identified and an individualised system put in place.
- Stage 3 – A few students may require an Autism-focused Positive Behaviour Support Plan.
- The school employs an assistant psychologist within the school and has access to an Educational/Clinical Psychologist through the wider Disabilities Trust.
- The psychology leaflet defines the work of the Educational Psychologist and states that "support strategies aim to enhance and promote emotional wellbeing, so students are more able to learn and engage positively in school life."
- The strengths and interests of pupils are identified during the assessment period and record and shared within their pupil profile.
- Risk assessments identify situations that pupils may find difficult and how to support. A picture is provided as to what the pupil can do in terms of task, following instructions and making choices when anxious but does not identify what being anxious for each young person looks like.
- Pupils are involved in debriefs after an incident using appropriate visual supports.
- There is a clear system of rewards based on pupil's achievement of targets and engagement in lessons. This feeds into a rewards assembly where trophies are awarded.
- Positive postcards are being sent home when pupils have done something well within the school.
- The school recording system allows staff to record positive as well as negative incidents of behaviour; these are highlighted at part of registration so that teachers are aware of what has happened through a day.
- In some observation, it was found that pupils presented as relaxed and engaged in activities.
- In most observations, staff were seen to use strategies to de-escalate situations or use strategies that did not escalate the anxiety.
- Where best practice was seen pupils identified or were supported to identify when they were finding things difficult and the calm plans strategies were used.
- In one observation, a member of staff to try to ascertain what had made a pupil angry used a comic strip.
- In some observations, pupils were seen to be taking time out of a lesson when necessary.
- In one observation, pupils were asked if they wanted the observer present as a sensitive subject was being taught.

- Throughout all observations staff interacted with pupils and students in a way which enhanced their confidence and self-esteem.

SECTION 5: CONSULTATION AND WORKING

With autistic people

- The views of pupils are gained in a variety of ways throughout the academic year. Pupil surveys and annual review paperwork are carried out annually.
- The school has a complaints process where pupils can complete slips of complaint for the Headteacher, these are listened to and acted upon where appropriate with debrief to the pupils on the outcomes.
- The school has two school councils, one for primary and another for secondary.
- The school have appointed three anti-bullying ambassadors who have attended a course with other schools and are due to carry out training with both the pupils and staff on two separate occasions.
- Views have also been sought regarding the classes for the following academic year and where possible these have been followed. Where this was not possible, a clear explanation has been given.
- The views of the pupils have been sought in relation to the development of a sensory house, which will be used from next academic year to make the pupils learning interactive.
- The pupil voice plays a key part in the development of calm plans across the school.
- Six autistic people provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report.

With the families of autistic people

- The Autism Policy states "parents are regarded as essential partners in helping their children to learn. Annual reviews are held, regular parent meetings and groups' parent forums are encouraged to encompass the communication between home and school."
- Support for parents begins before the children are part of the school. The school's family partnership lead begins the communication with parents from their first contact with the school. She maintains the link as a single point of contact for the parent, being available for parents long after the staff have gone home.
- The family partnership lead will provide wrap around help for the families acting as a link with the Local Authority and providing support with any necessary Local Authority paperwork.
- If this placement is correct for a pupil the family partnership, lead will work with the parents and signpost other schools, which may be appropriate.
- The family partnership lead will monitor the daily incident reports and where necessary will be available to talk to parents about incidents that have occurred

during the school day, helping parents build up a picture of what had happened. Information from this conversation will then be shared with staff.

- Heathermount School work collaboratively with parents in all elements of their child's education. The Therapy team are in regular contact with parents regarding strategies and progress. Support is provided for the home environment so that parents are able to put in strategies used at school in the home and wider community. Class teams have regular contact with parents through home-school communication books, emails, phone calls, and half-termly newsletters, which include key dates, achievement of the children and photos of what they have been doing at school. Formal meetings are also carried out either as part of the normal cycle or as a meeting around the child when situations change or strategies discussed are not working.
- The family partnership lead will work closely with parents at the time of transitions both those that happen within the school but also when they transition onto a new provision.
- Parents forums are held.
- 20 family members provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report. 14 parents reported positively about the school with 11 stating that the school has a good understanding of autistic needs. Some of the comments received were positive about the school; however, this was not the case for all. 6 out of 8 comments provided are positive. For example, one parent writes:

My relative had 4 terms out of school whilst the local authority found him a specialist school place. The care Heathermount School has shown my relative is exemplary and the change in his behaviour since attending has been a revelation. This school is outstanding in our view.

However, another parent writes:

communication is a big down fall between school and families families using the taxi service are casted as outsiders not much use of the sensory room for the children waste of time if not used children working in mixed abilities and not age or year groups.

SECTION 6: SUMMARY

There are many clear areas of strength for Heathermount School, which shows the work that the senior leadership team have achieved in the last year. The continuous professional development ensures that the staff have a good working knowledge of autism, which will be further enhanced when the AET training is introduced allowing staff to feel a sense of achievement at achieving a qualification. Feedback is considered generally good with some positive comments provided. Practice is informed by a thorough and in depth knowledge of the pupils, which is gained over the assessment periods in both a pupil's academic abilities and how their autism affects them. Support provided to pupils is individualised and enables pupils to participate in everyday activities. With the introduction of the new assessment, system and READY Heathermount School will be able to effectively assess not only the academic progress but also the impact that they are having on the lives of every pupil at the school.

APPENDIX 1: RESPONSE TO QUESTIONNAIRES

Families of Autistic People

Feedback questionnaire on Heathermount School to be completed by 24/06/2018

The support my relative is given is...							Response Percent	Response Total
1	poor						5.00%	1
2	ok, but could be better						10.00%	2
3	mostly good						50.00%	10
4	always good						35.00%	7
Analysis	Mean:	3.15	Std. Deviation:	0.79	Satisfaction Rate:	71.67	answered	20
	Variance:	0.63	Std. Error:	0.18			skipped	0

The understanding that staff have for my relative's autistic needs is...							Response Percent	Response Total
1	poor						5.00%	1
2	ok, but could be better						0.00%	0
3	mostly good						40.00%	8
4	always good						55.00%	11
Analysis	Mean:	3.45	Std. Deviation:	0.74	Satisfaction Rate:	81.67	answered	20
	Variance:	0.55	Std. Error:	0.17			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					15.00%	3	
2	ok, but could be better					15.00%	3	
3	mostly good					35.00%	7	
4	always good					35.00%	7	
Analysis	Mean:	2.9	Std. Deviation:	1.04	Satisfaction Rate:	63.33	answered	20
	Variance:	1.09	Std. Error:	0.23			skipped	0

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

						Response Percent	Response Total	
1	poor					15.00%	3	
2	ok, but could be better					10.00%	2	
3	mostly good					40.00%	8	
4	always good					35.00%	7	
Analysis	Mean:	2.95	Std. Deviation:	1.02	Satisfaction Rate:	65	answered	20
	Variance:	1.05	Std. Error:	0.23			skipped	0

Comments: (8)

1	12/06/18 2:19PM ID: 87864191	What service? Heathermount support is amazing
2	12/06/18 2:42PM ID: 87866496	My [relative] is happy in his assessment period. The only thing that could improve is knowing what he is learning. Maybe because he is still in th assessment period we don't know all the details, but otherwise we are very happy with this setting.
3	12/06/18 7:06PM ID: 87886371	Heathermount has been the ONLY secondary school that my [relative] has ever attended that I have felt that he is safe, that he is well advised and his best interests are always considered and that he is understood and can progress and more importantly it is the only placement where I have felt that he might actually have a positive future and we have been through some schools where my [relative] had breakdowns it can be and is that different

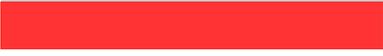
The advice I get from the service on how to help my relative is...

			Response Percent	Response Total
4	12/06/18 7:07PM ID: 87886755	Heathermount has been the ONLY secondary school that my [relative] has ever attended that I have felt that he is safe, that he is well advised and his best interests are always considered and that he is understood and can progress and more importantly it is the only placement where I have felt that he might actually have a positive future and we have been through some schools where my [relative] had breakdowns it can be and is that different		
5	13/06/18 12:56PM ID: 87932641	My [relative] had 4 terms out of school whilst the local authority found him a specialist school place. The care Heathermount School has shown my [relative] is exemplary and the change in his behaviour since attending has been a revelation. This school is outstanding in our view.		
6	23/06/18 9:47AM ID: 88610004	There has been many positive changes at Heathermount since September 2017 which also includes a few more members of staff and students so at the moment very one is still settling in, getting to know each other, the new rules and all the changes. Although at times I don't always agree with the way the school handles things with my [relative], the school haven't given up on him, have put up with a great deal and where other schools have failed him Heathermount has succeeded and for that I am grateful.		
7	23/06/18 5:56PM ID: 88631978	communication is a big down fall between school and families families using the taxi service are casted as outsiders not much use of the sensory room for the children waste of time if not used children working in mixed abilities and not age or year groups		
8	25/06/18 9:50AM ID: 87866610	I have had to raise concerns on 3 occasions with regards to staff members understanding of autism, specifically with regards to my child's needs and pathway / experience within the spectrum. My concerns even included senior team members. I have had to highlight recently, a staff members apparent lack of understanding of my child and their specific ASC support needs and experiences. I have actually felt the need to ask what ASC training staff in Heathermount and the support staff that come into the school from the organisation actually receive. You nfind cimmunciation from the school has not been great in the past, but a slight improvement has been made. I		

Autistic Person

Feedback questionnaire on Heathermount School to be completed by 24/06/2018

The support I am given is good?							Response Percent	Response Total
1	Yes						83.33%	5
2	No						0.00%	0
3	Sometimes						16.67%	1
Analysis	Mean:	1.33	Std. Deviation:	0.75	Satisfaction Rate:	16.67	answered	6
	Variance:	0.56	Std. Error:	0.3			skipped	0

Staff understand me and my needs							Response Percent	Response Total
1	Yes						83.33%	5
2	No						0.00%	0
3	Sometimes						16.67%	1
Analysis	Mean:	1.33	Std. Deviation:	0.75	Satisfaction Rate:	16.67	answered	6
	Variance:	0.56	Std. Error:	0.3			skipped	0

The staff listen to me on how I want to be helped								Response Percent	Response Total
1	Yes						66.67%	4	
2	No						0.00%	0	
3	Sometimes						33.33%	2	
Analysis	Mean:	1.67	Std. Deviation:	0.94	Satisfaction Rate:	33.33	answered	6	
	Variance:	0.89	Std. Error:	0.38			skipped	0	
Comments: (1)									
1	23/06/18 5:57PM ID: 88632034	too many changes to staff in class not listening to me when I don't get on with another student							

Who just completed the questions above?								Response Percent	Response Total
1	The autistic person by themselves						0.00%	0	
2	The autistic person with support						33.33%	2	
3	A staff member who represented their views						0.00%	0	
4	A family member or friend who represented their views						66.67%	4	
Analysis	Mean:	3.33	Std. Deviation:	0.94	Satisfaction Rate:	77.78	answered	6	
	Variance:	0.89	Std. Error:	0.38			skipped	0	