

Autism Accreditation Assessment

Heathermount School

Reference No.	182
Assessment dates	Tuesday 29 th June – Thursday 1 st July 2021
Lead Assessor	Nikki Kennedy
External Moderator	N/A
Status prior to the assessment	Accredited
Advanced status applied for	Yes

Section 1: Context

About the Provision

Brief description of the provision made for autistic people:

Heathermount School is a non-maintained special day school owned by the Disabilities Trust.

Number of autistic people supported by the provision: 79

Range of autistic people supported by the provision:

All pupils have autism as their primary diagnosis, pupils are verbal and are described as having high cognitive functioning ability.

Outcome of last statutory assessment (Body; date, outcome): Ofsted, 2019, Good

About the Assessment

- The assessment took place over 3 days.
- The provision's adviser acted as assessor.
- A tour was carried out of the provision during the sensory circuit's session in the day.
- 12 sessions were observed by the assessment team. These included a range of classroom-based activities; playtime; mealtime and sensory activities. • Discussions were held with both teaching staff and therapeutic staff, some autistic pupils and some parents.
- Personal files were sampled across each key stage.
- Some key policy documents provided by the provision were read.



- The results of surveys carried out with autistic people and their families were also considered.

Professional Development and Support for Staff

Main approaches or methods employed by the provision in supporting autistic people:

Heathermount School have a blended therapy approach where SALT and OT assistant will work alongside teachers in classrooms, modelling good practices and approaches. There are a wide range of autism specific strategies used across the school which is grounded in evidence and proven to effectively support autistic individuals. The SPELL approach is evident within the environment of each of the classrooms as are the TEACHH principles.

Heathermount School have developed READY as their hierarchical approach to supporting autistic students. Providing pupils with skills in regulating their emotions and sensory needs, environmental needs, autism – me and others, developing communication skills and your strengths and achievements. This is the embedded ethos within the school and underpins all the teaching which is carried out within the school.

All the work that the staff do is child centred, time is taken to get to know the pupils to ensure that any approaches used are effective and appropriate in supporting the individual and their needs.

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

All staff have completed a skills audit which has enabled training programmes for staff to be personalised and bespoke, stretching and challenging their knowledge and understanding. This is further supported by the appraisal programme for staff who will all have a target around autism knowledge or development of autism practice as part of the appraisal structure.

Based on knowledge and understanding of the staff team a training programme is put together to develop staff knowledge on understanding. Much of the training is grounded in autism specific approaches and strategies throughout the annual training programme. These are carried out over a number of sessions. This is to give staff an introduction to a topic and the theory around it, time to put this into practice in the



classroom before a follow up training is carried out monitoring the impact of the previous training and knowledge of the staff team.

ELKLAN has been delivered to many of the staff at Level 3, as new staff come in they are accessing the training. The SALT within the school will follow up on the work and assignments that staff have to complete and check knowledge and understanding of the staff.

Recently the school have benefitted from training from Purple Ella, an autistic trainer in Mental Health and Well-being. Each of these training sessions have not only been available to the staff but also the pupils and their parents so that everybody gets the insight and knowledge from the training and not just the staff. Further training from external professionals is lined up once restrictions have been lifted.

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

Blended therapy is an embedded approach within the school, staff interviewed talked about the positives of this approach and how they value the opportunity to work alongside and learn from the therapy team in the context of the classroom. Additionally, all the staff interviewed talked about the multi-disciplinary approach within the school and that the therapy team are part of the teaching/school team and not a separate entity. Staff have the confidence to discuss any concerns with the team or to ask for support with specific pupils, knowing that they can ask anything.

HLTAs have been taken out of regular timetabled sessions to enable them to work on a coaching mode. This ensures that they are able to instruct, coach and guide the TAs across the school providing direct support in the classroom. Training sessions for TAs have been offered as twilight sessions which are led by the HLTAs, developing a collaborative approach to development and progression for support staff.

Teaching and learning walk throughs have been developed to autism practice is embedded in theories of teaching and learning in classroom practice.

Team teaching is a new concept within the secondary provision with the new assistant head of secondary team teaching alongside with teachers. Staff reported that this has been really helpful in developing their practice and have valued this approach.



Section 2: Findings from Assessment

Personal Centred Planning

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

Information is taken from all key stakeholders to develop and understanding of pupils needs. This information is then used to develop paperwork about pupils. Every student has a Student Profile providing an outline of their skills and abilities. The Behaviour and Risk Assessment (BARA) which identifies behaviour, what it is possibly communicating and strategies to support the students. This is created before a student visits (based on paperwork and communication with parents and at times current placement) and edited as staff get to know the student better.

There are also comprehensive reports from all staff which include therapy reports.

All pupils will have targets in relation to READY and these are on display in classrooms. Pupils will all be aware of what their personal targets are and the skills that they are trying to develop. This is regularly reviewed and discussed in collaboration with the pupil and their parents.

Differences in Social Communication

Key outcomes identified from personal support documents and staff discussions:

All pupils at Heathermount School will have a clear and comprehensive communication report prepared by SALT this breaks down their communicative abilities and difficulties in all areas including social and functional communication. Annual review documentation includes progress made against communication targets for the year and includes reference to achievement in both home and school.

The Behaviour and risk assessment (BARA) documents are unique in that they outline the communicative intent of any behaviour displayed and de-escalation strategies include ways in which staff should communicate with the pupil.

All pupils will have READY targets which includes the development of social communication skills. The progress of which is tracked at 3 data drop points throughout the year following a baseline assessment. Evidence of progress that pupils

make was seen through a tracking document, with pupils making regular progress at each of the data drops throughout the year.

Staff all reported the significant benefit of have therapists within their lessons using a blended therapy approach as it allowed them to observe good practice and then use it in their lessons throughout the week. This enabled pupils to practice skills learnt within the classroom context as well as having all staff working consistently in their approach with each pupil.

All staff commented on the positive outcomes of completing the ELKLAN course and how it helped them to understand the communicative abilities of the pupils and ways in which they can be supported effectively in the classroom through assignments that are a requirement of the course. This resulted in staff having a consistent approach and understanding of the communication needs of pupils.

During interviews staff highlighted the importance of getting to know the pupils and spending time observing them and interacting with them to ensure that they get to know them well. Spending time to develop a relationship with the pupils to ensure that they achieve that mutual level of trust and respect.

SALT is integrated into the school often using a blended therapy approach. This can also be both the OT and SALT working collaborative delivering input into classrooms and modelling best practice for staff.

Staff talked about pupils having staff members which they can relate to, but also to giving pupils time to express their fears and concerns by giving them the space and knowledge that it is okay to have difficult conversations. Staff work with pupils on a collaborative solution focused approach. No problem is too big, but that there might be a long road to achieving a solution or outcome and that is okay.

Key outcomes identified from observation/review of key activities: Staff make themselves understood by simplifying, structuring their language or directing it at specific pupils on most occasions, in one observation, the verbal discourse by the teacher appeared to be lengthy and may have benefitted from being shorter. However, the teacher checked pupil understanding with questions and their responses suggested that they were able to process the verbal dialogue.

Pupils were seen consistently to make themselves understood and showed confidence in sharing their thoughts and opinions, even those pupils for whom communication

was difficult they showed confidence and willingness in being able to express their opinions and were given the time and space to do so by the staff and their peers.

Pupils were seen to be given opportunities to interact. The lunchtime routine gives pupils the opportunity to interact with each other in groups outside of their normal class. Opportunities are given to enable pupils to practice lunch time table conversation and etiquette in addition to being able to participate with their peers in shared leisure activities of their choosing.

Problem Solving and Self-reliance

Key outcomes identified from personal support documents and staff discussions:

"All our students access the National Curriculum with a view to enter for nationally recognised qualifications/accreditations which include GCSEs, BTEC's, ASDAN and Functional Skills. Running in tandem with the National Curriculum, we offer a range of vocational qualifications which include Skills for Working Life, Catering & Hospitality, Business Administration, Horticulture, Arts Awards, Drama and work experience opportunities. All students are helped to become independent, confident young adults who are able to leave school and enter the world of further education or employment. We are privileged to have small teaching groups and a dedicated team of teaching and therapeutic staff who work relentlessly to find solutions to any barriers that might hinder learning." (*Assessment Introduction Form*)

Some skills of independence are recorded in the BARA, and those on ASDAN qualifications are working toward preparation and skills for adulthood.

READY helps staff to identify some of the skills of independence throughout the outcomes in all areas which identify independence that pupils have with their skills in each of the areas.

Skills builder partnership is used within secondary as a framework to show development in building essential skills.

The process to support transition into the school is highly comprehensive and takes information from all parties including the pupil themselves. Transition within and around the school is considered, staff are in regular communication to ensure that any between year transition is fully informed and that pupils are fully prepared.

Initial transition into the school for secondary starts at the first visit where family partnership will build relationship with parent and child from this first visit.

Staff interviewed highlighted the importance of letting pupils work problems out for themselves and attempt activities independently without staff input.

Pupils get the opportunity to learn skills through therapy sessions in either a one to one or group context, this is further developed by working on the skills in the classroom with class staff where pupils get the opportunity to practice the skills learnt. There are plans as restrictions lift for pupils to practice and generalise these skills in the community.

Staff talked about the need to prepare pupils for the future and adulthood. There is an emphasis within the school of providing them with activities which they can carry on outside and beyond school into real life. It is really important to Heathermount that pupils don't become institutionalised into the 'Heathermount way' and that they get to experience and practice skills doing activities that can be carried out into the wider community with their families.

In interviews, staff could give examples of how they have supported pupils to develop their skills of independence. They talked about how they ask pupils question to enable them to be able to reach conclusions for themselves, spending time in the local community to develop the skill they require for life and independence.

Key outcomes identified from observation/review of key activities: In all of the observations it was clear that pupils were able to work out what they must do. All classrooms had a task board which were adapted to meet the needs of the pupils. These were seen to be used throughout the lesson and enabled the pupils to understand what the expectations were. Timetables for the day are seen to be adapted to the individual needs of pupils.

Staff were not afraid to step back and give pupils the opportunity to attempt activities for themselves. Where support was required, staff encouraged pupils to solve problems for themselves through a range of questioning and challenging their thinking.

Pupils were seen to be consistently confident to express their opinions and take decisions. Staff would emphasise that no opinion was wrong and this supported pupils.

Pupils are regularly provided with opportunities within the curriculum to consolidate and develop their daily functional skills. This will only be further enhanced as whole classes are able to get back out into the community on a more regular basis.

Sensory Experiences

Key outcomes identified from personal support documents and staff discussions:

The sensory circuit initiative has had a significant impact on the well-being of both staff and pupils. This initiative has been achieved in collaboration with OT, SALT and Assistant Head for Primary. Following extensive research and development a programme of altering, organisation and breathing has been created which can be adapted to meet all needs and cohorts across the school.

Reference is made to sensory strategies in the BARA document as methods to support pupil in their de-escalation.

Occupational therapy reports are comprehensive and include a wide range of de escalation techniques that pupils can use and calm throughout the day in addition to the learning that has been developed through the use of sensory circuits.

All pupils will have targets around developing their sensory needs and managing their environment through READY.

When interviewed staff identified the positive benefits of the sensory input of pupils, in particular the significant impact that sensory circuits sessions have on the attention and focus of pupils throughout the day.

Heathermount have received feedback from the pupils regarding sensory circuits and they can see the benefit that it has on their ability to engage in learning during morning activities.

Key outcomes identified from observation/review of key activities: Every school day starts off with a sensory circuit's session, this is age appropriate for all pupils. Pupils were seen to be actively engaged with all activities available with staff either participating or alongside the pupils. This provided great modelling and/or competition for pupils and was seen as a great way to start the day. Additional

activities were available for pupils who had a difficult journey into school and they were able to self-regulate and go back to class once they were ready.

Pupils were consistently seen to access sensory activities which they enjoy either as part of specific lessons guided by staff or through the use of fidget toys, putty in lessons to help maintain their attention and focus throughout the lesson.

Autistic pupils are encouraged to tolerate a range of sensory experiences with positive risk being taken to challenge pupils to try new sensory experiences. Where pupils find these experiences, difficult strategies are put in place consistently to help them regulate their sensory experiences.

Staff were seen to do regular check in with pupils consistently across the school and that a readiness to learning was identified. Staff were confident in providing movement breaks in addition to other sensory strategies to support pupils during their lessons.

Emotional Well-being

Key outcomes identified from personal support documents and staff discussions:

Student profiles provide a comprehensive overview of the pupil's skills and difficulties. This includes reference to a pupil's success, interests and achievements.

The Behaviour and Risk Assessment provides preventative strategies to escalating behaviour and identifies the communicative intent of pupil's behaviour so that staff are able to understand what the behaviour is trying to say.

The Autism Support plan identifies the strengths of pupils in both character and skills alongside what they like to do.

The school environment matches the needs of the autistic pupils and enables them to be autistic within the environment in a safe way. Enabling them to regulate and explore different ways of regulation with support from staff where required.

R zone chill out space for staff and pupils away from the school to de-escalate and re centre when they are overwhelmed or finding things difficult. School have developed this space to support pupils in their emotional regulation and chill out.

Recognition of pupil's readiness to learn and not be afraid to put strategies in place to turn around their days before it comes too much. Time taken to address concerns and anxiety. Linking pupils with their families to help address any difficulties that have happened at home so that pupils aren't taking this through their day.

Behaviour data shows that the positive behaviour slips have increased in their recording as an impact of training and staff understanding of the need for sensory regulation.

Heathermount School are working towards a Well-being award.

The school have recently changed the behaviour and reward scheme for pupils following direct consultation with the pupils and what they wanted from the scheme.

Heathermount has a multi-disciplinary team as part of the staff which includes a psychologist who will work with a range of pupils on a one to one basis. The list for this is growing as pupils realise the impact that working with the psychologist has and the benefit that it can have moving forward.

Heathermount has done a lot of work on de-mystifying therapy and psychologist and therefore the team are seen as part of the wider staff team, this helps to remove the stigma of accessing therapy by the pupils.

Key outcomes identified from observation/review of key activities: Pupils all presented as safe and calm. They were able to identify when they were changing zones and were able to confidently express the need for a strategy to help them feel better. This was observed during all lessons and during the pupil forum where one pupil was able to express that "his body was fizzing" and that he required a movement break. This was implemented and he was able to return and effectively engage in the rest of the discussion.

Pupils were supported to understand and regulate their emotions through the zones of regulation programme. Staff took time to unpick reasons for pupils not being in the green zone and on most occasions took the time to suggest strategies or check pupils understanding of what they needed to do if it started to affect their ability to concentrate in lessons.

In all lessons observed pupils were engaged in meaningful activities that stretched and challenged their abilities. Pupils were all seen to participate in discussions putting forward their ideas, or working on activities independently asking staff for help when required.

Pupils are encouraged to try activities which are outside of their comfort zone, this is due to be further extended next academic year when pupils are more freely able to access the local community. Where this hasn't been possible this year, staff have tried to bring experiences in for pupils so that they are able to access a range of activities in addition to their normal lessons.

Pupils talked confidently about the successes that they have had at Heathermount School and about they have spoken with SLT to have the reward system developed to better reflect the needs of the current pupil population.

Consultation with Autistic People

Autistic person surveys were presented for the Autistic People, two responses were returned, both of whom spoke positively in all their responses about the school.

Heathermount School have a school council which plays an active role in the decisions which are made in the school. Whenever there are any significant changes within the school pupils are consulted on the changes. Pupils have recently been consulted on the sensory equipment which has been added to the school and the changes to the curriculum which are currently in the planning stages. The behaviour and rewards system at Heathermount have just had a change based on feedback from pupils regarding what they wanted and needed from a rewards system in the school.

Following secondary pupil feedback a 20-minute morning check in and a 15-minute afternoon check in has been made available for pupils with their form tutor. This has helped pupils to develop relationships with their form tutor and for a collaborative approach to support to be developed with parents.

Pupils have questionnaires and complaints form, pupils reported that there was lots of ambiguity around the questionnaire and this has been developed in collaboration with the pupils so that pupils are able to access it effectively.

Bullying focus with the students and they are actively engaged in developing policies training staff and developing the understanding of all pupils, what the expectations are and defining what bullying is. Giving the pupil's the voice about their journey and mentoring each other.

Pupils have no fear when speaking to staff. They were seen to be equally confident talk to the support staff or the senior leaders within the school. Staff reported that there was at least one member of staff within the team that every pupil has as a trusted adult.

Pupils interviewed felt that they were highly supported by staff and that they felt that they could talk to any staff member with any concerns that they have. They were able to explain the journey that they had been on since starting the school and the positive impact that the school and staff have had on their lives.

Consultation with families of Autistic People

Families of Autistic People returned surveys, 97% of whom reported that the support their relative gets is either always or mostly good.

Contact with parents is provided in their preferred format. The family partnership team have a mobile phone which parents know they can contact out of hours should any concerns arise during the evening at home.

Relationship with parents starts from the point when consultation paperwork comes in, the family partnership team will be the initial point of contact for all families and this relationship is maintained throughout their time at school.

Family partnership team will meet and greet with parents from the first day, with communication to parents through the day to reassure parents that the first day is successful. Parents involved in creating risk assessment and profile for the pupils in the first few days at school. Family partnership will work with parents to unpick the details of the pupils, sensory needs and regulation strategies of pupils

As a result of the change in format school report that there is an uplift in engagement with annual reviews and quite often with the family partnership team. It is felt that this is because they are not directly involved in the education of the pupils, but can be seen by the parents as a neutral party.

Parents received contact from family partnership, teacher and therapists throughout the pandemic providing support and advice, checking in with the well being of families and ensure that there wasn't a negative impact from the pandemic.

Parents were able to receive support in working with pupils at home as they were able to observe staff at school working with the pupils and modelling strategies and approaches. Parents reported that they were then able to better implement strategies at home. Heathermount have suggested that they would like to deliver some of the future training for parents collaboratively with the staff teams so that some of this modelling can continue.

Heathermount School have achieved the Leading Parent Partnership Award.

Parental workshops are carried out on key strategies used in school as well as bespoke topics for specific groups of parents within the school to help parents cope with key life changes or support with strategies to use at home.

Staff at school and family partnership will listen to the views of pupils about things happening at home, advocating for pupils and where necessary helping them to repair relationships when arguments have happened overnight.

During COVID staff at Heathermount went above and beyond communicating with parents and providing them with drive by drops of products that they hadn't been able to get over COVID which was having an impact on the well-being of pupils being supported.

Involvement with the wider community

Heathermount have developed a really strong relationship with the local teaching alliance after speaking at a conference over COVID on autism and autism and girls with 300 mainstream colleagues. This has developed into further projects with schools within the alliance.

There are plans to work with schools to share READY and develop the knowledge and understanding of autism with a wider audience of mainstream teacher in more bespoke training sessions with individual schools.

Pupils participate in a skills builder lesson, through this enterprise projects are completed which have plans to be sold within the local community once restrictions



have been lifted. During the pandemic a video catalogue was created of gingerbread houses which were completed for Christmas. These were then auctioned in a blind autism to raise money for charity. Contacts have also been made with Fujitsu and Princes Trust to enable pupils to pitch their enterprise projects with a specific business focus. Developing the business skills of pupils with a wider community.

There are plans for READY to be used as a SEN profile and risk assessment tool for a SEN recruitment consultant supported by the Deputy Head at the school, to develop this and support the way in which this will work for this setting.

Learning to Work have developed a partnership with Heathermount School to upskill providers nationally to carry out appropriate risk assessments for providers of work experience placements for SEN children. This will ensure that risk assessors are fully informed of the needs of SEN children placements are being found for and that the full risk of placements can be effectively identified.

There are plans to re-engage the pupils with the wider community as COVID restrictions are lifted. There are already small groups of pupils accessing local community facilities.

Section 3: Summary of assessment

What the provision does particularly well

What stood out as particular strengths:

Family partnership team develop strong relationships with families and pupils and ensure that this is maintained throughout the pupil's time at school. This is achieved alongside the development of the relationship of the teaching team/form tutor.

SLT all fully engaged with the pupils and participate in the daily life of the school and know all the kids exceptionally well, this also enables modelling of good practice.

The Senior Leaders of the School were regularly seen interacting with children and participating in their sensory circuits alongside them. This encouraged the pupils to participate in the activities and enabled the senior leaders of the school to develop relationships with pupils.

Staff have an exceptional awareness of pupil's readiness to learn and ensure that pupils are in the right place to engage in a lesson. Where pupils were seen to be unregulated they were able to utilise strategies and engage in the lesson more effectively at a later point ensuring less learning lost.

Staff at Heathermount consistently encourage pupils to problem solve, either through the visuals which have been provided or through direct questions. This was seen to encourage the pupils to solve their own problems rather than being provided with the answers.

The sensory circuits initiative at Heathermount is truly innovative and provides pupils with activities which they can replicate outside of school either independently or with family members. It has had a significant impact on both pupils and staff since implementation in their abilities to engage effectively for extended periods of time in the school day.

What else the provision does well:

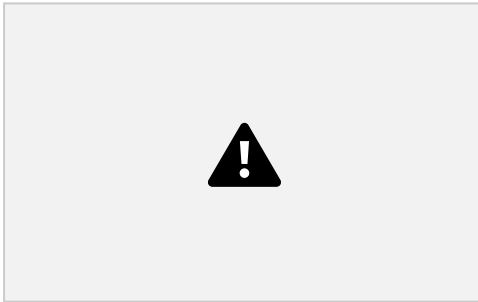
During observations there was seen to be a seamless transition between teachers and support staff when transitioning between activities. Support staff were seen to have the confidence to lead activities, support children and manage behaviour throughout the lesson.

Zones of regulation is an exceptionally embedded within the school ethos. Pupils take responsibility for their calm plans and were seen to ask for support, movement breaks or sensory toys during lessons to support their engagement in the lesson.

Staff language is clearly considered, there is no ambiguity in language. Staff consider what they are saying to pupils and where appropriate simplify their language to support pupils understanding. This enables pupils to successfully follow instructions and be independent within their classes.

Pupils clearly have a voice in the school which is heard, there is clearly a relationship of trust and respect between pupils and staff and their engagement in decisions is supported and encouraged in both the classroom and with wider school decisions.

What the provision could develop further



Heathermount could fine tune strategies for a small minority of pupils transitioning into adulthood with learning disabilities where autism strategies could benefit from being more explicit.

Heathermount could consider how they replicate some of the lessons from the pandemic where parents were able to observe good practice when working with their young person and implement some of the strategies used at school more effectively at home.

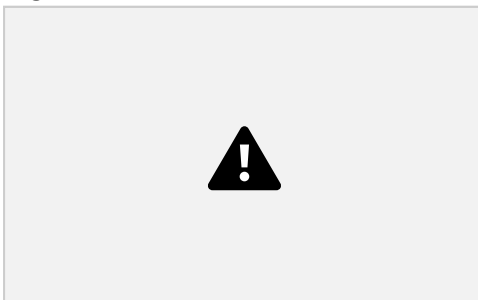
Staff reported that although they were confident in their knowledge of supporting autistic pupils, they were increasingly supporting pupils with a wider range of complexity and co-existing conditions. It was identified that although staff had a developing understanding of these conditions they felt that further training would improve their confidence in providing support for pupils.

APPENDIX 1: SURVEYS

Heathermount School FAP Deadline 25/06/2021

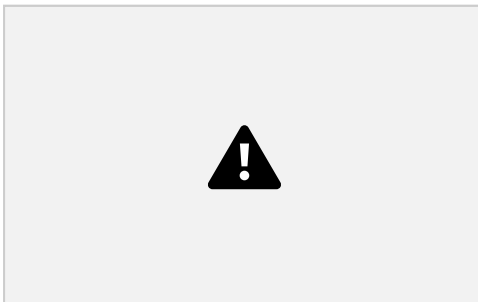
Feedback questionnaire on Heathermount School to be completed before 25/06/2021

Please note that comments accompanying ratings are routinely removed from final reports to avoid unintentional inclusion of personal data if the report is published or shared.



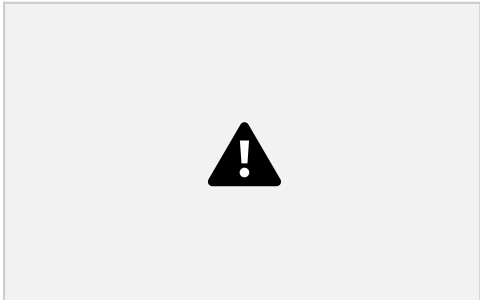
			Response Percent	Response Total
1	poor		0.00%	0
2	ok, but could be better		3.13%	1
3	mostly good		15.63%	5
4	always good		81.25%	26
			answered	32
			skipped	0

			Response Percent	Response Total
1	poor		0.00%	0
2	ok, but could be better		3.13%	1
3	mostly good		12.50%	4
4	always good		84.38%	27
			answered	32
			skipped	0



3. The way I am kept informed and asked my views about how my relative is				
			Response Percent	Response Total
1	poor		0.00%	0
2	ok, but could be better		3.13%	1
3	mostly good		25.00%	8
4	always good		71.88%	23
			answered	32
			skipped	0

			Response Percent	Response Total
1	poor		0.00%	0
2	ok, but could be better		6.25%	2
3	mostly good		31.25%	10
4	always good		62.50%	20
			answered	32
			skipped	0

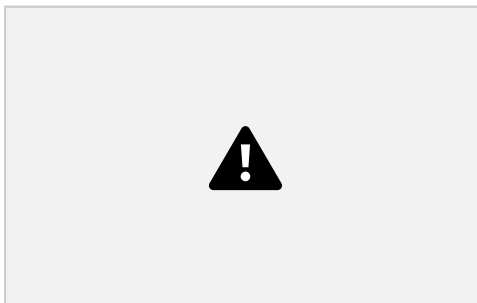


Heathermount School AP Deadline 25/06/2021 1.

Feedback questionnaire on Heathermount School to be completed before 25/06/2021

			Response Percent	Response Total
1	Yes		100.00%	2
2	No		0.00%	0
3	Sometimes		0.00%	0
			answered	2
			skipped	0

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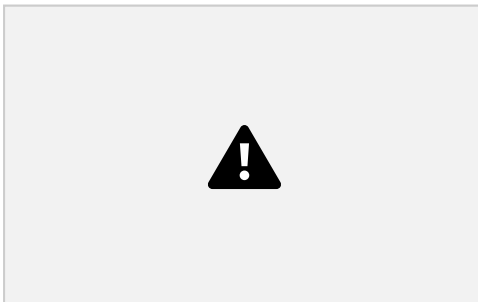


			Response Percent	Response Total
1	Yes		100.00%	2
2	No		0.00%	0
3	Sometimes		0.00%	0

	answered	2
	skipped	0

			Response Percent	Response Total
1	Yes		100.00%	2
2	No		0.00%	0
3	Sometimes		0.00%	0
			answered	2
			skipped	0

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			Response Percent	Response Total
1	The autistic person by themselves		50.00%	1
2	The autistic person with support		0.00%	0
3	A staff member who represented their views		0.00%	0
4	A family member or friend who represented their views		50.00%	1

	answered	2
	skipped	0

APPENDIX 2: COMMENTS FROM THE PROVISION

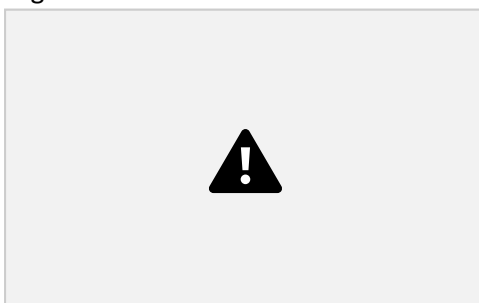
APPENDIX 3: ADVANCED APPLICATION FORM

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.

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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

During the past year we have had various training and activities to develop staff's insight, knowledge and understanding of Autism. We have had a speaker who is a female with Autism, this allowed staff to better understand how girls may present with Autism and hear an account of someone's experience of Autism. Most staff are now trained in ELKLAN which provides the reasons for why Autism strategies are used and develops understanding of what is beneficial to help our students regulate, be confident, build relationships, be independent and learn. Practical and theory behind the sensory needs of our students, why they need support and what helps (including sensory circuits, use of other sensory equipment, sensory integration). Students also input into the newsletter, complete questionnaires and share views via School Councils which is shared with staff, students play an active part in the school and their learning by sharing views with staff and peers. Other topics such as behaviour as a communication have allowed staff to unpick situations and look for the communication intent.

Impact

Staff have commented on how they have applied this knowledge to their sessions and have noticed the positive impact on behaviour, learning and confidence. Students have had dialogue with the staff of how the strategies applied in class have helped them focus, understand and try things they find difficult.

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

Description

As part of good practice, we have regular Autism updates and observations in class, this includes constant focus on the environment and language used. Therapy team work alongside all staff to help develop their understanding and confidence by modelling practice. SLT and HLTAs model and coach staff to use good autism practice and advise on individual strategies for students when needed.

Impact

Staff feel more confident to try/implement new strategies, more consistency, flexibility and awareness of what needs to be adapted and differentiated.



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

The school has purchased outdoor exercise equipment which following guidelines and training from the Occupational Therapist has been developed into sensory circuits. The secondary students now have a more mature way of accessing their sensory input. All staff have been trained and have packs of activities and structure to use with students.

Impact

Students now independently access equipment to regulate at various times during the day. Students have reported that they can focus more and feel calmer. Staff have stated that sensory circuits has a positive impact on their student's ability to listen, process information and participate in their learning. Emerging changes in behaviour patterns also evidence the positive impact sensory circuits is having on their ability to manage their own emotions and reactions.

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

A secondary student created, developed is the author of the student page in the termly school newsletter that is shared with parents, Governors and other members of the Disabilities Trust.
Students within the Primary and Secondary School Council input into their own curriculum by identifying parts of the careers and PSHE curriculum which is necessary and of interest(secondary), understanding their own mental health and wellbeing. The secondary school council have plans to train staff and peers on "bullying from the view of students and how to support them and develop a team of students to support peers.

Impact

The students have reported feeling "heard," self-esteem and confidence has increased. Students are being proactive in their school environment.

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

Heathermount has joined the Berkshire Teaching Alliance, two members of staff have already delivered training to approximately 200 staff in other schools (mainly mainstream) regarding Autism, strategies to use in their environment, behaviour etc.

Impact

There have been requests for more training and to work alongside staff in other schools. Our aim is to create an Outreach programme to support other schools with their understanding of autism and give them strategies for children.

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

Our school initiatives of expanding the use of sensory circuits in school has received quite positive feedback. We also continue to develop our READY program, and this is taught to students in designated sessions (Primary) and in PSHE in secondary.

Impact

With the sensory circuits, the staff received much training as well as had to complete circuits themselves, this allowed them to recognise the change in their physical and emotional state. The staff now have a better reference of how these strategies can help support our students.

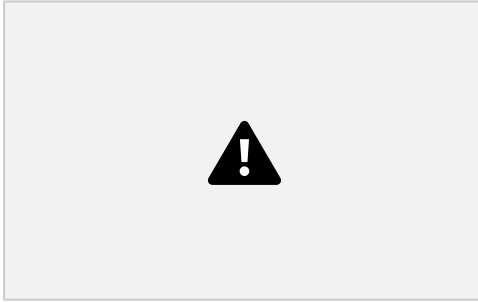
Part 4: Validation

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

Feedback on questionnaires, and comments during review meetings from parents and students have highlighted how the support received, environment and strategies have helped their young person.
 Heathermount has received OFSTED with a Good rating
 We have also had a quality assurance representative from the Disabilities Trust come into school and includes monthly monitoring meetings and reports and scrutiny from the Governors.

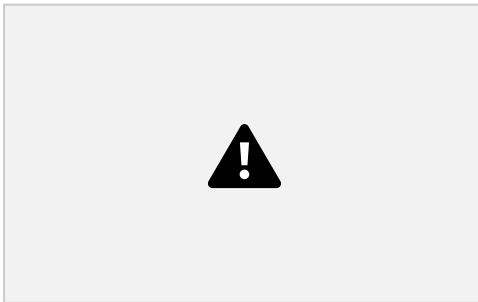
Relevance

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The opinions and views of the families and children reflects that our practice and autism knowledge in pace to support the children is valued and working. The importance of these bodies holding Heathermount in high regard is that we are held to account and compared against national standards.

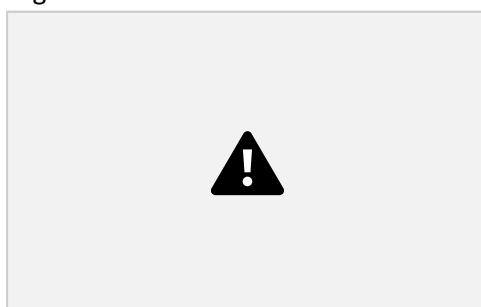
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Criteria for Autism Accreditation Advanced Award

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	The Committee will consider evidence of what the provision does well and what it needs to work on from the latest Autism Accreditation assessment.

standard.	
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.



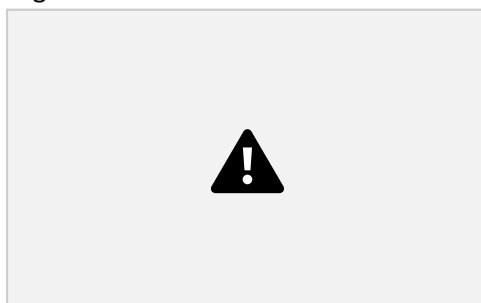
Although there may be a few minor areas for improvement, the overwhelming majority of practice is informed by an excellent understanding of how to support autistic people in their emotional well-being	The Committee will consider evidence from the relevant section of the latest Autism Accreditation report, Section 2 of the Application form and relevant case studies.
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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.	The Committee will consider surveys carried out by Autism Accreditation. An overwhelming majority would normally be defined as 75 % or more respondents.
The service shares expertise through quality consultation and training as well as actively contributing to research into autism and innovations in practice.	The Committee will consider part 3 of the Application form and relevant case studies.

Student Case Study 2021

Name of Provision: Heathermount School	
Name of Student: E	Year Group: 10
Period of Time Covered: 2014 - 2021	
<p>Pen Picture of Individual before support</p> <ul style="list-style-type: none"> • E has diagnoses of ASD, FAS, CP and Attachment Disorder • E is adopted and resides with her Mums • E presented as highly dysregulated • Physical aggression was present in high levels at home and within school • Self-harming at home • Due to E significant sensory needs and reduced understanding accessing learning was difficult 	

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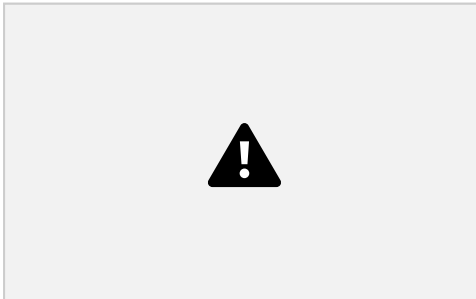


<ul style="list-style-type: none"> • E is a visual learner • E can communicate her needs and wants verbally • E has a negative view of Autism and her other difficulties. • E struggled with change to her routine
--

Support introduced (Approaches, strategies and methods used)

- Assessments and observations were conducted by Speech and Language Therapist, Occupational Therapist, Teacher and other staff.
- E was initially situated in a room with a 1:1 staff member and moved in little steps to access a classroom with peers. This was done to help with her anxiety of a different setting. E was then moved to a group of students.
- E was provided with an appropriate visual timetable and changes were communicated where possible in advance to allow E to process the change •
- Sensory strategies and equipment were introduced in class and throughout the school day
- Group and individual speech and language therapy sessions
- Input from OT and Psychology
- Lessons and daily activities are structured
- Direct input from therapy team
- Calm plan developed with E
- Differentiated teaching and presentation of work
- Tasks and language broken down into short concise segments, support by visual aids such as tasks sheets
- Zones of regulation and Social Thinking used
- Adjustments to chairs and seating in classes
- Physiotherapy exercises practised with staff

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Communication Skills, Social Skills and Relationships

- E has a developing vocabulary but can often use language that she does not understand.
- E can confidently express herself and share opinions
- E prefers to talk to adults rather than peers
- E needs support to organise and plan
- E language is quite mature (adult like) for her age
- Due to the attachment E can become reliant on particular members of staff - E has formed trust with many staff but finds meeting new people difficult, she can become quite dysregulated and make negative comments to new people. - When dysregulated E can use part sentences

Confidence, Self-Reliance, Independent problem solving and functioning

- Can work independently if interested in the topic or has an understanding of the topic
- When calm and regulated E can problem solve but needs support if she doesn't understand the context, especially social situations
- Confidence varies depending on the activity, interest and level of knowledge. E needs support and modelling of new tasks.

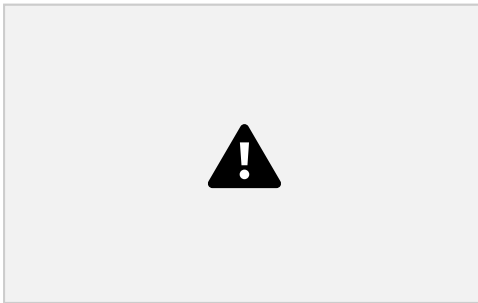
Ability to cope with sensory input

- This is one of E largest area of need
- E displays sensory seeking behaviour, difficulties with coordination, mobility and fine motor skills
- E has a splint and receives support from an external physiotherapist • E has an extensive sensory diet, all staff who work with E have an understanding of her sensory needs. Equipment is taken across site to different classes, this includes a sensory hug vest, Thera-putty, chewie.

Emotional Self-Regulation and Well-Being

- E has reduced awareness of her emotions and the physiological signs but can read overt emotional reactions/facial expressions of others.
- E can become quickly dysregulated and can refuse strategies.
- Continuous work is done with E using visuals and graphics to help her to understand her feelings and behaviour surrounding herself and the impact on others. A programme of work based around 'The Zones of Regulation' has been

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introduced. E demonstrates a good understanding of the Zones and is able to identify her feelings within this framework.

- During the earlier lockdown E became more anxious and self-harming increased at home.

Achievements, successes and quality of life outcomes

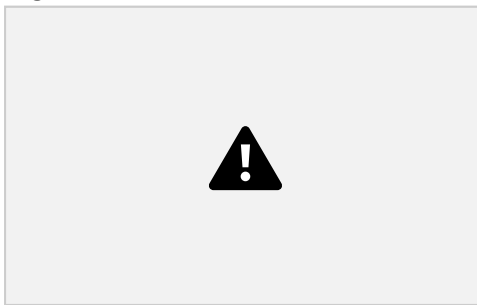
- Recognises that the sensory input helps her focus and access learning • E has achieved (add levels and all qualifications)
- E has developed relationships with a variety of staff and students
- E self-esteem, confidence to try new things and resilience has increased. • Uses calm plan independently
- Participates in debriefs which previously she found quite difficult
- Can reflect on how her behaviour may have impacted on others and will apologise independently
- Calmer home environment reported by parents
- E is accessing Cadets and other clubs outside of school
- E has developed friendships and speaks to her friends outside of school • Accesses and participates in her learning

Next Steps

- To continue to adapt and offer E support with her communication, social skills, regulation and learning as her profile changes
- To help E and family think of E's future
- To continue to develop staff's understanding of FAS and Attachment disorder

Student Case Study 2021

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Name of Provision: Heathermount School	
Name of Student: RR	Year Group: 9
Period of Time Covered: September 2015 - present	

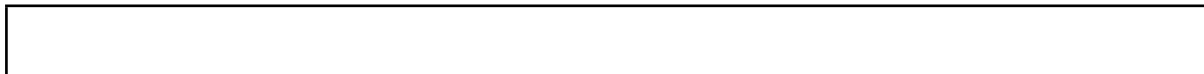
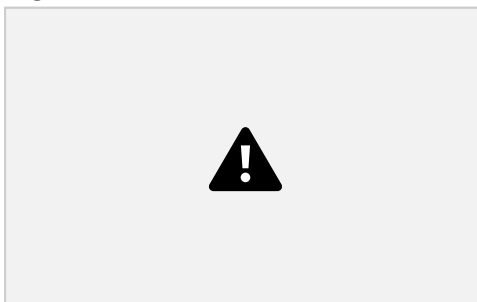
Pen Picture of Individual before support

- RR attended Heathermount for a 3-day taster in June 2015 and then a 12-week assessment in September 2015
- He presented with reduced understanding, processing and found it difficult to listen or attend to topics not of his interest.
- RR had significant difficulties with language, and this often caused a high level of frustration and anxiety for him when he was not understood.
- RR found it difficult to remain on topic and interrupted conversations to share his thoughts. RR thoughts were often related to TV programs or games and he would engage in self-talk
- RR demonstrated sensory seeking behaviours needing to hold hands, cuddle up close etc.
- RR has some difficulties with fine motor control and has hyper mobility and reduced core stability.
- RR demonstrated physical aggression and will lash out when is interacting with his peers and staff. He finds it difficult not to be the winner in games. Unstructured times such as leisure can be triggers for behaviour as the social engagement pressure increases.

Support introduced (Approaches, strategies and methods used)

- Designated areas within the classroom and wider school environment such as individual workstation
- Visual aids such as differentiated timetable, task sheets and reward system
- Calm plan was developed with RR
- Sensory input via OT and class staff
- Therapeutic input (individual and group)
- Clinical psychology input
- Social skills trips which including planning
- Debriefing

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Communication Skills, Social Skills and Relationships

- Participated in Group and individual input communication sessions • Has developed friendships and conflict management
- RR can now express his ideas, thoughts or concerns to others, both peers and staff.
- RR has become a more confident speaker
- RR has developed positive relationships with staff and is building more positive relationships with peers
- RR is beginning to develop his understanding of ambiguous language. • RR insight and perception has developed however he can often misread situations or perceive that something has happened when it actually has not.
- RR continues to develop his confidence to communicate within the community, he accesses clubs
- RR helps peers, offers support and encouragement
- RR copes better with not winning and uses his strategies to regulate when needed
- RR has a great sense of humour and is beginning to expand the peers he interacts with.
- His vocabulary is still developing, emotionally and socially he is at a younger developmental stage.
- RR is developing his understanding of relationships and relationship boundaries; he bases a lot of his information on what he sees in cartoons therefore the difference between reality and fiction is reinforced.

Confidence, Self-Reliance, Independent problem solving and functioning

- There has been a significant increase in RR confidence (both academically and socially) and self-reliance
- RR is more independent and tries to problem solve or find a solution before asking for help
- RR has shown a growth in resilience
- RR has matured and this can be seen in his interactions, conversations, behaviour and learning.
- RR uses his calm plan independently
- RR can reflect on his previous behaviour and identify how he has matured and developed skills



Ability to cope with sensory input

- Over his time at Heathermount RR has developed strategies and accepted help with understanding his sensory needs. Initially coping with his sensory needs would have been overwhelming and often lead to RR running out of the angry or physical aggression.
- RR uses ear defenders to cope with very noisy environments, has regular movement breaks, accesses fiddle toys and handwriting exercises.
- RR needs minimal prompting to access these strategies and will independently ask for a movement break. RR uses his Zones to identify how his bod is feeling.

Emotional Self-Regulation and Well-Being

- RR is now on medication and this has helped significantly at home and school. RR feels better in himself and we have seen an increase in his language processing.
- RR is able to regulate using his Zones strategies that were developed with him. RR has developed tools to help him when he feels anxious, worried, angry etc
- RR has developed a better understanding of how his body displays feelings and what to do in those situations.
- RR will engage in debriefs and calms in a significantly shorter period.
- There has been a concern over mental health, RR can struggle to distinguish between reality and fiction. He has received support from the entire Therapy team alongside family and staff.

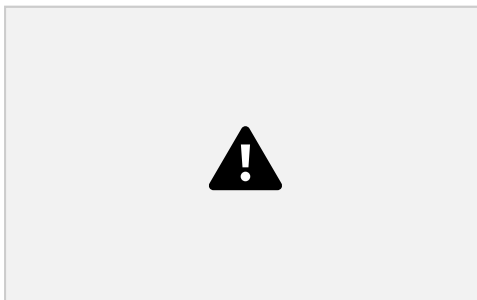
Achievements, successes and quality of life outcomes

RR has made significant achievements academically, emotionally, behaviourally and socially. RR self-esteem has developed, and he is now confident to try new things and participate in large groups. RR has matured emotionally and socially and has a friendship group which he accesses outside school. RR independently uses time out or movement breaks. There has been a significant decrease in negative behaviours.

Next Steps

- To continue to develop RR insight, perception and theory of mind
- To continue to develop RR understanding of relationships and boundaries
- To continue to develop a toolbox of strategies to help with regulation

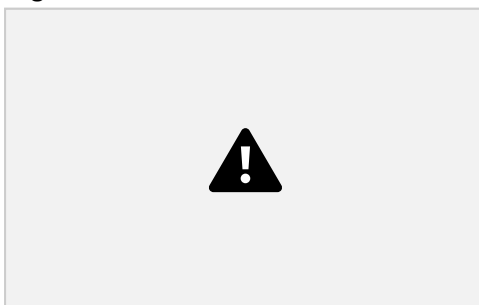
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Student Case Study 2021

Name of Provision: Heathermount School

Name of Student: T	Year Group: 11
Period of Time Covered: April 2015 - present	
<p>Pen Picture of Individual before support</p> <p>T began at Heathermount in April 2015. T presented with good understanding of language concepts but difficulty in sequencing, reduced vocabulary, reduced understanding, difficulty explaining and expressing views, fine and gross motor skills, sensory modulation, ambiguous language and social skills including forming and maintaining relationships. T was often dysregulated and expressed his anger using physical (hurting others, damaging property) and verbal aggression. T would disengage with lessons when he perceived they were difficult or was not of interest. T had a low self-esteem and body image.</p>	
<p>Support introduced (Approaches, strategies and methods used)</p> <ul style="list-style-type: none"> • Designated areas within the classroom and wider school environment such as individual workstation • Visual aids such as differentiated timetable, task sheets and reward system • Calm plan was developed with T • Sensory input via OT and class staff • Therapeutic input (individual and group) • Clinical psychology input • Social skills trips which including planning • Debriefing 	



Communication Skills, Social Skills and Relationships

- Participated in Group and individual input communication sessions
- Has developed friendships and conflict management
- T can now express his ideas, thoughts or concerns to others, both peers and staff.
- T has become a more confident speaker and can lead discussions
- T has developed positive relationships with staff
- T continues to develop his confidence to communicate within the community, he now accesses clubs
- T has developed his understanding of ambiguous language and now uses humour appropriately, picks up on sarcasm and jokes. T will ask staff subtly for clarification if he does not understand anything
- T helps peers and offers support

Confidence, Self-Reliance, Independent problem solving and functioning

- There has been a significant increase in T confidence (both academically and socially) and self-reliance
- T is more independent and tries to problem solve or find a solution before asking for help
- T has shown a growth in resilience
- T often leads the School Council and is a proactive member
- T has matured and this can be seen in his interactions, conversations, behaviour and learning.
- T uses his calm plan independently

Ability to cope with sensory input

- T can be sensitive to sudden noise but places himself away with his group during busy situations/ noisy areas. T takes himself away from areas he finds overwhelming and then will return when regulated.

Emotional Self-Regulation and Well-Being

- T states that he always feels angry but that he is better at managing this feeling
- T has developed tools to help him when he feels anxious, worried, angry etc



- T has developed a better understanding of how his body displays feelings and what to do in those situations.

Achievements, successes and quality of life outcomes

T has made significant achievements academically, emotionally, behaviourally and socially. T self-esteem has developed, and he is now confident to try new things, participate in groups, lead activities within school and in his community. T has matured emotionally and socially; T has a friendship group which he accesses outside school and helps mediate conflict between peers. T independently uses time out or other strategies when needed. There has been a significant decrease in negative behaviours.

Next Steps

Provide T with tools to transition confidently to College including building relationships, self-esteem, toolbox of strategies to cope with unpredictability, new environment, emotional regulation, initiating interactions etc

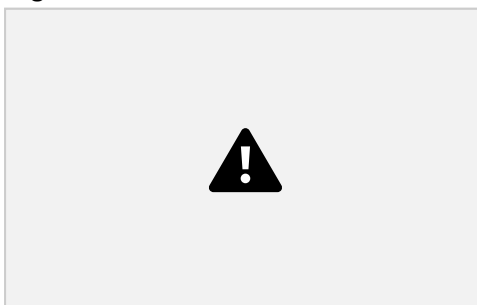
Student Case Study 2021

Name of Provision: Heathermount School

Name of Student: EJ

Year Group: 7

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Period of Time Covered: 12.12.16 - Present

Pen Picture of Individual before support

- EJ has a diagnosis of Autism which was obtained on 09.12.15
- He joined Heathermount on 12.12.16
- EJ is in a class with 4 other students, he is a year 7 student who is currently accessing the year 5 curriculum in the most of his subjects.
- His attendance is 100%
- He travels to school by taxi which is provided by his local authority
- He previously attended Crown Wood school in Bracknell
- EJ is an able student, who can communicate his needs and wants verbally and can determine appropriate ways of speaking to staff and students.
- EJ brings a packed lunch with him every day to school, which he can independently eat.
- EJ will often take sensory breaks to stim ever inside or just outside the class room.
- When anxious or upset EJ, dose tend to hit out towards staff and other students.
- EJ is able to move around the school site safely however needs to be transited with a staff member at all times. EJ will stay near to staff and will not often run on ahead.
- EJ enjoys Playing outside with peers, Trains, sensory toys

Support introduced (Approaches, strategies and methods used)

- EJ goes to different maths and English lessons to allow for him to be able to access the correct level for his ability
- EJ needs to be allowed space to calm. When anxious or upset he needs reminding to use his calm plan or to be moved to a safe place where he can calm independently.
- EJ takes part in class handwriting sessions which are allowing for an improvement in his writing as well as his fine motor skills.
- Daily timetable located at his desk space as well on the class wall. Any changes to the time table are explained to EJ and written on time table
- Any changes to normal routine is explained in advance with a pictorial notice displayed to help with understanding.
- Designated areas within the classroom and wider school environment such as individual workstation



- Visual aids such as differentiated timetable, task sheets and reward system
- Sensory input via OT and class staff
- Therapeutic input (individual and group)

Communication Skills, Social Skills and Relationships

- EJ is showing excellent progress in English due to him following the Read Write inc scheme. This allows for him to access a reading level that is correct for his ability.
- EJ continues have regular SALT sessions which allows for him to manage his emotions more effectively.
- EJ can still find it difficult to manage his emotions, however he continues to access his calm plan and uses the zones whenever he feels necessary.
- EJ has been able to improve is handwriting and length of time he can write for, which in turn has had a really positive impact on his attitude to learning in all subjects.
- EJ can follow social discussions with his peers and staff. At times he may misinterpret the meaning of a word and is not always aware that he has misunderstood. This can lead to a breakdown in communication or he may complete tasks incorrectly.
- EJ is able say what he wants and needs and can express his opinions and ideas. However, he finds it hard to verbalise his feelings. This could be because he does not know how he is feeling or because he lacks the vocabulary required to give an explanation. A Zones calm plan is used to support EJ with this. EJ is much better at using his calm plan than he has been in previous years.
- When he is excited, EJ can talk at a fast pace of speech, this can mean that his message in lost as his speech is not clear enough to be understood. Staff use visual and verbal reminders to help EJ slow down.



Confidence, Self-Reliance, Independent problem solving and functioning

- Over the last year EJ has continued to develop his social skills with peers and staff. He is a friendly young man who is keen to play and interact with his peers. EJ can find it hard to follow the rules of games and to accept losing. He will try to adapt the game to suit how he wishes to play. EJ can find it hard to accept and understand if others do not want to play his game or follow his ideas.
- He is making progress in these areas as he is learning appropriate ways to respond when he has lost and how to manage feelings of frustration and disappointment using his Zones calm plan. EJ is also learning how to react appropriately when he has won and to be aware of how others feel, for example being careful not to repeatedly remind his friend that they lost.
- EJ is keen to take on a 'leader' role and at times seems to compete with his peers to do this. Staff work with EJ to understand the different dynamics involved in group interactions and the different roles there are.
- Observations have shown that EJ is increasingly taking himself away from a situation to calm. He requires space to process what has happened and to regulate his feelings. He responds well to debriefing events with staff when he is ready to reflect. He is keen to engage with comic strip conversations to talk through how all those involved felt and what they thought.
- Rigidity of thought can be a common area of difficulty and EJ often wants to follow his own agenda and can sometimes find it hard to understand the perspective of others. He may also have difficulty taking responsibility for something that has happened.

Ability to cope with sensory input

- At times when heightened or in the yellow zone requires – deep pressure hug vest or sensory tunnel to regulate
- At times can be noise sensitive so needs access to quite calm space

Emotional Self-Regulation and Well-Being



- EJ finds it hard to communicate when in a heightened state
- When EJ is angry or upset he may hit, bite, scream, spit, pinch and scratch
- EJ will stim to help self-regulate
- EJ finds it difficult to cope if there is a change in his day
- He can find social situations difficult to understand and manage

Achievements, successes and quality of life outcomes

EJ is a kind young man who likes to help his peers. If he is aware another person is hurt or sad he will ask if they are OK. He is keen to learn and puts a lot of effort into learning new skills. EJ can be very reflective on himself and this can cause him to lose confidence or self-esteem. It is important EJ is reminded of all his strengths and achievements.

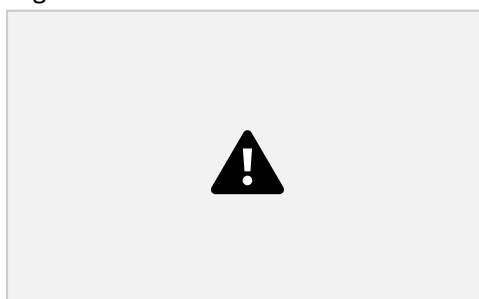
Next Steps

- To continue to develop his self-esteem, relationships, insight and perception.
- To continue to develop his understanding of how our behaviour impacts on others
- To transfer these skills to the community once we can do trips



Student Case Study 2021

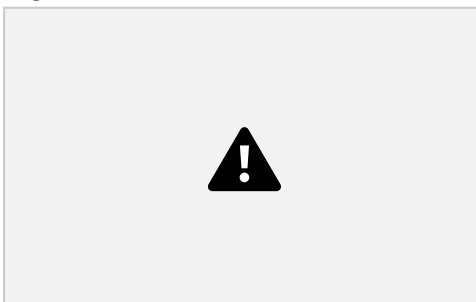
Name of Provision: Heathermount School	
Name of Student: EM	Year Group: 7
Period of Time Covered: 22.2.17- present	
Pen Picture of Individual before support <ul style="list-style-type: none">○ EM has a diagnosis of Autism which was obtained on 10.4.2013○ EM suffers with eczema which is set off by washing powder.○ EM is afraid of loud sounds and spiders○ She travels to school by taxi which is provided by her local authority○ EM brings a soft toy in to school each day to help with her sensory needs throughout the day.○ EM previously attended Sythwood school in Surrey before having access to education home school○ EM is an able student, who can communicate her needs and wants verbally through simple sentence and can determine appropriate ways of speaking to staff and students.	



- At times EM will speak really fast due to not understanding what is being asked of her or when talking about an area of interest.
- EM brings a packed lunch with her every day to school, which she can independently eat.
- EM has sensory difficulties when she gets wet and can cause her to become anxious or upset.
- When anxious or upset EM does not tend to hit out however she may scream, throw objects or remove items of clothing.
- EM is able to move around the school site safely however needs to be transitioned with a staff member at all times. EM will stay near to staff and will not often run on ahead.

Support introduced (Approaches, strategies and methods used)

- Daily timetable located at her desk space as well on the class wall. Any changes to the time table are explained to EM and written on time table
- Any changes to normal routine is explained in advance with a pictorial notice displayed to help with understanding.
- Social skills trips which including planning
- Debriefing
- Positive praise
- Use of sensory house to regulate
- EM has a clam plan to help identify her emotions, as well as indicating what she needs to do to help herself when feeling a certain way
- Give clear simple instruction and check EM's understanding by asking questions or getting EM to repeat back what she has been asked, this will stop any confusion
- Use big book to display clear lesson structure allowing for EM to know what is expected of her each lesson



Communication Skills, Social Skills and Relationships

- EM has regular SALT sessions both individual and as a group with her peers, these are to help EM's understanding within social situations
- EM needs to be given eye contact to allow for her to focus on what is being communicated to her.
- It is important to continue expanding EM's vocabulary by introducing new concepts in each session and linking them to other words by a shared relationship or feature.
- EM can find it hard to interpret language which is ambiguous and contains a hidden or implied meaning.
- She is very literal in her interpretation of what people say. This can lead to a breakdown in her understanding of what is happening in a conversation or fictional text. EM is aware that sometimes what people say is not exactly what they mean. This is an emerging skill and one with which EM needs support i.e. an explanation of the joke or the implication behind what was said.

Confidence, Self-Reliance, Independent problem solving and functioning

- EM confidence has increased significantly. She is more confident at speaking in front of a group and attempting work she finds difficult.
- EM will independently try new work/activities first and then ask for help if needed
- EM is developing her own problem-solving skills .

Ability to cope with sensory input

- EM has regular OT input to help improve her motor skills and sensory input ○ EM can become very overwhelmed and may need to run when something goes wrong with her routine or sudden change
- In times of heightened state EM will strip off her clothes
- EM will strip off if her clothes become wet



Emotional Self-Regulation and Well-Being

- EM is able to identify that she can have big upset reactions at times and that it can make those around her feel uncomfortable and worried
- The majority of EM's interactions tend to be with staff who she seeks out to talk to or help her. However, EM is much more interested in her peers than in previous years.
- She is kind, offers help and tells them stories or jokes.
- At times EM will join in a group game at leisure although she often prefers to stay inside and do a craft activity to self-regulate and avoid loud social times.
- EM is using her calm plan with increasing independence. She is much more likely to talk to staff or take herself outside if feeling upset or angry. EM can need support to tolerate her peers at times, for example she may not like them being too noisy or looking at items she is using. Staff support EM to tell other students in a polite way how she is feeling

Achievements, successes and quality of life outcomes

- EM is showing excellent progress in English due to her following the read write inc scheme. This allows for her to access a reading level that is correct for her ability. There has been a clear improvement in her blending of phonic and reading level.
- EM has regular SALT sessions which has allowed for her to manage her emotion more effectively.
- EM can still find it difficult to manage her emotions.
- Due to regular OT input, EM's motor skills are showing improvement. This is reflected in her ability to write her name and the changes to her handwriting.

Next Steps

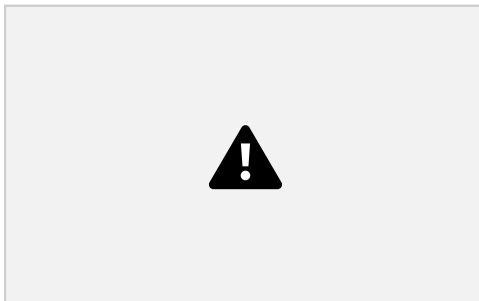
- To transition to the secondary ASDAN class in September
- To access a more age appropriate environment with children her own age



- To learn to self-regulate in more appropriate ways when she becomes overwhelmed.

Student Case Study 2021

Name of Provision: Heathermount School	
Name of Student: TPa	Year Group: 7
Period of Time Covered: July 2017 - present	
<p>Pen Picture of Individual before support</p> <ul style="list-style-type: none"> • TPa could communicate his needs and wants but struggled with the social aspect, initiating conversations in particular • TPa struggled to read social cues and demonstrated reduced theory of mind, leading to arguments and aggression • Fleeting attention, poor organisation and sequencing. This was evident in rote sequences as well (Days of the week). • Demonstrated understanding of instructions • Found it difficult to wait his turn and often interrupted other students. • TPa had functional gross motor skills. He tested within the 'at risk' range for his fine motor skills – specifically looking at in-hand manipulation. 	



- Difficulties with sensory regulation and he sought constant movement input
- Reduced self esteem
- Did not engage in rebuilds or accept responsibility for actions
- Refusal to do tasks not of his interest.
- Struggled to cope with a full day at school and separating from parent
- High anxiety
- Difficulty coping with losing

Support introduced (Approaches, strategies and methods used)

- Timetable tailored to allow him a positive school experience and was then extended until he was in full time
- Designated areas within the classroom and wider school environment such as individual workstation
- Visual aids such as differentiated timetable, task sheets and reward system
- Calm plan was developed with TPa, designated places on site to calm
- Sensory input via OT and class staff
- Therapeutic input (individual and group)
- Clinical psychology input with student and parent for anxiety
- Social skills trips which including planning
- Debriefing
- Positive praise
- Use of sensory house to regulate at the beginning of the day

Communication Skills, Social Skills and Relationships

- Initially TPa engaged in individual and group sessions in short segments, he would often become angry if he had to wait or someone disagreed with him. His tone was often rude, and he would make quite personal comments to staff and students.
- As TPa progressed through Heathermount he developed his social skills and understanding, much work was done with the family to help support the strategies and develop his understanding of boundaries and rules
- TPa now participates independently in sessions across school including Therapy sessions. He is often engaged and contributes to discussions
- TPa has developed his understanding that people may have different thoughts and feelings to him.
- TPa was helped to develop an awareness of his tone and how his comments made other people feel.



- TPa has developed a friendship group and helps encourage others.
- TPa struggled during Covid with anxiety but has now settled back into school.

Confidence, Self-Reliance, Independent problem solving and functioning

- TPa confidence has increased significantly. He is more confident at speaking in front of his group and attempting work he finds difficult.
- TPa will independently try new work/activities first and then ask for help if needed
- He is developing his problem-solving skills and will often help others

Ability to cope with sensory input

- Struggles with loud noise but has developed his own coping mechanisms or will ask for ear defenders
- Uses fiddles and other sensory equipment.

Emotional Self-Regulation and Well-Being

- Initially extremely dysregulated and would not access calm plan or any strategies
- Now TPa will ask for time out and return to class
- TPa accesses the sensory circuits
- Happy at school and looks forward to lessons and friends
- When anxious he will talk to staff.
- Calm and engaged

Achievements, successes and quality of life outcomes

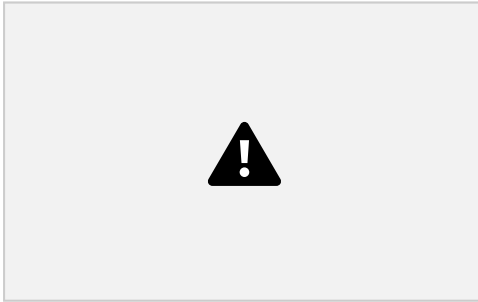
- More regulated, calm and accesses his learning. He is eager to learn and will ask for help and clarification
- Can now engage with group games/sport and is getting better at coping with losing
- More confident and can identify when he is proud of himself
- More positive friendships and interactions with others
- Shows an interest in others and can empathise
- Encourages others and is developing his literacy skills
- Is beginning to accept responsibility and will apologise independently to others



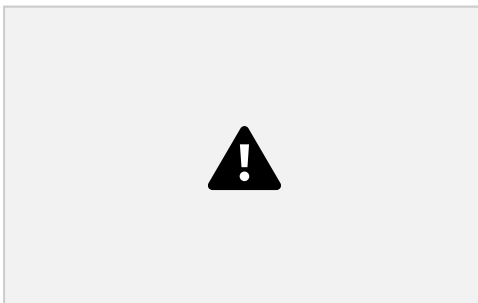
Next Steps

- To continue to develop his self-esteem, relationships, insight and perception.
- To continue to develop his understanding of how our behaviour impacts on others
- To transfer these skills to the community once we can do trips

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