

Autism Accreditation Assessment

Oak View School

Reference No.	169
Assessment dates	7-10 December 2020
Lead Assessor	Hannelore Bout
External Moderator	Nicola Kennedy
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:

Oak View is an all-age (3-19), specialist provision for pupils with Special Educational Needs. This includes those with severe and complex needs and pupils within the autistic spectrum. Currently, two-thirds have an autism diagnosis. Since the last review, Oak View School converted to Academy status on 1st July 2018 and joined the Epping Forest Schools Partnership Trust. The school has had an extension built, with five new classrooms, a music and Occupational therapy room and a sensory integration room. This site opened around the same as the new headteacher came into post in autumn 2019. The school has introduced a new Pupil Centred Learning Pathway Curriculum this academic year: "We provide a curriculum that caters for our pupils' specific needs, including their learning needs, their social and emotional needs and their sensory needs."

Number of autistic people supported by the provision:

130 students attend Oak view school, 87 of which have an autism diagnosis.

Range of autistic people supported by the provision:

Pupils and students from 3 -19 years of age, the majority with severe learning disabilities. Using the SCERTS framework, the school has pupils who are social partners, language partners and conversation partners. The majority of pupils and students would either be social partners or language partners.

15 out of 16 classes have pupils with an autism diagnosis.

Class sizes are 8-10 students.

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

The school was last inspected by Ofsted in September 2013 and was judged to good in all areas.

About the Assessment

- The assessment took place over four days and was adapted to comply with Covid 19 guidelines.
- The provision's adviser acted as assessor with support from a moderator.
- A presentation was given on how provision is made for autistic pupils and students.
- Fourteen lessons were observed by the assessment team. These included a range of classroom-based activities; soft play, maths, PE, cooking, chit chat café, lunch transitions, work experience, Storytime, messy play in muddy woods.
- Discussions were held with both the SLT, teaching staff, therapeutic staff and four parents.
- Personal files were sampled digitally across each key stage. The school provided 15 case studies.
- Some key policy documents provided by the school were read.
- The results of surveys carried out with autistic people, and their 26 families were also considered.

Professional Development and Support for Staff

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

The school uses a wide eclectic range of approaches and methods to meet the specific needs of each pupil and student.

A summary of the key methods are listed here:

- Total Communication – visuals, Objects of Reference, PECS, Social Stories, Intensive Interaction, Colourful Semantics, Attention Autism.
- Self-reliance – visual timetables, Now-Next, Choice Boards, schedules, Active Support, Independence Goals, TEACCH.
- Sensory experiences – Sensory diets, low arousal environments, Sensory integration, sensory circuits, breaks, self-regulation equipment such as ear defenders, weighted vests, etc.
- Well-being – zones of regulation, 5P planning, Essex steps, Trauma preventative practice, pro-active and preventive behaviour support, mindfulness etc.

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

Oak View Induction Training includes the following autism-specific units (Each one hour)

- ASD induction 1,
- ASD Induction 2,
- TEACCH,
- SCERTS Induction

- Sensory Integration and Sensory room Induction
- Attention Autism Induction
- Colourful Semantics and PECs Induction
- Comic Strip Conversations/Social Stories Induction
- Intensive Interaction Induction

This is in addition to individualised induction with experienced staff to ensure understanding of pupils and their curriculum within the specific classrooms.

Inset days are used to train in newer topics such as Trauma Perceptive Practice, the Interoception Curriculum, and Autistic speakers such as Paul Isaacs and Andrew Whitehouse on ADHD and Autism.

Regular INSETs deliver and refresh ongoing training such as Essex steps, Elklan, Sensory Integration, Attention Autism, SCERTS, ZOR etc. Specialist teachers and therapists facilitate these.

The CPD Audit shows the following numbers of staff have been trained by external providers:

- TEACCH 5 Day course – 1 Teacher
- TEACCH 2/3 Day Course – 6 Teachers
- SCERTS 2/3 Day Course – 5 Teachers
- PECS 2 Day Course – 6 Teachers, 5 Cover Supervisors
- PECS 3 Day Course – 3 Teachers, 1 Speech and Language Therapy Assistant
- PECS in the Classroom – 2 Teachers 11/16 teachers attended at least one of these courses
- 9 Teachers have attended Attention Autism 2 Day training

The in-house training programme has also upskilled some teacher in particular areas of communication. Those specialist staff are now delivering insets in their topics. The school is working towards Elklan accreditation and Communication Friendly Setting.

Further CPD is planned so that all staff gain additional qualifications over three years with external training providers as per the programme listed above. The school plans to continue to use external providers to support the development of staff.

Current and ongoing CPD is focussed on all staff attending Communication training based on Elklan Training over the next three years. There are three units: Communication Support for Verbal Pupils with ASD, Communication Support for Severe and Complex Needs or Speech and Language Support for SLD. The school has upskilled some teachers in these areas so that they can lead the training. In completing this work the school hopes to achieve accreditation as an Elklan Communication Friendly Setting.

Ongoing support available to staff in working with autistic individuals

SALT, OT and Jumpstart, as well as the Essex Steps, trained behaviour team, have delivered training, joint working, monitoring, and provided additional support to staff and families during the lockdown. During the lockdown, Jumpstart remotely supported teachers and TA in using the Sensory Integration rooms with, individual students and training staff up. They also had remote sessions with families, which helped develop closer relationships with families and generalise sensory integration practice within the home. This was considered beneficial and plans are to continue this practice beyond lockdown restrictions.

Class team meetings and teacher cover supervisor meetings happen fortnightly, Staff meetings are weekly, where support strategies are discussed.

The staff team reported feeling supported, are enthused and motivated by the CPD offer and value the reflective approach to well-being.

The training offer is broad and reflective of the eclectic pupil-centred approaches and strategies used across the school. There is a high-quality pathway for autism-specific continuous professional development. There is an evident culture and commitment to reflect and learn and apply this to pupils individual needs. The assessment team observed some variation in practice which suggests that some training needs embedding to increase consistency in practice.

Section 2: Findings from Assessment

Personal Centred Planning

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

The relevant teachers make contact and visit the family and observe the child in the current setting before planning a pupil-centred transition into Oak View school. Transitions are planned with the child's strengths and motivations at the centre, creating a positive start and keep the child engaged.

All students have an EHCP which, together with parents' views and specialist therapy reports, forms the basis of the newly introduced Learning Pathway Curriculum. This curriculum was introduced in September this year after a brief pilot prior to lockdown. "The Learning Pathway is at the heart of the curriculum. Each pupil will have their own pathway, written by their teacher; it turns the pupil's needs into every-day learning activities and uses the pupil's motivations as a starting point." The five Pathway areas are communication, physical and sensory, creativity and curiosity, independence and knowledge & understanding.

Teachers and class teams are continuously assessing the learning, which is recorded online on Earwig also since September 2020. Prior to Earwig, the school used a similar

paper-based process. The school has identified this process needs further establishing and embedding.

The school uses EHCP targets to collate data. Due to Covid19 and Lockdown, the school has decided that 2019-2020 data would not be meaningful and supported progress through case studies to provide additional narrative and qualitative data. The case studies and conversations with staff provided many examples of progress.

From January 2021 teachers and leaders will hold termly monitoring meetings to review progress and highlight areas of concern. Progress data is collected at the end of the term.

Each student has a Pen Portrait which summarises each child's strengths and needs/ challenges in receptive and expressive communication, social, reading writing/ cognition and learning, independence & support needs and behaviour. These Pen portraits could highlight some of the key sensory strengths and support strategies that are used to support students throughout the day more specifically.

The school has begun introducing aspects of SCERTS as part of its eclectic approach and would like to continue to establish the language of SCERTS in the culture of the school so that staff are using a shared understanding and vocabulary.

Differences in Social Communication

Key outcomes identified from personal support documents and staff discussions:

The school is supported by two and a half days week of SALT support. They are involved in training, monitoring, and specialist support.

Pen Portraits identify pupil's strengths and challenges and needs in receptive and expressive communication. They are specific in describing how staff should modify their communication or what communication aids they should employ to facilitate two-way communication, such as using PECS books to choose activities.

The Learning Pathways and EHCPs list realistic pupil-centred goals related to each child's communication and social engagement. Examples are following PECs symbols such as wait of first and then, or initiating a game with friends, learning to ask for drinks and snack by hand gestures or talking to his supervisor appropriately in work experience.

EHCP annual reviews, case studies and conversations with teaching staff and families indicate autistic pupils achieve positive outcomes in their social interaction and communication. For example, a pupil is now enjoying playing alongside peers and sharing the swing, but also being able to choose what activity or snack they would like, learning to use pro-lo quo at school and home to communicate what snack and

emotions. One student who has a bespoke 1:1 learning environment is now joining class to access the community, for cooking lessons and at lunch.

Key outcomes identified from observation/review of key activities:

In most observations, it was found that autistic pupils were well supported in their communication. For example, most staff make themselves understood by calmly simplifying or structuring verbal language by providing visual supports and using Makaton. Total communication is also used outside of the classrooms, in the soft play, PE and lunch hall.

Autistic pupils can make themselves understood by using; visual communication tools; writing frames: PECS books or a portable communication book.

Where best practice was observed, autistic pupils are provided with opportunity and purpose to communicate; as playing group games, role play, taking turns, given cue cards to make a conversation.

The lunch hall has a communication resource box with a variety of communication tools to facilitate communication with catering staff. Students used resources to request food and communicate with lunch staff in one observation, but not in another lunch observation.

In some (30%) observations practice could have been improved by reducing and simplifying adult talk and keeping voices low arousal, whilst increasing the use of the available visual supports. Particularly when negotiating complicated instructions and difficult situations where students are dysregulated.

On one occasion, visual supports were only used by the teacher and not support staff. In one primary class, communicate in print used symbols for all words, which made information cluttered.

Problem Solving and Self-reliance

Key outcomes identified from personal support documents and staff discussions:

Pen portraits identify each autistic pupil's independence and support needs by highlighting strengths and identifying strengths and needs.

Pen portraits describe how best to support autistic people in their independent functioning. For example, carrying out an activity but requiring adult support to refocus when distracted; coping with transitions by naming emotions; managing transitions through now and next, AAC, prologue, etc.; making choices and decisions through core boards writing frames, colour semantics, ZOR or PECs.

The Learning Pathways provide clear evidence that each autistic pupil is set realistic goals related to their independent functioning. For example, having opportunities to

travel to the shop independently once a week, going to work experience, but also to increase independence when changing for the hydro-pool.

EHCP annual reviews, case studies and conversations with teaching staff and families indicate autistic pupils achieve positive outcomes in carrying out activities and making choices with increasing self-reliance and autonomy, such as developing cooking skills, achieving entrée level 3 in Maths, successful work placements, getting dressed with increased independence or accepting new routes.

Key outcomes identified from observation/review of key activities:

In almost all observations, it was found that autistic pupils can work out what they must do now and what they are expected to do next. Students have highly differentiated worksheets and communication tools, such as visual schedules, to-do checklists, now and next, PECS books, writing frames and the adults used their key rings to aid communication. These were used to communicate the structure and to facilitate choices within activities.

Where best practice was seen, autistic students are supported to do things by themselves rather than needing to be directed by a member of staff. Younger pupils were encouraged and supported to take shoes off as independently as possible. Students were given differentiated worksheets, time to process the instructions and work things out by themselves. Discreet supports were given to encourage students to problem solve, have a go or ask for help. Lots of praise was offered for working independently; this provides autistic students with opportunities to consolidate and develop daily functional skills and this was observed in numeracy skills, communication, functional life skills, play, and PE.

Autistic people develop skills and confidence in actively making choices and were redirected to visuals to choose and communicate strategies for a break.

In 3 observations, pupils were observed to communicate their lunch or snack choices with highly differentiated communication tools, such as communication strips, PECS books, and writing frames, allowing students time to make their order and choices directly with staff.

In a few observations, practice would have been better if the language was reduced to prompt the pupil to check the correct schedule. On another occasion, the timetable structure was incorrect. Although the students started to follow them independently, they were then called back to another activity, which some pupils found difficult. In one lunch observation, the staff made the order and collected all food for the pupils, which was a missed opportunity and in contrast to what was observed in other observations.

Sensory Experiences

Key outcomes identified from personal support documents and staff discussions:

The school has two days a week of NHS OT support, but as they are not sensory integration trained. The school buys into an external provider, Jumpstart for targeted, specialist, and universal Sensory Integration support. Some of this is funded by the school and the Local Authority funds for some pupils where it is listed in their EHCP. The school has built two SI rooms. Jumpstart provides regular Sensory Integration training to the staff team. They worked closely with teaching staff and families throughout lockdown to continue to deliver SI support for students in schools or at home, increasing skills and consistency in support whilst developing closer relationships with families. The school is developing an Interoception curriculum, and Jumpstart is scheduled to deliver training to the staff team in December.

Some students have sensory support programs, and Jumpstart write termly reports for those who receive support.

Pen portraits could highlight some of the key sensory strengths and support strategies more clearly that are evidently used to support students throughout the day.

EHCP annual reviews, OT reports, case studies, and conversations with teaching staff give examples of how they have supported autistic pupils in sensory regulation or avoiding sensory overload. Examples are using the SI room for a movement break as part of targets to develop self-regulation strategies, or to balance work bay activities with sensory curriculum has resulted in a student being more settled and able to engage with learning.

Key outcomes identified from observation/review of key activities:

In most observations, it was found that autistic pupils are supported to access sensory activities which they find enjoyable or relaxing, and these activities were used to consolidate learning through play and action.

Autistic people tolerate a range of sensory experiences within a safe and secure context, such as soft play, a PE circuit, attention autism, life skills, etc. Some students were participating in class activities from their workspace.

Autistic people are supported to regulate sensory experiences that interfere with what they are trying to do or cause them discomfort, such as weighted vests, headphones, ear defenders; work bays; low arousal approaches, or working from their area.

Where best practice was observed, the majority of students were given clear choices when requesting a break, were asked where they would like to go, and choose a timer for the period of time they wanted to have a break for. Students came back to the lesson and re-engaged.

There is some variation in the layout and structure in some classrooms, where there is a lot of visual information on display, and some classroom layouts are less clearly

defined. The school may want to consider reducing the amount of information on display, particularly around whiteboard or smartboard areas.

Emotional Well-being

Key outcomes identified from personal support documents and staff discussions:

Pen Portraits and 5p plans identify factors that impact an autistic pupil's behaviour and self-regulation.

The 5p plans describe how best to support autistic people in maintaining their well-being and avoiding anxiety, stress, or upset. These begin with Red-level behaviour: what behaviour? What strategy? Moving down to green behaviour what this looks like, and how to maintain this. The behaviour team and MDT work closely together to make and adjust plans to support each student's needs.

The learning pathway identifies targets to talk about and understand feelings, share with peers, learn to use ZOR, or ask for help.

EHCP annual reviews, case studies, and conversations with teaching staff give examples of autistic pupils achieving positive outcomes in overcoming anxiety, stress, or upset and overcoming barriers to their emotional well-being. For example, staff using TPP to reflect on one's own feelings, reactions and output when supporting a dysregulated pupil, or working closely with OT to fine-tune a pupil-centred, balanced curriculum incorporating bay-work, bespoke communication tools, and SI, which has improved a student's engagement with learning and school day.

The school uses a wide range of tools and approaches to support student well-being, such as ZOR, Anxiety mapping, 5p plans, individual well-being profiles, SCERTs assessments, PECS, and has begun to explore and introduce the Trauma Perceptive Practice. Well-being and ZOR were referred to effectively and appropriately, demonstrating students' confidence in communicating their feelings through bespoke communication tools and choosing strategies to help them regulate. The staff engaged empathetically and asked questions before assisting the individuals to choose the best course of action, resulting in re-engaging in activities.

The school works with Essex-West Mental Health Support (EWMHS) and Hertfordshire Mental Health Support Team to support 11 pupils. They offer times to discuss students with teachers at the pre-referral stage or to discuss individual strategies.

Class teams have recently begun to carry out a termly emotional well-being audit, identifying successful strategies in use and how. These can be embedded further.

Key outcomes identified from observation/review of key activities:

In most observations, autistic people present as feeling safe and calm.

Proactive and preventative strategies, such as ZOR, now-next, choice cards, choosing a timed break, or deep pressure massage, were used to de-escalate, avoid anxiety, confusion, or distress from occurring in most observations.

Restrictive practices were not observed.

In the majority of the lessons, autistic people were engaged in meaningful activities which they find fun or interesting. The worksheets were differentiated, to make maths fun, students were taking turns to enter answers on the smartboard in high energy and fun way, and adults joined pupils in sensory engaging activities.

Where best practice was observed (4 observations) ZORs were used effectively to establish student's feelings and what strategies might help them feel better. Staff engaged empathetically and asked questions before assisting individuals in choosing the best course of action, resulting in re-engaging in activities.

Autistic pupils are treated with dignity, status, and respect and are provided with meaningful positive feedback to boost confidence and self-esteem. Praise was given for working things out, challenging themselves, problem-solving, working independently, asking for help, and coming back to a task after a break.

Where practice could have been improved:

On two occasions, lessons were disrupted, and students disengaged with the learning activity. One lesson was cut short as a result.

On one of these occasions, timetable structures were used but didn't reflect the activity that was to be carried out. All pupils followed their timetables independently but were then called back into a whole class activity, which caused disruption and upset, this was supported with complex adult negotiations.

On a few occasions, adults used a lot of language to diffuse or redirect a situation where it would have been appropriate to reduce language and revert to the visual supports.

Consultation with Autistic People

- The Learning Pathways Curriculum has been redesigned to be centred around the pupils' needs, strengths, and interests
- Student's views are recorded in EHCP reviews through bespoke communication tools.
- Staff know the students well and design learning activities around motivation and play to make learning engaging.
- Communication systems facilitate two-way communication between pupils and staff, where students can make requests.
- Emotional well-being supports, such as ZOR and TPP, aim to develop self-regulation, understanding, and trust that pupils are listened to.

- The school council meets every half term, with an elected representative from each class. These have recently restarted, and the council is currently discussing the sensory garden project, researching and discussing how to spend the budget.
- Students are voted for and nominated for a Jack Petchy award each term.
- The school has representatives attending a county-wide multi schools council and has also hosted these meetings at Oak View.
- Six autistic student views were obtained through a completed questionnaire with help from family members or friends who represented their views. The results are found in the appendix of this report.

Consultation with families of Autistic People

- Each child has a home school diary where staff and families communicate, but regular phone calls and emails are also used to share information.
- The school has termly parent's evening. Because of lockdown restrictions, the school offered a report this term instead.
- During the lockdown, teachers would make at least one weekly phone call. Each class also has a WhatsApp group to share work and communicate. This has continued in some classes.
- Parents' views are recorded in annual EHCP reviews.
- The school creates and shares resources with the home.
- The family engagement officer liaises with families, the school nurse and outside agencies. They arrange coffee mornings with topics, which are valued by the families. This will restart next term with a Zoom morning.
- The school has a Facebook page where information is shared.
- The assessment team spoke with four parents who spoke highly of the school. They reported their child had made progress in communication, cooking, independence, emotional regulation, and some children made friends. All parents said that the home-school books are used daily to regularly and are informative. The recently introduced weekly newsletter has made sure all parents know school events such as when it Christmas jumper day. Some parents had attended workshops which helped them use the same strategies at home. Parents reported that their child feels safe, the school understands the children well, and that Oak View is a fantastic school.
- A teacher and music therapist organised a digital class play date on a Saturday, as a parent reported to feel isolated. This was a great success.
- Twenty-six family members provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report.
- Twenty-four family members (92%) stated that the support their relative is given is always or mostly good.
- Twenty-three family members (88%) stated that staffs understanding is mostly or always good

- Twenty-four family members (92%) stated that advice given by the school was good or always good.
- Twenty-five family members (96%) stated that the way that they are kept informed was good or always good.
- Seven family members chose to leave a comment on the questionnaire, a selection of which are found below:
"We have found Oak View School to be a wonderful environment for our son to learn and grow in. The care that is given to our son is very good, We have seen his progress in speech (which for a child with a non-verbal diagnosis is pretty impressive). Our son has gained in confidence in his speech and is being encouraged to explore his emotions which has been a really valuable tool in the midst of lockdown. The school have tried to always put our son's needs as paramount importance and show much patience and commitment to seeing him thrive. Our child has had a particularly difficult time due to lockdown and the school have gone above and beyond their call of duty to help and support him. We feel very blessed that he is a part of the Oak View community and we appreciate all their hard work and care. "

"My family has been with Oak view School 12 year, staff have always very good with my daughter understanding her needs very well. If I need any help or advice it is explained very well."

Involvement with the wider community

- The school is providing outreach to Essex- West Hubs and mainstream provisions (supporting around 17 schools) on a flexible needs basis. The school supports individuals within these schools and helps adapt the support strategies and curriculum, but also provides bespoke training for staff teams in, for example, visual communication or Attention Autism, or carrying out audits leading into action plans. The outreach referral form and process now incorporates an outcomes section, where schools have reported back to be more confident in delivering Attention Autism programs.
- The Outreach Lead contributes to the Attention Autism training at the Essex 10 week Autism course.
- Staff from the Hubs and the MAT have attended Oakview training and are invited to attend Oak view Induction training sessions.
- A senior teacher works with the All Age Partnership coordination group on an all age Autism strategy 2020-2025. And have supported schools by clarifying each school's initial offer.
- AHT provides training to West Essex SCITT in SEND, this was delivered via zoom during the lockdown. Feedback was seen, and students found these sessions engaging, interactive, or thought-provoking. Sessions covered

Attention Autism, Communication needs, social stories. The school has ITT Students on placements.

- The school has received very positive feedback from external professionals.
- Oak Views Essex Steps trainer has provided training to hubs and schools within the MAT.
- The school has developed good relationships with local colleges where students visit and attend open days as part of transitions.
- The school has developed good links with the local council, a large supermarket, and other local businesses and charities to facilitate work experience opportunities for the older students.
- Students from local schools support sports day. And college students come and do work experience at Oak View.

Section 3: Summary of assessment

What the provision does particularly well

What stood out as particular strengths:

The school has good sensory integration facilities. The school has built two SI rooms over the recent years, and they commission Jumpstart, for targeted, specialist, and universal Sensory Integration support. This organisation provides regular training in SI to the staff team. They worked closely with teaching staff and families throughout lockdown to continue to deliver SI support to students in schools or at home, which resulted in increasing skills and consistency in support whilst developing closer relationships with families. Jumpstart is scheduled to deliver Interoception training to the staff team in December to help the development and implementation of the Interoception curriculum.

Oak View is sharing their expertise through their offer of training to outreach schools, to schools within the MAT, but also through delivering autism training to a local SCITT. They also offer work placements for teachers in training. The school is also taking part in working parties.

The students were well supported to develop self-reliance and problem-solving through highly differentiated communication tools and worksheets. Where best practice was seen staff stood back and discretely adapted visual supports to encourage students to be as independent as possible. Autistic students were provided with opportunities to consolidate and develop daily functional skills. Staff offered genuine praise and appreciation, acknowledging the students' problem-solving, challenging themselves and working things out.

What else the provision does well:

The school uses a wide range of tools and approaches to support well-being. Such as ZOR, Anxiety mapping, 5p plans, individual well-being profiles, SCERTs assessments

and PECS. The school has begun to explore and introduce Trauma Perceptive Practice. Well-being and ZOR were referred to effectively and appropriately in most observations and demonstrated students were confident in communicating their feelings through bespoke communication tools and choosing strategies to help them regulate. Staff engaged empathetically and asked questions before helping individuals choose the best course of action, resulting in re-engaging in activities.

The majority of students were given clear choices when requesting a break, were asked where they would like to go and choose a timer for the length of time they wanted to have a break for. Students came back to the lesson and re-engaged.

Generally, the assessment team observed good total communication, where staff have been trained and have access to a wide range of visual supports, also when supporting a lesson outside the classrooms.

The training offer is broad and reflective of the eclectic pupil-centred approaches and strategies used across the school. There is a high-quality pathway for autism-specific continuous professional development. There is a culture and commitment to reflect, learn and apply this to pupils' individual needs. The assessment team observed some variation in practice, which suggests that some training needs embedding to increase consistency in practice.

Almost all feedback from parents is very positive, and they appreciate the communication, workshops, and resources the school shares with them, particularly during the lockdown.

The school has developed and introduced a new Learning Pathway Curriculum in September 2020 that is built around the needs, strengths, and interests of the students. It sets a clear premise of person-centred target setting and curriculum planning. Frequent progress entries are logged on Earwig, and the assessment team looks forward to the impact and data this will produce.

EHCP annual reviews, case studies, and anecdotal evidence demonstrate that thorough pupil-centred understanding, bespoke support strategies have a positive impact and result in student progress. Such as better self-regulation, independence, and life skills, but also academic qualifications. Oak View supports pupil-centred culture across the school rooted in a good understanding of each individual's strengths, needs and interests.

What the provision could develop further

Priorities for the provision:

The assessment team observed some variation in practice and suggest the school works on

- Monitoring and embedding practice, focusing on using visual supports, reducing language, and applying a low arousal approach, particularly when negotiating difficult situations.
- The layout and structure in some classrooms: some classrooms have a lot of visual information on display, and classroom layouts are less clearly defined and labelled. Some classrooms may want to consider reducing the amount of information on display, in particular around teaching screens. This could be clarified in specifying the display and sensory policy. The new build has crisper environments, with clearer zones and layout, which could be mirrored in the rest of the school.

Pen portraits could highlight some of the key sensory strengths and support strategies that are listed in specialist reports or which are used to support students throughout the day more specifically.

Other area identified by the school in their action plan:

Continue to establish the language of SCERTS in the culture of the school so that staff are using a shared understanding and vocabulary.

Reintroduce and establish the well-being audits.

Introduce the Interoception curriculum more widely after the training has taken place.

Developing TPP and consider ways of merging this with SCERTS and ZOR practice.

Establish and embed the new curriculum and associated assessment and outcome tracking through the Earwig app.

APPENDIX 1: SURVEYS

Autistic Person

Feedback questionnaire on Oak View School to be completed before 07/12/2020

The support I am given is good?				
			Response Percent	Response Total
1	Yes		83.33%	5
2	No		16.67%	1
3	Sometimes		0.00%	0
			answered	6
			skipped	0

Staff understand me and my needs				
			Response Percent	Response Total
1	Yes		83.33%	5
2	No		16.67%	1
3	Sometimes		0.00%	0
			answered	6

Staff understand me and my needs			
		Response Percent	Response Total
		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		16.67% 1
3	Sometimes		16.67% 1
		answered	6
		skipped	0
Comments accompanying scores are shared with the provision but removed from the final report.			



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		0.00%	0
3	A staff member who represented their views		0.00%	0
4	A family member or friend who represented their views		100.00%	6
			answered	6
			skipped	0

Families

Feedback questionnaire on Oak View School to be completed before 07/12/2020

The support my relative is given is...				
			Response Percent	Response Total
1	poor		3.85%	1

The support my relative is given is...				
			Response Percent	Response Total
2	ok, but could be better		3.85%	1
3	mostly good		30.77%	8
4	always good		61.54%	16
			answered	26
			skipped	0

The understanding that staff have for my relative's autistic needs is...				
			Response Percent	Response Total
1	poor		0.00%	0
2	ok, but could be better		11.54%	3
3	mostly good		23.08%	6
4	always good		65.38%	17
			answered	26
			skipped	0

The way I am kept informed and asked my views about how my relative is supported is...

			Response Percent	Response Total
1	poor		0.00%	0
2	ok, but could be better		7.69%	2
3	mostly good		46.15%	12
4	always good		46.15%	12
			answered	26
			skipped	0

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

			Response Percent	Response Total
1	poor		3.85%	1
2	ok, but could be better		0.00%	0
3	mostly good		46.15%	12
4	always good		50.00%	13
			answered	26
			skipped	0



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

	Response Percent	Response Total
Comments accompanying scores are shared with the provision but removed from the final report.		

APPENDIX 2: COMMENTS FROM THE PROVISION

APPENDIX 3: ADVANCED APPLICATION FORM

Part 1: Professional Development	DESCRIPTION	IMPACT
<p>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.</p>	<p>OT support to class teams and families (identified through EHCP need,or referral)- additionally through lockdown</p> <p>Jumpstart provided Food group training</p> <p>Solution Circles used once a term in staff meeting to support issue involving a student.</p> <p>July 2019 Inset Training – Andrew Whitehouse, Paul Isaacs</p> <p>Passmores Autism Hub Day.</p> <p>Students from Passmores School in Harlow presented video of their experience at school and</p>	<p>Staff more able to meet and understand student's sensory needs (See Casestudy/ Business plan)</p> <p>Improved staff understanding of why students may have sensitivities towards food.</p> <p>Teachers and Cover supervisors use structure to raise questions/suggest solutions. Allows staff to learn from each other. Confirms and revisits strategies</p> <p>Staff gained deeper understanding of how people with autism or ADHD think and feel</p> <p>Staff experienced different profile of ASD student working hard to achieve – similarities with responses of our pupils</p>

	<p>what has helped /hasn't helped them.</p> <p>Induction training, Inset training eg Attention Autism, Essex Steps, Elklan, Zones of Regulation, SCERTS</p> <p>Opportunities to learn from experienced staff – formally as above but also informally</p> <p>EYFS – home visits upon application to school</p>	<p>Staff feel confident in day to day practice</p> <p>Helps staff understand why strategies are in place</p> <p>Individualised induction/ understanding of pupils</p>
<p>Initiatives or innovations that ensure that specialist approaches or techniques are fully understood, consistently implemented and regularly reviewed.</p>	<p>Use of Zoom (during lockdown and Covid restrictions) to enable OT to work with teacher, LSA and student in classroom.</p> <p>SaLT visits to class – joint working</p> <p>e.g. choice boards, objects of reference, colourful semantics, PECs</p> <p>Essex Steps trainers refresh training annually and staff training refreshed annually</p>	<p>Staff guided by OT to understand complex needs of students.</p> <p>Provides support to staff who may be inexperienced with some pupil profiles.</p> <p>Opportunities to witness methods and strategies and to implement them</p> <p>Staff know strategies to distract, divert and are aware of proactive strategies eg anxiety mapping to</p>

	<p>Fortnightly class team meetings/ Fortnightly Teacher Cover supervisor meetings/ Weekly staff meetings</p> <p>Induction Inset and CPD e.g. Elklan training –</p> <p>Emotional well-being – Links established with EWMHS and MHST, both offering discussion slots for teachers.</p>	<p>support development of successful strategies</p> <p>Opportunity for classes to discuss strategies, find solutions</p> <p>Elklan training in three areas – Communication Support for complex needs, for SLD, for verbal young people with Autism. By end of 2021 all staff trained in one area. By end of 2023 all staff trained in all areas. Training will then refresh.</p> <p>Allows pre referral discussion for pupils teacher have concerns with, or review of strategies for pupils known to these services.</p>
	<p>Emotional well-being audit carried out termly (based on work</p>	<p>Class teams audit practice in class in terms of supporting emotional well-being.</p>

	<p>School Council meetings held regularly – just started again</p>	<p>Identify an area for improvement</p> <p>Opportunities for pupils and students to comment on what they would like at school.</p>
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Part 2: Outcomes for individuals	DESCRIPTION	IMPACT
<p>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.</p>	<p>Music Therapy – individual and working with classes</p> <p>Hydrotherapy</p> <p>OT (Jumpstart) Sensory integration</p>	<p>Engages pupils and students</p> <p>Highly supportive of sensory and self-regulatory needs of some students</p> <p>Enabling families to better understand needs of their children, supporting family life.</p>

	<p>Food exploration groups</p> <p>Zones of Regulation</p> <p>Colourful semantics</p> <p>KS4 and 5 Group and individual work experiences in school and the community.</p> <p>New link created with Epping Forest Council Homes Maintenance team (2019)</p> <p>Remote learning support during Lockdown 1</p> <p>EYFS now setting up "play date" music therapy by Zoom starting Saturday 28/11/20</p>	<p>Supporting students to expand what they may choose to eat</p> <p>Supporting communication of feelings in selves and others, self and mutual regulation</p> <p>Supporting development of communication, knowing who others are</p> <p>Allowing pupils to develop understanding of world of work, but also demonstrating to employers their abilities. One leaver from last year has continued a work experience at Morrisons</p> <p>Classes held Zoom meetings and Whatsapp groups. Brought parents and pupils together. Some groups have continued post lockdown</p> <p>Focusses discussion around improving children's needs.</p>
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	<p>Use of Scale of Emotional Well-being</p> <p>Sharing of Induction Training with mainstream partner schools in Academy Trust</p>	<p>Mainstream colleagues gain knowledge and links for support</p>
<p>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</p>	<p>Schools council meetings</p> <p>Zones of Regulation has supported pupil voice within school.</p> <p>Senior Teacher (CM) working with All age Partnership Coordination group</p> <p>KS4 and 5 Work experience</p> <p>Learning Pathways curriculum – activities</p>	<p>Opportunities for pupils and students to comment on what they would like at school.</p> <p>Greater understanding of needs; pupils learn that their communications/feelings are respected/responded to.</p> <p>Essex co-produced All Age Autism strategy 2020-2025</p> <p>Opportunity to gain confidence, develop skills amongst a wider group of people and be recognised for effort put in</p> <p>Activities that engage and promote communication and choice</p>

	<p>based on needs of students</p> <p>Total communication environment –</p> <p>Communication tools – PECs, choice boards, communication grids, Makaton, Zones of Regulation, Tobeys, objects of reference, AAC,</p> <p>Pupil Views collected each Autumn for inclusion in EHCP</p> <p>External musicians have worked with classes over extended period, learning how to support our learners</p>	<p>Students able to express their needs and feelings.</p> <p>Knowledge of pupil likes, dislikes, wishes, ambitions shared with staff and other professionals (eg social worker, Preparation for Adulthood adviser (post 16))</p> <p>Teachers of music in Essex have learned how to support autistic learners in expressing themselves musically and learners have had opportunity to play and share music making.</p>
Part 3: Sharing of Expertise and development of knowledge and understanding	DESCRIPTION	IMPACT
Initiatives or innovations that have had a significant impact on how families,	Individual support from teachers/therapists to	Parents working at home using strategies such as

<p>other professionals or members of the public understand and respond to autistic people</p> <p>e.g. outreach support; training for other professionals, families; sharing best practice at events etc.</p>	<p>parents – often identified as Action in EHCP.</p> <p>Lockdown has impacted positively on this support.</p> <p>Senior Teacher (CM) contributes Attention Autism training to Essex 10 week training in Autism course</p> <p>CM leads and delivers most of the school's outreach provision</p> <p>AHT(GS) provides training to West Essex SCITT in SEND for initial teacher trainers</p> <p>Local secondary school sends pupils to support Oak View sports Day.</p> <p>School supports work experience placements from local colleges and also Teacher trainees</p> <p>Pupils from the school visit the local and wider community.</p>	<p>colourful semantics, zones of regulation, sensory breaks</p> <p>Supports inclusion and understanding of autism county wide.</p> <p>Supporting development of knowledge and understanding amongst new and future teachers</p>
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	<p>Eg KS 5 Grow community – local allotments.</p> <p>Training opportunities for parents</p> <p>Work Experience opportunities for Oak View students</p>	<p>Enables employers to see ways of working with young people with Autism</p>
	<p>Harlow College link (Pre-lockdown)</p>	<p>Our teachers worked with College teachers so they could develop their skills working with young people with autism</p>
<p>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.</p>	<p>CM – Accredited Attention Autism trainer</p> <p>Outreach work</p> <p>Specialist Lead in Education (autism) West Essex</p> <p>Special School HUB Lead West Essex</p> <p>Ongoing take up of SCERTS training and TEACCH training for teachers (aim to send 2 teachers to each training each year)</p>	<p>Strategic awareness of autism provision in West Essex</p> <p>Awareness of pupils with autism in mainstream schools</p>

	<p>Jumpstart – New remote learning training package being introduced November 2020</p> <p>Interception curriculum planned introduction Dec 2020(Joint working between school and Jumpstart)</p>	
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Part 4: Validation	DESCRIPTION	IMPACT
<p>Validation from other bodies or professionals s e.g. awards; summative evaluation data; inspections etc.</p>	<p>Working towards Communication Friendly Setting Status with Elklan (aim to achieve by October 2021)</p> <p>Essex County Council Peer Review 2018</p> <p>Ofsted Report 2013</p> <p>School Effectiveness Partner(Essex) reports.</p>	<p>Identified and recorded strengths of school and identified next steps</p>

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