Autism Accreditation Assessment

Portland Academy

Reference No.	28004
Assessment dates	13th-15th November 2018
Lead Assessor	Christine Flintoft-Smith
External Moderator	Nicola Ord
Status	Accredited

SECTION 1: CONTENT

About the provision

Portland Academy is a secondary day school providing education for pupils aged 11-19 years old, and is part of the Ascent Trust.

The students have severe to profound learning disabilities and are a mixture of verbal and non-verbal. The curriculum is split into three Pathways and is differentiated to meet the students' skills and abilities.

There are 171 pupils altogether of which 77 are autistic (45%).

There 19 classes throughout the school of which 18 have at least 1 autistic pupil within them, some are predominantly autistic.

The school follows a thematic curriculum, and pupils are streamed in their Maths and English.

Some classes follow the secondary model and move rooms for subjects such as Maths, English, DT and ICT. Others remain class based.

Its overall aims are:
- Recognise and understand the pervasive nature of ASD
- Develop and provide appropriate curriculums to meet individual needs
- Encourage and develop the ability of all students to achieve their full potential in terms of communication, independence, life and work skills
- Provide opportunities to develop advocacy skills, social awareness and be able to make choices
- Use a variety of strategies to ensure that all students are able to successfully access the curriculum, for example TEACCH, SCERTS, visual strategies and multi-sensory approaches
- Provide communication support through the use of a Total Communication Approach (e.g. PECS, Makaton signing, voice output communication aids, objects of reference, symbol support)
- Provide regular training to develop staff understanding of ASD.
- Support parents where possible
- Work with local businesses to provide realistic work placement opportunities for our students

The school takes the 'life without levels' approach and so develops individual targets based on a number of personalised objectives highlighted within therapy assessments, EHCPs, SCERTS assessments and from families.

The school has for its use its own pool, variety of outdoor areas, separate sixth form department, in school working café, Trust run community café, sensory rooms and OT suite.

Most recently the sixth form provision has been reviewed and the curriculum updated to feature 'options' for pupils, which then go towards developing a very specific and individualised timetable for each sixth form student that works towards life skills and vocational training. This has also involved the school making further links with community based work opportunities and also adapting an unused classroom into a mock apartment to practice living skills within.

At present the school is updating its personalised paperwork and moving from a Pupil Profile to a Pastoral Plan. At present only the Year 7 pupils have the new Pastoral Plan. All other pupils were seen to have a Pupil Profile.

Outcome of most recent statutory assessment

The school was last inspected by Ofsted in June 2017. It was judged to be Overall Requires Improvement with Good in specific areas *as below:*

Effectiveness of leadership and management	**Good**
Quality of teaching, learning and assessment	**Requires improvement**
Personal development, behaviour and welfare	**Good**
Outcomes for pupils	**Requires improvement**
16 to 19 study programmes	**Requires improvement**

Key findings of particular relevance to provision for autistic provision:

Strengths

- Since the last inspection, trustees and leaders have transformed the way they lead and manage the school. Pupils are achieving better outcomes as a result of this determined drive for improvement.
- In September 2016, leaders bravely decided to introduce a new curriculum and a new approach to assessing pupils' learning. When teachers use the new approach, pupils learn well and make strong progress.
- Pupils make good progress in their personal development because staff know them well and support them skilfully. Some aspects of the work to keep pupils safe are exemplary.
- Staff have been energised by changes and developments at Portland Academy. They value the support and challenge they receive from leaders and recognise their work is making a positive difference to pupils' learning and well-being.

Developments:

- Some teaching, including in the sixth form, does not ensure that enough pupils make good progress in reading, writing and mathematics. In some lessons, pupils are given tasks that do not help them to learn well. Occasionally, some teaching time is lost due to pupils waiting either for other pupils to arrive or for support from staff.
- The most able pupils in key stage 4 and students in the sixth form are not challenged to achieve the highest level of qualifications they could. This includes English and mathematics, as well as other qualifications.
- Careers advice does not encourage pupils or their parents to think ambitiously about a range of possibilities for their future, including different types of employment.
- Some resources used to support pupils' and students' learning do not encourage them to develop interests that reflect their ages. This creates additional hurdles for pupils to overcome to be respected as adults within society.
- Sometimes, staff do not work out why pupils respond in the way they do in different situations. Records of some incidents miss some important details. Although pupils are well supported when distressed and behaving unsafely, work to support some pupils to learn how to manage their own responses is not fully effective.

About the assessment

- The assessment took place over 3 days. The school's adviser took over the role of Lead Assessor with support from a Moderator.
- The assessment team observed 18 sessions over a total period of 5 hours, sessions included; Maths, English, Science, Independent living skills, PSE, Lunch clubs Art, Sensory circuits and PE.
- Interviews were carried out with the new sixth form lead, the behaviour lead, safeguarding and parent liaison lead, head of sixth form, family liaison worker, EHCP coordinator, OT and SALT.
- 6 number of personal files were sampled across secondary and sixth form, all pupil profiles were seen during observations.
- Policy and procedure documents relevant to the provision for autistic pupils were also reviewed, in particular;
- Mission statement school and sixth form
- The Portland Autism Policy
- Speech and Language Therapy Action Plan
- Student learning plan
- Passport for Life
- Pupil Profile
- Pastoral Plan (year 7 currently)
- Sensory diet
- Speech and Language Therapy Advice for EHCPs
- Portland social policy E3
- Behaviour plans, Positive Handling Plans

- The views of families of autistic pupils were obtained from questionnaires which 10x questionnaires (13%) being returned.
- 2 autistic pupils returned completed questionnaires.

SECTION 2: KEY FINDINGS

What the service does particularly well

What stood out as particular strengths:

The schools new aspirational approach to the sixth form provision, focusing on vocation and 'preparation for adulthood' is a strength of the school. The options made available and work experience opportunities only go to enrich the curriculum that is now available to pupils.

The school's person centred approach to learning is seen as a strength, with personalised support strategies and differentiated learning experiences to meet each pupil's specific needs can be seen throughout the school.

Staff are consistently aware and respond proactively to pupil's sensory needs. Pupils are provided with personalised approaches to both reduce or stimulate sensory input and staff were seen to give sufficient time within lessons for pupils to regulate.

Staff were seen throughout the school to have a persistent and not insistent approach to engaging pupils in learning. Motivators, sensory considerations and just time was given to all pupils who needed processing time to transition into session or re-engage in a lesson. Staff were seen to go at the pupils pace, offering aids and then retrying after a period until the pupil was ready to be part of the lesson again.

What else the service does well:

The school's introduction of 'Passport for Life' will provide pupils with a celebratory document mapping their progress over their time at Portland, as well as ensuring consistency in their support.

The introduction of 'Portfest' is a lovely way to engage with families and the local community, consolidate termly learning and celebrate the school as a whole.

What the service could develop further

Priorities for the service

The school should look to build upon the visual supports already available to pupils, in providing further scaffolding to session. Breaking down activities further through the use of visual checklists, red and green boards or now and next will support pupils to become more independent and less reliant on staff prompting to move through a lesson.

Staff should look to encourage pupils to get their own resources and equipment for lessons. Building on the afore mentioned development, resources should be clearly labelled for each task and 'in task' schedules can then outline what is needed. The school may wish to build on the PRINT principle used in some classes.

The school should explore how peer to peer interaction could be facilitated more in areas such as, but not exclusively, requesting equipment from one another, working and providing feedback to one another, supporting one another with a task.

Other areas to consider

The school could consider how to make its reward system more explicit. If working towards boards are available to pupils these should be used in order to communicate a sense of achievement, and promotion of positive behaviour.

The school could do further work towards pupils use and understanding of the 'help' and 'break' cards, to ensure consistency of their use and encourage pupil seeking out staff for support.

The school may wish to consider its use of digital timers, looking at who these timers are actually for and whether a more visual countdown system would be appropriate to support pupils to micro transition.

SECTION 3: PROFESSIONAL DEVELOPMENT

During induction staff receive autism awareness training which is delivered in house, they then can go on to highlight if they wish to have further in depth autism training and this is delivered by the local council and is at a Level 2 standard.

Throughout the year there are a number of CPD opportunities for staff to attend, delivered through twilight sessions, which cover more in-depth training on strategies used with autistic pupils including:
PECS
Makaton
SCERTS
OT training around specific areas such as handwriting
Social stories
Assertive discipline
Sensory Processing
Mental Health Awareness

The schools SALT and OT often work alongside staff within classes to model strategies and upskill the team in particular interventions used with individuals.

There is also a library of resources made available to staff with autism related books and materials within it.

Action research is another area all staff are expected to be involved in, teaching staff pick their own topic however some have chosen autism related fields such as Social Stories, and Breaking down supports to support a pupil who is struggling.

As a team there are regular learning walks, observations and book scrutiny's and these are used to highlight where further development may be needed.

The school's SALT is what was an Autism Accreditation Review Team Coordinator, they have developed a checklist based on the standards and use this as an observation checklist for them to feedback to staff with in relation to their autism practice.

If staff require further support they can access this from the OT, SALT, Behaviour Lead or Safeguarding Lead.

Ascent trust run an annual themed conference for its schools and external attendees, previous speakers have included, Sarah Hendrickx, Dr Luke Beardon, Dr Tina Rae educational psychologist, Richard McCann Author, Judy Hooton.

Where individual staff attend an external course or conference there is an expectation that they will then feed key points back to the team. This was seen in a handout produced by a staff member who had attended an event relating to PDA.

The school obtains it's supply teachers from a company called Vision. The school endeavours to use a pool of staff that are well known to the school and who are familiar with the pupils. The school will send over policies and procedures to the company as a form of induction for staff and the school also provides a lot of the Vision in house training to its supply staff team.

In conclusion, Continuous Professional Development ensures that staff have a good working knowledge of methods and approaches which produce positive outcomes for autistic people. There are systems in place to ensure consistency and quality of person centred support.

SECTION 1: CONTENT

SECTION 4: PERSON CENTRED SUPPORT

Differences in Social Communication

The Portland Autism Policy states they use a total communication approach consisting of strategies such as Makaton, PECS, OoR gesture, low and high tech aids, speech and so on. Input is also provided through specific programmes written for individuals by the OT, SALT and behaviour team.

The school has access to 4 days of their own SALT support and also have an NHS SALT that comes in 2 days per week.

All pupils will have some input from the speech therapy team from joining Portland academy, the degree of this varies depending on ongoing need and progression. Pupils are divided between the therapists, by those that have received input from one of the feeder schools already from the NHS SALT they will continue on their caseload upon moving to Portland. These are often those that require less input and are generally discharged after a year.

New pupils and those that need a higher level of assessment and support will be allocated to the in house SALT.

Baselines are assessed (using SCERTS, Talkabout and Derbyshire Language assessment) and ongoing review of interventions are undertaken throughout the year. These include, receptive, expressive and symbol exchange along with more socialisation related areas such as play skills, relationships and feelings and behaviour.

The SALT will provide the school with an overview of targets achieved or progressing towards on an annual basis.

Strategies and targets are communicated within the pupil profile, passport for life and pastoral plan, with ongoing targets featuring in EHCPs, the student learning plan and SALT action plans.

Teaching staff and the allocated SALT will observe and review interventions throughout the year with additional input being available should it be required.

Specific approaches seen to be used during the assessment included: PECS, colourful semantics, social stories, intensive interaction communicate in print, Makaton and other visuals such as timers, traffic lights and so on and electronic communication aids.

- In all observations pupils were seen to have their own individualised communication system, whether this was PECS, verbal or electronic communication aid. Staff were seen to understand and facilitate their use.

- Further work could be undertaken in the use of the 'helping hand' and break signs as although made available to pupils, they did not appear to understand their use, and on occasion did not use them. Best practise saw a staff member, having realised a pupil would need help, stand back with the sign and wait for the pupil to come to them and request help using the card. Staff are very intuitive to their pupils needs and would often step in to offer help or a break as a consequence of observing their behaviour rather than at a pupil's request.

- In all observations pupils were seen to be encouraged to communicate via their preferred method, with staff giving time to process, facilitating their current PECS communication level or supporting the development of their verbalisations.

Within the schools Social Policy, it particularly outlines the difficulties experienced by autistic people and provides examples as to the areas of social interaction that they may need additional support in developing. It states the school's overall aims are:
- Through holistic approach, develop the social interaction and social understanding of all pupils
- Use systems which both support and develop social understanding in all contexts
- Develop inclusion with the wider community to provide opportunities for learning how to socialise

Discussions with the SALT revealed that they had undertaken specific pieces of work with pupils to support their confidence and skills in socialising. Providing them with conversation cue cards, a communication board where they can practise structuring conversations and modelling and role play so that pupils can practise. This is particularly relevant to those sixth form pupils going out to undertake work experience.

The school provides a number of opportunities for pupils to interact, from lunchtime clubs, common rooms and residential trips to holding their first festival 'Portfest.'
There is also a wide variety of community visits, and work experience opportunities where pupils are able to practice their social skills in situations with more context.

- In all observations pupils were seen to interact with staff in a positive manner, staff clearly know the pupils well and there is a mutually respectful relationship between them.

- In the majority of observations pupils were seen to be tasked with working in small groups, pairs or if required on an individual basis. Staff often facilitated these interactions.

- Best practice examples saw pupils modelling the stages of preparing food to one another during a cookery task.
  Staff suggesting that a pupil share out the equipment to their peers.
  Staff facilitating a 'good morning' session through the use of visuals, signing and switches. Where pupils had to pick a peer to say good morning to from photos in a bag.

- Where improvements could be made the school should explore how peer to peer interaction could be facilitated more in areas such as, but not exclusively, requesting equipment from one another, working and providing feedback to one another, supporting one another with a task.

Self-reliance and problem solving

Portland's Autism Policy states that they 'seek to identify a pupils preferred mode of learning as well as ways to ensure meaningful engagement in tasks. A 'learning by doing' approach is encouraged.
It also reflects that 'we believe in providing many 'real life' opportunities, for example, educational visits are used to help reduce rigidity, develop social skills such as waiting in shops or having snack in a café and learning about road safety.'
They go on to mention how they use the classroom environment to support and cue pupils as much as possible and how visual supports are used in order to complete discrete learning tasks as independently as possible.

Pupils have a number of baseline and ongoing assessments undertaken as part of their transition and entry to Portland. The school also use and set SCERTS targets.
Key skills assessments offer ongoing analysis of areas such as toileting, dressing, drinking, eating and washing. These are completed and monitored where an identified need is highlighted.

Input from the SALT and OT provides recommendations as to the use of visual timetables and at what level, these are monitored with the aim to progress pupils through their use to increase independence and better coping strategies with transition points in the day.
Staff will trial choice giving using different methodologies, from objects of reference to symbols or verbal prompts. Pupils responses are then noted and strategies agreed going forward.

The OT will provide annual outcome data to the school on the pupil's progress, this includes social emotional, modulation/regulation, praxis (subconscious planning) executive function and perception.

Information relating to choice making, structure and transitions are included within the pupil profile, and also help to provide targets for EHCPs and the student learning plan.

Year 4 are given 'options' for their sixth form provision and each has a personalised timetable. They are provided with a booklet and taster sessions in order to make an informed decision about their choices.
The sixth form has its own specific mission statement that states: 'to create a highly-effective learning community that nurtures and develops students' potential, guiding them on their journey to adulthood.'
The sixth form is divided into 3 pathways in order to meet pupil need (from a sensory based approach to level 1 and 2 qualifications) and this provides a variety of experiences and accredited qualifications.
There is a primary focus around 'preparation for adulthood' and key areas addressed include, Employment, Independence, Friends, Relationships, Community and Good Health.
The vocational focus of the sixth form provides each pupil with a variety of opportunities to access community based work experiences these include, Acsent café, Grace House, respite and short break centre, Beckwith Mews, Flowermill Garden Centre, Chameleon vocational training ltd (car maintenance), and the Funky Indian. Along with this the school also has its own mini enterprise group which has just begun and has already produced products for Halloween and are working towards Christmas now.

The school uses TEACCH methodologies to structure its teaching and support to pupils. Environments are on a whole uncluttered, structured and provide sufficient signage to support pupils to understand what the purpose of that area is.

The first lesson of the day for all pupils is 'target' time, this allows pupils to complete unfinished work but also gives them time to transition and regulate from being transported to school.

- In all observations whole class visual timetables were seen to be in place and referenced. For those that required it now and next boards were used.

- In approximately half of the observations staff were seen to use a number of methods to break the session down further, from communicate in print instructions, individual checklists, single communicate in print instructions presented step by step by the teacher to written lists presented on the boards. In 2 observations staff were seen to use PRINT (P-purpose, R-resources, I-In/Out location, N-Noise, T-Time) in order to provide further structure to their lesson.

- Pupils tended to rely on staff prompting (whether verbal or with the use of visuals) to work through tasks, and anticipate what was coming next in the lesson. They did this well and desired outcomes were achieved however there were missed opportunities to break even the above tasks down further and promote further independence.

- Examples of good practice included teachers leaving resources for pupils to retrieve themselves from desks within the classrooms, however there often tended to be more than one task involved in a lesson and so multiple pieces of equipment needed. Pupils became confused as to what they needed, when, and further signage indicating what was required for each task would have supported their comprehension.

- The school should consider how to consistently assess the level to which pupils can work independently and what level of visual promoting and structure can be provided in order to further scaffold tasks to promote greater independence. This should include visual supports to understand what each lesson will involve and also how to promote pupils to retrieve their own resources, or even share with peers.

- In the majority of lessons staff were seen to use timers, often digital ones. Referring to how long pupils had during choice time, or how long they were going to spend on a particular task. Where visual timers (sand timers) pupils were seen to respond well and transition from the activity. Digital timers tended to be more for staff reference than pupils and the school should consider what their primary purpose should be. If they are to aid transition, then a larger and more visual timer may be more practical.

- In the majority of lessons staff were seen to use visuals to support pupils to move on from a task or to re-engage.

- One best practice example saw staff use previous photos (gathered for outcome evidence) to support pupil's executive functioning. Pupils were asked to look at photos of them undertaking the same task the previous week and were told they were then going to do it again. Pupils were seen to then happily engage and succeed in the activity.

- In the majority of observations pupils were encouraged to carry out tasks as independently as possible. Staff made a conscious effort to provide visuals to support understanding along with verbal prompting. Now it is time to consider how to extend this further as outlined above.

- In all lessons pupils were provided with visuals to enable them to decide what to do at 'choice time.' Pupils responded well to this and were able to pick activities they wished to undertake.

Sensory Experience

The Autism Policy recognises sensory difference in autistic pupils and states that sensory profiles will be drawn up in collaboration with the OT and families.

The school buys in OT support from Future Steps 2 days per week. Pupils then access this support through a referral basis by teaching staff or if highlighted within an EHCP. The OT has delivered specific Sensory Processing Training to staff and will work alongside them to model strategies and how to implement agreed sensory diets for staff.

Sensory needs of pupils are referenced in pupil profiles, individual sensory diets, EHCPs, positive handling and behaviour plans.
Individual sensory diet plans give photos, timings, specific instructions and reasoning for staff to follow.

Each classroom has outdoor space available to it directly from the classroom and rooms come equipped with a variety of equipment used for sensory regulation.

The sixth form department has a series of 'common room' spaces for pupils to access during break times. Where the main common room is busy and noisy in contrast the IT room is extremely peaceful and quiet, where a number of autistic pupils were seen to be accessing it and regulating, laying under a weighted blanket, pacing, and using a gym ball.

Discussions with the OT revealed that the school has undertaken a number of pieces of work looking at desensitising pupils to particular tactile inputs such as toileting, hair brushing, nail cutting and touch from others. The OTs can also provide a listening programme in order to support the desensitisation to auditory inputs that can cause discomfort, and would promote less use of ear defenders.
The OT reflected that in particular as pupils moved into sixth form and there is more of a focus on being independent that certain difficulties are flagged up and referrals are made, this can be associated with body awareness, tactile or proprioceptive inputs.

- In the majority of observations learning environments were seen to be clear and structured. At times there still appeared to be unnecessary visuals, but this is an area the school has been working on.

- In all observations pupils were seen to have their own personalised items used to meet their sensory needs, these included; flickers, chews, weighted jackets, weighted blankets, ear defenders and so on.

- In all observations staff were seen to respond to pupil's sensory needs by observations in behaviour. They were seen to provide concentration breaks, time outside to regulate, deep pressure and to also equip pupils with the identified sensory strategies outlined to meet their needs.

- In all observations pupils were well supported in sensory regulation.

Emotional well-being

Within the sixth form mission statement, key values and visions include:
- To improve health and well being
- To celebrate success and promote aspiration
- To believe in student voice

During transition to Portland and where able pupils are asked to complete an 'all about me document' that outlines their likes and dislikes along with their skills. Parents are also requested to complete a 'preparing for the assessment process' document that also covers, person centred features about the pupil.

Whilst at Portland a 'passport for life' is created for each pupil and this is updated annually and moves with the pupil from each key stage. It maps their key person centred information as well as the ongoing progress they have made whilst at the school year upon year. This is an effective strategy to ensure that the most important information is passed on during transition points and valuable information and points to celebrate are not lost.

Pupils likes and dislikes are communicated on a day to day basis through the pupil profile, or pastoral plan.

- It is felt that there were missed opportunities to communicate to staff, pupil preferences for activities within the lunch and break times. Pupils within the common room were seen to be sat with supply staff trying to interact with then with no prior knowledge as to their communication needs or preferred activity to undertake on a lunchtime. The school should consider how this information is communicated to supply staff in an appropriate manner in order for them to support pupils effectively.

All staff are trained in Team Teach these principles run throughout the school and further support can be provided by the Behaviour Support Lead, who monitors behaviour incidents through Behaviour Watch. This can be then fed back within senior and SEN meetings which can lead to onward referrals to the local CYPS team or education psychologist for further support.

The Autism Policy recognises behaviour as a form of communication.
The school also has a 'Portland's approach to positive behaviour management document' which outlines the school desired approach of assertive discipline. It states that each classroom should have a discipline plan that consists of three parts:
1. Rules that pupils must follow at all times
2. Supportive feedback (rewards) that pupils will receive for following the rules
3. Corrective action (consequences) that result when students choose not to follow the rules

In order to do this tools that should be used include, reward systems, working towards, traffic light charts, Portland pound and certificates.

There is a school wide initiative of the 'Portland Pound' which is a reward system where pupils can earn rewards 'pounds' that can go towards a whole class prize or individual rewards. It can also equate to actual money that can then be spent in the Portland Café as part of life skills work. These were seen to be visually displayed in all classrooms.

The school holds a 'Praise' assembly at the end of each week, where all pupils attend and families are invited. Each class put forward a pupil to receive recognition for their work that week and they then receive a certificate for this.

One new school wide initiative has been the successful hosting of the school's first festival 'Portfest.' This themed day enabled the whole school to come together and consolidate learning, show off their achievements and invite the whole community in to share it with them. The day was themed around the environment and being eco-friendly, which matched the school's curriculum themes for that term. Pupils hosted stalls, along with local businesses, and both the school pupil and staff band performed. There are plans to hold further events.

- In some observations staff were seen to refer to Portland pounds and award these. In others pupils were seen to 'work towards' specific short term rewards using a token system. However, this was not consistent and on two occasions where working towards charts were available to pupils they were not referred to at all.

- In all observations staff were seen to give verbal positive feedback to pupils.

- It is felt that in order to maintain motivation and promote discreet learning of appropriate behaviours and engagement there were missed opportunities, and that this could have been achieved by using the 'working towards' cards more consistently.

The school has run a series of workshops provided by Kidscape on bullying. These were aimed at staff, pupils and families. Key pupils were identified and pupils were able to discuss key features of bullying behaviours, that of a victim and also reflect on their own behaviours.

- In all observations staff were seen to respond appropriately to pupil behaviours, offering praise and also corrective prompting where required.

- Best practise was seen throughout the school in the form of the staff team approach where all followed a persistence not insistence approach to engaging pupils in tasks. Staff were seen to give pupils sufficient space and time to regulate, providing them with visual and verbal choices to reengage on their terms. Where pupils needed longer, staff were seen to offer choices to promote further regulation or timers, and then were seen to attempt to bring the pupil back on task, of which in the majority of situations they did so successfully.

- In all observations, it was found that autistic people presented as relaxed and engaged in rewarding activities. This included lessons with multiple elements that incorporate movement breaks, different skills and a variety of teaching strategies to engage and reinforce learning. One such lesson (careers) involved pupils exploring the role of a cleaner, this included large group work, smaller group standing activity and then exploring equipment a cleaner may use, as well as trying the items.

SECTION 5: CONSULTATION AND WORKING

With autistic people

During the transition period to Portland, where able pupils are asked to complete an 'All about me' document which highlights their likes, dislikes, skills and areas they need help with.

With the new sixth form 'options' pupils are consulted in order to obtain the choices they wish to make.

Pupils on a whole are involved in their EHCP review meetings, they are provided with preparatory documents so that they are able to get their view down on paper and then contribute to the meeting. Staff present at the meeting will also use visuals and signing to support the pupils understanding.

From the personal folders sampled it was seen that pupils had contributed to their passport for life. Pupils had also been seen to complete a 'my future my choice' booklet, outlining their preferences, likes and how they communicate and learn.

Pupils are sent a questionnaire each year, in communicate in print format and asks questions associated with taught subjects, what they like about school, and what they or the school could do better. Symbols are provided to support understanding and choice making.

There is a school council for both the secondary and sixth form department they have made decision regarding food and decorations at prom, met with other schools across trust to discuss about school uniform, worked with a HLTA to redesign common room for 6th form and outside area. Secondary have met with CEO of the TRUST to discuss how they ' feel safe at school', safeguarding focus. The secondary council have distributed pupil's questionnaires and analysed results and are now part of the rights respecting school award.

2 autistic people provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report.

With the families of autistic people

The school hold coffee mornings/afternoons for families to attend. These are not as well attended as the school would like and are monitored and adjusted in order to try to make them as accessible to the most families as possible. At these events there have been guest speakers including:
- Post 19 respite providers
- Transition nursing team (talking about healthy eating amongst other things)
- Dental nurse
- Epilepsy nurse
- Information about local support groups
- Sunderland Local Offer
- Further education providers and local businesses

The schools OT and SaLT offer training to families/carers on an individual basis as there was little up take on larger training events that were offered.

School has a number of communication channels to families and carers including, a text message system, home-school diaries and the school's Facebook page.
It has been found that the Facebook page has been the most successful platform.

Parents also have an open invite to the praise assembly each week and school performances, along with the festival.

10 family members provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report. 10 families/carers agreed they felt their child was well supported and understood.

SECTION 6: SUMMARY

Portland Academy have continued to develop their autism practise since their first accreditation, and have actively engaged with support and developments suggested along the journey.

Staff are seen to consistently have a positive regard for their pupils and mutual respect can be seen in practise between all.

The school's persistence with pupils has been seen to pay off over the past 3 years with key pupils that have been hard to reach and engage progressing with their peers after structured and consistent support. This has been observed by the adviser and exhibits the school's commitment to ensure all pupils have access to the education they deserve.

Autistic Person

Feedback questionnaire on Portland Academy to be completed by 29/10/2018

The support I am given is good?

			Response Percent	Response Total
1	Yes		50.00%	1
2	No		0.00%	0
3	Sometimes		50.00%	1

Analysis	Mean:	2	Std. Deviation:	1	Satisfaction Rate:	50	answered	2
	Variance:	1	Std. Error:	0.71			skipped	0

Staff understand me and my needs

			Response Percent	Response Total
1	Yes		50.00%	1
2	No		0.00%	0
3	Sometimes		50.00%	1

Analysis	Mean:	2	Std. Deviation:	1	Satisfaction Rate:	50	answered	2
	Variance:	1	Std. Error:	0.71			skipped	0

The staff listen to me on how I want to be helped

			Response Percent	Response Total
1	Yes		50.00%	1
2	No		50.00%	1
3	Sometimes		0.00%	0

Analysis	Mean:	1.5	Std. Deviation:	0.5	Satisfaction Rate:	25	answered	2
	Variance:	0.25	Std. Error:	0.35			skipped	0

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The staff listen to me on how I want to be helped		
	Response Percent	**Response Total**

Comments: Please note you are not required to comment below, if you do so they may be quoted in the final report. Our questionnaires are anonymous and Autism Accreditation cannot be held responsible for comments which identify any individual. (2)

1	19/10/2018 16:23 PM ID: 97240521	This survey has been completed by Bradley Black and Keith Stubbs (Assistant Manager) at the home where Bradley lives. Bradley has limited speech and uses Makaton in support of his speech and needs. Keith knows Bradley very well and has supported Bradley throughout this survey
2	21/10/2018 18:35 PM ID: 97359596	Support is very basic from school

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

Analysis	Mean:	3	Std. Deviation:	1	Satisfaction Rate:	66.67	answered	2
	Variance:	1	Std. Error:	0.71			skipped	0

Families of Autistic People

Feedback questionnaire on Portland Academy to be completed by 21/11/2018

The support my relative is given is...

			Response Percent	Response Total
1	poor		0.00%	0
2	ok, but could be better		0.00%	0
3	mostly good		30.00%	3
4	always good		70.00%	7

Analysis	Mean:	3.7	Std. Deviation:	0.46	Satisfaction Rate:	90	answered	10
	Variance:	0.21	Std. Error:	0.14			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		0.00%	0
3	mostly good		50.00%	5
4	always good		50.00%	5

Analysis	Mean:	3.5	Std. Deviation:	0.5	Satisfaction Rate:	83.33	answered	10
	Variance:	0.25	Std. Error:	0.16			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		10.00%	1
3	mostly good		30.00%	3

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

			Response Percent	Response Total
4	always good		60.00%	6

Analysis	Mean:	3.5	Std. Deviation:	0.67	Satisfaction Rate:	83.33	answered	10
	Variance:	0.45	Std. Error:	0.21			skipped	0

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

			Response Percent	Response Total
1	poor		10.00%	1
2	ok, but could be better		10.00%	1
3	mostly good		30.00%	3
4	always good		50.00%	5

Analysis	Mean:	3.2	Std. Deviation:	0.98	Satisfaction Rate:	73.33	answered	10
	Variance:	0.96	Std. Error:	0.31			skipped	0

Comments: Please note you are not required to comment below, if you do so they may be quoted in the final report. Our questionnaires are anonymous and Autism Accreditation cannot be held responsible for comments which identify any individual. (3)

1	19/10/2018 16:24 PM ID: 97240895	This survey has been completed by Keith Stubbs on behalf and with the help of Bradley's family
2	14/11/2018 16:24 PM ID: 99586479	n/a
3	19/11/2018 21:25 PM ID: 100046071	I know more than them the constant change of staff makes support hard a times and staff struggle as well as my relative

Professionals

Feedback questionnaire on Villa Real School to be completed by 12/11/2018

The support the service provides for autistic people is...

			Response Percent	Response Total
1	poor		0.00%	0
2	ok, but could be better		0.00%	0
3	mostly good		60.00%	3
4	always good		40.00%	2

Analysis	Mean:	3.4	Std. Deviation:	0.49	Satisfaction Rate:	80	answered	5
	Variance:	0.24	Std. Error:	0.22			skipped	0

The understanding and knowledge the service has of autism is...

			Response Percent	Response Total
1	poor		0.00%	0
2	ok, but could be better		0.00%	0
3	mostly good		80.00%	4
4	always good		20.00%	1

Analysis	Mean:	3.2	Std. Deviation:	0.4	Satisfaction Rate:	73.33	answered	5
	Variance:	0.16	Std. Error:	0.18			skipped	0

How the service works with other professionals in the best interests of autistic people is...

			Response Percent	Response Total
1	poor		0.00%	0
2	ok, but could be better		0.00%	0

How the service works with other professionals in the best interests of autistic people is...

			Response Percent	Response Total
3	mostly good		40.00%	2
4	always good		60.00%	3

Analysis	Mean:	3.6	Std. Deviation:	0.49	Satisfaction Rate:	86.67	answered	5
	Variance:	0.24	Std. Error:	0.22			skipped	0

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1	24/09/2018 13:40 PM ID: 95095301	1 and 2 mostly good and continuing to develop

Professionals

Feedback questionnaire on Portland Academy to be completed by 29/10/2018

The support the service provides for autistic people is...

			Response Percent	Response Total
1	poor		0.00%	0
2	ok, but could be better		0.00%	0
3	mostly good		50.00%	1
4	always good		50.00%	1

Analysis	Mean:	3.5	Std. Deviation:	0.5	Satisfaction Rate:	83.33	answered	2
	Variance:	0.25	Std. Error:	0.35			skipped	0

The understanding and knowledge the service has of autism is...

			Response Percent	Response Total
1	poor		0.00%	0
2	ok, but could be better		0.00%	0
3	mostly good		50.00%	1
4	always good		50.00%	1

Analysis	Mean:	3.5	Std. Deviation:	0.5	Satisfaction Rate:	83.33	answered	2
	Variance:	0.25	Std. Error:	0.35			skipped	0

How the service works with other professionals in the best interests of autistic people is...

			Response Percent	Response Total
1	poor		0.00%	0
2	ok, but could be better		0.00%	0

How the service works with other professionals in the best interests of autistic people is...

			Response Percent	Response Total
3	mostly good		50.00%	1
4	always good		50.00%	1

Analysis	Mean:	3.5	Std. Deviation:	0.5	Satisfaction Rate:	83.33	answered	2
	Variance:	0.25	Std. Error:	0.35			skipped	0

APPENDIX: Additional comments from service

(This should be any further information that the service believes will provide a context for the award committee. Compliments and complaints should be referred directly to the relevant Senior Adviser)

APPENDIX 2:

APPENDIX 1: RESPONSE TO QUESTIONNAIRES

This will be copied and attached from computer print out

APPENDIX 2: APPLICATION FOR ADVANCED STATUS

Additional information provided by a service which is already accredited in favour of them being given advanced status.