

Autism Accreditation

Specialist Award

AUTISM ACCREDITATION SPECIALIST AWARD: Assessment Report

Name of Service	Tollgate Primary School, Resource provision
Reference Number	178
Dates	25-27 April 2023
Lead Assessor	Hannelore Bout
Moderator	N/A
Status prior to assessment	Accredited
Committee award	Advanced

About this Assessment

This report states key findings on how well autistic individuals are supported according to our framework of good autism practice. Evidence has been primarily obtained from observation, supplemented by evidence from interviews, a sample of support plans and information provided by the provision.

If opportunities to observe has been problematic or limited greater weighting has been given to other sources of evidence. Where appropriate, feedback has been obtained from autistic people supported by the service and/or family members and this feedback has been considered in findings

Key outcomes identified from personal support documents and staff discussions:

The school has commissioned in-house Speech and Language Therapy (SaLT) 3 days a week and can refer to the local authorities' Language Communication Interaction Services (LCIS) for further support. The therapists assess, train, model and deliver specialist and targeted support. They also work closely with families to ensure that the same communication supports are used at home and have delivered training and resource-making workshops.

The school has reintroduced the SCERTS this academic year and the Inclusion Manager and SaLT attended a 2 - day course in Spring term and have cascaded this training to the staff team.

The school's Targets & Supports Plans provide strength-based statements of what a pupil can do, for example "I can begin to build on my communication through pointing, giving and gestures" with additional information about what partners can do to support the pupil, such as offering a personalised choosing board, Now- Next boards, or PECS phase 1".

Plans identify what challenges or barriers each autistic pupil may experience in social communication and interaction, such as not being able to sustain interaction with peers and relying on support to take turns. Support plans describe what approaches and interventions are in place to support the development of associated differences, such as playing games to develop anticipatory or turn taking skills.

It might be useful to develop a communication passport document to provide a quick insight of what communication partner level each child is at, whilst summarising skills, interests, challenges/ barriers and communication supports.

The school uses "I can" type target setting and various documents provide evidence that pupils are set realistic goals related to their communication and social engagement for example for X to enjoy and understand the fundamentals of reciprocal communication with care givers, "I can indicate a request by making a choice between two objects and exchanging a picture of my desired request", or developing relationships with peers.

Documentation, such as SaLT targets and Evidence for learning illustrate that pupils make good progress by achieving goals such as developing a good understanding of visuals, transitioning to core board and Proloquo2Go, making Colourful Semantics sentences with 80% accuracy whilst learning to add adjectives, or learning to compliment or comment on peers work in group activities.

In interviews, staff gave examples of how autistic pupils have been supported in their communication and social engagement and the positive outcomes achieved as a result, for example staff mentioned they do a lot of roll play on social interaction, increasing pupils' confidence. Other examples are that families becoming more confident in using a pupils preferred communication method at home, through training, modelling and resource making support. It was clear that the Resource Provision (RP) pupils are part of the whole school community, where they access classes with their mainstream peers, join assemblies, performances, break- time and asking to join their mainstream buddies during play time.

Case studies illustrate that pupils are developing confidence in using their communication supports, being able to make requests, which in turn reduces their anxiety and regulation. Another case study explains that a pupil is showing "increasing rates of spontaneous communication by vocalising and gesturing as well as the use of transactional supports in the form of visuals"

Key outcomes identified from observation/review of key activities

Staff are consistently making themselves understood for example by calmly simplifying or structuring verbal language and by providing visual cues. Staff make good use of their lanyards and Makaton in and outside the classroom to check in with pupils, for example if they wanted more of the same activity or if they wanted another turn. Where strong practice was observed staff joined a pupil in the green zone and they enjoyed some time engaging through Intensive Interaction.

Whilst in their learning environment, autistic pupils can make themselves understood for example by access to their Objects of Reference, photos or other alternative communication systems and tools, such as communication boards or Proloquo2Go. For example, a pre-formal pupil took an adult by the arm outside and guided them to the communication photos inside to communicate they wanted an item or another pupil showed adults a photo of interest. Adults are attentive and ask adapted questions to ascertain pupils wants and needs, and students with Proloquo2Go devices were seen to have them on them at all times.

There were some missed opportunities where pupils could have had access to or used their personalised communication tools outside their classroom environment and some of these personalised tools could possibly be made more portable. These could be used to consolidate expression of opinion, Zones of Regulation or Colourful Semantics, throughout the school day.

All autistic pupils are provided with meaningful opportunities to communicate as part of a group or 1:1 with staff, with each other and some pupils were happy to introduce themselves and have a conversation. Pre formals learners shared attention, where encourages to shares out door explore activities or took turns during music sessions or Attention Autism, Semi- formal explorer pupils were encouraged to use their sentence strips or Colourful Semantics to make requests and Semi-formal challenge students, were took turns during maths, some were chatting away during art or were encouraged to pass on a prop to their peers and it was evident that some pupils were looking forward to sharing play time with their peers from mainstream, and reminded staff that they wanted to join their buddies.

Key outcomes identified from personal support documents and staff discussions:

The school has developed a bespoke curriculum pathway to meet the learning needs of its' SEND pupils, it focuses on developing key skills of language & communication, cognition, independence, physical development and self-care and the school has been sharing this with other schools locally and nationally and is proud of their school to school support and collaborative ethos. Autistic learners are allocated to one of three classes: Pre-Formal, Semi Formal Explore and Semi-Formal Challenge students. Autistic pupils in the Formal class learn predominantly with their peers in the mainstream.

Planning documents identify autistic pupils' skills and challenges in independent functioning for example X "has delayed self-care skills and is not yet able to indicate his toileting needs or eat independently" but can place food in the adults' hand to feed them. Whilst gross motor skills are an area of personal strength." Another child has identified strengths in being able to make requests relating to food and drinks, but struggles with attention and always requires adult prompting to complete tasks.

Plans describe how best to support autistic pupils in their independent functioning such as offering Intensive Interaction along songs to model action on how to put clothes on, Attention Autism and PECS interventions, but also using motivating topics and materials to encourage the development of 4 part sentences using Colourful Semantics, or learning to communicate their needs through discriminating between 3 items at PECS stage 3.

Documentation provides evidence that each autistic pupil is set realistic goals related to their independent functioning, such as learning to open containers to retrieve food or other desired items, detailing that the pupil is becoming more proficient in unzipping their packed lunch box and taking out their snacks. Another pupil is learning to remove and put on socks during PE, and had learned to put on their coat and take it off, but still needs help with the zip.

Learning journeys also indicate that students are making good progress in mark making, such as beginning to form lower case letters, or learning fractions through cutting up sandwiches.

In interviews, staff describe the ways they have supported autistic pupils in becoming more self-reliant in making decisions through the use of bespoke communication aids. Staff also reflected that the new curriculum pathways has made the learning days calmer and more predictable for learners, due to clearer routines where they make fewer transitions, Staff reported this has made progress sharper and quicker, as adults have a deeper understanding of the pupil's strengths and support needs, making the interventions timelier and more precise.

In interviews, staff describe pupils' positive outcomes related to their self-reliance and independence, for example a pupil growing in confidence who has learnt to take the register to the office independently and has figured out how to use the photocopier without adult support along the way. Other pupils are progressing to spending more time in mainstream lessons and are able to transition independently or with their peers, some pupils are ready to move pathway and join their mainstream class full time. Another pupil who is a keen artist has recently joined the mainstream art after school club without 1:1 support and is enjoying these sessions using his AAC to communicate with the Art teacher.

The Heads-up Newsletter reports: "At Tollgate we celebrated child of the term and pupil from the Semi-Formal Challenge pathway was nominated as child of term for working hard throughout the term. Trying his best in all areas of the curriculum and making excellent progress in the use of his Proloquo2Go as an aid to communication."

Key outcomes identified from observation/review of key activities:

Autistic pupils can work out what they must do now and what they are expected to do next through the use of Objects of Reference, Now and Next visuals, and differentiated worksheets. Some pupils had their communication books with them when working outside their class which were updated to explain what was expected and staff made clear reference that some choices were finished, and what the pupils' current options were. It was clear that pupils were familiar with routines and where relevant were independent in transitioning independently.

Depending on the needs of the autistic pupils, they are supported to do things by themselves rather than needing to be directed by a member of staff, the Pre-Formal learners were encouraged to explore different outdoor activities, staff modelled and offered graded assistance. The Semi-Formal Explore or Challenge pupils could work out math problems with minimal or differentiated support, or were competent and comfortable decorating their art work, some using their own initiative others referring to the exemplars that were available.

It was evident that staff knew each pupil well and used Makaton, their lanyards visuals and appropriate levels of questioning to help pupils express their opinions and make choices. This was particularly embedded within the classrooms, where students used their communication books or walked to the communication boards to get pictures to show to staff.

During almost all observation, autistic pupils are provided with opportunities to consolidate and develop daily functional skills, staff offered calm support, allowing plenty of time to process or problem solve. Pre- Formal pupils were seen to share attention, learning to take turns and returning equipment, during Attention Autism, music and exploring sessions. A carousel of maths activities was set up with sensory engaging activities, supported by differentiated work sheets, pupils were praised for recapping what they had learned previously and for working out additions in their own way.

Where exemplary practice was observed, staff verbalised emotions and showed relevant visuals to acknowledge students were happy. Another pupil struggled to stay engaged with learning, they continued their learning in the green zone on a bouncy ball, where they could continue and complete their learning activity.

There were some missed opportunities during lessons outside the usual classrooms where communication boards or resources were not always to hand or were not always referred to, to support bids for choice making or self- expression, for example when wanting a break, needing the bathroom or disliking resources. The school could consider how to make some of the transactional supports more portable so that communication can be consistently be re enforced and consolidated in all areas around the school.

Key outcomes identified from personal support documents and staff discussions

The school has become the local authority hub for Occupational Therapists, this January. A team of OTs spend a day a month within the school and help identify support needs, offer training and model support. Some pupils receive 1:1 support based on referrals.

All autistic pupils attend "Get set for learning" sessions each morning, which is a sensory activity session with the aim to alert, organise and wind down pupils to be ready for their learning day.

All autistic pupils have a sensory checklist and strength based sensory profiles plans identifying sensory experiences that pupils find enjoyable or relaxing, such as playing outside, cause and effect toys or objects that give high sensory feedback. Some of these highlight a few sensory challenges or offer some support strategies such as wearing headphones in noisy places, some of these profiles only highlight sensory motivators, where it is evident from observation that there are for example some auditory or gustatory or other sensory triggers. It would be useful to organise these profiles to consistently provide a clear overview of what motivates, calms or challenges a pupil and how to support a pupil with sensory regulation.

Music therapy reports provide evidence that RP Pupils achieve positive outcomes related to experiencing and regulating sensory input, all pupils participate in music activities with the music therapist either on 1:1 basis in targeted groups or as part of class activities. Reports indicate that pupils are developing interaction through music or games with the therapist.

SaLT reports refer to a pupil doing" exceptionally well and has tried most foods that have been on offer each week with minimal adult support, during food exploration.

The annual review reports and EHCP offer insights how pupils are motivated to engage in musical instruments, sign and sing and listening to rhymes, and some sections within reports highlight sensory triggers such disliking noise, messy play or not registering sensory feedback such as getting wet, this information is not always transferred to support plans highlighting how best to support the pupil or how to develop sensory regulation.

In interviews, staff describe various ways they have supported autistic pupils in their sensory regulation, such as using sensory motivating activities to facilitate joint attention, turn-taking, or using the gym ball to self-regulate in the green calm zone, other pupils access the trampoline to self-regulate. Staff shared that a pupil choose not to wear their ear defenders during the Easter concert as they wanted to hear their friends perform and the applause. Some of the pupils are learning to become more open to different foods. The OT is supporting the RP team how to run food exploration groups and as they recently changed the way this group is run, showed reflection and insight on some of the challenges and triggers some of the pupils experience and how they have or are planning to adapt this session.

Case studies report that pupils are able to cope in a range of environments with the use of transactional supports. They also give examples that a pupil is beginning to identify when they need to use the toilet, and some illustrate insights how sensory engaging learning resources are facilitating progress in tolerating a range of foods or engaging with and developing joint attention through music interventions.

Key outcomes identified from observation/review of key activities:

All learning in the RP is supported by highly sensory engaging learning activities, where autistic pupils can access sensory activities which they find motivating, enjoyable or relaxing. Maths was supported by sorting play dough, cutting and sticking, pre-formal learners could explore the outdoor area, where they were making marks with paint, playing with shaving foam, water, crunchy cereals, pasta, bubbles or play in spinning or balancing equipment etc.

In almost all observations, autistic pupils tolerate a wide range of sensory experiences within a safe and secure context and were able to regulate by moving away, taking a break or covering their ears.

The RP has recently introduced a new way of running the Food Exploration group with the assistance of OTs, which could possibly be developed further. There were a lot of people in a relatively small area and some of the students disengaged or required more adult support when the session progressed from exploring plastic toys to food objects, suggesting that some pupils would need a bit more time to begin to tolerate proximity to some of the foods. Some but not all pupils had their communication boards with them, and visuals could have been made available to help students express their emotions, what sensory regulatory activity would help the, or expressing opinions such as liking or disliking the foods they were exploring.

Most autistic people are supported to regulate sensory experiences which interfere with what they are trying to do or cause them discomfort, for example one pupil was wearing their ear defenders around all school environment, a few pupils were supported to take a break and return to the activity, or were offered deep pressure massage, which helped pupils to regulate and continue to engage with activities.

All staff offered low arousal and calm support. The RP has well laid out classrooms, with calm teaching walls and vibrant and interesting displays, students could access the green zone to take a moment to calm down and the pre-formal learners have access to their own outside learning place where pupils can explore freely.

Staff demonstrated a sound person-centred understanding of each pupil's sensory preferences and triggers and offer regulation strategies such as moving to a bouncy ball to continue learning or deep pressure massage when a student is showing signs of dysregulation. This understanding of pupils' sensory motivators, calmers or challenges is at times hard to find within the sample of documentation that was shared and the school should develop a more systematic approach to assessing sensory needs, documenting sensory support strategies and how these impacts.

Key outcomes identified from personal support documents and staff discussions

The school has a strength-based focus which reflects in the documentation highlighting what the pupils can do and how they can be supported through self or mutual regulation, such as seeking comfort and offering deep pressure massage to sooth them back to a regulated state.

As a result of reviewing the recorded incidents in behaviour logs, two pupils have a Behaviour Support Plan based, these offer a detailed insight on what behaviours a pupil can display what can cause this, and what they are working towards, accompanied by intervention strategies such particular phrases to use, offering choice or sensory motivating learning materials. The school has a Positive Handling policy, Positive Handling incidents are logged and the records get discussed at the safeguarding meetings.

Support Plans identify factors which impact on an autistic pupils' well-being, such as what they enjoy and seek out to do, such as specific sensory toys or sensory activities based in other learning environments, but also what helps them to regulate, for example using clear structures and routines, offering communication systems to explain what is happening next or offering massage or motivating activities in between learning.

Plans highlight how some behaviours present and how this can impact on being ready to engage and learn, some plans are more precise than others in describing how best to support autistic pupils in maintaining their well-being and avoiding anxiety, stress or upset. The school refers to Zones of Regulations, and this could possibly be summarised with the support plans or sensory profiles.

Annual reviews give examples of learning to anticipate and make choices or asking for help, these annual reviews indicate that children are on course or are achieving their goals. Support plans summarise what each autistic pupil is working on related to their emotional well-being and overcoming barriers, for example "I can use effective coping strategies" where adults can support through modelling "appropriate coping strategies for me when I am using unconventional behaviour" or learning to express negative emotions to seek comfort. These could be more specific to be able to track progress. This could possibly be achieved when the SCERTS framework is fully embedded and merged with target setting.

In interviews, staff describe the ways they have supported autistic pupils, in their emotional well-being, such as offering clear routines and expectations, offering hand massages, or modelling going to the green zone. Staff described how they worked closely with families, to support the transition back into school after a break in school attendance, with positive results and pupils being happy to engage and progress with their learning.

Case studies illustrate that pupils are responding positively to supports, such as social stories supported by simple language and visual to support understanding how repetitive behaviour, such as switching of lights, can make others feel, or gesturing towards a familiar adult for mutual regulation, such as deep pressure hand massage.

Key outcomes identified from observation/review of key activities:

Almost all students presented to be safe and calm, where they were heightened they were supported to take a break, regulate and return to learning effectively.

Proactive and preventative strategies are in place to avoid anxiety, confusion or distress from occurring or escalating, such as taking a break, using ear defenders, or having clear routines and expectations.

Restrictive practices were not observed.

Where autistic pupils were supported to understand and regulate their emotions well, staff used total communication strategies to name the emotions, such as "I can see you are happy" showing the Makaton sign and visual supports. Two classes had updated the Zones of Regulation (ZOR) displays in the morning and one class used the personalised communication books, where some pupils had their emotion in their book, such as today I am happy. In one observation a pupil was showing signs of feeling sad and frustrated, the staff acknowledged this with empathy, supported by Makaton and simplified language and suggested to have one more go before progressing to the next activity, which was accepted and the pupil recovered and carried on with the activity. The green zones in each class offer opportunities for student to take a positive break.

ZOR could be supported more consistently particularly when learning outside the classroom. To support changes in zones and help identify or name feelings. For example, in a few observations, pupils became a bit restless or uncomfortable during their activities and they were given a message, a break or where supported to leave the room, where ZOR visuals could have been referred to facilitating understanding and mutual or self-regulation options.

It was evident autistic pupils had strong bonds with staff and they are treated with dignity and respect. Pupils are provided with meaningful positive feedback to boost confidence and self-esteem and were praised for good listening, looking, taking turns or using their own maths strategies to answer a question.

Learning materials were highly differentiated, offering sensory engaging activities to encourage engagement with the learning activities, which were clearly engaging and fun. One student chose to forfeit their play break with peers to continue doing their art in class.

Support strategies were consistently used to encourage autistic pupils to enjoy the challenge of trying out or learning a new activity or skill, such as offering sensory motivating resources to explore, offering choices in music instruments, or preparing foods that looked fun to explore.

Autistic pupils were praised for their work and efforts, and some were proud of their achievements and asked for validation from adults.

Feedback from Autistic Pupils

In interviews, staff described how autistic pupils are actively engaged in determining how they are supported; what activities they take part in and what goals they are working towards according to what is appropriate for their age and capacity. Support plans with I can statements and positive sensory profiles are shared on the walls. Pupils on the formal pathway or who have capacity have an "all about me booklet" that they will bring to their annual reviews "and pupils are encouraged to participate in termly consultations with the use of transactional support/ visuals (talking mats) where possible."

Staff described how pupil voice is often gathered through a range of different approaches, based on the identified ability and needs of the pupils and it was clear from observations that staff knew the pupils well and were tuned in and responsive to their wants and needs.

Two autistic pupils are on the school council, the school identified they would like to have one more autistic representative at the school council, to represent the Semi-Formal explorer pupils.

Feedback from Families, Carers and/or Advocates

In interviews, staff described how families, carers or advocates are supported and involved. The school writes regularly in the home school books and the school use Evidence for learning where the school shares photos and progress linked to EHCP targets, where parents can also share their photos. Parents are invited to termly parent consultations where they are informed of progress and consulted on the next targets. A parent reported they had been included in the conversations which class their child would transition to.

Staff are available to hand over and share information at drop off and pick up and parents can call the inclusion and pastoral care teams directly with any concerns and issues.

During the assessment the school's Family Engagement Support team works closely with other agencies, such as LICS, and offers support with a wide range of issues, including education, but also benefits and housing, giving an example of supporting a family with obtaining more suitable accommodation, which in turn affected well-being and attendance. They also shared a range of training opportunities which are regularly hosted at the school for family members, including parental workshops around a range of key approaches including Makaton, Autism, Communication and Sensory.

The school also host monthly themed coffee mornings where topics get discussed such as the SCERTS framework, the importance of child parent interaction, resource making, but also guest speakers such as a dentists and authors such as Gaynor Jackson.

3 families provided feedback via a telephone interview and were pleased with the school, the support and the progress their child was making. They appreciated the support around how to assist their child to complete their homework and share communication strategies and resources. One family mentioned they had not managed to access evidence for learning yet and another mentioned they would like more SALT input.

Feedback from family members, which was obtained through 18 completed surveys, shows that;

- 78% of family members feel the support given to their relative is mostly or always good.
- 82% of family member feel staff's understanding of their relatives' needs is good or always good.
- 67% of family members feel the way they are kept informed and asked about their views is good or always good.
- 78% of families feel the advice they receive form the school is good or always good.

13 family members left an additional comment as part of the questionnaire which included;

- Child support and teachers are very friendly and caring and you can tell they like working with child
- They should give more feedback about your child about how well the child is doing in school. I feel I don't get enough information about the progress about my child.
- Fantastic support for my autistic son from day one he started Tollgate primary school till now. He is a very happy child and valued member of his group. His plan is always updated in good time and all our notes are taken into consideration.

Summary of the Assessment

Topic	What the provision does particularly well	Development
Social Communication, Interactions and Relationships	<p>Staff are consistently making themselves understood for example by calmly simplifying or structuring verbal language and by providing visual cues. Staff make good use of their lanyards and Makaton in and outside the classroom to check in with pupils, for example if they wanted more or if they wanted another go.</p> <p>It was clear that the Resource Provision pupils are part of the whole school community, access mainstream classes, join sharing assemblies, performances, and asking to join their mainstream buddies during play time. Where strong practice was observed staff joined a pupil in the green zone and they enjoyed some time engaging through Intensive Interaction.</p>	<p>It might be useful to develop a communication passport document to provide a quick insight of what communication partner level each child is at, whilst summarising skills, interests, challenges/ barriers and communication supports.</p>
Functional Skills and Self-Reliance	<p>Staff used differentiated communication that some choices were finished, and what the pupils' current options were. It was clear that pupils were familiar with routines and where relevant were independent in transitioning independently.</p> <p>It was evident that staff knew each pupil well and used Makaton, their lanyards with visuals and appropriate levels of questioning to help pupils express their opinions and make choices. This was particularly embedded within the classrooms, where students used their communication books or walked to the communication boards to get pictures to show to staff.</p> <p>Staff allowed plenty of processing time, which in turn also allowed pupils to explore and problem solve.</p> <p>Documentation has a strength focused "I can" approach.</p> <p>Where exemplary practice was observed, staff verbalised emotions and showed relevant visuals to acknowledge students were happy. Another pupil struggled to stay</p>	<p>There were some missed opportunities during lessons outside the usual classrooms where communication boards or resources were not always to hand or were not always referred to, to support bids for choice making or self- expression, for example when wanting a break, needing the bathroom or disliking resources. The school can make sure some of the transactional supports are more portable so that communication can be consistently be re enforced and consolidated in all areas around the school.</p>

	engaged with learning, they continued their learning in the green zone on a bouncy ball, where they could continue and complete their learning activity.	
Sensory Experiences	<p>The school uses highly sensory motivating sensory resources and equipment to bring learning to life. And staff can share many examples of the positive impact this has on learning and attainment.</p> <p>The RP has well laid out class rooms, with calm teaching walls and vibrant and interesting displays, students could access the green zone to take a moment to calm down and the pre-formal learners have access to their own outside learning place where pupils can explore freely.</p> <p>Calm and low arousal support and teaching.</p>	<p>Staff demonstrated a sound person-centred understanding of each pupil's sensory preferences and triggers and offer regulation strategies such as moving to a bouncy ball to continue learning or deep pressure massage when a student is showing signs of dysregulation. This understanding of pupils' sensory motivators, calmers or challenges varied in detail or was difficult to locate within the sample of documentation that was shared and the school should develop a more systematic approach to organising sensory information and profiles to consistently provide a clear overview of what motivates, calms or challenges a pupil and how best to support them with sensory regulation, whilst tracking progress and impact.</p>
Emotional Wellbeing	<p>Behaviour support plans are detailed and precise.</p> <p>The green zones in each class offer opportunities for student to take a positive break.</p> <p>Almost all students presented to be safe and calm, where they were heightened they were supported to regulate and return to learning effectively.</p> <p>Learning materials were highly differentiated, offering sensory engaging activities to encourage engagement with the learning activities, which were clearly engaging and fun. One student chose to forfeit their play break with peers to continue doing their art in class.</p>	<p>ZOR could be supported more consistently particularly when learning outside the classroom. To support changes in zones and help identify or name feelings and self-regulation options.</p> <p>Support plans summarise what a pupil is working on, for example When my partners model appropriate coping strategies for me when I am using unconventional behaviour. These could be more specific to be able to track progress. This could possibly be achieved when the SCERTS framework is fully embedded and merged with target setting.</p>
Feedback from Autistic People	Staff described how pupil voice is often gathered through a range of different approaches, based on the identified ability and needs of the pupils and it was clear from	The school identified they would like to have one more autistic representative at the school council, to represent the Semi-Formal Explore pupils.

	observations that staff knew the pupils well and where tuned in and responsive to their wants and needs.	
Families, Carers and/or Advocates	<p>Most families provided positive feedback and appreciate the workshops and resources and support.</p> <p>Family support officers and pastoral care demonstrate a detailed understanding of the families and how best to support them.</p>	The school could explore what other communication families would like to feel adequately informed.
Other	<p>Inclusion: all autistic pupils follow lessons in the mainstream, access activities in the community, enjoy the buddy system and are celebrated in trust and school newsletters.</p> <p>The school is outward looking and keen to offer school to school support and work collaboratively, such as sharing their bespoke curriculum pathway with other schools locally and nationally.</p>	

To be completed by the Quality Manager

The Autism Accreditation Committee have great delight in confirming that the school meets the criteria for an Advanced specialist Award.

The Committee found evidence from the Accreditation report that the provision met the following standards to a high level of quality and consistency.

- Staff have a working knowledge of evidence-informed approaches associated with good autism practice.
- They can adapt these specialist approaches so that support is personal-centred and tailored to individual abilities, interests, preferences and challenges.
- Adaptions are made to the environment to support individual well-being and self-reliance.
- Each autistic young person develops skills and confidence in communicating with others and engaging in a range of rewarding social activities.
- Each autistic young person develops skills and confidence in carrying out tasks independently and in being empowered to make their own leading to them having greater control and self-autonomy in their lives.
- Each autistic young person enjoys an increasing range of sensory experiences whilst developing regulation strategies to help them avoid sensory overload.
- Support enables autistic young people to take part in activities which are purposeful and engaging and which promotes their emotional well-being and social inclusion.
- Proactive and preventative strategies are employed to help each autistic person avoid anxiety or distress and to help them understand and regulate their emotions.

In making this decision, the Committee also considered the positive feedback from surveys as well as specific strengths highlighted in the report. Whilst some suggested areas for development are identified the Committee consider that these are under the realm of building upon existing good practice and do not detract from what the school is already achieving in terms of positive outcomes.

Congratulations again for demonstrating standards of excellence in supporting autistic young people.

To be completed by the Quality ManagerWhat happens next

Once you have agreed terms and conditions you can expect to receive your certificate and logo. You can continue with your current Autism Accreditation plan or amend it by increasing or reducing the number of consultation visits. Please contact your consultant to discuss your options.

We recommend that you undergo another assessment in three years' time to show that you have maintained standards of excellent and to highlight new initiatives and developments. You can though request an earlier reassessment.

As an Advanced Service you can now apply for Beacon Status. This is awarded to provisions which in addition to providing consistent high quality support to autistic people, share their knowledge and understanding of good practice with families , external professionals and the local community.

Applying for Beacon Status

Application forms can be obtained from your consultant and should be returned to the Autism Accreditation Quality Manager at Stephen.dedridge@nas.org.uk.

The Panel can award Beacon status if the application form provides clear evidence that the provision carries out exceptional work that has had a significant impact on how:

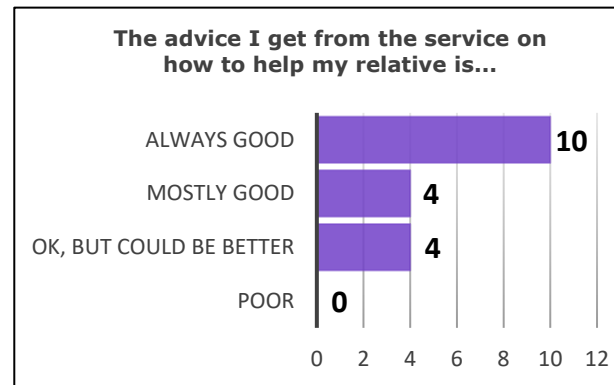
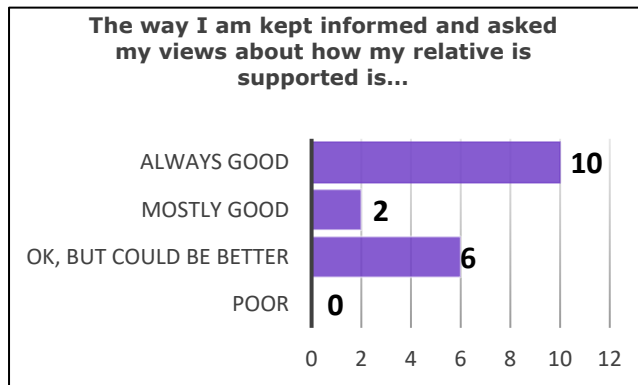
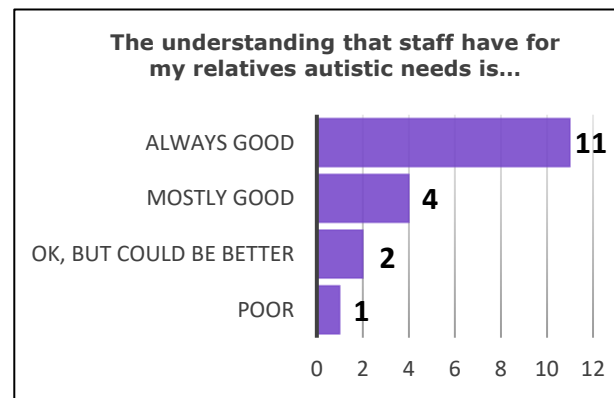
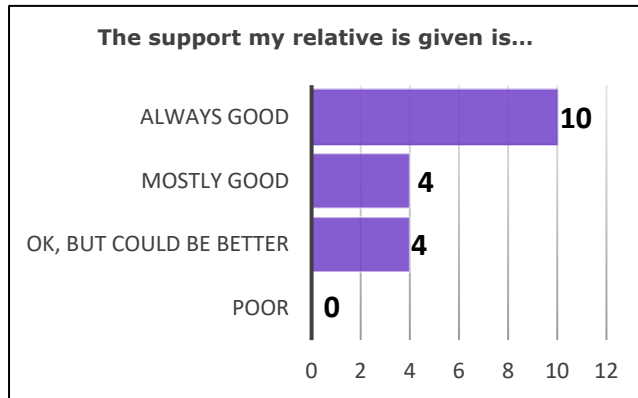
- families understand relatives who are autistic.
- other professionals understand and respond to autistic people, including helping them to appreciate the personal experiences of autistic people.
- the local community or members of the public understand and respond to autistic people and which promotes the social inclusion of autistic people.

The application form should also explain how the provision works in partnership with autistic people and can provide details of awards or other examples of external recognition.

Beacon status will be withheld if the provision requires improvement in meeting statutory requirements.

APPENDIX: SURVEYS

Families of Autistic Person (18 out of 27)



Responses

- More quality time given towards education and subject related issues. Prioritising Student's Wellbeing and support to

increase confidence.

- My kids are always happy, they feel unhappy to go to school
- My kid never feel unhappy going to school which means the school is doing great
- Fantastic support for my autistic son from day one he started Tollgate primary school till now. He is a very happy child and valued member of his group. His plan is always updated in good time and all our notes are taken into consideration.
- The staff at the school are amazing and really patient with my son. The school has a good understand in supporting the SEND children. However the overall services provide for SEND children in Newham is very poor
- My daughter is happy at school
- My son gets great support and help when need from all the staff in tollgate school His very happy
- I reckon the support is good. I would prefer more photographic evidence only because my child is not yet verbal - but other than that, fantastic support!
- The school is very supportive
- The school is always supportive
- Child support and teachers are very friendly and caring And you can tell they like working with child
- They should give more feed back about your child about how well the child is doing in school. I feel I don't get enough information about the progress about my child.
- Generally ok - however there is improvements which can be made to be better. Communication with family can be better and more supportive rather than confrontational which it does seem more often than not or can be intimidating from both parts. Our incentive is to improve the lives of the children concerned and to keep daily routine and communication consistant at school and home - which we think this is not happening via resources being made available or mirrored.

APPENDIX 1: INFORMATION FROM THE PROVISION

What is the range of autistic people supported by the provision? e.g., age; learning disability; verbal or non-verbal etc.

We are a mainstream primary school with a resource provision for children with autism. We have allocated placements for 14 children. There are 27 children supported within the provision. Out of the 27 children, 25 are autistic. The age range of pupils in the provision are from 5 years (reception) to 11 years old (Year 6). Number of children verbal: Number of children pre-verbal:

Outcome of last statutory inspection if applicable.

Body	Date	Outcome
Ofsted	7 th and 8 th December 2022	Outstanding

Please include a hyperlink to the report: [Tollgate Primary School - GOV.UK \(get-information-schools.service.gov.uk\)](https://www.gov.uk/get-information-schools.service.gov.uk)

What are the main specialist approaches used in supporting autistic people in their social communication and sensory regulation and promotes their independence and well-being?

We have Attention Autism (bucket group), Intensive interaction, Zones of Regulation, Language development, Food Exploration, Get set for learning, 1:1/ Group Music therapy, Tac Pack, Sing and Song music group, Lego Therapy, Client centred approach with bespoke transactional support to aid communication. SCERTS, De-escalation and positive handling approach

What training or support do staff receive in delivering these approaches?

See training schedule- Uploaded on Google Chrome. Training includes a hybrid approach made up of inset days, twilight sessions and on the job training with modelling from specialist clinician. This includes colourful semantics, PECS, SCERTs model, language approaches, sensory processing difficulties, understanding autism and coexisting conditions such as ADHD etc.

What processes are in place to ensure that each autistic person has a regularly reviewed personal support plan that identifies strategies and sets targets in their social communication and sensory regulation and promotes their independent and well-being?

See example of targets and support plan uploaded on Google Chrome. Termly consultations are held with parents to ensure that targets and appropriate support is in place and emphasis is placed on the appropriate support that adults must put in place to ensure that children meet the expected outcomes. Planning is aligned to target setting as this provides pupils with appropriate learning experiences in order for them to demonstrate progress made. Evidence is uploaded weekly in the assessment books on evidence for learning. Children have personal assessment books and continuous assessment is done weekly, progress is shared with parents. Parents are encouraged to also share progress made at home by submitting visuals- photographs and/ or videos which is uploaded on the evidence for learning platform.

Person-centred consultations and reviews are held and pupils are encouraged to participate in annual reviews and termly consultations with the use of transactional support/ visuals (talking mats) where possible. Parents, as well as specialist clinicians, serve as advocates for their children by completing an 'All about me' booklet prior to attending the meetings. These approaches provide a holistic view of the child and helps to inform the educational provision they receive.

How are the family who represent the best interests of the autistic people consulted about the support their relative receives?

Termly parent consultations are held to discuss each child, map out targets and progress of these as well as sharing the terms curriculum and planned educational visits. In addition, any updated reports received from specialist clinicians are disseminated, discussed and a plan of implementation is put in place. Parents receive daily updates using home-school books and weekly evidence is provided via the evidence for learning platform.

What do you consider to be the main areas of development for the provision?

The main area of development is to ensure that pupils participate in extra-curricular afterschool clubs, as this has become challenging in sourcing staff who are able to commit to duties beyond 3.30 due to their personal child care commitment. The school is in the process of trying to source an external provider who is able to provide 1:1 support for SEN children afterschool.

What do you consider to be the main areas of strength for the provision?

The school concurs with the strengths identified in our recent Ofsted report as indicated below:

Pupils receive a first-class education. Everything they do and learn is of the highest quality. Leaders leave nothing to chance. They ensure that the curriculum is broad and highly ambitious so that all pupils achieve extremely well. This includes pupils with special educational needs and/or disabilities (SEND), who make huge strides in their learning and development. Leaders and staff provide pupils with a wealth of high-quality experiences, in and out of lessons.

Provision for pupils with SEND is strong. The specially resourced provision catering for pupils with autism spectrum disorder is highly effective. Pupils' individual needs are carefully identified and expert support is targeted extremely well. Across the school, too, leaders ensure that the needs of pupils with SEND are identified accurately and are well supported. Therapists and specialist teachers add significantly to the support for pupils. As a result of this work, pupils with SEND achieve extremely well.

-Extract from Tollgate Primary School Ofsted report ` 7th and 8th December 2022

TEMPLATE 1: Case study for an individual

Name of school/service	<i>Tollgate Primary School</i>
Name of individual	<i>A.W</i>
Period of time covered	<i>2 Academic terms (September to March)</i>
<p>What support was introduced? What approaches, strategies, methods were used?</p> <ul style="list-style-type: none"> ✚ Personalised curriculum in line with EHCP ✚ Literacy and Numeracy Interventions ✚ Phonics ✚ SEN PE ✚ Sensory Integration ✚ Cooking group/life skills group/messy food group ✚ Speech and language interventions ✚ Music Therapy ✚ Mainstream classroom interventions <p>Evidence for Learning is used as a formative assessment and tracking of children's progress. The current frameworks used are;</p> <ul style="list-style-type: none"> ✚ EYFS ✚ Autism Strategy ✚ Pre Key-Stage Standards Literacy ✚ Pre Key-Stage Standards Numeracy ✚ SCERTS 	
<p>Pen picture of individual before support was introduced including challenges, difficulties etc.</p> <ul style="list-style-type: none"> ✚ Can present as very self-directed. ✚ Needs lots of reassurance from a supporting adult emotionally. ✚ Relies on adult prompt to ensure he remains on task. ✚ Restricted fine motor skills due to his complex needs. ✚ Seizures ✚ Memory Loss from seizures ✚ Medication <p>✚ Finds it difficult losing a game (will get emotional and cry if he loses)</p> <p>✚ Some difficulties with social cues</p> <p>✚ Finds it difficult to form friendships (prefers adult attention during playtimes)</p> <p>✚ Finds it difficult to share</p>	
OUTCOMES	
<p>Communication skills; social skills; relationships</p> <p>This year AW has developed his communication skills. Albert is a Conversational Partner within the SCERTS framework. He is able to use words, short phrases and sentences to communicate. This is within context and functionally. Albert is able to follow a variety of contextual and familiar instructions throughout his school day. Albert presents with difficulties around his listening and attention skills. Albert can attend to activities for a short burst of time and always requires prompting from an adult to complete this. He can often resort to his own</p>	



conversations/commentary during learning. He has the ability to track what the adult is doing, and can anticipate what is happening now and next in a structured session.

Confidence; self-reliance; independent problem-solving

This year AW has been developing his independence as part of his personalised curriculum. AW has a very structured routine through the day and has become familiar with his day.

Throughout the day he has own personalised timetable and Now and Next board which he has learnt to navigate himself according to his timetable.

Aw is still reliant on adults for personal care as he is still in nappies. He is able to communicate his need to be changed and will help his adult through the changing routine.

This year Aw has become very confident with transitions in his school day. He is able to independently walk to different parts of the school to carry out his intervention groups. As part of his Speech and Language Programme Aw takes part in Social games to help him develop multiple skills needed to develop. He is developing his sharing and turn taking skills, his social skills and communication skills. Aw can now express how he is feeling as he is now familiar with different emotions.

Ability to cope with sensory input

Although Albert is very self-directed in his play, he is able to initiate bids of interaction with his peers. Albert is yet to understand the social cues and rules of playing with friends. He is able to play in the same space as his peers and participate in forms of play that is functional and imaginative. Albert is aware that there are adults around him who can offer support as mutual regulation when he is feeling emotionally dysregulated, Albert is getting better to self-regulate and come back to a state of being calm and alert. Albert is able to identify and is beginning to recognise his own emotions.

Emotional self-regulation and well-being

Albert is sensitive to noise and can become overwhelmed in the school environment if it becomes too loud and busy. Albert is very active, he likes playing outside and enjoys using a range of equipment. Albert is not yet toilet trained, however he is beginning to identify when he needs to use the toilet at school. Albert has no awareness and sense of danger. Albert can present as quite unsteady on his feet when running and climbing and also presents with a tremor in his hands and requires adult supervision.

Achievements, successes and quality of life outcomes

Albert is very aware of achievement and success and will seek to be complimented by an adult when he finishes a task or activity. He will rush to finish an activity first so he can get praised by adults working alongside him. As a result of this he may not always take care of the work he is doing. He will forget finger spaces and rush his work. Albert has very good life skills and can complete simple everyday tasks such as dressing himself and undressing himself for his nappy changing routine.

See Learning Journey attached

Next Steps; transition

Discussion with family to consider transition to Formal pathway in September 2023.

Targets set for Albert as his next steps:

❖ *I can use the four mathematical operations with minimal support*

When my partners model the activity beforehand and provide me with the concrete material needed to aid my learning

❖ ***I can create 4 part sentences using colourful semantics with minimal support***

When my partners infuse motivating materials and topics in my learning

❖ ***I can use effective behavioural coping strategies***

When my partners model appropriate coping strategies for me when I am using unconventional behaviour.

❖ ***I can initiate and maintain extended interactions with peers***

When my partners structure activities to promote initiations and extended interactions.

❖ ***I can recall past events from the previous day. ie weekend news***

When my partners use visual supports to support my learning

❖ ***I can independently choose food available at lunchtime***

When my partners encourage me to go and look at the options available. My partners will encourage me to try tasting and smelling the food I choose

Name of school/service	<i>Tollgate Primary</i>
Name of individual	<i>AZ</i>
Period of time covered	<i>2 Academic Terms (Sept-March)</i>
<p>What support was introduced? What approaches, strategies, methods were used?</p> <p>AZ attends 1:1 SALT session that focuses on AZ attends 1:1 SALT session that focuses on to develop colourful Semantic strategy of "What doing". In addition focusing on the verbs, give me and the using the Proper Noun: SVO - sentence structure. This is extended throughout the school day in order to generalise the skills learnt. He is able to use his prologue with adult prompting to make requests for desired object.</p> <p>AZ can be self-directed so bespoke intervention focuses of him developing turn taking and enjoy a shared activity with peers and adults alike. Over the academic year AZ has begun to recognise the names and faces of familiar adults and peers who are within his class. He is becoming confident in initiating conversation and states adults and peers names. He recognises that adults or peers are people that he can have transactional exchange with.</p> <p>AZ attends Attention Autism - stage 3 and has progressed sufficiently beyond bucket and attention build up. He is able to wait his turn and able to follow an adult led activity for a sustained period of time. He is now beginning to mimic key words within a session.</p> <p>He is able to retain simple modelling by adults and eager to copy.</p> <p>The use of a pop-up jack in box toy is used a distraction to mitigate the urge to switch lights on and off. This is accompanied by the use of visuals on developing his understanding of not to switch the lights on and off. A social story has been designed to address the impulses related to repetitive behaviours that AZ faces.</p>	
<p>Pen picture of individual before support was introduced including challenges, difficulties etc.</p> <ul style="list-style-type: none"> • He functions well in a structured routine. • Emerging in recognising basic emotions of "feeling happy" or "sad" • Emerging in contextual awareness • Emerging in social awareness • Demonstrates early problem solving skills • Able to follow one key word instructions • Becomes distracted very easily. • Short attention span. • Unable to follow direction from adults consistently. • Can present as being very self-directed at unstructured times of day. • Developing fine and gross motor skills. • Uses augmentative communicative strategies to express his wants and needs. 	

- Has an impulse to display some repetitive behaviours such as light switching - reaction to cause & effect

OUTCOMES

Communication skills; social skills; relationships

With use of prologue his language acquisition has improved and he is beginning to form sentence with a SVO structure albeit with reliance of adults. AZ is emerging in developing appropriate turn taking skills. He is still reliant on adults' prompts to support his social cues. He is able to give appropriate eye gaze - from adult to bucket and bucket to activity.

Confidence; self-reliance; independent problem-solving

Through skills learnt in attention autism, AZ has developed confidence he initiates and anticipates the structure of the session and repeats familiar phrases/words in context, for example "ready steady go" or "one more". Throughout the 20 minute session is able to remain seated and focus and is less reliant of adult prompting. AZ requires support with his self-help and

Ability to cope with sensory input

AZ is able to cope well in range of environments with the use of appropriate transactional support that aid his understanding in

- Knowing the steps in task- task schedule given
- Knowing what's next- now and next board
- Knowing that others are responsive and source of support - adults noticing subtle changes in mood
- Knowing what to say - communication boards
- Knows what to do in task -adults model activity and language -
- Knows why he should do things - motivating activities
- Knows when to take part - adults provide gesture - body language - prompts
- Knows how to soothe - availability of pop up toy

Emotional self-regulation and well-being

AZ is beginning to respond positively and incidence have deescalated of the urge to switch off lights. The social story coupled with use of simple language and visuals have supported his understanding of how his repetitive behaviour makes others feel. He use his pop- up toy to self-regulate and adults offer mutual regulation strategies in form of giving him responsibilities like taking the register to office and distraction and mutual regulation strategy. His routine is predictable with activities that are infused with motivating materials and expected behaviours are modelled by adults accompanied simple commands with visuals, body language and gesture.

Achievements, successes and quality of life outcomes

See Learning journey attached.

He has progressed from using one word and this started at identifying functional words and now has progressed to using short phrases and this also been encouraged at home - for family to model spoken language. This has been extended to the use of Prologue2go where the visuals are used to support spoken language. He is now independent in self-help skills and progressed made was due to school and home working together to get him off the use of pull-ups. He is able to follow simple instructions and has become aware of locations within the school and is able to access them independently - although adult supervise him taking the register daily to office. He strives best in structure and routines and knows what a typical day consists of. His turn taking skills have improved and he enjoys interacting with his peers.

Next Steps; transition

Request sensory inputs

To begin to use more words to support spoken language - adults to model a range of word combinations and functions.
To able to increase his attention and focus during targeted learning sessions

To have more frequent opportunities to interact with his peers
To be able to be supported by a range of adults as AZ a preference and fixation on particular support staff

Name of school/service	Tollgate Primary
Name of individual	KA
Period of time covered	2 Academic Terms (Sept-March)

What support was introduced? What approaches, strategies, methods were used?

KA attends 1:1 speech and language therapy sessions with a specialist Teaching Assistant based at the school. The communication sessions have been focusing on developing KA's social interaction, emotional regulation, expressive language and joint attention skills with interventions such as Zones of Regulation, Attention Autism and Colourful Semantics. Targeted interventions are reviewed and monitored by the Speech and Language Therapist based at the school to ensure they are appropriate for KA's level of needs and that there is consistency in the approach. To encourage meaningful social interactions with peers, KA is encouraged to bring a different peer for each of the sessions to practice turn taking/ waiting and is used as a means of developing friendships amongst his peers. KA also attends weekly 1:1 Music Therapy sessions with a specialist school-based Music Therapist. During these sessions, KA follows a child-led approach which consists of structured and improvised songs as well as opportunities for shared music making. The intention behind these sessions is to increase KA's 1:1 interaction, expression of self, choice making, engaging in activities and to allow him to make progress in the areas highlighted in a calm and purposeful environment. These skills are transferable to different elements of a school day for example, being in a class/ learning environment with an educational focus or having to make a choice during a less structured part of his school day eg- Break/lunch times. As KA is a formal learning, the majority of his educational input is provided within the classroom. To ensure KA is able to engage during these lessons, support is implemented through the use of the adaption toolkit which outlines a variety of support methods that can be used across all curricular subjects. KA responds well to the application of a multi-sensory approach to tasks as this helps him achieve the intended learning objective. to also has access to varied tasks with the same intended learning

Pen picture of individual before support was introduced including challenges, difficulties etc.

- Reluctant to engage in topics that did not interest him
- Limited focus- lack of outcomes due to become easily distracted by surroundings
- Able to respond to simple questions related to learning journey (subject specific)
- Limited interaction with peers- Responds to specific child in class if encouraged to talk/ play
- Aware of school/ class routines- Shows a positive response
- Able to follow simple phrases/ instructions
- Has secure gross/ fine motor skills- Continues to hold pencil in a palmer grip- reluctant to use tripod grip
- Has communication skills- reluctant to communicate unless addressed directly- On occasions will share opinion but will not elaborate
- Enjoys reading for pleasure
- Enjoys drawing pictures and is beginning to use pictures as an incentive to complete writing tasks
- Uses humming, rocking and flapping to self-regulate
- Can be become easily frustrated when he lacks understanding or believes he has done something incorrectly

OUTCOMES

Communication skills; social skills; relationships

Since attending Speech and language therapy sessions, KA has developed a desire to communicate more with his peers albeit on his terms- this includes socially (in the playground) and in class (partner talk). He is developing an understanding of turn taking and is demonstrating an active awareness of when it is his turn and when he has to wait. KA is able to

independently structure simple sentences using the SVO structure- both spoken and written. KA has developed a good working relationship with familiar adults and is comfortable telling them when he is feeling 'happy' or 'sad'.

Confidence; self-reliance; independent problem-solving

KA has demonstrated an awareness of independent problem solving and self- reliance. He rarely asks for adult support, however, when needed he is able to ask for the necessary support, as he has developed a relationship with adults and particular peers in his class. The interaction, focus and attention used during attention autism and music therapy sessions have encouraged a sense of perseverance and an element of self-control which in turn encourages KA to see things through to the end. This is particularly evident when engaging in self-help activities such as getting changed for PE and putting on/ taking off his coat.

Ability to cope with sensory input

KA is able to cope well in range of environments with the use of appropriate transactional support that aid his understanding in

- Knowing the steps in task- task schedule given
- Knowing that there will be at least one of his familiar adults in attendance
- Knowing what to do- Clear set of instructions given- Use of visual aids if appropriate for task/ enhances understanding

Emotional self-regulation and well-being

Generally, KA is a happy child and enjoys attending school. On the rare occasions where KA has become dysregulated or distressed due to changes in his routine, KA is able to self-regulate through flapping, rocking and scribbling on a piece of paper or the furniture nearest to him. KA will not initiate a conversation and/or explanation about what has upset him, however he will respond to simple questions and statements made surrounding the issue. With this being said he is heavily reliant on the intervention of his peers to express what has/ may have caused his distress. KA also responds well to hugs, albeit he will not initiate or intentionally ask for a hug but if offered he will accept as a means to soothe/ calm him down.

Achievements, successes and quality of life outcomes

KA has made great progress since the start of the year, both academically and personally. The transferable skills practiced during each of his speech and language and music therapy sessions have had a positive impact in KAs engagement with his learning and his peers. KA is able to maintain focus on a task for longer periods of time, as well as contributing towards discussions. KA has developed a sense of independence which is demonstrated through his perseverance to complete tasks independently. KA is aware of daily routines and is able to follow them. KA is also able to display resilience, especially during times of uncertainty and disruption to the structure of his day- with adult assistance is able to regulate himself and continue with an element of normality (ie- explanation of what has changed and why)

Next Steps; transition Request sensory inputs

To engage with peers without prompting
 To work on a focused task for a longer duration of time
 To increase focused attention
 To initiate conversation/ explanation of what has caused him distress

Name of school/service	Tollgate Primary School
Name of individual	MH
Period of time covered	Two academic Terms (SEP-MAR)
What support was introduced? What approaches, strategies, methods were used? <ul style="list-style-type: none"> • Using visual transactional support to support pupil voice as well as understanding of transitions between activities and daily routine. • Sensory integration in routine to support the desirability for water play. • Provided parent with staged support plan for transitions into school (staggered start and finish/meeting at gate then transition to class supported with visuals.) • Use of Now & Next board to communicate the structured activities- Indicating the beginning/ end of an activity • Choosing board for snack time and key visuals for choice of drink/toilet throughout the day. • SALT 1:1 Sessions to develop communication strategies and pupils voice. • Provided space to regulate with mutual regulation through deep pressure massages. 	
Pen picture of individual before support was introduced including challenges, difficulties etc. <ul style="list-style-type: none"> • Has need to hold desired object consistently throughout the day in structured activities. • Becomes distressed after the toileting routine. • Becomes distressed when trying to indicate wants and needs demonstrates challenging behaviour. • Tendencies to run down the corridors. • Enjoys water play/sensory integration. • Has struggled with the entry to school. 	
OUTCOMES	
Communication skills; social skills; relationships <p>MH enjoys engaging in activities (running) independently. On occasions, MH will attempt to engage with his peers and make bids for interaction by being vocal or by using gesture. H is beginning to show increasing rates of spontaneous communication by vocalising and gesturing as well as the use of transactional supports in the form of visuals. His bids of communication have become meaningful and adults are able to ensure his needs are met. Strategies modelled by the SALT are incorporated into his daily routines and these include the use PECS, choice boards and this has supported his independence. He functions well in predictable routines and having adults that are responsive to his signals.</p>	
Confidence; self-reliance; independent problem-solving <p>MH shows great problem solving and self-reliance within certain activities he enjoys i.e. during sensory integration and water activity where he will engage and play as modelled by the adults supporting him. He has become aware that others are a source of engagement, assistance and comfort and this has fostered good relationship building. He relies on sensory motor actions and or behavioural strategies for regulation and will independently explore activities involving water based play. He able to navigate around the school - shadowed by supporting adults as he has become familiar with particular learning rooms that are used. He thrives on a predictable and ordered routine and this has supported him in been independent.</p>	

Ability to cope with sensory input

MH copes well with sensory feedback. HE enjoys exploring a range of activities during sensory integration and using hands to explore mark making, deep pressure for regulation and food exploration also shows great willingness to engage and focus during our musical learning experiences. MH shows great interest during food exploration sessions and is attracted to smells, textures and tastes and becoming more tolerant of range of foods. He shows good joint attention during music sessions and engages with the Music therapist in 1; 1 music sections. During class rhyme and sing he is focussed, smiley and engages well.

Emotional self-regulation and well-being

MH often makes gestures towards a familiar adult for mutual regulation in the form of deep pressure massages on his hands. MH relies on sensory motivators such as, water play, the texture of objects such as leaves, rubber objects and as hard objects eg, puzzle pieces. MH is currently working on PECS- stage 3 with the SLT and is at the beginning stages of using transactional communication using visuals and gestures.

Achievements, successes and quality of life outcomes

MH is no longer using a nappy and is able to use the toilet independently, however he is still reliant on the use of a familiar adult to prompt when to go toilet with the assistance of visual support. MH has responded well to a consistent routine and appears to be a lot more settled in school with minimal instances of him running away. MH is also responding well to communicative devices in place to support communication of wants and needs to a familiar adult- eg (choosing board, now and next). MH is responding well to the use of sign language to indicate the start and end of an activity. School are currently in the process of supporting parents with successful strategies implemented in school to ensure a smooth transition and consistency between home and school.

See Learning Journey attached.

Next Steps; transition Request sensory inputs

As MH continues to demonstrate a positive response to communicative strategies implemented, Adults within the class will begin to introduce elements of independent exploration in addition to focused activities such as mark making and sorting e.g.- colours, shapes animals etc. Adults within the class will also like to implement to use of visual cues to support transitions around and throughout the school day.