

Autism Accreditation Assessment

Wilds Lodge School

| | |
|--------------------------------|--|
| Reference No. | 27396 |
| Assessment dates | 25 th -27 th February 2020 |
| Lead Assessor | Stephanie de Vries |
| External Moderator | Aaron Burgess |
| Status prior to the assessment | Accredited |
| Advanced status applied for | No |

Section 1: Context

About the Provision

Brief description of the provision made for autistic people:

Wilds Lodge School is a rural independent special school with approximately 102 students on roll. Within the school population we have the provision to meet the needs of students with social, emotional and mental health difficulties, moderate learning difficulties and physical and sensory difficulties. (SEND Information Report)

The teaching philosophy at Wilds Lodge school embodies the rationale of the SPELL approach developed by the National Autistic Society: provision of a Structured, Positive, Emphatic and Low-arousal environment with good Links between school, care team, therapy team, home and outside agencies. In addition to ensure we meet the needs of all pupils across the Autism Spectrum we use a number of established and researched approaches and interventions where necessary; these interventions include;

- Individual Timetables
- Social Skills Sessions
- Social Stories
- Comic Strip Conversations
- Think and Return Cards
- Sensory Assessment

- Transition planning and meetings
- Relaxation Sessions
- Reward Systems – each class and house group has its own reward system appropriate to the age and needs of the child.
- Therapy sessions
- Sensory Circuits
- Lego Based Therapy
- Access to Speech and Language Therapist and Occupational Therapist
- Access to an Educational Psychologist
- Sensory room

Wilds Lodge School provides a small, calm, structured, homely environment which promotes a safe and happy environment of structure and consistency with clear, consistent boundaries and expectations.

Number of autistic people supported by the provision: 60

Range of autistic people supported by the provision:

All verbal

The majority of the students have a diagnosis of Autism, PDA, OCD, Anxiety Disorders, Attachment Disorders or ADHD. Many of the students have been excluded from schools and experienced a large time outside of school and on reduced timetables (up to two years is average). Many are working below age related expectations as a result of their difficulties and this time out of the school system. (SEND Information Report)

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

OFSTED, November 2019, Outstanding

About the Assessment

- The assessment took place over 3 days.
- The provision's adviser acted as assessor with support from a moderator.

- 21 sessions were observed by the assessment team. These included Maths, English, science, CDT, Humanities and Nurture group lessons as well as observations of residential house meetings and evening activities.
- Discussions were held with staff members (both school and residential), the therapeutic team and autistic pupils.
- Personal files were sampled across each key stage.
- The results of surveys carried out with autistic pupils and their families were also considered.

Section 2: Key Findings

What the provision does particularly well

What stood out as particular strengths:

The Ethos of Wilds Lodge School is that the wellbeing of the pupils is at the heart of all decisions all pupils are treated as individuals, incredibly supportive and nurturing environment. 'We should adapt to meet their needs'.

Relationships between staff and pupils are purposeful and positive, staff genuinely care about the pupil's wellbeing. Staff demonstrate a great deal of understanding of the young people and strive to ensure they reach their highest potential. As one member of staff said 'what we pride ourselves most with is our relationships with our pupils.'

A forward thinking attitude towards exploring different approaches to teaching, learning and emotional wellbeing is positively encouraged by the management team and fully embraced by the staff team. (Introduction of Chrome books, developing risky play, using VR in therapy, CAD Room)

The range of therapeutic interventions available to pupils ensures that pupils are able to access therapeutic interventions which are tailored to their individual needs. In particular the school offers an impressive range of arts therapies which has led to the school recently achieving the TES Award for Creativity.

Many pupils spoke positively about the school and their experiences. One pupil said 'this is the best school I've been to. It has helped me to understand myself and for my family to learn about me. It has helped me with my behaviour, I love it here'. Gratitude towards the school was also reflected in the comments from the family questionnaires.

The school works closely with pupils to enable pupils to successfully access meaningful work placements and further education placements tailored to their individual strengths and interests. This enables pupils to experience meaningful work opportunities, build self-confidence and social skills.

The 3 year nurture group programme provides autistic pupils with the time and support needed to adjust to a school setting in a calm nurturing environment with the aim of actively supporting pupil's to transition back into a mainstream school.

The school provides range of opportunities for pupils to experience a wide range of different activities that autistic pupils may not normally have the opportunity to do so; this supports autistic pupils to develop their social and communications skills in a safe and relaxed context.

What else the provision does well:

The use of chrome books has had a positive impact on pupils engaging more in their learning by enabling them to choose a learning pathway which suits their individuals learning style.

The school has deliberately fostered a culture of normalising conversations about autism and the impact autism has on individuals. This supports other students to understand autism and gives autistic pupils a platform to speak openly about their own experiences.

What the provision could develop further

Priorities for the provision:

In some observations there were missed opportunities to support learning with meaningful visuals, there was a tendency for staff to be over reliant on verbal explanations. The school should explore how they can embed the use of a visual aids across the school to help reinforce written or verbal instructions.

There were some inconsistencies in the use of structured teaching approaches to promote independent learning within the classroom environment. The school should explore the use of using independent work schedules and lesson breakdowns to provide a more structured working environment, enabling autistic pupils to become more independent in their learning.

Whilst most classrooms had lesson timetables in either written or visual format and some pupils had individual timetables, there were missed opportunities to regularly prompt autistic pupils to refer to their timetables which resulted in staff often telling pupils what the next lesson was and where they needed to go. The school should

explore how pupils could be more widely encouraged to use timetables independently to promote independence

As identified in the school autism action plan the assessment team would encourage the school to embed the use of social stories and/or comic strip conversations to develop greater social understanding. This would help pupils to develop a greater social understanding using visual and written information and would further help to reduce staff reliance on complex verbal reasoning.

Other areas to consider

The school has embedded a number of sensory approaches into classroom practices, ensuring pupils have access to sensory tools to help them self-regulate and through discussions it is obvious that staff have an understanding of sensory difficulties and how this can impact individuals. To ensure consistency in practice, particularly for pupils with individual sensory diets/profiles the school should ensure that this information is accessible to staff at all times.

Following a discussion with some pupils the school may also like to explore developing more sensory calming and alerting approaches/facilities on house groups to support pupils to self-regulate

Section 3: Professional Development

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

According to the information provided in the assessment introduction form;

At Wilds Lodge School we provide an environment in which Autistic Individuals can thrive by:

- Using Visual Timetables/ Routines Visuals on House Groups, e.g. Brushing Teeth Visuals
- Using Timers -
- Using Social Stories
- Supporting individuals to regulate emotions- e.g. emotions rugs/ time out cards/ 5 point scale
- Providing Lego Club/ Card Games/ Communication Clubs - Providing Sensory Circuits Intervention/ Messy Play
- Providing the Alert Programme

- Using the TEACHH Approach
- Providing Sensory Resources- Fiddle Toys, Ear Defenders
- Supporting Staff and Pupils to Understand ASD, e.g. Assemblies, Autism Awareness Week, Workshops - Including Outdoor Education
- Supporting pupils with Transitions, e.g. Moving Classes, Camps
- Providing Staff Training
- Including Reasonable Adjustments in daily routine, e.g. Classroom Learning/ Environment, Exam Adjustments
- Ensuring Routines are Consistent- Informed of any changes
- Providing Safe Spaces
- Availability of the Sensory Garden/ Sensory Room
- Consideration and Adjustments in Food/ Diet, e.g. Pictures of food, alternative choices, separating food

Training staff receive in these approaches and in understanding autism as part of their induction

New member of staff meet with the autism leads as part of the schools induction process to cover information about working with autistic individuals in school. New staff are also offered the NCFE Level 2 Understanding Autism course.

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

The school has an on-going professional development programme. Weekly after school training sessions cover topics such as, sensory processing, dyslexia, phonics and Google classroom. Wider subjects such as SPELL, PDA, and Emotionally Aware Feeding training take place on Inset Days as CPD.

Section 4: Person Centred Support

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

According to the school's Special Educational Needs Policy:

At Wilds Lodge, all students have an Education Health Care Plan, prepared before the student arrives at the school, which describes their social, emotional and mental health difficulties. It is also likely to describe additional learning difficulties.

When this is the case, the STT will liaise with the class teacher to:

- Use any information and data from previous educational placements to provide an appropriate curriculum for the student and focus attention on action to ensure support within the class.
- Ensure that on-going observation and assessment provides feedback about a student's achievement to inform future planning of his learning.
- Ensure opportunities are available for the student to show what he knows, understands, and can do through the pastoral programme.
- Involve the student in planning and agreeing targets to meet their needs.
- Ensure that parents/carers and care staff are aware of, and, as far as possible, are involved in the learning process.

Teaching students with additional learning needs beyond their SEMH is a whole-school responsibility, requiring a corporate and collaborative response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes into account the wide range of abilities, aptitudes, and interests of the students. The majority of students should learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

A student's progress is measured by referring to:

- Evidence from teacher observation and assessment.
- Their performance against Rising Stars within the National Curriculum at the end of a topic/key stage.
- Standardised screening or assessment tools.
- Exam/accreditation through GCSE/ASDAN/BTEC etc.

Termly reports are in place to be discussed with parents/carers as well as Annual Review Reports once a year.

Annual reviews

The school used Boxall Profiles to assess pupil's social, emotional and behavioural progress

Differences in Social Communication

Key outcomes identified from personal support documents and staff discussions:

All pupils at Wilds Lodge School are verbal.

Placement plans identify each autistic person's skills and challenges in social communication and interaction and any challenges they may experience in expressing themselves. For example 'X can seem withdrawn and non-communicative when he is struggling, but his communication skills are on target. He is capable of following instructions first time round but they will be better followed if they are broken down to one instruction at a time.' Another plan states that 'X has great difficulty interpreting tone of voice and facial expressions both with family members and adults outside his family.

Placement plans describe how staff should modify their communication. For example one plan states that 'Staff will use clear concise and simple language when communicating with x and he will be asked to repeat instructions to gauge his understanding'.

Classroom communication guidelines state;

- Allow time to process information
- Use clear, simple instructions and language
- Reinforce key words where appropriate (e.g. introduce them at the beginning of the lesson).
- Short and structured activities in lessons
- 'Chunking of work'
- Repetition

Key outcomes identified from observation/review of key activities:

In most observations staff made themselves understood by simplifying and structuring their verbal language. In some observations there were missed opportunities to support learning with meaningful visuals and there was a tendency for staff to be over reliant on verbal explanations. For example in one observation the teacher was verbally explaining an abstract concept, the teacher had to do this several times but pupils appeared to struggle to understand. At the end of the lesson the teacher improvised by finding some visual supports around the classroom to explain the concept, this has the immediate effect of helping pupils to understand. Where best practice was observed the teacher was reading a story using the whiteboard supported laminated visuals of key characters and objects from the story. To ensure consistency in the use of meaningful visual the school should explore how to embed the use of visual aids, such as photos, pictures, 3d models, and objects of reference across classroom practice to reinforce written and/or verbal instructions.

All pupils at Wilds Lodge school are verbal and do not use communication aids. During most observations pupils were observed to express themselves confidently both within group situations and one to one conversations with staff. During one

observation of a house group meeting a pupil was observed to try to speak several times but found it difficult to do so due to the amount of people speaking and consequently did not say anything. The school may like to explore simple methods that could be introduced during large group meetings to ensure that everyone has the opportunity to speak. This could be a simple hand gesture or card system.

Throughout the assessment pupils were provided with many opportunities and purpose to communicate as part of a group or 1:1 with staff. Where best practice was observed, staff created opportunities to interact with peers, work in groups, and take turns and to understand different points of view. Pupils appeared confident and happy to approach adults and to engage in a spontaneous interactions.

Self-Reliance and Problem Solving

Key outcomes identified from personal support documents and staff discussions:

Placement plans describe how best to support autistic pupil's in their independent functioning, for example one plan states that 'X requires support from adults during transition times to ensure he is able to follow reasonable classroom expectations' another plan states that 'X's learning programme will involve the use of high level of visual cues, practical activities, first hand experiences and use of concrete materials'.

Placement plans provide evidence that each autistic pupils is set realistic goals related to their independent functioning. For example in one pupil's plan is stated that 'I need to keep my bedroom clean and tidy, including my clothes and personal belongings. How to do it? I will pick up my clothes when I get changed, putting them in the laundry. I will also put things away in draws or in my suitcase. Who could help? Care staff can help by reminding me to keep my things tidy and other boys can also help'.

Key outcomes identified from observation/review of key activities:

In most lessons autistic people are supported to do things by themselves rather than constantly wait to be told by a member of staff. Where best practice was observed autistic pupils had access to 'google classrooms' which enables autistic pupils to choose their own learning pathway for the lesson. For example in one lesson one pupils was listening to a podcast to support his learning, other options included reading articles, watching videos or participating in an activity. Pupils can choose which activity they feel best suits their learning style.

There were some inconsistencies in the use of structured teaching approaches to promote independent learning within the classroom environment. For example, in one observation pupils were working independently on work sheets but had to wait until all

pupils had finished the worksheets and handed them in before being able to start on the next worksheet. To encourage more independent learning the school should explore the use of lesson schedules and checklists to encourage pupils to work more independently. This would encourage students to work at their own pace and provide the opportunity to introduce further worksheets for pupils who want to do more or reward/relax options for when work is complete.

Whilst most classrooms had lesson timetables in either written or visual format and some pupils had individual timetables, there were missed opportunities to regularly prompt autistic pupils to refer to their timetables which resulted in staff often telling pupils what the next lesson was and where they needed to go. The school should explore how pupils could be more widely encouraged to use timetables independently to promote independence.

In all observations pupils were provided with opportunities to develop their skills and confidence in expressing opinions and making decisions. Where best practice was observed pupils were observed talking about current affairs, discussing in pairs and groups their opinions on relevant topics. During house meeting autistic pupils were encouraged to reflect on their day, express what went well and set their own targets.

Sensory Experiences

Key outcomes identified from personal support documents and staff discussions:

Where appropriate some pupils have sensory assessment which identify sensory experiences autistic pupils find enjoyable as well as those that cause discomfort e.g. Dislike of bright lights, covers ears when ears certain sounds.

Sensory profiles describe how best to support autistic people in regulating sensory input, showing a personal centred understanding of autism. For example one profile states. 'Allow me rest breaks from visual stimuli every 15 mins to support my fatigue management', another profile states, 'use deep pressure strategies and keep your voice calm. Quiet and clear'.

Sensory profiles describe how best to support autistic pupils to access and take part in activities that they find sensory rewarding. For example one profile states, 'use predictable strategies and routines, this will reduce my anxiety, my sensory sensitivities increase with anxiety'.

During discussions staff were able to describe the ways they have supported autistic people, in their sensory regulation. For example one pupil enjoys playing with clay but dislikes the feel of

the texture on their hands, therefore the pupil uses gloves to enable them to participate in the activity.

The school is currently developing a 'risky play' play area to support autistic pupils who seek more alerting sensations to self-regulate. The school has designed the equipment with the support of the educational psychologist with the aim of increasing alertness and incorporating the sensations of height, balance, movement and hiding into the structure.

Key outcomes identified from observation/review of key activities:

Pupils have access to a wide variety of sensory tools which support them to regulate and remain engaged in lessons. For example pupils were observed to use rubber cushions, earphones and fidget toys.

Pupils have access to a range of sensory activities which they find enjoyable including classroom based activities such as painting with vegetables, cooking and baking to taking part in a variety of outdoor activities including fishing, bird watching, cycling, golf, and kayaking.

The in-house therapy team are able to offer a variety of activities that enable autistic pupils to access a range of sensory experiences within a safe and secure context. Therapies offered include art, dance, drama, animal and music.

Emotional Well-being

Key outcomes identified from personal support documents and staff discussions:

Placemat plans describe how best to support autistic people in maintaining their well-being and avoiding anxiety, stress or upset. For example 'X would benefit from structured co-operative group activities to help build relationships with his peers. The use of role play and video clips to model and explore different ways of interacting and coping with social situations would be helpful'.

Care Plans provide evidence that each autistic pupils is set realistic goals related to their social and emotional well-being and overcoming barriers to their emotional well-being. For example one pupil's target is: 'I need to understand boundaries and routines of the Lodge and school day. How? I will listen to instructions and ask staff for help if I am unsure. Who can help? Teachers, care staff and pupils can help me to understand the school boundaries and routines'.

Placement plans provide evidence that autistic pupils achieve positive outcomes in overcoming anxiety, stress or upset and overcoming barriers to their emotional well-being. For example one plan states 'X is developing his friendship group and is keen to share his personal belongings with peers when playing a game' another plan states 'X has begun to take part in more of the activities that have been on offer'.

The school offers an impressive range of therapies including, dance, drama, play, animal and music therapy. This ensure pupils can access therapeutic support that is right for them.

The current transition programme of one nurture group pupil back into mainstream school demonstrates the flexibility of the school in offering person centred transition programmes to ensure the successful transition of pupils back into mainstream school.

The school can clearly demonstrate many positive outcomes achieved by its pupils. Examples include;

- Pupils participating in a wide variety of personalised work placement opportunities such as working in a tattoo shop, Costa Coffee and Age UK
- 1 pupil gone to university
- 1 pupil on a bespoke agricultural programme
- 1 pupil studying engineering at Formula 1 mechanics college
- 1 pupil in a supported internship at a cycle shop
- Many pupils achieving excellent GCSE and A level results

Key outcomes identified from observation/review of key activities:

It was evident throughout the assessment that the wellbeing of pupils is the highest priority at Wilds Lodge School. Most pupils presented as feeling safe, calm and happy. On the few occasions that pupils showed signs of anxiety staff were quick to support the pupils and were skilled at using person centred approaches to ensure pupil's anxieties did not escalate.

Autistic people experience a sense of completion and achievement. Each morning autistic pupils set their own targets for the day, pupils are supported throughout the day to achieve their targets. Targets are reviewed at the end of each school day giving pupils a opportunity to reflect on their achievements and where they could have done things differently.

The school enables pupils to participate in wide variety of activities ranging from theatre productions, music festivals, Duke of Edinburgh programme, annual camps, trips to the beach, inter-form rounders, football tournaments and visiting Legoland.

Staff were often heard to be praising autistic pupils for their achievements and giving meaningful positive feedback to boost confidence and self-esteem.

Section 5: Consultation

With Autistic People

The views of autistic pupils are obtained and recorded in a variety of methods including;

- School Council
- 1:1 Support sessions with OT, SaLT, Reading Support Specialist
- Nurture Meeting
- Personal support sessions, every 6 weeks
- Therapy sessions
- Purple Boxes
- Independent visitor
- Preparations for Adulthood
- Staff meetings – End of day strategy

Interviews were held with 4 pupils, comments included;

'It's such a different type of school, all the staff are very supportive'.

'There are lots of facilities such as metal work, wood work, the small class groups really help'.

'It feels like I'm at the right school'.

6 pupils completed the accreditation questionnaire, the results of which can be seen in appendix 2.

Comments included;

'They understand and get my son'.

'I think Wilds Lodge is the best school for helping people like me in all of the UK'.

'The school is fantastic if only all schools were like wilds. My son has become so much more confident and manages things a lot better. The staff go above and beyond for the child and family'.

With families of Autistic People

The school works together and supports families in a number of different ways, including;

- Parent Liaison staff
- On-line Parent Forum
- Weekly contact from education
- Twice weekly contact from care
- Transition meetings on entry
- Annual Reviews
- Support Meetings for Parents
- Facebook Page for parents
- School Facebook/Instagram/website
- Home Visits

11 families completed the accreditation questionnaire, the results of which can be seen in appendix 2.

Comments included;

'Wild's Lodge School have taken the time to understand my son's individual needs with a real knowledge of the autism spectrum. The support offered to him has been outstanding and he had been able to progress more than ever hoped'.

'Staff are committed and go above and beyond to support children. Cannot rate this school more highly. Just wish more schools could learn from WL'.

'Wild lodge school has transformed my frightened uncontrollable child into a calmer, understanding, caring and loving child. He has been listened to. Given the opportunity to gain education instead of being permanently excluded like he was from mainstream. Regular contact means I feel like I am in control of his needs when away from home. This time 3 years ago I wouldn't have believed he would cope with day to day activities let alone an education. Today I know he has a bright independent future'.




APPENDIX 1: SURVEYS

Family Feedback Questionnaire Results



| 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 | 9.09% | 1 |
| 4 | always good | 90.91% | 10 |
| | | answered | 11 |
| | | skipped | 0 |

| The understanding that staff have for my relative's autistic needs is... | | | |
|--|-------------------------|---------------------|-------------------|
| | | Response Percent | Response Total |
| 1 | poor | 9.09% | 1 |
| 2 | ok, but could be better | 0.00% | 0 |
| 3 | mostly good | 18.18% | 2 |
| 4 | always good | 72.73% | 8 |
| | | answered | 11 |
| | | 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 |  | 18.18% | 2 |
| 3 | mostly good |  | 9.09% | 1 |
| 4 | always good |  | 72.73% | 8 |
| | | | answered | 11 |
| | | | skipped | 0 |

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



| | | | Response Percent | Response Total |
|---|-------------------------|--|---------------------|-------------------|
| 1 | poor | | 0.00% | 0 |
| 2 | ok, but could be better |  | 9.09% | 1 |
| 3 | mostly good | | 0.00% | 0 |
| 4 | always good |  | 90.91% | 10 |
| | | | answered | 11 |
| | | | skipped | 0 |

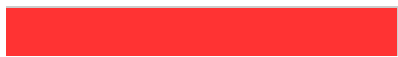

Comments: Please note you are not required to comment below, if you do so they may be quoted in the final report. Our questionnaires are anonymous and Autism Accreditation cannot be held responsible for comments which identify any individual. (7)

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

| | | | Response Percent | Response Total |
|---|--------------------------------------|---|-----------------------------|---------------------------|
| 1 | 20/02/2020 19:25 PM ID: 136190993 | My son joined Wilds post 16 in September following 3 years of no education at all due to a breakdown and suicide attempts. The support and encouragement shown to not only my son but my entire family have been like nothing we have ever experienced. My son has gone from a virtual recluse to being able to spend entire weeks at school. He has made friends within his peer group, is engaged with his school work, does work experience within the school and accesses the outside world with friends and staff. They fully understand that he is experiencing new things and take things as slowly as is needed while never failing to be fully supportive. The communication between staff and families is second to none. I am of the firm belief that my son now has a future. 12 months ago I wouldn't have been able to say that with any conviction. Wilds has changed our lives! | | |
| 2 | 20/02/2020 19:39 PM ID: 136191529 | Wild's Lodge School have taken the time to understand my son's individual needs with a real knowledge of the autism spectrum. The support offered to him has been outstanding and he had been able to progress more than ever hoped. | | |
| 3 | 20/02/2020 21:23 PM ID: 136195239 | We had a slightly difficult start, I think it took a little while for the school to 'get' our son, but they have always listened and they have helped him immeasurably. | | |
| 4 | 20/02/2020 21:33 PM ID: 136195531 | Staff are committed and go above and beyond to support children. Cannot rate this school more highly. Just wish more schools could learn from WL | | |
| 5 | 20/02/2020 21:35 PM ID: 136191852 | When my son started at Wilds Lodge, they got training for the entire school on PDA, the type of autism my son has. He has thrived there and although he is leaving this year after his exams, he is now prepared to move on to the next stage of his life and has succeeded far beyond what we could have ever hoped for. | | |
| 6 | 20/02/2020 21:40 PM ID: 136195296 | Wild lodge school has transformed my frightened uncontrollable child into a calmer, understanding, caring and loving child. He has been listened to. Given the opportunity to gain education instead of being permanently excluded like he was from mainstream. Regular contact means I feel like i am in control of his needs when away from home. This time 3 years ago i wiuoldnt have believed he would cope with day to day activities let alone a education. Today i know he has a bright independent future. | | |
| 7 | 20/02/2020 22:38 PM ID: 136197226 | We had a slightly difficult start, I think it took a little while for the school to 'get' our son, but they have always listened and they have helped him immeasurably. | | |



Feedback questionnaire on Wilds Lodge School to be completed before 25/02/2020

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

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

| The staff listen to me on how I want to be helped | | | | |
|--|--------------------------------------|---|------------------|----------------|
| | | | Response Percent | Response Total |
| 1 | Yes | <div></div> | 83.33% | 5 |
| 2 | No | <div></div> | 0.00% | 0 |
| 3 | Sometimes | <div></div> | 16.67% | 1 |
| | | | answered | 6 |
| | | | 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. (4) | | | | |
| 1 | 20/02/2020 19:27 PM ID: 136191068 | I have helped my 16 year old son answer these questions. He isn't always able to communicate how he feels or what support he needs but Wilds staff are incredibly communicative with me, talking almost daily. This has helped my son to feel supported and understood. When he is unable to speak he will text me so that I can feedback his thoughts and feelings to staff. | | |
| 2 | 20/02/2020 19:55 PM ID: 136192086 | They understand and get my son. | | |
| 3 | 20/02/2020 20:08 PM ID: 136192562 | I think Wilds Lodge is the best school for helping people like me in all of the UK. | | |
| 4 | 21/02/2020 19:38 PM ID: 136296639 | The school is fantastic if only all schools were like wilds. My son has become so much more confident and manages things alot better. The staff go above and beyond for the child and family. | | |

| Who just completed the questions above? | | | | |
|---|-----------------------------------|-------------|------------------|----------------|
| | | | Response Percent | Response Total |
| 1 | The autistic person by themselves | <div></div> | 16.67% | 1 |

| Who just completed the questions above? | | | | |
|---|---|---|---------------------|-------------------|
| | | | Response Percent | Response Total |
| 2 | The autistic person with support |  | 33.33% | 2 |
| 3 | A staff member who represented their views | | 0.00% | 0 |
| 4 | A family member or friend who represented their views |  | 50.00% | 3 |
| | | | answered | 6 |
| | | | skipped | 0 |

APPENDIX 2: COMMENTS FROM THE PROVISION