

AUTISM ACCREDITATION REVIEW REPORT



Wilds Lodge School
Review Date: 24/09/2013

Review Team

Team Leader	Name	Occupation
	Cheryl Smith	Lead Practitioner for Autism
Team Member	Name	Occupation
	Irene Stevens	

TABLE OF CONTENTS

SECTION	PAGE NUMBER	INITIALS OF AUTHOR
COVER	1	
TABLE OF CONTENTS	2	
INTRODUCTION	3	
PEN PICTURE	4	
PREVIOUS RECOMMENDATIONS	7	
POTENTIAL AREAS FOR DEVELOPMENT	8	
POTENTIAL AREAS OF STRENGTH	9	
REVIEW STANDARDS	10	
SUMMARY	18	
APPENDIX	22	
PANEL REPORT	23	
TERMINOLOGY	24	

INTRODUCTION

The review report is designed to provide a concise and focused insight into the organisation's performance against accreditation teaching/learning standards. The Review Report focuses to the criteria for Autism Accreditation.

1. The service has a specialised knowledge and understanding of autism spectrum disorders.
2. The knowledge and understanding of autism spectrum disorders consistently informs the organisation, resources and management of the service.
3. The knowledge and understanding of autism spectrum disorders consistently informs the individual assessment and planning for all people with autism.
4. The knowledge and understanding of autism spectrum disorders consistently results in positive outcomes for all people with autism.

The Review Report will be submitted to the Autism Accreditation Panel and forms part of the decision making process.

PEN PICTURE

SERVICE PROVIDER

Name of Organisation	Wilds Lodge School
Address	Wilds Lodge School Stamford Road Empingham LE15 7QQ
Telephone Number	01780 767254
Mission Statement	
Organisations Governance (E.g. Online Links to Statutory Reviews, Annual Reports)	Ofsted Education report http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/134938 Ofsted Care report http://www.ofsted.gov.uk/filedownloading/?id=2223281&type=1&refer=1
Details of any other services	

PROVISION BEING REVIEWED

Name of Provision being reviewed	Wilds Lodge School
Contact Person	Stephanie De Vries
Details of provision(s) (Please list separately all provisions being Reviewed and add/delete bullets as required) • Address(es); - Number of Placements; - Type of Service/School; and - Specialist Standard used	Wilds Lodge school caters for around 80 pupils, around 10 of which are day pupils. Approximately half of the schools' pupils have a diagnosis of Autistic Spectrum Disorder. The school is based across three separate sites:- Main School and residential accommodation for pupils age 6 – 16 Wilds Lodge School Stamford Road Empingham LE15 7QQ School and residential accommodation for pupils from 6 – 18 Crossroads Farm Grantham Lane Empingham Rutland PE9 4AG Post 16 Accommodation for 8 pupils Rock Lodge 1 Empingham Road Stamford PE9 1RH
Telephone	01780 767254
Fax	
Email address	office@wildslodgeschool.co.uk
Autism Specific Aims for Care / Education	
Management and Staff Structure	Wilds Lodge School has a Senior Leadership Team, made up of senior members of staff from across the school. The SLT is responsible for the overall management of the school.
Description of service/school	

Philosophy of service/school	Wilds lodge is a therapeutic school for children with Social, Emotional and Behavioural Difficulties and additional Autistic Spectrum Disorders
Are there any safeguarding issues which you feel would have an impact on the Accreditation Review?	Yes/<u>No</u>
Description of Physical Environment / Buildings	The school is based across three separate sites. Two of which are set in a rural location and one is based in a more urban setting for transition.

PREVIOUS RECOMMENDATIONS As identified by the Panel

This is the first review for Wilds Lodge School and therefore no previous recommendations have been made.

POTENTIAL AREAS FOR DEVELOPMENT As identified in the IDR

Potential Area 1

Core Standard 14.1 – Transition

The creation of a school Transition Policy, that reflects current practice is recognised as a potential area for development.

A school transitions policy has been written which identifies specific procedures and practice for pupils with Autism. It makes reference to and identifies Macro transitions and Micro transitions within the school and details how these procedures are undertaken to best support students.

The policy documents the importance of a positive transition into the school in addition to transitions out of school and back into community settings.

The review team felt that this policy adequately meets the required standards for supporting students with autism appropriately and were pleased to see that the contents of the policy were very much seen to be ingrained in everyday practice.

Sources of Evidence:

Written Documentation of:

Transition Policy
Interim Development Review Document
Individual transition plans and care plans

Interviews & Discussions with:

Interviews with Autism Lead 24.09.13 and 25.09.13
Interviews with Senior Leadership Team -24.09.13

Observations:

Tour of Crossroads 25/9/13
Tour of Wilds Lodge 24/9/13
Tour of Rock Lodge 25/9/13
Observation of PE in gym 24.9.13
Observation of metalwork lesson 24.9.13
Observation of bricklaying lesson 24.9.13
Observation of woodwork lesson 24.9.13
Observation of house meeting at Crossroads 24.9.13
Observation of House Group Meetings at Wilds Lodge 24.09.13 and 25.09.13
Observation of lunch breaks 24.9.13
Observation of break time 24.9.13
Observation of Maths lesson 24.09.13
Observation of Geography lesson 24.09.13
Observation of assembly 25.09.13
Observation of music festival 26.09.13

Potential Area 2

Core standard 3.1 – Professional training and Development and staff Information Resource

With the use of autism accreditation focusing on key processes i.e. sensory integration and transition within the school, emphasis on future training will focus on reflective practice and is recognised as a potential area for development.

The review team noted that an Autism policy had been written which documents interventions and approaches which support pupils with Autism and help them to achieve. The review team acknowledge that the writing of this policy is important to document processes and understanding, however, note that the understanding of staff regarding Autism is outstanding across staff from all designations within the school. The school have ensured that all training is delivered to every member of staff who has contact with the children, including kitchen staff and housekeepers. There is an ethos and understanding which underpins the entire service and this was evident across all observations. Training has focused on specific areas and has taken a reflective approach and this appears to have been a useful and productive method for continuing staff development and understanding.

The review team feel that the policy and training are entirely adequate to meet the standards set out by NAS accreditation and that the practice excels in this regard (see Area of Strength for Care Practice General)

Sources of Evidence:

Written Documentation of:

Autism Policy

Interviews & Discussions with:

Informal discussions with pupils – 24.09.13 and 25.09.13

Informal talks with Teachers – 24.09.13 and 25.09.13

Interview with Autism Lead – 25.09.13

Interview with Senior Leadership Team – 24.09.13

Interview with Head of Therapy staff – 24.09.13

Interview with Curriculum Leader – 24.09.13

Observations:

Tour of Crossroads 25/9/13

Tour of Wilds Lodge 24/9/13
Tour of Rock Lodge 25/9/13
Observation of PE in gym 24.9.13
Observation of metalwork lesson 24.9.13
Observation of bricklaying lesson 24.9.13
Observation of woodwork lesson 24.9.13
Observation of house meeting at Crossroads 24.9.13
Observation of lunch breaks 24.9.13
Observation of break time 24.9.13
Observation of Maths lesson 24.09.13
Observation of Geography lesson 24.09.13
Observation of assembly 25.09.13
Observation of music festival 26.09.13

<p>POTENTIAL AREAS OF STRENGTH As identified in the IDR</p>

Potential Area 1

Specialist standard2 – Teaching and Learning – Programme / Curriculum and Activity Content

The range of opportunities available to pupils, as part of an individualised curriculum is recognised as an area of potential strength.

Wilds Lodge School offers a full educational curriculum to its pupils to meet their educational and learning needs as set out by the National Curriculum, but very much supports and encourages the social and emotional aspects of learning that their pupils require. The curriculum is broad and carefully designed to meet the individual needs of students providing child centred programmes that seek to truly engage and develop pupils, with a focus on future and skills for life.

The review team observed that the School has a wide range of work based facilities and vocational courses available to students in addition to activities that encourage nurture and care, such as the vast array of wild animals that the school has for students to care for, including llamas, pigs, ducks and donkeys. These are seen as very important and were extremely highly valued by the students who conducted tours with the review team.

The range of qualifications provided is entirely suited to the needs of pupils and encourages progression and development that is appropriate to the needs of individuals with Autism. (See Specialist Standard 2 for more information)

The curriculum at Wilds Lodge is carefully considered and suited to the students' needs. The breadth of activities offered ensures that the children are valued as learners and as individuals. The range of activities provided takes account of strengths and areas of special interest and provides access to appropriate qualifications and vocational opportunities. The underlying therapeutic curriculum which is part of the ethos that underpins everything within the school nurtures social and emotional growth and the review team feel that the school deserve recognition and commendation in this regard. (Please see Specialist Standard 2 for additional information to support this area of strength.)

Sources of Evidence:

Written Documentation of:

Curriculum policy – aims and objectives
The role of Subject co-ordinator
Staff guidance document –The Therapeutic School – Ideas underpinning Practice
Curriculum Statement
Autism Policy
Transitions Policy

Interviews & Discussions with:

Informal discussions with pupils – 24.09.13 and 25.09.13
Informal talks with Teachers – 24.09.13 and 25.09.13
Interview with Autism Lead – 25.09.13
Interview with Senior Leadership Team – 24.09.13
Interview with Head of Therapy staff – 24.09.13
Interview with Curriculum Leader – 24.09.13

Observations:

Tour of Crossroads 25/9/13
Tour of Wilds Lodge 24/9/13
Tour of Rock Lodge 25/9/13
Observation of PE in gym 24.9.13
Observation of metalwork lesson 24.9.13
Observation of bricklaying lesson 24.9.13
Observation of woodwork lesson 24.9.13
Observation of house meeting at Crossroads 24.9.13
Observation of lunch breaks 24.9.13
Observation of break time 24.9.13
Observation of Maths lesson 24.09.13
Observation of Geography lesson 24.09.13
Observation of assembly 25.09.13
Observation of music festival 26.09.13

Areas of Strength

The curriculum at Wilds Lodge is carefully considered and suited to the students' needs. The breadth of activities offered ensures that the children are valued as learners and as individuals. The range of activities provided takes account of strengths and areas of special interest and provides access to appropriate qualifications and vocational opportunities. The underlying therapeutic curriculum which is part of the ethos that underpins everything within the school nurtures social and emotional growth and the review team feel that the school deserve recognition and commendation in this regard.

Potential Area 2

Specialist standard 5 – Care Practice - General

The individual care plans for pupils are recognised as an area of potential strength.

The review team feel that Wilds Lodge School has exceeded the standards expected by NAS accreditation in this regard.

The quality of individual care plans is outstanding. They are very comprehensive and detail a range of learning, behavioural and sensory needs with proven individualised strategies which support the students in their care. The care plans were seen to be consistently good across the whole school and strategies documented were noted to be used by staff supporting students consistently and effectively.

In addition to the care plans, the review team feel that the Care Practice-General Specialist Standard deserved additional recognition relating to the education, care, consistency and communication between staff and pupils across the school day.

The general understanding of pupils needs was outstanding, as was the seamless communication between school and care teams which included pupils' views and opinions. The House Group meetings in the mornings and afternoons, provide a familiar structure and routine which supports transition between the two different aspects of the pupils day. The consistent attendance by all members of staff involved in the day to day care of children, within school and in the residential setting, ensured that there was a genuine sense of interest and concern for all pupils and ensured that they felt valued as individuals. The focus on positives and setting of daily goals ensured that all staff were able to support students appropriately to have a positive day and focus on their own progress. All of the above was seen as outstanding.

The care practice at Wilds Lodge School is outstanding across all areas. The quality of individual plans and care plans is very high and strategies documented are consistently seen to be in practice. The relationships between staff and children, both within the school and the care settings are second to none. There is a sense of mutual respect and genuine concern between staff and pupils which provides the children with honest, secure and consistent care, from a team of outstanding role models.

Sources of Evidence:

Written Documentation of:

Behaviour Management Policy
Individual care plans
Individual lesson plans
Equality Diversity and Inclusion policy
Sensory profiles
The therapeutic School –Ideas underpinning practice document
Autism Policy
Transitions Policy

Interviews & Discussions with:

Interview with Head of Care 24.09.13
Interview with Deputy Head of Care – 25.09.13
Interview with Team Leaders – 24.09.13, 25.09.13
Interviews with Senior Leadership Team – 24.09.13 and 25.09.13
Discussions with Pupils –informal – 24.09.13 and 25.09.13
Interview with parents – 25.09.13
Interview with pupils – 25.09.13
Interview with Autism Lead – 25.09.13

Observations:

Tour of Crossroads 25/9/13
Tour of Wilds Lodge 24/9/13
Tour of Rock Lodge 25/9/13
Observation of PE in gym 24.9.13
Observation of metalwork lesson 24.9.13
Observation of bricklaying lesson 24.9.13
Observation of woodwork lesson 24.9.13
Observation of house meeting at Crossroads 24.9.13
Observation of lunch breaks 24.9.13
Observation of break time 24.9.13
Observation of Maths lesson 24.09.13
Observation of Geography lesson 24.09.13
Observation of assembly 25.09.13
Observation of music festival 26.09.13

Areas of Strength

The care practice at Wilds Lodge School is outstanding across all areas. The quality of individual plans and care plans is very high and strategies documented are consistently seen to be in practice. The relationships between staff and children, both within the school and the care settings are second to none. There is a sense of mutual respect and genuine concern between staff and pupils which

provides the children with honest, secure and consistent care, from a team of outstanding role models.

REVIEW STANDARDS

SPECIALIST STANDARD 1

Environment

The physical environment is fit for purpose/suits its stated purpose and meets/is responsive to the needs of the people with autism.

INDICATORS

1. There are policies, procedures, local protocol & guidelines that inform practice regarding the needs of people with autism in relation to their environment.

Not Met	Partially Met	Met	Met & Exceeded
		X	

The school makes consistent references to environment throughout its written policies and procedures. The school has a written autism statement which reflects the needs of children and young people with autism. The rationale of this document states that the service should be enabled to 'provide the best possible education and care for pupils with an autistic spectrum condition'. Within the policy there is a specific section on environment. This section acknowledges that sensory sensitivities have an impact on children and young people with autism. The policy states that the 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'. The Behaviour Management policy of the school states, as one its principles, that they provide 'a secure and caring environment that is orderly, safe and consistent.' In the school Statement of Aims and Purposes, it states that 'the environment is the physical context through which we express our care'. The admission pack states that the residences have 'regular routines' for before and after school attendance.

2. The physical environment reflects policies, procedures, local protocol & guidelines and meets the needs of the people with autism.

Not Met	Partially Met	Met	Met & Exceeded
			X

In keeping with the stated aim of the environment section of the autism policy, and other documentation, the educational and residential facilities are structured and fitted out to a very high standard. Classrooms were orderly and welcoming. Vocational activity areas such as construction, woodwork and metalwork reflected real work situations but at the same time, had good use of work zones and visual cues on the walls and on whiteboards. There was noise within the vocational education classrooms and in the gym, as may be expected. However, the young people did not find this distracting and worked well on all of the activities within which they were engaging. I asked one of the teachers what he would do if he felt a young person was being distressed by noise levels. He referred to the use of sensory profiles and strategies laid out for individual young people and gave me the example of a young person who has a hat which he puts on and pulls over his ears if the noise starts to become too much for him.

While the school is not autism-specific, it still has a calm, low arousal environment. The school general areas and the residences have soft colour schemes and appropriate robust yet homely furnishings. In the residences, pictures, mirrors, soft furnishings and ornaments figure widely and there was no signs of any damage or breakages. The common living areas within the residences are zoned into larger and smaller homely segments, giving good opportunities for space and quiet if needed. Most of the bedrooms are shared and bedrooms can be personalised in line with the preferences and needs of the residents. One young person on the autistic spectrum has been assessed as needing his own bedroom, so this has been provided and he does not share his room. The young adults moving to Rock Lodge have their own en-suite, single occupancy rooms in keeping with the move to greater independent living.

Wilds Lodge and Crossroads have safe and well structured play areas which are available to the young people both during the school day at break times and in the evening when they are in residence. At all times the play areas are supervised to ensure the safety of the pupils. The play equipment within the play areas is robust and encourages appropriate risk taking in a safe and structured environment.

Wilds Lodge and Crossroads are based in the countryside, with extensive grounds and gardens. A wide range of animals, from llamas to pigs to donkeys, are present in the grounds and accessible to the children. The gardens and grounds are immaculately laid out and cared for. Rock Lodge is the post-16 provision. In keeping with the school's emphasis on encouraging independence, this facility is

based in a large older property near the town centre. This house is also well structured, fitted out and decorated to the highest standard. It has a smaller garden than the other sites but the garden is still beautifully kept and well used, with a covered patio area and barbecue. From the front gate and grounds, to the smallest features within the education and residential buildings on all of these sites, the message that comes across is that pupils and staff are valued and that a good environment is central to wellbeing and progress.

3. The physical environment is used effectively to promote well-being and progress for the people with autism.

Not Met	Partially Met	Met	Met & Exceeded
			X

The school places children at the heart of everything it does. This includes taking account of individual needs in relation to the environment. Sensory profiles exist for the children who need them. The issues which can affect children on the autism spectrum are taken into account in activities within the residences and the classroom and strategies put in place within the environment to reduce these impacts to a minimum (for example, weighted blankets on laps in class and during meetings and individual visual signifiers for time passing which children carry with them if they need it). In the metalwork area, a radio was playing music in the background. Metalwork is a noisy area in any case and the background music did not seem too intrusive during the metalwork lesson. On a later observation, however, it was noted that the music could be heard in the construction area, which is a quieter space than the metal work area. While this did not cause any problems during either of these sessions, it is suggested that staff remain mindful of the possible effects of extraneous background music for some children with auditory sensitivities.

It was noted that pupils at the school can take part in wider community activities, such as swimming as part of PE or bowling as part of leisure activities in the residences. There was also a very well organised music festival taking place at the time of the review, to which over 450 pupils from other schools in the area were invited. Pupils were aware of, and involved in, the music festival and plans for the layout of the festival activities were posted throughout the school and residences. Pupils had been given vouchers for food served at the festival. The vouchers were symbolic representations of the food or drinks for which they could be exchanged.

The environment of this school is excellent in every aspect. Above all, it gives a very concrete representation to pupils that they are worthwhile and they deserve the very best. The space within the school and the residences is well used to promote the wellbeing and progress of the children and young people. The bedrooms provide a safe space into which children and young people can retreat if they need to. The communal spaces provide opportunities for interaction. For example young people sat together at small tables at all mealtimes, and also during the house meetings. Mealtimes seemed to be a particularly valued time for the pupils. One pupil who was sitting at my table during the lunch observation said that the school had the 'best food ever'. The value of these communal mealtimes was also reiterated when the review team interviewed one of the older pupils, who said that he loved the food.

The staff have an ethos of making sure that children are well cared for and well educated. They realise that the environment has an impact on this and use visual and written signifiers on walls in the education areas, and maintain a high degree of tidiness and clutter-free environments in the residences.

They also encourage the children to tidy up after themselves both in the residences and in the classrooms. Parents reported that this emphasis carries on to their lives back home and that they become more involved in household activities such as making their beds, putting clothes in the laundry etc.

4. People with autism are able to function effectively within the physical environment and their well-being is enhanced.

Not Met	Partially Met	Met	Met & Exceeded
			X

There is no doubt that some of the children who attend this school and who are on the autistic spectrum have presented extremely challenging behaviours. For example one parent told us of her son who smashed up the home, and who had to lock herself in her care to protect herself from him when he threatened her with a knife. Yet there was little sign of these challenges within the school. This is due in part to the calming and structured environment of the school and residences. Pupils were at ease in the environment and free to explore it as they wished. For example, children could be seen at break times going up to the fields with the animals in them. Good supervision was in evidence at all times. Teachers, classroom assistant and pastoral team members were all involved in supervision at break times and all of them ate with the children during the school day. The presence of adults who genuinely care

about the children and the adults' use of positive encouragement and clear boundary setting is also a major factor in the children's sense of safety and comfort.

These pupils were the most mannerly and welcoming group of young people that the review team have ever come across within a residential school setting. They clearly had a pride in their environment and also a pride in each other. In all of the observations, no child appeared to be distressed by adverse environmental factors. In the interview with the pupil, he stated that the school helps him to concentrate because it has few pupils per class and the classrooms are small.

The three school sites are different environments but they all reflect the same ethos of respect and care. Rock Lodge which is the newest site was deliberately placed in town so that the young people can shop for their provisions and take public transport to school, college or work placement.

Sources of Evidence:

Written Documentation of:

Autism policy
Behaviour management policy
Statement of aims and purposes
Therapeutic school policy
Admission pack

Interviews & Discussions with:

Discussion with pupils at table during lunch break 24.9.13
Interviews with parents of 2 children 25.9.13
Interview with pupil 25.9.13
Interview with team leader 24.9.13
Discussions with teachers 24.9.13 and 25.9.13
Informal discussions with pupils during tours of all sites 24.09.13 and 25.09.13

Observations:

Tour of Crossroads 25/9/13
Tour of Wilds Lodge 24/9/13
Tour of Rock Lodge 25/9/13
Observation of PE in gym 24.9.13
Observation of metalwork lesson 24.9.13
Observation of bricklaying lesson 24.9.13
Observation of woodwork lesson 24.9.13
Observation of house meeting at Crossroads 24.9.13

Observation of lunch breaks 24.9.13
Observation of break time 24.9.13
Observation of Maths lesson 24.09.13
Observation of Geography lesson 24.09.13
Observation of assembly 25.09.13
Observation of music festival 26.09.13

Areas of Strength

The review team consider the environment at Wilds Lodge School to be outstanding. The rural location, layout of the school and care buildings, and well-designed outdoor spaces provide pupils with a safe, well respected and homely setting within which to live, learn and flourish. The addition of Rock Lodge in an urban setting for older students is seen as an excellent development that provides support with transition into young adulthood and community.



SPECIALIST STANDARD 2

Teaching/Learning - Programme/Curriculum and Activity Content

The programme/curriculum and the content of activities are informed by an understanding of autism/takes into account the needs of the people with autism.

INDICATORS

1. Within policies, procedures, local protocol & guidelines there is a clear written description of the needs of people with autism in relation to the programme/curriculum and the content of activities.

Not Met	Partially Met	Met	Met & Exceeded
		X	

Wilds Lodge School have a number of curriculum documents including a Curriculum statement, Curriculum policy with aims and objectives, a subject co-ordinator policy, and two documents relating to the ethos of the school as a therapeutic school.

These policies, in conjunction with the Autism policy and Transition policy, provide a detailed overview of the programme of activities offered to the pupils. This is in relation to the National Curriculum and the underlying therapeutic curriculum.

The documentation, in particular the Autism and Transitions policies, demonstrate a clear understanding of the needs of pupils with Autism and make recommendations with regards to how to support pupils most effectively.

The Autism policy states, "The school does recognise that pupils on the Autistic spectrum may have additional difficulties which necessitate the adaptation of the curriculum... a greater emphasis on certain areas of need for example communication, social development".

Individual care plans demonstrate that the policies and procedures in place are translated into individual care plans and documented strategies to support individual pupils within their lessons.

The review team feel that the policies and procedures in place at Wilds Lodge with regards to curriculum, are appropriate to the standards expected by NAS accreditation and show a depth of

understanding of the needs of pupils with Autism and as such meet the criteria set out.

2. The programme/curriculum and the content of sessions reflect policies, procedures, local protocol & guidelines and are informed by the needs of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
			X

The range of activities offered at Wilds Lodge School are varied and well balanced. The school has been very creative in ensuring that all pupils are able to engage in a full education programme, following the National Curriculum, but differentiated to take into account their individual needs.

The Wilds Lodge curriculum provides all pupils with access to the core subjects of the National Curriculum, plus additional subjects of Geography, History, Modern Foreign Languages, Design and Technology, Art and Design etc. differentiated for students based upon individual need. As pupils progress through the school the curriculum is adapted to ensure that it meets their needs as learners transitioning towards adulthood, and incorporates opportunities for work experience, vocational learning and the development of independent life skills. The school has excellent facilities to provide courses in motor mechanics, bricklaying, and animal care which are highly valued by students.

There is a vital and impressive hidden curriculum which supports students with the development of additional skills including social, communication, independence, self-esteem, problems solving, self-management and functional life skills. The ethos of the school is that of a specialist therapeutic school, and this was evident in all observations undertaken by the review team. The positive focus on every individual, across every element of their day reflected excellent practice and understanding of the needs of children with Autism. It is clear to the review team that all documented strategies, policies and procedures are in practice consistently across both the education and care settings.

The curriculum at Wilds Lodge is carefully considered and suited to the students' needs. The breadth of activities offered ensures that the children are valued as learners and as individuals. The range of activities provided takes account of strengths and areas of special interest and provides access to appropriate qualifications and vocational opportunities. The underlying curriculum which is part of the ethos that underpins everything within the school nurtures

social and emotional growth and the review team feel that the school deserve recognition in this regard.

3. The programme/curriculum and the content of activities promote the independence, well-being and progress of the individuals with autism.

Not Met	Partially Met	Met	Met & Exceeded
			X

Wilds Lodge provide activities for their students which help them to develop as individuals, with regards to their behaviour, their self-esteem, their learning and their functional skills. There is a huge emphasis on the development of independence, in particular. For example during meal times the food is presented on each table for students to serve themselves, pour their own drinks and take responsibility for what they eat. They are encouraged to help each other and tidy away appropriately at the end of their meal times.

Within the residential setting the children are encouraged to change from their school uniform at the end of the school day, after house group meetings, into their leisure clothes ready for evening activities. This structure to the day encourages independence and supports wellbeing, with students being encouraged to take responsibility for their laundry and folding their uniforms ready for the next day. There are many examples of this emphasis on independence across the day and all staff are positive in their encouragement of taking responsibility and helping each other.

Each student has a care plan with documented targets and strategies which demonstrate an awareness and understanding of Autism. Sensory processing and behavioural issues are included within individual plans and the strategies documented, such as use of fidgets in group activities were seen to be utilised to support the wellbeing and engagement of students.

Wilds Lodge provide the students with opportunities to develop their independence within every aspect of their daily lives and within every activity. Children are encouraged to keep their environment clean and tidy, be responsible for self-care, behaviour, and showing respect for their school environment appropriately. The addition of Rock Lodge for older students builds upon the skills developed within the school to encourage independent shopping, travelling and self-care within a community setting. The review team see this progression as a real strength.

4. The people with autism respond positively to the programme/curriculum and the content of activities and maintain skills or make progress.

Not Met	Partially Met	Met	Met & Exceeded
			X

The review team observed numerous positive examples of pupils being effectively engaged and involved in the Curriculum of activities.

During tours of the different sites, students were seen to be genuinely happy and proud of their school and the opportunities available to them. There was a real sense of excitement from the younger children about the prospect of being engaged in bricklaying or motor mechanics as they get older and move up through the school. The children were also extremely positive about the staff and lessons they were timetabled for. When asked to rate the school on a scale of one to ten, children gave a consistent response of nine out of ten or even nine and a half out of ten.

The review team observed mealtimes across both the crossroads and main Wilds Lodge sites and noted the development of independent skills and carefully structured social opportunities provided to students. Children were grouped on small tables of between 4 and 6 with one or two staff at each table. Conversation was positive and encouraging, and the food provided was of a high standard and appeared to be highly valued by pupils.

Considering that the school is a specialist provision for pupils with Social, emotional and behavioural difficulties the engagement levels within lessons was excellent. Acknowledgement was given to individuals who were struggling and on a number of occasions the review team observed staff offering to make time to be available for individuals if needed. There was a real sense of genuine care and concern for all pupils throughout the review and this was reflected in the pupils respect for staff and enjoyment levels.

During parent interviews, many of the comments were moving and demonstrated genuine gratitude for the input that the children are receiving at Wilds Lodge. Many pupils had not engaged in education for a number of months or even years before attending the school. The pupils were offered access to variety of different qualifications appropriate to their age and ability that were particularly accessible to people with autism.

The pupils themselves appeared happy, engaged and well supported at school. They were making excellent progress educationally, many of them for the first time in their lives. The informal comments from pupils during discussions included one young man who had recently moved to the school saying 'I think this could be the best school in the world!'

The review team felt that the ethos of the school and the consistency of approach from staff ensured that the curriculum was absolutely matched to the needs of students with autism and encouraged their development as growing, learning and confident individuals.

Sources of Evidence:

Written Documentation of:

Autism policy
The curriculum- aims and objectives
Transition Policy
Therapeutic school policy
Statement of aims and Purpose
Policy of care routines and medical services
Pastoral Support Handbook

Interviews & Discussions with:

Interview with autism coordinator 25.9.13
Interview with transitions manager 25.9.13
Interview with parents 25.9.13
Interview with pupil 25.9.13
Interview with teacher 25.9.13
Interview with deputy head of care 25.9.13
Interview with team leader-therapeutic care staff 24.9.13
Interview with Senior Management Team 24.09.13
Interview with Head of Care 24.09.13
Interview with Head Teacher 25.09.13

Observations:

Tour of Crossroads 25/9/13
Tour of Wilds Lodge 24/9/13
Tour of Rock Lodge 25/9/13
Observation of PE in gym 24.9.13
Observation of metalwork lesson 24.9.13
Observation of bricklaying lesson 24.9.13
Observation of woodwork lesson 24.9.13
Observation of house meeting at Crossroads 24.9.13
Observation of lunch breaks 24.9.13

Observation of break time 24.9.13
Observation of Maths lesson 24.09.13
Observation of RE lesson 25.09/13
Observation of Geography lesson 24.09.13
Observation of assembly 25.09.13
Observation of music festival 26.09.13

Areas of Strength

Teaching / Learning - Programme / Curriculum and Activity Content (Specialist Standard 2)

The curriculum at Wilds Lodge is carefully considered and suited to the students' needs. The breadth of activities offered ensures that the children are valued as learners and as individuals. The range of activities provided takes account of strengths and areas of special interest and provides access to appropriate qualifications and vocational opportunities. The underlying curriculum which is part of the ethos that underpins everything within the school nurtures social and emotional growth and the review team feel that the school deserve recognition in this regard.

Wellbeing – Developing Independence (Specialist Standard 10)

Wilds Lodge provide the students with opportunities to develop their independence within every aspect of their daily lives and within every activity. Children are encouraged to keep their environment clean and tidy, be responsible for self-care, behaviour, and showing respect for their school environment appropriately. The addition of Rock Lodge for older students builds upon the skills developed within the school to encourage independent shopping, travelling and self-care within a community setting. The review team see this progression as a real strength.

SPECIALIST STANDARD 3

Teaching/Learning – Activity Organisation & Resources

There is a planned approach to the organisation of activities and resources that takes into account the needs of people with autism.

INDICATORS

1. There are policies, procedures, local protocol & guidelines that inform practice regarding the organisation of activities and resources in relation to the needs of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		X	

The school has an autism policy which outlines its general approach to the organisation of activities and resources. The behaviour management policy states that the school 'identifies and maintains good routines' and aims to 'create a peaceful and well-ordered social climate'. These aspects of policy inform the way in which activities are organised. The statement of aims and purposes states that 'our main therapeutic purposes are the drive toward better self-understanding,(and) greater awareness of others' and that these aims are met through specific individualised care and education programmes. The theme of consistency and close relationships to support pupils is echoed across all of the policies and across staff groups. Indeed the statement of aims and purposes states that 'the traditional 'divide' between education and care staff has no place in our approach.' The policies mandate staff to work across traditional boundaries to maintain and enhance consistency. Also the importance of the role of house groups is emphasised in the policy on the approach to social care which states that 'it is within the house groups that the degree of success in other planned areas of group therapy are to be judged and assessed.'

2. The organisation of activities and resources reflects policies, procedures, local protocol & guidelines and takes into account the needs of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		X	

One of the main resources which the school uses to ensure a shared and consistent knowledge of autism is the autism coordinator. It is her job to make sure that ALL staff (including support and ancillary staff) under-go autism awareness training and CPD. Discussion with

teachers, therapeutic care staff and housekeeping staff verified that they had undergone training and that the training was very helpful. This means that all staff have a basic knowledge on how to implement autism-friendly activities.

All aspects of transitions are well managed in ways which reduce anxiety for pupils on the autism spectrum. For example, micro-transitions between parts of classroom activities are clearly explained. The lessons have an approach called 'step by step' where a visual signifier is used (triangle, square and circle) to support and enhance the verbal instructions. Transitions between the residences and the education facilities are enhanced by the fact that teachers and classroom assistants come to the residences to accompany the pupils to school and the therapeutic care staff also travel with them on their minibus and accompany them to their first classroom. Likewise, teachers go to the residences after class to attend the house meeting. Transitions between classes are well managed with clear instructions that the current lesson is ending, where the pupil will go next and how they will get there. Transitions between home and school at weekends is managed well, with each child's personal support worker phoning the home to let parents know how the week has gone on Friday and then phoning the home again on the Sunday night to find out how the weekend has gone. These phone calls are recorded so that patterns can be noted and so that any individualised support needed for the home-school transition can be negotiated and put into place. Even major transitions like plans to leave the school are well managed. This type of transition planning being started three years before the pupil is due to move and being coordinated by a designated member of staff with responsibility for transitions to adulthood.

One of the most impressive vehicles for transitions and carrying on social and emotional learning is the house meeting. Teachers attend this meeting as do all of the children in residence. At this meeting, the issues of the day are revisited and dealt with before the evening, and huge amounts of praise and encouragement are given for positive aspects of the day. The whole school oozes positivity and encouragement at all times and from all staff. Verbal and symbolic encouragement is given.

3. The organisation of activities and resources promotes the well-being and progress of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
			X

In each of the classroom activities observed, lessons were well prepared and resources were always laid out and ready to use. Lesson plans were also available which had a specific section called 'autism considerations', individualised to that lesson. There was a good balance between independent activities and supported activities, demonstrating good differentiation. In the residences, there was a clear structure to the evening, which started with the house meeting, during which evening activities are outlined and the staff with whom children will be working is made clear.

All staff throughout the school demonstrate excellent practice in applying standards consistently. Parents, children and staff often refer to how positive and encouraging the school is. This is not to say that behaviour likely to cause hurt is ignored. If a pupil has a bad part of their day or if any aspect of their behaviour falls below the standard expected for that pupil, it is immediately picked up by whichever staff member sees or hears it, and the child is confronted with the unacceptability of the behaviour. The child is also encouraged to reflect upon why the behaviour is unacceptable. This helps to contribute to the development of self-regulation.

The staff team is extremely flexible, facilitating and mutually supportive. The heart of their work is the child, at all times. For example, the therapeutic care staff work split shifts (8-10am and 3,30 – 10pm) because they want the children to be wakened up and put to bed by the same people. The teachers accompany the children to and from their residences, go out with the children at break times and eat with the children at lunch times because they want to make sure the children understand they are cared for, safe and educated at all times. Both therapeutic care staff and teachers reported that the school does not use agency or supply staff. If there is illness or if someone has to attend a meeting, then another staff member will cover for them. Staff reported that this was because they wanted to maintain consistency for the children. It was impressive the way that staff took ownership of this. The importance of consistency, driven by a profound sense of care and compassion for the children was evident in every staff member encountered during the review.

4. The people with autism respond positively to the activity and the resources used and make progress.

Not Met	Partially Met	Met	Met & Exceeded
		X	

The children and young people within this school are highly complex and challenging. Yet within all the sessions, they were at ease and clear about what was expected of them. There were many instances of mutual support between the children. For example in the woodwork lesson, one pupil said he would be working on making another kind of box and another pupil immediately said 'I'll help you with that if you like'. Also in the house meetings, children were seen to give praise to other children if they had managed something well or if they had done something particularly good. This behaviour of mutual support clearly comes from the staff who model this behaviour in all aspects of the school life. In instances where it looked like a child was beginning to struggle behaviourally in class, the pastoral team were on hand to give them time out and help them to process what was upsetting them. This allowed lessons to continue while the individual needs of those children requiring more support for a short time were addressed.

Both children and parents are very positive about the school. One parent who had looked at every school in her area before fighting for her son to be placed at Wilds Lodge said that 18 months ago she could not visualise any kind of future for her highly withdrawn and anxious son who has a diagnosis of Asperger Syndrome. Now she reports he is a changed boy with friends at Wilds Lodge, taking part in community activities and finally getting an education. She said that she can now see her son having a future and a rich life.

Sources of Evidence:

Written Documentation of:

Autism policy
Behaviour management policy
Statement of aims and purposes
Approach to social care

Interviews & Discussions with:

Interview with autism coordinator 25.9.13
Interview with transitions manager 25.9.13
Interview with parents 25.9.13
Interview with pupil 25.9.13
Interview with teacher 25.9.13
Interview with deputy head of care 25.9.13
Interview with team leader-therapeutic care staff 24.9.13

Observations:

Tour of Crossroads 25/9/13
Tour of Wilds Lodge 24/9/13

Tour of Rock Lodge 25/9/13
Observation of PE in gym 24.9.13
Observation of metalwork lesson 24.9.13
Observation of bricklaying lesson 24.9.13
Observation of woodwork lesson 24.9.13
Observation of house meeting at Crossroads 24.9.13
Observation of House Group Meeting at Wilds Lodge 24.09.13
Observation of lunch breaks 24.9.13
Observation of break time 24.9.13
Observation of Maths lesson 24.09.13
Observation of Geography lesson 24.09.13
Observation of Assembly 25.09.13
Observation of music festival 26.09.13

Areas for Development

Sensory Issues (Core standard 15)

The review team recognise that the staff at Wilds Lodge have completed sensory assessments and set up individual sensory profiles successfully, and have implemented a range of useful sensory strategies, however, we feel that this is an area which the school has the potential to further develop. The addition of a sensory room, a named member of staff with specific responsibility for this area, or specific sensory based activities would add value to the good work that has been achieved thus far.

SPECIALIST STANDARD 4

Teaching/Learning – Methods

There is a range of methods and approaches used with people with autism that respond to their needs and are informed by a knowledge and understanding of autism.

INDICATORS

1. There are policies, procedures, local protocol & guidelines that inform practice regarding the approaches and methods used with the people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		X	

The school has developed an Autism policy which details the approaches and interventions to be used at the school. These include the over-arching SPELL approach which the school follows, and additional interventions including:- Visual timetables, Social skills sessions, social stories, comic strip conversations, sensory assessments, transition planning, relaxation sessions, reward systems and counselling.

Within the Autism policy there is a section pertaining to the environment which highlights sensory sensitivities and states '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.'

All paperwork with regards to Autism, including PowerPoint training slides used to deliver micro training sessions showed a clear and consistent understanding of Autism. The review team are happy that this is in line with NAS Accreditation standards and meets the needs of the students in their care.

2. The approaches and methods used reflect policies, procedures, local protocol & guidelines and take into account the needs of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
			X

The school and residential settings demonstrate a calm and low arousal environment for student to navigate. The SPELL approach was evident in that there were high levels of structure built into the

foundations of routines across the pupils' day, low arousal approaches and sensory strategies were observed, there is a culture of positivity and support throughout and pupils are understood as individuals and respected by each other and staff alike.

The staff team, including teachers, therapy staff and care staff are present in both morning and afternoon House Group Meetings where targets were set and reviewed for each day. This ensures complete consistency and communication across all settings and ensures that children are able to clearly understand expectations and boundaries and to seek support as required.

The review team saw excellent evidence of the use of social stories to prepare young people for new events and provide clear and consistent rules to support the transition between home and school environments. This is something that was commented upon by parents as being especially useful as they felt better able to support their children at home using similar consistent approaches.

The approaches and interventions documented in the Autism Policy were reflected in practice and strategies such as small class sizes - a maximum of 8, high levels of physical and visual structure and the provision of a range of quiet indoor areas and outside active areas for students to access according to their preference.

The approaches and methods used were outstanding across the board and were in line with the policies and procedures documented.

3 The approaches and strategies promote the well-being and progress of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
			X

The school's preferred approach which underpins all of their work is a therapeutic approach combined with the use of SPELL principles. These two approaches support students extremely well from providing a calm, consistent environment to ensuring that all pupils feels safe and valued as individuals.

The school has a student council, which has been a strong influence of aspects of school life and student choice and opinion. The review team observed the process of setting up nominations for electing a student council representative from each house group. The children were encouraged to seek help with their nomination form if required and not to be put off that the form required writing as staff would all be willing to support and advise. The forms and process was

shared by a pupil during assembly, which was a big achievement for him, and all children showed respect and appreciation of how well he had done to stand up in front of his peers.

The approaches employed to support positive behaviour were seen as consistent and extremely positive. All pupils had an individual care plan and education profile which ensured that their individual needs were catered for. These documents all demonstrated understanding of autism, appropriate positive behavioural strategies, sensory preferences and strategies and low arousal approaches.

The review team observed all members of staff supporting pupils in a very positive and consistent manner across all settings. Pupils were noted to be supportive of each other and were encouraged to develop the coping skills needed to take responsibility and manage their own behaviour. Staff set consistent expectations and boundaries and provided exceptional support to individual students when it was required. The communication between staff and children was very good and showed understanding of the difficulties that pupils with Autism can have with processing speed and concrete understanding. The review team noted that non concrete phrases such as "you're on fire today" which may have benefit for students without Autism, were explained carefully and checked out with Autistic pupils to ensure their understanding and the development of a bank of phrases that may cause difficulties in their understanding. This was seen to be an area of considerable strength

The care practice at Wilds Lodge School is outstanding across all areas. The quality of individual plans and care plans is very high and strategies documented are consistently seen to be in practice. The relationships between staff and children, both within the school and the care settings are second to none. There is a sense of mutual respect and genuine concern between staff and pupils which provides the children with honest, secure and consistent care, from a team of outstanding role models.

4 The people with autism respond positively to the approaches and methods used and make progress.

Not Met	Partially Met	Met	Met & Exceeded
			X

The beautiful environment and high quality furnishings and resources across the school and residential settings encourage a respect for property, and a homely environment that creates a calm

and positive atmosphere. During tours around the different sites both the Team Leader and Team Member noted that the pupils pointed out aspects of their environment which they particularly appreciated including art work and decorations, sofas and soft furnishings, the outdoor play areas and technology.

The pupils were familiar with all staff and greeted them in a familiar but polite manner in and around the school and grounds. There was an obvious mutual respect between all staff and peers in all areas.

Within all classroom observations the team noted that there were displays which were consistent, including themed displays on rules and respect. The repetition of these displays and themes from classroom to classroom supported familiarity and routines for students.

The school makes good use of technology to support learning, with Apple mac computers and iPads being accessed within lessons to support visual learning preferences. Some good Autism friendly apps were noted to be used to reinforce and consolidate learning, students were able to work with greater independence and were more motivated to complete activities.

All children appeared happy and secure both in the school and the residential areas. Their feedback in informal discussions was extremely positive. During a conversation at lunchtime two children commented upon how happy they were at the school and how their experience of schools in the past was very negative, with exclusions and being unhappy.

The parental comments during both interviews and on questionnaires were extremely complementary to the school and in particular the understanding of their children needs. They made lots of references to improved behaviour and happier children with some parents commenting about how the help school had provided, allowed their family to stay together.

The overall view of the review team is that the pupils are happy and secure and benefit from the positive relationships they have with staff. This is all built upon a positive and understanding ethos which fully supports and values students. The methods used are autism friendly and demonstrate a depth of understanding of autism. The review team feel that this is a strength of the school.

Sources of Evidence:

Written Documentation of:

Autism policy
Individual care plans
Individual lesson plans
Sensory plans
The therapeutic school – Ideas underpinning practice
Curriculum statement
Transition policy
Approach to social care – guidance for staff

Interviews & Discussions with:

Interview with autism coordinator 25.9.13
Interview with transitions manager 25.9.13
Interview with parents 25.9.13
Interview with pupil 25.9.13
Informal discussions with pupils 24.09.13, 25.09.13
Interview with School Nurse 25.09.13
Interview with teacher 25.9.13
Interview with deputy head of care 25.9.13
Interview with Head of Care 24.9.13
Interview with team leader-therapeutic care staff 24.9.13

Observations:

Tour of Crossroads 25.9.13
Tour of Wilds Lodge 24.9.13
Tour of Rock Lodge 25.9.13
Observation of PE in gym 24.9.13
Observation of metalwork lesson 24.9.13
Observation of bricklaying lesson 24.9.13
Observation of woodwork lesson 24.9.13
Observation of house meeting at Crossroads 24.9.13
Observation of lunch breaks 24.9.13
Observation of break time 24.9.13
Observation of Maths lesson 24.09.13
Observation of Geography lesson 24.09.13
Observation of assembly 25.09.13
Observation of music festival 26.09.13

Areas of Strength

Care Practice (Specialist Standards 5, 6 ,7)

The care practice at Wilds Lodge School is outstanding across all areas. The quality of individual plans and care plans is very high and strategies documented are consistently seen to be in practice.

The relationships between staff and children, both within the school and the care settings are second to none. There is a sense of mutual respect and genuine concern between staff and pupils which provides the children with honest, secure and consistent care, from a team of outstanding role models.

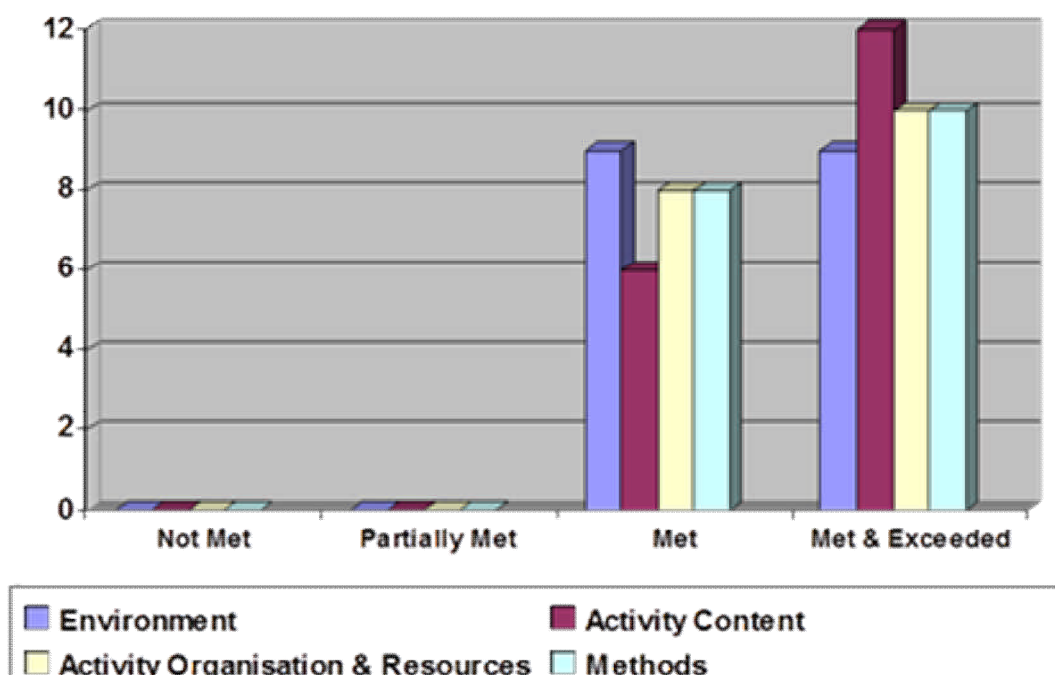
Behaviour Support (Core standard 12)

The review team observed all members of staff supporting pupils in a very positive and consistent manner across all settings. Pupils were noted to be supportive of each other and were encouraged to develop the coping skills needed to take responsibility and manage their own behaviour. Staff set consistent expectations and boundaries and provided exceptional support to individual students when it was required. This was seen to be an area of considerable strength

SUMMARY

OBSERVATIONS

OBSERVATION SCORES				
Number of observations completed:				18
	NOT MET	PARTIALLY MET	MET	MET & EXCEEDED
Environment	0	0	9	9
Activity Content	0	0	6	12
Activity Organisation and Resources	0	0	8	10
Methods	0	0	8	10
TOTALS	0	0	31	41
PERCENTAGES	0%	0%	43%	57%



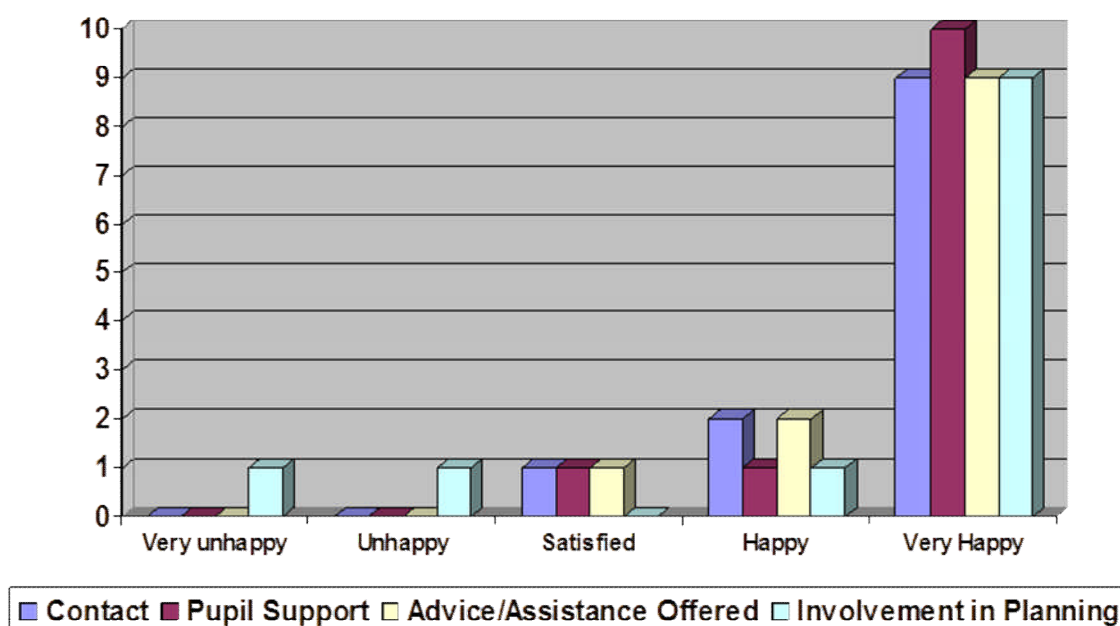
Comments:

All Observations were rated as either 'met' or 'met and exceeded'. The review team felt that the policies and procedures documented were all being carried out in the day to practice and that the school achieved many outstanding ratings as a result of this.

The over-all feeling of the review team is that Wilds Lodge School deserves recognition for going above and beyond in their care for students with Autism. They are truly seen as a centre of excellence.

PARENT / CARER QUESTIONNAIRES

SCORES					
Number of Questionnaires sent out (information provided by the school):					30
Number of Questionnaires returned:					12
Number of sections not scored (figures only reflect sections scored):					0
	VERY UNHAPPY	UNHAPPY	SATISFIED	HAPPY	VERY HAPPY
Contact	0	0	1	2	9
Support	0	0	1	1	10
Advice	0	0	1	2	9
Involvement	1	1	0	1	9
TOTALS	1	1	3	6	37
PERCENTAGES	2%	2%	6%	13%	77%



Comments:

Thirty questionnaires were sent out by the school and twelve were returned. Of the twelve parent questionnaires returned, eleven had additional supporting comments, the vast majority of which were extremely positive.

There was one questionnaire that reflected less positive scores and the comments that accompanied this may indicate that this family were perhaps going through a period of crisis at home currently, as the comments implied that their child was doing well at school but not doing as well in the home setting, despite lots of support offered by the school(ref. to comments below under advice)

Statements included:

Contact:

"Really great communication between school and home"

"School completely works with us"

"Not as well communicated as would like and it can take some time for school (Senior staff) to respond to me. Care support will contact me once or twice a week."

Staff have "made many calls each day when my son has had issues. They and other staff have been to my home at the drop of a hat to support during many difficult times."

"Phone calls twice a week from care team and weekly home /school diary"

Support:

"Wilds Lodge provides excellent support to my son"

"My child arrived at the school as a very stressed little boy due to his previous educational experiences. He has become a totally different person. The school has nurtured and encouraged him in all aspects."

"As far as I can tell my child is supported well at school"

"Excellent support throughout"

"All staff are very supportive and go above and beyond their roles to ensure he is supported excellently at all times, in school and in the home. Without the support of school for my son and I, we would be in great crisis. Their support has meant we have stayed together as a family."

"My son has needed a lot of support. If it wasn't for Wilds Lodge our situation would have deteriorated to the point of collapse. I could never express my gratitude for everything that everybody has done for my son. In some ways they have saved my son's life."

"Like a second home"

Advice:

"My child has not needed much of this type of support but I have no doubt if it was needed it would be provided."

"They have ideas and mean well when it comes to life at home, but nothing has really come of it. They deal very well with child at school, though this does not transfer to home."

"They are extremely supportive."

"Excellent advice and outstanding support from all staff in school. Their expertise has been invaluable and exceeded all my expectations. Many letters, communications, discussions, phone calls, meetings and feedback."

"Wilds Lodge have gone above and beyond with the support they have given my son and my family."

"School have supported us through more testing times."

Involvement:

"Child has been at school for 7 months and I have yet to speak to a teacher re: work / classes. I get feedback from care worker who is not in classes."

"We as a family, are totally involved in his educational needs"

"They contact me every week to advise on progress and I hand over every Monday reporting on weekend progress."

"The school plan and evaluate constantly, keep me informed and discuss everything with me. I feel my son is in the most experienced care with expert staff who liaise and support us both fantastically."

"I am always informed about anything they do with my son."

"Always involved and consulted."

"Keep us well informed of all aspects of school life."

AREAS OF STRENGTH

Environment (Specialist Standard 1)

The review team consider the environment at Wilds Lodge School to be outstanding. The rural location, layout of the school and care buildings and well-designed outdoor spaces, provide pupils with a safe, well respected and homely setting within which to live, learn and flourish. The addition of Rock Lodge in an urban setting for older students is seen as an excellent development that provides support with transition into young adulthood and community.

Behaviour Support (Core standard 12)

The review team observed all members of staff supporting pupils in a very positive and consistent manner across all settings. Pupils were noted to be supportive of each other and were encouraged to develop the coping skills needed to take responsibility and manage their own behaviour. Staff set consistent expectations and boundaries and provided exceptional support to individual students when it was required. This was seen to be an area of considerable strength.

Family Support and Links (Core Standard 13)

It is clear to the review team that the staff at Wilds Lodge go above and beyond expectation to support and involve parents in all aspects of their child's education and care, from pre-admission through to post discharge. Parental interviews and feedback questionnaires highlighted to the review team the importance of this aspect of care. This is seen to be an area within which the school excels.

Wellbeing – Developing Independence (Specialist Standard 10)

Wilds Lodge provide the students with opportunities to develop their independence within every aspect of their daily lives and within every activity. Children are encouraged to keep their environment clean and tidy, be responsible for self-care, behaviour, and showing respect for their school environment appropriately. The addition of Rock Lodge for older students builds upon the skills developed within the school to encourage independent shopping, travelling and self-care within a community setting. The review team see this progression as a real strength.

Care Practice (Specialist Standards 5, 6 ,7)

The care practice at Wilds Lodge School is outstanding across all areas. The quality of individual plans and care plans is very high and strategies documented are consistently seen to be in practice. The relationships between staff and children, both within the school and the care settings are second to none. There is a sense of mutual respect and genuine concern between staff and pupils which provides the children with honest, secure and consistent care, from a team of outstanding role models.

Teaching / Learning - Programme / Curriculum and Activity Content (Specialist Standard 2)

The curriculum at Wilds Lodge is carefully considered and suited to the students' needs. The breadth of activities offered ensures that the children are valued as learners and as individuals. The range of activities provided takes account of strengths and areas of special interest and provides access to appropriate qualifications and vocational opportunities. The underlying curriculum which is part of the ethos that underpins everything within the school nurtures social and emotional growth and the review team feel that the school deserve recognition in this regard.

AREAS FOR DEVELOPMENT

Sensory Issues (Core standard 15)

The review team recognise that the staff at Wilds Lodge have completed sensory assessments and set up individual sensory profiles successfully, and have implemented a range of useful sensory strategies, however, we feel that this is an area which the school has the potential to further develop. The addition of a sensory room, a named member of staff with specific responsibility for this area, or specific sensory based activities would add value to the good work that has been achieved thus far.

APPENDIX

SCHOOL COMMENTS

Please note that comments must only pertain to the report and not to the performance of the review team. Any feedback on the performance of the review team must be sent separately to the Accreditation office on the Review Team Evaluation form at the end of your review.

PANEL REPORT

TERMINOLOGY

The Audit Programme may be applied to services for people with autism spectrum disorders. In this folder the word 'autism' is used to apply to the whole spectrum, including Asperger syndrome, so that unwieldy phrasing is avoided. Similarly, to avoid repetition of alternative titles, generic terms have been used throughout the text.

To be consistent with the Care Standards ACT 2000 UK, this document refers the term Autism Spectrum Disorders, whilst recognising that some may refer to this as Autistic Spectrum Conditions.

Accredited: When a service/school has successfully completed their self audit, IDR and review and is awarded accredited status by the Accreditation Panel.

Advanced Documentation: Self-evaluation documents that include the pen picture describing the establishment, the Core Standards and the Specialist Standards. It is to be completed and updated regularly by service/school and submitted in preparation for an Autism Accreditation review. It includes recommendations from the previous panel report (recorded under **Development Need**), the Core Standards, and the Specialist Standards (recorded under **Self Audit**).

Areas for Development: Term used by the Advisor (within the IDR-summarised under further action to be taken) and Review Team (within review report) describing areas for improvement. To be highlighted for the Panel to consider as Recommendations.

Areas of Strength: Term used by the Advisor (within the IDR) and Review Team (within review report) describing aspects of strong practice within the service/school locally to be highlighted for the Panel to consider as Good Practice or Commendation.

Autism: Term used to apply to the whole spectrum, including Asperger syndrome.

Carer(s): Term used to refer to parents, guardians and other family members that are responsible and care for a person with autism.

Commendation: Determined by the Panel from areas of strength that reflects outstanding practice within the service/school.

Deferred: Status of service/school determined by the Panel. Neither not Accredited nor Accredited for a maximum of 6 months until recommendations from the panel have been addressed. A re-visit will be arranged in which a second report will be produced on these recommendations, no IDR required. This report will then be presented to the Panel to determine whether Accredited status can be granted or not.

Good Practice: Determined by the Panel from areas of strength within the service/school that reflects good practice within the membership of Autism Accreditation.

Interim Development Report (IDR): Report completed by the Accreditation Advisor and service/school at the 18 month visit and includes further actions, key documents and areas of potential strength.

Key Documents: Is a binder/file that remains at the service/school as a reference tool. It includes proof of evidence that supports the self-audit and advanced documentation and includes items such as policies, procedures, local protocols, guidelines, brochures, handbooks, and manuals. The key documents file is maintained on a regularly basis at the service/school to be available if required by the Accreditation Advisor or the review team.

Not Accredited: Accredited status not granted or removed by the Panel after the service/school review. No IDR required, but there will be a minimum of 12 months before the next review.

Panel: Makes the judgement on whether there is sufficient evidence to demonstrate whether the service/school meets the criteria for accredited status. The Panel consists of a representative from the Accreditation department and a minimum of two individuals from a pool of professionals selected based on their expertise and qualification in the field of autism. Panel members are selected based on their area of expertise as it relates to the type of service/school being reviewed and any potential conflicts of interest with the specific service/school presented at the Panel meeting.

Pen Picture: A factual description/overview of the service/school(s) being reviewed that forms section B of the Advanced Documentation (see page 18). Accreditation Advisor agrees and completes at initial visit with the service/school and updated as necessary. This document is required as part of the final self audit submission.

Person with Autism: Any individual who is using a service/school, including pupil, student, client, customer, resident, or service user.

Policies, Procedures, Local Protocols and Guidelines: Documents which establish the groundwork for good practice and which refer to or evidence methodologies developed to successfully support the needs of people with autism e.g. Individual Plans, or Transition Policy.

Procedures Manual: Autism Accreditation programme's review process manual, describing mission statement, overview of the Department, Accreditation Advisor role and specifics of the review process.

Recommendations: Determined by the Panel from areas for development within the service/school that reflect areas of concern within the membership of Autism Accreditation.

Registered: When a service/school registers with Autism Accreditation and begins the process of completing the self audit in preparation for the IDR and review with the prospect of being awarded accredited status.

Self-Audit: Is the self-evaluation documents of Core Standards and Specialist Standards. They are to be completed and updated regularly by service/school and submitted for every IDR and review. As described in the Advanced Documentation above.

Service/School: Includes all types of organisations and schools that provide education, care or support for people with autism.

Service/School Manager: Any person who has the direct management responsibility for a service/school, including Principal, Head Teacher, Manager, General Manager and Home Manager.

Service/School Provider: Any organisation or individual that owns a service/school, including local/education authorities, health authorities, trusts, national charities, local charities and private organisations.

Specialist Standards: Separate Standards for areas of service/school provided, including:

- Playscheme
- Children's Home
- Day Schools
- Residential Schools
- Colleges and Continuing Education Services
- Adult Day Services
- Adult Residential Services
- Secure Residential
- NHS and Independent Hospitals
- Educational Outreach Support Services
- Community Outreach
- Fostering Agencies
- Employment
- Short Break and Shared Care
- Supported Living

Standards: A set of Core and Specialist requirements set by the Accreditation Standards Body. The Standards are the basis that:

- The service/school uses for their self-evaluation for the self-audit document;
- The IDR is compiled through the self audit and other key documents
- The review team makes their observations to compile their review report.

Standards Body: Establish and review the Standards annually. The Standards Body consists of individuals recognised for their high achievement, expertise and qualification in the field of autism research and practice. Their names are listed on our website www.autism.org.uk.

Statutory Requirements: These include all statutory and legislative bodies' requirements that must be met in order for care provision to be allowed in the United Kingdom. They include CQC, OFSTED, HMIE, Health & Safety Executive Council etc.

The use of these terms avoids duplication of documents and also ensures consistency of terminology throughout the text.