

Autism Accreditation Assessment

Westfield School



Reference No.	28349
Assessment dates	25 th – 27 th April 2018
Lead Assessor	Nikki Kennedy
External Moderator	Siobhan McNulty

SECTION 1: CONTENT

About the provision

- Westfield School is a Primary Special school which provides for children experiencing difficulties in Communication and interaction.
- There are currently 51 pupils on roll at the school 52% of those have a formal diagnosis of autism. The pupils at Westfield school are arrive having had failed places at mainstream settings or have been out of education for a period of time.
- Children are grouped by need with 6-8 children per class and 2 adults. The environment and structure of the school is structured to provide and take account of the sensory needs of the pupils. There are predictable routines and expectations for children which are consistently followed across the school.
- Westfield School participated in research with University College London, through this developed the specialist curriculum which forms the basis of a lot of the teaching through the school. The specialist curriculum focuses on thinking skills, inhibition for learning, with associated words, attention for learning and working memory. This is fully embedded and can clearly be seen in practice across the school.
- The interventions that the children access are done within the classrooms with groups or pairs of pupils and strategies from this are embedded as part of everyday practice.
- Children at the school have access to Forest Schools for on afternoon every two weeks. The children are also all Rotakids members which is an international initiative which is sponsored by the Rotary Club.

Outcome of most recent statutory assessment

- Westfield School was last inspected by Ofsted in February 2014. It was judged to be good in all areas.

Key findings of particular relevance to provision for autistic provision:

- Pupils' social, moral, cultural and spiritual development is driven through a clear focus on opportunities for pupils to 'organise and manage themselves' in order to uphold the school's ethos.

- The school works collaboratively with several professionals, especially the speech and language therapist (SALT) and others such as professionals from the Child and Adolescent Mental Health Service, occupational therapists, family resilience teams and Educational Psychology Service.
 - Pupils' speaking, listening and communication skills are improving rapidly because of the strong focus of the school on promoting good language and communication skills through its collaborative work with speech and language therapists. Teachers are encouraged to use strategies planned by professionals in their lessons.
 - Teachers create a positive and welcoming environment which promotes good relationships and high expectations for pupil's behaviour and achievement. There are effective systems to ensure that the school's planned behaviour topics are used consistently by everyone.
 - Teachers' subject knowledge is strong and staff know and understand individual pupils well.
 - Pupils are taught exceptionally well in one-to-one individual lessons on thinking skills, working memory, attention, inhibition, emotional regulation and response as well as a range of National Curriculum subjects. This 'integrated' way of learning encouraged within the provision and supported effectively by professionals from organisations outside the school has led to outstanding progress for the few pupils attending this provision who are either on the autistic spectrum or have child mental health issues. This way of learning is embedding in other parts of the school.
 - Staff recognise the role of good behaviour and attitudes in the continued progress of pupils and use every opportunity to direct and teach the right attitudes to learning. Assemblies are used effectively by the school to teach and stress acceptable behaviour.
 - A unified approach to rewarding good behaviour and attendance and for managing minor misdemeanours is embedded across the school and pupils are able to talk confidently about it. They are excited about the Friday behaviour and learning awards assemblies which demonstrate their keenness to work hard in their lessons
 - The behaviour of pupils with complex special educational needs is good. For example, the school has identified the needs of pupils on the autistic spectrum and placed them in special classes with teachers and other adults who understand their needs well. As a result these pupils generally respond quickly to staff instructions and settle down to work in lessons right from the start
- Inspection report: Westfield School, 13–14 February 2014 6 of 10, demonstrating their good attitudes to learning.
- The school has ensured that it can support the progress of all pupils through working collaboratively with a range of professionals from external sources such as a speech and language therapist, the Child and Adolescent Mental Health Service, occupational therapists, family resilience teams and the Educational Psychologists Service. This has provided valuable training for staff on dealing with complex needs.
 - The school continues to encourage parents to work collaboratively with the school. It has actively asked for parent contributions through surveys at 'annual reviews' and other times. Comments from parents show that most parents are happy with the work of the school to support their children and

value the work of professionals from outside the school. This confirmed the positive view of the few parents interviewed by the inspector.

About the assessment

- The assessment took place over 3 days. The school's adviser took over the role of Lead Assessor with support from a Moderator.
- The assessment team observed 17 sessions over a total period of 8.5 hours. Each class and key stage were observed as well as assembly, lunch, play, Forest Schools and Rota Kids.
- Observed sessions included Numeracy, Literacy, PSHE, Rota Kids, Emotional learning, break and snack.
- The Deputy Head, SALT, OT, Base lead, governing body gave a presentation to the assessment team on how provision is made for autistic pupils.
- Focus group/interviews were carried out with Mars and Saturn base staff and a group of pupils.
- Pen portraits of all the autistic pupils were seen as part of observations,
- 20 number of personal files were sampled across each key stage.
- Policy and procedure documents relevant to the provision for autistic pupils were also reviewed, in particular; Curriculum Statement, Provision menu, SEN Report 2016, Policy for the use of Restrictive Physical Intervention and the Behaviour Policy and Practice.
- The views of families of autistic pupils were obtained from questionnaires which were sent out by Westfield School with 6 questionnaires 11% being returned.
- 11 number of autistic pupils were also interviewed as well as 5 family members. The pupils were volunteers who wanted to speak to the assessment team about the school.

SECTION 2: KEY FINDINGS

What the service does particularly well

What stood out as particular strengths:

- The use of the interactive video work gives staff a unique opportunity to look back and reflect on practice within the classroom on a regular basis throughout the academic year. It plays an integral role in the development of staff allowing them to accurately reflect on what is happening in any given session.
- The specialist curriculum is clearly embedded across the whole school with pupils and staff using the resources and phrases consistently in a range of situations across the whole school day.

- The specialist curriculum has allowed pupils to learn the appropriate vocabulary around emotions and how to recognise these feelings and arousal levels within their own bodies and in some instances in those around them.
- Staff and pupil relationships are really positive and clearly foster a pupil's self-esteem, recognising and enabling pupils to be proud of their achievements, being part of the school community, something which many of the pupils haven't experienced before coming to Westfield.
- Supportive nature of the staff team and how, not only the senior leaders, but all staff are supportive of each other across the whole school. This allows for continual professional development in an informal way in a range of topics that have a positive impact on the practice and ultimately the children within the school
- The lunchtime routine is an excellent example of when the pupils are enabled to be truly independent, making choices about what they want for lunch, setting the table, having jobs and directing visitors about the routines. Staff will oversee this happening and help to facilitate conversations and manage low level disruptions at the table.

What else the service does well:

- The organisation of the staff teams in bases allows for a shared and collaborative working relationship. Sharing of ideas, strategies, approaches and lessons is part of everyday practice. Staff are also able to work between the classrooms supporting each other when an incident occurs. Pupils are comfortable working with all staff members across the base.
- Westfield staff are particularly good at developing the independence of children having an expectation that they problem solve and be independent in a range of activities throughout the school day.
- The governing body of the school clearly understand the needs of the pupils, how the school works and what they are trying to achieve. They have been seen to take a very active role in the life of the school participating in classroom activities, learning walks and carrying out case studies of assessment on pupils, and supporting enrichment events as well as the usual roles of a governing body.

What the service could develop further

Other areas to consider

- Westfield could consider continuing to develop relationships with families expanding how you communicate and what you are able to offer them in workshops and training in a more formal way.
- Staff are very knowledgeable about the pupils and much of the information about them is held in many locations. The current pen portraits do not currently represent fully the knowledge that staff clearly have about the children.
- Staff are really knowledgeable about the methods and approaches that are used by the school. However sometimes when working with children they don't use the visual supports that are available to allow pupils to either process information or work through things in a more independent way.

- Pupils will have an element of choosing time as part of a session, to broaden pupil's activities and increase learning opportunities the school would benefit from making some of these choosing times more focused through defining the activities that are available to the pupils. Introducing activities that naturally encourage pupils to play with each other or have an element of learning in a fun way could expand the activities that they wish to participate in.
- Transitions between classes and across Key stages is an area which requires further development to ensure that information is shared and pupil's anxieties are managed during the process.
- Assessment and progress tracking does not currently allow staff to track the generalisation of skills and levels to which a pupil is achieving them across the majority of the curriculum. Therefore staff have no current way of showing that pupils are able to generalise these skills in a range of locations within the community.
- Westfield could consider a method of tracking informal training received through staff meetings or from specialist staff to ensure that practice continues to be of high quality and that all staff receive the training that they need.

SECTION 3: PROFESSIONAL DEVELOPMENT

- The Induction handbook contains key documents policies and ethos, checklist of items that require staff to actively find information, all staff have an induction mentor and will have a meeting to discuss information found in relations to the checklist. Training on risk assessments, communication, specific approaches and strategies used in the school as well as Team Teach is included. Probation is for 6 months, but can be extended if further development or training is identified.
- Specialist support workers will spend time with new staff to deliver training of specialist areas working within the classroom, sharing exemplars of activities and resources. Staff will also get an opportunity to reflect on practice throughout. Staff will also get to spend a term with a specialist support worker to look at the interactive video guidance and reflect specifically on their practice within the classroom, observing what they have done.
- Teacher in charge (TIC) of base will have informal day to day conversations about pupil progress and they will support the team in meeting children's needs, more formal half termly review of progress across areas are also carried out.
- The Class teacher will support new in class support with TIC as needed.
- There is regular ongoing training that occurs within the school, there are regular INSET days which cover a range of topics including autism specific sessions, and staff will also attend a range of autism specific training session away from the school and will feedback things learned from training to all staff.

- Staff meetings are used to provide in-house training in methods and approaches or academic support throughout the year.
- There is a clear ethos of self-development within the school, staff are encouraged to identify courses and training opportunities. There are also members within the staff team who are being encouraged to complete their teacher training, supported by school.
- Due to the supportive nature of the staff team they are regularly talking and asking for help and advice amongst themselves and from the key specialist staff. Pupils are discussed as part of staff meetings in a formal way, but staff are able to radio for help if they are in a particularly difficult situation.
- An NQT within the school shared that she had been at the school on placement in her final year before applying to the school and was therefore able to shadow a range of staff throughout the school as part of her development. Since being employed within the school she had further training on the specific methods and approaches used within the school as well as being mentored by the DH. This has involved regular meetings and observations of practice with development areas identified and support move her practice forward. Where further training was required this was highlighted and courses booked with information shared about the impact on practice.
- All staff are going to be trained at AET level 2 with level 3 training planned for next year. It has also been recommended that someone from the governing body may attend this training.
- In conclusion, Continuous Professional Development ensure that staff have a robust specialist knowledge of autism specific practice methods and approaches related to the needs of the children at the school. Systems are in place to ensure that practice is highly personalised, but more robust tracking of informal training needs to be in place.

SECTION 4: PERSON CENTRED SUPPORT

Differences in Social Communication

- Westfield School Curriculum Statement states that pupils at the school will experience difficulties in one or many forms of communication that is necessary for learning. The school employs a speech and language therapist, who is supported by specialist support workers, employed within the school.
- Westfield school has a social and emotional curriculum covering emotional recognition in self and others, social thinking and social problem solving. Each child will be baseline assessed using a variety of tools and progress monitored informally at half termly intervals and formally termly. Progress trackers however doesn't clearly identify how secure the skills are at each level, and whether pupils are able to generalise the skills outside of the school environment.
- Specific teaching of social communication and conversational skills also happens for children. Communication is taught both explicitly and embedded throughout the curriculum implicitly through the whole day
- Language is supported visually at the child relevant level and a variety of strategies are used to ensure pupils make process in using language to communicate idea, reasoning and conclusions within their learning.
- Staff training happens informally with regular conversations about the strategies that can be used within the classroom about both individuals and classes of pupils, reflection and questioning is a regular part of practice that allows staff to fully embed the strategies provided meaning pupils receive discreet speech and language input throughout the school day and not just in explicit sessions.
- Specialist support workers will deliver group and individual communication sessions, these are well structured, assessed, with pupils clearly working towards SMART targets. Variations of activities have been seen during observation used in classrooms by the class teacher.
- The pen portraits show language and ways to communicate with the pupils and this is used consistently across the school. Information is also found in a pupils risk assessment where changes in their communication are linked to emotions wheel levels. With highlighted strategies to de-escalate for staff.
- The Autism Accreditation team can confirm where best practice was seen the communication needs of pupils were supported in most observations.
- In all observations staff adapted their communication, speaking clearly and at an appropriate pace, this was sometimes reinforced visually with support from specialist curriculum resources, but further use of this could benefit pupils particularly at times of high arousal.
- In most observations it was seen that staff were adept at shaping pupils language; sometimes offering more sophisticated language to stretch them.
- During some observations there were missed opportunities for the use of visuals with some pupils.
- Where best practice was seen, in all observations staff had an awareness of the impact of their communication on the pupils and kept this to a minimum to maintain the low arousal environment.
- In most observations reflective questioning was used that got pupils to think about their response rather than provide facts.

Self-reliance and problem solving

- The schools website states that they 'aim to develop each child's independence in self-organisation and management of their learning. Children learn to self-regulate with independence by using taught strategies and activities in "quiet time" to keep themselves in a "ready to learn" state.'
- The curriculum statement states that pupil participate in a programme of learning opportunities to develop their independence in the community. The school participate in a range of community visits, visits to the library, local swimming pools, sailing at Lower Thames Sailing Club are amongst the experiences that pupils can have. These skills are regularly assessed.
- Pupils get the opportunity to practice and develop their skills in a range of situations both within the activities provided by the school as additional enrichment activities but also out in the community environment.
- Classroom environments are set up to allow pupils to be fully independent within them and pupils were seen to move around classrooms and the school with confidence accessing resources needed when necessary.
- Target documents show pupils targets for both learning and behaviour and pupils have an awareness of the targets they are working towards.
- Pupils were seen to be on task and fully engaged in learning tasks suggesting that the tasks were of an appropriate level of interest and challenge
- The assessment team found that lessons were mainly highly structured through the use of task boards, where examples of best practice were seen digital timers and steps to success were used with pupils to show the end of an activity.
- In most observations pupils were able to carry out tasks with minimal staff intervention. For example during all lessons support staff were seen to stand back and allow pupils to carry out their work independently only providing support when necessary.
- Some pupils were seen to problem solve through delegation of jobs as part of the lunchtime routine.
- In all observations pupils were clear of routines at the end of activities and were able to clear their space with little to no prompting by staff getting clearing from one activity and getting ready for the next.

Sensory Experience

- The provision menu states that pupils are given an in-houses assessment of their sensory responses and physical development to determine the provision that they will require upon entering the school.
- A restricted palate of colours is used throughout the school. Displays are restricted in most classrooms to designated areas and in all classrooms are meaningful to the pupils and the assessment team saw these in use by staff and pupils.
- The school employs a part time external occupational therapist trained in sensory integrations who works closely with staff and specialist support worker as well as directly with specific pupils.

- Both the pupils' pen portraits and risk assessment documents show the pupils' sensory needs and strategies that are used to support.
- Best practice was observed on all occasions where interactions were seen to be calm and low arousal by the staff and encouraged in the pupils at the appropriate times.
- Throughout observations pupils were seen to be supported to regulate sensory experiences, for example through snugs, body bags. Where best practice was observed pupils took control, opting to leave a situation, or get a resource.
- In most observations staff were seen to signpost arousal levels for pupils and recommend a strategy rather than providing them with the necessary equipment.
- Pupils were not seen to show any sensory distress during observations, they were either supported or able to self-regulate before getting to distress.

Emotional well-being

- The Westfield behaviour policy and practice document states that the schools 'aims to develop independent self-management by the child.'
- Behaviour management at Westfield means the 'adult management of risk, environmental factors, activities and progress that a child experiences in the school. Desired behaviours are taught explicitly and inappropriate behaviours are not sanctioned.'
- The school explicitly teaches pupils the difference between pro social and anti-social behaviours.
- The behaviour policy and practice document clearly outlines the specialist curriculum breaking down each of the areas showing its impact on behaviour and the expected responses of staff.
- At Westfield school their social and emotional curriculum 'focuses on developing each child's ability to recognise and respond to the emotions in self and others, recognising causes and consequences of emotions and behaviours and planning and using effective strategies and behaviours to self-regulate.'
- The use of video footage enhances learning of self-regulation and emotional wellbeing. 'When appropriate pupils take part in video learning to develop their recognition of successful communication and independent self-management. This can be also supported by Cognitive Behavioural Therapy in developing positive thinking and enhance pupils' mental health and well-being.
- The pupils' pen portraits includes information about what each of the pupils like. Pupils also have a risk assessment which is linked to the emotions wheel and highlights the pupil's subtle changes at each level and strategies to support.
- The school has a robust recording system of behaviour which records both the positive and negative changes to a child's behaviour. The school can accurately identify trends in a pupil's behaviour from the teacher through to the senior leaders in the school. These are also shared and discussed with families at all levels.
- Pupils demonstrate pride in their work and their classroom, they show confidence in an around the school.

- There is a calm atmosphere throughout the school that helps the pupils feel safe and secure. There is a clear level of mutual trust between the staff and pupils that allows them to make a mistake and know that it is okay.
- There is a clear systems of rewards based on pupils achievement of targets and feeds into target time and awards assembly on Friday. This was recognised by pupils as something which they like about the school.
- In most observations pupils were seen to be given appropriate praise for pro social behaviours, good work, or recognising the need to self-regulate.
- Where best practice was seen staff would signpost where pupils were on the emotions wheel and where they would need to be sharing in some occasions what this would look like. 'Smart bodies'

SECTION 5: CONSULTATION AND WORKING

With autistic people

- The views of autistic people are obtained throughout the school day on the small in class decisions but also the whole school will together make through vote about bigger topics. For example: what is included in the lunchtime menu. This process is clearly explained to the pupils as well as the outcomes and reasons for it.
- The autistic pupils interviewed said that they like forest schools, classrooms, teachers, lunch and getting awards. They said that they would like to have a swimming pool. Some of the pupils said that they found the taxis and journey time difficult, one pupil saying he had to 'get up early' and another with '40 minute journey.' They all felt that the staff listened to them and understood them and helped them to become 'better people.'
- 10 autistic person questionnaires were returned, however these were sent to parents in error, questionnaires have not been shared with the pupils and therefore the responses are likely to have been done by parents with their son or daughter, but possibly on their behalf.

With the families of autistic people

- The school have been developing the way in which they work with families and are aware that this is an area for further development. A PTA has been established and is run by parents for parents. They hold regular meetings with workshops and coffee mornings as part of it. The PTA have also started to set up stalls for mothers and father's day and Christmas.
- Open classroom afternoons allow parents to come in as class groups and see their son/daughter in the classroom environment. Feedback from this event has been really positive from parents who appreciated the opportunity to share the work that has been done but to also see their child successful in a social environment.

- Weekly reports about progress, what is covered in class, behaviours and positives as well as changes that are happening.
- Strategies are shared between home and school with parents with resources provided so that they are able to replicate at home what is happening at school. This will include a meeting with the parents to share how to use the resource effectively, as well as follow up conversations about how it is going.
- Parents are invited to a range of events throughout the school year including sports day and end of term celebration assemblies. There has also been an opportunity to participate in shared forest school sessions as well as OT and SALT sessions.
- One parent interviewed, whose son had transitioned to secondary school said that "the school were a great support in managing the transition on into secondary school."
- 6 family members provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report. Following complications with family questionnaires in the first feedback provided. Below also includes the feedback from 14 families as of 14/05/18.
- All parents said that the support received was good and that they mainly have a good understanding of the young person's autistic needs. Only 1 parent disagreed with this statement. One parent writes:

Westfield have over the last year or so been running informative sessions for parents to help us support our child at home, sharing the strategies they use at school. This has been invaluable.

SECTION 6: SUMMARY

Westfield School have many considerable areas of strength and recognise their areas for development. The continuous professional development ensures that staff have a robust knowledge of autism and the practice, methods and approaches required for the children. The school participates in a range of activities which allow the inclusion of the children in the community, sharing their knowledge with other professionals and parents through workshops. Practice is consistently based on a thorough and up to date understanding of how each child communicates and socially interacts; their skills of independence and the impact of external factors including sensory on their emotional well-being. Assessment data is informed by specialist expertise and is grounded in robust understanding of autism. These are shared with all staff as well as families. The school provides a highly creative and very personalised support that enables each pupil to achieve their full potential whilst also developing confidence and self-esteem. There is clear evidence of the benefits and gains from the support which is provided for each pupil.

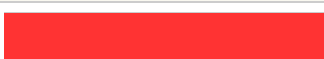
APPENDIX: Additional comments from service

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

APPENDIX 1: RESPONSE TO QUESTIONNAIRES

Autistic People

Feedback questionnaire on Westfield School to be completed by 16/04/2018

The support I am given is good?							Response Percent	Response Total
1	Yes						70.00%	7
2	No						0.00%	0
3	Sometimes						30.00%	3
Analysis	Mean:	1.6	Std. Deviation:	0.92	Satisfaction Rate:	30	answered	10
	Variance:	0.84	Std. Error:	0.29			skipped	0

Staff understand me and my needs							Response Percent	Response Total
1	Yes						70.00%	7
2	No						0.00%	0
3	Sometimes						30.00%	3
Analysis	Mean:	1.6	Std. Deviation:	0.92	Satisfaction Rate:	30	answered	10
	Variance:	0.84	Std. Error:	0.29			skipped	0

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

							Response Percent	Response Total
1	Yes						80.00%	8
2	No						0.00%	0
3	Sometimes						20.00%	2
Analysis	Mean:	1.4	Std. Deviation:	0.8	Satisfaction Rate:	20	answered	10
	Variance:	0.64	Std. Error:	0.25			skipped	0

Comments: (2)

1	13/04/18 3:00PM ID: 79709921	If i am having a problem and in quiet time and someone else wants to come to quiet time or is having a problem. I have to move and somw times I don't like that because my behaviour is ok now and fairness is most Important. Especially for me! (shortened answer)
2	14/04/18 1:05PM ID: 79761528	I like my school as I have friends and the teachers are kind and help me.

Who just completed the questions above?

							Response Percent	Response Total
1	The autistic person by themselves						33.33%	3
2	The autistic person with support						44.44%	4
3	A staff member who represented their views						0.00%	0
4	A family member or friend who represented their views						22.22%	2
Analysis	Mean:	2.11	Std. Deviation:	1.1	Satisfaction Rate:	37.04	answered	9
	Variance:	1.21	Std. Error:	0.37			skipped	1

Families of Autistic People

Feedback questionnaire Version 2 on Westfield School to be completed by 23/04/2018

The support my relative is given is...							Response Percent	Response Total
1	poor						0.00%	0
2	ok, but could be better						0.00%	0
3	mostly good						16.67%	1
4	always good						83.33%	5
Analysis	Mean:	3.83	Std. Deviation:	0.37	Satisfaction Rate:	94.44	answered	6
	Variance:	0.14	Std. Error:	0.15			skipped	0

The understanding that staff have for my relative's autistic needs is...							Response Percent	Response Total
1	poor						0.00%	0
2	ok, but could be better						16.67%	1
3	mostly good						0.00%	0
4	always good						83.33%	5
Analysis	Mean:	3.67	Std. Deviation:	0.75	Satisfaction Rate:	88.89	answered	6
	Variance:	0.56	Std. Error:	0.3			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						16.67%	1

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

							Response Percent	Response Total
2	ok, but could be better						16.67%	1
3	mostly good						0.00%	0
4	always good						66.67%	4
Analysis	Mean:	3.17	Std. Deviation:	1.21	Satisfaction Rate:	72.22	answered	6
	Variance:	1.47	Std. Error:	0.5			skipped	0

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

							Response Percent	Response Total
1	poor						16.67%	1
2	ok, but could be better						0.00%	0
3	mostly good						16.67%	1
4	always good						66.67%	4
Analysis	Mean:	3.33	Std. Deviation:	1.11	Satisfaction Rate:	77.78	answered	6
	Variance:	1.22	Std. Error:	0.45			skipped	0

Comments: (3)

1	16/04/18 4:12PM ID: 79882253	All in all the school is excellent, they listen, help and offer advice both in school and at home. The only negative is that things feel very secretive and communication is not as open as I would have expected although nothing is ever withheld if asked, it's not always offered up front.
2	17/04/18 1:03PM ID: 79969505	Westfield have over the last year or so been running informative sessions for parents to help us support our child at home, sharing the strategies they use at school. This has been invaluable.
3	19/04/18 8:37PM ID: 80221015	We feel that they lack the understanding of our [relative's] condition and do not always use appropriate strategies. This comes across in the language they use to describe [Name of service user's] actions/inactions. It often seems that strategies they try to implement are more suitable to children with behavioural difficulties. They do not listen to parent's advice / points of view / suggestions.

Families of Autistic People

Feedback questionnaire Version 2 on Westfield School to be completed by 14/05/2018

The support my relative is given is...							Response Percent	Response Total
1	poor						0.00%	0
2	ok, but could be better						0.00%	0
3	mostly good						14.29%	2
4	always good						85.71%	12
Analysis	Mean:	3.86	Std. Deviation:	0.35	Satisfaction Rate:	95.24	answered	14
	Variance:	0.12	Std. Error:	0.09			skipped	0

The understanding that staff have for my relative's autistic needs is...							Response Percent	Response Total
1	poor						0.00%	0
2	ok, but could be better						7.14%	1
3	mostly good						7.14%	1
4	always good						85.71%	12
Analysis	Mean:	3.79	Std. Deviation:	0.56	Satisfaction Rate:	92.86	answered	14
	Variance:	0.31	Std. Error:	0.15			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						7.14%	1

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

							Response Percent	Response Total
2	ok, but could be better						7.14%	1
3	mostly good						28.57%	4
4	always good						57.14%	8
Analysis							answered	14
	Mean:	3.36	Std. Deviation:	0.89	Satisfaction Rate:	78.57	skipped	0
	Variance:	0.8	Std. Error:	0.24				

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

							Response Percent	Response Total
1	poor						7.14%	1
2	ok, but could be better						0.00%	0
3	mostly good						28.57%	4
4	always good						64.29%	9
Analysis							answered	14
	Mean:	3.5	Std. Deviation:	0.82	Satisfaction Rate:	83.33	skipped	0
	Variance:	0.68	Std. Error:	0.22				

Comments: (6)

1	16/04/18 4:12PM ID: 79882253	All in all the school is excellent, they listen, help and offer advice both in school and at home. The only negative is that things feel very secretive and communication is not as open as I would have expected although nothing is ever withheld if asked, it's not always offered up front.
2	17/04/18 1:03PM ID: 79969505	Westfield have over the last year or so been running informative sessions for parents to help us support our child at home, sharing the strategies they use at school. This has been invaluable.
3	19/04/18 8:37PM ID: 80221015	We feel that they lack the understanding of our [relative's] condition, and do not always use appropriate strategies. This comes across in the language they use to describe [Name's] actions/inactions. It often seems that strategies they try to implement are more suitable to children with behavioural difficulties. They do not listen to parent's advice / points of view / suggestions.

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

			Response Percent	Response Total
4	03/05/18 10:37AM ID: 81763047	My child has only attended this school for [period of time] so I can only base my findings in this short period, but so far everything is positive and the transition has gone far better than we expected.		
5	03/05/18 5:11PM ID: 81964057	Couldn't ask for better		
6	10/05/18 12:17PM ID: 83203591	I have nothing but positive things to say about this school. they have been amazing with my [relative] and [Name] is now equipped to start understanding the world.		

Professionals

Feedback questionnaire on Westfield School to be completed by 16/04/2018

The support the service provides for autistic people is...							Response Percent	Response Total
1	Poor						0.00%	0
2	ok, but could be better						0.00%	0
3	mostly good						20.00%	1
4	always good						80.00%	4
Analysis	Mean:	3.8	Std. Deviation:	0.4	Satisfaction Rate:	93.33	answered	5
	Variance:	0.16	Std. Error:	0.18			skipped	0

The understanding and knowledge the service has of autism is...							Response Percent	Response Total
1	Poor						0.00%	0
2	ok, but could be better						0.00%	0
3	mostly good						20.00%	1
4	always good						80.00%	4
Analysis	Mean:	3.8	Std. Deviation:	0.4	Satisfaction Rate:	93.33	answered	5
	Variance:	0.16	Std. Error:	0.18			skipped	0

How the service works with other professionals in the best interests of autistic people is...							Response Percent	Response Total
1	Poor						0.00%	0

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

						Response Percent	Response Total	
2	ok, but could be better					0.00%	0	
3	mostly good					0.00%	0	
4	always good					100.00%	5	
Analysis	Mean:	4	Std. Deviation:	0	Satisfaction Rate:	100	answered	5
	Variance:	0	Std. Error:	0			skipped	0

Comments: (2)

1	29/03/18 11:39AM ID: 78424727	Westfield Staff have worked hard to support pupils and their families who have ASD
2	12/04/18 11:27AM ID: 79618701	From perspective of Speech and Language. School have identified communication champions within the school to work directly with me to disseminate the work throughout the school day and week which has had fantastic benefits to the outcomes of the children's language and communication. Understanding is shifting throughout the school to the need of whole school ownership of language and communication targets to support generalisation of skills. Some staff have very high understanding and knowledge of autism, evidence of this being shared more with the rest of the school.