



# Autism Accreditation

Specialist Award

# AUTISM ACCREDITATION SPECIALIST AWARD: Assessment Report

**Name of Service**

West Kirby Residential School

**Reference Number**

433

**Dates**

6<sup>th</sup> – 8<sup>th</sup> December 2022

**Lead Assessor**

Jonny Knowles

**Moderator**

Julie Naylor

**Status prior to assessment**

Accredited

**Committee Award**

Advanced

## About this Assessment

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

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

## Social Communication, Interactions and Relationships

### **Key outcomes identified from personal support documents and staff discussions:**

Clinical profiles, which are developed by the school's clinical team, are informed by assessments and information gathered from staff, families and the pupil themselves. The profiles describe key communication needs and information around preferred communication methods, as well as personalised approaches and motivators. The school's SALT team regularly offer training, support and guidance for staff across school with an aim of developing whole school consistent approaches in communication.

Communication assessments and subsequent Clinical Profiles identify challenges or barriers each autistic pupil may experience in social communication, questioning, social skills and language. During interviews, staff described the range of groups and individual interventions, delivered by the SALT, HLTAs and the classroom-based staff, which aim to support the development of communication.

The SALT team complete a range of functional assessments when pupils join the school to support staff to develop an understanding of pupils' communication and language. The clinical team meet each fortnight to enable them to strategically plan support and provide advice and guidance around specific pupils or class teams; this may also mean the SALT team conduct additional assessment or observations to explore the additional communication needs of pupils.

The SALT team facilitate the development of social understanding through a range of class based and individual Social Thinking sessions. The SALT team have developed a range of social thinking help sheets and training videos to support staff to understand and deliver the principles of the programme as part of the curriculum. During interviews, staff discussed the development and generalisation of communication as a result of students working on developing key skills across the curriculum, rather than principles being delivered as a clinical 1:1 approach.

Pupils' Clinical Profiles identify key approaches or tools which should be employed to enable pupils to understand others and express themselves. Personal review documentation, which includes IEPs and annual review documentation, contains clear references to the individual strengths and progress made by each pupil in terms of their communication. Pupils all have IEP targets in communication which link directly to their long-term communication and interaction outcome, identified on their EHCP. During interviews, staff shared how targets are informed by the needs of the pupils, information from SALT assessments and feedback from the pupils and their families.

In interviews, staff gave examples of how pupils have been supported in their communication and social engagement and the positive outcomes achieved as a result. Staff particularly highlighted the progress made by pupils in their development of core communication skills, which pupils are given planned opportunities to practise and generalise in the community and within planned groups.

Some pupils are trained to be peer mentors, mediators and playground buddies to encourage the development of positive social environments for pupils. During interviews, staff discussed the positive outcomes achieved as a result of the initiatives and the development of confidence and social communication as a result.

**Key outcomes identified from observation/review of key activities**

During all observations, staff were able to make themselves understood by using a range of communication approaches. Staff were observed regularly simplifying or structuring verbal language, adapting questions and using visual supports to reinforce spoken language. Where particularly good practice was observed, in the primary classes, staff were observed reinforcing key commands with Makaton signs.

During all observations, staff adapted their questioning approach and language based on the individual needs of pupils. During discussions, the SALT shared a range of interactive training materials which have been developed to support staff in their use of language and questioning and shared positive outcomes achieved as a result of staff having a greater understanding of approaches.

During all observations, pupils could make themselves understood to staff and their peers. The large majority of pupils used verbal language to communicate with staff and their peers but visual supports were available to further support pupils communicate where appropriate. Within all observations, pupils were able to communicate effectively with staff and their peers during group work, question and answer sessions and community-based sessions.

There were many and frequent opportunities for pupils to communicate as part of a group or 1:1 with staff, with each other and where appropriate with members of the community. Consideration has been given by staff when developing rooms to ensure that there are social work spaces as well as individual work spaces for pupils. Careful consideration has also been given to the development of the dinner hall and during all observations, the dinner hall was seen to be a positive social experience, with staff eating with pupils and modelling appropriate social behaviour. During discussions, staff and pupils described the number of social opportunities available to them throughout the school day, as well as discussing how some older pupils work with the younger pupils as a mentor during breaks and lunch and during specific clubs.

During all observations, where appropriate, staff planned time for pupils to work collaboratively with their peers during formal learning tasks, play and as part of trips into the community. Where particularly good practice was observed, during a "I, We, You" session, staff facilitated opportunities for pupils to work independently and collaboratively with their peers. The development of the school's bakery, which is due to open in early 2023, will further provide functional opportunities for pupils to work collaboratively and practice key skills in communication with each other and with customers visiting the bakery.

**Key outcomes identified from personal support documents and staff discussions:**

Annual review documentation, IEPs and pupils' personal documents include clear references to the individual strengths and progress made by each pupil in terms of them developing independence. During each annual review, staff work collaboratively with pupils and their families to reflect on what is working well and what needs further development in Independent Living; Friendships, Relationships and Community; Good Health and Wellbeing; Employability and Education. Staff families and the pupil collaboratively share strengths and developments on post it notes during the review, and the information shared is used to inform the EHCP outcomes/next steps to ensure a collaborative approach. IEP target setting documents describe long term aspirations, focussed areas of learning and SMART Targets, which break down the Long-Term Personal Goals in to achievable steps for learning; which are tracked and reflected on by school staff, families and pupils each half term.

Pupils regularly record achievements and progress within their Personal Development Portfolio. During the assessment staff shared a number of portfolios and discussed how pupils use the portfolios to record and collect evidence around new experiences. Staff give pupils ownership of their portfolio and use the portfolio to celebrate their progress in line with the school's pledges.

Tools and approaches, used to support pupils in activities, transitions, coping with changes and making choices, are documented in One Page Profiles, Proactive Behaviour Plans and Clinical Profiles. The sampled plans include reference to the use of structured environments, adapted language, chat cartoons, and individual timetables or checklists. During interviews, staff shared positive outcomes achieved in supporting pupils' transitions into school as a result of the adapted resources and approaches. During the assessment staff shared examples of the documents used to aid transitions including a range of adapted transition documents and guides.

The skills and challenges of each pupil are outlined in a number of documents, such as One Page Profiles, Clinical Profiles and IEPs. Within each document, key tools and approaches have been identified to provide suitable levels of support for pupils whilst fostering opportunities for them to further develop skills in independence and working towards their identified goals.

Through the curriculum the school place an emphasis on pupils developing skills through experiences and regularly planned community-based sessions. The school are currently in the process of opening a community facing bakery, which is onsite at the school. The bakery will enable authentic experiences for the pupils which is reinforced by appropriate qualifications in the industry.

In interviews, staff gave examples of how they have supported pupils in following routines; coping with change; making decisions – and the positive outcomes achieved as a result. Staff discussed the development of life experience, confidence and key independence skills as a result of participating in a range of community visits. Staff particularly highlighted the development in confidence as a result of them having high expectations of pupils developing independence through experiential learning and community-based sessions. The OT has also been working alongside post 16 classes, using assessments to identify the needs of students and deliver programmes to support them to develop key functional skills within the post 16 independent living space.

**Key outcomes identified from observation/review of key activities:**

Within all observations, pupils were consistently supported to understand what they were expected to do now and what they were expected to do next. Across all observations staff used a consistently formatted Learning objective and whole class task schedule to break down the structure and content of the lesson. In addition, some pupils within the home and school also had access to a range of individualised tools including individual schedules, support plans, now and next boards, individual workstations and visual prompts. Within a large majority of observations staff explicitly referenced the transition between tasks, ticking them off when completed. To further develop practice, in a small number of observations, staff should aim to explicitly reference the task schedules to signpost transitions between tasks and identify where the lesson is currently up to.

Within all observations, pupils were supported to do things for themselves rather than needing to be directed by a member of staff. The school's environment is low arousal and visually structured and careful consideration has been given to the visual supports and signage used across school to support pupils to independently transition around the school and collect key resources within their class. During discussions, staff describe the careful considerations which have been made to the environment and the positive outcomes achieved as a result of introducing a consistent colour scheme and high expectations across school.

Within all observations, pupils were supported to develop skills and confidence in actively expressing their opinion, as well as making and taking decisions. Staff supported decision making in a variety of ways across school including, in some classes, using communication boards and choice boards. Across all observations, staff were observed allowing pupils appropriate processing time following an instruction or question. Staff's awareness of processing time, particularly in the 1:1 interventions, further reinforces the low arousal and calm environment and evidences staff being in-tuned to the needs of the pupils.

During all observations, pupils were provided with opportunities to consolidate and develop daily functional skills including skills in core literacy and numeracy, communication, self-care and a range of transferable work and study skills. The school's curriculum places a particular emphasis on these skills, providing opportunities for pupils to regularly practise and develop functional skills during planned sessions. Within Sixth form, staff have specific life skills sessions and across school staff have high expectations of pupils independently making food and drinks in the class-based kitchen areas.

Within the residential setting, pupils have targets in independence and self-care and staff discussed how they regularly plan opportunities for pupils to work towards their current target. During observations within the home, staff were observed differentiating their approach between pupils to provide different levels of prompts, which is informed by functional assessment tools. Within the residential provision, where appropriate, pupils can live semi-independently within a self-contained flat. Staff discussed the positive outcomes achieved as a result of students living within the self-contained flat, which provides an opportunity for pupils to live independently and practise key skills such as budgeting, prior to leaving the service.

**Key outcomes identified from personal support documents and staff discussions**

The school's Occupational Therapist (OT) and Assistant Occupational Therapist work in a graduated way across school, providing Universal, Targeted and Specialist support to pupils based on their identified need. The OT team support the development and implementation of sensory supports across school, which includes the regular delivery of training and observations of practice to support staff to refine and develop their practice. The OT team also regularly deliver virtual workshops for staff so that they can understand and engage with training or support when needed. The OT also sits on the pupil support panel which allows the school staff to strategically identify and plan support.

Pupils' Sensory ladders and clinical profiles include details of identified sensory needs and approaches. These plans describe sensory experiences which pupils enjoy and experiences which they may find challenging, particularly when they need to regulate.

Sensory ladders and clinical profiles provide a summary of sensory processing difficulties that pupils present with, alongside examples of personalised strategies and, where applicable, sensory diet principles written by the Occupational Therapist to provide specific advice. Pupils play an active role in the development of their sensory ladders alongside the occupational therapy team and their class staff. Examples of sensory strategies were seen to be used to good effect during the period of assessment and examples included provision of purposeful movement breaks and use of in class sensory areas and strategies such as the use of adapted seating, ear defenders and comforters.

Sensory Assessments enable the school to gather information on the challenges each pupil may encounter in regulating sensory experiences and allow staff to identify those sensory activities which provide them with positive feedback. Clinical Profiles record the approaches and/or tools which should be employed to help autistic pupils to regulate sensory experiences or avoid sensory overload.

The school have invested in a range of sensory areas across school and pupils have access to in-class calm areas, outside sensory equipment, soft play, climbing walls, sensory rooms and an SI suite. During interviews, staff discussed the specific intent of the sensory areas and how they have been developed alongside the school's OT to ensure a consistent approach.

In interviews, staff gave examples of how they have supported autistic pupils in their sensory regulation or in avoiding sensory overload and a number of positive outcomes achieved as a result. Staff particularly highlighted the positive outcomes achieved by pupils taking ownership of their regulation using the sensory ladders and the increased use of language associated with regulating and being ready to learn.



**Key outcomes identified from observation/review of key activities:**

Within all observations, pupils had access to sensory activities which they appeared to find enjoyable or relaxing. Pupils were observed accessing fidgets, adaptive seating, ear defenders and other sensory tools as part of regulation. Where appropriate, staff planned opportunities into lessons to enable pupils to explore their sensory preferences. There is clearly a graduated response to sensory supports as pupils move through school, with pupils in Primary having access to sensory circuits and sensory rooms compared to pupils in sixth form accessing more regulation as part of walks or access to calm lounges. To further develop practice, in a small number of observations, staff should reflect on the language used when supporting pupils to regulate, encouraging them to take ownership and identify their own regulation activities rather than being directed by staff.

Within all observations, pupils were supported to tolerate a range of sensory experiences within a safe and secure context. Careful consideration has been given to the school's environment to ensure that it is low arousal and visually structured, and during the assessment staff shared the progress made in these areas. As well as the low arousal classrooms, pupils also have access to a number of specialist sensory spaces across school which were well used by staff to support planned or reactive regulation. Pupils are supported to reflect on the school's environment and the pupil ambassador for the school's environment regularly works alongside staff to develop this.

Within all observations, pupils were supported to regulate sensory experiences which could interfere with what they are trying to do or cause them discomfort. Within lessons, pupils had access to individual work spaces or quieter areas, enabling them to reduce the amount of people and things within their environment. Within the residential provision, careful consideration has been given by staff when decorating the home to create a low arousal, homely and welcoming environment. During a tour of the home by a pupil, the pupil discussed how the home has two separate lounges, one for activities and one for relaxing. The pupil also discussed how they are also encouraged to take ownership of decorating their personal rooms to match their sensory preferences, like and interests.

**Key outcomes identified from personal support documents and staff discussions:**

Sensory Ladders, Proactive behaviour Plans and Clinical profiles show an appreciation of activities which each pupil finds enjoyable, for example One Page Profiles describe individuals' likes and activities they enjoy to participate in.

Proactive behaviour Plans and Sensory Ladders are developed for all pupils to identify their key proactive, active and reactive support needs. The plans are written in clear and concise language and provide an overview of the aims of the plan, triggers, the potential function/reason for the behaviour and strategies of support. The school use the TCI (Therapeutic Crisis Intervention) programme to support the use of consistent language by staff particularly when pupils are finding it difficult to regulate or to diffuse situations. Regularly training and refreshers are hosted by the PCT (Pastoral Care Team) to reinforce the use of key techniques and language to ensure a consistent approach.

PCT consists of 5 members of staff who provide universal and targeted support to pupils across school. The team deliver a 6-week induction programme which includes them regularly checking in with new pupils and providing support based on their individual needs and wants. The staff discussed how they adapt their approach based on the individual likes and interests of a pupil and how they attend a 6-week review meeting alongside members of the school's clinical team. As part of their role, the PCT staff also host check-ins for pupils, deliver interventions and use their positive relationships and flexible approach to provide safe spaces for pupils.

The school's PCT team regularly analyse behaviour to identify trends and staff are able to refer for additional support as required. The school's PCT team review all incidents to identify any support that they can offer, and discuss strategic changes as a team. EHCP, IEP and pupil documentation includes clear references to the individual strengths and progress made by each pupil in terms of their social, emotional and mental health. During interviews, staff discussed how they link IEP targets to the long term EHCP outcomes in Social, Emotional Mental Health.

During discussions, staff shared how the school's curriculum aims to provide pupils with meaningful life experiences and work experience placements which provide 'real life' opportunities for pupils to work towards achieving their personal goals and aspirations. Staff also discussed the focus on positive outcomes in terms of quality of life and life opportunities, including some pupils accessing offsite work placements within the community.

The school's clinical psychologist works across the school providing practical advice support and guidance to staff and family members. The clinical psychologist also works closely with pupils based on their specific needs. The clinical psychologist also regularly hosts parent workshops which aims to support families to develop their knowledge and understanding of autism.

Individual plans of support and visual schedules evidenced the breadth of access to, and inclusion within, community activities. Proactive Behaviour Plans take in to account identified risks for each pupil and link them directly to risk assessments. During interviews, staff discussed their positive approach to community access to enable pupils to practise and generalise skills learnt within school, so that they are not just happening in isolation.

In interviews, staff gave examples of how autistic pupils have been supported that resulted in positive outcomes in terms of increased quality of life and life opportunities. Staff gave examples of how pupils have developed greater inclusion and involvement within the community as a result of them gaining confidence through the school's curriculum.

**Key outcomes identified from observation/review of key activities:**

Within all observations, autistic pupils presented as feeling safe and calm. Where appropriate, staff supported pupils through proactive and preventative strategies which appeared to support pupils to avoid anxiety, confusion or distress from occurring or escalating. Restrictive practices were not observed but staff discussed how these may sometimes be used as a last resort, under the strictest controls and extreme circumstances.

Within the majority of observations, pupils were supported to understand and regulate their emotions with support from staff. The school is currently in the process of developing a whole school universal approach to support regulation which was discussed by the OT team during the assessment. The school's PCT team are available across school during the day to support students in their regulation and the school's Nurture base provides a safe and positive environment for regulation when needed.

Across all observations, pupils were treated with dignity, status and respect and were provided with meaningful positive feedback which appeared to boost confidence and self-esteem. Staff and pupils have clearly developed positive relationships which was evident in all observations within the home and across school. The passion of staff members was also evident within observations, no more so than in the Dungeons and Dragons lunch time club and observations within the bakery and animal care. Within these sessions, pupils were fully engrossed in the activity, collaboratively working towards a shared goal being guided by a passionate and engaging staff member which made the sessions authentic.

Within all observations, pupils were observed engaging in meaningful activities which they appeared to find fun or interesting. During interviews, staff discussed how the curriculum delivery is adapted to meet the interests and learning styles of each class, which was also evident during the observations. During the assessment, the assessment team observed both A level and Entry Level sessions, evidencing the school's breadth of curriculum which is adapted each year to reflect the current pupils' long-term goals and future aspirations.

Within all observations, pupils were encouraged to enjoy the challenge of trying out or learning a new activity or skill. Pupils within KS2 and KS3 were supported to learn through practical lessons, whereas pupils in Sixth Form were challenged in their development of key functional life skills within the community and within the school's specialist areas. Staff discussed the variety of ways in which they try to engage pupils in the curriculum, with staff sharing positive outcomes achieved by one pupil who is the school's stock room manager and uses the area as a safe space, whilst participating in a purposeful and motivating activity.

Within all observations, pupils were supported to achieve a sense of completion and achievement, which was reinforced through positive feedback from staff and their peers as part of individual or group sessions. Within some of the more formal classes, pupils were supported to self-reflect on their progress and identify their next steps independently or with staff support. Where particular good practice was observed, within GCSE and A level sessions, staff gave pupils options on how they could assess their work, either with peers, independently or with staff.

Going for Gold, the school's reward system, is used by the school to recognise and incentivise positive behaviour. As part of the programme pupils can earn credits which they are able to save towards tangible rewards. During the assessment the system was seen to be used to good effect across observations, with pupils clearly motivated to achieve the rewards and staff referencing it in a positive way.

## Feedback from Autistic People

In interviews, staff described how autistic pupils are actively engaged in determining how they are supported; what activities they take part in and what goals they are working towards according to what is appropriate for their age and capacity. All pupils are supported to attend their annual review and pupils are supported to complete and present a 'Having my say' PowerPoint which is used to collect their views prior to their review. During interviews, staff discussed how pupil voice is also collected prior to any visitor visiting the classroom and pupils are able to share whether they would be happy and confident to engage with the visitor.

During interviews, staff described how pupil voice is often gathered through a range of different approaches, based on the identified needs of the pupils. Each term pupils are supported to reflect on their own progress towards their IEP targets, allowing them to inform their next steps and be involved in the development of their future targets.

Whole school pupil voice is gathered through half-termly Pupil Voice' meetings. The school's open-door policy to pupil voice enables any pupil to access the pupil voice meeting if they have a topic which they would like to discuss with their peers. A staff member facilitates the pupil voice meetings throughout the year and the agenda for each meeting is informed by a google document which all pupils are able to input into. Staff discussed how pupils have been involved in the development of the school, making key decisions in the development of toilets, changing rooms and the school's environment. Staff also shared the ways in which pupil voice has informed the school's curriculum, uniform, menu and resources, and the positive outcomes achieved as a result.

The school have 'Pupil Ambassadors' who work alongside a relevant member of staff to develop themed weeks and work collaboratively on specific projects. The school has ambassadors who focus on the environment, wellbeing, charity, sports, anti-bullying and LGBTQ+. Staff discussed the positive outcomes achieved as a result of the ambassador initiative, the application process and interview process and the enjoyment around the responsibility. One positive outcome includes the introduction of pronoun pins which were introduced by the LGBTQ+ ambassador. Staff also discussed how the wellbeing ambassador is currently working alongside staff around school to develop the activities available to pupils during the wellbeing sessions. The wellbeing ambassador also has meetings planned with key SLT members to impact of the development of the curriculum.

Feedback from autistic pupils, which was obtained from 43 completed surveys, shows that;

- 68% feel that the support they are given is good, with 29% answering that it is sometimes good.
- 81% feel that staff understand me and my needs, with 19% answering that this was sometimes the case.
- 75% feel that staff listen to me on how I want to be helped, with 22% answering that this was sometimes the case.

7 pupils left a comment on the completed questionnaire, a selection of which are found below;

- I think that the school is a 10/10. I've been to 3 other schools and they didn't help me. Staff are kind and help me with my work and to make friends.
- When I say I can't do something I mean I can't do it. They try to help me to do it but I still don't do it because I can't.
- They help me do my work

## Feedback from Families, Carers and/or Advocates

In interviews, staff described how families, carers or advocates are supported and involved where appropriate to do so. The Family Liaison Officers work directly with a specific case load of families, supporting with advice, signposting and home visits, as well as providing ongoing day to day support, advice and guidance through phone calls, emails and home visits. Staff discussed how family members are contacted at the start of the year so that they can inform the school of their communication preferences.

The school's Family Liaison Officers initially meet with all families as part of the school's admissions process and subsequently provide a bespoke level of support for families and the pupils. Where appropriate the team join key meetings to support family members and also conduct home visits to offer additional support and advice alongside the school's SENCo.

The team discussed their open-door policy for pupils and aim to regularly provide a safe space for pupils to visit to regulate or share any worries or concerns. During discussions, staff shared the positive outcomes achieved as a result of the open-door policy, building supportive and positive relationships with pupils.

During the assessment the school's Family Liaison Officers shared a range of coffee mornings/training opportunities which are regularly hosted at the school and within the community for family members, including parental workshops around a range of key approaches. Termly coffee mornings are hosted at the school for families and the school's clinical psychologist regularly delivers individual and group workshops for families, with previous sessions including Understanding Autism, Attachment and ADHD.

Staff discussed a strength of the school as them having positive and productive relationships with families, who are supported to feel comfortable and valuable. During the assessment, staff discussed an initiative which was introduced to support families with home cooking. As part of the initiative families are given a slow cooker and are provided with weekly food packages by the school's chef to enable them to prepare meals at home.

Feedback from family members, which was obtained through 42 completed surveys, shows that;

- 98% of family members feel the support given to their relative is mostly (26%) or always good (71%).
- 95% of family member feel staff's understanding of their relatives' needs is good (21%) or always good (76%)
- 93% of family members feel the way they are kept informed and asked about their views is mostly good (30%) or always good (65%), with one parent identifying that they felt that this was poor.
- 96% of families feel the advice they receive from the school is mostly good (23%) or always good (70%). with one parent identifying that they felt that this was poor.

9 family members left an additional comment as part of the questionnaire. The high response of positive comments left on the questionnaires by families evidences the significant positive impact that the school has had on the lives of pupils. Some responses included;

- WKRS has achieved amazing things for my son, who had previously been out of school due to his anxiety and complex autism.
- Feel very fortunate as child's nightmares have stopped, self-worth / self-belief has increased, loves going to school.
- My child seems so much happier since attending this school.
- Since starting at WKRS my child has flourished. Thoroughly enjoying every day in school

### Summary of the Assessment

Topic	What the provision does particularly well	Development
<b>Social Communication, Interactions and Relationships</b>	<ul style="list-style-type: none"> <li>- During all observations, staff adapted their questioning approach and language based on the individual needs of pupils.</li> <li>- Within all observations, pupils were able to communicate effectively with staff and their peers during group work, question and answer sessions and community-based sessions.</li> <li>- Careful consideration has been given to the development of the dinner hall and during all observations, the dinner hall was seen to be a positive social experience, with staff eating with pupils and modelling appropriate social behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to develop an implement the how to guides to support all staff to understand the key principals of the school's approaches.</li> </ul>
<b>Functional Skills and Self-Reliance</b>	<ul style="list-style-type: none"> <li>- Within all observations, pupils were consistently supported to understand what they were expected to do now and what they were expected to do next. Across all observations staff used a consistently formatted Learning objective and whole class task schedule to break down the structure and content of the lesson.</li> <li>- Within all observations, pupils were supported to do things for themselves rather than needing to be directed by a member of staff. The school's environment is low arousal and visually structured and careful consideration has been given to the visual supports and signage used across school to support pupils to independently transition.</li> <li>- Staff's awareness of processing time, particularly in the 1:1 interventions, further reinforces the low arousal and calm environment and evidences staff being in-tuned to the needs of the pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider linking the information collected within the pupil's portfolios directly with the school's pledges. This could be done by creating a sticker for each pledge and would allow pupils to track evidence more effectively.</li> <li>- To further develop practice, in a small number of observations, staff should aim to explicitly reference the task schedules to signpost transitions between tasks and identify where the lesson is currently up to.</li> </ul>
<b>Sensory Experiences</b>	<ul style="list-style-type: none"> <li>- Within all observations, pupils had access to sensory activities which they appeared to find enjoyable or relaxing.</li> <li>- Within all observations, pupils were supported to tolerate a range of sensory experiences within a safe and secure context. Careful consideration has been given to the school's</li> </ul>	<ul style="list-style-type: none"> <li>- The school discussed their plans to implement the new whole school approach to self-regulation. The OT team are currently working across school to develop sensory ladders for each individual which will further support staff and pupils to further understand their key sensory needs, on top of the sensory strategies already in place.</li> </ul>

	<p>environment to ensure that it is low arousal and visually structured.</p> <ul style="list-style-type: none"> <li>- The residential provision is both low arousal and homely.</li> <li>- The chef and welfare staff are accommodating to the dietary and sensory needs of the young people, regularly reviewing the menu based on feedback from pupils</li> </ul>	<ul style="list-style-type: none"> <li>- To further develop practice, in a small number of observations, staff should reflect on the language used when supporting pupils to regulate, encouraging them to take ownership and identify their own regulation tools/activities, rather than being directed by staff.</li> </ul>
<b>Emotional Wellbeing</b>	<ul style="list-style-type: none"> <li>- The PCT Team use their positive relationships and flexible approach to provide safe spaces for pupils.</li> <li>- The school's Nurture base provides a safe and positive environment for regulation when needed.</li> <li>- Within all observations, autistic pupils presented as feeling safe and calm.</li> <li>- Within all observations, pupils were supported to achieve a sense of completion and achievement, which was reinforced through positive feedback from staff and their peers as part of individual or group sessions.</li> <li>- Going for Gold, the school's reward system, is used by the school to recognise and incentivise positive behaviour and was discussed positively by both staff and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to implement the new 'regulation ladders' and develop systematic approaches to the development and review of the documentation.</li> <li>- Staff could consider giving ownership of the programme to the PCT team who could develop the resources as part of pupils' initial induction and ongoing check in sessions. This would also ensure the language was in line with the school's TCI approach and Proactive Behaviour Plans.</li> </ul>
<b>Feedback from Autistic People</b>	<ul style="list-style-type: none"> <li>- Pupils are empowered to take ownership of their documentation and reviews.</li> <li>- The school's open-door policy to pupil voice enables any pupil to access the pupil voice meeting if they have a topic which they would like to discuss with their peers.</li> <li>- The ambassador initiative allows students to play an active role in the development of key aspects the school.</li> </ul>	
<b>Families, Carers and/or Advocates</b>	<ul style="list-style-type: none"> <li>- The school's Family Liaison officers provide a bespoke level of support for families. The team make regular contact with families via phone calls, emails and home visits.</li> <li>- The school's clinical psychologist regularly delivers individual and group workshops for families.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider adapting the Parent area of the website to include more signposting to key resources and school specific training materials. e.g. sensory training.</li> </ul>

<p><b>Other</b></p>	<ul style="list-style-type: none"><li>- The 'Pupil Support Panel' ensures the strategic approach to targeted and specialist support across school.</li><li>- The school's Clinical Psychologist effectively works alongside families and teachers to develop their practical understanding of autism. The school's Clinical Psychologist also regularly hosts support sessions for teachers in local mainstream schools.</li><li>- There are a range of regular and practical training opportunities available for staff, delivered by the internal clinical team.</li><li>- The school play an active role in the local community, regularly participating in community events. The school's bakery will further build on these relationships as well as providing purposeful opportunities for pupils.</li></ul>	
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The Autism Accreditation Committee have great delight in confirming that the school meets the criteria for an Advanced specialist Award

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

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

Several strengths are identified in the assessment report. Some areas of development are also highlighted. The Committee endorse plans to implement the new whole school approach to self-regulation. However the Committee consider that these areas of development relate to building upon existing areas of good practice and do not detract from the overall high quality of practice within the school. Congratulations again for demonstrating standards of excellence in supporting autistic people.

#### What happens next

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

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

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

#### Applying for Beacon Status

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

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

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

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

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

## APPENDIX 1: INFORMATION FROM THE PROVISION

### 1: Information about the provision

#### Type of provision e.g., special day school; residential care home etc

West Kirby School and College is a non-maintained special school catering for young people with a range of difficulties from age 5 – 19 years with a residential provision.

#### How many people are supported by the provision?

As of Monday 28<sup>th</sup> November 2022, we currently have 98 pupils on roll.

#### How many of this number are autistic?

Over 80% of pupils have a diagnosis of Autism.

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

All pupils have an EHCP or a Statement of Special Educational Needs. We support pupils with a range of comorbid conditions such as ADHD, ADD, OCD, demand avoidant profile, Speech and Language difficulties, Sensory Processing difficulties and anxiety related conditions who have a range of cognitive abilities. Our pupils range from 5 – 19 years with a primary, secondary, Post 16 and residential provision. Pupils are verbal with some pupils having selective mutism.

Outcome of last statutory inspection if applicable.

Body	Date	Outcome
Ofsted	8 <sup>th</sup> and 9 <sup>th</sup> December 2021	Outstanding

Please include a hyperlink to the report: <https://www.wkrs.co.uk/site/data/files/documents/key-info/D028B01C96F8093C6743959A4143ECF7.PDF>

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

All staff promote Autism friendly teaching methods including:

- Simplifying language and language processing
- Questioning skills
- Use of visuals and ICT symbol support systems
- Use of processing time
- Sensory interventions in the learning environment
- Differentiation and engagement through child-led interests and motivators
- High staff to pupil ratio – maximum 8 pupils per class plus 1 Teaching Assistant
- Awareness of the impact of anxiety in Autistic children and young people; how this impacts learning and functioning Awareness of anxiety and impact of distressed behaviour; through PRICE, de-escalation and the pupil debrief process.

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

There is a robust 6-week induction programme at the service which includes-

- Information about policies and procedures
- 5 online NAS training modules

Each new staff member is given an induction file which is used to collect the key

information during their induction. This also includes information about the structure of a lesson, autism information and other information to support staff to provide consistent support.

Staff receive ongoing training and support throughout the year to help deliver approaches to support pupils with Autism, these include:

- Triple A training
- Autism Accreditation whole school training
- National College Training
- OT and SaLT training/workshops
- PRICE training
- TCI training
- Training from clinical psychologist

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

Transitions into the service are individualised, based on pupils' needs. On joining the service pupils are enrolled into a 10 week induction period. During the induction period the Clinical team collect evidence and complete a range of assessments so that they can create a Clinical Profile. The service have a large Clinical Support Team which includes 2 Speech and Language Therapists and 1 assistant (SaLT), 1 Occupational Therapists and 1 assistant (OT), a Clinical Psychologist, Pastoral Care Team and Reading Support Team.

The Clinical Support Team complete a range of formal and informal assessments, clinical profiles, and deliver specific group or 1:1 interventions. All therapists have a caseload. The Clinical Team also support staff in their IEP target setting.

Each Pupil has a Clinical profile which is developed collaboratively by members of the Clinical Support Team. The document collates information from formal assessments, informal assessments and observations and highlights pupils' key areas of need and key strategies in a user friendly, easily accessible, RAG rated format. The profiles aim to share specific strategies and not just good autism practice. Pupils' IEP targets are based around the 4 key EHCP outcomes. Cognition and learning and Social Emotional Mental Health targets are assigned by class based staff. The school have introduced PIVATS (Performance Indicators for Valued Assessment and Targeted Learning) as a tool to track social, emotional and mental health progress. Communication and interaction targets are set and reviewed in collaboration with SaLT and sensory targets are tracked and reviewed in collaboration with the OT.

Staff within the residential setting track and record a range of targets which relate to young peoples' EHCP outcomes. Young people are baselined on joining the service with input from staff, family/carers and the young person. Keyworkers meet with the young people regularly to evaluate the progress towards their identified targets and young people are given ownership of their targets.

Members of the Clinical Support Team regularly conduct observations across school and the homes to ensure that practice is consistent across the whole service. Staff within the home use an autism specific checklist to support them to reflect on their practice and identify areas of further development.

Behaviour watch is used across the service to track, record and monitor incidents and behaviour. SLT share important information from behaviour watch with all staff via morning briefing.

Motional is an online tool that is updated each term by staff in order to monitor pupil's emotional well-being. This helps staff track pupil's well-being and employ interventions if needed.

How are autistic people consulted in the support they receive?

- Annual Reviews are pupil centred and focus on the pupil's voice
- Pupil's complete 'Have my Say' PowerPoints/paperwork for their annual reviews so they can share their achievements, views and aspirations
- Pupils are encouraged to give feedback on their IEPs every half term

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

- Pupil progress reports are sent over every term
- We have Parents Evening every term
- Regular contact is maintained through email/phone on a daily or weekly basis
- Parents are invited into school for annual review meetings and other curriculum meetings
- Written parental feedback is sought on forms as part of the Annual Review
- The Parent Support Group meetings provide parents/carers with opportunities to meet and for staff to gauge parental views etc
- The SALT Dept and OT send-out information to parents/carers
- As part of their transition into a Post 16 placement, parents are fully advised and consulted via our careers officer, Head of P16, SENCo and the annual review process
- Parental aspirations for pupils are gathered as part of the EHCP

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

- Establish a clear methodology for a self-regulation programme across school
- Further develop the Pupil Empowerment Project
- Promote and embed Social Thinking across the school
- Embed Person Centred Practice throughout the school
- Further develop SEN training opportunities for non-pupil facing staff

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

- Positive relationships between staff and pupils and parents
- Environment and Signage
- Curriculum
- Staff that are well trained in working with pupils with Autism and additional needs
- High levels of clinical support and interventions, across both care and education
- Care and Education work collaboratively and maintain close links, which enables consistency of practice between the home and school
- Use of Going for Gold points as a positive motivator
- Additional approaches and interventions e.g. Bakery, reading support and well-being activities
- Community links e.g. offering training to local communities

- SEND training for schools and professionals
- SEND Science workshops for local Primary schools
- Partnerships with local bakers and coffee shops who provide training and real life experience for BTEC Hospitality & Catering/The School Bakery training
- Partnerships with local bookshop where pupils are given vouchers to spend and have reading/shopping experiences (Local bookshop has in return offered Customer Service training for forthcoming school bakery)
- Links with local businesses for work experience
- Priest of local Church on our Board
- Local church Youth Worker delivers assemblies to pupils around religious celebrations e.g. Harvest Festival
- Local area supportive of our pupils delivering the newsletter to their shops and attend our Enterprise Markets
- WKS are involved in the local community project West Kirby Christmas Lights)

## Case Studies

### Case Study 1

<b>Name of school/service</b>	West Kirby Residential School
<b>Name of individual</b>	Pupil 1
<b>Period of time covered</b>	4 months
<b>What difficulties or challenges has the pupil experienced?</b>	
<p>The pupil was <b>struggling with his routines</b>, particularly in the morning (both at home and in school). The pupil was also <b>struggling with communicating his difficulties</b> and <b>how he was feeling</b> to adults. The pupil would arrive at school and spend over an hour in the toilet, becoming <b>violent when frustrated</b> with himself for not being able to leave the cubicle. The pupil would get frustrated at the idea of something in his routine going wrong (forgetting things behind, clothes not looking right, etc.) and would end up getting violent at the idea of 'things not being perfect' and breaking property or hurting others.</p>	
<b>What support was introduced? What approaches, strategies, methods were used?</b>	
<p>OT worked with the pupil to create a <b>morning routine for home</b> that would help the pupil have set tasks and a set timeline to follow. The pupil also came up with his own <b>sensory ladder</b> (he associated pictures to different feelings and emotions and came up with words to describe them). Key staff printed and laminated this visual to help the <b>pupil communicate with staff in school and sent the visual home</b>, so that the pupil could have help communicating with adults at home as well.</p> <p>Staff met with the pupil at the entrance in the morning and gave the pupil a chance to spend time in the <b>sensory room</b> until the pupil felt ready to access lessons.</p>	
<b>What outcomes have been achieved as a result? Have any adaptations or changes had to be made?</b>	
<p>Over time the pupil began not needing to spend time out of lesson at the beginning of the day and was able to <b>access school earlier</b>. The pupil also was able to <b>communicate with staff</b> when he needed time away from class to go through his routines, instead of getting frustrated and violent. The pupil occasionally still needs time alone and will spend time in the toilet throughout the day (admittedly just sitting on the floor), getting frustrated with himself and breaking property. This will happen both at home and in school.</p>	
<b>What are the next steps?</b>	
<p>Staff will continue to work with the pupil to <b>help him communicate effectively</b> with adults in and out of school. The pupil will also use different ways to communicate when he needs time out of class (or alone, if at home), and spend time in an appropriate room with <b>sensory objects</b> that will help him go back to his 'chill' level on the sensory ladder without resorting to violence.</p>	

## Case Study 2

<b>Name of school/service</b>	<i>West Kirby School and College</i>
<b>Name of individual</b>	<i>Pupil 2</i>
<b>Period of time covered</b>	<i>1 year</i>
<b>What difficulties or challenges has the pupil experienced?</b>	
<p>Due to <b>Covid</b> this pupil learnt via <b>online learning</b>. He took part with this but caused him to be out of routine with going to school and being in lessons.</p> <p>When <b>school reopened</b> he would spend a lot of <b>time out of class</b> due to his peers making comments to him as he would shout out, disrupt the lesson or say things that would unsettle his peers. He would spend a lot of time out of class and on the <b>swings to help him regulate</b>.</p> <p>In 2021 he moved classes. The class was a lot quieter for him as he was able to tolerate other pupils and be in class. He was accessing more lessons and spending less time on the swings. This means he is able to get support from the TA and teacher and he is accessing his learning.</p> <p>From when he started at West Kirby school there are <b>rooms</b> that he <b>struggles to access due to his sensory needs</b>. He struggles with the <b>smell</b> in a few rooms which causes him to miss out on certain parts of his education and learning. He will sit outside the classroom with the work. The teacher and TA would go out and support him when they could and when the other pupils in the class were settled and able to get on with their work.</p>	
<b>What support was introduced? What approaches, strategies, methods were used?</b>	
<p>Staff supported him to try and explain what the issues are with the rooms he cannot access. He said that the smell of the room caused him to not be able to breath in there.</p> <p>Staff spoke to him about <b>smells which he likes</b> which turned out to be <b>lavender</b> smell. Staff also spoke with him about how he would feel about wearing a mask. He agreed he would <b>wear a mask with a lavender smell on it</b>.</p> <p>He <b>began to access rooms he had neer accessed wearing his mask</b>. At first he would go into the room to listen to the lesson plan and what he had to do. This would usually be for <b>10 minutes</b>. Within a week he was able to access the maths room for the <b>full lesson</b>. He is still working on going into other rooms he doesn't like and building up the time he is in there for.</p>	
<b>What outcomes have been achieved as a result? Have any adaptations or changes had to be made?</b>	
<p>He is able to access some rooms he never used to be able to access so that he is able to access all his learning. He is provided with <b>disposable masks and lavender oil</b>. Staff make adaptations to seating, so his sensory needs are met and staff understand his needs. He is still struggling to access some classrooms but he is able to access the maths room which was the main issue.</p>	
<b>What are the next steps?</b>	
<p>Helping him to <b>access more rooms without having to wear a mask</b> which we hope will <b>help build his resilience</b>.</p>	

### Case Study 3

<b>Name of school/service</b>	<i>West Kirby School and College</i>
<b>Name of individual</b>	<i>Pupil 3</i>
<b>Period of time covered</b>	<i>1 year</i>
<b>What difficulties or challenges has the pupil experienced?</b>	
<p>This pupil <b>struggled to attend school</b> full time due to <b>high anxiety</b> associated with <b>ASD</b>. She <b>doesn't like being with large groups of people</b> and she is <b>fearful of growing up/getting old</b>. She likes to think of herself as being six years old. She wants to be small and she wants people to think she is younger than she is.</p> <p>She joined West Kirby School and College in September 2019. There was a <b>slow transition but this worked well</b>. She was based in the Zone and was accessing lessons outside of it, including Art, PE, DT and Science. In Year 8 she went into a class with 4 other pupils which grew to 5 other pupils. She struggled in this class and had a <b>separate room away</b> from class where she would have <b>1:1 support</b> and <b>slowly transitioned into lessons</b>. Even when she transitioned into the class she still had a lot of time away from class doing other things such as Nurture and Mandarin sessions.</p> <p>She has now been moved into a different class with new pupils for year 9 and also new staff who she is unfamiliar with. She has struggled with this and took a lot of time trying to get into school. She didn't like that there were new pupils in her class and she had been moved from her old class.</p>	
<b>What support was introduced? What approaches, strategies, methods were used?</b>	
<p>She began to transition into the start of Year 9 by doing half days. This seemed to help her come into class. She also had a <b>nurture session</b> which was first thing in the morning to help her settle into school and have something to eat. After the first half term she struggled with being up in nurture a lot as she was refusing to engage in any activities and was saying she was bored. After half term she again struggled with coming back into school. She said that she had no friends. But did in another class. It was decided that she could <b>trial out the other class</b> with some of her friends in to see if she would feel better in there. She struggled with this at first but then began to settle in really well. She seemed happy. After Christmas she said that she wanted to stay with her original class. She again struggled with coming back into school so she did a few half days and had a few meetings with the <b>clinical psychologist</b> to help her. Nurture was again put in place for her at different times of the day and shorter sessions. She shared her session with a pupil from her old class who she gets on with. She also still attends her <b>mandarin lessons</b> and now has sessions with the <b>Music therapist</b>.</p> <p>Within her <b>IEP</b> staff have managed to <b>set relevant targets</b> using <b>Pivats</b> to show her she is making progress in her new class and with her peers and staff.</p>	
<b>What outcomes have been achieved as a result? Have any adaptations or changes had to be made?</b>	
<p>Her <b>attendance has improved significantly</b> due to <b>temporary transitions</b>. She has transitioned well to her new class and appears a lot <b>happier</b> in herself and she is <b>engaging well with learning</b>. The sessions she has had with <b>Nurture, Music Therapy, Mandarin</b> and the <b>Clinical psychologist</b> seem to have helped her in her daily school life.</p>	
<b>What are the next steps?</b>	
<p>For her to continue to make <b>academic, social and emotional progress</b> and <b>build up her resilience and independence skills</b>.</p>	

# Pastoral Care Team Intervention Case study Dec 2021- Dec 2022



## Engagement Intervention XXX

### Reason for input

- XXX was struggling to maintain positive behaviours towards his peers in class.
- XXX was displaying pain based behaviours (please refer to TCI)
- XXX wasn't able to stay in the classroom environment and was often on the corridors pacing and stimming trying to regulate.
- Whilst on the corridors XXX was highly anxious and hyper vigilant around others and would often approach staff or pupils walking along the corridor. XXX would attempt to hurt them if he felt they were looking at him or in his way without any provocation or antecedent.
- XXX was also finding lunchtime particularly difficult due to his sensory needs in his previous placement he would wear ear defenders but when transitioning into the main part of school XXX didn't feel safe to wear his ear defenders as he wanted to ensure he could always hear if anyone was behind him.
- XXX started in Pathfinders which was a much smaller environment than the main school with a small ratio of pupils and staff so when starting Yr7 in the main school he found this very overwhelming and struggling to cope.

PCT was asked to support XXX in class at first to help maintain his learning however due to XXX'S needs and his high-risk behaviours towards peers and staff, we started to support XXX in the PCT room we needed to change his setting conditions in order for XXX to feel a sense of safety and to have a safe space for him to learn and for us to have time to build a rapport with XXX. This is all part of the TCI approach and the importance of creating a developmental relationship with XXX and his key staff.

- During the first few weeks of the intervention, we spent time doing activities that interested XXX and his day was very much pupil led. PCT staff only took the lead with XXX but we realised that XXX needed a team of staff around him so that we could help him to feel safe and also have a number of staff he could look to for support when on the corridors or during lunch as he needed lots of positive guidance to ensure he was being safe around others.
- It was also important to approach XXX with a TCI approach. I learnt from spending more time with XXX that he is hyper aware of facial expression/body language and he would often show signs of aggression or anxiety around staff who he felt looked stern or angry. This could lead him to approach staff in an aggressive manner. If staff members flinch or show signs of fear this could also trigger difficult responses from XXX.
- XXX also struggles with tone of voice and loud voices so again this is something staff around him made sure they were using there Non verbal Techniques of keeping a neutral/welcoming facial expression, quiet tone of voice and Neutral body language open arms (side on when heightened)
- XXX also struggles when he is upset or frustrated to take guidance or advice from staff so using silence and directed time away was also a good way to support XXX to self regulate.
- Gradually over time of building rapport with XXX and including family and clinical services(TCI organisation approach) we were able to start looking at how we can Re-engage XXX into the classroom environment.
- SALT helped us create a visual timetable for XXX and we started with 20 mins in the classroom and then 20mins energy accounting in PCT. We also identified that XXX found L4 and L6 as the most challenging parts of the day. XXX needs this time to experience wellbeing activities like games or a local drive as a full lesson of energy accounting to keep XXX at baseline and XXX feeling burnt out.
- We also discovered through parental inclusion that at XXX's previous school he enjoyed playing music on various instruments so we added this as part of XXX timetable.

Above is a sample of  
XXX's Timetable from last  
year's PCT intervention.

The PCT intervention timetable continued full time with XXX until July where we started to introduce him to class more and more. It became clear that XXX was not suited to his original form class as he found them to

be too unpredictable and struggled to engage positively with his peers or staff in this class. Through the rapport he had built with N pickering being part of his PCT timetable we were able to look at transitioning him into the other Y7 class where NP was the lead TA. XXX also had a rapport with a majority of the pupils in this class as he had spent time with them during his year in Pathfinders.

In July during wellbeing activities and class trips with PCT staff supporting 1:1, we ensured XXX was with his new class to have positive experiences around his new peers. RD staff was his new form tutor and was key in ensuring he was included in all class events. This helped RD staff to build a relationship and attunement with XXX to again support his transition ready for September.

In September we created a new bespoke timetable for XXX which meant he was class based for all of his key lessons but still given the PCT and clinical input at key times of the day. Reg, L4, Lunch and L6 as shown below.

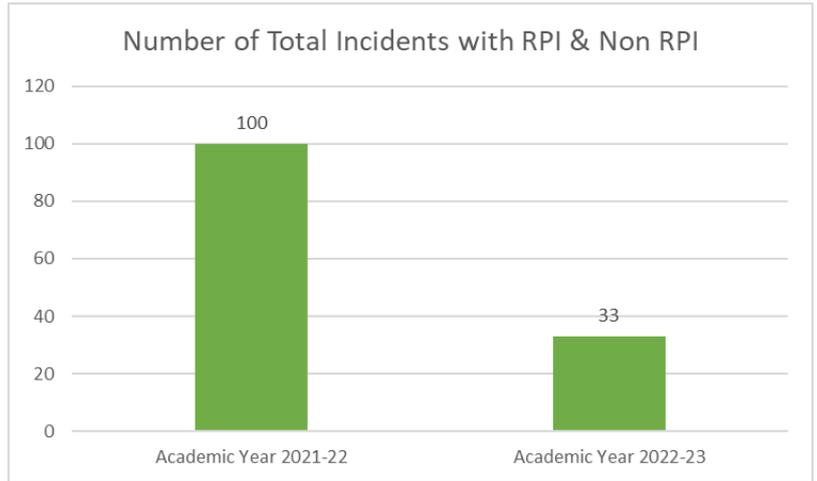
ELG September 2022 timetable

	AM Reg	1 9:10-10:00	2 10:00-10:50	Break 10:50-11:05	3 11:05-12:00	4 12:00-12:45	Lunch 12:45-13:45	5 13:45-14:35	6 14:35-15:20	PM Reg
Mon	PCT EK Bfast Club	Class Based	Class Based		Class Based	OT ML	PCT ROOM	15mins Guitar Lesson/ Class Based	PCT KB	PCT KB
Tue	PCT EK	Class Based	Class Based		Class Based	PCT EK	PCT Room	15mins Drums Lesson/Class Based	SALT CC	PCT JD
Wed	PCT KB	Class Based	Class Based		Class Based	OT ML	PCT ROOM	15mins Piano Lesson/Class Based	PCT KB	PCT KB
Thur	PCT KB	Class Based	Class Based		Class Based	PCT KB	PCT Room		SALT CC	PCT JD
Fri	PCT EK	PCT EK Assembly	Class Based		Class Based					PCT EK

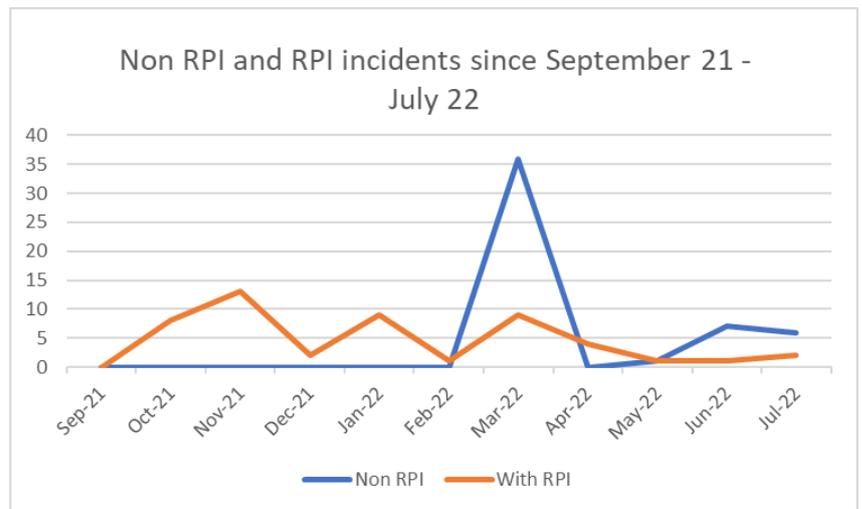
Since PCT intervention started in December 2021 we have seen that XXX's ability to self regulate has improved astronomically. His incidents with RPI have been reduced to 3 incidents since September - Dec 22. Last academic

year during these same months from Sept - Dec 21 he had a total of 23 RPI incidents. Below shows how much XXX total number of incidents have dropped considerably since PCT support has been in place and a TCI approach has been implemented.

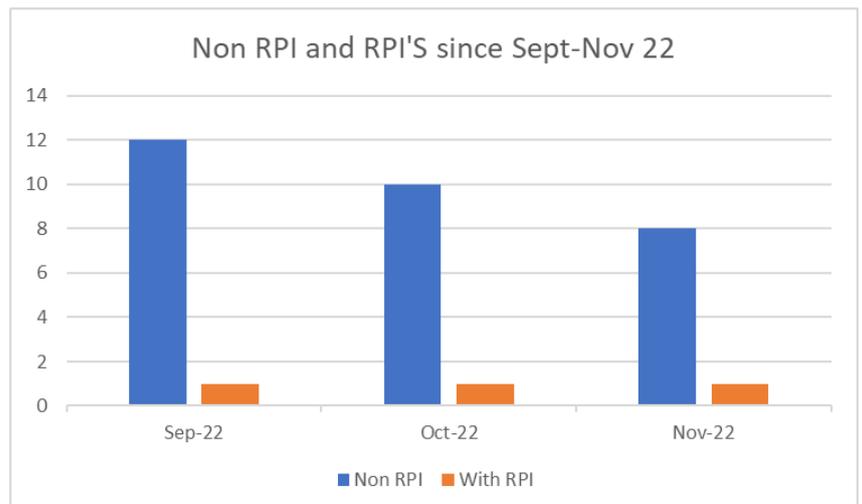
His incidents with non RPI have also massively decreased. XXX has also made really positive relationships with his new key staff RD, AN and NP whilst maintaining a rapport with PCT staff and clinical staff.



In the graph you can see an increase in non RPI incidents in March as this is when we started to re-engage XXX back into class based learning. This also shows the progress XXX has made as his RPI have continuously reduced since the PCT intervention in December.



XXX is also expanding his peer relationships with pupils outside of his form class which again is a real positive. XXX is choosing more positive social activities during his PCT time rather than using an IPAD he will often ask to play board games or chess with staff and some pupils. XXX is also accessing lessons such as food tech which he used to refuse completely. NP changed the setting condition/ environment by cooking in Nuture kitchen instead XXX has engaged in food tech every lesson since this change. XXX still has improvements to make in his approach of dealing with things he feels he dislikes or deems a threat. As a pastoral care team we feel with continued support from PCT and his key staff this is something we are slowly seeing an improvement in. Finally XXX is now able to learn and he feels safe and feels supported in all aspects of his school life. The pastoral care team are really proud of the progress XXX has made since December 21.



The pastoral care team are really proud of the progress XXX has made since December 21.

Pastoral staff involved in XXX intervention : KB, EK, JD Education/Clinical staff Involved in XXX intervention: NP,RD,AN,MJ,RB,CC,ML



<b>Name of school/service</b>	<i>West Kirby School and College</i>
<b>Name of individual</b>	<i>Pupil 6</i>
<b>Period of time covered</b>	<i>2 years</i>
<b>What difficulties or challenges has the pupil experienced?</b>	
<p>This pupil <b>transitioned to Post 16</b> and changed academic courses due to <b>low self-esteem</b> and <b>lack of confidence</b>. This pupil has struggled to work in a team and has shown a <b>lack of resilience</b> and <b>problem-solving skills</b>.</p>	
<b>What support was introduced? What approaches, strategies, methods were used?</b>	
<p>A specific initiative that has worked really for a number of pupils in school is the implementation of the <b>school bakery</b>.</p>	
<b>What outcomes have been achieved as a result? Have any adaptations or changes had to be made?</b>	
<p>This bakery has allowed pupils to <b>develop their communication, social skills, relationships, confidence, self-reliance and independent problem-solving skills</b>. They have had the opportunity to develop their skills further by attending <b>work experience</b> at <b>various local cafes and restaurants</b>. Helping to build on their <b>independent life skills</b> and <b>develop skills for the working world</b>.</p>	
<b>What are the next steps?</b>	
<p>Continue to <b>expand the bakery</b> and to <b>open to the public</b> so pupils can experience serving customers and continue to develop their social skills.</p>	

Case Study 6

<b>Name of school/service</b>	<i>West Kirby School and College</i>
<b>Name of individual</b>	<i>Pupil 5 (whole school)</i>
<b>Period of time covered</b>	<i>6-8 week intervention</i>
<b>What difficulties or challenges has the pupil experienced?</b>	
<p>This pupil has <b>social communication difficulties</b> and struggles to understand how what they say and do can impact on others. This has caused the pupil to <b>struggle to make and maintain friendships</b> and <b>not be able to understand conflict resolution</b>.</p>	
<b>What support was introduced? What approaches, strategies, methods were used?</b>	
<p>This pupil was given <b>1:1 SaLT sessions</b> to help develop their <b>social thinking</b>. The therapist employed the use of <b>Chat Cartoons</b> to help them to consider the possible impact on others when they say/do things. <b>Chat Cartoons training was delivered to the whole school</b> by an <b>independent SaLT</b> and further refresher sessions were provided by our in-house SaLT team. This training was provided to all staff due to the high number of pupils we have with social communication difficulties.</p>	
<b>What outcomes have been achieved as a result? Have any adaptations or changes had to be made?</b>	
<p><b>Chat Cartoons</b> have been an <b>effective strategy</b> to support this pupil and others in their <b>social reasoning</b> and to consider the <b>impact of their words</b>. Chat Cartoons have been used as a <b>whole school approach</b> within lessons and to conduct debriefs.</p>	
<b>What are the next steps?</b>	
<p>Ongoing support needed to bring this skill <b>'online' i.e. in real time</b>. Looking forward, whole class piece of work may support this. Equally with chronological maturation etc more insight should develop.</p>	

