

10th October 2013

Garretts Green Autism resource Base Quality Assessment

QO Team Included: Pam Simpson CAT, Sara Walton CAT and Annabel Evens PSS

Purpose

The monitoring visit is part of a pilot process to review resources base provision for children with SEN across the city. The model being developed involves multi-disciplinary team working in partnership with school to agree strengths and areas for development. An action plan will be developed to address identified issues and that schools will have future visits.

Process:

City council officers visited the school for a day.

Resource base pupils were observed within the base and in mainstream sessions. They were observed during free flow activities, group activities, in forest school and snack time. The team spoke to the Head Teacher, teachers, HLTA's and TAs. A parent was also interviewed.

Nursery documentation was shared

Context:

The Resource Base has been open since April 2013, designated for autism, there are 6 funded places and 2 pupils from the mainstream Nursery access the base, not currently funded by SENAR. The current cohort of pupils has a significant level of need; all but one child is non-verbal and some require a highly adjusted environment to accommodate their sensory needs

Staffing Team: Head Teacher, 2 HLTAs, TA and 2 lunchtime supervisors. The Resource Base is located as part of the Nursery school and includes a Sensory room and Forest School.

Overall strengths

- The HT commitment to the provision is outstanding; the schools inclusive ethos is a strength
- The vision is shared with governors, parents and all staff
- The audit against the standards is clear, concise, well evidenced seen as a tool to be used overtime in conjunction with all staff and parents
- All staff have completed a self-audit against the National Competency Framework which feeds into Performance management targets for RB staff
- There is a rolling programme of training; all staff have accessed AET L1 and L2 (teaching staff) and designated staff have attended L3

- Parent support is very good; there is an open-door policy with clear, transparent communication. There have been workshops for parents. Parents are involved in the target setting and review process regularly and their views are evidenced in the pupil profiles and My Child at Home Books. Work/photos are regularly shared with parents
- Parents are signposted to support groups. Parent quote: “I think it’s a great idea what they have done. I’ve always had a good relationship with the school. They are very supportive”
- The planning reflects an individualised approach and is reviewed on a daily basis and evaluated weekly. This includes their IEP targets and three targets taken from the Early Years Support document.
- The pupil profiles are used within the Resource Base and in the mainstream Nursery: they are working documents which reflect the changing needs of each child.
- The staff work well as a team and are supportive of each other. They respond very sensitively to the needs of each child; they demonstrate a very child-centred approach – which is flexible and consistent.
- Skilled use of Autism-specific strategies which is evident across the Resource Base and the mainstream Nursery; Staff have had support to implement PECs and have attended the 2-day PECs course. They use a range of visual cues. Adult communication is excellent, reflecting child-centred language and clear use of instructions
- There are good links with outside agencies including EPs, CAT, SLT and other local educational providers. The schools are actively involved in 3rd sector providers
- Extracurricular activities such as swimming and trips to the local café are a regular part of the Resource Base life.

Care and Control

- There is a record of incidents kept in the Resource Base which includes an analysis of each incident using an ABC approach
- There is evidence that risk assessments have taken place

Whole school environment including sensory

- The whole school environment is vibrant, child-focused and well-organised,
- The playground/forest school is stimulating with clear designated areas
- There is a sensory room as part of the whole school as well as a sensory area within the RB

Quality of teaching and learning

- The interrogation of the school's performance data for attainment and progress show that the rate of progress for the pupils in the Resource Base is comparable to mainstream peers.
- Staff have begun to use the Early Years Summary Profile for assessment and this feeds into Development Matters. Staff have also investigated the use of the Early Years Development Journal to reflect a small steps approach. Observations are on-going and kept in each child's Learning Journey document

Integration levels

- Integration is child led through the free-flow approach; there is a breadth of knowledge across the Nursery provision.

Transitions

- The Resource Base has a robust approach to transition which includes visits to school with the parents and then a gradual settling in the base away from parents
- Staff support transition from the Resource Base to other settings is carefully planned

Safeguarding

- All staff have received Team Teach except 1 member of the Resource Base team
- There is evidence that records of CP and FCaf's are kept appropriately

Recommendations

- To develop staff confidence across the mainstream classes, through shadowing, training, on-going opportunities to work alongside Resource Base staff
- To develop / extend knowledge around a specialised curriculum that caters for children with very specific needs
- Need for setting to develop a care and control policy which would comply with health and safety regulations
- Opportunities to visit a range of autism specific special schools are being planned which will help to inform practice around very specific needs
- More autism specific workshops for parents e.g. communication / visual strategies etc.