



Queensmill School

Autism Accreditation

(A Service Provided by the National Autistic Society)

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Parent Questionnaires

	Envelopes sent:			Envelopes returned: 12	
	Unscored	Strongly Disagree	Disagree	Agree	Strongly Agree
I am able to contact the school about my child on a regular basis	0	0	0	3	9
I am given information about my child's/family member's progress on a regular basis	0	0	0	5	7
The school listens to my views about my child and their education and takes them into account	0	0	0	4	8
I am aware of how to raise concerns about any aspect of my child's/family member's education and am confident that they will be considered and addressed	0	0	2	4	6
The school has a good understanding of my child/family member and works well to meet their needs	0	0	0	4	8
The school respects the complexities of caring for a family member on the autistic spectrum	0	0	0	5	7
The school provides opportunities for me to find out more about autism and my child's/family member's specific needs	0	0	2	3	7
The school has had a positive impact on my family member's life and learning	0	0	0	5	7
Total Replies	0	0	4	33	59
Total Percentages	0%	0%	4%	34%	62%

Parent Questionnaires

- A high number of questionnaires were received by the school, however only twelve questionnaires were seen prior to the review. These have been collated and of the responses received 96% were grades of 'agree' or 'strongly agree', this speaks for itself, a selection of the comments made is given below:

Parent Questionnaires

- This school has completely changed my child's life, she is now more confident, more capable and much more happy.
- I am very happy with my child's progression since he's been to this school. Thank you so much for all your help.
- Queensmill has consistently looked after my son's needs from the very beginning. They continue to strive for ways to make their lives easier and for them to be able to blend into society. I am hugely indebted to this school for everything they have done for my son.
- The school are able to manage my son's autism needs extremely well.
- The school makes its own decisions, not good at listening to parents.



Parent Questionnaires

- We feel very happy and fortunate that our child attends Queensmill School.
- So thankful for the support the school has given to my son and I. He went from very withdrawn and vulnerable having to get the school bus, to an independent traveller who has confidence.
- I think the unit is segregated and should be encouraged to mix with the mainstream instead of being singled out.

Observations

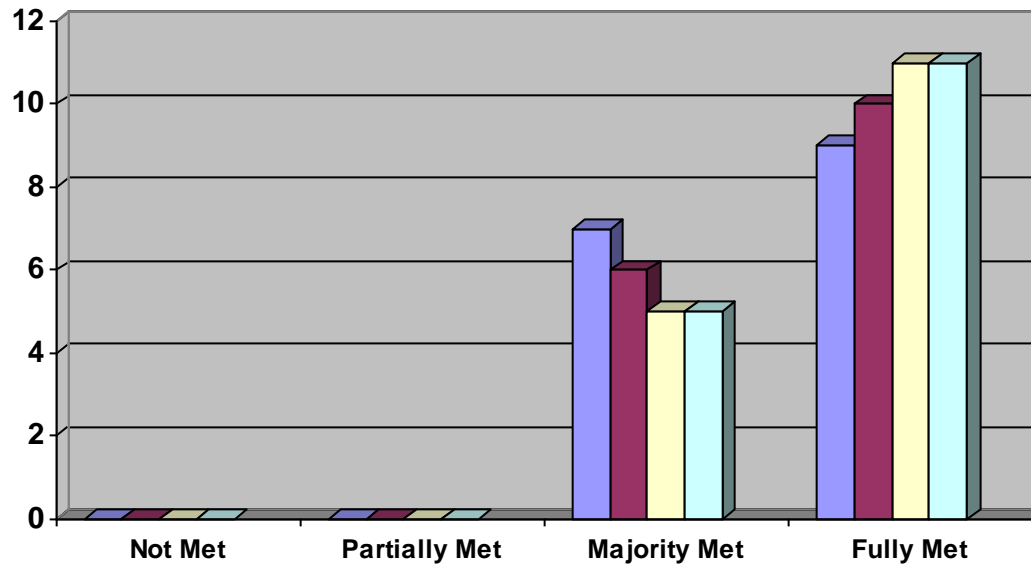
During the review the team observed 16 sessions.

The quality of practice seen was very high. Practitioners used sensitivity and their in depth of understanding of pupils to ensure their success.

Observations

OBSERVATION SCORES				
Number of observations completed:				16
	Not Met	Partially Met	Majority Met	Fully Met
Differences in Social Communication	0	0	7	9
Self reliance and Problem Solving	0	0	6	10
Sensory Experiences	0	0	5	11
Emotional Well-Being	0	0	5	11
TOTALS	0	0	23	41
PERCENTAGES	0%	0%	36%	64%

Observations



■ Differences in Social Communication ■ Self-reliance and problem Solving
■ Sensory Experiences ■ Emotional Well-Being



Summary of Areas for Development

Well Being

- The review team suggest the school investigates ways in which it can support students to gain some understanding of what autism means for them.

Summary of Areas for Development

Communication

- The review team suggest the school audits how visual supports are used across the school to ensure that they are always purposeful and appropriate for the group they are intended for. In addition a consideration of where labelling is used throughout the school environment could be of benefit.



Summary of Areas of Strength

Training

- The extent and quality of training offered to all staff at Queensmill School is outstanding.



Summary of Areas of Strength

Communication

- The review team judge the quality and purpose of the Home-School book used at Queensmill School to be exceptional.



Summary of Areas of Strength

Well Being

The school has implemented a programme called 'SoSafe' which teaches young people to remain safe in their community and to understand what to do if there is a problem. The review team recognise this as important work for all young people which is not easy to address. The thorough approach that is now embedded in the school is seen to be a strength.



Summary of Areas of Strength

Sensory Experiences

Sensory practice at Queensmill School is very well established, this is evidenced through the environment, the level of high quality resources, training and intervention. It is recognised as a fundamental need for students which supports their well being and subsequently ability to access learning.

Summary of Areas of Strength

Commitment

- The review team assesses the strong vision of the Senior Leadership Team, that drives the school's development and its maintenance of high quality practice to be exceptional. This is evidenced through the identification of effective interventions and approaches, thorough training, assessment of the impact of approaches and the recognition of the commitment shown by a very strong staff team.



Summary of Areas of Strength

Behaviour Support

- The review team recognise the high quality of behaviour support that is consistently practiced at Queensmill School.



Summary of Areas of Strength

Family Support

- The support the school offers to families through workshops, sibling support, signposting to outside agencies, help with individual issues and a listening ear goes beyond education but supports young people to be more effective learners.

Next Steps

The outcome of the review will be finalised within 8 weeks.

Please note you may retain an electronic version of this presentation but be aware that the exact wording of identified areas of strength and development and because of the time and conditions under which this presentation was produced there may be some errors.