

Autism Accreditation Assessment

Woodcroft School

Reference No.	190
Assessment dates	30 April 1 May 2019
Lead Assessor	Hannelore Bout
External Moderator	Sally James
Status prior to the assessment	Accredited
Advanced status applied for	N/A

Section 1: Context

About the Provision

Brief description of the provision made for autistic people:

Woodcroft school is an independent special day school who supports children from 11 different local authorities and describes itself as a:

- A small school in a residential style setting.
- Low arousal approach.
- 7 class bases organised by where the pupil is on the autism spectrum, learning styles and emotional compatibility.
- Multi therapy offer (SLT, OT, Music and Physio) and therapeutic approach.
- Comprehensive community/activities programme.
- High staff ratio.
- Well trained staff.

Number of autistic people supported by the provision:

30 boys and 5 girls have an AS diagnosis

Cohort of people supported by the provision:

- Age range 6 – 13 years old, a bespoke KS3 curriculum was introduced in September 2016.
- A wide spectrum of learners from Pre-Formal and Semi-Formal curriculum, to Formal age appropriate on a modified national curriculum. Some are cognitively able and have high anxiety levels.

Outcome of last statutory assessment:

Ofsted; 22-24 June 2016; Good in all areas

About the Assessment

- The assessment took place over 2 days.
- The provision's adviser acted as assessor with support from an external moderator.
- A presentation was given on how provision is made for autistic pupils.
- 13 sessions were observed by the assessment team. These included cookery, transitions, swimming, art, lunchtime, relaxation, language and communication, choir, transition to home.
- Discussions were held with the Headteacher, staff members, mentor, therapists and the families of autistic people.
- Individual files were sampled across each key stage.
- The results of surveys carried out with families and carers of the students and external professionals were also considered.
- Key Policies and procedures were seen:
 - Assessment, recording and reporting, etc.
 - Curriculum
 - Managing Behaviour
 - Communication
 - Multi-sensory curriculum
 - KS3 curriculum policy
 - Teaching and learning policy

Section 2: Key Findings

What the provision does particularly well

What stood out as particular strengths:

- Child-focused: The school offers a detailed bespoke child-focused approach. The whole school team are experienced, caring and knowledgeable - going "above and beyond" to provide a bespoke package of support for each pupil.
- Documentation: The pupil profile, in particular, evidenced a thorough person-centred understanding of how autism, in combination with possible other conditions, is affecting each individual. The Pupil Profile also documents the support strategies tailored to each individual.
- Transitions:
 - Micro transitions are supported well with the use of visuals, timers and songs to support understanding.
 - Transport to and from school and during the school day is carefully considered and resourced to best support individual student's needs.
 - Macro transitions are carefully planned to ensure a successful introduction to Woodcroft and when moving onto secondary placements.
- Multi-Disciplinary Work: SMT, teachers, TA's, and therapy team work well together. Pupils benefit from a high staff-pupil ratio and a comprehensive therapy team. The MDT approach ensures that individual needs are understood

and interventions tailored to meet them. The practice of a variety of scheduled briefings, meetings, training and consultations to allow for reflection, discussions and actions is recognised as exceptional practice.

- Family support; engaging and working together with families, frequent training opportunities for families, resources are shared with home to use holidays, the care manager and staff team support families with appointments, open door policy and responsive when support is required. Also using feedback platforms. Commitment to and support of families: positive feedback frequent training opportunities, working with families, making realistic adjustments where possible.

What else the provision does well

- Good range of community-based learning: Preparing the children for community life and social interaction.
- Learning is made enjoyable and engaging, by a range of carefully considered sensory-based activities, like choir, cooking and forest activities.
- Good understanding of Emotional regulation, anxiety and other factors that might be impacting on an individual's functioning and well-being.
- A clear pathway of assessment, from goal setting to progress tracking, feeds into support strategies which are summarised in a comprehensive Pupil Profile. This together with the full implementation of the newly introduced Woodcroft Approach to Goal Setting (WAGS), which incorporate SCERTS targets and emphasises soft skill development, has the potential of becoming a real strength.
- The school take time to ensure that pupils are placed in classes with bespoke curriculums where their needs can be best met, ensuring the opportunity for progress academically, socially and in terms of self-regulation.
- Good CPD programme and support systems in place.
- Multi therapy offer and approach, SaLT, OT drive the therapeutic approaches within the classrooms. The school offers music, music therapy, equine therapy, physiotherapy: teamwork, learning together and supporting each other for the benefit of the students.
- Response to the professional questionnaires was high, and resoundingly positive, highlighting the excellent reputation the school has across 11 Local Authorities.

What the provision could develop further

Priorities for the provision:

- Self-reliance and independence:
 - Although the assessment team observed some very strong use of visual and transactional supports to encourage self-reliance and problem solving, the team also observed some missed opportunities and variation in practice. Some students could have been supported to increase their independence by using and updating checklist, task schedules and now and next boards. Reducing

reliance on staff prompts. The SALT has recently introduced checklists for visuals and transactional support implementation, to monitor and support more consistent practice.

- Encourage greater independence by phasing out staff support where, the environment, student dynamics and anxiety levels will allow it. Staff should consider at each point if the student could complete a task independently. Such tasks could include; getting their shoes, getting their coat and bag ready to go home, getting and/or cleaning cutlery, updating visual tools.

Other areas to consider:

- Creating a calmer visual environment: some teaching walls held a lot of information, potentially reducing the functionality of visual tools, (Zones of Regulation) as they were placed closely to other information.
- The school should continue to focus on developing staff communication skills. Observations of practice highlighted that there was some inconsistency in staff communication with pupils across different settings. Verbal language was at times quite complex and could have been simplified and/or slowed down to allow sufficient processing time. Visual supports should be used to reinforce verbal instructions.
- Creating a calmer auditory environment: Teams should be mindful of the effects of multiple and competing voices in a classroom. Creating a calmer auditory environment by limiting the amount of leaders talking at anyone time to one voice and using discreet verbal communications when offering support to cope with activities like music lessons
- The school is exploring ways to:
 - consolidate the role of supervision for all Staff
 - Refine assessment and Outcome setting approach. Great goals setting: Woodcroft Approach to goal setting integrating SCERTS.

Section 3: Professional Development

Main approaches or methods employed by the provision in supporting autistic people:

SPELL

SCERTS

Makaton

PECS

TEACCH

ELKLAN

Zones of Regulation

TeamTeach, with an emphasis on de-escalation, proactive support and working with transitions.

Transactional analysis: communication considerations, use of body language and voice qualities.

Equals curriculum

Colourful semantics

Attention autism

Reward systems

Take a break linked to Zones of Regulation

Social Conformity- strength positive

Training staff receive in these approaches and in their understanding of autism

- All staff undertake a formalised induction programme which will typically take 6 weeks.
- Most recently appointed staff were selected on autism experience and values.
- Upon entering the role, staff spend some time with the staff development officer (SDM), Headteacher, Senior teachers, SALT, Care manager, Behaviour support mentor and Academic administrator.
- The SDM will usually mentor the new starter during the induction period and will book training such as TeamTeach, SCERTS and autism-related courses.
- Senior Teachers, therapist and Positive Behaviour Mentors are available to support and model support strategies in class.

On-going support and professional development available to staff in working with autistic individuals

The school offer an established and extensive CPD programme, which covers Statutory and an extensive autism-specific program, and additional training opportunities.

Teachers have received external training:

- SCERTS
- ELKLAN
- 3 TeamTeach trainers

The school brought a consultant in to deliver a SCERTS framework project which started in Autumn 2017 followed by a termly SCERTS project focus such as predictable routines, active engagement and happier playtimes. This academic year the focus has been on generalising skills, Assessment and Goal setting, Transactional Supports and Transitioning in the summer.

The school delivers an ongoing Weekly training and CPD programme which are delivered by SMT, in house therapists, senior teachers and mentors. Last term these cover topics as:

- TeamTeach refreshers
- Well Being sessions
- Whole school Approaches autism – the last term these had a focus on sensory supports, regulation SCERTS

INSETs are typically on TEAM TEACH, statutory training and SCERTS, Attention Autism, ZoR, Trauma informer, Lego Therapy, Social stories, WAGS, Assessment and Curriculum, Makaton.

Next, to CPD opportunities the school has an extensive programme to facilitate supports and meetings:

- Weekly meetings
- Daily briefings, including “Shout outs” and pledges appreciation/ celebrating work
- Class meetings
- Multidisciplinary focus meetings such as PDA. Attachment, epilepsy
- Focus meetings for a particular class or pupil
- Pupil emotional Wellbeing and Inclusion meetings, school-wide
- Teacher/ Therapist Staff meetings: to cover operational issues
- Consultants and CAMHS meetings
- Therapy meetings relating to the delivery of support and development
- Therapy Class Meetings, therapists meet with class team to review support and progress.

SMT and Mentors from the PBP team at hand to support pupils and staff
From talking with various staff members it is clear that there is a strong culture of information sharing, supporting each other, listening and responding and learning together.

Section 4: Person Centred Support

Brief description of how individual support is planned, implemented and evaluated:

- A placement is considered after consulting with existing EHCP, reports and any consultation with an existing support network. Pre-admission visits take place where the autistic pupil is visited by the school, this is usually 2 staff and can either be the Headteacher, Care manager, OT, SALT or Mentor.
- On offer of a placement, a carefully considered transition plan is put in place and further assessment of pupil need is undertaken in the initial 6 to 8 weeks of attending school. Parents view are considered when identifying immediate and long-term priorities.
- OT and SALT will carry out formal and informal assessments to identify baseline to inform approaches and support plans for; communication, sensory and Positive behaviour plans / Risk assessments (PBP/RA), SCERTS partner stage, Pupils independence and academic and emotional priorities.
- Each pupil has a very comprehensive 1-page Pupil Profile containing a detailed pupil centred summary of abilities and support strategies in relation to sensory, communication, challenges. This also links to other supporting documents such as communication profile, Sensory profile, PBP/ RA. SCERTS.
- The EHCP plans summarise needs and contain targets covering areas such as communication, independence skills, emotional regulation and sensory. These are reviewed annually.
- The school has introduced Woodcroft's Approach to Goal Setting (WAGS) in autumn 2018. These softer targets are developed and summarised in a profile for each child and is based on Great Goal Settings and Aspects of their SCERTS assessment using SCERTS Assessment Process (SAP). Goals are tracked weekly and reviewed termly and have started to show progress. The school has introduced a system to store learning journeys such as photograph and video evidence and monitor agreed targets throughout the year.
- Students are on a pre, semi-formal or formal curriculum and are assessed under the PIVATS 5 framework. Most students have spikey academic profiles and despite academic abilities may not engage readily with formal learning. Woodcroft School has a strong awareness of the challenges to accurately measure academic progress also as this progress is not always linear. Examples seen demonstrate students make steady academic progress in most cases.
- Analysis of behavioural incidences, in the case studies seen shown significant reduction and intensity of incidences and an increasing ability to self-regulate.
- WAGS, PIVATS and videos and photos are also used to identify next steps in order to progress the pupil further and act as a record for annual EHCP reviews and end of year reports.
- The school has recently introduced the Equals semi-formal curriculum.

Differences in Social Communication

Key outcomes identified from personal support documents and staff discussions:

- The school teaches children with a full spectrum of communication needs, from pre-verbal to verbal. Needs are presented within the Communication Profile, Pupil profile and in PBA/RA
- The school have two in-house SALTs and a therapy assistant. 1 Full-time SALT started September 2018 and one who works 3 days a week started in April 2019. SALT delivers regular in-house communication training, takes part in MDT meetings and spends a lot of time with pupils in the class to assess abilities and model and demonstrate pupil specific communication supports. SALT recently introduced checklists for visual supports and SCERTS transactional supports, which will be beneficial to enhance pupil's independence.
- The school use SCERTS to inform WAGS targets to highlight development needs for each child. SCERTS profiles also outline what stage the pupil is at and what existing skills they have.
- Key targets identified within WAGS include requesting help, greeting people, having two-way conversations, sharing, turn taking, communicating needs and wants through PECS, tolerating different points of view. Consideration is also taken to these within lesson planning.
- Lego Therapy, barrier games, games groups, attention autism and Social stories are in use and available for pupils to promote social interaction and communication with peers.
- Progress towards goals is documented in the Review of Progress Towards Outcomes for SCERTS related targets for example *"X has developed the skill of initiating appropriate interactions and maintaining them... A very positive relationship with a pupil in his class"*

Key outcomes identified from observation/review of key activities:

- In most of the observations visual supports cue cards were seen to be used throughout the school to support staff communication. In the majority of cases, these were used by staff to full effect. For example, staff were seen to provide visual support when a pupil was showing signs of restlessness or needed redirecting, where verbal communication would not be appropriate.
- In best practice, examples pupils were provided with big, clear visuals to use on the side of the swimming pool. Bespoke size of visuals was seen in more than one lesson.
- In observations, pupils were provided with a number of communication aids such as; now and next, PECS books, individual task plans, thinking about volume strips.
- Interaction with staff was always meaningful respectful and positive.

- Although Makaton was used and individual staff support was at hand, the assessment team felt more visual supports could be used to structure and inform lunch and choir time. The school should continue to focus on developing staff communication skills. Observations of practice highlighted that there was some inconsistency in staff communication with pupils across different setting. Verbal language was at times quite complex and could have been simplified/slowed down to ensure that all pupils have understood and are given sufficient processing time. Visual supports should be used to reinforce verbal instructions.
- Visual supports are on display, the school could consider where to position what information, to maximise its functionality. Some teaching walls held a lot of information potentially reducing the functionality of visual tools such as Zones of Regulation, as they were placed next to other information.

Problem Solving and Self-reliance

Key outcomes identified from personal support documents and staff discussions:

- Transition to the school is highly personalised and formulated from pre-admission, EHCP information and input from families. The school was able to provide a number of different examples of transitions that involved varying periods of time and activities within them. This ranges from carefully graduated transitions with a parent being present to now spending mornings in school without the need for a parent to be present. Other examples are slowly increased school days, increasing the school day with a personalised timetable to participate in low demand/ highly motivating activities or spending scheduled time with a mentor.
- Focus group minutes were seen to help a pupil around transport and transitioning into school, playing games and planning with school so that the student arrives in school ready to learn.
- Transitions, independence and organizing myself are listed on pupil profiles and communication profiles together with strategies.
- The training was delivered in spring 2019 as part of the SCERTS Framework project on transactional supports, this term the focus will be on transition by an external consultant.
- The SALT has recently introduced a checklist to monitor and develop SCERTS Transactional Support Implementations.
- Targets are identified within ECHPs and summarised on the target profile, from those seen this included areas such as extending focus time, engaging in more joint attention, making choices and following class routines using visuals.
- Ongoing review of progress takes place through WAGS and Evaluation and Review of Progress Towards Outcomes. Goals are scored in terms of whether they were fully achieved, partially achieved or not met.
- Examples of progress are

- "smoother and shorter transitions at school following my visual schedule"
- Several examples of different students of coping better and reduced dysregulation and anxiety around transitions between lessons or home time.
- Responding well to verbal indicators and timers has resulted in fully achieved goals on managing transitions and switching between tasks.
- Can function independently with a minimum of adult prompts

Key outcomes identified from observation/review of key activities:

- Individual visual timetables were seen to be used in all classes from Key stage 1 upwards, these were either represented on classroom walls or by individual strips. These were also taken out into the community.
- In some observations there was a very clear transition between activities that would take place within a group, this was facilitated through the use of visual schedules, now and next, task planners, timers, songs that were used to support transitioning throughout the lesson and from activity to activity.
- Good use of "I am working for" and Now / Next.
- In a couple of observations, staff were seen to promote independence skills, for example, making healthy snacks cutting carrots, measuring spices and grating garlic and ginger, this was done by step by step visual or task sheets.
- Choice making was observed in the majority of observations with 'choice' being present on individualised timetables or being facilitated through visuals, or verbal options.
- In best practice, teachers were seen to question pupils and promote problem-solving
- There was some variation in practice to promote and encourage independence. The assessment team observed some inconsistency in the use of task schedules and visual supports. In the majority of observations staff were seen to be managing and updating work schedules, Now/ Next and Working for schedules, where the student could have taken ownership and ticked off tasks from the onset of the lesson.
- Visuals and schedules could have supported lunch time and choir to reduce verbal reassurance by adults.

Sensory Experiences

Key outcomes identified from personal support documents and staff discussions:

- The school has an in-house OT who gathers sensory information about pupils at referral stage including information from parents/carers during the admission process. Further sensory information is collated through observations and more detailed assessments will be carried out when required.
- This information will lead to a detailed sensory profile, which is summarised in the pupil profile along with sensory strategies, PBP/RA and permeates communication profiles: "provide me with a calm environment with minimal distractions"

- The pupil profiles summarise sensory profile and sensory diet listing calming, organising, alerting and *just right* support strategies.
- Woodcroft has a strong ethos of multi-disciplinary team-work with families of Autistic children, continuing to assess, observe and revise sensory support strategies through home school meetings, focus and class meetings.
- Pupils have targets relating to self-regulation, with detailed steps including sensory supports to help achieve significantly fewer and less intense incidences of dysregulation.
- The school is set in a residential setting and the school has made considerable adaptations to ensure the best use of the small classrooms and create calm and purposeful environments, making good use of outdoor space and forest.

Key outcomes identified from observation/review of key activities:

- Learning is made enjoyable and engaging through the use of carefully considered sensory-based activities.
- Sensory items were seen to be used within the school such as ear defenders, wobble cushions and calm working spaces.
- Pupils were seen to access and work in additional rooms, which provide a quiet space and sensory equipment to meet their needs.
- Best examples saw sensory very interesting and challenging activities, such as making and tasting African dips with fresh ginger, garlic and spices, the choir was a bustling and enjoyable experience and students clearly enjoyed this.
- The school's outdoor areas were seen to be well equipped, with a newly added climbing area and provide a number of different stimulating environments for the pupils to explore and engage with.

Emotional Well-being

Key outcomes identified from personal support documents and staff discussions:

- Pupils likes and dislikes are represented within the pupil, sensory and communication profiles.
- All pupils have a positive behaviour plan and risk assessment: PBP/ RA listing further interventions required to support well-being and behaviour.
- SCERTS and individual targets highlight areas to work upon such as identifying emotions, self-regulation, and communication.
- Referrals are also made to the local CAMHS team for further support in areas such as mental health and sleep.
- Zones of regulation are in use and displayed on walls and students place photos of themselves in the zone they are in.
- Pupils have access to a number of enrichment opportunities including swimming, forest school, forest walks, and allotment work.
- 3 staff are TeamTeach trainers of which 2 are Positive Behaviour Mentors, who have scheduled sessions with students to support at difficult times, such as

transitions or home time and can be called on when a student is in crisis. They also analyse incidences on Integris.

- There is a strong focus on well-being within the school, this is supported by the CPD package; a clear system with frequent and regular MDT meetings, leading to a deep knowledge and understanding on how to meet student's unique learning and support needs. This is made possible by a flexible team and additional support system, made possible by additional mentors and onsite therapy team and additional therapeutic programmes such as music and equine therapy.
- The school works closely with families. The care manager is the main contact with families and carers and may attend health appointments with families. Teachers are also responsive, families fed back that teachers are easy to reach when there is a concern. Training has been given and regular training and shared resources has helped home life considerably.
- Transport is planned in detail and resourced well to ensure the best possible transition to and from school, and during school days when accessing community learning.
- Comparative data and case studies demonstrate:
- In general, student attendance has improved considerably since they started attending at Woodcroft,
- There is a significant reduction in behaviours of concern and P.I's for many students. Intensity and duration of crisis situations are reduced.
- The school can demonstrate progress in increased engagement with learning and ability to self-regulate.
- Examples were seen of 2 students who used to hit out or require a physical intervention to remain safe, will now use language to communicate distress instead and responds positively to taking a break, activity breaks, choice boards and ZOR.
- In one example, a student is on a reduced timetable to support problems with energy levels, as he gets overtired and struggles with home time. A shorter day, with increased learning in the mornings and a motivating/low demand programme in the afternoon helped him with having better journeys home and is consequently more regulated at home. A plan is in place to slowly extend his hours.
- Parents report that their child, who struggled in previous schools, are now happy to go to school and subsequently the child's anxiety has reduced considerably at home.

Key outcomes identified from observation/review of key activities:

- In all observations, staff were seen to work with the child to re-engage them in the lesson (This was only necessary for a couple of lessons, as on a whole pupils were well engaged and motivated to learn). Examples of this saw staff using visuals and minimal or low arousal verbal communication to redirect, providing opportunities to communicate what the pupils needed through visuals.

- Staff facilitated a change of face or break which resulted in re-engagement with the learning activity.
- It was evident throughout the school there was a positive relationship between staff and pupils. Staff knew pupils very well and it was clear that pupils both trusted and respected them.
- Where best practice was seen, pupils were motivated and thriving in the opportunity to join in in the choir and self-regulate when necessary. Staff were resourceful and flexible in their support, resulting in a gently supported transition and successful engagement with the swimming lesson.
- Elements of Zones of regulation were seen to be used with some pupils, but could be individualised with self-regulation strategies and referred to more consistently.

Section 5: Consultation With Autistic People

- Students offer their views for their annual review and EHCP plan through a questionnaire and may show a presentation, share photos and films.
- Student council: weekly meetings regarding playground equipment, allotments, lunch and seasonal events such as Easter
- Student newsletter
- Choice, and child centred support within lessons
- Children can arrange appointments with the Headteacher to discuss topics, or write to ask for equipment.

With families of Autistic People

- The lead assessor spoke with 2 parents who praise the school highly for their support and understanding of children with very unique support and learning requirements. Both Families appreciate the training, ongoing communication and resources that are shared by the school. Both pupils had difficult experiences in education previously but enjoy going to Woodcroft and are making good progress.
- Families are invited to attend training twice a term, on set topics such as communication and sensory, but are also asked what topics they would like to focus on.
- The school has an open-door policy in terms of support with any issues. Available to contact via telephone, text and email, they are willing to explore a wide range of realistically feasible solutions to all problems.




- Home school books are used.
- Weekly newsletters
- Parents are invited to Sports day and Christmas concerts.
- Parents are invited to parent's evenings and annual reviews, which can be scheduled to fit in with the family's availability.
- 21 family members provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report. 15 parents strongly agree that the school has had a positive impact on their family member's life and learning, whilst around 5 agree. Only 1 parent indicated support is ok but could be better. All comments received were extremely positive about the work of the school. For example, one parent writes:


"Woodcroft provide really excellent support for my son - he has made real progress at the school and is far more positive about education than he was previously. They are very aware of his needs and how to ensure that he gets the best out of his school and provide really exceptional support to us in dealing with the local authority. I cannot stress enough how fortunate I feel that my son benefits from this environment."

APPENDIX 1 : SURVEYS

Families of Autistic People

Feedback questionnaire on Woodcroft School to be completed by 15/04/2019




The support my relative is given is...							Response Percent	Response Total
1	poor						0.00%	0
2	ok, but could be better						4.76%	1
3	mostly good						19.05%	4
4	always good						76.19%	16
Analysis	Mean:	3.71	Std. Deviation:	0.55	Satisfaction Rate:	90.48	answered	21
	Variance:	0.3	Std. Error:	0.12			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						0.00%	0
3	mostly good						28.57%	6
4	always good						71.43%	15
							answered	21



The understanding that staff have for my relative's autistic needs is...

						Response Percent	Response Total	
Analysis	Mean:	3.71	Std. Deviation:	0.45	Satisfaction Rate:	90.48	skipped	0
	Variance:	0.2	Std. Error:	0.1				

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

						Response Percent	Response Total	
1	poor					0.00%	0	
2	ok, but could be better					4.76%	1	
3	mostly good					19.05%	4	
4	always good					76.19%	16	
Analysis	Mean:	3.71	Std. Deviation:	0.55	Satisfaction Rate:	90.48	answered	21
	Variance:	0.3	Std. Error:	0.12			skipped	0

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

						Response Percent	Response Total
1	poor					0.00%	0
2	ok, but could be better					4.76%	1
3	mostly good					28.57%	6



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

						Response Percent	Response Total	
4	always good					66.67%	14	
Analysis	Mean:	3.62	Std. Deviation:	0.58	Satisfaction Rate:	87.3	answered	21
	Variance:	0.33	Std. Error:	0.13			skipped	0



Comments: Please note you are not required to comment below, if you do so they may be quoted in the final report. Our questionnaires are anonymous and Autism Accreditation cannot be held responsible for comments which identify any individual. (7)



1	25/01/2019 16:08 PM ID: 105672024	My son has been at Woodcroft for just over a year and the difference in him is amazing. My sons education has improved so much and his anxiety has completely gone down he really enjoys being at Woodcroft. The staff really understand him and his needs and have helped him with so many of his needs.
2	25/01/2019 18:08 PM ID: 105683871	woodcroft school is exceptionnel .their care for our son and his happiness is much more than we expected after his bad time at tower hamlets special needs schools... for the first time in 3 years at school, my wife is now happy to let our son go to school and he bounces to us after school ...i sure sign that our son as found a place he likes
3	27/01/2019 16:17 PM ID: 105801473	Woodcroft is a unique school. Some amazing staff. The SALT is very good, the parent training run by SALT is very helpful. The transport service is brilliant.
4	30/01/2019 00:02 AM ID: 106071113	Woodcroft provide really excellent support for my son - he has made real progress at the school and is far more positive about education than he was previously. They are very aware of his needs and how to ensure that he gets the best out of his school and provide really exceptional support to us in dealing with the local authority. I cannot stress enough how fortunate that I feel that my son benefits from this environment.
5	03/02/2019 23:13 PM ID: 106556674	Woodcroft is meeting my son's needs in all aspects of educational, social and life skills. I am very grateful to all the staff at Woodcroft for their relentless guidance, encouragement and support they have given my son over the years.
6	07/02/2019 20:17 PM ID: 107070287	Woodcroft school offers a thoughtful and caring environment for my son. I am thankful that he is in an environment where his needs are understood.



The advice I get from the service on how to help my relative is...			Response Percent	Response Total
7	11/03/2019 19:49 PM ID: 110878537	Woodcroft has been a lifesaver for myself and my family. They help us with any issues we maybe going through, far better support and advice than I have ever received in my borough. The staff know my son so well and the improvement since attending is amazing. I have a lot of friends with autistic children and the progress my son makes at Woodcroft is noticeable in comparison. The quality of staff, programmes and training so that we can bring techniques they use at school home is second to none. They really understand autism and help parents enter their child's world. Words really cannot show how Woodcroft help families like mine. Z is a lucky boy to have been allowed to attend for a further period!		

Professionals

Feedback questionnaire on Woodcroft School to be completed by 15/04/2019

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					10.53%	2	
4	always good					89.47%	17	
Analysis	Mean:	3.89	Std. Deviation:	0.31	Satisfaction Rate:	96.49	answered	19
	Variance:	0.09	Std. Error:	0.07			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						5.26%	1
4	always good						94.74%	18
Analysis	Mean:	3.95	Std. Deviation:	0.22	Satisfaction Rate:	98.25	answered	19
	Variance:	0.05	Std. Error:	0.05			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
2	ok, but could be better						0.00%	0
3	mostly good						15.79%	3
4	always good						84.21%	16
Analysis	Mean:	3.84	Std. Deviation:	0.36	Satisfaction Rate:	94.74	answered	19
	Variance:	0.13	Std. Error:	0.08			skipped	0
<p>Comments: Please note you are not required to comment below, if you do so they may be quoted in the final report. Our questionnaires are anonymous and Autism Accreditation cannot be held responsible for comments which identify any individual. (13)</p>								

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

			Response Percent	Response Total
1	07/03/2019 15:22 PM ID: 110381805	It is a pleasure to work in partnership with Woodcroft School in order to provide a stress-free journey to and from school for young people with Autism. Whenever a young person presents with an issue on school transport, the school always goes the extra mile to work with us in trying to reach a solution that works for well for the individuals and their families.		
2	07/03/2019 15:33 PM ID: 110384559	Woodcroft is a caring school that meets the needs of its pupils to a high standard. They work with ASD pupils very well, they treat them as individuals and understand their individual needs.		
3	07/03/2019 16:09 PM ID: 110390433	I understand that children I have placed at woodcraft have thrived in this environment.		
4	07/03/2019 16:14 PM ID: 110391010	As far as I am aware, Woodcroft school has good expertise for teaching children with autism. Hackney Learning Trust has placed a number of children with autism at the school and with positive outcomes. It is difficult to comment on their expertise with autism without undertaking a visit.		
5	07/03/2019 18:02 PM ID: 110408163	As SEN Case Officer for a L/A I have always been impressed by the school.		
6	08/03/2019 08:59 AM ID: 110466404	Woodcroft School have competent knowledgeable staff who put the children first. We always feel safe and happy working with the school to provide adventure activities.		
7	08/03/2019 11:01 AM ID: 110486283	We value our partnership with Woodcroft School and the work that they do to support children with Autism. Communication and response times are very good throughout the process from consultation to transition through to annual review.		
8	09/03/2019 14:14 PM ID: 110630914	The school leadership and teaching/therapeutic staff are very strong on understanding and meeting the needs of children with autism. They ensure that new support staff are given careful induction and ongoing support with understanding and meeting the needs of autistic children. The school is a very warm, welcoming and supportive community.		
9	11/03/2019 22:55 PM ID: 110896276	An excellent school with very caring teachers.		
10	14/03/2019 08:07 AM ID: 111201534	This is a very knowledgeable, creative and supportive school.		

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

			Response Percent	Response Total
11	18/03/2019 18:48 PM ID: 111738366	I have a good working relay with Woodcroft School and it teach are enthusiastic caring and patient.		
12	20/03/2019 12:51 PM ID: 111914471	From my knowledge of pupil who have attended the school, their experience has been good and their needs met. Parents have been happy with the school		
13	10/04/2019 09:37 AM ID: 113738827	professional and knowledgeable staff		

APPENDIX 2: COMMENTS FROM THE PROVISION

APPENDIX 3: ADVANCED APPLICATION FORM