

AUTISM ACCREDITATION REVIEW REPORT



Camphill School
Review Date: 08-10/03/2011

Review Team

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Team Member	Name	Occupation
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Amend as appropriate

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INTRODUCTION

The review report is designed to provide a concise and focused insight into the organisation's performance against accreditation teaching/learning standards. The Review Report focuses to the criteria for Autism Accreditation.

1. The service has a specialised knowledge and understanding of autism spectrum disorders.
2. The knowledge and understanding of autism spectrum disorders consistently informs the organisation, resources and management of the service.
3. The knowledge and understanding of autism spectrum disorders consistently informs the individual assessment and planning for all people with autism.
4. The knowledge and understanding of autism spectrum disorders consistently results in positive outcomes for all people with autism.

The Review Report will be submitted to the Autism Accreditation Panel and forms part of the decision making process.

PEN PICTURE

SERVICE PROVIDER

Name of Organisation	CAMPHILL SCHOOL
Address	CAMPHILL SCHOOL Central Office Murtle House Murtle Estate Bielside Aberdeen AB15 9EP
Telephone Number	01224 867935
Mission Statement	<p>The Camphill Movement works to create communities in which vulnerable children and adults, many with learning disabilities, can live, learn and work with others in healthy social relationships based on mutual care and respect.</p> <p>Camphill is inspired by Christian ideals as articulated by Rudolf Steiner and is based on the acceptance of the spiritual uniqueness of each human being, regardless of disability or religious or racial background.</p>
Organisations Governance (E.g. Online Links to Statutory Reviews, Annual Reports)	<p>www.carecommission.com Type Inspection Reports, then click on Finding a Care Service, find Inspection Reports, choose type of Service: School Care Accommodation Service in drop down menu, type in Postcode: AB159EP, click on Camphill Rudolf Steiner Schools then Inspection Reports HMI inspection reports at www.hmie.gov.uk click on Special schools -Independent schools -Camphill Rudolf Steiner Schools</p>
Details of any other services	<p>Cairnlee House offers further training young adults from 18-25 years (registered with The Scottish Care Commission, Aberdeen City Council Social Work Department).</p> <p>The Camphill Schools' Early Years Initiative, Amber nursery, Murtle Estate, Amber Kindergarten is registered with the Care Commission and has a partnership agreement with Aberdeen City Council Education Department. Places for 3-5 year olds are subsidised by Aberdeen City Council.</p> <p>The St. Andrews Project: a Respite Service, Murtle Estate offer the following:</p>

	<ul style="list-style-type: none">• Individualised therapeutic programs• Flexible day respite• Holiday provision• Transition programs <p>Nature Nurture The Nature Nurture® Project, an initiative of Camphill School Aberdeen & Family Support Projects, offers therapeutic intervention to vulnerable children who may be experiencing difficulties at home</p> <p>Children who are at risk due to social disadvantage or developmental delay or are vulnerable due to child protection issues are offered outdoor play and learning opportunities that have been shown to develop resilience.</p>
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PROVISION BEING REVIEWED

Name of Provision being reviewed	Camphill School
Contact Person	M. Sterten
Details of provision(s) (Please list separately all provisions being Reviewed and add/delete bullets as required) <ul style="list-style-type: none"> • Address(es); - Number of Placements; - Type of Service/School; and - Specialist Standard used 	<p>CAMPHILL SCHOOL Central Office, Murtle House, Murtle Estate, Bielside, Aberdeen AB15 9EP</p> <p>CAMPHILL SCHOOL Central Office, Murtle House, Murtle Estate, Bielside, Aberdeen AB15 9EP</p> <p><i>Camphill Office Camphill Estate Milltimber AB130AP Aberdeen</i></p> <p><i>Number of places:</i></p> <p><i>Current pupil roll is as follows: 19 Day placements, 5 Day + 1-2 nights board, 34 board 4 - 7 nights: Total current pupil roll: 58, in 9 house communities</i></p> <p><i>(This is excluding St. Andrews (Transition programs:2, Therapeutic Programmes:1, Day Respite: 1. Holiday Provision: varies) Cairnlee (Young Adult provision): 11 students)</i></p> <p><i>Type of Service: Day and Residential Provision for children aged 4-19 Specialist Standard: Residential School Standards:</i></p>
Telephone	01224 867935
Fax	01224 868420
Email address	E-mail: office@crss.org.uk Website: www.camphillschools.org.uk
Autism Specific Aims for Care / Education	To provide a holistic environment where the child can feel safe, secure and relaxed, with healthy rhythms of eating,

	<p>sleeping, activity and rest, predictable routines and a high level of consistency and continuity. To support and facilitate the child's learning, with particular attention to developing communication, social skills, and independence skills, but also creativity and play.</p> <p>Develop meaningful manual, cognitive and artistic potential.</p>
<p>Management and Staff Structure</p>	<p>To encourage good quality care, leadership values are promoted throughout the work force. Each area has its devolved remit /decision making, encouraging ownership and leadership.</p> <p>The majority of the Camphill Co-workers are voluntary co-workers living and working in the Camphill Community. Our method of working is community based and collaborative. Co-workers live and work with the children, as in an extended family, and have their rooms within the house or in near separate accommodation. A number of teachers, therapists, administrators, BA programme workers and senior co-workers live in on-site separate accommodation; other staff is employed and live out with the community.</p> <p>The staff/ co-workers consist of:</p> <p>House Coordinators, lead the house care teams, and are responsible for supervising and guiding young /more experienced co-workers. This includes BA students enrolled in the 4 year programme in Curative Education. Co-workers are trained in and take responsibility for day to day care and support for the children and cover for each other on days off and during study-time and courses.</p> <p>The House Co-ordinators relate to the local House parent meetings and the weekly House Coordinators meeting, which has a representative linking back into the central Co-ordinators Meeting.</p> <p>Teachers (also specialist and co-teachers) head the class teams of co- workers and employed class assistants, support and guide the children under the guidance of the teacher in the class setting. The teachers meet weekly in the local Teacher's Meetings and in the Teacher's College, which again has a representative in the central Coordinator's meeting. Some teachers are employed, mainly ex- Camphill co-workers (who have trained here).</p> <p>Therapists- weekly meeting: the Therapy College Craft-masters- meet weekly in the Craft-Group.</p> <p>The Coordinator's group are a central organ, dealing with administration and any upcoming issues on a daily basis, responsible to the Council of Management</p> <p>The day-to-day management of the School is delegated to a co-worker group known as the coordinators. The Coordinators delegate the business of the School to Task Groups, each of which normally has one or more</p>

	<p>Coordinator(s) as a member. The Coordinators also act as a direct line of communication to the Council. Our commitment is to management based on consensus, collaboration, accountability, self-regulation, and the delegation of responsibilities to groups and individuals. The Coordinators group is currently made up of 9 members. The School is governed by a Council of Management (The Council) which holds legal responsibility. The Council delegates responsibility for day-to-day management to a co-worker group known as the Coordinators, who liaise with the Camphill Meeting.</p> <p>Other committees include the Review and admissions group, the Recruitment group, the Training group, the BA team, the Building group, the Health and Safety group, the Development group, the Estate meetings.</p> <p>The Camphill Meeting is where all committed Camphill Co-workers come together, to share situations/ issues, discuss policies and strategies.</p>
<p>Description of service/school</p>	<p>Camphill School Aberdeen is an independent, day and residential school situated on three campuses beside the River Dee on the outskirts of Aberdeen. The location enables the pupils to benefit from both the beautiful countryside and the hustle and bustle of town life with all its cultural possibilities. The school offers residential places for full term or weekly boarders as well as day places for local pupils.</p> <p>Camphill offers an inclusive, comprehensive and holistic approach to education, care and therapy for pupils with complex special needs ranging from deprivation to autism from the age of 3-19 years.</p> <p>For pupils aged 16-19 years there is an <u>Extended Schooling Programme</u> which offers a more individualised programme geared towards graduation and preparation for the future. This may include attending a 'Links Course' at Aberdeen College and/or work experience outside Camphill.</p> <p><u>Cairnlee House</u> offers further training for up to 12 young adults from 16-25 years.</p> <p>All pupils, whether day or residential, belong to a <u>House Community</u> which is made up of groups of one or two pupils cared for by a co-worker who guides the pupils in his/her personal care. Within the house community, life is shared with house co-ordinators, teachers, therapists and student co-workers, most of whom live in, some with their families.</p>

	<p>In <u>School</u> the classes are generally grouped according to age, using the Waldorf Curriculum based on guidelines formulated by Rudolf Steiner, which encompasses the Curriculum for Excellence.</p> <p>In addition individual <u>therapies</u> are given to meet the specific needs of the pupils. These include speech formation, physiotherapy, movement, therapeutic art, riding, therapeutic music, massage, play and counselling.</p> <p>Older pupils participate in a variety of <u>craft workshops</u>: pottery, willow-work, felt, candle, weaving, metal work, woodwork and in a Tools for Self-Reliance Workshop.</p> <p>As part of its commitment to training the School offers co-workers a <u>Foundation Year</u> and, to successful applicants, a chance to participate in the <u>BA Programme in Social Pedagogy</u> run in partnership with <u>Aberdeen University</u>. The Camphill School Aberdeen is accredited with the National Autistic Society and registered with the Scottish Commission for the Regulation of Care, and is a member of <u>Camphill Scotland</u>.</p>
<p>Philosophy of service/school</p>	<p>The Camphill Schools have 60 years experience offering education, care and therapy to a wide variety of children and young people with special needs. Today the Camphill Schools offers Curative Education on a daily, weekly or termly basis.</p> <p>The School aims to promote the healthy development of individual pupils, their sense of well being and their education by:-</p> <ul style="list-style-type: none"> • Establishing mutually beneficial learning and working relationships with parents and authorities through the admission, placement and demission of pupils, • Providing a secure, inclusive, healthy and stimulating environment where co-workers and pupils share their home life and maximise opportunities for developing social skills. • Offering a comprehensive education modelled on the Waldorf Curriculum that promotes individual learning and maturation as well as class cohesiveness. • Identifying the specific therapeutic needs of the individual pupils and prescribing treatments and therapies to enhance healthy development. • Organising a rich, wholesome and enjoyable recreational and cultural life that pupils and co-workers can share to their mutual pleasure and growth. It should address the wholeness of the human being; physical exercise for the body, nourishment for the soul, and religious experience based on the Christian faith for the Spirit.
<p>Are there any safeguarding issues which you feel would have an impact on the</p>	<p>YES/NO</p> <p>As the panel team are bound by confidentiality, any personal confidential information pertaining to pupils or</p>

Accreditation Review?	<p>staff should be safeguarded.</p>
Description of Physical Environment / Buildings	<p>Camphill school is situated on two estates, Murtle (Bielside) and Camphill Estate (in Milltimber), both on the river Dee (6 miles from the centre of Aberdeen). Both Estates have accommodation for pupils and co-workers in friendly, beautiful houses where life is shared in “family settings”, also Schoolhouses, craft workshops, sports and therapeutic facilities. Murtle Estate has in addition a large hall for festival gatherings, concerts and plays, a swimming pool, horse riding centre, and farm. The Murtle School House also boasts a Therapy Wing.</p> <p>Camphill started in 1940 in Camphill Estate, where houses and school buildings are closer together. On site we have, divided between the two locations (two Estates):9 children’s Houses (house-communities of varying sizes), two purpose built School buildings Therapy wing attached, with Classrooms, spaces for Music therapy, Eurythmy therapy, Speech therapy, Play therapy, Painting therapy, Puppetry, space for physiotherapy plus some physio -equipment/ sensory integration equipment, Gymnastic Halls, spaces for weekly non-denominational Christian Services, a number of craft workshops (Candle dipping, Weavery, Wool-craft and Felting, Pottery, Wood work, Metal work, Sculpture, Tools refurbishment). Both estates have park-like grounds with large trees, playgrounds and gardens. In Camphill Estate the garden is particularly used as a therapeutic and educational tool. Here we also have donkeys used for therapeutic riding, library and gym. Murtle has a horse riding therapy school, Gym hall and Swimming pool, and is also home to the Camphill Medical practice with two practising General Practitioners and other health care/therapeutic staff. This is also where we find the Central Office, a BA study room with computers and library. Within walking distance along the old railway line lies the Adult Camphill Village of Newton Dee, with excellent sheltered facilities for visiting, shopping, with café, craft-workshops, bakery, farm, exhibitions, plays and concerts, and providing us with organically grown products, milk and bread. Some of our older pupils get their work-placements there.</p>
Budgetary systems enabling continued development and viability of the organisation	<p>The School liaises closely with all local authorities of the pupils. Annual meetings are held with representatives of Aberdeen City and Aberdeenshire Councils with whom Camphill consult regarding level of fee, professional and school development.</p>
Outline of the fee structure	<p>We have a point based itemised fee-table, with bands 1-5, corresponding to a complexity of needs-based packages. (Can be viewed on site.)</p>

<p>PREVIOUS RECOMMENDATIONS (if applicable) As identified by the Panel</p>
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Recommendation 1

Core Standard 16.1: The school to develop a written policy on transition planning and practice, which takes into account the specific difficulties of people with autism and addresses both the micro and macro elements of transition.

The Review Team can confirm that the school have developed a Draft Transition Policy. The draft policy covers Micro-transitions (moving within / between home, residential setting and classroom) and moving from one activity to another and respite within the school. It is also covers Macro-Transitions and included within this section is school / house based outings, moving class or residential house setting and moving on from the school.

Although the policy is generic to the whole pupil population, the aims and strategies are relevant to the specific difficulties of those on the autistic spectrum. The review team can therefore confirm that this recommendation has been met.

Sources of Evidence:

Written Documentation of:

Draft Transition Policy

Recommendation 2

Although there is some evidence of proactive work taking place around transition, pupils do not have transition plans as such. The review team recommends that the school formalise the work that is being done by way of developing specific transition plans for pupils aged 14 years and above.

All pupils aged 14 years or above are required by law to have a Future Needs Assessment (FSA), which is the equivalent of the statutory Transition Plan in England. This and subsequent reviews which are organised by the relevant local authority provide a framework for considering and planning for the needs of the young person in the last years of attending school. Camphill fully co-operates with the process and supports any young person who is transitioning in line with action points from Review meetings. The outcomes of these review meetings are fully recorded and serve as documented transition plans for the individuals involved.

Regular internal reviews are held which include input from teachers, residential carers, and therapeutic practitioners to decide on appropriate approaches and strategies to help the young people complete transitions successfully and these are recorded on the pupil's personal plan.

In response to the above recommendation, the school's Autism Accreditation Quality Action Group has considered a proposal that an additional form could be prepared and attached to the existing review form. Although the school may wish to go ahead with this proposal, the review team is satisfied that pro-active planning for the transition of young people takes place and is recorded in the statutory reviews and personal plan. This recommendation is therefore fully met.

Sources of Evidence:

Written Documentation of:

Autism Action Plan revised 2011
Individual personal plans
Self-audit

Interviews & Discussions with:

Therapeutic Practitioner

Recommendation 6

The review team therefore recommend that sensory issues are identified and SMART targets incorporated within personal care plans, and in addition, that a sensory profile be carried out on pupils with ASD showing symptoms of sensory integration problems, as the review team did evidence in one of the classes.

Olga Bogdashina has visited the school to provide advice and training. The Bogdashina sensory profile has been adopted and is completed for pupils with Autism who have sensory integration problems. Parents are also invited to contribute to these profiles which are then shared with staff in the school and co-workers.

Biannual Reports are written by therapeutic practitioners who work with individual pupils on proprioceptive activities and therapies.

Sensory targets were found in pupil's personal plans and individual education plans with appropriate suggestions as to how these could be addressed. The review team can also confirm that it found evidence of both the care and education staff having an awareness of the significance of the sensory issues affecting pupils with Autism and were seen to deploy specific strategies to support them.

This recommendation has been fully met.

Sources of Evidence:

Written Documentation of:

Co-workers induction foundation and information handbook
Draft Curriculum Document
Personal Plans and Individual Education Plans
Lesson Plans
Sensory Profiles

Interviews & Discussions with:

Education Co-ordinator
House co-ordinators
Therapeutic
Class Teachers
Workshop staff
Therapeutic Practitioner



Observations:

25 sessions including class lessons (Folk-dancing, History, Science, Gym, Games); individual Life Skills sessions; Craft Workshops sessions; Assembly; Lunch in residential houses and rehearsals for Carnival Festival Show.

Recommendation 3

The review team recommend that the school should consider the delivery of the curriculum carefully to ensure that due consideration is made to the ability levels and the difficulties associated with sensory issues and the Triad of Impairment experienced by pupils with autism. The school should aim to provide a consistent approach across all environments and age groups.

Since the last review a draft Curriculum document has been developed contains a section on how Curriculum delivery seeks to address the triad of impairment and the work done to address sensory issues has already been discussed.

The Teaching and Learning Standards which are reviewed in this report show evidence that the school is aiming to provide a consistent approach across all environments and age groups so this recommendation can be considered to be fully met, although areas of development are identified where consistency and quality of practice could be enhanced.

Sources of Evidence:

Written Documentation of:

Draft Curriculum Document

Recommendation 2

The review team recommend that the school's curriculum documentation should be reviewed and updated as a priority to reflect the needs of the pupils.

The school's Curriculum has been reviewed, resulting in the production of a draft Curriculum document which contains a specific section on autism explaining how Waldorf Educational approaches provide 'ideal opportunities' to respond to each of the triad of impairment. This recommendation has been fully met.

Sources of Evidence:

Written Documentation of:

Autism Action Plan revised 2011
Draft Curriculum document

Interviews & Discussions with:

Education Co-ordinator
Therapeutic Practitioner

Recommendation 3

The review team recommend that Camphill put together a formal Promoting Independence Policy.

A document on Promoting Independence has been attached as an appendix to the school's draft Curriculum Document. It states that 'we aim to give our pupils the knowledge and skills to enable them to lead an independent a life as possible'.

Whilst the document is not autism specific it identifies relevant strategies such as the use of 'scaffolding' techniques and visual supports such as the use of Picture Communication Symbols to create daily timetables. It also makes reference to children and young people developing the ability to self-regulate their emotions and behaviour through structured interventions and specific teaching.

The review team can confirm that this recommendation has been met.

Sources of Evidence:

Written Documentation of:

Curriculum Document Appendix (Promoting Independence)

POTENTIAL AREAS OF STRENGTH (if applicable) As identified in the IDR
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Potential Area 1***The consistency of targets within Personal Plans and IEPs which helps to ensure a consistency of focus and approach across the educational and care settings.***

At this time there is evidence of some collaborative working practice between both the educational and care settings in relation to the targets of the young people within both their Personal Plans (Residential) and their IEP (Education).

The school's Autism Accreditation Quality Action Group have proposed that each pupil's Personal Plan and IEP is attached together with a front sheet which combines and summaries the long-term targets set in both areas. This proposal has been adopted for a growing number of pupils and it is anticipated it will be fully implemented for all pupils by the start of the next academic year. The aim is to encourage staff teams from both settings to work together in a more cohesive manner when setting targets for individual pupils.

As well as being updated at any Local Authority Reviews, this document can be updated after any individual "pupil studies" meetings which are attended by representatives of the Education, Residential and Therapeutic teams as well as parents.

The review team endorse the efforts of the Autism Accreditation Quality Action Group in ensuring that the Summary target sheet combining IEP and Personal Plan targets is employed for all pupils and becomes embedded practice. Possible next steps would be to ensure that long term joint targets are written in straightforward 'SMART' language and that consideration is given to how and to what extent pupils could be more engaged in the process.

Sources of Evidence:**Written Documentation of:**

Autism Action Plan revised 2011
IEP/Personal Plans



Interviews & Discussions with:

Class Teachers

House Co-ordinators

Education Co-ordinators

Potential Area 2

The programme of professional development for all personnel reflecting the needs of the school and individual staff.

Every member of staff participates in a comprehensive induction programme that includes Autism and Behavioural Support strategies (BSS) training. The school also offers co-workers a Foundation Year and if successful, applicants are given a chance to participate in Camphill's five year BA Honours Programme in Social Pedagogy run in partnership with Aberdeen University and associated Camphill Communities throughout the UK and Ireland. This programme locates itself in social care but also incorporates aspects of the knowledge, skills, values and attitudes of teaching, therapeutic work and craft work.

Specific Autism Training is coordinated by the education co-ordinator who has a Masters in Autism. Training is carried out in house and offsite including Picture Exchange Communication Training and Intensive Interaction. Ros Blackburn holds talks at Camphill annually and Olga Bogdashina continues to work with all staff on the area of sensory integration for pupils with Autism.

The review team found evidence of processes for evaluating the effectiveness and impact of training at Camphill. Every member of staff has access to supervision/support and has an annual review where individual training needs will be addressed. A training budget is in place and is allocated to each of the task groups to support additional training needs for all personnel. The review team agree with the school that a comprehensive programme of professional development is in place which is an area of strength in ensuring a consistent and thorough understanding of the school's methodology, practices and approaches when addressing the needs of pupils on the autistic spectrum.

Sources of Evidence:

Written Documentation of:

Induction Foundation and Information File
BA in Social Pedagogy modules
Data files on individual staff

Interviews & Discussions with:

Therapeutic practitioner
Education Co-ordinator
Communication Practitioner

Therapeutic Practitioner

Observations:

Class Teachers

House Co-ordinators

Co-workers

Areas of Strength

The review team agree with the school that a comprehensive programme of professional development is in place which is an area of strength in ensuring a consistent and thorough understanding of the school's methodology, practices and approaches when addressing the needs of pupils on the autistic spectrum.

Potential Area 3

The very successful introduction of a student council and the work being undertaken by the 'eco-school community'.

The Student Council provides an opportunity for pupils to be involved in the organisation of the school. Surveys have been undertaken on issues such as the qualities looked for in new co-workers. In response to issues raised by the council, the school has been registered as an Eco-School. This accredits schools which make a commitment to continuously improving their environmental performance.

The review team endorse the introduction of a student council and the contribution it has already made including working towards creating an 'eco-school community'. The review team are confident that that the Student Council will play an increasingly valuable role and that by the time of the next review there will be a strong evidence base to confirm it as an area of strength within the school.

REVIEW STANDARDS

SPECIALIST STANDARD 1 Environment

The physical environment is fit for purpose/suits its stated purpose and meets/is responsive to the needs of the people with autism.

INDICATORS

1. There are policies, procedures, local protocol & guidelines that inform practice regarding the needs of people with autism in relation to their environment.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

An awareness of how the environment and sensory experiences impact on the child is regarded as an essential aspect of the Waldorf Educational approach. The school brochure also acknowledges the benefit of Camphill’s location in enabling ‘the pupils to benefit from both the beautiful countryside and the hustle and bustle of town life with all its cultural possibilities’.

2. The physical environment reflects policies, procedures, local protocol & guidelines and meets the needs of the people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

Full advantage is taken of the therapeutic and educational benefits of the spacious open countryside which surrounds both campuses for example through the creation of nature trails and a sensory garden. Buildings are purpose built, designed to be in sympathy with the landscape and are laid out in a clearly organised and structured fashion.

Classrooms are maintained as low-arousal environments through the use of gentle lighting, limited clutter and restricted use of colour whilst residential buildings offer a homely spacious atmosphere.

3. The physical environment is used effectively to promote well-being and progress for the people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

Personal plans written about each child demonstrate an understanding of the impact of the environment on the individual. This was also demonstrated in observed practice for example by allowing a child to wear an ear defender or taking a child away to a quiet area. Provision is made for individual or small group therapist activities and pupils can also access a range of workshops.

Pupils can ask for particular sensory experiences in the class and in the houses. Pupils are able to take their time and have their own space. Moderate aerobic exercises were often built into sessions and stimulating activities are often followed by a calming activity where pupils were encouraged to be still and quiet. The environment is reviewed by the house and education co-ordinators in order to support pupils with autism.

4. People with autism are able to function effectively within the physical environment and their well-being is enhanced.

Not Met	Partially Met	Met	Met & Exceeded
			✓

During all observations pupils were able to explore their surroundings with an appropriate level of independence without placing themselves or others at risk. They appeared to be calm, confident and at ease within their environment. On the whole pupils showed few adverse sensory reactions and when they did environmental modifications were already in place or were introduced. Pupils are encouraged to take an active role in maintaining and developing the environment, for example by helping to build a bicycle shed, by tidying up after mealtimes or by been involved in ground maintenance.

The review team believe that the positive impact the environment has on the pupils' well-being and learning is an area of strength for the school.

Sources of Evidence:

Written Documentation of:

School brochure
 Autism Action Plan revised 2011
 IEP/Personal Plans
 School Policies

Draft Curriculum Document

Interviews & Discussions with:

Education Co-ordinator
House co-ordinators
Teaching staff
Workshop staff
Therapeutic Practitioner

Observations:

25 sessions including class lessons (Folk-dancing, History, Science, Gym, Games); individual Life Skills sessions; Craft Workshops sessions; Assembly; Lunch in residential houses and rehearsals for Carnival Festival Show.

Areas of Strength

The review team believe that the positive impact the environment has on the pupils' well-being and learning is an area of strength for the school.

SPECIALIST STANDARD 2

Teaching/Learning - Programme/Curriculum and Activity Content

The programme/curriculum and the content of activities are informed by an understanding of autism/takes into account the needs of the people with autism.

INDICATORS

1. Within policies, procedures, local protocol & guidelines there is a clear written description of the needs of people with autism in relation to the programme/curriculum and the content of activities.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

The school's draft Curriculum Document states that the school curriculum is based on a specially adapted form of the Waldorf Curriculum, described as 'a broad, creative and developmentally based curriculum which is the foundation of a holistic educational approach'. The document contains a specific section on autism which explains how Waldorf Educational approaches provide 'ideal opportunities' to respond to the triad of impairment.

2. The programme/curriculum and the content of sessions reflect policies, procedures, local protocol & guidelines and are informed by the needs of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
			✓

The class programme for each day features the Main Lesson which includes Humanities and Science subjects taught in block sessions of 3-4 weeks each. Other more individualised sessions focus on communication, literacy and numeracy or provide access to individual or small group therapy. All the pupils are involved in expressive arts activities, including music, art and design, drama and physical education as well as practical skills' lessons such as gardening, craftwork, cooking and animal care.

An area of strength within the school is the opportunity for pupils to take part in a range of activities which have a strong focus on the expressive creative arts and practical experiential learning and which they clearly find enjoyable and stimulating.

Another area of strength which the review team wishes to highlight is the increasing focus on vocational learning as pupils move into the Upper School. The workshops enable the young people to learn a craft and they are also involved in a range of projects which offer genuine opportunities to support and extend pupils' life-skills and independence. Recent projects include Duke of Edinburgh Awards, building a Sensory Garden, designing and building a bus stop for pupils to wait for the school minibus and helping develop a local playground.

3. The programme/curriculum and the content of activities promote the independence, well-being and progress of the individuals with autism.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

Where best practice was observed, the concepts being taught were appropriate to each pupil's level of functioning and lessons had a clear focus in terms of the development of specific knowledge, understanding and skills. In a few sessions, whilst pupils might have been engaged in purposeful, enjoyable activities, learning intentions for the lesson as a whole were too broad or ambitious or did not appear to have been identified. As a result there were missed opportunities to reinforce key concepts, skills and vocabulary throughout the session or to celebrate what had been achieved in the plenary.

As an area of development, a review should be carried out as to how relevant learning outcomes and achievable success criteria can be identified for sessions and how these can be shared with support staff and the pupils themselves. This would be compatible with the school's commitment to the national Curriculum for Excellence.

Within pupil's personal plans, what the pupil has achieved and now needs to work on in terms of independence and self-help skills is clearly identified. For example:

- X can now clean himself independently after using the toilet; in the bath he still needs prompting to wash himself properly.
- X now uses communication symbols for breakfast and supper...He has a wide range of choices. He has a tendency to eat the same food, although he tries out different things when prompted.

The draft Promoting Independence Policy makes reference to 'scaffolding' techniques that 'gradually reduce the physical/verbal/visual supports in individual tasks or social situations'. A member of the review team observed an effective use of this strategy in which a young person on the autism spectrum carried out a sequence of activities using a written list and some number cues. The co-worker hardly spoke to the young man and the prompt he gave was to occasionally redirect the young man to the visual cues by pointing to them. It was clear that the high level of independence the young man demonstrated in completing the task had only been achieved by a gradual reduction in prompts.

Overall, though, the review team noted that frequent use was made of verbal or physical prompts by co-workers to instruct young people to know what to do or how to behave and there was limited evidence of tactics in place to reduce reliance on such direct 1:1 adult intervention. As an area of development, staff should receive support and training in strategies to reduce prompt dependency.

The school has a semi-independent living unit that has accommodation for four pupils. Pupils can request a place in the unit and are helped to reflect on the skills they will need to develop and the level of support they will need whilst they stay in the independent unit. Members of staff live in the house where the unit is based and can offer support as and when it is needed by the young person, but the young person is expected to manage self-help skills, personal organisation and time management, and life skills. The review team consider the semi-independent living unit to be an area of strength in supporting the transition to independence adulthood.

4. The people with autism respond positively to the programme/curriculum and the content of activities and maintain skills or make progress.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

Pupils are provided with tasks which helped them acquire knowledge and understanding and provided an opportunity for them to practice skills. They accept adult direction and are keen to participate in a range of activities. IEPs and Personal Plans show clear evidence of progress made over time and where considered appropriate older pupils participate in Access courses as part of the SQA Scheme and the Duke of Edinburgh Award Schemes.

Sources of Evidence:

Written Documentation of:

School brochure
Autism Action Plan revised 2011
IEP/Personal Plans
School Policies
Draft Curriculum Document

Interviews & Discussions with:

Education Co-ordinator
House co-ordinators
Teaching staff
Workshop staff
Therapeutic Practitioner

Observations:

25 sessions including class lessons (Folk-dancing, History, Science, Gym, Games); individual Life Skills sessions; Craft Workshops sessions; Assembly; Lunch in residential houses and rehearsals for Carnival Festival Show.

Areas for Development

A review should be carried out as to how relevant learning outcomes and achievable success criteria can be identified for sessions and how these can be shared with support staff and the pupils themselves.

Staff should receive support and training in strategies to reduce prompt dependency.

Areas of Strength

The semi-independent living unit supports the transition to independence adulthood.

The opportunity for pupils to take part in a range of activities which have a strong focus on the expressive creative arts and practical experiential learning and which they clearly find enjoyable and stimulating.

As pupils move into the Upper School, there is an increasing focus on vocational learning. The workshops enable the young people to learn a craft and they are also involved in a range of projects which offer genuine opportunities to support and extend pupils' life-skills and independence.

SPECIALIST STANDARD 3

Teaching/Learning – Activity Organisation & Resources

There is a planned approach to the organisation of activities and resources that takes into account the needs of people with autism.

INDICATORS

1. There are policies, procedures, local protocol & guidelines that inform practice regarding the organisation of activities and resources in relation to the needs of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

The school's draft Curriculum Document outlines some of the ways the triad of impairment is addressed through the organisation of activities. It states that:

- Social and emotional challenges are addressed through developing collaboration and cooperation in a small class setting. Small groupings across the daily timetable enable the teacher to promote social understanding in all lessons.
 - Language and communication is equally promoted through the rich opportunities for social communication in familiar small group settings.
 - Flexibility of thought is developed across the curriculum through the interconnection between subject areas, the opportunities to extend and transfer learning in different contexts, through creative and experiential learning approaches and through the development of problem solving skills.
2. The organisation of activities and resources reflects policies, procedures, local protocol & guidelines and takes into account the needs of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

For some daily lessons children are taught as a member of a small class of pupils of the same age. In observed class sessions there was an effective balance between whole class, small group and individual activities. For other sessions during the day children are taught individually or as a small group. The high staff: pupil ratio allows for considerable flexibility in how the curriculum is organised and delivered taking into account individual need.

Whilst sessions are generally well organised with a clear beginning, middle and end an area of development for the school is to ensure that transition cues are used to communicate changes in activities during a session. This might include 'countdown', posting symbols from a visual schedule, transition music, timers etc.

All pupils, whether day or residential, belong to a House Community where meals, daily activities and domestic tasks are shared with adults most of whom live in, some with their families. A co-worker accompanies the same pupil throughout the day from morning to evening and again the next day and for most of the week. The co-worker often assists in classes or therapy. This continuity of care is described by the school as being 'of profound importance for the experience and general well-being of the pupils'. Where possible, the same class teacher also remains with his or her pupils over a number of years.

3. The organisation of activities and resources promotes the well-being and progress of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

The strong focus within the curriculum on practical skills and artistic activities is supported by access to high quality and age appropriate resources. Older pupils spend part of their day in one of the craft workshops where they are able to access materials, tools and machinery in order to genuinely take part in the production process. Workshops include pottery, felt, candle, weaving, metal work, woodwork and sculpture. Therapy sessions are also well resourced with access to a range of activities including hydrotherapy, massage and horse riding. The grounds provide opportunities for pupils to be engaged in activities such as gardening, landscaping and maintenance as well as been involved in the planning and construction of specific projects such as a skate boarding pipe and a bicycle shed.

4. The people with autism respond positively to the activity and the resources used and make progress.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

The organisation of each pupil’s day ensure that they take part in a range of educational, therapeutic and recreational activities with access to high quality real life resources. Throughout the review the team observed pupils taking part in activities, focusing on tasks and showing pleasure and a desire to succeed.

Sources of Evidence:

Written Documentation of:

- School brochure
- Autism Action Plan revised 2011
- IEP/Personal Plans
- School Policies
- Draft Curriculum Document

Interviews & Discussions with:

- Education Co-ordinator
- House co-ordinators
- Teaching staff
- Workshop staff
- Therapeutic Practitioner

Observations:

25 sessions including class lessons (Folk-dancing, History, Science, Gym, Games); individual Life Skills sessions; Craft Workshops sessions; Assembly; Lunch in residential houses and rehearsals for Carnival Festival Show.

Areas for Development

Whilst sessions are generally well organised with a clear beginning, middle and end, the school is to ensure that transition cues are used to communicate changes in activities during a session. This might include ‘countdown’, posting symbols from a visual schedule, transition music, timers etc.

SPECIALIST STANDARD 4

Teaching/Learning – Methods

There is a range of methods and approaches used with people with autism that respond to their needs and are informed by a knowledge and understanding of autism.

INDICATORS

1. There are policies, procedures, local protocol & guidelines that inform practice regarding the approaches and methods used with the people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

The values and objectives of Camphill School are based on the educational, philosophical and social principles of Curative Education, pioneered by Rudolf Steiner.

2. The approaches and methods used reflect policies, procedures, local protocol & guidelines and take into account the needs of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

All pupils belong to a House Community with the aim of creating an extended family homely environment. A personal plan is written for each pupil every six months.

Specific individual and group therapies are offered to help individual pupils. These are recommended by the school doctor after a full assessment of each pupil at regular internal reviews attended by all those who work closely with the child. Therapies include eurhythmy, art, massage, physiotherapy, hydrotherapy, horse riding, music therapy, play therapy, listening space (movement therapy with music) and colour light (a display of moving coloured shadows with music and speech).

3. The approaches and strategies promote the well-being and progress of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
			✓

The highly developed shared community ethos within Camphill School is an area of strength in that it provides young people with a sense of security, stability and value which has a positive impact on their well-being, self-esteem and confidence.

According to the Policy on Challenging and Aggressive Behaviour Management, Camphill School 'is committed to creating an environment in which aggressive and violent behaviours by pupils is unlikely to occur'. All co-workers working directly with children or young people must be trained and certified in SCIPr. In keeping with policy, all members of staff were observed to be calm and non-confrontational in their approach. Pupils with autism also benefit from the focus on rhythms and routines which is an essential part of the Waldorf approach.

According to documentation, the school aims to establish a 'positive working relationship between home and school' through 'regular contact and visits'. The results of the Family Questionnaire provide clear evidence that this aim has been fully achieved and that liaison with and support of parents is another area of strength for the school.

School policy acknowledges that the majority of children and young people 'have some form of communication impairment'. The school has a full time Communication Support Facilitator (CSF) who supports staff in implementing recommendations made by the Speech and Language therapist, who is employed for two days a week.

Personal Plans show a clear understanding of the importance of addressing communication issues when addressing challenging behaviour, anxiety or distress. Communication systems which are in place include signing system 'Signalong', Picture Communication Symbols and Picture Exchange Communication. The Care policy states that 'Co-workers are encouraged to use these systems in all daily activities' and in discussion with a member of the review team, the CSF spoke of an "over-arching" approach to communication which should flow across settings.

The review team observed pupils accessing highly individualised communication supports but on two occasions it was noted a young person was denied access to communication supports which they were seen to successfully employ earlier in the day. As an area of development, the school should ensure that co-workers fully appreciate the importance of ensuring that young people have access to and are encouraged to make use of their communication supports at all times.

When the review team observed best practice in lessons, care was taken to augment verbal information given by the teacher with visual supports. Yet in some sessions, the amount and complexity of verbal information was too great and there were little or no visual supports. In one case the only visual support provided to the pupils to help them follow a spoken dialogue was a written sheet with no pictures, symbols or photographs to aid comprehension. As a further area of development, staff should be made aware of the difficulties pupils with autism including those who are verbal can have in processing large chunks of spoken information and the value of providing effective visual cues.

4. The people with autism respond positively to the approaches and methods used and make progress.

Not Met	Partially Met	Met	Met & Exceeded
			✓

Camphill School enables pupils with autism to access a stimulating, and caring environment which helps them reach their full potential. A core principle of the approach employed by the school and an area of strength recognised by the review team is a commitment to a holistic approach which seeks to combine education, therapy and care into 'a seamless whole' and fully recognises the importance of addressing physical and mental well-being and happiness. In the words of one parent:

'I wish I had found Camphill School at the start of my son's education. It would have saved him a lot of torment. My son will not only a bright future he is confident and will have lot of fond school memories. I cannot thank them enough'.

Sources of Evidence:

Written Documentation of:

- School brochure
- Autism Action Plan revised 2011
- IEP/Personal Plans
- School Policies
- Draft Curriculum Document

Interviews & Discussions with:

- Education Co-ordinator
- House co-ordinators
- Teaching staff

Workshop staff
Therapeutic Practitioner

Observations:

25 sessions including class lessons (Folk-dancing, History, Science, Gym, Games); individual Life Skills sessions; Craft Workshops sessions; Assembly; Lunch in residential houses and rehearsals for Carnival Festival Show.

Areas for Development

Staff should be made aware of the difficulties pupils with autism including those who are verbal can have in processing large chunks of spoken information and the value of providing effective visual cues.

The school should ensure that co-workers fully appreciate the importance of ensuring that young people have access to and are encouraged to make use of their communication supports at all times.

Areas of Strength

A core principle of the approach employed by the school is a commitment to a holistic approach which seeks to combine education, therapy and care into 'a seamless whole' and fully recognises the importance of addressing physical and mental well-being and happiness.

The results of the Family Questionnaire provide clear evidence that liaison with and support of parents is another area of strength for the school.

The highly developed shared community ethos within Camphill School provides young people with a sense of security, stability and value which has a positive impact on their well-being, self-esteem and confidence.

SUMMARY

OBSERVATIONS

OBSERVATION SCORES				
Number of observations completed:				
	NOT MET	PARTIALLY MET	MET	MET & EXCEEDED
Environment	0	1	23	1
Activity Content	0	2	21	2
Activity Organisation and Resources	0	3	20	2
Methods	0	4	18	3
TOTALS	0	10	82	8
PERCENTAGES	0	10%	82%	8%

In the vast majority of observations which were scored as met there were no or very minor shortfalls in practice. Specific approaches based on an understanding of autism were employed resulting in clear positive outcomes. The content was differentiated according to individual need and was motivating and meaningful. Activities were structured and appropriately paced and clear language and materials were used and understood by the students whose efforts were acknowledged and rewarded.

In a few observations, shortfalls in practice were noted. These included one or more of the following:

- Very busy & cluttered environment with no symbols or photographic points of reference within this room
- Very repetitive activity which did not appear to be very challenging.
- No real structure to activity in terms of beginning, middle and end
- Pupil interacted only with co-worker and not with his or her peers.
- Class were only prepared for what was coming next through a verbal explanation and therefore not all pupils were turning their attention to the teacher.
- Teacher used a lot of verbal language which was not supported with visual supports.

- Pupils were not given enough time for processing information.

The features of best practice included:

- The room was low arousal – plain décor, natural lighting and low level lighting- and tidy and neat with all materials and resources stored in a particular place.
- Photographs of equipment to be used were placed underneath relevant areas on the walls.
- The use of displayed work was purposeful as it linked to supporting pupils who were seeking an idea.
- Visual transition cues were in place so that pupils were able to recognise what activity was happening next
- Clear language was used throughout the lesson. Processing time was given to the pupils once a request from the teacher was made.
- Specific approaches were used to support different communication levels by the teacher – through questioning and use of resources.
- Interaction and cooperation was enabled throughout the lesson.
- Pupils were enabled to make choices throughout the lesson.
- Pupils were able to carry out a task requested independently.
- Pupils were engaged throughout the lesson.
- Every pupil was included within the lesson at some level
- Problem solving was built into the session.

QUESTIONNAIRES

SCORES					
Number of Questionnaires sent out (information provided by the school):					
Number of Questionnaires returned:					22
Number of sections not scored (figures only reflect sections scored):					0
	VERY UNHAPPY	UNHAPPY	SATISFIED	HAPPY	VERY HAPPY
Contact	0	0	0	2	20
Support	0	0	1	0	22
Advice	0	0	1	3	18
Involvement	0	0	0	7	15
TOTALS	0	0	2	12	75
PERCENTAGES	0	0	2	14	84

97% of parents scored themselves as 'happy' or 'very happy' in all areas, with most being very happy. Only one parent scored less than happy in two areas but gave no written feedback.

The following is a representative sample of the written feedback included in the questionnaires all of which were very positive.

How well does the school keep in touch and communicate with you?

- We have a lot of contact with the school, in person as well as keeping in touch via email, phone and text.
- By daily dairy, email, telephone and video Skype. Regular phone call weekly with co-worker and pupil and Skype video-call on weekend stay.
- I can contact the school at any time regarding my child and I never feel that they don't have the time to help.
- The contact is excellent.

How well do you think the school supports your child?

- Activities that suit my child's abilities and interest are involved during the week (gardening, swimming etc.)
- Camphill loves my daughter and treats her with the upmost respect and appreciation.

- Excellent understanding of child's condition. Positive attitude and approach so that issues are not the child's fault. One to one support at all times.
- I am thoroughly satisfied with the wonderful caring support that my child receives. I feel secure in the knowledge that there is good support at all times.

How well does the school support and advise you in relation to your child's needs?

- Quarterly reports from each therapist on my son's progress; suggestions, observations etc. discussed at regular meetings with teacher, co-workers etc.
- Communication is two way and constructive to benefit the child's home and school environment and to lead to a consistent approach.
- Good continual support and wonderful advice all the time.
- Very open and genuine communication and we, the school and parents listen well to each other and are flexible so my child's needs are well met.

How well does the school involve you in their work with your child?

- Camphill support my child extremely well and deal with him in a very caring way. The school community is very supportive and thoughtful including me as a parent in every way they can.
- I am always advised and asked for my opinion and input.
- We communicate regularly on what works and doesn't work for my son.
- Always happy to listen to parents views and ideas, good working relationship with staff- excellent.

AREAS OF STRENGTH

CS3

The review team agree with the school that a comprehensive programme of professional development is in place which is an area of strength in ensuring a consistent and thorough understanding of the school's methodology, practices and approaches when addressing the needs of pupils on the autistic spectrum.

CS13

The results of the Family Questionnaire provide clear evidence that liaison with and support of parents is another area of strength for the school.

SS1

The review team believe that the positive impact the environment has on the pupils' well-being and learning is an area of strength for the school.

SS2

The opportunity for pupils to take part in a range of activities which have a strong focus on the expressive creative arts and practical experiential learning and which they clearly find enjoyable and stimulating.

SS2

As pupils move into the Upper School, there is an increasing focus on vocational learning. The workshops enable the young people to learn a craft and they are also involved in a range of projects which offer genuine opportunities to support and extend pupils' life-skills and independence.

SS3

A core principle of the approach employed by the school is a commitment to a holistic approach which seeks to combine education, therapy and care into 'a seamless whole' and fully recognises the importance of addressing physical and mental well-being and happiness.

SS5

The highly developed shared community ethos within Camphill School provides young people with a sense of security, stability and value which has a positive impact on their well-being, self-esteem and confidence.

SS10

The semi-independent living unit supports the transition to independence adulthood.

AREAS FOR DEVELOPMENT

CS10

Staff should be made aware of the difficulties pupils with autism including those who are verbal can have in processing large chunks of spoken information and the value of providing effective visual cues.

CS10

The school should ensure that co-workers fully appreciate the importance of ensuring that young people have access to and are encouraged to make use of their communication supports at all times.

CS14

Whilst sessions are generally well organised with a clear beginning, middle and end, the school is to ensure that transition cues are used to communicate changes in activities during a session. This might include 'countdown', posting symbols from a visual schedule, transition music, timers etc.

SS2

A review should be carried out as to how relevant learning outcomes and achievable success criteria can be identified for sessions and how these can be shared with support staff and the pupils themselves.

SS10

Staff should receive support and training in strategies to reduce prompt dependency.

APPENDIX

SCHOOL COMMENTS

Please note that comments must only pertain to the report and not to the performance of the review team. Any feedback on the performance of the review team must be sent separately to the Accreditation office on the Review Team Evaluation form at the end of your review.

PANEL REPORT

TERMINOLOGY

The Audit Programme may be applied to services for people with autism spectrum disorders. In this folder the word 'autism' is used to apply to the whole spectrum, including Asperger syndrome, so that unwieldy phrasing is avoided. Similarly, to avoid repetition of alternative titles, generic terms have been used throughout the text.

To be consistent with the Care Standards ACT 2000 UK, this document refers the term Autism Spectrum Disorders, whilst recognising that some may refer to this as Autistic Spectrum Conditions.

Accredited:

Areas for Development:

Areas of Strength: Term used describing aspects of strong practice within the service/school to be highlighted for the Panel to consider as Good Practice or Commendation.

Autism: Term used to apply to the whole spectrum, including Asperger syndrome.

Carer(s): Term used to refer to parents, guardians and other family members that are responsible and care for a person with autism.

Commendation: Determined by the Panel from areas of strength that reflects outstanding practice within the service/school.

Deferred: Status of service/school determined by the Panel. Neither not Accredited nor Accredited for a maximum of 6 months until recommendations from the panel have been addressed. A re-visit will be arranged in which a second report will be produced on these recommendations, no IDR required. This report will then be presented to the Panel to determine whether Accredited status can be granted or not.

Good Practice: Determined by the Panel from areas of potential strength within the service/school that reflects good practice within the membership of Autism Accreditation.

Interim Development Report (IDR): Report completed by the Accreditation Advisor at the 18 month visit and includes further actions, key documents and areas of potential strength.

Not Accredited: Accredited status not granted or removed by the Panel after the service/school review. No IDR required, but there will be a minimum of 12 months before the next review.

Panel: Makes the judgement on whether there is sufficient evidence to demonstrate whether the service/school meets the criteria for accredited status. The Panel consists of a representative from the Accreditation department and a minimum of two individuals from a pool of professionals selected based on their expertise and qualification in the field of autism. Panel members are selected based on their area of expertise as it relates to the type of service/school being reviewed and any potential conflicts of interest with the specific service/school presented at the Panel meeting.

Pen Picture: A factual description/overview of the service/school(s) being reviewed that forms section B of the Advanced Documentation. Accreditation Advisor agrees and completes at initial visit with the service/school and is updated as necessary. This document is required as part of the final submission.

Person with Autism: Any individual who is using a service/school, including pupil, student, client, customer, resident, or service user.



Policies, Procedures, Local Protocols and Guidelines: Documents which establish the groundwork for good practice and which refer to or evidence methodologies developed to successfully support the needs of people with autism e.g. Individual Plans, or Transition Policy.

Service/School: Includes all types of organisations and schools that provide education, care or support for people with autism.

Service/School Manager: Any person who has the direct management responsibility for a service/school, including Principal, Head Teacher, Manager, General Manager and Home Manager.

Service/School Provider: Any organisation or individual that owns a service/school, including local/education authorities, health authorities, trusts, national charities, local charities and private organisations.

Standards: A set of Core and Specialist requirements set by the Accreditation Standards Body. The Standards are the basis that:

- The service/school uses for their self-evaluation for the self-audit document;
- The IDR is compiled through the self audit and other key documents
- The review team makes their observations to compile their review report.

Statutory Requirements: These include all statutory and legislative bodies' requirements that must be met in order for care provision to be allowed in the United Kingdom. They include CQC, OFSTED, HMie, Health & Safety Executive Council etc.

The use of these terms avoids duplication of documents and also ensures consistency of terminology throughout the text.