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| **Secondary School Self Evaluation Tool** |

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| **School Name:** |  |
| **Date of Review:** |  |
| **Completed by:** |  |

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| **Learning with Autism** |
| Learning with Autism is a programme that has been developed by the Welsh Local Government Association to raise awareness of ASD in schools, and is open to head teachers, teachers, learning support staff, governors and other school staff, and all Key Stage 3 & 4 pupils. The programme can be accessed at [**www.ASDinfoWales.co.uk/secondary-school**](http://www.ASDinfoWales.co.uk/secondary-school) |
| **Notes on Self Evaluation Tool** |
| The Learning with Autism self-evaluation tool has been developed using two documents - Estyn Guidance handbook for the inspection of secondary schools 2017 and Estyn Supplementary guidance for additional learning needs 2013  The Estyn Framework is used to determine areas that the school needs to prioritise rather than a grading system on performance.  Those aspects identified as Excellent may only need to be sustained whereas those assessed as Adequate and needs improvement or Unsatisfactory and needs urgent improvement may require prioritising in the school improvement processes. |

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| **Judgement Scale** | |
| **Excellent** | Very strong, sustained performance and practice |
| **Good** | Strong features, although minor aspects may require improvement |
| **Adequate and needs improvement** | Strengths outweigh weaknesses, but important aspects require improvement |
| **Unsatisfactory and needs urgent improvement** | Important weaknesses outweigh strengths |

**Estyn Common Inspection Framework – 1. Standards**

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|  |  |  | **Excellent** | **Good** | **Adequate** | **Unsatisfactory** | **Evidence** | **Criteria** |
| **Standards** | 1.1 | Standards and progress overall |  |  |  |  |  | * A comprehensive student tracking system is in place that monitors student progress since starting school, between phases and during the school year. * The school analyses the progress of all students with ALN including students with ASD, ensuring that they make progress. * The Inclusion leader/ALNCo is familiar with and uses a range of assessment data to monitor progress. * The Inclusion leader/ALNCo evaluates how well students with ASD achieve when compared to their peers. * A wide range of information is used to evaluate students’ standards and progress. |
| 1.2 | Standards and progress of students with Autism Spectrum Disorder (ASD) |  |  |  |  |  | * ASD learners are given opportunities to discuss their progress through their preferred means of communication. * There is a range of clear evidence of achievement and attainment of individual students with ASD. * The curriculum challenges ASD students with more developed skills to enable them to achieve as well as they can. * ASD students succeed in meeting specific and key targets in relation to their particular need. |
| **Standards** | 1.3 | Standards and progress in skills |  |  |  |  |  | * Standards are judged using a range of first hand evidence such as lesson observations, learning walks, scrutiny of students work and discussions with students. * Staff are aware of the extent to which the level of ASD students’ communication and higher-order thinking skills support or hinder their progress in classroom interactions with teachers and other students. * ASD students achieve recognised qualifications at KS4 in line with their peers. |

**Estyn Common Inspection Framework – 2. Wellbeing and attitudes to learning**

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|  |  |  | **Excellent** | **Good** | **Adequate** | **Unsatisfactory** | **Evidence** | **Criteria** |
| **Wellbeing and attitudes to learning** | 2.1 | Wellbeing |  |  |  |  |  | * Incidents of bullying or harassment are recorded and monitored. Data shows a decrease of incidents. * The Inclusion leader/ALNCo monitors the extent to which students with ASD feel safe and secure by using a range of tools such as student questionnaires, wellbeing assessments, discussion including student voice and observations. * Students with ASD are supported to make healthy choices relating to diet, physical activity and emotional wellbeing. * Staff are aware of the difficulties students with sensory issues may experience and are able to support them appropriately. All Teachers and LSAs within the school are sufficiently skilled and knowledgeable and able to provide care, support and guidance for students with an ASD including specific work around understanding puberty, social relationships and sexual health and wellbeing. * Students with ASD have opportunities to take on leadership roles and responsibilities within school such as being a member of the school council, prefect role or a digital leader. * Provision is made for students with ASD during breaks and lunchtime. * Students with ASD are included in activities with mainstream peers. |
|  |  |  |  |  |  |  | * Individuals’ with ASD are given time to follow their special interests and activities. * Individuals with ASD are given the opportunity to spend time alone (relaxation area). * Students with ASD have access to and take part in extra-curricular opportunities, such as sports, clubs and community links. * The décor within the school has been made sensory neutral as far as possible. * Arrangements to facilitate a seamless transition are in place for ASD students. * Where necessary, students with an ASD are able to utilise different options of entering and exiting school and transitioning between lessons. |
| 2.2 | Attitudes to learning |  |  |  |  |  | * The attendance rates of students with ASD compare favourably with non-SEN students. * The rates of exclusions for students with ASD compare favourably with non-SEN students. * Students with ASD demonstrate good behaviour in lessons and around the school. * ASD students are supported to engage fully in new unfamiliar experiences and ideas. * ASD students are given advanced warnings of changes in routines. * Staff adopt a calm, quiet approach and give students lots of time to process and respond to instructions. * Staff view challenging behaviour as the result of an interaction of factors and a possible means of communicating that the environment/situation is too stressful e.g. in terms of sensory overload. * All Teachers and LSAs within the school are sufficiently skilled and knowledgeable and able to provide care, support and guidance for students with an ASD. |
|  |  |  |  |  |  |  |  | * Students with ASD are successfully supported in overcoming barriers to learning. * Provision to enable students to follow their special interests at appropriate times is available. * Students with an ASD are supported in or provided with alternatives to whole school activities such as assemblies where they find it difficult to cope with these. * Restrictive Physical Intervention/Positive Handling policy and procedures are in place however staff view physical intervention as a last resort and rarely use this with students who are on the Autistic Spectrum. |

**Estyn Common Inspection Framework – 3. Teaching and learning experiences**

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|  |  |  | **Excellent** | **Good** | **Adequate** | **Unsatisfactory** | **Evidence** | **Criteria** |
| **Teaching and learning experience** | 3.1 | Quality of teaching |  |  |  |  |  | * Programmes of study are adapted when students are working significantly below expected levels. * Students with ASD have access to a broad and balanced curriculum. * There are sufficient professionals, appropriate to the school, to support the needs of learners with ALN including students with ASD. * There is an Assessment policy that follows the principles of Assessment for Learning and Assessment of Learning. * There is regular training for all staff on ASD and strategies to support learners. * An up to date bank of resources on ASD are available for staff and parents. * Materials and methods of delivery are differentiated as per recommendations within the learning with autism programme to make the curriculum accessible for students with ASD. * Assessment data is used effectively to monitor progress and target learning. * Students with ASD are enabled to evaluate their progress against the targets set in their IDP and set new ones. * The physical classroom environment is well ordered. * Visual timetables/planners are used consistently throughout the school. |
|  |  |  |  |  |  |  |  | * Activities use visual cues and unambiguous language systems to aid communication and understanding. * Students with ASD have a personal profile to enable staff to easily understand needs and difficulties. * Additional structure within activities is provided. * Staff use resources effectively to support students’ with ASD. * Resources to aid learning, including technology and sensory equipment are available to support students with an ASD to access the curriculum. * The school draws upon a range of voluntary and community resources to extend learning opportunities for students with ASD. |
|  | 3.2 | The breadth, balance and appropriateness of the curriculum |  |  |  |  |  | * Teachers plan, teach and review in partnership with other teachers, teaching and bilingual assistants, and other professionals as appropriate to ensure consistency of practice. * IDPs/PSPs are clearly written and actively reviewed, in partnership with outside agencies, parents and students. * Students with ASD are grouped in a way that best helps them to learn, including withdrawal groups and small class groups. * Students with ASD have individual pathways that offer a broad and balanced experience which should combine formal and non-formal elements including work focussed experience and community participation. * Students with ASD are given opportunities to obtain appropriate qualifications and have equal access to options that meet their interests and abilities. |
|  | 3.3 | Provision for skills |  |  |  |  |  | * Students with ASD achieve the required skills in speaking and listening, reading and writing (in Welsh/English), numeracy and ICT and use them effectively across the curriculum. * Students with ASD are supported to develop Welsh language skills as appropriate. |

**Estyn Common Inspection Framework – 4. Care, support and guidance**

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|  |  |  | **Excellent** | **Good** | **Adequate** | **Unsatisfactory** | **Evidence** | **Criteria** |
| **Care, support and guidance** | 4.1 | Tracking, monitoring and the provision of learning support. |  |  |  |  |  | * School track and monitor ASD students’ progress and wellbeing, including attendance, and use this information to plan appropriate provision. * A detailed provision map is in place to demonstrate how well the school supports students with ASD. * The Inclusion leader/ALNCo monitors the effectiveness of interventions outlined in the provision map. * School secure good support from others, for example Teacher Advisors, Educational Psychologists and other external agencies to help students achieve appropriate standards. * The school directs parents/students to other agencies and support groups where appropriate. * The school actively seeks to and succeeds in removing barriers to learning and participation for students with ASD. * School actively seek to support parents of students with ASD. Parents are listened to and provided with relevant information. * School use a variety of means to engage parents of students with ASD e.g. through family engagement officers. |
|  | 4.2 | Personal development |  |  |  |  |  | * Students with ASD are supported to take part in extra-curricular activities, such as school plays, music and sports. * Students with ASD are prepared for life and work outside school e.g. school trips to local shops, businesses and places of interest. * PSE curriculum supports the social skills development of students with ASD. * All staff are aware of the difficulties individuals have in trying to understand conventional social rules and systems and adapt their approaches accordingly to individual students’ needs. * Students with ASD and their parents are listened to. |
|  | 4.3 | Safeguarding |  |  |  |  |  | * Risk assessments and positive handling plans are in place for students with ASD as appropriate. * School have an up to date Restrictive Physical Intervention/Positive Handling policy and staff have accessed training in a holistic approach to behaviour management which includes de-escalation strategies. |

**Estyn Common Inspection Framework – 5. Leadership and management**

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|  |  |  | **Excellent** | **Good** | **Adequate** | **Unsatisfactory** | **Evidence** | **Criteria** |
| **Leadership and management** | 5.1 | Quality and effectiveness of leaders and managers |  |  |  |  |  | * School undertakes ‘Learning with Autism’ as part of the wider school improvement agenda. * All staff are aware of the signs of ASD and are aware of diagnostic referral routes if they suspect a student has ASD. * There is a named person in the school who is able to provide information and advice on ASD and specific information about individual students. * The role of the Inclusion leader/ ALNCo/ ASD lead is strengthened in order to provide expertise for students with ASD within the school. * Governors have undertaken training and are aware of the specific needs of students with ASD. Governors undertake a championing role and actively challenge ASD practice and provision. * Ancillary staff e.g. reception/administration staff, mid-day supervisors, caretaker are aware of the needs of students with ASD and how best to meet needs within their role. * ASD practice and provision is a regular focus within school meetings of the SMT and governing body. |
|  | 5.2 | Self-evaluation processes and improvement planning |  |  |  |  |  | * There is a clear self-evaluation process for ALN which informs the SIP and priorities. * There are clear priorities for improving ALN provision including provision for students with ASD. * There is evidence that the expertise of the Inclusion leader/ ALNCo informs the priorities. * Monitoring of ALN including students with ASD is part of the school improvement cycle. * There is a quality assurance procedure in place in relation to the planning, teaching and reviewing of students with an ASD. |
|  | 5.3 | Professional learning |  |  |  |  |  | * The focus of partnership working is to improve standards for students with an ASD. There is regular partnership working which includes: * Frequent communication between the school, LA, health, social services and the voluntary sector. * Consulting with external agencies during the development of policy and provision. * Working with parents to provide joint intervention programmes, and regular communication systems. * Facilitating a range of opportunities for parents to liaise with outside agencies. * Working closely with other schools, sharing best practice and exchanging information. |
|  | 5.4 | Use of resources |  |  |  |  |  | * There is a quality assurance framework in place which is regularly utilised. * All staff have undergone appropriate training in ASD awareness and strategies to support students with ASD. * There is specific ALN training including ASD awareness for NQTs, EPDs and staff new to the school. * Staff share information with other staff in a formal and informal way when they return from courses and conferences on ASD. * A record of staff training in ASD and conferences attended is maintained. * Resources are available to support learners to access the curriculum. * The school actively removes barriers to learning for students with ASD in order to promote participation. * The school is committed to and provides a high standard of support for students with ALN. All staff see this as their function. |