

Autism Accreditation Assessment

Reference No.	28169
Assessment dates	12 th -14 th March 2019
Lead Assessor	Stephanie de Vries
External Moderator	Suzanne Farrell
Status prior to the assessment	Working towards
Advanced status applied for	No

Section 1: Context

About the Provision

The school is a specialist provision for pupils aged 11-19 years with moderate learning difficulties and a statement of Special Educational Needs or an Education, Health and Care Plan. The school provides pupils with opportunities to develop a wide range of skills in preparation for their adult life. Our School has a variety of learning environments developed to support pupils' learning in many different ways.

The school provides an Autism friendly curriculum through which all students are able to learn to their full potential in a calm, safe environment. It has also developed strong links with the Autism Outreach Service and demonstrates a commitment to autism by ensuring that all staff are trained to a high standard.

A unit of up to 30 pupils is the specialist Autism provision within the school catering for autistic pupils with high levels of anxiety who are unable cope in a mainstream school setting. This has been recently relocated in to a purposely designed environment that encompasses autism approaches, autism friendly colour schemes for displays and calm and clutter free classrooms.

The school has a total of 228 pupils on role of which 101 are autistic, 27 of these pupils are catered for in the unit.

Within the main school the intake is mainly MLD, the unit supports the majority of the higher functioning autistic pupils where autism is their primary barrier to learning.

The school was last inspected by OFSTED in November 2014 retaining the overall judgement 'Good'.

About the Assessment

- The assessment took place over 3 days.
- The provision's adviser acted as assessor with support from a moderator.
- A presentation was given on how provision is made for autistic pupils.
- 14 sessions were observed by the assessment team. These included observations of tutor time, English, Maths, Science classes, nurture group and lunch time sessions.
- Discussions were held with staff members and autistic pupils from different key stages.
- Personal files were sampled across each key stage and a range of documentation was reviewed including; Preparation for Adulthood Framework, Positive Behaviour for Learning Policy, Pastoral Support in the Classroom, Relationships and Sex Education Policy, Tutor Team Handbook, School prospectus.
- The results of surveys carried out with autistic people, their families and external professionals were also considered.

Section 2: Key Findings

What the provision does particularly well

What stood out as particular strengths:

The Preparation for Adulthood (P4A) framework that is embedded across the entire school curriculum is an area of strength. P4A is a timetabled subject delivered as part of every students' core curriculum. The framework provides a real focus on preparing pupils for adult life by focusing on the four outcomes Employment, Independent Living, Friends, Relationships and Community; and Good Health, supporting pupils to achieve their aspirations.

The Compass team ensures that pupils who require extra support to be successful in their learning and social and emotional health have a wide range of therapeutic interventions, academic support and alternative curriculum choices. This person

centred support enables all pupils to make a success of their time at school.

The extended day and after school provision provided, offers pupils a wide range of activities such as scouts, fire cadets, swimming, yoga, football club and First Aid, enabling students to access experiences which they may not normally be able to access. The range of experiences not only meet the needs and interests of the students but also help to develop social and interaction skills.

Positive Outcomes for Autistic pupils is an area of strength for Maplewell Hall School. The assessment team were impressed with the case studies presented to them demonstrating the many positive outcomes achieved by pupils, including moving on to college and finding apprenticeships, to attending a group meeting with a stranger. This was also supported by the many positive comments from the pupils interviewed by the assessment team and feedback given in the family questionnaires.

The personal road maps which all students design during Preparation for Adulthood lessons enable students to create a visual illustration of their aspirations and identify any qualifications, challenges and barriers they may come across on their life journey. This pupil centred process ensures all students have ownership of their choice of pathway.

The two dedicated home school link workers ensure that all transitions are well structured and person focused, leading to less stressful, smoother transitions. The home support visits and training for families ensures that an extra level of support is provided where necessary.

Emotional well-being is an area of strength at Maplewell Hall School. In all observations students presented as happy, relaxed and engaged. In the few cases where pupils showed signs of anxiety, they were addressed quickly and quietly using personalised support approaches. Relationships between pupils and staff were purposeful and positive creating a nurturing and caring environment.

What else the provision does well:

The school environment is calm, clutter free and well organised. Resources are clearly labelled and well organised, this is a consistent across all classrooms.

The ethos of the SPELL framework is embedded across the school. Staff regularly referred to the framework during conversations and observations demonstrated the approach was clearly rooted in practice across the school.

The school should celebrate the fact that pupil's attendance rate is significantly higher (in some cases double the amount of time!) than at pupil's previous schools.

The whole school reward system is personalised to individual incentives and is consistently applied throughout the whole school encouraging a positive behaviour ethos across the school.

What the provision could develop further

Priorities for the provision:

Pupil profile sheets provide information on interests, triggers, indicators for anxiety and how to respond. These could be extended to include preventative strategies i.e. ways in which the triggers might be avoided.

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 have sufficient processing time. In the more complex class groups visual supports should be used to reinforce verbal instructions.

Staff should be mindful about speaking to other members of staff about pupils who are having problems where they can be overheard either by other pupils or the pupil who is the subject of the conversation, this can often trigger more negative behaviours.

Other areas to consider:

As identified in interviews with staff the assessment team would encourage the school to explore developing its outreach service. This would help to provide further extended support to parents and professionals across the area and help to establish the school's reputation as a centre of excellence.

Section 3: Professional Development

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

The provisions offer the following provision:

- SPELL Framework
- Preparation for Adulthood embedded across whole school curriculum
- Access to interventions such as fresh start, art therapy, social skills, drama therapy, yoga and counselling.
- Professional team that feed in to the decisions surrounding the young people, including Educational Psychologist, Occupational Therapist and SALT.
- Several sensory rooms located within MAP and the Eaves.
- Sensory equipment used where required
- Task boards, Visual timetables, timers
- Low arousal environment and colour schemes
- Pupil one page profiles, Sensory audits and Strengths and weaknesses audits
- Highly structured learning environment
- Small class sizes

Training staff receive in these approaches and in understanding autism as part of their induction

- AET level 1 for all new staff
- AET level 2 for teaching staff
- AET level 3 for senior staff
- Autism lead – Masters in LACIC

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

- All staff have weekly Inset training evenings where staff share good practice (SPELL approaches) or professionals are invited in to deliver training, recent training includes, stress and anxiety with autism, self-esteem, understanding Language and sensory training.
- Staff can also access distance learning courses and online training modules
- Staff have regular CPD with an autism focus
- A weekly news bulletin 'Tips for Teachers' is written by SaLT and OT

Section 4: Person Centred Support

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

Assessment starts before the student's transition into the school. Home School Link workers visit each new student's home to provide support and gather information on the student. Families are asked to complete an Analysis of Sensory Behaviour Inventory at this stage.

During the first half term of the academic year, each student produces a personalised 'road map' detailing their aspirations for the future in terms of education, employment and relationships. This information forms part of the student's Education and Health Care Plan.

All students have preparation for Adulthood (P4A) on their timetable. Tutors and subject teachers access students P4A progress. These assessments help the school to make informed decisions about appropriate P4A outcomes which are recorded on the student's EHCP.

During the first half term parents are invited to attend a 'meet the tutor' parents' evening. During this meeting parents have the opportunity to contribute their aspirations for their child's future to be included on the student's EHCP.

All teachers assess a student's progress in all subjects including P4A throughout the year. Based on these assessments, teachers will report progress and set appropriate targets.

Annual Reviews ensure that parents and students aspirations, teachers reports and targets and views of other professionals are discussed to ensure the student's EHCP remains accurate and up to date.

Identified targets and outcomes from student's annual reviews are recorded on the student's 'EHCP targets/outcomes' detailing identified targets and supporting strategies.

EHCP Targets and Outcomes are reviewed on a termly basis

Go 4 schools tracking system tracks progress in all subjects, attendance and behaviour information – positive points, negative point

Differences in Social Communication

Key outcomes identified from personal support documents and staff discussions:

The preferences and challenges of each autistic pupil in how they communicate and socially interact are recorded in pupil's EHCPs.

Pupils single page profiles provide details on each autistic person preferred communication method and support strategies.

Pupils EHCP targets/outcomes provide details on a student's communication and language targets and supporting strategies.

'Pupil Overviews' detail communication support approaches for individual pupils.

If additional support is identified in the area of communication the student will be referred to the Compass Team where a package additional support will be delivered by the school's SaLT.

A social skills group is run at lunch times with the SaLT.

Key outcomes identified from observation/review of key activities:

A range of different clubs are available to students at break times, including, games, computer, media and arts and crafts club providing students with the opportunity to use and develop their communication and social skills, such as turn-taking and negotiation. This was observed in one session with a student who finds it difficult to communicate and interact with other students was running his own gaming club teaching other students how the art of gaming.

In most observations staff used pupil's names first before asking questions or giving instructions, spoke with unambiguous, concrete language and processing time was observed to be given.

In some observations verbal language was at times quite complex and could have been simplified / slowed down to ensure that all pupils have understood and have sufficient processing time.

In the more complex class groups visual supports could have been used to support verbal instructions.

Problem Solving and Self-Reliance

Key outcomes identified from personal support documents and staff discussions:

Each student produces a personalised 'road map' detailing their aspirations for the future in terms of education, employment and relationships. This information forms part of the student's Education and Health Care Plan.

The student's EHCP targets/outcomes identifies key outcomes in areas including; SEMH, Employment, Independence and strategies to support students achieving these outcomes.

Targets are reviewed on a termly basis.

Key outcomes identified from observation/review of key activities:

There is a high standard of visual resources to support pupils in tasks e.g. task cards; objectives on cards; differentiated worksheets; modelling. This leads to increased independence and pupils being engaged with tasks because they know what is expected.

There is consistent use of structured approaches such as whole class and individual task boards, now and next indicators, visual timetables and timers. Pupils know what they are expected to do and engage enthusiastically with tasks.

Occasional opportunities were missed for encouraging greater independence e.g. in some classes pupils were involved with giving out or fetching own equipment whereas in others this was done by the teacher. For example, in one sessions a student required a rubber and stated 'I need a rubber' several times. The member of staff went to a drawer in the class room to get a rubber for the student. To encourage more independence and problem solving the staff member should encourage students to get their own equipment.

Sensory Experiences

Key outcomes identified from personal support documents and staff discussions:

An 'Analysis of Sensory Behaviour Inventory' is carried out on each autistic pupil highlighting challenges they may experience in the classroom environment.

Sensory differences are detailed in the pupils EHCP.

The student's EHCP targets/outcomes identifies key outcomes in areas including; physical/sensory and strategies to support students achieving these outcomes.

Pupil's single page profiles contain information on 'things to help me calm down' and lists any sensory support strategies, such as ear defenders, fiddle toys etc.

Sensory triggers such as 'loud noises' and 'strategies that work with me' are recorded on 'Pupil Overviews'.

Key outcomes identified from observation/review of key activities:

Classrooms have 'low arousal' décor, uncluttered surfaces and good storage in order to avoid sensory overload or distraction. In most observations pupils were calm and engage well with activities.

Attention is paid to sensory needs with pupils having access to individualised sensory items (e.g. worry bear; furry hat; ear defenders; gym balls; different lunch areas). Pupils remain calm and on task. For example, students were observed to be stroking furry toys, some were wearing ear defenders, some pupils had fiddle toys while other sat on gym balls rather than chairs.

The MAP has a sensory room which is accessible by all students and presents as a calming environment with a range of sensory equipment to help pupils self-regulate.

Emotional Well-being

Key outcomes identified from personal support documents and staff discussions:

Each student produces a personalised 'road map' detailing their aspirations for the future in terms of education, employment and relationships. This information forms part of the student's Education and Health Care Plan.

The student's EHCP targets/outcomes identifies key outcomes in areas including; SEMH, Friends, Relationship and Social interactions and strategies to support students achieving these outcomes.

Pupil's single page profiles contain information on personal skills, including; 'How best to support me in lessons', 'long term aspirations', and 'what affects my feelings'.

Some pupils have Individual Behaviour Intervention Plans (IBIPs), in addition some students have Risk Reduction plans.

The school's Positive Behaviour for Learning' policy states 'At Maplewell Hall school we use the term 'Positive behaviour for Learning' to reflect the school's emphasis on promoting behavioural habits that help students to manage their own behaviour.

The school operates a 'Token Economy'. Students are rewarded for displaying Positive Behaviour for Learning habits in the form of points. These points are the school's currency. Students can bank and save their points to spend in the school's reward shop, or on rewards' activities during rewards' week, held at the end of each half term.

P4A is a timetabled subject delivered as part of every students' core curriculum. The school has taken the four outcomes Employment, Independent Living, Friends, Relationships and Community; and Good Health and used them to develop a curriculum that delivers Personal, Social, Health and Economic Education (PSHE); Citizenship; and Careers Education, Information, Advice and Guidance (CEIAG).

The Compass team offers pupils who are identified as in need of alternate curriculum activities, requiring social or behavioural support, sensory input, or extra support relevant to their EHCP a wide range of supplementary support approaches. Support includes therapies such as yoga, drawing, art therapy and counselling.

Key outcomes identified from observation/review of key activities:

Relationships between staff and pupils are positive and nurturing. There is a relaxed but focused atmosphere in lessons and pupils show a high level of engagement with

tasks. The positive behaviour rewards system is used consistently with rewards chosen by pupils.

Where students were observed to be either anxious staff were able to quickly put into place identified strategies to support the pupil. For example, one student was unable to walk into a classroom as she could not walk past other people when entering a room, staff were quick to pick up on this and direct the assessor out of the door so the pupil could enter.

A range of opportunities were available for pupils to develop peer relationships and social skills e.g. lunch clubs, after school clubs, flexible groupings, girls group; LGBT group, KS5 student helping out with younger class and dining hall set up.

During one interview a member of staff stated 'We reassure parents that autism isn't an issue, we help them to embrace autism and to understand that their child has a future with autism.'

Section 5: Person Centred Support

With Autistic People

Views of autistic pupils are sought through a number of different methods including; Student voice, Student Assemblies, Lunch groups, Girls with Autism group and individual Road maps which pupils create at the beginning of each year. Their views are recorded on single page profiles and pupil overviews

Interviews were held with 6 autistic pupils from different year groups. The pupils were asked what they liked about the school. Responses included;

'It's a caring environment.'

'Lots of lessons I like.'

'There are lots of nice teachers that support you.'

'There are lots of chill areas, if I'm worried I can tell a teacher.'

'I feel I am supported well.'

45 autistic people provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report. 35 stated that the support they received was good, 9 stated it was sometimes and 1 thought it was poor.

With families of Autistic People

The Home School Link Workers support families with a range of issues from transition into the school through to 'personal independent payments' and 'support with Diagnosis'. The team recently supported an autistic pupil who was being treated in hospital.

Where families are identified the SaLT and OT visit families in the home to provide support strategies.

The school runs training courses for families including 'Living with teenagers' and 'Healthy meals on a Budget.'

The school has a Facebook page, newsletter and text messaging service.

73 family members provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report. 50 parents strongly agree that the support their family member is given is always good, 22 parents stated it was mostly good. Only one parent stated it was okay but could be better.

Most of the comments received were extremely positive about the work of the school. For example, one parent writes:

'The School continues to improve year on year. It is increasingly pupil outcome focused, with much more emphasis on the real needs of our children. Special credit for continuing highly beneficial extra curriculum activities despite the closure of the residential resource. My child has blossomed under this school's care and guidance.'

APPENDIX 1: SURVEYS

Families of Autistic People

Feedback questionnaire on Maplewell Hall School to be completed by 25/02/2019

The support my relative is given is...						Response Percent	Response Total	
1	poor					0.00%	0	
2	ok, but could be better					1.37%	1	
3	mostly good					30.14%	22	
4	always good					68.49%	50	
Analysis	Mean:	3.67	Std. Deviation:	0.5	Satisfaction Rate:	89.04		
	Variance:	0.25	Std. Error:	0.06				
							answered	73
							skipped	0

The understanding that staff have for my relative's autistic needs is...						Response Percent	Response Total	
1	poor					1.37%	1	
2	ok, but could be better					4.11%	3	
3	mostly good					31.51%	23	
4	always good					63.01%	46	
							answered	73

The understanding that staff have for my relative's autistic needs is...						Response Percent	Response Total	
Analysis	Mean:	3.56	Std. Deviation:	0.64	Satisfaction Rate:	85.39	skipped	0
	Variance:	0.41	Std. Error:	0.07				

The way I am kept informed and asked my views about how my relative is supported is...						Response Percent	Response Total	
1	poor					1.37%	1	
2	ok, but could be better					13.70%	10	
3	mostly good					30.14%	22	
4	always good					54.79%	40	
Analysis	Mean:	3.38	Std. Deviation:	0.77	Satisfaction Rate:	79.45	answered	73
	Variance:	0.59	Std. Error:	0.09			skipped	0

The advice I get from the service on how to help my relative is...						Response Percent	Response Total
1	poor					1.37%	1
2	ok, but could be better					12.33%	9
3	mostly good					36.99%	27

The advice I get from the service on how to help my relative is...								Response Percent	Response Total
4	always good							49.32%	36
Analysis	Mean:	3.34	Std. Deviation:	0.74	Satisfaction Rate:	78.08	answered	73	
	Variance:	0.55	Std. Error:	0.09			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. (24)</p>									
1	07/01/2019 16:24 PM ID: 103526574	<p>The school is by far and away the best provision for my son. The staff are all incredibly tuned in to each and every child that attends the school. My son is thriving there, the staff just 'get him' completely</p>							
2	07/01/2019 16:36 PM ID: 103528113	<p>The information I get from the school has improved but I never get proper information on what is happening and get told absolutely nothing from my daughter's mother. Would like to speak to the school on a personal basis so I know what is happening and can ask ques there and then. Thank you look forward to hearing from you. Yours sincerely Parent</p>							
3	07/01/2019 16:45 PM ID: 103529768	<p>The school is excellent at helping and supporting my child as well as keeping us well informed. Best decision we ever made sending him here.</p> <p>More importantly he's loves it there as is progressing well as a person and academically.</p>							
4	07/01/2019 17:59 PM ID: 103537621	<p>The school have been very good at responding to my sons' particular sensory needs and not assuming he is like other children with autism. They are always willing to adapt in any way necessary to enable my son to learn and achieve</p>							
5	07/01/2019 23:41 PM ID: 103554567	<p>The school really understand my son. The staff have taken the time to know what he is about and what is important to him.</p> <p>He feels like he belongs there.</p>							
6	08/01/2019 07:19 AM ID: 103560167	<p>The School continues to improve year on year. It is increasingly pupil outcome focused, with much more emphasis on the real needs of our children. Special credit for continuing highly beneficial extra curriculum activities despite the closure of the residential resource. My child has blossomed under this school's care and guidance.</p>							

The advice I get from the service on how to help my relative is...			Response Percent	Response Total
7	08/01/2019 08:31 AM ID: 103565121	Until my child started at the school - I got no support or help but now he's there I feel it's the best place for him. He's had a few teething problems but the school is dealing with them - it's nice not to get silly phone calls on a daily basis as this is the NORM for the school and we feel we can relax whilst he's at school.		
8	08/01/2019 09:09 AM ID: 103568817	I feel that not all staff have a full understanding of autism or ADHD, I feel my child feels let down more than helped and understood. My child has been labelled, and that's hard to change. I have been promised services to help my child for the last 3 years, but still nothing. Some attitudes of staff are dreadful. For a school that is supposed to understand Autism, ADHD and other special needs, it falls very short. Too much trying to make all the children to conform to one way of thought and behaviour, which is impossible with Autistic children Trying to be too much like a mainstream school.		
9	09/01/2019 07:54 AM ID: 103732278	My daughter only started the school in October. I couldn't be happier with the support they give her. She smiles every day after barely being at her old school the previous year. I put mostly good for advice as we haven't really discussed much yet but I'm hoping to soon re sleeping issues. Communication is always very good and any issues are dealt with straight away! Staff are amazing and my daughter loves going to school now. She's also receiving help with issues that I never thought would be available to her.		
10	12/01/2019 11:28 AM ID: 104039817	good school and very happy that my child is part of their pupils. many thanks		
11	14/01/2019 17:39 PM ID: 104201726	The school thoroughly deserves Autism Accreditation. Our son has had a brilliant education thanks to the expertise, commitment and kindness of the staff. The school is a national leader in the field. Dr CJP Lee.		
12	07/02/2019 12:33 PM ID: 107012237	My son is really thriving at the School. The staff are incredibly knowledgeable and understand my sons needs exactly.		
13	07/02/2019 12:34 PM ID: 107012257	The school goes above and beyond to help not only my child but all children!!!! It is a little piece of heaven in a special needs world that is so difficult xx		
14	07/02/2019 12:58 PM ID: 107015807	It's a two way process and school is always open to discuss and adapt		

The advice I get from the service on how to help my relative is...			Response Percent	Response Total
15	07/02/2019 13:05 PM ID: 107016369	My son feels safe and happy at school. He wants to go to school every day and his learning is striding forward. I believe that this is down to the understanding the teachers have of his needs and the way they are supporting him.		
16	07/02/2019 13:21 PM ID: 107018358	The Teacher is keeping me in the loop, always asking & trying to help and to find triggers for my child to make things easier & better for them at school.		
17	07/02/2019 13:42 PM ID: 107021926	The communication between school and myself is fantastic. They are so understanding and supportive to my son's needs. He started the School in Nov last year and I am extremely happy with how he has settled in and how less anxious he is, now he is in such a calm, understanding and supportive setting. Thankyou.		
18	07/02/2019 14:10 PM ID: 107025463	Not much communication from staff on how relative is coping at school. Any problems with relative has to be brought up by parent and staff seem to have no idea there was a problem and ask parent for advice on how to deal with it! Seems to be no knowledge on common autism traits such as strong need for routine, and staff then wonder why relative is upset when routine changed without warning. Needs to be more training.		
19	07/02/2019 14:32 PM ID: 107029707	The school and staff have given my child a happy non stressful place where she loves to learn. She now smiles pretty much every day. From hardly attending the previous where she had no support! Thank you to the staff.		
20	07/02/2019 16:48 PM ID: 107043646	The school is fantastic with my son. I feel they understand him as well as his immediate family do. Communication with school is good, but could possibly be better.		
21	07/02/2019 17:30 PM ID: 107054099	My son had attended mainstream senior school for two years. The school were ill equipped and not able to meet my son's needs. He has attended the School and although some days are a challenge the support and understanding of all staff is phenomenal. I only wish he had attended here from an earlier age. I feel totally supported by all staff and they make me feel strong when things with my son are tough. Having a child with autism you can often feel abandoned but at this school we finally have a nurturing warm and friendly school with staff who excel in teaching and helping autistic children grow and find their place.		
22	08/02/2019 13:49 PM ID: 107138890	I've put mostly as I don't really seek advice on my son in regards to his autism.		

The advice I get from the service on how to help my relative is...			Response Percent	Response Total
23	08/02/2019 21:40 PM ID: 107198003	My son came from mainstream school to this provision and we've noticed such a change in him. It's like being part of a family rather than be shunned by other parents at a mainstream school		
24	12/02/2019 12:03 PM ID: 107517548	The school is very understanding, supportive and helpful with my child's needs. I feel very lucky that my child is at this wonderful school because they understand the children and help them progress into young independent adults.		

Autistic Person

Feedback questionnaire to be completed by 25/02/2019

The support I am given is good?						Response Percent	Response Total	
1	Yes					77.78%	35	
2	No					2.22%	1	
3	Sometimes					20.00%	9	
Analysis	Mean:	1.42	Std. Deviation:	0.8	Satisfaction Rate:	21.11	answered	45
	Variance:	0.64	Std. Error:	0.12			skipped	0

Staff understand me and my needs						Response Percent	Response Total	
1	Yes					57.78%	26	
2	No					2.22%	1	
3	Sometimes					40.00%	18	
Analysis	Mean:	1.82	Std. Deviation:	0.97	Satisfaction Rate:	41.11	answered	45
	Variance:	0.95	Std. Error:	0.15			skipped	0

The staff listen to me on how I want to be helped						Response Percent	Response Total	
1	Yes					75.56%	34	
2	No					4.44%	2	
3	Sometimes					20.00%	9	
Analysis	Mean:	1.44	Std. Deviation:	0.8	Satisfaction Rate:	22.22	answered	45
	Variance:	0.65	Std. Error:	0.12			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. (12)</p>								
1	07/01/2019 14:20 PM ID: 103511346	I like it here						
2	11/01/2019 12:21 PM ID: 103976748	oof						

The staff listen to me on how I want to be helped			Response Percent	Response Total
3	11/01/2019 12:24 PM ID: 103977418	It is good but sometimes it is not the best.		
4	11/01/2019 12:24 PM ID: 103976816	This place is da bomb lil peeps LOL XD DISNEY XD FUNNY FACES FAMILY FRIENDLY PG CLEAN M8 i like melons btw i eat them everyday I nearly died yesterday lol XD		
5	11/01/2019 12:25 PM ID: 103976750	it is good. but we have to much free time! :/		
6	11/01/2019 12:26 PM ID: 103977531	ok		
7	11/01/2019 12:26 PM ID: 103977779	ok		
8	15/01/2019 11:04 AM ID: 104280752	The staff are lovely. I can tell staff anything that's on my mind, good or bad.		
9	15/01/2019 14:15 PM ID: 104308040	I'd like staff to come and help me starting away when I put my hand up but sometimes it takes ages.		
10	15/01/2019 14:18 PM ID: 104308605	I like the way staff always come and help me and understand me.		
11	17/01/2019 14:14 PM ID: 104531843	everything is good		
12	21/01/2019 14:26 PM ID: 105202667	be good friends play each other		

Who just completed the questions above?						Response Percent	Response Total
1	The autistic person by themselves					56.82%	25
2	The autistic person with support					43.18%	19
3	A staff member who represented their views					0.00%	0
4	A family member or friend who represented their views					0.00%	0
Analysis	Mean:	1.43	Std. Deviation:	0.5	Satisfaction Rate:	14.39	answered
	Variance:	0.25	Std. Error:	0.07			

Professionals

Feedback questionnaire on Maplewell Hall School to be completed by 25/02/2019

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					50.00%	1
4	always good					50.00%	1
						answered	2

The support the service provides for autistic people is...						Response Percent	Response Total	
Analysis	Mean:	3.5	Std. Deviation:	0.5	Satisfaction Rate:	83.33	skipped	0
	Variance:	0.25	Std. Error:	0.35				

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					100.00%	2	
4	always good					0.00%	0	
Analysis	Mean:	3	Std. Deviation:	0	Satisfaction Rate:	66.67	answered	2
	Variance:	0	Std. Error:	0			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					50.00%	1

How the service works with other professionals in the best interests of autistic people is...							Response Percent	Response Total
4	always good						50.00%	1
Analysis	Mean:	3.5	Std. Deviation:	0.5	Satisfaction Rate:	83.33	answered	2
	Variance:	0.25	Std. Error:	0.35			skipped	0



APPENDIX 2: COMMENTS FROM THE PROVISION

APPENDIX 3: ADVANCED APPLICATION FORM

