Challenge Partner Adviser: School Feedback

Date: 28th June 2017   **Focus:** Whole school autism practice

Time	Autism practice	Challenge Partner Adviser	School Feedback
9.30 – 10.30	Best practice review discussion re: 1. Behaviour Plan Format 2. Cameos 3. Communication Profiles 4. Sensory Profiles	Behaviour planning MB showed PBSP which can be adapted but not used as is. Info collection forms from each zone also shown. We discussed how students may be able to develop self-awareness, emotional intelligence and anger management approaches using numbers, colours or some combination of the above. BBAT briefly show. More useful for very complex cases and for the new 16+ unit? All forms will be attached. Current forms school uses are not wrong! May be useful to combine plans into a one plan. This can get quite thick and wordy for more complex students. MB advocated more use of the Paul Smith 'Time Intensity Model.' Really useful to avoid crises and to 'not pour fuel on the fire' of an ongoing crisis. Chill out rooms mentioned. The school is clear that this is used ethically and recorded properly	The school will undertake a rationalisation process in relation to the guidance from MB. Student essential information to be rationalised onto one 'sheet' encompassing Behaviour / Communication / Sensory profiles. Detailed student information not needed to be displayed on walls. Class team to either have access to SIMs for detailed student profile information or a paper based folder for the detailed records. School to fully consider / act on the antecedent end of the ABC in development of behaviour plans.

		and is not a punisher. Planning to focus more on antecedent end of the ABC and a significant time before the behaviour occurs to pick up build up, setting conditions and the 'drip drip' phenomenon. As with most things in school they are most effective when 'owned by all concerned, students, staff on the ground and senior staff together.	
10.45 – 11.30	Learning Environment (arousal levels) – learning walk	Learning Walk about environments We surveyed most classrooms. Left 2 different sensory environment assessments to see if they are useful or can be adapted. There are noticeboards with 'teacher stuff' on. Need to decide why things are on the wall? Suggested that teachers and LSAa/TAs survey their rooms…What is working/not working? Can students be involved in this? Discussed curtains so that walls or boards can be covered and revealed as needed. Also, fabrics deaden sound. Don't forget lighting and use of dimmers to change arousal levels. Discussed resilience and that the world is a busy place but that students need access to a quieter place, be that in relation to sound, visuals smells. Decluttering may be useful. There were some good examples of this but do not necessarily want a sterile bland environment. Can key staff, not just teachers get together to	A rationalisation of what needs to be displayed on the walls / boards is to be used in teams from September. KW's detailed whole school analysis (with the MB steer) report to be used to inform the details in the decision making process on this topic. Our additional OT time to be used to assist in developing our environmental audit further. An environmental focus to be developed in teams in September informed by MB's guidance. Need to develop 'room narratives' to contextualise why a room is laid out and equipped in the way that it is.

		use the assessments to develop guidelines to be implemented incrementally to get evidence for what helps with a clear rationale. Rooms need to be right for the people in them!	
11.30 – 12.15	Best practice discussion re schemes of work and autism	Developing understanding of autism+/developing sense of self for students. Discussed how much students need to understand their autism. Jasmin has some good practice but needs permission to do more of it, using students lived experience and events in the world. Some students may benefit from really getting underneath and defining their autism. For other students this may not be the right approach.	New ASDAN approach (PSHE based) to be used by some teachers to address the autism consciousness points raised in this session. No 'permission' is needed as the planned work on autism will form part of the ASDAN broader work. Training and re-contextualising to be scheduled for 4th September to ensure misconceptions do not develop and that Teachers are all clear on the parameters of their work in this area.
13.15– 14.00	Best practice advice seeking – meeting sensory of our students with autism. What needs to be in place to meet the sensory needs of our students?	Sensory Issues training. Returning OT may be a god send here. Suggest that the effective method of developing the communication policy can be replicated. Start with staffs own sensory issues? MB to look at some examples of sensory profiles and diets if possible	DW/NC to work up a 2 term Sensory Action Plan (similar to the approach that we have taken in developing communication across the school). NC to contact Helena Demello with a view to engaging her as part of this whole school improvement strategy (done meeting Wednesday 12th July).
14.00 – 14.45	Review staff induction process re autism	Autism Induction and training. Check out AET training via the Bridge. Some training is free in tier 1 as basic for support staff I think.	Riverside School has already used the AET training via the Bridge, which we found useful and will re-engage as needed.

		The website info is good and could be adapted. Can be full for teachers and 'paired down' according to role. Could students develop a short film about autism and themselves, not forgetting the students who do not use speech as a primary communication mode. What happens in terms of ongoing autism training? Sometimes induction is good but after that it can tail off.	DW / NC have reviewed specific NAS training videos (online) with the intention of using these both in the induction process and the rolling training programme of the school. Presentation to SMT by DW / NC to be scheduled asap.
14.00 – 14.45	Review NAS Accreditation process	NAS Accreditation. Consider being clearer about what you want from the supporter. Have clear rationales about what you do and why, with evidence to back it up.	DW, using the MB guidance, to further develop the school's engagement modus operandi.

Date: 29th June 2017   **Focus:** From 'Good' to 'Outstanding'

Time	Strategic Direction Focus	Challenge Partner Adviser	School Feedback
9.30 – 10.15	**Strategic Direction 1** Discussion centre on: • School development review – main change elements over past 3 years • Ofsted Report review – main themes	MB reviewed how Riverside School reports student progress. MB noted that it might be advisable for the school to look to broaden the base of what student progress is reported.	MD / NC to use the MB guidance to re-frame aspects of how Riverside School reports student progress looking towards Team Spirit, Key Skills, Work Experience etc – to build up a more expanded and therefore complete set of reporting metrics.
11.30 – 12.15	**Curriculum Development** Review current proposals	MB reviewed the 2016 Summer Curriculum Conference Report and the 3 year curriculum development plans currently live at Riverside.	MB discussed the strategic direction embedded in curriculum development planning. MB endorsed the 3 year curriculum plan for the school. The leadership of the school will actively pursue the introduction of the 3 year curriculum / accreditation plan.
13.15– 14.00	**Strategic Direction 2** Discussion centre on: • SEF review • SiP review	MB advised the following in relation to the SiP and SEF. • The SiP could be improved with the addition of a success criteria column. • The SEF and SiP must focus on the real required improvements and actions of the school (which MB noted was the case with our SiP and SEF). • Have confidence in our judgements with the approach that we have taken.	MD / NC to review the SiP format. It may well be that the success criteria is actually embedded in the sub-headed title of each section – if it is then we need to sign post this fact more clearly.