

Autism Accreditation Assessment Turney School

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| Reference No. | 189 |
| Assessment dates | 10 th -12 th December 2019 |
| Lead Assessor | Jean Mockford |
| External Moderator | Sharon Hanner |
| Status | Not Accredited |

SECTION 1: CONTENT

About the provision

Turney School is a Foundation Special School and part of the Lansdowne Turney Federation that consists of two SEND schools in Lambeth, South London. Turney School is a provision for children and young people aged 4-19 years. The school is the Local Authority's designated school for children and young people with autistic spectrum condition and complex learning difficulties. The school focuses primarily on developing functional communication and language acquisition and encompasses social play and independence skills. This is taught through a flexible broad and balanced curriculum enhanced through specialist programmes supported by multi-agency professionals. The school provides a total communication environment with pupils using a range of AAC methods including objects of reference, PECS, Communication Books, Electronic Devices and Makaton.

Turney is on one site next to a mainstream primary school with which it has developed good links. The footprint of the building is relatively small and the school has used every space to ensure that classrooms are spacious, there are break out rooms across the school and hygiene areas for younger pupils. The creative playgrounds have been divided into separate areas with motivating equipment designed to support vestibular and proprioceptive movement. The Early Years classes have their own outdoor spaces to enable a 'free flow' environment.

Number of autistic people supported by the provision:

The school is registered to admit 150 pupils aged 4-19 years. It currently has 136 pupils on roll from 7 London Boroughs, 37 in EYFS/KS1; 36 in KS2; 45 in KS3/4 and 18 in KS5. Pupils in the Early Years Provision attend on a full time basis. In order to mitigate pupils not having a post 19 provision the school has extended its post 16 Department to include year 14. To assist the Local Authority in allocating places to EYFS the school opened a bulge class in September 2019.

Range of autistic people supported by the provision:

95% of pupils have a primary diagnosis of autism spectrum disorder. 5% of pupils have a diagnosis of severe learning disability, many have a secondary need related to an autism spectrum disorder.

The proportion of pupils from multi ethnic backgrounds is above national average with 18% being girls and 82% boys.

86% of pupils are eligible for free school meals and 56% are supported by social care (Children and Adults)

The school defines its 'least able' as those working at P4 and below and its 'more able' as those working above P8.'

A growing number of pupils have complex health needs that require multi agency support.

Outcome of most recent statutory assessment

Ofsted: May 2018 **Outstanding**

Ofsted Comments include:

- Staff benefit from high-quality individual training and guidance, including coaching and mentoring. Collaborative working with specialists and external agencies secures individualised academic and personal programmes for pupils. This leads to tangible improvements in the quality of teaching, learning and pupils' behaviour.
- Leaders and governors make sure that additional funding is used wisely to ensure that disadvantaged pupils achieve well. Interventions, such as one-to-one support for reading and activities to promote social and communication skills, remove some significant barriers to pupils' learning.
- The school has bolstered communication with parents and carers because leaders know that a strong partnership is critical in improving the life chances of pupils.
- Parents are particularly complimentary about how the school shares its expertise in promoting their children's communication and language skills. This gives them the confidence to try out the same strategies at home.

About the assessment

- The assessment took place over 3 days and was carried out by a Lead Assessor with support from a Moderator.
- The assessment team observed 22 sessions over a total period of approximately 9 hours. Observations took place across the full age range and included a wide variety of subjects. Transitions and less structured times such as breaks were also seen.
- Meetings were held with the Head of School, Assistant HT, NAS Leads, Middle Leaders with responsibility for Early Years/KS1, Key stage 2, Secondary, Communication, post 16 and Inclusion, HLTAs, TA, SALTs, Occupational therapist, Educational Psychologist and parents.
- Scrutinised documentation included autism specific policies, staff handbook, training folder, qualitative and quantitative assessment data, School Development Plan, School Evaluation Form, individual pupil plans, behaviour, sensory, SALT, Internal parent, staff and pupil questionnaires, lesson plans,

community involvement, Asdan folders, primary/ secondary/ post 16 transitions,

- The views of families of autistic pupils were obtained from questionnaires that were sent out by the school with 20 questionnaires being completed.
- The views of autistic persons were obtained from questionnaires completed by pupils with help from school personnel with 18 being completed.

SECTION 2: KEY FINDINGS

What the service does particularly well

What stood out as particular strengths:

- The outstanding commitment from all staff, at all levels, has ensured consistently high quality education and exceptional care for autistic pupils across the school.
- The significant investment in a high quality programme of CPD, that includes external and in-house training, particularly coaching and mentoring, has ensured that staff have a robust and specialist knowledge of autism specific approaches, that have enabled positive outcomes for pupils.
- Adults know their young people very well through thorough and detailed multi professional assessments, observations, discussion, reflection and ongoing sharing of good practice. This personalised approach means that even the most hard to reach youngsters are thriving and experiencing success in their lives.
- Working in collaboration with occupational therapy, the school has an outstanding sensory provision. Exceptional practice is embedded throughout the school with pupils routinely having access to sensory experiences, objects, equipment and activities, linked to the zones of regulation.
- Within the constraints of the existing school footprint the specifically designed autism-friendly environment reflects the robust knowledge and understanding of autism specific best practice seen throughout the school.
- A highly successful and comprehensive programme of communication experiences has been set up both within the school and out and about in the community. Pupils have structured opportunities to interact with their peers, teaching and support staff, members of the public and therapists.
- Outstanding Post 16 community opportunities enhance pupils' life skills and give them access to work experience, such as local volunteer projects with members of the public.
- Pupils' emotional well-being is paramount at Turney. Great care is used to undertake a detailed analysis of any concerning behaviour and additional personalised support is put in place as necessary. Pupils' behaviour throughout the assessment was exemplary.
- Collaboration with parents is highly valued and parents speak positively of the advice and support they receive from staff and therapists. The school has an

open door policy for parents as well as offering twice weekly drop ins and regular parents meetings.'

- The school gives specialist autism advice and support to a range of professionals working in local schools and colleges, as well as raising awareness of autism with members of the local community who come into contact with their pupils.
- Qualitative and quantitative data is available and is presented in a range of accessible formats. This information is used to inform decision making at strategic, classroom and pupil level.
- The quality and quantity of any supporting paperwork is outstanding, for example, information is colour coded, photographs support pupil information and progress, lesson plans are detailed and comprehensive questionnaires are differentiated according to their audience.

What else the service does well:

- The school encourages its staff to undertake research in the field of autism to enhance their own practice as well as sharing findings with colleagues at Turney and other local schools and provisions.
- Relationships between staff and pupils are outstanding. Pupils respond well to interactions, interventions and support.
- In structured and unstructured time pupils are given the opportunity to develop self-reliance.
- The free flow model in Early Years and Year 1 has successfully settled autistic children into school who are functioning at very low cognitive levels.
- Macro and micro transitions are well planned and support is personalised to the needs and ability of pupils.

What the service could develop further

Priorities for the service

- **No priorities for the school were identified by the team from this assessment**
- The school has identified seeking status as a Teaching School.
- The school continues discussion with Lambeth SEND in their quest to formalise their outreach provision.

Other areas to consider

- To embed the use of PECS in unstructured sessions such as lunchtimes and playtimes.
- To investigate further the use of technology to support and develop communication and independence.

SECTION 3: PROFESSIONAL DEVELOPMENT

- The Senior Leadership Team have built a unique culture of collaborative learning, coaching, mentoring and professional dialogue. There is a robust training programme in place with an outstanding model of rigorous succession planning.
- Inset Days are used for dedicated training from outside agencies and the school's multi agency team.
- The school has invested highly in the development and sharing of good practice. The school is keen to increase its expertise and grow its leaders from within its own ranks. Some middle leaders initially started at Turney as Teaching Assistants.
- Teachers are encouraged to undertake research projects at Masters level and use their findings to inform and enhance practice in school. The school has also cooperated with wider research programmes. It works with other autism providers across London to gain insights and share practice.
- Induction training is thorough with staff being coached throughout by a middle or senior leader and supported in class by an HLTA. The programme is comprehensive and includes good teaching practice alongside specialised autism specific methodology and practice.
- The school has 4 HLTAs who lead training for support staff. These include three 15-minute sessions, at the beginning of the day, for three days each week. The content for these sessions are targeted to priorities identified by the school or therapists. They are personalised to the needs of the pupils. These sessions can also include updates and refresher sessions on autism awareness, sensory/structure, TEACCH and SCERTS,
- The HLTAs have a flexible timetable that allows them use an in-reach style to work alongside support staff in class modelling PECS, TEACCH and Sensory interventions. If it is appropriate the HLTA can schedule a day working alongside a colleague in class.
- A significant investment has been made in the use of intensive interaction across the school. This training was undertaken by one of the HLTAs and has been cascaded to all staff and was being used actively throughout the assessment. Similarly with PECS. This was also used throughout the school and during the assessment support staff were observed learning how to use PECS alongside their more experienced colleagues.
- The Heads of Primary and Secondary and the Communication Lead respectively coach and mentor in the classrooms especially with new staff and / or those with identified development needs as part of their CPD. During the assessment more experienced staff were seen working alongside colleagues in the classroom offering specific guidance for identified pupils, for example guiding when it was appropriate to leave a pupil to self regulate or when to step in and direct to a calming activity.
- The school's multi agency team also deliver training and have been integral in introducing and supporting the work with zones of regulation and SCERTS.
- The Coaching and mentoring programme includes support for communication strategies (e.g. visuals, symbols, PECS, intensive interaction etc.) emotional wellbeing (e.g. sensory integration, self regulation, Zones of Regulation etc.), Planning and Assessing (e.g. lesson planning, formative assessment, Activities,

resources etc.) and Self reliance and problem solving (e.g. backward chaining, Independence, life skills, prompts etc.)

- The programme of Continuous Professional Development ensures that all staff, at all levels, have a robust specialist knowledge of autism specific best practice methods and approaches. Systems are in place to ensure that practice is highly personalised and maintained at a consistent high level throughout the provision.
- Feedback from training is positive with internal monitoring showing that the vast majority of staff agree or agree overall that the training is highly informative, detailed and effective.

SECTION 1: CONTENT

SECTION 4: PERSON CENTRED SUPPORT

Turney School uses a multidisciplinary approach, working closely with a range of internal and external professionals to support the pupils. They apply a holistic approach to learning, and work closely with Speech and Language Therapists, Occupational Therapists, an Educational Psychologist and an Art Therapist. Other multi-agency professionals include the School Doctors, School Nurse, CAMHS, MHL, Social Care, Sensory Impairment (VI & HI) and Specialist Dieticians.

Methods and approaches are implemented through an holistic tiered approach. At whole school level the multi-disciplinary teams support a comprehensive core provision of autism specific programmes and strategies. At targeted level pupils are put into specialised groups, matching their areas of need alongside other pupils who have similar needs. Multi-disciplinary professionals meet with class teams regularly to support them in implementing specific strategies. At specialist level pupils are seen for direct one-to-one support, in blocks, setting specific goals to be achieved during the intervention, sharing those goals with school staff and parents/carers at home for consistency and carryover.

Differences in Social Communication

- At Turney the support for pupils' communication skills is at the core of its provision and therefore is incorporated throughout the day in a "total communication" setting.
- All staff are trained in PECS, Makaton, Teachers and TAs consistently use visuals, Makaton and Intensive Interaction to promote communication and allow pupils to become as independent as possible within their daily routines.
- A minimal language approach is applied across the school to support communication through visuals, body language and Makaton signing. The use of a combination of Augmentative and Alternative Communication systems ensures that they meet the individual pupils' preferred means of communication.
- There are designated social communication lessons where pupils work in groups according to their needs/profiles and learn how to communicate effectively and work together in peer groups.
- Structured and highly differentiated activities are planned and implemented to motivate pupils to participate in group activities, such as following a recipe or building a train. These are set using the principles of Lego Therapy and are supported by the SALT team.
- The SCERTS approach is also used to support pupils' social communication skills, giving them appropriate strategies to self-regulate. This is done in collaboration with parents/carers to support pupils at school and at home.
- Staff focus on functional communication and the development of joint attention. They plan and implement highly differentiated individual and group activities to promote pupils' social communication skills. They assess, monitor

and evaluate the impact of these activities by designing detailed plans and picture assessments to show progress. Staff providing the sessions and interventions have been trained and are supported by the SALT and OT Teams.

- There has been significant investment in Intensive interaction. All staff have been trained and it is used as an approach to teach the pre-speech fundamentals of communication and interaction with pupils who are still at an early stage of communication development.
- Intensive Interaction is used throughout the day in order for pupils to gradually begin to enjoy other people's company; build self-esteem; understand feelings; trust people and objects; increase self-security; understand facial expressions and body language.
- Through Intensive Interaction, staff make connections with individuals to create an enjoyable exchange, reduce challenging behaviour and develop communication skills.
- The school has created a small brochure about Intensive Interaction to remind staff key facts about it. Pupil- Centred Sessions take place several times a day on a one-to-one basis.
- Turney also use Social Stories help their pupils develop their social understanding and to describe certain events, activities or situations such as a trip out into the community. Parents are able to support their children at home with social stories written by the school.
- As most of the pupils in the reception classes are on a pre-PECs phase, the school uses objects of reference to aid smooth transitions and enable the pupils to build strong links between their daily routines and representative objects.

Summary of findings from observations.

- **All** staff across all lessons made themselves understood by simplifying or structuring verbal language and providing visual cues.
- **All** autistic pupils were given access to AAC or communication tools to make themselves understood and to be able to participate in lessons.
- **All** autistic pupils were provided with the opportunity and purpose to interact with staff and each other.
- Pupils were seen to independently initiate requests within lessons and at snack times.
- In Lego Therapy visuals were used to remind and reinforce prior learning. Language structures were modelled. SALT deliberately chose incorrect colour and was corrected appropriately by pupil. Time was given for processing.
- In an Early Years lesson a pupil was playing with different coloured feathers. He threw them in the air and the TA followed his lead. There followed a text-book example of intensive interaction.
- Paired activity – monkey game. Pupils using appropriate language to request different coloured monkeys. Adult intervened if a full sentence hadn't been used.
- Communication session- activities differentiated with different levels of communication from PECS for initial exchange using motivating toys to a pair of pupils collaborating on a sequencing activity.

- Music lesson – Focus on communication and interaction using glockenspiels, keyboards and notation

Self-reliance and problem solving

- The highly structured physical environment, work areas and differentiated schedules ensure that expectations are clear and explicit whilst developing pupils' independence skills and reducing direct adult prompting. The school use a unified "Turney approach" of a workstation set-up across the school.
- In the early years and KS1 the school has adopted a free flow model, both in and out of the classrooms, and areas are clearly demarcated allowing pupils to have a wide range of choice of activity.
- In KS2 pupils are class based and elements of TEACCH, SCERTS, PECS/AAC and intensive interaction provide the pupils with consistency and a well-structured and safe educational environment.
- In KS3/4 pupils follow a secondary mainstream model and transition to different rooms for different lessons. This gives opportunities to work with different people and helps them become more independent.
- In the Post-16 (KS5) pupils are prepared for adulthood and much of their learning takes place out of school. They are encouraged to wear appropriate clothes for work experience that include overalls, safety glasses and gloves.
- The pupils attend and help the 'Action for Children' Charity weekly. They also work in the local community undertaking projects such as cleaning or maintaining the local church, clearing nearby parks of litter, putting new plants into planters outside Herne Hill station, weeding or recycling at the local allotment.
- As part of their work experience some pupils are given different in-house jobs such as assisting the school's premises manager with sweeping, maintenance, cleaning the school buses or giving out and collecting registers for the office staff.
- Pupils are encouraged to be involved with fund raising for charities such as 'Animal Shelter', 'National Autistic Society' and 'Cancer Research UK'. The pupils make simple snacks in the school's cafe, such as chicken and salad wraps and then offer them to staff for a small donation.
- Pupils go to the local café where they learn to manage money independently and to Crystal Palace sports centre for swimming lessons and Herne Hill Velodrome.
- Across the school many opportunities are made for enrichment experiences that help pupils encounter change and develop self-reliance. Visits include museums, city farm, parks and historical buildings.
- KS2 pupils were given a list of items for the Early Years classroom and they shopped in IKEA, located items, paid for them and helped staff set up a new home corner.
- Organisation at Transition times ie years 6/7 and post 19 are very tightly structured with planned visits and taster days, differentiated social stories and communication passports.

Summary of findings from observations

- **All** autistic pupils had access to visual schedules, checklists, objects of reference and were either able to work out what to do next independently or were being supported to reach that goal.
- **All** autistic pupils were encouraged and supported to make their own choices and to undertake activities by themselves. Pupils were not observed 'waiting'.
- **All** autistic pupils were given the opportunity to express opinions and make decisions. This was more evident with the more able and older pupils.
- Differentiated Now-Next Boards support transitions between activities and learning/work/play and other areas.
- Music is played at lesson change in the secondary department and transitions are calm and organised.
- Pupils are encouraged to work independently with TAs stepping in as necessary.
- In the cafe pupils were able to choose a partner to work with, set up a game and play independently.
- In Food Technology pupils followed differentiated menus and collected equipment and weighed ingredients with minimal support.
- In a communication session pupils were encouraged to work independently on a shared activity.
- The books in the school library have been colour coded so pupils can take responsibility for keeping them organised and tidy.
- In PE pupils given opportunity to independently demonstrate their learning to their peers.
- When staff recognised that a pupils' arousal levels were increasing they were asked if they wanted a break rather than just taking them.

Sensory Experience

- The School has developed the "Turney Sensory Profile" in collaboration with the Senior Occupational Therapist. This has been achieved through researching different published models and adapting them to create an assessment tool that is personalised for their pupils.
- A sensory audit was undertaken across the school using the AET model to check consistency across the school.
- Each classroom has a "Sensory Profile folder" and teachers assess the sensory differences of their pupils to then identify appropriate strategies to support them.
- The sensory profiles are used to inform everyday practice and tailor the programmes of sensory and movement breaks for individual pupils.
- Staff are given strategies to support pupils who may be experiencing sensory overload. This includes a detailed list of items that pupils can chew, lick/suck or crunch/munch.
- Every class is equipped with interactive resources based on 'zones of regulation'.

- The Occupational Therapy Team work with staff by observing, implementing and reviewing the pupils with complex sensory needs.
- The environment has been adapted to be as low arousal and calm as possible. Work displays and shared information are kept at a minimum. All classrooms have one notice board which is located as far away as possible from pupils' workstations and one display board with pupils' work. Throughout the school, information boards are kept at a minimum to reduce visual clutter.
- Lunch and play times have been divided into specific time slots to ensure pupils can have their lunch and interact with each other in a quiet environment. Relaxing music is used to support pupils that may get overwhelmed by loud noises.
- Play areas have demarcated zones where pupils can choose to engage or not with the activities provided. Some zones have structured activities designed to reduce anxiety. Pupils can move freely between areas.
- There is a designated calm area with very limited visual stimuli, ear defenders and beanbags where pupils can go to if they are overwhelmed by sensory input.
- There are visuals available so pupils can request a quiet space such as a sensory hut or quiet room if they need to.
- There is an open play area where pupils can run freely or play football or other active games, a gym, climbing equipment and opportunities for vestibular and proprioceptive support.

Summary of findings from observations

- **All** autistic pupils had access to sensory activities that they found relaxing and enjoyable.
- **All** autistic pupils were able to tolerate sensory experiences within a safe and secure context.
- **All** autistic pupils were supported to regulate sensory experiences that interfered with what they were trying to do or caused discomfort.
- All classrooms, break out rooms and play areas had a vast amount of sensory equipment, toys, objects and activities.
- The whole curriculum was underpinned by a sensory approach. It is difficult to separate the examples of sensory interventions as they were integral to the teaching and learning process.
- Staff know their pupils' sensory needs very well and recognised when they need a break or some intervention. Pupils were seen to be encouraged to self regulate.
- In the Early Years all activities and resources were mindful of sensory needs.
- In Food Technology pupils were encouraged to smell the ingredients and encouraged to rub the pastry in by hand.

Emotional well-being

- The school has a clear assessment pathway for identifying necessary interventions to manage pupils' emotional well-being and behaviour. These are Zones of Regulation, positive support plans, ABC forms and then intervention from external agencies such as CAMHs.
- The Zones of Regulation are incorporated into the Positive Support Plans as a whole school approach with universal strategies. Where needed, pupils have their own bespoke plan incorporating individual support and strategies.
- Pupils develop their ability to regulate and manage their emotional arousal through self-regulation, mutual-regulation and recovery from dysregulation in order to access learning.
- All teachers have been trained in the use of the Zones of Regulation and are able to identify when a pupil is not coping and step in appropriately.
- The positive support plans list indicators / behaviours that alert the adult to the possibility that the pupil may need some support. They are colour coded red, orange and green. Concerning behaviours are identified and strategies listed. There is also information about how the pupil presents when he is in the green zone and calm.
- Since the whole school approach to sensory has been in place behaviour across the school has significantly improved. The school discussed an example – a pupil came to the school with 2-1 support. There were regular incidents of self harming, harming others, destroying property. The data collected for this pupil shows that the incidents reduced from 60+ per month to 1 or 2 over a period of 8 months. The school has analysed the data and knows that it is the combination of a focus on structure, communication, SCERTS, sensory, social stories and strong home/school links.
- There are break out rooms available for students to self refer into or for adults to suggest to a pupil that they might like a break.
- The opportunities given to older pupils to take part in community events has boosted self-confidence and esteem and given pupils a better self-image.
- **Summary of findings from observations**
- **All** autistic pupils present as happy, relaxed and content. There were no signs of anxiety or distress observed.
- **All** autistic pupils appeared to experience a sense of completion and achievement.
- **All** autistic pupils are supported to understand and regulate their emotions.
- **All** relationships between autistic pupils and the staff were purposeful and positive.
- **No** physical restraint was observed during the assessment
- Throughout the assessment there were no observed incidents of inappropriate behaviour. Pupils were very respectful to each other and to the adults.
- Pupils moved calmly around the building as the school has a one-way system that prevents corridors getting blocked and pupils having to meet too many other pupils as they are transitioning.
- Staff use minimal language in class supported by visual cues which creates an

air of calm and reduces stress.

- Pupils were praised regularly by staff, using 'high fives'. This boosted confidence and pupils were happy to receive them.
- Intensive interaction supports positive relationships and this approach was seen on many occasions especially in early years, communication sessions and music.
- Staff were seen to be very skilled at stepping in and stepping back when supporting students – a very proactive approach.

SECTION 5: CONSULTATION AND WORKING

With autistic people

- It was not possible to gain the views of the young people directly during the assessment as they were mainly non verbal or had limited language and it would have needed time to gain trust and confidence for them to communicate with people that they were not familiar with.
- The school has evidence of in-house pupil questionnaires that have been undertaken regularly to try and gain feedback on how pupils are feeling in school. These are differentiated with some just having happy or sad faces to circle, some with short sentences using writing with symbols and some with simple text.
- The school also has used support staff to observe pupils over a short period of time, such as 6 months, to record the types of activities they like, what causes them distress and how they can be helped to self regulate. This information is used to advise and inform adults who work with the young person.
- 18 pupils completed the questionnaires that were sent out as part of the NAS assessment. There was a 100% positive response to the care, support and understanding that they receive.(see findings at end of this report)
- Pupils are encouraged to contribute to their annual EHCP meetings. As appropriate pupils have their own PECS books. Older pupils who are transitioning to College have communication passports.
- Pupils are given plenty of opportunities to make choices. These choices include paired activities, work, food, leisure, preferred sensory experiences and activities,
- During the assessment the pupils were seen to be happy and engaged with all staff. Relationships between adults and pupils were positive and respectful.

With the families of autistic people

- Parents are effusive in their praise for the school. The school has an open door policy and parents feel included as part of the school community.
- As well as regular more traditional parents' meetings the school hosts two afternoon drop in sessions for parents. These are led by two HLTAs who offer group support, 1-1 targeted support, training and advice.
- Parents are supported with completion of forms, such as applications for DLA.
- Parents are supported with preparing their child for appointments such as hospital, haircuts and day to day life skills.
- Parents are taught PECS and how to use visual sequences / timetables to help structure activities at home such as bedtime routines.
- Parents are given personalised resources to help with their child at home.
- Parents have home/school books but all say that they can just ring the school if they have a concern and similarly the school will also ring them.
- Parents that were interviewed during the assessment said that they were impressed with the life skills that their child had learned and how much easier it was to do day-to-day activities now with their child. Parents said they received social stories to help with change. One parent told of how the school has helped her child to begin eating again. One parent said her life had been transformed with the support she receives for her twins.
- 20 parents completed the NAS questionnaire. 100% of parents said that support their child received was mostly or always good. 90% of parents said that the understanding that staff had for their child's needs was mostly or always good. 95% of parents said that the way they were kept informed and asked their views were mostly or always good and 95% felt that the advice they were given was mostly or always good. No parent felt the support they received was poor.
- The school has invested in weekly EP support who meets with parents as appropriate. Other therapists also meet with parents as required.

With the wider community

- Turney School works closely with other provisions to support a range of professionals in meeting the needs of their pupils including: Lansdowne School, Larkhall Resource Base, Lambeth Outreach Service, Rosendale School, JAGS, Dulwich Boys, Hill Mead Primary School, Elm Court, Livity School, Micheal Tippet School and College, and Lambeth College.
- Both schools in the Turney Lansdowne Federation work closely to ensure the best possible outcomes for the children and young people through shared staff knowledge and training. In line with their shared ethos, children and young people work across both schools. They have shared PSHCE and work experience programmes, as well as the opportunity for young people to move across the Federation at KS3 and KS5.

- The school also has an inclusion programme with the next-door mainstream school. They identify groups of pupils that can access and benefit from social interaction with same-aged peers. A Higher Teaching Level Assistant supports pupils to join in lessons keeping records of the activities undertaken. The pupils of the mainstream school can also visit and use some of Turney's facilities such as sensory rooms and playgrounds during allocated times.
- The Support includes: Understanding Autism and Basic Strategies to Support children and young people: Anxiety and behaviours associated with autism; Communication and Social Skills; Independence and Life Skills; Sensory Processing and Strategies; Visuals; Developing attention
- The format of the support varies, based on the requirements of the different educational provisions and can be classroom based observations, modelling best practices, meeting with staff to plan specific interventions/approaches, support to plan transitions for specific pupils or sending Turney staff out to provisions to mentor TAs and teachers.
- In addition, Turney has provided support to a consultant in planning delivery of international autism awareness courses (CASHE Level 3) units included: Effective strategies to support SEN pupils in the classroom; Essential skills for Learning Support Assistants; The seven keys to open the world of an Autistic pupil; Parents as partners – effective strategies to engage parents of pupils with SEN.
- The school has also provided international support for Brunei Darussalam and Ethiopia after being approach by the Education Development Trust.
- The Head of School has also been approached by the school's NHS school doctor to provide support for a new doctor joining their service in January. This outreach will be planned to enable the professional to identify how OT, SALT and autism specific approaches are applied in specialist provisions.
- As part of their ASDAN programme the Post 16 group go into the local community to participate in community volunteering projects. They distribute information leaflets that explain about autism to raise awareness. The leaflets give some basic information about 'what is autism' 'how do autistic people experience the world' 'What can I do to support' and 'where can I find more information'
- The post 16 group also go to the sports facilities at Crystal palace where the coaches have been made aware of autism and some now use Makaton. Similarly at the local velodrome.

SECTION 6: SUMMARY

Turney School is an outstanding provision for children and young people with autism.

Both Education and Therapy work together to ensure that autism specific best practice is in place across the school. An exceptional model of in-house coaching, mentoring and modelling supports a strong programme of professional development that is based on current and forward thinking research.

Parents feel very well supported and have access to informal advice and training.

The school has a wealth of quantitative and qualitative assessment data that is presented in a range of formats that are accessible and of practical value to staff, professionals and the pupils' families.

The pupils are happy in school and relationships and behaviour are exceptional.

The school offers informal advice, support and training to neighbouring schools, colleges and professionals and is keen to formalise this support in the future.

APPENDIX 1: RESPONSE TO QUESTIONNAIRES

Family Questionnaire Feedback

| The support my relative is given is... | | | |
|--|-------------------------|------------------|----------------|
| | | Response Percent | Response Total |
| 1 | poor | 0.00% | 0 |
| 2 | ok, but could be better | 0.00% | 0 |
| 3 | mostly good | 15.00% | 3 |
| 4 | always good | 85.00% | 17 |
| | | answered | 20 |
| | | skipped | 0 |

| The understanding that staff have for my relative's autistic needs is... | | | |
|--|-------------------------|------------------|----------------|
| | | Response Percent | Response Total |
| 1 | poor | 0.00% | 0 |
| 2 | ok, but could be better | 10.00% | 2 |
| 3 | mostly good | 15.00% | 3 |
| 4 | always good | 75.00% | 15 |
| | | answered | 20 |
| | | skipped | 0 |

| The way I am kept informed and asked my views about how my relative is supported is... | | | |
|--|-------------------------|------------------|----------------|
| | | Response Percent | Response Total |
| 1 | poor | 0.00% | 0 |
| 2 | ok, but could be better | 5.00% | 1 |
| 3 | mostly good | 15.00% | 3 |
| 4 | always good | 80.00% | 16 |
| | | answered | 20 |

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

| | Response Percent | Response Total |
|--|------------------|----------------|
| | skipped | 0 |

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

| | | | Response Percent | Response Total |
|---|-------------------------|-------------|------------------|----------------|
| 1 | poor | | 0.00% | 0 |
| 2 | ok, but could be better | <div></div> | 5.00% | 1 |
| 3 | mostly good | <div></div> | 10.00% | 2 |
| 4 | always good | <div></div> | 85.00% | 17 |
| | | | answered | 20 |
| | | | skipped | 0 |

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

| | | |
|---|--------------------------------------|--|
| 1 | 17/10/2019 15:22 PM ID: 129250512 | my child comes home very calm and i like the support the teacher gave me to use at home the head pressure helps him keep calm |
| 2 | 17/10/2019 16:37 PM ID: 129256649 | I am happy with way the school takes care of my son and im also happy with the progress he has made so far at the school.The staff are very helpful,understanding and very kind. |
| 3 | 17/10/2019 17:12 PM ID: 129259500 | the school is good and they help a lot |
| 4 | 17/10/2019 17:44 PM ID: 129262155 | The school is always so supportive. The understand my son's needs and they are developing all his educational skills alongside his communication skills and his social skills. We are very lucky to have such a great school for him. |
| 5 | 14/11/2019 00:17 AM ID: 130844043 | Our child has uncontrolled epilepsy, ASD and ADHD as well as severe learning disabilities and challenging behavioural issues. Put simply the care, support and consideration given by all staff at Turney is always superb. Without their dedicated and expert help as parent carers we would have broken down some time ago. The school is very person centred and has made some significant adjustments in order to enable our child to access the curriculum, engage with other children, have a fun and rewarding experience despite her significant and complex condition. Our child absolutely loves going to school at Turney and responds brilliantly to staff there - it is the most significant and positive activity she is able to enjoy and has hugely enhanced her life. |

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

| | | | Response Percent | Response Total |
|---|--------------------------------------|---|-----------------------------|---------------------------|
| 6 | 16/11/2019 21:55 PM ID: 131079060 | My child has had a tremendous progress. Especially with the social groups that he is attending. He is more willing to play with his brothers and take turns, He now knows how to approach our family members saying hello and how are you. I am extremely happy with Turney and I cant thank enough the teachers and support staff!!!! | | |
| 7 | 16/11/2019 21:58 PM ID: 131079099 | I am thankful to all staff at Turney for improving my son's wellbeing and our family's. I have attended all the parents groups that they offer and have given me so much knowledge about how to support my child at home and understand his needs. My child is a different person, he comes home calm and I always get pictures and feedback about his week and his learning from his teachers. | | |

Autistic Persons' Questionnaire Feedback

The support I am given is good?

| | | | Response Percent | Response Total |
|---|-----------|-------------|-----------------------------|---------------------------|
| 1 | Yes | <div></div> | 100.00% | 18 |
| 2 | No | | 0.00% | 0 |
| 3 | Sometimes | | 0.00% | 0 |
| | | | answered | 18 |
| | | | skipped | 0 |

Staff understand me and my needs

| | | | Response Percent | Response Total |
|---|-----------|-------------|-----------------------------|---------------------------|
| 1 | Yes | <div></div> | 100.00% | 18 |
| 2 | No | | 0.00% | 0 |
| 3 | Sometimes | | 0.00% | 0 |
| | | | answered | 18 |
| | | | skipped | 0 |

The staff listen to me on how I want to be helped

| | | | Response Percent | Response Total |
|---|-----------|-------------|-----------------------------|---------------------------|
| 1 | Yes | <div></div> | 100.00% | 18 |
| 2 | No | | 0.00% | 0 |
| 3 | Sometimes | | 0.00% | 0 |
| | | | answered | 18 |
| | | | skipped | 0 |

Who just completed the questions above?

| | | | Response Percent | Response Total |
|---|---|-------------|-----------------------------|---------------------------|
| 1 | The autistic person by themselves | | 0.00% | 0 |
| 2 | The autistic person with support | <div></div> | 27.78% | 5 |
| 3 | A staff member who represented their views | <div></div> | 72.22% | 13 |
| 4 | A family member or friend who represented their views | | 0.00% | 0 |
| | | | answered | 18 |



APPENDIX 2:

Additional comments from service

(This should be any further information that the service believes will provide a context for the award committee. Compliments and complaints should be referred directly to the relevant Senior Adviser)



APPENDIX 3: APPLICATION FOR ADVANCED STATUS (if submitted)**APPLICATION FORM FOR ADVANCED STATUS**

| | |
|--|---------------|
| Name of registration: | Turney School |
| Date when provision was last accredited; | 15.03.2009 |
| Contact person: | Jo Tovey |
| Adviser: | Elaine Moody |

Comments made by the provision should be factual and if necessary can be evidenced.

Criteria 1: Does assessment of the provision confirm that there are many considerable areas of strength within the service in relationship to the Autism Accreditation Standards with no or minor actions for development? *This will be addressed within the assessment report and does not require further comment.*

Criteria 2: Is the service considered to have outstanding features in meeting statutory requirements related to outcomes for autistic people?

Please provide a website link to the relevant reports and any additional comments that might be helpful in interpreting the reports. If the service is not accessed by a statutory body, please write n/a



OFSTED Inspection Outstanding: <http://turneyschool.co.uk/turney-school-may-2018-ofsted-inspection-outstanding/>

Turney School Evaluations: <http://turneyschool.co.uk/information-for-inspectors/> This document is a summary of the school's strengths, vision, future aims and progress.

Criteria 3: Is a high-quality programme of continuous Professional Development in place.
Does it ensure that staff have a robust specialist knowledge of autism specific best practice methods and approaches?

Please provide a description of the professional development programme specific to autism (max 250 words)
Our Inset Days are dedicated to trainings from outside agencies and our team of professionals (SaLT, OT, EP, School Nurse). We offer: Positive Handling, SCERTS, Total Communication Strategies, Sensory Processing Difficulties, sensory diets and movement breaks, functional skills, backward chaining, Safeguarding and Data Protection, Behavioural Feeding, AET Good Autism Practice, Administration of medicines, PECS, AAC and TEACCH.

There is a robust induction programme of three 15-minute morning sessions for all support staff (especially new staff). The trainings are delivered by our Higher Level Teaching Assistants who have created theoretical and practical activities for autism training to be as effective as possible. Our HLTA's are highly trained and collaborate closely with Senior and Middle Leaders to inform the trainings they deliver. Learning walks and feedback from the trainees inform our next steps. The Coaching & Mentoring programme for new staff ensure they are aware of our policies and procedures. The programme allows for ongoing support tailored to the needs of the individuals in order to support pupils.



Our Teachers, Senior & Middle Leaders and HLTA's attend trainings outside of the school premises; sharing their knowledge and new skills during meetings/briefings.

All staff members meet in class teams daily to share what went well and areas for improvement including Positive Support Plans, Individual OT programmes, sensory integration and communication strategies. Twice weekly 1-hour teaching meetings are used as learning communities to review and enhance autism best practice and includes teachers, middle leader, senior leaders, SaLT , OT and EP.

Criteria 4: Is feedback from autistic people and their circle of support excellent showing that the service is held in very high esteem and its work is greatly valued? *This will be primarily based on surveys carried out by Autism Accreditation as part of the assessment process.*

Plases provide any further evidence of feedback from autistic people or their families e.g. results of surveys etc. (max 250 words)

Pupil questionnaires and differentiated and designed to find out if our pupils feel happy and safe at school. This allows the school to analyse pupil feedback and make changes swiftly in order to meet individual and groups differences. Recent environmental changes include background music during lunchtime, clearly defined quiet areas, additional afternoon playtime sessions for Primary pupils and reducing numbers of pupils in play areas.

We value the feedback from autistic pupils' circle of support, and have created surveys and questionnaires to explore their views about the support their children and young people receive at school and what could be offered to support them further at home. Feedback shows that the school's work is greatly valued by parents and carers. They were very complimentary of the school during our OFSTED inspection, especially for our continuous effort to share our expertise with them in promoting pupils' communication and language skills. Parents/carers particularly benefit from our weekly workshops and individual bespoke support sessions.



Excellent feedback in our home-school communication books is also regularly received. Parents/carers comment about how happy they are about their children/young person's progress and support at school. We have shared some of their comments on our website. We always communicate with parents/carers to find out what they need more support with.

Criteria 5: Is the service established as a centre of excellence in the field of autism, sharing its expertise through quality consultation and training as well as actively contributing to research into autism and innovations in practice?

Plases provide any further evidence of feedback from autistic people or their families e.g. results of surveys etc. (max 500 words)

Turney School is continuously contributing to research into autism and innovation in practice through taking part in research studies. Studies include:

- UCL, Institute of Education: Interviews with teachers to investigate their perceptions of using robot technology with autistic pupils. This research study is part of the DE-ENIGMA project (European Union's Horizon 2020 Research and Innovation Programme) which is developing artificial intelligence for a commercial robot (Robokind's Zeno). The robot is being used for an emotion-recognition and emotion-expression teaching programme to school-aged autistic children.
- Kings College London, Institute of Psychiatry, Psychology and Neuroscience: The research project is called "The Paediatric Autism Communication Trial-Generalised". Its aim was to investigate whether PACT-G therapy improves the social communication of children with autism. The PACT trial showed communication with parents and their autistic child and was adapted to investigate whether the therapy can show improvement in both schools and homes to be generalised across settings.



- UCL, Institute of Education: This research project investigated SEN pupil communicational choices when interacting with peers and adults. Communication choices were observed to adjust to the space and circumstances of the interaction. The nature of the pupil's disorder and interlocutor were also determinants in pupil communication choice. The Project results derived from observations of four pupils with Autism in our school and interviews of twelve teaching staff relevant to the pupils.
- University College London, Birkbeck University London: This project was titled "The effects of Intensive Interaction on visual social attention in children with ASD (Master Thesis)". With the method of eye tracking this project aims to find out how intensive interaction affects the children's gaze when looking at some social stimuli. The researcher looks at the duration of their gaze when looking at some faces presented on the screen and if there were any significant differences before and after the intervention with intensive interaction.
- UCL, Institute of Education: This research titled "Researching the educational effectiveness of bilingual and monolingual teachers regarding the needs of bilingual- multilingual pupils: A comparative study for non-Native-English-speaking-teachers (NNESTs) and Native-English-speaking-teachers (NESTs)" aimed to explore how bilingual – monolingual teachers are effecting the language development of pupils and if pupils who are bilingual have language barriers when they are on the Autism Spectrum.

We provide weekly parent/carer workshop with our communication team providing support to groups as well as individuals bespoke training for parents/carers. Our SaLT and/or OT teams, school nurse/doctor provide regular workshops. The training offered to parents/carers is of high quality and shares best practice on all Turney's approaches. We are proud of our open-door policy that offers the opportunity to families to meet with us at any time.



As part of our Post-16 work experience projects, pupils engage the local community by giving out brochures about autism awareness and advice on how they can make their environment more autism friendly. The Federation works closely together, sharing expertise and training. Leaders and teachers work together with new staff in both schools offering trainings, coaching and mentoring.

Criteria 6: Are assessments informed by specialist expertise and grounded in a robust understanding of the nature of autism?
Is assessment data collated and presented in a range of formats so that it is accessible and of practical value to staff who have different levels of contact with the autistic person, as well as the autistic person and their circle of support?

Please provide any further evidence (max 500 words)

Assessment Tools include:

EYFS Small Steps Profile

- Allows practitioners to measure the progress and celebrate the success of children who develop at a much slower rate than typically developing children.

Engagement 4 Learning Framework

- Enables practitioners to explore and identify effective teaching and learning strategies for pupils with complex learning difficulties and disabilities (CLDD), as well as to record, measure and demonstrate learning outcomes for these pupils in a meaningful way.

MAPP (Mapping and Assessing Personal Progress)

- A suite of materials developed to facilitate the planning, assessment and recording of progress in relation to personal learning intentions. In particular it provides a way of recognising lateral progression..

PIVATS

- Provides a structured approach to assessing, planning for learning, tracking and measuring small steps in attainment, focusing within the PIVATS structure on small steps within the P scales up to the revised national curriculum Y4 age related expectations.

AET Autism Spectrum Progression

- Related closely to autism 'differences' as described within other AET materials, and the impact of these on the pupil's social,



emotional and learning needs, their independence and community participation. The main Progression Framework areas are:

- Social Communication
- Social Interaction
- Social Imagination / Flexibility
- Sensory processing
- Emotional understanding and self-awareness
- Learning
- Independence and community participation

SCERTS

- Focuses on building competence in Social Communication, Emotional Regulation and Transactional Support

EHCP Outcomes and IEPs (Individual Education Plans)

- To set out what needs to be achieved by the end of a phase or stage of education that SMART: Specific, Measurable, Achievable, Realistic and Time Bound
- IEPs to set short term targets outside the EHC plan in order to track the benefit or difference made to an individual as a result of an intervention

The way our pupils learn directly affects the way in which we assess our pupils' development. Each individual pupil is on their own "learning journey" and as such each pupil needs to be assessed on their own pathway. Teachers strategically plan lessons with clearly differentiated learning intentions, and implementation clearly identifying the support that each autistic pupil needs to access the learning. Daily discussion with classroom staff allows for swift changes to support. On going differentiated pupil feedback ensures understanding and collaboration (high-five, star-given, self-assessment, peer-assessment). Collaboration with parents/carers include weekly homework to provide the opportunity to parents/carers to share in their child's learning. As well as EHCP reviews, there are six parent/carer evenings per year provides the opportunity to discuss and share children's progress and the support they receive.



Assessments not only inform the learning pathway for individuals, but also the support the individual requires to access the learning and other life and independent living skills. Sensory profiling enables Positive Support Plans to be devised, as well as programmes and interventions such as sensory diets and movement breaks. On going PECS and SCERTS assessment enables pupils communication passports to be provided with appropriate communication programmes and support given.

Criteria 7: Does the service provide highly creative and very personalised support based on a thorough and up-to-date understanding of how each autistic person communicates and socially interacts; their independent living skills and the impact of external factors including sensory input on their emotions and well-being? *This will be primarily based on observations of practice carried out by Autism Accreditation as part of the assessment process.*

Please provide any further evidence (max 250 words)

All our pupils are assessed at various levels and for different purposes in order to identify a personalised approach to communication, interaction and learning. SCERTS and PECS assessments provide all adults working within our school the information about how to best interact with individuals and their preferred way of communication (PECS, communication books, Makaton, AAC high tech device etc). Communication groups are well organised and include sessions following the principals of Lego therapy promoting peer interaction, developing turn taking skills and engaging pupils in group activities. Independent living skills are promoted by approaches such as 'backward chaining' used every day in school in order to assist individuals becoming as independent as possible such as doing their laces, buttons, and confidence with washing their plates or clothes.

A bespoke and unique sensory assessment has been created to inform autistic pupils' Sensory Profiles and support their everyday wellbeing. Designed and based on formal sensory profiles and modified according to our



pupils' needs, help staff identify appropriate strategies and incorporate them into everyday routines. This is supported by our OTs and provides staff with the tools to create individualised timetables, sensory and movement breaks as well as the level of support needed for each pupil.

All pupils take part in weekly outings to local shops, cafes as facilities. Termly visits to museums, farms, playgrounds and shopping centres enables pupils to transfer their life skills into the community. Older pupils embark on travel training, learning how to be safe and interact with autistic and non-autistic people outside of school.

Criteria 8: Has the service collated an impressive range of qualitative and quantitative data which provides compelling evidence of the considerable positive impact it has had (both in the short-term and in the long-term) on the lives of autistic people? Can it demonstrate that it is truly inspirational in what it is able to achieve?

Plases provide any further evidence (max 1000 words)

The support that we provide to each autistic individual is highly personalised. We use a combination of different approaches and methods (TEACCH, SCERTS, PECS, Makaton, Intensive Interaction, Attention Autism, Social Stories, Positive Play, Visuals, Communication Books etc) to ensure all our pupils access a safe environment and which gives them equal opportunities to learning and becoming independent. Notes from Learning Walks and Observations shows clear evidence that we meet our pupils' needs. Teachers plan lessons effectively, making maximum use of lesson time and coordinating resources. Pupils are fully engaged in their learning and enjoy the work and challenge that is provided. New teachers follow our coaching and mentoring programme to ensure they are continuously developing their skills and its effectiveness. Case studies of pupils' progress shows that



our pupils are succeeding and very often making exceptional progress. We have created unique success stories that show evidence of individual progress with photographic evidence.

Our Positive Support Plans are designed specifically for our autistic pupils, describe their own zones of regulation, the support they need to be in a calm and alert state ready to learn and also provide individualised strategies for staff to be proactive and support them when they may feel overwhelmed. In the short and long term, we have seen a huge decrease in behavior reports for pupils harming themselves, others or property. The impact of the interventions over time shows there has been a marked improvement of the needs of pupils being met and a significant reduction of incidents. Data shows an 83% improvement in Primary and an 85% improvement in Secondary. The number of pupils receiving behaviour reports reduced from 20% to 3% in the Primary School and from 27% to 4% in Secondary School and Post 16 provision.

We track progress by completing a range of assessments on a termly basis. Every Teacher has individual learning journey books or folders that evidence the pupils work using what went well and even better if/next steps to comment, evaluate and monitor individual progress. Pupil feedback is of paramount importance and we have tailored opportunities to enable every pupil with “a voice”. To strengthen the evidence of individual books/folders we have regular moderation meetings and book looks to ensure best practice. New staff are supported by a rigorous coaching and mentoring provided by leaders

We greatly value our autistic pupils’ sensory difficulties and differences and for that reason we have created our own sensory assessment to inform pupil profiles. To monitor and evaluate the effectiveness and use of sensory integration (sensory breaks, movement breaks) we carry out class sensory audits led by our Senior and Middle Leaders with teachers using team teaching sessions and peer observations.



At Turney School, Teaching, learning and assessment is never less than good with many outstanding examples. The implementation of our bespoke 'Stretch and Challenge' policy ensures teachers have high expectations of pupils. Progress is outstanding in all subjects from pupil starting points and over time. In the Spring term 2019 90% of teaching as at least consistently good, with 40% being consistently outstanding.

The school has been proactive in the light of the Rochford review and the move away from SEN Progression Guidance materials to assess and report on pupil progress by fully implement a new flightpaths assessment to accurately measure the exceptional progress over time. Targets have been set to show challenge of 80% on track on the expected flightpath, 50% on the aspirational flightpath and 20% on the exceptional flightpath and an intervention flight path, for those pupils not on track or at risk of not achieving expectations. There is no discernible difference between outcomes in English and maths across key stages. 89% of pupils at KS2 make expected levels of progress in English and 94% of pupils make expected levels of progress in Maths. 99% of pupils at KS3 make expected levels of progress in English and 99% of pupils make expected levels of progress in Maths. 90% of pupils at KS4 make expected levels of progress in English and 98% of pupils make expected levels of progress in Maths. Where appropriate individuals are entered into a range of qualifications such as Entry Levels and all pupils receive AQA Unit Award Scheme certificates. Our Post 16 pupils also gain an ASDAN Personal Independence Award.

Individual pathways enable staff to identify pupils' appropriate transitions through their school careers. Turney's most able pupils progress to its Federated School at the end of KS2 or KS4 enabling them to embark on formal qualifications such as GCSEs, apprenticeships and employment. All pupils continue into further education for Post 19 such as the Michael Tippet College, Orchid Hill or St Piers.



ADVISOR COMMENTS (These are optional and should only include additional information not already included in the assessment report)

Record of Contact from September 2019, Elaine Moody:

"Robust staff induction and training programme with on-going weekly sessions and mentoring from more experienced staff members"

"Changes at playtime have resulted in a significant positive impact across the school- new playground coordinators and visual supports in place"

"Since Elaine first visit in May, the school have undergone significant changes and fully embraced the accreditation process. Maria and Stefania have been fully committed and integral part of making so many positive changes happen, the most significant being that of playtimes. At times they have, with support of senior leaders, have made the 'impossible' possible with changes in the physical environments, school day and how staff work as a team, to ensure the best possible outcomes for all those in the school and their wider circle of support. The dedication and commitment to good autism practice and on-going self-reflection should be highly commended."

Further areas to work upon: (Accreditation use only)

Adviser comments:

