

# **AUTISM ACCREDITATION PEER REVIEW**



**SERVICE REVIEWED:** Camphill School Aberdeen

**DATES OF REVIEW:** 28<sup>th</sup> Feb/1<sup>st</sup> March 2017

**TEAM MEMBERS:** Sally James Andy Pitts

## *OVERVIEW OF PROVISION*

Camphill School Aberdeen (CSA), inspired by Rudolf Steiner, is an independent charity offering education, care and therapy services for children and young people with autism and other additional support needs on a day or residential basis. It is the founding place of the international Camphill Movement which currently numbers 121 communities worldwide. Whilst CSA offers early years (Kindergarten) and Post 16 education, the remit of this review was the school based provision and associated residential care (10 houses). Within this remit CSA caters for 43 young people with 28 having a diagnosis of autism. Sited in Aberdeen amidst the beautiful surroundings of Deeside, the school offers the possibility to be fully integrated and included in the hustle and bustle of City life while providing its services in the tranquillity of the countryside.

CSA has a commitment to a holistic, nurturing, communal approach with an emphasis on a range of therapeutic interventions to help individuals lessen their anxieties and learn about themselves, others and the world around them. Alongside contracted staff are a large number of live in volunteers from across the world. CSA has 2 estates, Murtle and Camphill, a few miles from each other (there is a connecting off road cycle/walking route). CSA has amazing grounds, incorporating working farms (cattle, pigs, donkeys), large vegetable allotments, indoor and outdoor horse riding facilities, wooded areas, streams, lots of climbing, balancing, swinging, play areas, alongside pottery kilns, wood and metal workshops, 2 gymnasiums, a physiotherapy room, a swimming pool and dedicated therapy building. CSA runs a project that orders and then delivers a range of vegetables and household products across the whole estate.

CSA works in collaboration (BA Social Pedagogy training and foundation course) with Robert Gordon University to support staff development.

## *SUMMARY OF EVIDENCE*

### Observations

The review team observed 23 lessons, small group activities and 1:1 or 2:1 sessions, including snack sessions, assembly and lunch. The review team had a guided tour around both estates which included the 2 school facilities and 2 residential homes.

### Interviews and Discussions

- Head of Education.
- Head of Care.

- Autism Trainer.
- Residential Care Staff.
- Project Development Lead (newly appointed).
- Teachers and teaching staff.
- Volunteer support workers.
- Pupils x 2.
- Parent x 1.
- Communication Support Facilitator.
- Massage therapist.
- Deputy Executive Director.

#### Documentation

- 'All about Me '.
- IEPs.
- Summary of education and personal plans.
- Management action plan Feb15-June 16-updated July 16.
- Teachers' college plan.
- Non-teaching questionnaire survey.
- Camphill Rudolph Steiner board minutes 27.10.16.
- My professional learning plan (staff).
- Pen Pictures.
- Total Communication Procedures.
- SaLT at CSA.
- Communication policy Draft Jan 17.
- Communication Bill of Rights.
- Standards for total communication.
- SaLT recommendations Feb 2016.
- Language and communication outcomes and experiences.
- Annual personal plan.
- St John's school curriculum.
- Draft Positive Behaviour Support plan.

## KEY FINDINGS

As a result of this process, the following actions were identified for the service to work on:

Actions for development	Reasoning
<p><b>ENABLING THE AUTISTIC PERSON</b>  <b>Strand 3: Sensory Experiences E10</b></p> <p>Embed sensory integration strategies as a regular part of the curriculum diet.</p>	<p>Whilst there has been CPD aimed at raising staff awareness of issues in this area this appears to have been a few years ago. Teaching staff do undertake sensory assessments based on the Olga Bogdashina assessment model. CSA supports some very complex pupils many of whom face significant obstacles to learning as a result of their sensory needs. CSA supports this area with a wide range of holistic and complimentary therapeutic approaches and embeds its approach within a curriculum that offers music, movement, rhythm, amongst other areas, delivered within an outdoors environment that is in itself nurturing and in many ways awe inspiring. There is a wide range of play equipment within the grounds that offer opportunities to swing, climb, balance, rotate and so on. However the complex nature of many of the pupils does impact on their ability to access a more 'traditional' within classroom session. Lots of staff help pupils when they become upset or over stimulated, through offering a change of environment, or allowing movement breaks. However in some instances a lack of understanding or knowing how to provide the opportunity or support, did lead to pupils becoming unable to access learning. Due to the high level of sensory needs pupils exhibited, school might like to consider strengthening the offer by employing the services of a specialist sensory Occupational Therapist in order to increase staff understanding and provide a consistent and appropriate, individualised, sensory diet as part of the 'mainstream' curriculum to support pupils abilities to self-regulate and maximise access to learning opportunities.</p>
<p><b>ENABLING THE AUTISTIC PERSON</b>  <b>Strand 4: Emotional Well-Being E31</b></p> <p>Increase pupils' understanding of emotions and collaboratively develop personalised toolkits for pupils to recognise their own emotional states to try and self-manage those emotions.</p>	<p>As has been said, staff know the pupils well and the holistic approach does support and enable pupils to experience a sense of control, calm and well-being. Many of the pupils have come from often stressful former placements which didn't meet their complex needs. The impact of CSA is recognised by families and the young people themselves .It is nurturing, safe, motivating and has given pupils access to a wide range of stimulating experiential, learning opportunities. At present it appears that supporting pupils to self-regulate is largely adult led and whilst staff at all levels are certainly committed, this can lead to differences in levels of understanding and approach. The very high numbers of adults supporting pupils, can also give rise to a 'prompt' dependency with opportunities for independent problem solving missed. Systems that aim to help pupils themselves recognise and respond to their own emotional states could be a way forwards. Providing individual pupils with a toolkit of strategies that is understood by the pupils and adults alike, that is used across all environments, that enables pupils to have greater understanding and control in self-regulating emotions would be a powerful achievement.</p>

<p><b>ENABLING THE AUTISTIC PERSON</b>  <b>Strand 1: Differences in Social Communication E1 ,E2</b></p> <p>Increase pupil independence through ensuring appropriate, available, visual structure and systems are in place to support both receptive and expressive communication across <b>all</b> environments (school and residential) and learning opportunities.</p>	<p>There is still an inconsistent use of (and in lots of cases very little)visual structure across school (and residential homes).Best practice saw pupils using visual structure to understand session content, respond to questions and problems that they were presented with and be enabled to complete tasks independently. This as a result of in task schedules, choice making and well labelled resources. Across the wider school there were lots of missed opportunities for problem solving, too much adult led intervention and at times pupils were disengaged and seemingly unaware of, or motivated by what they were being asked to do. There was very little indication regarding start, finish and duration of sessions. Whilst there was a solid SaLT led communication policy and guidelines (including Communication policy Draft Jan 17, Communication Bill of Rights, Standards for Total Communication) there was little evidence that this had impacted on staff understanding or practice. In a number of sessions the complexity and quantity of verbal instruction was seemingly beyond the capabilities of the pupils. There was in at least one instance, excellent use of signing by a pupil and his support worker which enabled meaningful conversation and involvement in the learning.</p>
<p><b>POSITIVE OUTCOMES FOR THE AUTISTIC PERSON</b>  <b>Strand 1: Differences in Social Communication</b>  <b>Strand 2: Self-Reliance and Problem Solving</b>  <b>Strand 3: Sensory Experiences</b>  <b>Strand 4: Emotional Well-Being</b></p> <p>Implement monitoring and assessment systems that capture and demonstrate the range of pupil progress and achievement.</p>	<p>School does not at this point have effective systems that capture and demonstrate pupil progress across the many areas that they do make progress. Consideration might be given to how they monitor and analyse incidents of ‘challenging’ behaviour with a view to demonstrating how pupils do make progress (by decreasing number of incidents) from transition at starting point to becoming recipients of the holistic, nurturing, therapeutic approach on offer.</p> <p>School also has the challenge of capturing outcomes from the many therapeutic inputs in order to demonstrate progress to both internal and external stakeholders.</p>

The following areas were also identified as examples of what the service does well.

Specific areas of strength	Reasoning
<p><b>COMMITMENT AND CONSULTATION</b>  <b>Strand 1: Commitment C3</b></p> <p>Superb quality of environment and facilities to provide a motivating, appropriate and accessible learning experience.</p>	<p>The philosophy and ethos of CSA is very much rooted in the power of the natural environment, the rhythms of the year and a strong therapeutic input to help lessen anxieties and encourage interest in and awareness of the world. Over the years it has clearly invested in creating and maintaining a fantastic living and working environment. It offers learning, working and living within a community with a strong affinity to nature. The range of workshops and activities (pottery, metalwork, woodwork, craft etc.) , the range of agricultural opportunities (cattle, horse, pigs, vegetables and herbs), forestry skills and land maintenance are superb. There are also lots of opportunities for accessing play based equipment dotted round the estates. This is a real area of strength and CSA is looking at ways to utilise this environment in a way that is more ‘pupil driven.’</p>

<p><b>COMMITMENT AND CONSULTATION</b>  <b>Strand 2: Partnership C23</b></p> <p>Range and breadth of therapeutic approaches to support individual and personalised holistic development.</p>	<p>SaLT, massage, warm bath, therapeutic speech, art, music, equine, play, counselling, eurhythmy, physio, are some of the approaches and therapies on offer. Not all are delivered by qualified therapists but most are. Individual pupils are reviewed by a multi-disciplinary team including the doctor, heads of care and education, teaching and support staff and referrals are then made to include a specific approach into a person's individualised programme to help promote their well-being.</p>
<p><b>ENABLING THE AUTISTIC PERSON</b>  <b>Strand 2: Self-Reliance and Problem Solving E4</b></p> <p>The development of a practical, meaningful skills based approach to learning that results in a real life contribution to the wider community. This is structured (using visual support) and organised in a way that maximises independence and autonomy and serves as a role model for good practice across the estates.</p>	<p>CSA has ambitious plans to review how learning is delivered. It has plans to develop and make more accessible opportunities for learning, through providing high quality delivery via its utilisation of the land and environment. Whilst some of this already happens, it is looking to make the contribution in running pottery kilns, wood and metal working workshops, agriculture and food production much more pupil led. To do this effectively there needs to be a commitment to ensuring pupils are empowered to understand and contribute, supported by very clear structures, systems and procedures which for many will emphasise the strength of learning supported by visual processing.</p> <p>The current ordering, storing ,sorting and delivery of organic fresh fruit and vegetable ,meat and other household products, by pupils, across the wider Camphill estate is a particular area of strength and a well organised model that could be used across other areas. There was a sense of purpose and meaningful contribution to the wider community with much learning taking place within this .Pupils were engaged, involved and contributing independently.</p>
<p><b>POSITIVE OUTCOMES FOR THE AUTISTIC PERSON</b>  <b>Strand 4: Emotional Well-Being P29</b></p> <p>The Camphill model provides a secure, nurturing, accepting, inclusive environment for some very complex and vulnerable young people. This has a significant impact on quality of life for the young people and their wider families.</p>	<p>Attending CSA results in positive outcomes for young people and their families. Young people arrive often from a point of trauma or disengagement, from placements that have not been able to fully meet their needs with the ensuing pressure this puts on the wider family unit. The holistic, therapeutic, nurturing, supportive and environmentally magnificent surroundings give young people a second chance!</p>

PROGRESS MADE TOWARDS PREVIOUS RECOMMENDATIONS

Recommendation	Action taken to address recommendation
<p><b><u>Maximising Communication Support</u></b> <b><u>(Core Standard 10)</u></b></p> <p>While a wide range of visual communication supports were evident, there were some instances where co-workers missed opportunities to provide alternatives to speech, when this was not working. By incorporating more alternatives, this would encourage independence and reduce the need for adult prompts. We recommend that co-workers become fully aware of all of the alternative visual methods of supporting communication, including use of self as model.</p>	<p>The team saw some evidence of PECs books and staff explained these were used for making choices of 'free time' activities. A pupil was observed using Sign-a-long when working one-to one. Generally there is an over-reliance on verbal communication which often leads to the need for repetition and physical prompting. Most students have one-to one support and staff were observed enabling the students to understand and complete tasks where verbal communication has not been sufficient. In one session use of visual structure and support was highly effective and enabled pupils (2) to understand the process, make choices and independently respond to instructions. In this session the environment was well labelled which supported independent completion of tasks. Some classrooms had individual pupil timetables on desks. Most has daily timetables but these weren't always explained clearly to pupils. Classrooms have chalk blackboards. There is one small ICT room with a whiteboard and approximately 3 computers. CSA might like to consider how it perceives the use of whiteboard (and other ICT) technology to delivery motivating learning opportunities that pupils might engage with through being strong visual learners.</p>
<p><b><u>Standardising Individual Education Plans</u></b> <b><u>(Core Standard 7)</u></b></p> <p>It was noted that a variety of individual education plans were in use across the school. While each of the plans had positive aspects, we recommend that the school should decide on one particular template which should marry together the strengths of the existing IEPs. In some cases, targets identified were not as specific as they might be. Therefore, we also recommend that SMART principles should be applied more consistently to all targets.</p>	<p>CSA has input standardised IEPs across school. They are person centred and include information on how pupils learn, what they need to help them learn, information about how they might learn (in a group or individually) alongside information concerning how they might communicate and issues concerning flexibility to learning. There are 4 IEPs across the year and these are evaluated after each term. Outcomes are linked to SHANARRI (eight indicators of wellbeing: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included).</p>

FAMILY QUESTIONNAIRE SCORES

SCORES						
Number of Questionnaires sent out (please request from service if not available prior to review):						<b>30</b>
Number of Questionnaires returned:						<b>11</b>
	Unscored	VERY UNHAPPY	UNHAPPY	SATISFIED	HAPPY	VERY HAPPY
Contact				1	1	9
Support						11
Advice				1	1	9
Involvement				1	1	9
<b>TOTALS</b>	0	0	0	3	3	38
<b>PERCENTAGES</b>	<b>%</b>	<b>0%</b>	<b>0%</b>	<b>6.81%</b>	<b>6.81%</b>	<b>86.36%</b>

**Contact**

Very happy

- We get an update on our sons' progress from his teacher on a weekly basis and if there is something to discuss on an ad hoc basis.
- We communicate frequently by phone, text message or email .I have daily personal contact at drop off or pick up with a house parent or co-worker. I can also visit the school teacher any time before school any time I wish. We have a daily communication diary where I can read about events of the day and leave a note about activities at home.
- The school communicates with us regularly, weekly and more often if need it.
- Excellent feedback at all times either by email, calls or notebook and a weekly news and notes of all events going on in the school.
- Always kept in the know.
- Emails, phone calls, review meetings. Comprehensive contact.

### Happy

- My son has a diary that is used to communicate information to me.

### Satisfied

- Due to distance not always accessible.

### **Support**

#### Very happy

- The school are more able to support our sons' needs as they can deal with the difficult situations that arise in an inclusive manner.
- I feel that all staff at CSA are highly trained in autism and behaviour support strategies. The school provides a quiet and calm environment and addresses my child's sensory needs at all times. My child receives the 1:1 support he needs and is taught a differentiated curriculum in accordance with his needs as a learner on the autism spectrum, whilst being part of a small mainstream class.
- Very well.
- Seems very settled and making progress.
- Cannot fault the care and support that is given. The care plan is well thought out and very personally catering for my son.
- My child is happy, safe and well cared for.
- 100% in all.
- I feel he is well supported and they know him well and can meet his needs.
- Fantastic provision that meets his needs across daily life. Care, education, therapy, well integrated.

### **Advice**

#### Very happy

- We have regular communication and work together to ensure there is a consistent approach to supporting our son.
- There are frequent opportunities to meet and discuss issues as they arise, working in collaboration between school and home, learning from each other.
- The school supports us and advises us well. We are very happy with the level of support our child gets.
- Have very good communications with the house parents, very trusting and caring. Three monthly reviews but very approachable to discuss anything at any time.
- I feel I have now got the support I needed to help my son.
- We communicate well in order to support his needs.
- Good communication and sharing of information.

### Happy

- Using the home/school diary or text messages.

### **Involvement**

#### Very happy

- We are involved with regular meetings but mainly by email communication. The school have several open days which we attend and we can see our sons' work.
- I feel that I am well informed on the work the school does with my child and I know that my views and suggestions are always taken into consideration. I think that CSA is uniquely placed with staff living with autism (like parents) whilst also being highly trained professionals. They really understand autism.
- Very well.
- I am encouraged and well informed by the school.
- Camphill have given my son a life and purpose. He is very happy there and is thriving beyond my expectations.
- We are invited to school activities, parents' evening etc. Open days.
- Given the distance not easy but good communication allows for continuity between school and home.

#### Happy

- I receive an IEP online, detailing the curriculum and when it is studied.

#### Satisfied

- Due to distance not available most of school time.

OBSERVATION SCORES 23

Topic	Not Met	Partially Met	Majority Met	Fully Met
Differences in social communication		15	5	3
Self-reliance and problem solving		13	8	2
Sensory Experiences		10	6	2
Emotional well-being		10	12	2
TOTAL		<b>48</b>	<b>31</b>	<b>9</b>
PERCENTAGE		<b>55%</b>	<b>35%</b>	<b>10%</b>

**Full met:**

- Inclusive, enjoyable, physically active session.
- Independent skills, choice making encouraged and supported.
- Questioning and challenge, enabling learners to lead the session.
- Skilful use of visuals, considered language and simple signing to enable pupils to understand expectations, sequence and thereby complete tasks meaningfully.
- Evidence of prior learning.
- Personalisation and using pupils' strengths and interests as part of the learning.

**Majority met:**

- Session content was engaging and pupils responded positively.
- Meaningful learning opportunities that enable independent completion of tasks.
- Staff/pupil relationships are positive and supportive.
- Staff are empathetic and calm.
- Relaxed, sociable activity.
- Good use of signing by staff and pupil.
- Visual schedules in place.
- Transitions indicated by music.

**Partially met:**

- Learning opportunities were missed.
- Too much adult led interventions. Prompt dependency.
- Complex language used.

- Lack of visual systems and structures to support understanding, promote choice or functional communication.
- Lack of transactional support.
- Appropriateness of session content.
- Lack of structure to session.
- Lack of pupil engagement.
- No indication regarding start and finish. Duration of session. Sequence.
- Lack of sensory support to help manage and emotionally regulate.

## FINDINGS FROM OBSERVATIONS

Topic	Comments
Differences in social communication	<p>In the best sessions the review team observed staff modifying their communication to enable pupils to understand and sometimes this was supported with signing. Whilst the school has identified it wants to develop a Total Communication environment the team saw an over-reliance of verbal communication by staff without the additional support of signing, visual supports or other communication aids. There was a tendency by some adults to use long sentences when speaking when short phrases containing key words supported by visuals and signing might have been more effective in developing understanding for many of the autistic pupils. The team saw examples where a direction (e.g. Stop) was repeated several times before a physical prompt was used; a visual cue card displaying the symbol for 'stop' may have reduced the response time and avoided the need for the physical prompt.</p> <p>Some pupils had PECS books on their desks and staff explained these were used for making activity choices. Some teachers used the written word to support verbal communication but this assumes an ability to read which will not apply to all pupils. Documentation mentioned the use of Social Stories but the team did not see these being used.</p> <p>Much of the interaction and communication observed was adult to pupil with little occurrence of peer to peer interaction. Individual Education Plans often described pupils' communication needs and the challenges they have in social interaction but there was little evidence of strategies being implemented to promote the development of these skills.</p>
Self-reliance and problem solving	<p>Discussions with staff and documentation the team read revealed that staff understand the challenge their autistic pupils may have in coping with change, self-reliance and problem solving. Where the best practice was observed, the team saw effective use of whole class visual schedules to provide structure, support predictability and transition to the next activity. Task and activity schedules were also used effectively in the best lessons enabling pupils to complete tasks with minimal adult input. However, in many sessions there were missed opportunities for making choices, being self-reliant (collecting own resources) and generally being allowed time to 'sort oneself out'. Staff didn't always demonstrate understanding of the role visual schedules can have in promoting self-reliance and supporting transition through use of 'Finished' and the question of 'What's next?', nor understanding the need to remove the activity card to a finished pocket. Transition for some pupils might be</p>

	<p>improved by the implementation of simple 'Now/Next' visual schedules using objects, photos, symbols or written words, depending on ability. There were some examples of effective use of music and 'Goodbye songs' to indicate transition to next activity. One pupil found it difficult to transition from work to snack and is effectively supported to manage this transition by going to collect the milk. By the time he returns the room has been reorganised and he has also had some exercise.</p> <p>Good practice was observed in the workshop where pupils are taught to complete orders for fruit and vegetables for each of the residential houses. In this workshop staff demonstrated that they understood the importance of structure and visual supports. Pupils were observed working with minimal adult support. This approach could be a good model to extend to other workshop areas.</p> <p>The need to have targets for independence skills was reflected in IEPs but not always evidenced in the sessions the review team observed. In some lessons, co-workers completed tasks for a pupil whilst the pupil watched. Generally, drawers and cupboards containing resources were clearly labelled which would support pupils to access what they needed with little support but in most sessions the pupils were given the resources they needed.</p> <p>The review team didn't see many opportunities for the pupils to make choices or solve problems. However, in one session, staff skilfully used questions that supported self-reliance and problem solving: 'What do you need?'; 'What do you need to do next?'</p> <p>The school's curriculum places emphasis on the development of independent life skills and many opportunities are offered by the residential houses to which each pupil, day or residential, is allocated and eats lunch at each day. Even the youngest pupil was involved in drying up after lunch; all pupils contribute by carrying out tasks appropriate to them. The school's ability to be flexible in its approach to attendance and boarding should be noted. There is a range of arrangements reflecting the needs of individuals including going home after lunch, an extended day, boarding one night a week, weekly boarding, term time boarding and 52 week placements. This degree of individualisation is to be commended and was also evident in the personalised curriculums and timetables produced for each pupil.</p> <p>The school might like to consider updating staff knowledge by providing training in structured teaching approaches. There are a lot of adults based in the classrooms (teachers, support staff and volunteer co-workers) and school might consider reflecting on how this may or may not encourage pupil independence.</p>
Sensory Experiences	<p>CSA caters for a range of complex pupils many of whom have considerable sensory needs. School staff have conducted assessments and profiling based on Olga Bogdashina framework,(school had sensory based CPD around 5 years ago).Individual pupils are reviewed at least annually and more frequently when appropriate by a multi-disciplinary meeting involving Doctor, teaching and care staff, Heads of education and care to propose therapeutic interventions. School has a wide range of therapists to support (see areas of strength) their commitment to a holistic therapeutic intervention model. The exceptional, high quality of the surrounding landscape and access to a range of physical and experiential learning environments rooted in the outdoors has a significant impact on promoting pupils' mental and physical well-being. Recreational activities taking advantage of the beautiful, great outdoors both on the estate and further afield, are an integral part of what is on offer. Many pupils arrive at school from previously unsuccessful placements and benefit from the calm,</p>

	<p>tranquillity of CSA. School also offers swimming, horse riding, and a range of other activities with a strong element on the physical and practical aspects of the landscape. There are a range of art, music and movement and craft activities on offer.</p> <p>However there appears to be an inconsistent understanding of how best to support pupils during the more 'academic' element of the curriculum offer that which takes place in the school setting. A good number of pupils find sitting in groups, sitting in general, attending to what is being presented to be a significant area of challenge. In terms of session content, appropriate motivating element of that content as well as how content is delivered in a way that is meaningful and inclusive to learners who have significant communication obstacles to their learning. There are a lot of adults based in the classrooms (teachers, support staff and volunteer co-workers) and this can present a diverse range of levels of knowledge and understanding of each individuals' unique learning style. There were observed examples of pupils becoming over anxious and unable to remain in sessions or on task. But there didn't always appear to be strategies or proactive approaches that demonstrated a planned understanding of interventions and techniques to support and enable learners. There was no obvious evidence of sensory programmes being embedded as part of the curriculum diet and at times the appropriateness of content was difficult to understand.</p>
Emotional Well-being	<p>Strong, supportive and empathetic relationships underpin CSA. Staff are committed to the Steiner inspired model, and the nurturing, healthy, relaxed approach to building and maintaining relationships, both in school and the residential facilities has a positive impact on pupils well-being and sense of self-worth and belonging. CSA has enabled and provided a safe, secure and accepting learning and nurturing environment for some very complex young people. This has positive impact on the pupils but also their wider families. This is evidenced by responses to questionnaires and the parent interview. Because staff do know the pupils very well they are able to support de-escalation by remaining very calm, allowing pupils to move away from stressful situations. In a small number of observations staff tried to re-engage pupils by preventing them from moving away from a session or encouraging to stay when that might not have been the best approach. School also makes effective use of the range of therapeutic inputs to support pupils develop a sense of control and calm. All staff are trained in BSS (Behaviour support strategies) and school has 2 trained tutors on site with a view to training more. School has produced a detailed, draft proactive Behaviour support Plan which is due to be rolled out across the school in the near future. This contains important and relevant information about likes/dislikes/triggers and best approaches.</p> <p>What school might like to consider is how it empowers pupils to understand and self-manage their own emotions. What is tending to happen is adults are managing those emotions and proposing strategies for the pupils. Increasing pupils understanding (and staffs) of what emotional states look like and providing pupils with a tool kit of strategies to manage those emotions might be a positive development and increase pupil understanding (and independence) of the need for them to self-manage emotional regulation. This would need to be supported by depth sensory integration programmes and approaches undertaken by assessment by a specialist Occupational Therapist.</p> <p>School might also consider how they record, monitor and analyse data from incidents of challenging behaviour in order to target approaches and resources to support pupils in a way that is both time and outcome effective.</p>

## CONCLUSION

Camphill School is a creative, nurturing and accepting community based venture that values all within that community .It has a strong, distinctive ethos and approach and emphasises the therapeutic benefits of living and learning in a natural environment aware of the cyclical composition of the seasons. It has a positive impact on improving the quality of life of young people and their families. There is a commitment to providing a range of therapeutic inputs to help stabilise and enable young people to lessen anxiety and increase understanding of themselves and others. Residential facilities are comfortable and pleasant. Staff live and learn alongside the young people .CSA has a responsibility to support the development of receptive and expressive communication, choice making, independent completion of tasks in as autonomous a way as possible and is at point where it needs to review and reflect how it achieves this in the most effective way to maximise positive outcomes for all.