



Autism Accreditation

Specialist Award

AUTISM ACCREDITATION SPECIALIST AWARD: Assessment Report

Name of Service

Camphill School and Young Adult Services
(Aberdeen)

Reference Number

320

Dates

31st January – 2nd February 2023

Lead Assessor

Stephen Pyott

Moderator

Ruth Cranston

Status prior to assessment

Accredited

Committee award

Accredited

About this Assessment

This report states key findings on how well autistic individuals are supported according to our framework of good autism practice. Evidence has been primarily obtained from observation, supplemented by evidence from interviews, a sample of support plans and information provided by the provision. If opportunities to observe has been problematic or limited greater weighting has been given to other sources of evidence. Where appropriate, feedback has been obtained from autistic people supported by the service and/or family members and this feedback has been considered in findings

Key outcomes identified from personal support documents and staff discussions:

Camphill School and Young Adult Services provide education and care support to young people aged 9 to 28. Consequently, there are a number of documents in use that identify how each autistic person prefers to communicate and what motivates them to socially interact with others. There is an overarching Inclusive Communication Strategy. This document highlights the rationale behind the communication approach used across settings and provides information on techniques and strategies that can be used to enhance communication. Personal Plans (One Plans and Student Plans), Personal Passports, One Page Profiles, and IEPs, informed by assessments and observations, are then used as appropriate to age and setting to describe individual communication preferences. These documents describe key communication needs and information around preferred communication methods, as well as personalised approaches and motivators.

Detailed assessment of the challenges and barriers each autistic young person may experience in social communication and interaction is undertaken both formally and informally by teaching staff, Workshop tutors, Staff, members of the MDT including the Speech and Language Therapist, family members, and, where appropriate, the autistic person themselves. This information is also recorded within Personal Plans, Personal Passports, and IEPs. For example, under the heading of "What's not working so well", in the One Plan, reference is often made to individual communication barriers and challenges. Additionally, appropriate targets relating to the development of social communication skills is routinely referenced in Personal Plans and IEPs. During interviews, staff described a wide range of interventions, which are delivered by colleagues, that aim to support the development of communication.

The "All About Me" section of the Personal Plans and the first page of the IEP identify key approaches or tools which should be employed to enable autistic young people to understand others and express themselves. During interviews, staff described the importance of visual support strategies including objects, photographs, symbols, written words, and AAC communication aids.

Personal Plans, IEPs, and individual assessment, recording, and reporting documentation includes clear reference to the individual progress being made towards clearly set targets. These targets routinely reference the development of appropriate social communication skills. Targets are set according to detailed assessment undertaken by a range of professionals within the setting (see above). Progress towards success is appropriately recorded and successes are celebrated.

In interviews, staff provided many examples of how autistic young people have been supported in their communication and social engagement and the positive outcomes achieved as a result. Staff particularly highlighted the progress made by students in relation to the development of appropriate social use of language during mealtimes.

Key outcomes identified from observation/review of key activities

During all observations, staff were able to make themselves understood by using a range of communication approaches. This included simplifying or structuring verbal language, using objects, photographs, symbols, and written lists/worksheets to reinforce spoken language. During an art lesson differentiated visual supports were used according to individual needs and preferences. In one particularly notable example in a Greek History lesson, a young person had drawn their own symbols to indicate different meanings. In other good examples of practice, staff reinforced verbal communication using Makaton sign language alongside other visual cues to provide a Total Communication approach. The assessors support the already planned wider utilisation of Makaton signing throughout the setting. Staff routinely made excellent use of visual support aids including symbol schedules, sequence strips, Now and Next boards, etc.

During the vast majority of observations autistic young people could make themselves understood by using a range of communication support tools. This included objects, photographs, symbols, written words, signing and gesture, and spoken language. In the best examples of practice, individualised electronic AAC tools were also being used well by young people to increase opportunities for the development of expressive communication. Some work is still needed to ensure that individualised expressive communication resources are available in all setting including outside spaces such as the farm and garden, and that staff and young people are clear about when and how they should be used. Staff routinely demonstrated skill in interpreting individual verbal communication styles and specific use of phrases to understand and respond to specific individual needs. This included recognition of potentially heightened anxiety levels enabling staff to offer solutions and suggestions to the young person.

Within all observations, autistic young people were provided with the opportunity and purpose to communicate one-to-one with staff and with peers as part of a group. In the best examples of practice, such as during FRUVER deliveries and during lunch, individuals were also encouraged to communicate with less familiar adults. Other good examples of the development of communication and confidence included young people presenting information to their peers during a Greek History session and then asking each other questions.

Staff, throughout all settings, planned time within sessions for young people and their adult support staff to work collaboratively. Particularly good examples of collaborative working were observed during estate groundskeeping tasks, a basketball game and during washing up tasks following lunch.



Key outcomes identified from personal support documents and staff discussions:

Plans identify each autistic person's skills and challenges relating to everyday life, work and education. For example, Speech and Language Therapy assessments and ongoing assessment in a variety of settings by teachers/tutors and Staff ensures that documents including Personal Plans, Personal Passports, IEPs, and Workshop Plans all reference individual skills and challenges relating to functional skills, self-reliance, choice, and decision making. For example, One Plans have a section entitled "Things (name) is good at", and another entitled "Things (name) would like to change". This enables both recognition of strengths and abilities as well as the identification of appropriate next steps in relation to functional skills development.

Tools and approaches, used to support autistic young people in activities, transitions, coping with changes and making choices, are documented in Personal Plans, Personal Passports, and IEPs. The sampled plans included references to the use of structure and predictability, consistency, the use of communication support tools such as PECS, written lists, etc.

The skills/abilities and challenges/difficulties of each young person are outlined in a variety of documents as described throughout this report. Within each document key tools and approaches have been identified to provide suitable levels of support for young people whilst fostering opportunities for them to further develop skills in independence and working towards their identified goals and targets.

During discussions, staff gave many examples of how they have supported autistic young people in following routines, coping with change, making decisions, etc. They were particularly proud of the positive outcomes achieved as a result. Of particular note, has been the development of the STARS Awards for internal recognition of individual achievements. This enables staff to recognise and celebrate success relating to the development of functional life skills that might otherwise be missed within National accreditation pathways and qualification options (see Case Study for further detail). Staff discussed the development of life skills, self-confidence and key independence skills as a result of participating in a range of activities. Staff also described that they have high expectations of young people encouraging them to partake in activities that they sometimes find challenging. The curriculum and activity content within each Camphill setting is designed to build skills and to support young people to become more independent.

Key outcomes identified from observation/review of key activities:

During all observations, young people were supported to understand what they were expected to do now and what they were expected to do next. Across observations staff used a range of individualised tools including sequence strips, now and next boards, individual and whole group schedules, worksheets, written recipes, lists, AAC electronic aids, and adapted verbal instructions. In the best examples of practice, for example during classroom morning introductions, different support structures and task expectations were employed according to individual needs and abilities.

Within all observations, young people were supported to do things for themselves rather than needing to be directed by a member of staff. Particularly good examples of the development of independence were observed during two cooking sessions, one in school and one in the young adult service, two young people were observed to be following recipes. They needed very little adult guidance and progressed from one step to another with apparent ease. Also, of particular note was the degree to which young people were able to manage micro transitions and were able to move around settings with little need for adult prompts. Examples, included young people moving between buildings to collect food items at lunch, young people requesting to go to the toilet and doing so alone, and young people transitioning between classrooms/workshops with a high degree of independence at the end of sessions. This degree of independence is particularly notable as so many of the young people at Camphill School and Young Adult Services transition in a state of crisis having found other settings unmanageable. Each setting provides an appropriate level of visual structure with careful consideration having been given to the visual supports provided. This helps young people to understand the purpose of each environment and to transition with minimal staff input.

Within some observations, young people were supported to develop skills and confidence in actively expressing their opinion, as well as making and taking decisions, for example during lunch and during class presentations. However, in other examples, including a number of structured classroom lessons and workshop activities, it was considered that there were some missed opportunities for young people to make choices and decisions themselves. Staff could consider how to build choices and decision making into their planning and how they might use more open questions to encourage young people to think more for themselves about what they need to do or to make a choice between a number of different options.

Across all observations, staff were observed to recognise the need to provide young people with appropriate processing time following an instruction or question. If required staff demonstrated skill in rephrasing a question or instruction to ensure that young people fully understood task expectations. In other examples, such as the morning class introductions and topic time, activity starts and task expectations were adapted to ensure young people were ready to learn and able to engage.

During all observations, young people were provided with opportunities to consolidate and develop daily functional skills including core literary and numeracy skills, communication, self-care and a range of transferable work and study skills. As previously described, the in-house STARS Awards system, alongside National Qualifications, helps to ensure that skill development is appropriately recognised and celebrated. Staff throughout the setting described how the curriculum of daily activities is carefully adapted to consider individual needs and to help to develop key functional life skills alongside academic skill development.

Key outcomes identified from personal support documents and staff discussions

Plans identify sensory experiences that have a positive impact for young people. Personal Plans (One Plans and Student Plans), Personal Passports, One Page Profiles, and IEPs, informed by assessments and observations, are used as appropriate to age and setting to describe individual sensory preferences. These documents describe key sensory related information around preferred and enjoyable experiences as well as providing a description of what staff should do to support young people to access these personalised approaches and motivators. Observations, undertaken formally by members of the Multi-Disciplinary Team and less formally by all other staff members working with the individual, help to identify these positive experiences. Examples include swimming, spending time on playground swings, playing with water, accessing light play, etc.

It is evident through discussion with staff that the Multi-Disciplinary Team work collaboratively with other staff to provide graduated and targeted specialist support to young people based upon their identified preferences and needs. This has resulted in the development of multiple beneficial sensory supports across all settings including the use of sensory regulation support resources such as chew toys, twiddle/flapper toys, headphones playing music, etc.

Personal Plans (One Plans and Student Plans), Personal Passports, One Page Profiles, and IEPs, all identify what challenges each autistic person may experience in relation to sensory regulation. Discussions with family members, previous providers, and, where appropriate the autistic young person themselves, and ongoing assessment helps staff to identify potential sensory sensitivities. These sensitivities are recorded within plans alongside suggested strategies to address them. The described strategies help autistic young people to appropriately regulate sensory experiences and/or avoid sensory overload. Sensory support strategies were considered to be practical and were written using clear, jargon free language. This helps to ensure that they can be easily understood by the staff required to implement them.

Each young person has a list of likes and dislikes within their support documentation. This can, as necessary, reference particular sensory sensitivities and needs. For example, they offer strategies such as removing an individual from a busy environment, offering verbal reassurance, enabling quiet time, etc.

In interviews, staff described several examples of how they have supported autistic young people in their sensory regulation. For example, it was described that some young people find classroom settings too noisy or busy and wear ear defenders. Some may require specific work environments to complete tasks, and others benefit from quieter areas during lunch and break times. Staff also described how they facilitate movement breaks and "brain breaks" when young people need them. Furthermore, staff explained that they encourage young people to take part in activities or experiences they enjoy and will find alternatives or solutions for those activities and experiences that young people dislike.



Key outcomes identified from observation/review of key activities:

Within all observations, young people had access to sensory activities which they appeared to find enjoyable or relaxing. For example, during a class topic session, young people were provided with sensory circuit activities. Young people were also frequently observed accessing twiddle toys, fidget spinners, chew toys, alternative seating, ear defenders and other sensory tools to assist with their self-regulation. Soothing background music was used to good effect in a number of sessions, outside space is used particularly well, and activities provide opportunities for young people to look at, touch, smell, and taste unfamiliar items that are going to be used in sessions.

Within all observations, young people were supported to tolerate a range of sensory experiences within a safe and secure context. Careful consideration has been given to the environment ensuring that specific spaces are provided for different activities including group work, individual work, relaxation/play, etc. Most rooms have window blinds to help to reduce external distractions or glare from the sun. Decoration is largely muted, rooms are largely clutter free with minimal visual distractions, particularly in the Art room, and displays are largely purposeful. In a few instances it was considered that potential visual distractions could be reduced and that displays could be contained within specifically designated areas.

Within all observations, young people were supported to regulate sensory experiences which could interfere with what they are trying to do or cause them discomfort. For example, during an Art lesson sensory regulation activities were used well. Young people had access to ear defenders, preferred sensory calming resources such as twiddle toys, chew toys, and favourite items were provided, quieter work areas were provided as needed, and staff used low arousal teaching approaches. Most settings were well organised and staff had given consideration to the resources they might need during planned activities. This helped to reduce potential visual distractions and enabled young people to focus. Good examples of this were observed in all classrooms and most workshops. Young people were routinely able to request time out whenever they began to feel overwhelmed and staff worked well to support them during such times. For example, during a Bike Workshop time and space was provided for sensory regulation and when the young person needed time alone they were afforded this before gently being prompted to return to the task. Excellent use was made of the outside environment at Camphill with young people regularly being observed to spend time self-regulating within the expansive and safe grounds. Staff were also observed to use this resource to maximum effect ensuring that lots of activities take place outside.

It would be useful to further explore opportunities for the development of sensory spaces that young people might utilise for enjoyment or to further assist with self-regulation.



Key outcomes identified from personal support documents and staff discussions

Person centred planning documentation shows an appreciation of activities which each autistic person finds enjoyable, relaxing or provides them with a sense of achievement and purpose. They provide appropriate detail relating to how staff should address emotional well-being for each individual being supported. Personal Plans (One Plans and Student Plans), Personal Passports, One Page Profiles, and IEPs are reviewed regularly to ensure that activities are enjoyable, purposeful, and appropriately challenging for all. Appropriate individual SMART targets are set and reviewed according to individually assessed ability.

Plans identify approaches or activities to help maintain the well-being of each autistic young person including where appropriate proactive and preventative strategies to avoid anxiety or distress and to support emotional regulation. Discussions with staff, and consideration of support documentation highlighted that there is an appropriate focus upon risk management rather than risk elimination. Careful risk assessment processes ensure that each young person is enabled to undertake tasks and develop skills to enable them to reach their fullest potential. Planning documentation details proactive and preventative strategies for staff to follow as well as providing guidance and strategies relating to how to address challenges once they've arisen. This results in individuals partaking in activities that they enjoy and provides opportunities to learn new skills within new settings. When this is not the case short breaks and time-out opportunities are seen as a positive and supportive part of the day, allowing individuals to self-regulate effectively. Staff make excellent use of the outside spaces at Camphill to support young people to self-regulate when they become anxious and distressed.

Plans identify positive achievements and progress impacting on the quality of life of each autistic young person. The Assessment team found evidence that young people are given the space and time to be themselves and are encouraged to celebrate their differences and personal achievements. Additionally, staff have high expectations for all young people in terms of progression and the development of life skills. Staff utilise National Qualifications well to help to evidence achievements. Of particular note has been the in-house development of STARS Awards providing a framework for the recognition and celebration of positive achievements and outcomes for those young people for whom National Qualifications are not appropriate.

In interviews, staff gave examples of how autistic young people have been supported in a way that resulted in positive outcomes in terms of increased quality of life and life opportunities. Staff described how students have developed greater self-confidence, developed beneficial life-skills, and built a network of friends. They also referenced success stories relating to young people accessing college courses, achieving multiple qualifications, and making plans for the next stages of life.



Key outcomes identified from observation/review of key activities:

Within the vast majority of observations, autistic young people presented as feeling happy, calm, and safe. When this wasn't the case staff were quick to recognise individual signs of distress and provided alternative options well. This included, for example, opportunities for young people to spend time out of sessions until they felt ready to return (Bike Workshop, Greek History, Cooking, etc.).

There is an active and experiential approach to helping autistic young people to develop new and useful skills. There is a good balance between academic skill development and life-skills development. Sessions are differentiated well with careful assessment helping to guide task expectations. In some sessions the expected outcome remains the same with differing levels of adult support being provided to young people to enable them to achieve the set goal. This was evident for example, during the Greek History lesson. In other sessions, the expected outcome is differentiated according to individual abilities. For example, during cooking and topic work young people were provided with different tasks and expected outcomes based upon their assessed needs and abilities.

Proactive and preventative strategies are in place to avoid anxiety, confusion, or distress from occurring or escalating. There were no observed instances of individuals becoming unduly distressed during the assessment. All staff are trained in appropriate behaviour of concern support techniques with an appropriate focus being placed upon understanding the functions of behaviour as a means of communication. Staff also described the importance of proactive and preventative support practice, based upon careful assessment of individual causes of anxiety and distress. It was confirmed that restrictive practices are only used as a last resort in extreme circumstances and that careful monitoring and recording of such instances is in place.

When appropriate young people were supported to understand and regulate their emotions. Staff demonstrated skill in adapting sessions and/or supporting young people to take time out when it was evident that a young person was becoming anxious or distressed. For example, at the start of the school day young people are given time and space to settle before lessons start, during one session a start was delayed to provide a one young person with some additional time, and during other sessions young people were observed to leave rooms for short periods.

Across all observations, young people were treated with dignity, status and respect and were provided with meaningful positive feedback which appeared to boost confidence and self-esteem. Staff and young people have clearly developed positive relationships and this is a core strength of the provision. These positive relationships enable staff to appropriately challenge young people to achieve the best possible outcome by using positive and supportive language.

Within all observations, young people were observed to be engaging in meaningful activities which they appeared to find fun or interesting. During interviews, staff discussed how the curriculum has been adapted to meet individual needs/interests. This degree of individualisation was clearly evident during observations. Young people were routinely encouraged to enjoy the challenge of trying new activities or developing new skills. This was particularly evident during a lunch session where a young person had been invited to join a less familiar group and was then encouraged to collaborate with peers when washing up and tidying away.

Within all observations young people demonstrated pride in their achievements. This was effectively reinforced by positive and supportive staff praise and the use of STAR Awards.



Summary of the Assessment

Topic	What the provision does particularly well	Development
<p>Social Communication, Interactions and Relationships</p>	<ul style="list-style-type: none"> • There are a number of documents in use that identify how each autistic person prefers to communicate and what motivates them to socially interact with others. • Detailed assessment of the challenges and barriers each autistic young person may experience in social communication and interaction is undertaken both formally and informally by teaching staff, Workshop tutors, Staff, members of the MDT including the Speech and Language Therapist, family members, and, where appropriate, the autistic person themselves. 	<ul style="list-style-type: none"> • The assessors support the already planned wider utilisation of Makaton signing throughout the setting. • Some work is still needed to ensure that individualised expressive communication resources are available in all setting including outside spaces such as the farm and garden, and that staff and young people are clear about when and how they should be used.
<p>Functional Skills and Self- Reliance</p>	<ul style="list-style-type: none"> • Of particular note, has been the development of the STARS Awards for internal recognition of individual achievements. This enables staff to recognise and celebrate success relating to the development of functional life skills that might otherwise be missed within National accreditation pathways and qualification options. • Plans identify each autistic person's skills and challenges relating to everyday life, work and education. • During all observations, young people were supported to understand what they were expected to do now and what they were expected to do next. • Within all observations, young people were supported to do things for themselves rather than needing to be directed by a member of staff. • Also, of particular note was the degree to which young people were able to manage micro transitions and were able to move around settings with little need for adult prompts. • Across all observations, staff were observed to recognise the need to provide young people with 	<ul style="list-style-type: none"> • It was considered that there were some missed opportunities for young people to make choices and decisions themselves.

	<p>appropriate processing time following an instruction or question.</p> <ul style="list-style-type: none"> • During all observations, young people were provided with opportunities to consolidate and develop daily functional skills including core literary and numeracy skills, communication, self-care and a range of transferable work and study skills. 	
Sensory Experiences	<ul style="list-style-type: none"> • The Multi-Disciplinary Team work collaboratively with other staff to provide graduated and targeted specialist support to young people based upon their identified preferences and needs. • Plans identify sensory experiences that have a positive impact for young people. • Plans identify what challenges each autistic person may experience in relation to sensory regulation. • Within all observations, young people had access to sensory activities which they appeared to find enjoyable or relaxing. • Excellent use was made of the outside environment at Camphill with young people regularly being observed to spend time self-regulating within the expansive and safe grounds. Staff were also observed to use this resource to maximum effect ensuring that lots of activities take place outside. 	<ul style="list-style-type: none"> • It would be useful to further explore opportunities for the development of sensory spaces that young people might utilise for enjoyment or to further assist with self-regulation.
Emotional Wellbeing	<ul style="list-style-type: none"> • Person centred planning documentation shows an appreciation of activities which each autistic person finds enjoyable, relaxing or provides them with a sense of achievement and purpose. • Plans identify approaches or activities to help maintain the well-being of each autistic young person including where appropriate proactive and preventative strategies to avoid anxiety or distress and to support emotional regulation. 	

	<ul style="list-style-type: none"> • Staff have high expectations for all young people in terms of progression and the development of life skills. • Sessions are differentiated well with careful assessment helping to guide task expectations. • Staff and young people have clearly developed positive relationships. Staff use a nurturing and supportive approach and demonstrate a clear commitment to best practice and positive outcomes. This is a core strength of the provision. • Young people were observed to be engaged in meaningful activities that were highly individualised to their needs and interests. 	
Feedback from Autistic People	<ul style="list-style-type: none"> • One young person provided comments to the survey concluding that: "I think Camphill is an amazing place". 	
Families, Carers and/or Advocates	<ul style="list-style-type: none"> • The vast majority of feedback provided by family members, carers and advocates is positive. • Comments include: "Excellent" "Cannot praise the school enough", and "absolutely thrilled with the care". 	<ul style="list-style-type: none"> • One family member commented: "Helpful to know that the provision has identified the need for training around PDA". The assessors support this action.
Other	<ul style="list-style-type: none"> • All tasks have clear intentions and associated targets. Notably, staff are aware of each target and the purpose/meaning of each activity undertaken by each young person. 	<ul style="list-style-type: none"> • The assessors support the steps that are being taken to ensure training opportunities provided for staff return to pre-pandemic levels.

I am very pleased to confirm that the Autism Accreditation Award Committee found evidence from the Accreditation report that this provision is meeting the criteria for an Accredited Award. In particular:

- Staff have a working knowledge of evidence-informed approaches associated with good autism practice.
- They can adapt these specialist approaches so that support is personal-centred and tailored to individual abilities, interests, preferences and challenges.
- Adaptions are made to the environment to support individual well-being and self-reliance.
- Each autistic student develops skills and confidence in communicating with others and engaging in a range of rewarding social activities.
- Each autistic student enjoys an increasing range of sensory experiences whilst developing regulation strategies to help them avoid sensory overload.
- Support enables autistic students to take part in activities which are purposeful and engaging and which promotes their emotional well-being and social inclusion.
- Proactive and preventative strategies are employed to help each autistic student avoid anxiety or distress and to help them understand and regulate their emotions.
- Feedback from autistic students and parents/carers is mostly positive about the support given.

Specific strengths are identified in the assessment report. Some areas of development are also highlighted related to fundamental principles of good practice in supporting autistic people. To work towards achieving an Advanced Award, the service should ensure that:

- Makaton signing is effectively employed throughout the provision alongside other augmentative and alternative communication systems.
- Individualised expressive communication resources are available in all settings and that staff and young people are clear about when and how they should be used.
- Practice is reviewed to consider how more opportunities could be provided to help young people to develop skills and confidence in making choices and taking decisions.
- Professional development activities return to pre-pandemic levels.



Once you have agreed terms and conditions you can expect to receive your certificate and logo. You can continue with your current Autism Accreditation plan or amend it by increasing or reducing the number of consultation visits. Please contact your consultant to discuss your options. We recommend that you undergo another assessment in three years' time to show that you have maintained standards or even progressed to a level where you can be given an Advanced Award. You can though request an earlier reassessment.

We hope you will be very proud to achieve an Accredited Award. However, it is appreciated that you might be disappointed if you believed that you met the criteria for an Advanced Award. If this is the case you may consider appealing against the decision.

Grounds for appeal

All provisions have the right to appeal against a Committed decision, if they receive an Accredited Award and believe that the assessment report shows that they meet the criteria for an Advanced Award.

The Panel is not a complaints body and can only consider appeals on the basis that the evidence presented in the report is accurate. If the provision has issues with the content of the report or how the assessment was carried out then this is not a matter that panel can judicate on. Rather the provision should seek redress by writing directly to the Head of Accreditation.

Panel can also not consider appeals where the committee decision is primarily based on feedback from autistic people and/or their families, outcomes of statutory inspections or safeguarding concerns.

How to appeal

The provision should email the Autism Accreditation Quality Manager at Stephen.dedridge@nas.org.uk with the subject heading **appeal against committee decision**.

The email must be sent within 30 days of formal receipt of the Committee decision. The email should contain the name of the provision and the reason for the appeal. A document can be attached presenting the provision's case to the panel. This document should not be more than 1500 words long. No other documentation should be submitted or will be considered. Autism Accreditation will not provide Panel with any information other than the Assessment report and the Appeal submission without informing the provision.

Once an appeal is lodged with Panel, no member of the Autism Accreditation team can enter into discussion with the provision about the appeal other than let them know when the outcome can be expected. Panel meet four times a year so it is possible that you may have to wait a while before you receive notification in writing of the outcome. The Panel decision is final.

APPENDIX 1: INFORMATION FROM THE PROVISION

1: Information about the provision

Please note this information will be included in the final report,

Type of provision e.g., special day school; residential care home etc

Residential education, residential young adult care, young adult day services

How many people are supported by the provision? 119

How many of this number are autistic? 76

What is the range of autistic people supported by the provision? e.g., age; learning disability; verbal or non-verbal etc.

9-28, learning disability, verbal and non verbal

Outcome of last statutory inspection if applicable.

Body	Date	Outcome
Care Inspectorate	2020	Very good
Education Scotland	2016	Satisfactory

Education Scotland report no longer available online.

What are the main specialist approaches used in supporting autistic people in their social communication and sensory regulation and promotes their independent and well-being?

Communication

Person centred approach, total communication, low and high tech as suits individual

Self-Reliance, Problem-Solving, and Independence

Scaffolding, internal award scheme, short term targets, safe therapeutic environment

Sensory Experiences

Calm environment and hands on tactile experiences. Sensory profiling indicating individuals needs. Real life experiences to provide sensory feedback

Well-Being

Person centred, use of environment including animals, healthy diet provided,

What training or support do staff receive in delivering these approaches?

What ongoing autism training do staff receive?

Autism within induction programme and full day session mandatory every two years.

Please describe any on-house training, courses, qualifications, etc.

Also describe any specific training relating to the particular methodologies and practices used within the setting.

Learning for practice programme 12 modules

Induction

Service specific training programme

Camphill values in practice programme available

BSS level 1 for all staff

What processes are in place to ensure that each autistic person has a regularly reviewed personal support plan that identifies strategies and sets targets in their social communication and sensory

regulation and promotes their independent and well-being?

All residential people have one plan reviewed every 6 months in a formal review, targets and outcomes reviewed ongoingly.
Team meetings and internal professionals meeting review progress regularly and documented
Day attended plans reviewed regularly and workshop reports every 6 months
IEP updated quarterly

How are autistic people consulted in the support they receive?

Choices given where appropriate
Guardians involved in decision making

How are the family who represent the best interests of the autistic people consulted about the support their relative receives?

In statutory reviews. Regular update phone calls/emails/visits
Surveys

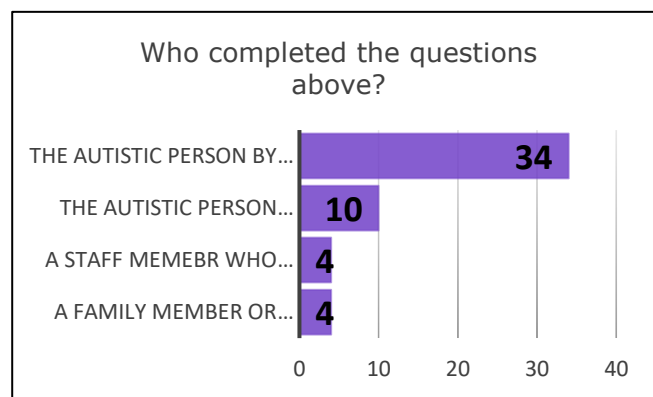
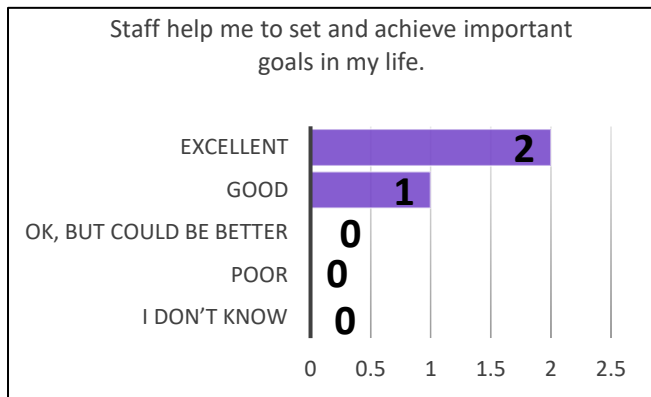
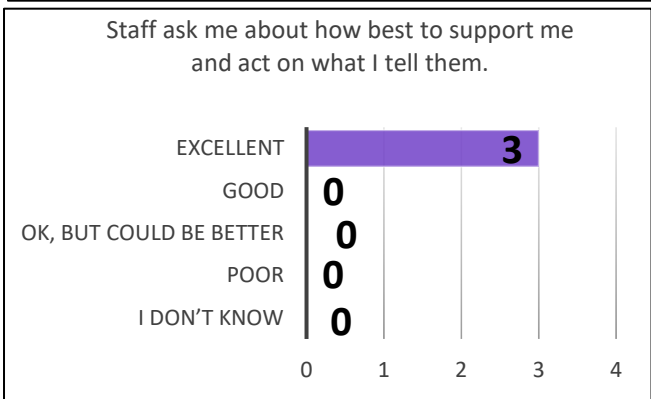
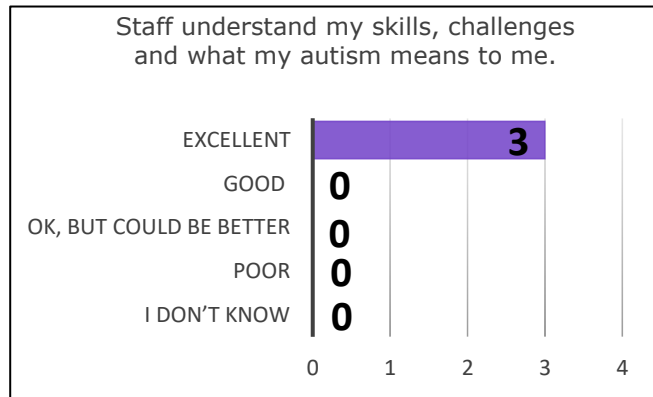
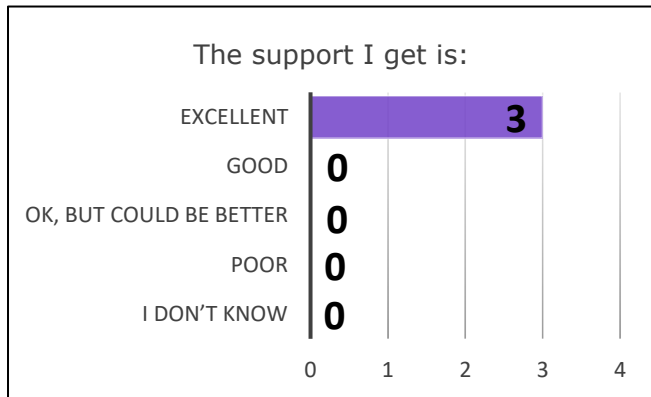
What do you consider to be the main areas of development for the provision?

Getting back up to date with training programme
Makaton trainers inhouse
Get back to more integration with the local community
Embedding training into daily life

What do you consider to be the main areas of strength for the provision?

Purposeful, meaningful experiences
Person centred approach
Mutuality
Opportunities for social interaction
Homely environment
Internal qualification
Natural environment

Autistic Person Survey - Questionnaire Responses (3)

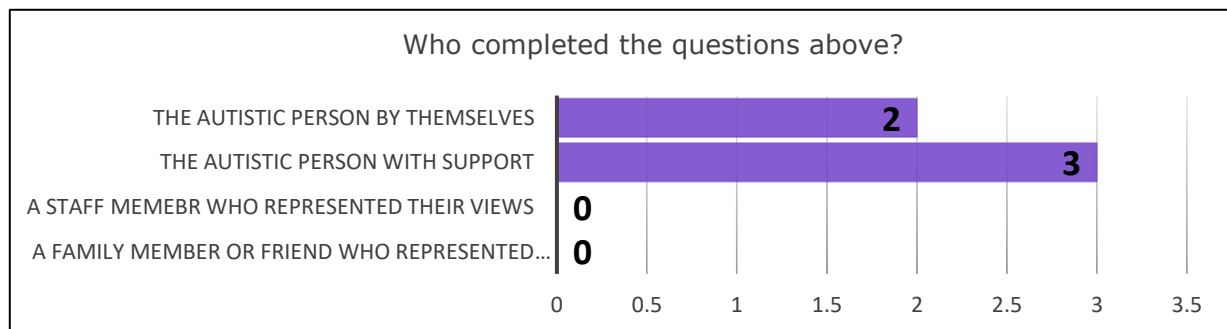
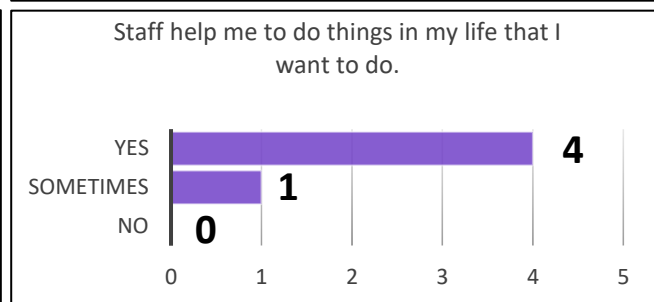
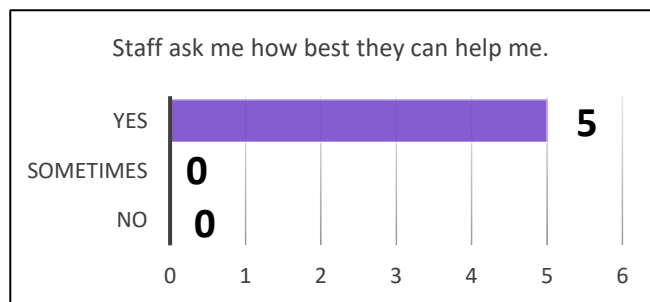
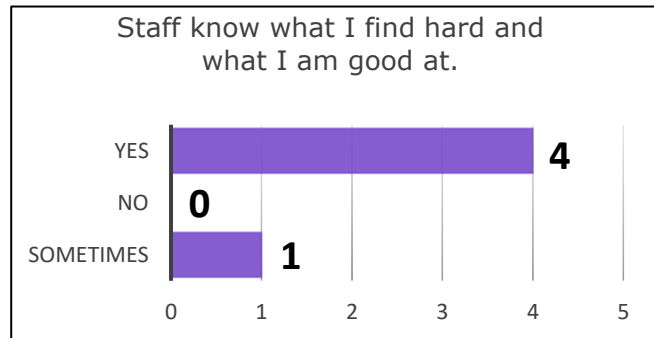
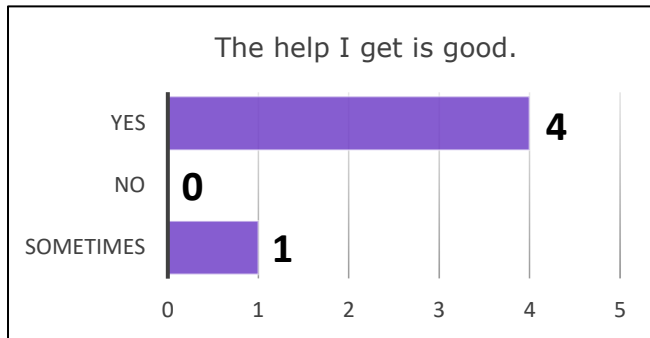


Comments

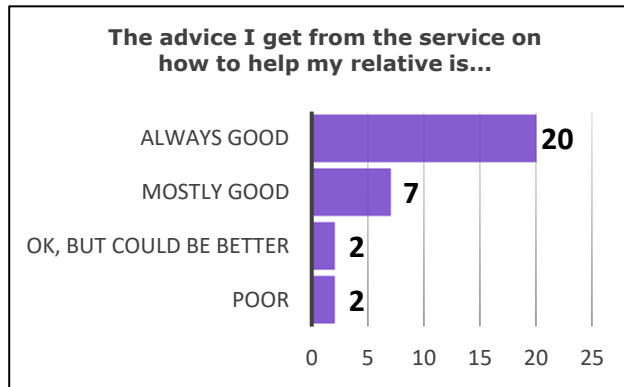
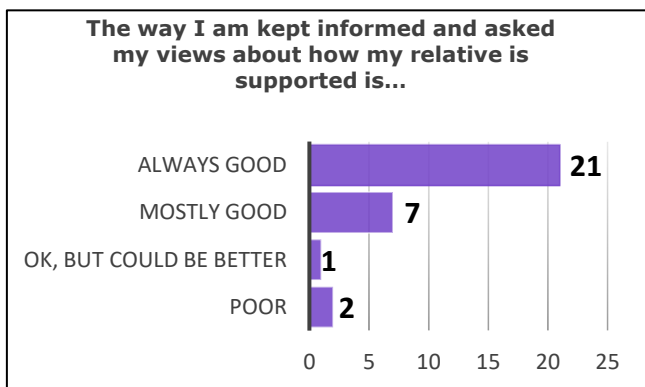
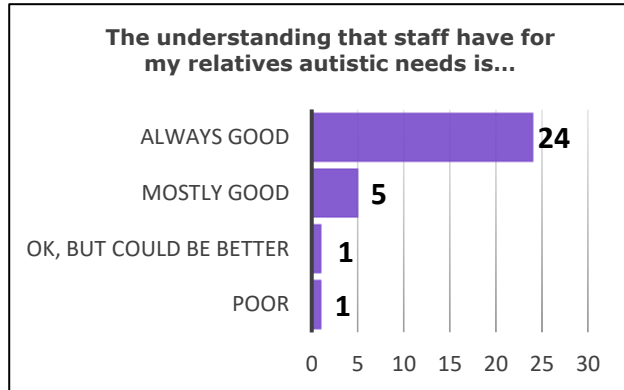
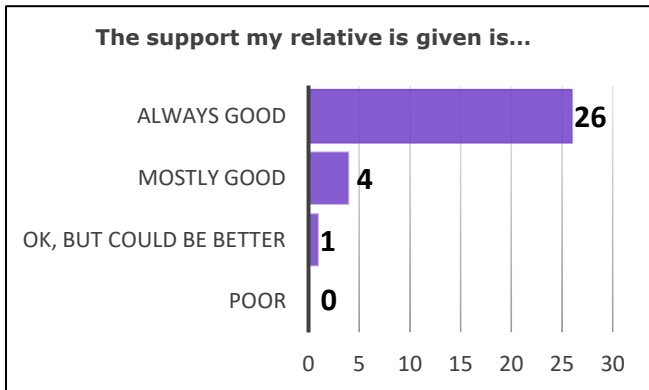
Here at Camphill I really appreciate the support I receive from all the staff who work with me, they help overcome daily challenges. I also enjoy that I have a lot of consistency around who I work with as well as my timetable. They listen to my needs whilst also pushing me to achieve. My head-teacher is amazing and ensures that my timetable can remain as consistent as possible and makes arrangements to assure this. All of my teachers are very understanding and pushing me to achieve whenever I am having a difficult day or not wanting to work they will allow me some time to calm down and then motivate me to work. I think Camphill is an amazing place.



Autistic Person Survey (Easy Read) Questionnaire Responses (5)



Families of Autistic Persons - Questionnaire Responses (31)



Comments

I cannot fault the support and care given to my daughter in Camphill. All her needs are met in a caring and respectful manner. I am kept up to date regularly with anything relating to her. The six-monthly reviews are a good opportunity to get a good overview on her placement - with health, progress, workshop reports, risk assessments etc

Excellent

The permanent staff have an excellent understanding of my son's needs and they work really well to pass on this knowledge and strategies to the Staff. They do an excellent job of linking appropriate staff to work with him in order to lessen his stress levels and maximise his quality of life.

I cannot praise the school enough . I can see they totally understand the concept of getting it right for ever child. My child is getting an education that interests him and meets his individual needs with plenty of outdoor learning and going at his pace , only moving forward when he is comfortable. I know they are in tune with him and that his learning is focused but also fun. This is a great comfort to us as parents, seeing that he is happy and learning .

Camphill shares care and responsibility for looking after our son. We have common goals and nearly always agree on how they should be achieved. When not, the areas of difference are very small and a positive way forward has always been found.

Holistic approach- trauma informed- my child feels valued and trusts staff and pupils

Absolutely thrilled with the care , compassion , support and professionalism displayed by staff at Camphill who support my son .



Helpful to know that the provision has identified the need for training around PDA as part of the autism spectrum- as individuals with this profile tend not to respond to conventional parenting, teaching or support approaches.

My son has been a resident within the Camphill community for the last 5 years I can't fault the ethos on how they manage and support my son he is always happy to come home and happy to go back , he has a meaning to get up in the morning to go to whatever workshop he is doing that day , I and my wife are very pleased with Camphill

Our son loves his time at Camp hill with a burning passion. I do not often hear what he is doing (this information mostly goes to my wife), nor do I hear feedback on what we might do better at home. But we are absolutely delighted that our child gets up seven days a week wanting to go to "work"-- even though our child only gets four days of care.

Fantastic provision, they know my child very well and how best to support his needs, with excellent knowledge and understanding of autism. My child is always treated with dignity and respect when helping him through difficult moments.

The expertise, facilities, care and surrounding environment are second to none! Camphill do not have a 'one size fits all' approach. Each person is an individual and has their own specially tailored schedule. I feel very privileged that my son has been able to access this facility.

I think the service provided by Camphill is excellent and their continued efforts to best meet my son's needs is fantastic and always taking his needs into account.

We find the if there are problems with our son, they come to us with possible solutions .The staff are prepared to listen to any strategies that we use that could be included in the support that is given to our family

The staff who work with my son have asked for and engaged well with sessions around his communication needs. They have implemented practices based on advice from SALT and fed back to myself about their experience. I feel they take my son's needs seriously and are always willing to think together about how an issue might be tackled.

My child has begun to enjoy life now. Before in shire run schools he was afraid of his own shadow. Now he is part of a community not a spectator

Since starting at Camphill the staff at school and at the house really encourage our child's development. The change in our child is really positive & amazing. We have regular contact from both aspects of the placement and we feel it works well.

My children enjoy going to the facilities daily and the support they receive for them is life changing

APPENDIX 3: CASE-STUDIES

Name of school/service: CSA	
Date initiative started: 2019	Date of report: Dec 2022
Description (What was the initiative?) Creation of STARS Awards for internal qualification and recognition of achievement	
Context (What was reason for developing initiative?) There was not a framework within the craft workshops, farm and gardens to clearly demonstrate achievement within the variety of tasks available. National accreditation pathways did not seem to cater for the breadth of ability and scope of work within CSA.	
Purpose of initiative (What were the aims and objectives of the initiative?) The purpose of the initiative was to create an inclusive internal award system which would fit every area of work and every young person. Each young person would be able to create a portfolio of achievement and have their work experiences tracked and recognised. One of the main driving forces of the initiative was to create a system whereby young people were not entered for courses at a pre-judged level, but all courses would be accessible, and observation informed the assessed level, thereby allowing for young people to achieve beyond any expectation.	
Method (What did you do, and how were you going to measure, observe and record outcomes?) Initial stages of development involved research of other existing systems including those created within other similar organisations. Once the principle plan was conceived, we worked closely with 3 workshop leaders, from both craft and land-based workshops, to form out the initial modules and units. Alongside this we wrote the guidance document which would be used as the training tool. The modules and units were compared to ensure an element of uniformity and trialled with a small number of students with a range of abilities. The assessment criteria were used and moderated within the trial group. When the trial was complete, the scheme was then rolled out to the larger group of workshop leaders, and each was challenged to formulate their own modules and units. A member of the trial group was tasked with guiding the other leaders and meeting with them to develop their area. We aimed to monitor the outcomes through the recording of achievement, the number of awards presented, and the range of levels awarded. Most importantly, the value would be assessed by the engagement of the young people and their carers.	
What happened? (Describe how the initiative developed) The roll out of the awards was impacted by Covid. However, this did not stop progress. Over time, all workshops have developed a number of modules and units and have worked through them with their young people. There have already been a number of award ceremonies where young people have been presented with their certificates, and portfolios are being created.	
What were the actual outcomes of the initiative? (What progress was made by individuals for example in communication and social skills; in self-reliance and independence; sensory processing; emotional regulation and wellbeing) Currently there are 13 workshops offering approximately 63 modules with their associated units. 138 STARS Awards have been achieved with 15 more to be awarded at the end of the term. Of the 138 awards that have been achieved, 7% have been at	

level A, 22% at level B, 37% at level C and 33% at level D. This demonstrates a good split across all the possible levels of achievement. 89% of young adults (day attendees and residents) have achieved a STARS Award.

Many of the young people have shown great pride in having their achievements recognised, and especially receiving the personalised certificates. There has also been positive feedback from parents/carers for this recognition. In a recent parent survey 95% of parents highlighted the importance of the awards to their child's development. There have been a number of students where the level of achievement has been beyond expectation, demonstrating that having an open assessment system encourages independence and self reliance.

Next steps and lessons learnt

The main work for the coming six months is an audit of modules and units. We need to ensure all workshops have a wide and flexible range of modules available, and that all young adults are on an achievement pathway in some of the workshops they are accessing. It would be important that young adults have some element of choice in which modules they would like to do within workshops, and we will need to put some thought into how this is presented. Previous experience has shown that it was helpful to have one person leading the development of the STARS Awards, supporting the team and ensuring consistency. This will need to be in place again, as well as ongoing training for support staff in the principle behind the awards and the assessment system.