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| **Primary School Self Evaluation Tool** |

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| **School Name:** |  |
| **Date of Review:** |  |
| **Completed by:** |  |

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| **Learning with Autism** |
| Learning with Autism is a programme that has been developed by the Welsh Local Government Association to raise awareness of ASD in schools, and is open to head teachers, teachers, learning support staff, governors and other school staff, and all Key Stage 2 pupils. The programme can be accessed at [**www.ASDinfoWales.co.uk/primary-school**](http://www.ASDinfoWales.co.uk/primary-school). |
| **Notes on Self Evaluation Tool** |
| The Learning about Autism self-evaluation tool has been developed using two documents - Estyn Guidance handbook for the inspection of primary schools 2017 and Estyn Supplementary guidance for additional learning needs 2013.  The Estyn Framework is used to determine areas that the school needs to prioritise rather than a grading system on performance.  Those aspects identified as Excellent may only need to be sustained whereas those assessed as Adequate and needs improvement or Unsatisfactory and needs urgent improvement may require prioritising in the school improvement processes. |

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| **Judgement Scale** | |
| **Excellent** | Very strong, sustained performance and practice |
| **Good** | Strong features, although minor aspects may require improvement |
| **Adequate and needs improvement** | Strengths outweigh weaknesses, but important aspects require improvement |
| **Unsatisfactory and needs urgent improvement** | Important weaknesses outweigh strengths |

**Estyn Common Inspection Framework – 1. Standards**

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|  |  |  | **Excellent** | **Good** | **Adequate** | **Unsatisfactory** | **Evidence** | **Criteria** |
| **Standards** | 1.1 | Standards and progress overall |  |  |  |  |  | * A comprehensive pupil tracking system is in place that monitors pupil progress since starting school, between phases and during the school year. * The school analyses the progress of all pupils with ALN including pupils with ASD, ensuring that they make progress. * The ALNCo is familiar with and uses a range of assessment data to monitor progress. * The ALNCo evaluates how well pupils with ASD achieve when compared to their peers. * A wide range of information is used to evaluate pupils’ standards and progress. |
| 1.2 | Standards and progress of pupils with Autism Spectrum Disorder (ASD) |  |  |  |  |  | * ASD learners are given opportunities to discuss their progress through their preferred means of communication. * There is a range of clear evidence of achievement and attainment of individual pupils with ASD. * The curriculum challenges ASD pupils with more developed skills to enable them to achieve as well as they can. * ASD pupils succeed in meeting specific and key targets in relation to their particular need. |
| **Standards** | 1.3 | Standards and progress in skills |  |  |  |  |  | * Standards are judged using a range of first hand evidence such as lesson observations, learning walks, scrutiny of pupils work and discussions with pupils. * Staff are aware of the extent to which the level of ASD pupils’ communication and higher-order thinking skills support or hinder their progress in classroom interactions with teachers and other pupils. |

**Estyn Common Inspection Framework – 2. Wellbeing and attitudes to learning**

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|  |  |  | **Excellent** | **Good** | **Adequate** | **Unsatisfactory** | **Evidence** | **Criteria** |
| **Wellbeing and attitudes to learning** | 2.1 | Wellbeing |  |  |  |  |  | * Incidents of bullying or harassment are recorded and monitored. Data shows a decrease of incidents. * The ALNCo monitors the extent to which pupils with ASD feel safe and secure by using a range of tools such as pupil questionnaires, wellbeing assessments, discussion including pupil voice and observations. * Pupils with ASD are supported to make healthy choices relating to diet, physical activity and emotional wellbeing. * Staff are aware of the difficulties pupils with sensory issues may experience and are able to support them appropriately. * Pupils with ASD have opportunities to take on leadership roles and responsibilities within school such as being a member of the school council, a helpwr heddiw, prefect role or a digital leader. * Provision is made for pupils with ASD during play and lunchtimes. * Pupils with ASD are included in activities with mainstream peers. * Individual’s with ASD are given time to follow their special interests and activities. * Individuals with ASD are given the opportunity to spend time alone (relaxation area). |
|  |  |  |  |  |  |  | * Pupils with ASD have access to and take part in extra-curricular opportunities, such as sports, clubs and community links. * The décor within the school has been made sensory neutral. * Arrangements to facilitate a seamless transition are in place for ASD pupils. * Where necessary, pupils with an ASD are able to utilise different options of entering and exiting school. |
| 2.2 | Attitudes to learning |  |  |  |  |  | * The attendance rates of pupils with ASD compare favourably with non-SEN pupils. * The rates of exclusions for pupils with ASD compare favourably with non-SEN pupils. * Pupils with ASD demonstrate good behaviour in lessons and around the school. * ASD pupils are supported to engage fully in new unfamiliar experiences and ideas. * ASD pupils are given advanced warnings of changes in routine. * Staff adopt a calm, quiet approach and give pupils lots of time to process and respond to instructions. * Staff view challenging behaviour as the result of an interaction of factors and a possible means of communicating that the environment/situation is too stressful e.g. in terms of sensory overload. |
|  |  |  |  |  |  |  |  | * All Teachers and LSAs within the school are sufficiently skilled and knowledgeable and able to provide care, support and guidance for pupils with an ASD. * Pupils with ASD are successfully supported in overcoming barriers to learning. * Provision to enable pupils to follow their special interests at appropriate times is available. * Where necessary, pupils’ with an ASD are able to utilise different options of entering and exiting school. * Pupils with an ASD are supported in or provided with alternatives to whole school activities where they find it difficult to cope with these. * Restrictive Physical Intervention/Positive Handling policy and procedures are in place however staff view physical intervention as a last resort and rarely use this with pupils who are on the Autistic Spectrum. |

**Estyn Common Inspection Framework – 3. Teaching and learning experiences**

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|  |  |  | **Excellent** | **Good** | **Adequate** | **Unsatisfactory** | **Evidence** | **Criteria** |
| **Teaching and learning experience** | 3.1 | Quality of teaching |  |  |  |  |  | * Programmes of study are adapted when pupils are working significantly below expected levels. * Pupils with ASD have access to a broad and balanced curriculum. * There are sufficient professionals, appropriate to the school, to support the needs of learners with ALN including pupils with ASD. * There is an Assessment policy that follows the principles of Assessment for Learning and Assessment of Learning. * There is regular training for all staff on ASD and strategies to support learners. * An up to date bank of resources on ASD are available for staff and parents. * Materials and methods of delivery are differentiated as per recommendations within the learning with autism programme to make the curriculum accessible for pupils with ASD. * Assessment data is used effectively to monitor progress and target learning. |
|  |  |  |  |  |  |  |  | * Pupils with ASD are enabled to evaluate their progress against the targets set in their IDP and set new ones. * The physical classroom environment is well ordered. * Visual timetables are used consistently throughout the school. * Activities use visual cues and unambiguous language systems to aid communication and understanding. * Pupils with ASD have a personal profile to enable staff to easily understand needs and difficulties. * Additional structure within activities is provided * Staff use resources effectively to support pupils’ with ASD. * Pupils with an ASD are supported in or provided with alternatives to whole school activities where they find it difficult to cope with these. * Resources to aid learning, including technology and sensory equipment are available to support pupils with an ASD to access the curriculum. * The school draws upon a range of voluntary and community resources to extend learning opportunities for pupils with ASD. |
|  | 3.2 | The breadth, balance and appropriateness of the curriculum |  |  |  |  |  | * Teachers plan, teach and review in partnership with other teachers, teaching and bilingual assistants, and other professionals as appropriate to ensure consistency of practice. * IDPs/PSPs are clearly written and actively reviewed, in partnership with outside agencies, parents and pupils. * Pupils with ASD are grouped in a way that best helps them to learn, including withdrawal groups and small class groups. |
|  | 3.3 | Provision for skills |  |  |  |  |  | * Pupils with ASD achieve the required skills in speaking and listening, reading and writing (in Welsh/English), numeracy and ICT and use them effectively across the curriculum. * Pupils with ASD are supported to develop Welsh language skills. |

**Estyn Common Inspection Framework – 4. Care, support and guidance**

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|  |  |  | **Excellent** | **Good** | **Adequate** | **Unsatisfactory** | **Evidence** | **Criteria** |
| **Care, support and guidance** | 4.1 | Tracking, monitoring and the provision of learning support. |  |  |  |  |  | * School track and monitor ASD pupils’ progress and wellbeing, including attendance, and uses this information to plan appropriate provision. * A detailed provision map is in place to demonstrate how well the school supports pupils with ASD. * The ALNCo monitors the effectiveness of interventions outlined in the provision map. * School secure good support from others, for example Teacher Advisors, Educational Psychologists and other external agencies to help pupils achieve appropriate standards. * The school directs parents/pupils to other agencies and support groups where appropriate. * The school actively removes barriers to learning for students with ASD in order to promote participation. * School actively seek to support parents of pupils with ASD. Parents are listened to and provided with relevant information. * School use a variety of means to engage parents of pupils with ASD e.g. through family engagement officers. |
|  | 4.2 | Personal development |  |  |  |  |  | * Pupils with ASD are supported to take part in extra-curricular activities, such as school plays, music and sports. * Pupils with ASD are prepared for life and work outside school e.g. school trips to local shops, businesses and places of interest. * Staff meet the developmental play and social interaction needs of pupils with ASD. * PSE curriculum supports the social skills development of pupils with ASD. * All staff are aware of the difficulties individuals have in trying to understand conventional social rules and systems and adapt their approaches accordingly to individual pupils needs. * Pupils with ASD and their parents are listened to. |
|  | 4.3 | Safeguarding |  |  |  |  |  | * Risk assessments and positive handling plans are in place for pupils with ASD as appropriate. * School have an up to date Restrictive Physical Intervention/Positive Handling policy and staff have accessed training in a holistic approach to behaviour management which includes de-escalation strategies. |

**Estyn Common Inspection Framework – 5. Leadership and management**

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|  |  |  | **Excellent** | **Good** | **Adequate** | **Unsatisfactory** | **Evidence** | **Criteria** |
| **Leadership and management** | 5.1 | Quality and effectiveness of leaders and managers |  |  |  |  |  | * School undertakes ‘Learning with Autism’ as part of the wider school improvement agenda. * All staff are aware of the signs of ASD and are aware of diagnostic referral routes if they suspect a pupil has ASD. * There is a named person in the school who is able to provide information and advice on ASD and specific information about individual pupils. * The role of the ALNCO / ASD lead is strengthened in order to provide expertise for pupils with ASD within the school. * Governors have undertaken training and are aware of the specific needs of pupils with ASD. Governors undertake a championing role and actively challenge ASD practice and provision. * Ancillary staff e.g. mid-day supervisors, caretaker are aware of the needs of pupils with ASD and how best to meet needs within their role. * ASD practice and provision is a regular focus within school meetings of the SMT and governing body. |
|  | 5.2 | Self-evaluation processes and improvement planning |  |  |  |  |  | * There is a clear self-evaluation process for ALN which informs the SIP and priorities. * There are clear priorities for improving ALN provision including provision for pupils with ASD. * There is evidence that the expertise of the ALNCo informs the priorities. * Monitoring of ALN including pupils with ASD is part of the school improvement cycle. * There is a quality assurance procedure in place in relation to the planning, teaching and reviewing of pupils with an ASD. |
|  | 5.3 | Professional learning |  |  |  |  |  | * The focus of partnership working is to improve standards for pupils with an ASD. There is regular partnership working which includes: * Frequent communication between the school, LA, health, social services and the voluntary sector. * Consulting with external agencies during the development of policy and provision. * Working with parents to provide joint intervention programmes, and regular communication systems. * Facilitating a range of opportunities for parents to liaise with outside agencies. * Working closely with other schools, sharing best practice and exchanging information. |
|  | 5.4 | Use of resources |  |  |  |  |  | * There is a quality assurance framework in place which is regularly utilised. * All staff have undergone appropriate training in ASD awareness and strategies to support pupils with ASD. * There is specific ALN training including ASD awareness for NQTs, EPDs and staff new to the school. * Staff share information with other staff in a formal and informal way when they return from courses and conferences on ASD. * A record of staff training in ASD and conferences attended is maintained. * Resources are available to support learners to access the curriculum. * The school actively seeks to and succeeds in removing barriers to learning and participation for pupils with ASD. * The school is committed to and provides a high standard of support for pupils with ALN. All staff see this as their function. |