Autism Accreditation Assessment

Portland College

About this Assessment

Findings from the Assessment

Differences in Social Communication

Key outcomes identified from personal support documents and staff discussions:
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Key outcomes identified from observation / review of key activities:

Key outcomes identified from personal support documents and staff discussions:

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Section 3: Summary of assessment

What the provision does particularly well

What stood out as particular strengths: in supporting autistic people:

What the provision could develop further

Priorities for the provision in ensuring consistency and quality in supporting autistic people:

Age range - 16-25years
Academic level – pre-entry to Level 3
Intellectual Disability – mild to severe
Associated conditions – Downs Syndrome, Prada Willi, ADHD, Mental health, severe communication difficulties, challenging behaviours, ABI and physical disabilities.
Learners both verbal and non-verbal identified within their Communication Plans.
Some use AAC technology.

Outcome of last statutory inspection if applicable.

Body	Date	Outcome
Ofsted	17 October 2017	Good

Please include a hyperlink to the report: https://files.ofsted.gov.uk/v1/file/2737489

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?

- Positive Behaviour Support
- Zones of Regulation
- 5 Communication Standards
- Winnie Dunn sensory profile
- Person Centred ECLIPSE ME Framework
- Holistic approach with a multi-disciplinary wrap around support.
- Be Health Active and Courageous - BHAC

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

- PBS annual training
- Zones of Regulation webinar
- Communication training with refreshers
- Sensory part 1 and 2 training as part of induction and refreshers
- Autism Awareness
- Autism package of:

Autism in girls
Autism and transgender
Stimming
Autism and the environment

Autism theories

- BHAC training over full academic year

- Therapy support
- Quality Assurance
- Positive Behaviour Support
- Zones of Regulation
- Be Healthy Active and Courageous Project
- Safeguarding
- Varied curriculum
- Investment in staff
- College environment and campus

APPENDIX 3:

Part 1: Professional Development
Initiatives or innovations that impact on staff insight into the personal experience of being autistic e.g. regular involvement of autistic people in professional development activities or review of practice.

Description

We provide CPD for our staff around the following:

- Autism specific induction training
- Communication needs training
- PBS training
- Sensory training part 1 and 2
- Zones of Regulation
- 5 Autism Workshops
- Learner Autism package
- Employer package
- Quality Walk Schedule
- Wrap around support meetings
- MDT target setting meeting
- Staff members with Autism
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•Be Courageous – support learners to see failure as an opportunity to learn instead of an opportunity to stop learning.
Initiatives or innovations that ensure that specialist approaches or techniques are fully understood, consistently implemented and regularly reviewed.
Description • Learner Autism package • Employer package • Quality Walk Schedule • Our learners are always at the heart of our delivery • Wrap around support meetings • MDT target setting meeting • Staff members with Autism

– We have also created a further Autism training package that is made entirely from our learners.

– We deliver training to potential employers

– Our quality walk schedule creates feedback from all areas of the therapy teams (SLT, OT, PBS, ZOR) Therapies and the PBS team complete termly walks across the department to look out for good practice the share and areas of development that can be inputted into training packages and briefings

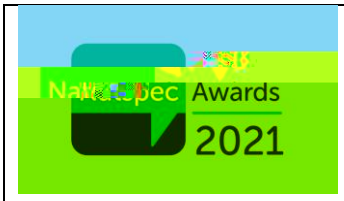
are always at the heart of our delivery with learners being given the opportunity to attend and co deliver training sessions to staff. Feedback from participants is that there is a greater emphasis when our learners are delivering training.

– Our new wrap around support meetings are on a weekly basis where all College professionals meet and discuss learners on a case by case basis. LSA's and deli

Initiatives or innovations that have had a considerable impact on the quality of life and inclusion of autistic people e.g. programmes; projects; therapeutic interventions social enterprises etc.

Learners also access a mandatory sessions– activities are linked to the five areas of well-being – Connect with others, physical, give to others, keep learning and be mindful.

- Point of assessment an3 51dts; therapeutic


Awards
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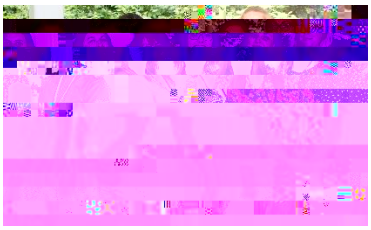

Appendix 3: Case Studies

TEMPLATE 1: Case study for an individual

He has navigated well through the layout and is able to formulate short sentences using both core and fringe vocabulary. GN has also used the iPad within his wider vocational sessions to support him to get his messages across from greeting a peer to identifying how he is feeling throughout the day. As a result of the successful trial period, GN has been purchased his own iPad and will have his Proloqu2Go user area added on to this. The iPad will be used both at college and home continuing to support his communication in a variety of environments. GN has shown he is able to communicate his requests, wants and needs, such as; drink, toilet, snacks, feelings. Through the use of the iPad GN will have more choices in his life. He will have more access to a range of meaningful activities which will give more opportunity for achievement and success. Overall the iPad will support GN to communicate his feelings, making meaningful choices, be in more control of his support, and become a more confident and independent communicator, which will contribute to improving his quality of life.
GN will continue to use his iPad both within College and the home environment, supporting him to make choices and develop his independence. Through parental contact and training his user area will develop as and when required, and it will serve to reduce any frustrations that may arise through the communication of his preferences.

TEMPLATE 1: Case study for an individual

	PORTLAND COLLEGE
	Use first name, initials or number
	Dec 2021 - present

Future transition for EN will see him access his classroom more often and see him interacting in a group environment. EN will be using his communication aid more to express his needs and wants.
When EN leaves Portland he will transition to a Day Service with skills to be more resilient to change and be able to work with new staff and a new routine.

TEMPLATE 2: Case study to show impact of initiative

Firstly, we designed a page that would be accessible to learners with the College's external consultant for SharePoint and Office365 functions.

Once a first version was created we then presented this to the Portland Council, for their views and opinions.

Next, we asked all staff to create suitable content that could be placed onto specific pages.
All work was audited and approved by the quality team.

Unfortunately, in 2019, there was some reluctance from staff to regarding the use of online resources and the project stalled.

However, in March 2020 and the announcement of COVID 19, the production of accessible sites, remote learning and accessible resources became of paramount importance.

*New sites were created and updated, weekly.

*Topic content resources were created and differentiated according to the learner's journey. (maths and English, prep for adulthood)

*Resources were provided to support learners to get onto their sites and use functions such as teams. Staff support provided to staff and parents about accessing sites and using TEAMS.

*Staff development and training provided for safeguarding, rules and consents for using video calling.

*Designated person for uploading approved content.

* Designated person for postal support.

In 2021, process maps created for Blended learning:

- Change of programme Forms
- Marking
- Feedback
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- Digital timetables
- Risk assessments for blended learning introduced considering a number of risk ratings.

In 2021 we implemented a template for creating booklets and resources, we knew that we would no longer be able