SELF-EVALUATION FORM

*Good practice for autism
is good practice for all!*

Remember! Evidence needs to reflect the impact of actions / strategies; and include pupil voice, and views of Staff and Parents / Carers

Setting:

STRUCTURE	To give predictability and security; this aids independence and flexibility and helps to reduce reliance on rigid routines. (NAS SPELL Approach 2014).
Prompt	**Evidence of application, impact and outcomes** **(evidence to be current & anonymised)**
1. POLICIES Your setting has policies that promote inclusion with special reference to children and young people (CYP) who are on the Autism Spectrum (AS) or who have Social Communication (S/C) needs.	
2. ENVIRONMENT **(whole school)** There are structures & strategies to lessen anxiety at key times eg before and after school, break times and moving between lessons.	

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3. NAMED PERSON There is a named person as AS/SC Lead.	

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Setting:

POSITIVE APPROACH	Positive approaches and expectations which recognise and develop individual strengths and abilities and allow confidence and self esteem to grow. (NAS SPELL Approach 2014).
Prompt	**Evidence of application, impact and outcomes (evidence to be current & anonymised)**
1.ASSESSMENT Assessment identifies the social-communication, interaction, sensory and learning needs of the CYP and the level of support they require.	
2. APPLICATION of ASSESSMENT 2.1. There are adaptations to recognise difference, promote inclusion and ensure positive outcomes. 2.2. There are strategies and flexible adjustments to meet identified needs within the classroom, school and playground.	

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2.3. Learning styles reflect the CYP's individual strengths & differences. 2.4. There is generalisation and transference of skills across the setting.	
3.SELF-CONFIDENCE & SELF-ESTEEM 3.1. Differences are respected and valued. 3.2. There are clear mentoring and counselling systems that the CYP can access independently.	

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Setting:

EMPATHY	Approaches which understand the experiences and views of the individual and their unique stresses and motivators. (NAS SPELL Approach 2014).
Prompt	**Evidence of application, impact and outcomes (evidence to be current & anonymised)**
1. CPD: WHOLE SCHOOL 1.1 There is a named member of staff. 1.2 There is an ongoing audit of staff skills and training needs. 1.3 There is a bank of up-to-date resources. a	
2. PUPIL PROFILES All staff have relevant information about the individual CYP with AS/SC.	

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3.ADDRESSING INDIVIDUAL NEEDS 3.1. The views of the CYP are included. 3.2. Adaptations reflect pupil profiles. 3.3. Self- management strategies are taught. 3.4. Families are actively encouraged to work with the setting.	
4. **COMMUNICATION** Consideration is given to: 4.1. Communication with the CYP. 4.2. Listening to the CYP.	

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Setting:

LOW AROUSAL	Managing surroundings to accommodate sensory sensitivities and reduce hyper/ hypo stimulation, reducing anxiety and aiding concentration. (NAS SPELL Approach 2014)
Prompt	**Evidence of application, impact and outcomes** **(evidence to be current & anonymised)**
1. THE INDIVIDUAL 1.1. Individual perspective is captured / understood. 1.2. Views of CYP, staff and parents/carers are recorded, analysed and used to modify the setting; inform planning; and promote inclusion. 1.3. There are clear and consistently applied consequences for inappropriate actions. Consequences are individually chosen to be meaningful to the CYP.	

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2. <u>WHOLE-SCHOOL UNDERSTANDING</u> 2.1. Understanding the impact of AS/SC on the individual. 2.2. Evidence of the impact of intervention.	
3**. <u>MULTI-AGENCY WORKING</u>** There is liaison with parents/carers and agencies.	

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Self-evaluation form

Setting:

LINKS	Developing a consistent approach between all supporters and settings and ensuring smooth transitions session to session and day to day. (NAS SPELL Approach 2014).
Prompt	**Evidence of application, impact and outcomes (evidence to be current & anonymised)**

1. COMMUNICATION with the CYP
 	
Communication links between the CYP with AS/SC and staff are:
  a) clear
  b) effective
  c) monitored	

2. HOME & SETTING LINKS
 	
Communication links between home and setting are:
  a) clear
  b) recorded
  c) effective	

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3. <u>PARTNER AGENCIES</u>
 	
Communication links with partner agencies are:
   a) clear
   b) recorded
   c) effective	

4. <u>COMMUNITY LINKS</u> The CYP with AS/SC is enabled to participate in a meaningful way in the life of the wider community.	

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