

Implementation

Best outcomes

We have a social media platform which is easily accessible and motivating for both staff and parents to use

Staff have the knowledge and skills to upload data to the social media platform easily and use it regularly to inform parents of their child's learning and progress

Staff and parents have good relationships and can have open and honest dialogue about their child at home and in school.

Parent feel comfortable about approaching the school for support if required

Parents have a good understanding of their child's priority needs, how we support them in school and how they can support them at home

Parents feel that their needs are fully supported by the school

Act to enhance

Look at different platforms to see how the connect and whether or not they meet our needs

- Involve parents in giving feedback on different platforms online/using their phones
- Pilot the app with a small staff group
- Identify training needs and time required for staff to implement and support parents to use the new app/social media platform

Keep the website updated/twitter feeds current

Consider bus to bring parents to events

Continue to use as many opportunities as possible to share pupil's learning with parents

Offer parent training where they require it to fully support their child ie PECs, PODD,

Top of measure 1
Communication with parents is excellent

Top of measure 2
Parents and school have a shared understand of their child's needs

Top of measure 3
Parents feel connected to other parents in the school

Top of measure 4
Parents feel able to approach the school for support

Start action in these areas:

Distribute questionnaire to parents about social media

Contact trainer about ICT platform/app

Find out/confirm who is willing to be part of a pilot group

Contact support agencies for parents and invite them in to talk to parents

Action for change

Parents are fully involved in their child's school life and have a shared understanding of their learning priorities

Worst outcomes

There is very little uptake and parents do not access the platform

The technology is too hard to use and staff struggle to upload images regularly

Parents have a poor understanding of their child's priorities and the focus of their learning in school

Parents feel that the school does not communicate effectively about their child's learning

Parents are embarrassed/unable to be honest about how their child presents at home

Act to recover

Strategies to highlight to parents when in?

Identify a twitter/app champion to support those who might struggle

Continue to use methods already in place to share info. about child's learning ie diaries, phones callas, review meetings

Bottom of measure 1
Parents feel that communication has deteriorated as a result of the implementation of social media

Bottom of measure 2
Parents have unrealistic expectations and feel the school is not fully meeting their child's

Bottom of measure 3
Parents feel isolated and don't have a support network

Bottom of measure 4
Parents feel school are unapproachable and don't feel able to ask for support

Must do:

Identity someone who is willing to keep the website updated/twitter feeds current and how this happens

Staff give an honest account of pupils at review meetings

Implementation

Best outcomes

- Every child has a way to communicate
- Every child copes well with transitions and can move from activity or different area successfully
- All staff use appropriate strategies to meet every child's individual needs
- Staff are willing to take risks. They give time and aren't fearful of making mistakes. Children are happy staff are calm and happy
- Children are able to engage in a variety of activities without stress or anxiety
- Children feel motivated and relaxed enough to try lots of different activities
- Children feel comfortable and safe in their surroundings

Act to enhance

Staff have a shared understanding of:

- star charts
- autism spectrum disorder
- the impact the environment can have on children with ASD

Expected outcomes for children's learning/use of strategy/sharing information

There is minimal visual clutter in classes/play rooms

Staff model communication strategies to children
 We make use of the AAC available
 We give children time to use the AAC
 Staff have an understanding of 'All Behaviour is Communication'

Top of measure 1
 Clutter free environment

Top of measure 2
 Children are meeting targets and staff recognise progress

Top of measure 3
 All staff are aware of strategies to use with individuals

Top of measure 4
 Parents are able to support their children at home

Start action in these areas:

- Clear corridors of physical clutter and visual clutter
- Staff training
- Implement base meetings/Meeting time-what do we do with kids?
- Peer observations
- Time to discuss class specific targets
- Purchase storage for classes

Action for change

Modify our environment and approaches to better meet the needs of pupils with ASD

Worst outcomes

- Children are extremely distressed and exhibit challenging behaviours such as selfharming
- There are higher rates of stress amongst staff And absenteeism increases
- Staff don't take on board training or and field to make changes to practice
- Children are disengaged

Act to recover

- More social events to bring staff closer together
- Mindfulness/yoga for staff
- Ensure there is a shared vision
- Highly structured day including opportunities to relax/de-stress with favourite activity/object

Bottom of measure 1
 Increased no.s of distressed behaviour/incidents

Bottom of measure 2
 Pupils are not making progress/meeting targets

Bottom of measure 3
 Strategies are ineffective

Bottom of measure 4
 Parents struggle with challenging behaviour

Must do:

- Involve Educational Psychologists in initial LCFE audit and training
- Purchase storage for classes
- Timetable break out spaces/playrooms to allow children quieter spaces

Implementation

Best outcomes

All children would be able to communicate to fulfil a need/direct others/attract attention

Children would be able to communicate with anyone at any time

Parents are fully aware of their child's preferred method of communication and can support its use at home

All staff have a good awareness of different augmentative and alternative communication systems

Staff are able to support the children in their class with their preferred method of AAC

Act to enhance

School community should participate in a vision, values and aims exercise to ensure that all staff are working towards the same goals which are reflected in our daily actions

Parent training -

Signalong, PODD, PECS
 Parent and staff resource - prompt sheets for step by step and big point including
 (i) how to recording/playing messages
 (ii) ideas for how to use it

Staff training

Signalong
 PODD app on iPad -possibly trial with poppy?
 PODD -The Grid software on eyegaze Lindsey
 PODD communication books -ongoing practice
 Creating symbolised resources using Boardmaker Online - Lindsey and Diane -create your own materials & Krystle and Clare using templates
 PECS -Kirsty SLT
 Intensive Interaction -outside agency
 Low tech Eye pointing -using an etran frame -Diane

Top of measure 1
 All children have the means to communicate

Top of measure 2
 Staff and parents are able to fully support their children with their AAC

Top of measure 3
 Staff highly knowledgeable and skilled in using AAC

Top of measure 4
 School is recognised as a language and communication friendly establishment

Start action in these areas:

- Staff Training Programme drawn up
- AAC included in staff CPD Plans
- Parent Training Programme drawn up
- Staff with skills identified to carry out in house training where possible
- External training sourced and organised
- Creation of further PODD books
- Expansion of use of PODD app (purchase more after iPad roll out?)
- Expansion of use of PODD eyegaze
- Expansion in use of eye gaze to gather information to support assessment of understanding
- Increased use of Boardmaker online to create symbolised resources
- Identify a staff member willing to do Signalong tutor training
- timetable draw up for SLT to be in class modelling strategies to support pupils with ASD

Action for change

Develop daily routines and practices which support pupils' AAC needs

Worst outcomes

Children become frustrated because they are unable to communicate effectively.

Adults are unable to model or support AAC system

Children display more acting out/ distress behaviours.

Children don't have access to their AAC system.

Parents aren't able to support their child's communication system.

Children with complex physical impairment & communication needs become very passive/ withdrawn.

Children and staff feel demoralised.

Act to recover

provide opportunities to see AAC in use across the school to Enable staff to develop a shared understanding of the potential lines of progression.

develop values and attitudes which support and develop AAC use throughout the day.

check in with staff to ensure they feel they have an awareness of what AAC strategies would most suit in their class and have access to training and support to implement this

SLT advice/modelling

STAR chart for analysing behaviour and identify positive behaviour strategies

Bottom of measure 1
 Children become passive/frustrated

Bottom of measure 2
 Parents lack the knowledge and skills to support their children

Bottom of measure 3
 Staff lack the knowledge and skills to support their children

Bottom of measure 4
 Children communicate using behaviours.

Must do:

- Staff must develop skills to model the AAC that individuals in their class use
- Staff will work collegiately to share their AAC knowledge and skills
- PODD books must be reviewed and printed or recovered when worn
- Process for printing PODD books must be clarified and a process drawn up and shared with staff to ensure books are provided timeously
- Make contact with Psych services re. intention to go for LCFE award.
- Complete LCFE initial audit
- AAC training plan must be drawn up and shared with staff & parents
- Class cover to be provided to enable staff to plan and deliver AAC training for support staff and parents