

Standard 1: Achievement & Progress of pupils with Autism

Performance Indicators	Success Criteria	Evidence	Identified area for improvement
Pupils with ASD are making expected rates of progress from their starting points in Communication/Literacy, Numeracy, Science and ICT (using SEN Progression Guidance)	Pupils with ASD are making 2 levels of progress within a key stage (P levels or NC) in core subjects, as far as possible. (Taking into account the needs of pupils who have the highest levels of autism and most complex behaviours.)	Summative and formative tracking data (e.g. B2, PIVATS) School analysis reports on progress of pupils with ASD	
Pupils with ASD are set challenging subject targets, and most are achieving these.	The majority of ASD pupils have targets set at the Upper Quartile, and at least 60% of these are achieved.	Target setting reporting and analysis	
IEP targets (in addition to those above) are set relating to the development of social skills and self-regulation of behaviour, as appropriate, and pupils with ASD are making good progress in achieving these.	There is a good rate of achievement of individual learning/behaviour targets. They are based on the needs of the child and reflect the impact of his/her autism on learning and socialization.	Scrutiny of IEPs Analysis of IEP target achievement Evidence that short-term objectives in IEPs link closely to 12 month targets, which are based on needs as set out in the statement	
Pupils with ASD are developing appropriate behaviours for learning	Planning of IEP targets and activities to achieve these takes into account the interests, needs and obsessive habits of the child with autism, and seeks to reduce those behaviours which negatively impact on learning. Planning for targets relating to behaviours for learning and socialization are based upon best practice advice from DfE and other national bodies concerned with the education of pupils with autism	As above. Lesson planning Behaviour Management plans and risk assessments Staff planning and interventions to reduce obsessive behaviours (e.g. sensory diet, degree of stimulation in the environment, deployment of adult resources) Planning reflects DfE and national advice, e.g. SEN Toolkit for pupils with complex needs,	

		National Autistic Society etc.	
Overall Grade and commentary			

Standard 2: Teaching & Learning of pupils with Autism

Performance Indicators	Success Criteria	Evidence	Identified area for improvement
Teacher's planning reflects understanding and knowledge of the learning needs of pupils with autism. The planning ensures that all pupils in the group, whatever their degree of autism, make progress in their learning through well planned learning objectives and learning outcomes	The quality of planning indicates that staff understand the implications of the impact of a child's autism on learning, and makes adjustments to inform improvement. Teachers use their knowledge of the child to provide tasks which interest the child and cause little discomfort and stress	Scrutiny of teacher's planning (short, medium and long term) Lesson observations show that pupils can complete tasks within a given time	
Teachers have an expertise in developing the communication and literacy skills of pupils with autism, and this is reflected in planning, teaching strategies and classroom interventions.	There is a clearly defined approach to the development of communication for pupils with ASD Staff consistently use the school's communication approach when working with pupils with ASD Pupils with ASD make good progress in achieving their literacy/communication targets	School policy and documentation re provision for children with autism Lesson Observations and Learning Walks which provide evidence of staff using a range of communication interventions with children with ASD, e.g. PECs, Total Communication, Makaton, use of ICT	
Teachers take into account the individual learning styles and behavioural needs of pupils with autism and match the learning activities to ensure their successful engagement. Individual IEP targets are addressed through this differentiated approach.	There are clear routines at the start and end of lessons, and in transitions during the lesson that provide predictability and structure for the pupils. Pupils with ASD make good progress in lessons because the learning activities are matched to individual needs	Lesson observations and learning walks Lesson planning IEP outcomes	
Teachers and other adults use appropriate modes of communication	Pupils with ASD know how well they are achieving in lessons because of	Consistent and regular use of communication, using	

<p>(verbal, signing, symbols) to indicate how well pupils with autism are doing in their learning, and what they need to do to improve.</p>	<p>positive feedback throughout the lesson, using appropriate means of communication. There is a coherent and appropriate approach to informing pupils with ASD how to improve their learning and/or behaviour</p>	<p>approaches such as PECs and Makaton Consistent use of praise and rewards End of lesson plenaries</p>	
<p>Staff employ Information and Communication technology (ICT) as an effective teaching support for the child</p>	<p>ICT is used well to provide access to learning and to overcome barriers in communication</p>	<p>Use of IWBs Regular use of ICT software – planned opportunities in learning Individual planned use of ICT (I pads, lap-tops etc.) to promote communication between child and adults and other children</p>	
<p>Teachers and other adults use differentiated questioning to check the understanding of pupils with autism, and to develop their thinking.</p>	<p>Questioning skills are informed by adults' understanding of the triad of impairment, and seek to help these pupils develop engagement and empathy.</p>	<p>Lesson observations Learning Walks</p>	
<p>There is an agreed process for the identification and assessment of pupils with autism that enables teaching to be carefully matched to needs.</p>	<p>There are appropriate procedures in place, which ensure that assessment, recording and reporting of pupils with ASD are integrated into the school's routings</p>	<p>Staff carrying out assessments have the appropriate expertise Use of external support, e.g. EPs and SALT, to provide additional information and guidance to support assessment Parents/carers are routinely involved in the assessment process</p>	
<p>Assessment of the progress in learning, behaviour and social skills development of pupils with autism is regular, and contributes to planning next steps for individual pupils. This</p>	<p>There is an agreed whole school approach to target setting for pupils with ASD, including 12 month and end of KeyStage targets. Target setting (including IEP targets) is</p>	<p>Scrutiny of targets</p>	

ensures that clear and realistic targets are set for each child.	used consistently to plan next steps in learning/behaviour/socialization Pupils are informed of their targets, and are encouraged to monitor their own progress		
Teaching of pupils with autism uses appropriate strategies and techniques to engage and motivate	Teachers and other adults confidently use appropriate strategies and interventions so that pupils with ASD are engaged in learning most of the time, and are motivated to complete tasks and activities. There is good evidence that pupils with ASD are enjoying their learning	Evidence of use of appropriate ASD approaches, e.g. TEACCH Objects of Reference Routines Music Learning Environment	
Teachers and other adults ensure that their subject knowledge and expertise is evident in the learning activities for pupils with autism and in their interactions	Pupils with ASD are taught by teachers who understand the requirements of subjects well, and ensure that their pupils make good progress in acquiring the knowledge, understanding, skills and processes related to each subject, taking into account the barriers presented by the triad of impairment. Good use is made of planning and advice from key therapists to enhance the learning of pupils with ASD	Lesson observations Learning Walks Teacher's planning Plans from therapists, e.g. SALT, occupational therapists, are integrated into learning plans to maximize learning	
Teachers and other adults plan scaffolded opportunities for pupils with autism to learn independently and in small groups	Pupils with ASD are encouraged to work independently on planned tasks, and to work collaboratively when appropriate.	Learning Walks Lesson Observations Lesson plans	
Teachers share topic themes and resources with parents/carers so that learning can be continued in the home	Good use is made of home/school communication books or Learning Platforms to ensure that parents can support topic themes in the home environment	Scrutiny of communication with home Use of Learning Platforms to promote partnerships between home and school	

<p>Teachers and other adults understand the importance of a supportive learning environment for a pupil with autism that enables the pupil to relax and settle to work.</p>	<p>The classroom and general environment of the school is well organized, quiet and free from over stimulation and clearly set out.</p> <p>The layout of the classroom and common areas of the schools shows consideration for the unique needs of each child with autism</p>	<p>Teaching areas are well organized, quiet and free from over stimulations and clutter.</p> <p>There are clear directional signs, photographs and pictures in classrooms and throughout the school to indicate areas of activity</p>	
<p>Teachers and other adults working with pupils with autism develop effective behaviour management plans, and are skilled in effective behaviour management strategies to enable the pupils to regulate their behaviours and learn successfully.</p>	<p>Individual challenging behaviours are addressed efficiently and with minimum comprise of dignity so that the learning of others is not unduly interrupted, and the child with ASD can be calmed quickly and returned to learning with minimum fuss.</p> <p>All interactions related to helping pupils with ASD manage their behaviours promote a relationship of trust and respect</p> <p>Staff are confident in the training they have received to manage challenging and complex behaviours</p>	<p>Lesson observations & learning walks</p> <p>Quality of behaviour management plans and risk assessments</p> <p>staff behaviour management training plan</p>	
<p>Overall Grade and Commentary</p>			

Standard 3: Behaviour & Safety of pupils with Autism

Performance Indicators	Success Criteria	Evidence	Identified area for improvement
Pupils with ASD have positive attitudes towards learning, and to other pupils and adults in their class.	There is a positive ethos of respect and trust within the classroom Pupils with ASD are helped to understand when they have been unkind to others	Learning walks and lesson observations	
Pupils with ASD are given every opportunity and encouragement to participate in the life of the school	Pupils with ASD participate confidently in school activities and events, and where possible their views on the school offer are sought.	Playground observations Assemblies Involvement in the Pupil Voice	
The school's behaviour policy takes into account the needs of pupils with ASD. Behaviour management plans and risk assessments are regularly updated, and all adults working with ASD pupils are regularly trained in appropriate behaviour management techniques.	The school promotes an atmosphere where children with autism feel safe and secure, and where other children have an empathy with the children with autism Written behaviour management plans indicate the arrangements made for children with autism	The school behaviour provision map Analysis of behaviour management plans Monitoring of success of behaviour management plans	
There are planned opportunities for teaching pupils with ASD how to keep themselves safe – as appropriate to their level of understanding	Curriculum opportunities help pupils with ASD to learn how to keep safe	Scrutiny of the schools' PSHCE programme	
The attendance of pupils with ASD is monitored, and the school establishes a very close partnership with parents to maintain regular attendance and support.	Attendance of pupils with ASD is very good	Analysis of school attendance records Monitoring of attendance, and record of interventions	
Overall Grade and commentary			

Standard 4: Leadership & Management of pupils with Autism

Performance Indicators	Success Criteria	Evidence	Identified area for improvement
Leadership of the ASD provision demonstrates a clear vision of excellence and how the provision can further improve. It promotes a clear pedagogical basis for teaching and learning of pupils with autism.	The school has in place appropriate arrangements, including written documentation, to support the planning of provision for children with autism. Leadership ensures that all staff working with children with ASD can explain the implications of the triad of impairment and barriers to learning and socialisation	SEN Policy Planning documentation indicates that the school has an agreed theoretical approach to the provision for children with autism, e.g. TEACCH	
Action planning for development of the ASD provision reflects these high standards and aspirations	There is a distinct action plan related to the improvement of the ASD provision within the school	Scrutiny of ASD action plan, and monitoring records	
There is a regular programme of self-evaluation of the quality of ASD provision	Monitoring of the ASD provision is part of the school's self-evaluation cycle	Self-evaluation documentation	
Leadership of the ASD provision improves the quality of teaching and learning of pupils with autism	The lead for autism provision is an expert in the teaching and provision for pupils with ASD Monitoring of T&L of children with ASD shows that the standard of T&L steadily improves because of the arrangements put in place to support and develop teachers and non-teaching staff working with these pupils.	Qualifications of staff working with children with ASD Monitoring of T&L data (lesson observations, learning walks, analysis reports on T&L)	
Newly appointed staff are given appropriate support to ensure that their teaching and consequently, the impact on the children's learning, is effective	There is a clearly set out process, through staff performance management, to ensure that all staff working with ASD pupils are	There are records of training undertaken by staff and of the impact of training on planning for teaching and learning.	

and consistent	appropriately trained and expert in working with children with ASD	Evidence of coaching and mentoring arrangements for staff new to ASD provision	
The curriculum offered to pupils with ASD is balanced and relevant to their needs. It includes the core subjects of Communication/Literacy, Numeracy, ICT and PSHCE	The curriculum offer for pupils with ASD meets Ofsted requirements for good or better Curriculum flexibility ensures that individual needs and interests are given a priority and that obsessive interests are used imaginatively to encourage interaction and learning	Analysis of curriculum offer The curriculum for pupils with ASD is sufficiently differentiated to priorities their individual strengths and interest Curriculum adjustments	
The provision for pupils with ASD includes a therapeutic element appropriate to needs	There is an identified space for each child with autism for time out.	There is good quality provision in classrooms or a single place (e.g. sensory room, soft play room) for pupils with autism to find comfort and to de-stress when necessary.	
Parents and carers have confidence in the school's provision for pupils with ASD because of effective communication and links, including with other support agencies and the local community.	Parents are confident and supportive of the school's efforts on their child's behalf.	Parents are involved actively in the process of assessing and planning for their child's successful inclusion within the school.	
There is a high focus on the safety of pupils with ASD, particularly the most vulnerable children.	Written behaviour management plans and risk assessments for planned activities indicate the arrangements made for children with autism to ensure their continuous safety	Quality of risk assessments linked to behaviour management plans Quality of risk assessments linked to planned activities, particularly for visits in the local community	
Overall grade and commentary			

Other aspects of educational provision for pupils with Autism

Performance Indicators	Success Criteria	Evidence	Identified area for improvement
The transition of pupils with autism enables them to settle rapidly and make progress in their next stage of learning (either when they join the school, or move on to their next destination)	Pupils with ASD manage their transition into the school smoothly and with minimum upset, because of effective arrangements to ensure that they and their parents/carers experience least stress in new and unfamiliar surroundings. Pupils with ASD are helped to achieve a smooth transition to their next stage in learning because of the partnership between the school, the parents and the receiving educational setting.	School transition arrangements Feedback from parents/carers and pupils	
Pupils with autism have access to learning opportunities that promote their spiritual, moral, social and cultural development	Opportunities for developing SMSC are consistently planned within the curriculum and there is good evidence that pupils with ASD make progress in these areas.	Scrutiny of curriculum School self-evaluation evidence Feedback from parents/carers and pupils	
The school maintains an appropriate environment designed to reflect the learning needs, and support the social inclusion of pupils with autism	The classroom and general environment of the school is well organized, quiet and free from over stimulation and clearly set out	There are clear directional signs, photographs and pictures in classrooms and throughout the school to indicate areas of activity	
Overall Grade and commentary			

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