

AUTISM ACCREDITATION PEER REVIEW



SERVICE REVIEWED: Clare Mount Specialist Sports College

DATES OF REVIEW: 22/23rd March 2017

TEAM MEMBERS: Freda McEwen, Katie McKeever, Andy Pitts

OVERVIEW OF PROVISION

Clare Mount Specialist Sports College is a day school for students aged 11-19 with autism and/or Moderate Learning Difficulties. There are currently 217 students on roll of whom 120 have a primary need of autism. 86 of these students are located in the 'base' provision (specifically for students with autism) whilst the other students are located across the main body of the college.

The main teaching blocks provide 16 teaching rooms, library, 2 ICT rooms, 3 science labs, a food studies room, drama studio, music room, SEAL room, sensory room, hall, canteen and gym.

An adjoining building has DT and art facilities and a new fitness suite is attached. The college has developed a Year 7 autism resource base with 2 classrooms, 2 break out rooms and a learning support area. Outside is a yard with sheltered quiet area, playing field, outdoor gym, cycle track, sensory garden and a multi-use games area.

There are separate teaching areas for Post 16 students and a 'bungalow' which contains a café.

Clare Mount Specialist Sports College has an excellent reputation and at the last Ofsted inspection June 2016 continued to be an outstanding provision. It was described in the report as 'an oasis of calm.'

SUMMARY OF EVIDENCE

Observations

The review team observed 22 lessons or small group activities, as well as lunch times and an Outreach consultation. Other session observations were as follows:

- Food studies.
- PE.
- Assembly.
- Life skills.
- Maths.
- Lunchtime clubs.

- 'Emotional Regulation'- PHSE.
- SaLT interventions.
- Science.
- Form Time.
- English.
- Work experience Post 16.
- ICT.

Interviews and Discussions

- Student panel x 10.
- Head boy.
- Apprentice (former student).
- Parent/carers x 12.
- Teaching staff x 19.
- Transition coordinators Yr. 7.
- Transition coordinators Post 16
- ASC Lead (Assistant HT).
- Sports College outreach team.
- E- Learning coordinator.
- 'Aspirational target' setting meeting.
- Informal discussion with teachers and teaching assistants.
- Discussion with students and staff about a media project, and demonstration of projects currently being worked on.
- Meeting with SENCO at school accessing the outreach consultation work.
- Meeting regarding outreach projects.
- Outcomes and targets meeting.
- Demonstration of schools ASC and Social Communication Difficulties training.

Documentation

- School Development Plan (including ASC action plan 16-17).
- School self-evaluation (SEF) 2017.
- ASC typicality sheet-10 strategies for ALL lessons.
- Action research folders 14 -15 and 16-17.
- ASC Interventions: Case studies.
- CPD file 16-17.
- Transition policy.

- Autism policy.
- Supporting pupils on the autism spectrum (Outreach) doc.
- One page profiles.
- ASC Individual plans.
- Outreach Services Individual plan.
- Calvert lake district residential evaluation and feedback.
- Outreach Consultation Report.
- Paris Residential feedback.
- Shakespeare School festival feedback.
- ASC/SCD Training log.
- Personal and Social development.
- Training Evaluation.
- ASDAN PSHE.
- Transition from primary school
- Person centred plan school behaviour log.
- Positive Behaviour for learning and life policy 2016.
- Transition documentation for Year 6 students transitioning to Clare Mount including leaflet linked to interactive app using 'Aurasma'.
- Clare Mount Specialist Sports College Outreach Service Consultation Reports
- ASC and Social Communication Difficulties – Attendee List, Training Evaluation and Slides for the training programme.
- Lesson Plans.
- ASC and Challenging Behaviour – Attendees List and Feedback forms.
- Social stories.
- PSHE – Hazards in the community.
- Risk assessments and development work for college outreach.
- Meeting Schedule 2016-2017.
- Clare Mount Sports College Outreach Programme Governors report.
- Sports College Outreach Programme training materials links.

KEY FINDINGS

As a result of this process, the following actions were identified for the service to work on:

Actions for development	Reasoning
UNDERSTANDING THE AUTISTIC PERSON Sensory Experiences Emotional Well-Being	Staff know the students very well and have, as part of their ever improving, reflective journey, input strategies that aim to develop students' understanding of emotions. There is a consistent use of 'emotion thermometers' in all teaching areas. Specific sessions targeted students' understanding using 'body maps' to encourage students to demonstrate how they felt, how

<p>ENABLING THE AUTISTIC PERSON Sensory Experiences Emotional Well-Being</p> <p>Develop a more in depth and systematic sensory profile that supports students (and staff) understanding of and self-regulation of emotional states using planned personalised strategies.</p>	<p>different experiences and events impacted on feelings within themselves. These were very effective. A year 8 assembly specifically went through how emotion thermometers were to be used. Some teaching areas had slightly more developed emotional thermometer systems displayed ,with the ubiquitous 1-5 scale supplemented with a more detailed breakdown describing exactly how points 1-3 felt. Points 4-5 were still empty (there wasn't a lot of 'behaviour' that merited a 4-5 scale but plans were in place to discuss with the class and complete these descriptors). Class rooms had 'fiddle toy' boxes available. The emphasis on PE and physical activity, the availability of appropriate physical equipment in and around the school all contributed to supporting students' ability to self-regulate. If a student was upset, provision was made to access the sensory room or the 'reflective restorative area' (a separate quiet space that students could access).Individual ASC plans contained information about triggers and sensory overload with some brief strategies.</p> <p>However there are students with quite complex sensory integration needs. They buy into the system because sessions are motivating, there is a very diverse and varied curriculum and teaching is strong ,but they might benefit from more detailed ,in depth sensory profiling that developed strategies to support in this area of need more systematically and effectively. Specialist input would further support staff knowledge and understanding of rationale in improving outcomes even further.</p>
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The following areas were also identified as examples of what the service does well.

<p>Specific areas of strength</p>	<p>Reasoning</p>
<p>COMMITMENT AND CONSULTATION Commitment</p> <p>All staff take responsibility for producing a piece of action based research focussing on an individual or a group of individuals to promote improved outcomes in terms of social, emotional, personal or academic development.</p>	<p>School has committed itself to encouraging and developing reflective practice in order to provide best outcomes for pupils. It uses action research as a model for the teaching staff to develop themselves and others, to reflect on their practice and to create strategies that are more effective. Research has involved areas such as improving access to CPD around autism in PE/sport for partnership schools ,providing interventions to maximise successful outcomes for Gifted and Talented pupils undertaking accredited examinations, developing an autistic friendly environment with information and strategies to lessen anxiety and promote independence, successful Post 16 transition, improving an individual's attendance ,reducing the number of 'incident' slips to demonstrate prevention is more effective than reaction. There are programmes designed to meet individual and specific needs such as a student who didn't like having her hair cut.</p> <p>This action research programme is linked to teachers' performance management and the proposals and findings from the action research are shared across college via staff meetings. This demonstrates a real commitment to valuing and encouraging staff self-development and is</p>

	<p>seen as a positive by staff themselves and as such is considered by the review team to be an area of strength.</p>
<p>ENABLING THE AUTISTIC PERSON Self-Reliance and Problem Solving</p> <p>Transitions into school and transitions from school are excellent.</p>	<p>There is a clear transition policy and procedure in place detailing the flexible and in depth way the school works with primary schools and students transitioning to Clare Mount. Opportunities are made available for new students to attend after school sports evenings to get to know staff and familiarise themselves to the building. Person centred plans are developed from this point with a focus on the individual needs which are flexible and creative. There is access to interactive apps (Aurasma) for future students to see the staff they will be working with and the school environment. This interactive application enables pictures and photographs to 'come to life' and 'talk to' the prospective students in a very engaging manner and allows future students to 'meet' members of staff and access information away from the setting. This technology is also being developed to break down new and different activities into small steps and then explain processes to students. This includes before residential trips and other planned visits. This is a really creative use of technology and there is fantastic potential for future developments to support learning and transitions.</p> <p>Specialist year 7 "bases" have been developed to meet the needs of new students including break out rooms and direct access to sensory garden to promote individuals to develop emotional regulation skills and develop own understanding of these. Support is then given to transition from these base classrooms in to the rest of the school which is a supportive process using change boards and gradual transitions.</p> <p>There are also strong links with colleges and workplace providers to support transition from Clare Mount college to other education providers. This has enhanced future outcomes for students and promoted them to become more integrated in their community. College works with external agencies in a highly effective manner to pinpoint individual pathways and to input the support necessary to make those placement successful. College has developed an ASC 'friendly provider' list to support work experience placements with a considerable amount of work going into ensuring transitions in to placements, suitability and sustainability of those placements and support along the way are provided.</p>
<p>COMMITMENT AND CONSULTATION Partnership</p> <p>The wide range of external links, opportunities and partnerships supported by the impressive outreach work add value to the college and result in excellent outcomes for students and their families.</p>	<p>The ASC outreach project provides a flexible training and consultation programme to other schools in the Local Authority. The flexibility of the programme was seen as a strength of the service by the service user and this has enhanced links with other schools in the area. This programme has effective outcomes by being involved in training, professional meetings and consultations and individual work with students and their friends and families. Feedback from training has demonstrated an improved understanding for attendees working with autistic people.</p>

	<p>In addition the sports college outreach has developed a number of links with outside agencies and been involved in a number of projects promoting positive outcomes for students including involvement in talent programmes and northwest health consortium. The scheme has made P.E more accessible for individuals who have previously struggled and this is reflected in other schools where the outreach programme takes place using STEP (Step in to sport) principles. The programme has employed two former students (as apprentices) with a diagnosis of ASC to work within outreach, improving individual life skills whilst promoting positive role models for other students.</p> <p>Clare Mount has an effective user friendly list of supportive work placements and business links which is supported by annual next steps jobs/college opportunity 'fair' (28 different providers).</p> <p>Clare Mount is committed to encouraging the aspirations of its students to see that they too can succeed. It does this by inviting a range of external motivational speakers and role models, some autistic themselves, to meet with students. This has included amongst others Austin Riley (an autistic champion go carter), a world skating champion, international rugby player, Paralympic cyclist, European skateboarding champion and others.</p>
<p>POSITIVE OUTCOMES FOR THE AUTISTIC PERSON Self-Reliance and Problem Solving</p> <p>Outcomes for pupils are excellent</p>	<p>The highly motivated and positive staff team, very ably guided by the ASC lead practitioner play a critical role in ensuring positive outcomes for students and their families.</p> <p>Students are rightly proud of their college and were able to express how they felt safe, valued and empowered to succeed at the college (this has not always been the case at previous placements) and as a result of the hard work and commitment of the staff team. This was endorsed by comments and feedback from parent/carers. Some students do go on to secure employment opportunities, some continue to university or college placements. One student having attended the National Citizens' service programme has since been invited back as a paid member of the staff. There are no recorded NEETs(not in education, employment or training).Post 16 and year 9 students attend a local community based project (St Chads.) and take part in a range of activities including fund raising alongside local residents.</p> <p>3 former student secured 13 month paid European funded work experience placements at the college and have become role models to other students as apprentices within the college.</p> <p>Students have performed Shakespeare at a regional theatre (Floral pavilion New Brighton) and 4 students have attended or are attending the World schools sports education games in Greece. Students have attended the house of Lords. 1 student won the national Youth Sports Trust award.</p> <p>Students are entered for entry level and GCSE examinations.</p>

	<p>Outcomes are excellent because the curriculum is very motivating, teaching is strong and staff are committed. Teaching observed presented often challenging session content and the majority of students were very focussed and engaged in the learning process in an environment that was calm, structured and appropriate.</p> <p>A small consideration might be to create a more detailed and in depth ASC action plan (the one seen was very brief) that involves all stakeholders in planning and implementation for next steps.</p>
<p>ENABLING THE AUTISTIC PERSON Differences in Social Communication Self-Reliance and Problem Solving Emotional Well-Being</p> <p>Breadth, variety, challenge and motivational content of the curriculum is a strength of the college</p>	<p>Clare Mount offers a challenging academic pathway for each individual. It plans in a highly personalised way that looks at strengths and areas of interest. Academic outcomes are a strength.</p> <p>There is a focus on PE which does look at physical excellence and success (where appropriate) but also uses sport as a vehicle to promote individual wellbeing and social communication and other skills. They have been offering the Sky Living for Sport project.</p> <p>There are a wide range of lunch time and after school clubs and social opportunities including Zumba, maths, library, ICT, construction, cycling, Taekwondo, drama amongst others.</p> <p>There are a range of annual residential opportunities including, Calvert trust, trips to France, trips to Conway, Duke of Edinburgh award and other residential settings.</p> <p>Clare Mount has 4 yoga instructors.</p> <p>The 'Aurasma' application is used to support learning in areas such as bike maintenance to demonstrate step by step repair techniques.</p> <p>There is a diverse work experience component offering a wide range of settings from shop workers, dog parlours, farm experience and many others.</p> <p>Clare Mount has its own community café to provide on-site work experience and also to engage with the local community.</p>

PROGRESS MADE TOWARDS PREVIOUS RECOMMENDATIONS

Recommendation	Action taken to address recommendation
<p>Core Standard 3 - Professional development and staff Information Resource</p> <p>In the light of the feedback to the review report provided by the school, the panel would see as an area for development a formal review of the existing methods of recording staff training in order to gain cohesion and ease of reference for the school and other professionals”</p>	<p>Training records for staff, (CPD delivered by both internal and external providers), are recorded and listed. Evaluation forms from each staff member in attendance also obtained and kept for record. Opportunities available for weekly CPD was evidenced and discussed as positive in discussions with teaching staff. There is a CPD programme in place for the year and a staff attendance list for these programmes. There is a termly meeting schedule in place.</p> <p>The review team consider this development to have been met.</p>

FAMILY QUESTIONNAIRE SCORES

	Scores					
	Number of Questionnaires set out (please request from service if not available prior to review):					80
	Number of Questionnaires Returned:					19
	Unscored	Very Unhappy	Unhappy	Satisfied	Happy	Very Happy
Contact			1	2	4	12
Support				4	3	12
Advice			1	3	5	10
Involvement			1	3	4	11
Totals	0	0	3	12	16	45
Percentages	0	0	4	16	21	59

Contact

Very happy:

- School communicate very well with parents.
- There is excellent home school contact.
- Very happy with all the support provided by the school and all setting put in place to allow X to progress.
- Excellent school.
- School maintains a good dialogue on X's progress and is open to all enquiries from us. School is always happy to discuss X.
- I am so glad my X got a place here. It is just amazing how well they know autistic kids who are all so very different yet they provide and care for each one. They write in his book every day. They provide various training/support. Keep parents in touch with each other through their 'café' sessions. The behaviour meetings have been invaluable in our home too.

- If X is upset or if something has happened or he needs anything the teacher will ring me before he even gets home. Appointments are also easy. The newsletter is brilliant. I can contact the school without hesitation or worry. With X I do need to, more than usual and I know my needs will be met swiftly.
- Always good communication at all times. No problems.

Happy:

- We can email teachers with any concerns we may have. Children also have a diary which parents and teachers use to communicate any information, concerns etc. Staff are very approachable and I can always speak directly to them over the phone.
- My child is quite uncommunicative about day to day activities/lessons in school. So would like to hear at least a little from his teacher about what he has been doing instead of lots of blank pages in his planner/chat book.

Satisfied:

- While we are kept informed of school activities the day to day work our X does and how X interacts with peers is less easy for us to keep track of. We do now have a booklet which X takes to each class. This is helpful.

Unhappy:

- Compared to last school communication has been very poor. We gave up asking them to write in the home /school diary.

Support

Very happy:

- All staff support all the children even if they are not in their year group.
- The school supports our child really well and they are continually developing strategies etc. to help her.
- Clare Mount understand the needs of my son and feel very confident and reassured that my son is well supported.
- Very happy with the support provided and feel this has been the right choice.
- Excellent.
- Excellent school.
- X has made exponential progress at school becoming a confident, articulate and personable young adult. This is due to the tremendous support given by the school and the positive frameworks they have provided.
- We are always offered to attend his special projects in class. They provided at the start a weekly 5 week course what/how they were dealing/learning with your child and all the methods used. I have a specific different homework for X set by his form tutor to match his ability in maths following a parent/teacher meeting.
- X has settled beyond my expectation. In just 6 months I have attended various and numerous meetings to help X, training courses and parent support groups. X has had so much individual support tailored to meet his specific needs and difficulties.
- Since my son started at this school I have never seen so much support as we get from Clare Mount. He only started September 16!

Happy:

- Really well. My sons' needs are recognised. When he needs sensory time, time out or even when he needs to just run around the playground.
- We are generally happy with how X is supported. We would like X to be reminded about personal care/hygiene more often. We believe there is a plan to address this. If this happens we will be 'very 'happy!

Satisfied:

- Rather well though we only get to hear about it when we get his report or at his annual statement review.
- From what we can tell? Our child refuse to talk about school, so we know very little.

Advice

Very happy:

- From personal experience even the deputy head gets involved to support families and students.
- The school keeps us informed of any changes in the way they are supporting our child, they offer advice and provide courses and information.
- I have found the additional autism training and discussion sessions very informative and enables me to give my son a consistent message in managing his anxiety.
- If there was no support or advice given then X wouldn't make progress. The support and advice reduces his anxiety and enables him to make progress in the school.
- Excellent school.

Happy:

- Really good. Parents are often invited into school to learn and understand about dealing with certain behaviours your child may have.
- We hope school will take more of a proactive approach in reminding X about personal care/hygiene.
- Don't understand having their diaries as they are hardly ever written in.
- We are fortunate in having a good understanding of ASD and X's particular difficulties and positives arising from that. School have helped with some issues and has worked hard to ensure that joint strategies have been put in place when needed.

Satisfied:

- It could be better. I like to be kept up to date with how X is coping/not coping and what with. X has one teacher who he trusts and talks to when he is stressed or anxious .This teacher is my one guide to what is going on with my child.

Unhappy:

- I emailed to say we had a crisis at home and urgently needed support – no contact was made from the school.

Involvement

Very happy:

- We are extremely happy with how the school involves us with how they are working with our child. There are regular phone calls from her tutor, parent's' evenings, reviews etc.
- This is put in place at all times.
- Excellent school.
- Clare Mount is fully inclusive and open in the involvement of parents.
- 6 months and already been on 2 courses on how to help my son regarding how he is taught at school. Very impressed!

Satisfied:

- Once again I only get to hear about this sort of thing if my child tells me or at parent/teachers' evening. Lack of school to home communication is my only bone of contention.

Unhappy:

- We find out at reviews. Please note X was asked at one review to imagine where X might be in 3 years! Is this an understanding of autism! A meltdown ensued.

OBSERVATION SCORES

Observation total: 22

Topic	Not Met	Partially Met	Majority Met	Fully Met
Differences in social communication			4	17
Self-reliance and problem solving			5	16
Sensory Experiences		1	3	10
Emotional well-being			13	14
TOTAL		1	25	57
PERCENTAGE		1%	30%	69%

Fully Met:

- Students were on task and involved in the learning for the duration of the session.
- Just how focussed the students were during lessons.
- Students were encouraged and expected to get their own equipment and resources.

- Session incorporated teaching specific examination techniques and skills to maximise future success.
- Session content and expectations were made explicitly clear at the beginning of the session (using verbal language and visually presented information).
- Explanation of expectations and session content challenged students to prepare themselves.
- Very calm atmosphere and environment conducive to promoting focus and involvement.
- Interesting, stretching and challenging session content.
- Quality of delivery- assured, confident and focussed on learning objectives.
- Appropriateness of content with focus on the physical used to promote learning across social and personal development.
- Consistency of structure including visual systems, digital and analogue clocks, sand timers with countdown to end of activity.
- Relaxed, sociable feel to the session.
- Paired working.
- Student led activities supporting peers.
- Sensory resources were pointed out to students which were accessed to good effect.
- Effective use of social stories.
- Adaptations made to decrease sensory overload.

Majority met:

- Students not as focused as in best practice observed. Too much pupil led verbal language impacted on the learning environment for others.
- Emotion thermometers could have been referred to and used. Potential opportunity missed to teach (using visual reinforcement) more appropriate use of volume and verbal language itself.
- Visual structure such as emotion thermometers not used consistently in all situations.
- ASC profile not always consistently acted upon.

Partially met:

- Appropriateness of furniture. Loud scraping noises of chairs on floor.
- Some pupils found it difficult to remain focussed and might have been better supported by access to 'fidget toys', more appropriate seating.

FINDINGS FROM OBSERVATIONS

Topic	Comments
Differences in social communication	There is a consistent understanding and use of differentiated visual systems and structure across the college. Teaching rooms had morning or full day schedules which were seen being used to explain the sequence of events. Teaching areas are well set out with quality blinds and other furnishing. Classrooms are set up to enable independent and small group learning. There was sufficient space in between desks when required and individual work stations were available and used.

	<p>Observations saw 'deal' boards (now... next) and individual timetables .Resources are well labelled and there was an expectation across most sessions that students could and did access resources independently. 'Emotion thermometers' were available across the college in all settings. Whiteboards were used effectively to engage students with session content and expectations. There was a consistent use of outlining lesson objectives before sessions. Sessions were differentiated according to need with more verbally receptive students not needing so much visual structure responding to more complex use of verbal language. There was a calm, 'conducive to work' atmosphere in the majority of sessions observed. Lunch time was a relaxed, sociable and enjoyable experience.</p> <p>Clare Mount does have students with a range of abilities and learning styles, some with complex sensory integration and communication obstacles to learning. Some consideration regarding supporting students understanding of appropriate and acceptable levels and amount of student language during lessons would have improved outcomes for some.</p> <p>Information concerning lunch time clubs, school council was displayed in communal areas.</p>
<p>Self-reliance and problem solving</p>	<p>Students were provided with planned activities and opportunities to enable them to develop skills and experiences in coping with change, being independent and solving problems as observed from a science class. Students were also given instruction to log out from the computer system at the end of the session. A timer was used to indicate when the session would finish and what would happen next.</p> <p>Staff supported the students in a way that enabled them to be independent and self -reliant through equipping them with clear simple instruction on how to carry out any given activity with limited prompt from staff.</p> <p>Staff gave the students opportunities to identify their sensory needs through drawing pictures of themselves and highlighting areas of sensory needs and discussing what support they felt would be adequate for them to self- regulate their emotions.</p> <p>During a food studies session staff encouraged students to follow the cooking guidelines and menu systematically and independently. They also appointed team leaders who supported students struggling with the session and who helped to organise the team effectively. Students prepared the bread dough from scratch, kneaded and rolled it out. Staff identified students struggling with kneading the dough and encouraged the team leaders to assist them.</p> <p>In the life skills session staff encouraged students to use a 'hole punch' and file their work in the folder, then put the folder back in the shelf. Students could recap what they did in previous lessons and what they intended to achieve from this lesson.</p> <p>Students were equipped with tools to enable them to understand the value of giving good compliments and why bad remarks are not good. Like 'you look really stupid'. Students were also told to tidy up after lessons. Staff explained to students why they had to carry out an activity.</p> <p>Classroom environments were clutter free, well equipped and maintained to support independent functioning through availability of structured lesson guidelines and visual timetable.</p> <p>Ingredients for a cooking session were displayed on a visual board to enable students to read them independently and participate with limited prompts.</p> <p>The cooking session was structured so that the students could carry it out with minimal staff prompt.</p> <p>Students were provided with personalised tools and support to enable them to cope with change in transition from one activity to another.</p> <p>Students were provided with personalised tools, adequate support, and opportunity to make choices and take decisions.</p> <p>Students were given opportunities to make various choices during the food studies, like which apron to wear, taking into consideration their size of clothing. They also made choices as to the type of topping they would like in their bread dough.</p>

	<p>During the life skills sessions students were encouraged to choose from the list of complimentary words which one they found appropriate and which one inappropriate. During the science session, the teacher asked the students if they were still comfortable with their partners or needed to work with someone different. At end of the maths lesson the teacher encouraged students to make a choice as to whether they preferred seating on the chilling mat, quiet room or on their seat with their IPAD.</p> <p>The school incorporated some activities and experiences to help each autistic person to develop independent life skills and to stay safe and healthy like the lunch break clubs which are geared towards creating and developing such avenues. Library club, ICT club, Zumba dance club, Construction club, Card craft club, Fitness club, Maths club and drop in session where young people are given opportunity to explore their leisure desires.</p> <p>Staff used questioning during a range of sessions to encourage students to make decisions and choices.</p> <p>Clare Mount has an elected student council which meets regularly to discuss a range of issues.</p>
Sensory Experiences	<p>Basic training on sensory strategies is given within induction programme. Sensory needs are covered within the autism policy with some strategies given. In the individual ASC profiles there are sensory strategies identified with stressors and motivators listed for people to utilise. No evidence of sensory profiles or assessment reports were evidenced, however it is noted that access to an Occupational Therapist is limited. This may be a future consideration for the school to further understand sensory needs.</p> <p>There is access to an equipped sensory room which is utilised during lessons and breaks. A sensory garden is being developed alongside the students for access to an outside quiet space. A future consideration that has been discussed is developing access to these quieter spaces during lunch and break times to support sensory needs and preferences at these times. This is in the future plans for the school.</p> <p>Every classroom has access to seats with no visual distractions. Basic sensory resources are available in every classroom such as ear defenders for every pupil to utilise. In identified classrooms there is access to sensory tents and dark spaces as well as breakout rooms with weighted resources. These items are listed on individuals' emotional regulation charts. There were some observations around the school e.g. noise of chairs on floor(too much student led language) which could be avoided by small environmental changes and specific teaching and it is recommended that these small considerations are made in making changes for sensory experiences.</p>
Emotional Well-being	<p>Whilst there are and were a small number of minor incidences of pupils becoming over anxious, generally the college is very calm. Clare Mount feels like a nice place to be. Students are engaged in learning, well supported with positive relationships and feel safe, secure and challenged to succeed. The vast majority of students (secondary aged students!) enjoy attending school and present as calm, confident, productive and engaged young people.</p> <p>Emotional thermometers are in evidence across the setting and students are encouraged to express how they feel and respond with a change of environment or activity as a proactive step to regulating. Staff know the students extremely well and are able to support appropriately. There is 1 trained Team Teach tutor but refresher training in this area is provided by external tutors.</p> <p>Students enjoy and benefit from a varied and motivating curriculum diet.</p> <p>Students were able to understand and use the 'thermometer' system and some extension work using body maps to explore the physical sensations caused by emotions was very effective and should(if it is not already) be rolled out across the college as a consistent way forwards. Some consideration could be given to looking at strategies to more effectively develop student led strategies to self-regulate, including responding to feelings of inactivity or lethargy as well as the more dramatic feelings</p>

	of anger through over arousal or anxiety .Incidences of students becoming upset or anxious are recorded via a paper slip system with information then collated on SIMS. The college might like to look at more effective functional analysis software to save time, improve focussed analysis, use data to demonstrate progress and best meet need by targeting support and resources effectively.
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CONCLUSION

Clare Mount Specialist Sports College is held in high esteem by students attending, their families and the wider professional partnerships which contribute to the excellent holistic outcomes. It provides an appropriate and challenging education that is empathic ,inclusive and enabling, in a setting that feels like a 'typical' mainstream secondary school .Students benefit from a rich and varied curriculum diet and make both academic and social/personal progress. It is an outward looking college, keen to reflect on its own development and also to engage with the wider community for the benefit of its students, as it works to provide the foundations for success once students move on. Staff are positive and reflective in recognising their own on-going professional development to focus on providing best outcomes. Students and their families get a good deal by attending.