



AUTISM ACCREDITATION PEER REVIEW

SERVICE REVIEWED: Ysgol Plas Brondyffryn

DATES OF REVIEW: 24th – 26th April 2018

TEAM MEMBERS: Jean Mockford and Sally James

OVERVIEW OF PROVISION

Ysgol Plas Brondyffryn is a regional special school for pupils with ASD aged between 3 – 19 years of all abilities. The school is maintained by Denbighshire County Council, but its Admissions Panel is a regional panel. The school caters for pupils of the six North Wales Authorities and neighbouring English authorities such as Cheshire, Liverpool and in the past, Shropshire. The school is an English medium school but some pupils are taught in the medium of Welsh. The residential site has 23 beds available every night and in total 16 pupils access the residential provision on a 1,2,3 or 4 night placement. This is a 38 week provision Monday to Friday. Currently the school supports 140 pupils and is housed over 4 sites in the town of Denbigh. The school has benefitted from a phased rebuild over several years and all sites have been built or remodelled over the past 11 years with an investment in sensory provision including sensory rooms, light and sound rooms, immersive technology, soft play and outdoor areas equipped to support sensory regulation. The Primary site is based on a campus of mainstream schools to facilitate integration for the pupils that may benefit from this. Park Street is linked to Denbigh High School to facilitate the same with secondary aged pupils. Ty'r Ysgol is sited next to the residential provision and supports autistic older pupils with severe and complex needs. All sites are close to the town's amenities, shops etc. These are used regularly by all sites to develop independence, life skills and external accreditation. The school has been gifted a large piece of land on one of the sites. Plans are being created to develop this for vocational activities for the secondary pupils of all abilities.

SUMMARY OF EVIDENCE

Observations

The Review Team observed 24 sessions that included whole class lessons, primary morning circle, secondary assembly, speech and language therapy, sensory circuit, emotional literacy, narrative therapy, breakfast club, snacks, lunchtimes and school council. Approximately 12 hours were spent observing practice. The Review Team visited the residential provision but no observations were undertaken there.

Interviews and Discussions

Headteacher
Autism Lead/ Assistant Head
Assistant HT Park Street Site
Assistant HT Primary Site
Inclusion Team
SALT Lead (NHS)
SALT assistant (Employed by School)
Parents
Governors

Documentation

Advisor's report
School's NAS standards and action plan
Presentation by Inclusion Team
School Website
School Prospectus 17/18
Residential Accommodation Statement of Purpose
Policies including ASC, SEN, Teaching and Learning, Behaviour Support and Management Policy including Use of Restrictive Physical Interventions,
Communication, sensory
School Improvement Plan 2016-19
One Page Profiles
Behaviour Support Plans
Communication Profiles
Individual Communication Plans
Communication Passports
Sensory Profiles and timetables and checklists

Pupils' Learning Plans
 Annual Reviews
 Examples of Social Stories and symbols prepared for parents
 Pupils' work
 Educational visits
 Record of Achievement

KEY FINDINGS

The following areas were also identified as examples of what the service does well.

Specific areas of strength	Reasoning
<p>1.Ysgol Plas Brondyffryn promotes a positive appreciation of autism as a diverse way of thinking and experiencing the world. Staff identify and employ the best way of interacting with each autistic student to reinforce their sense of self worth and self esteem.</p> <p><i>School Standards: Commitment and Consultation – C7</i></p> <p><i>School Standards: Understanding – U16</i></p>	<p>The Team feels that Ysgol Plas Brondyffryn is embracing, inclusive and underpinned by a shared commitment to equality of opportunity and the emotional well being of all of their students.</p> <p>Adults know their students very well using thorough assessments, observations, discussion and reflection. As a result even the most hard to reach autistic young people are meeting challenge, overcoming barriers to learning and developing meaningful life skills.</p>
<p>2.The school has used its knowledge and understanding of autism to develop and resource imaginative sensory spaces across the three sites.</p>	<p>The range of provision includes sensory rooms, light and sound rooms, immersive Technology rooms, soft play and outdoor areas with equipment to support sensory regulation (multi gym, swings, spinny seat, climbing ropes, playgrounds etc). Classrooms have a variety of sensory</p>

<p>This specialist provision has enabled their autistic students to achieve identified benefits and outcomes.</p> <p><i>School Standards: Commitment: C4 and C6</i></p>	<p>resources to support the curriculum as well as individual sensory programmes that have been devised by the School's Inclusion Team.</p>
<p>3. Parents are fully consulted and treated as partners in the support of their child, according to their age, capacity and wishes of the autistic person.</p> <p><i>School Standards: Commitment and Consultation C26 , C30</i></p>	<p>Parents are effusive about the school. This is evidenced both in the parents' feedback questionnaires and from the comments made at the meeting held during the review. Parents praise the school for its commitment to their child, the close links that have been developed, the positive transformation in their children's attitudes and behaviours and the ease of access to advice and support. They feel listened to and that no concern is ever too small.</p>
<p>4. All students supported by Ysgol Plas Brondyffryn enjoy a varied programme of age appropriate community, enrichment and leisure activities that are tailored to their strengths and interests as well as offering them new challenges and experiences. They are enabled to understand and participate in different social interactions and social situations and with different people.</p> <p><i>School Standards : Understanding U15</i></p> <p><i>School Standards : Enabling E3</i></p>	<p>The extensive list of activities include curriculum linked day and residential trips, community visits and work experience, charitable fund raising events, mini enterprise, sports competitions, festivals and musical events. The variety of experiences enable the young people to learn valuable new life skills, begin to tolerate change and enjoy spending time with their peers in more casual and 'fun' situations.</p>
<p>5. Staff are skilled in identifying behaviours where the students are showing anxiety, frustration, confusion or agitation. They quickly step in to help students restore a feeling of being calm and in control. As a consequence the students avoid behaviours that have a negative impact on their best interests and well being</p> <p><i>School Standards : Understanding – Emotional Wellbeing U17 U19</i></p>	<p>The Service has invested in high staffing ratios so students always have an adult to support them if necessary. The school inclusion team is able to provide additional advice and support if behaviours escalate or if crisis situations arise. The impact of this team can be seen in a more proactive approach to positive behaviour management across the school and a reduction in the number of challenging incidents that may have previously needed some sort of physical intervention.</p>

<p>Detailed multidisciplinary assessments and ongoing reviews ensure that decisions made about students' personal goals, support, curriculum and other opportunities, reflect their preferences, interests, hopes and wishes and have meaning and value to them.</p> <p><i>School Standards : Commitment and Consultation C28 and C29</i></p>	<p>Every student at Ysgol Plas Bronddyffryn is monitored and tracked through comprehensive profiles, plans and programmes that are regularly reviewed and updated. This attention to detail enables many of the barriers to learning to be gradually broken down. It also allows for a more personalised approach when considering placement of pupils in teaching and social groups. For some students this may mean them expressing a preference to be taught alone or in a specific way. The high ratio of staffing enables this more flexible approach to be successful.</p>
--	--

The following actions were identified for the service to work on:

Actions for development	Reasoning
<p>1. To develop, further, ways to enable students to understand, self regulate and manage sensory experiences.</p> <p><i>School Standard: Enabling : E10</i></p>	<p>Currently the implementation of individual sensory programmes and interventions is largely adult dependent and adult led. The Inclusion Team are taking the lead in promoting self regulation through sensory integration so students are able to begin to understand and manage self regulation.</p> <p>This development has been identified by the school and endorsed by the NAS Advisor</p>
<p>2. To continue to develop the 5 P's approach to behaviour support across the school.</p> <p><i>School Standards : Understanding and Enabling : Emotional Wellbeing : all strands</i></p>	<p>The 5 P's approach is being adapted and introduced. This uses a traffic light system. Paperwork is in development to support this approach. This is based around a very comprehensive pupil profile, intervention hierarchy and analysis and problem solving plans.</p> <p>This development has been identified by the school and endorsed by the NAS Advisor.</p>
<p>3. To develop, further, ways to enable students to make sense of their environment and be encouraged to be self reliant and independent within it.</p> <p><i>School Standard : Enabling : E4</i></p>	<p>The Review Team feels that students currently rely heavily on adults' verbal and physical prompts where a greater use of other supports would enable more self-reliance and independence.</p>
<p>4. To develop, further, ways to differentiate and</p>	<p>The Review Team feels that many lessons and other activities that were observed were adult</p>

<p>personalise activities to take into account each autistic student's strengths, challenges, interests and styles of learning.</p> <p><i>School Standards : Enabling : E3 and E5</i></p>	<p>led, directed and supported. Where practice was seen to be fully met teachers personalised the differentiation thus enabling students to develop self-reliance and problem solving skills. The team feels that more opportunities could be made to develop these attributes by devising tasks that promote independence and by encouraging pupils to work more in pairs or small groups.</p>
--	---

PROGRESS MADE TOWARDS PREVIOUS RECOMMENDATIONS

Recommendation	Action taken to address recommendation
<p>1. Increasing the use of ICT to support individual teaching and learning opportunities</p> <p><i>Enabling: Communication</i></p>	<p>Lesson observation proformas have been updated to include digital competency. Staff have had training in ICT including Purple Mash, Boardmaker studio and Wordwall. A termly ICT planning group has been established covering all aspects of equipment development, use and training. The school has invested in Google GSuite for education which offers educational resources. Chrome notebooks have been purchased for more able pupils. There is an increased number of ipads across all sites and pupils have access to OSMO kits that provide hands on learning across numeracy, literacy and problem solving. Digital numeracy leaders (6th form) have been trained to use these kits and work with younger pupils on the Park Street site. An Active table has been introduced. Immersive rooms on both sites with monitoring of use. Digital competency framework introduced across the school. There is now a full time ICT manager in place. Many pupils have electronic devices accessed through assessment from SALT. The school uses SALT assistants to support and deliver individual communication plans. During the review technology was seen to be being used in lessons. At the school council ICT was discussed with requests for further equipment to be</p>

	available in classes.
<p>2. To develop consistency in the planning of lesson objectives</p> <p><i>Understanding : Communication , Self-reliance and problem solving</i></p>	<p>The school has introduced revised lesson observation proformas that include a focus on appropriateness of learning objective. New PLPs (Pupil Learning Profiles) have been brought in to support increased differentiation and to monitor pupil progress in relation to individual learning targets. One of the AHTs now is the lead responsible for the monitoring of medium term plans. Training day focused on consistency of planning within phases. INSET day held on Assessment for Learning. Some teachers involved in peer observations. Despite these changes since the last review, the Review Team feel that there is still further work to be undertaken by the school in linking the LO to the required outcome and development for the pupils. There was little evidence on the lesson plans that were seen as to how the LO was going to support and extend the autism specific challenges that the pupils may be facing (for example by planning peer communication opportunities in paired or small group activities).</p>

QUESTIONAIRES – FAMILY MEMBER

SCORES					
	Number of Questionnaires sent out (please request from service if not available prior to review):				?
	Number of Questionnaires returned:				22
	Unscored	Strongly disagree	Disagree	Agree	Strongly Agree
I am able to contact the school about my child/family member on a regular basis				4	18
I am given information about my child's/family member's progress on a regular basis				4	18
The school listens to my views about my child/family member and their support and takes them into account.	1			3	18
I am aware of how to raise concerns about any aspect of my child's/family members support and am confident that they will be considered and addressed.				2	20
The school has a good understanding of my child/family member and works well to meet their needs.				4	18

The school respects the complexities of caring for a family member on the autistic spectrum				3	19
The school provides opportunities for me to find out more about autism and my child's/family member's specific needs				7	15
The school has had a positive impact on my family member's life and learning				6	16
TOTALS	1	0	0	33	142

PARENTS' COMMENTS FROM QUESTIONNAIRES

- I am really happy with the school and they bring out the best in my son. Thanks to the dedication and hard work of all staff members he is thriving.
- I can't praise the school enough for what they do for us as a whole family. My son has come on loads and is a lot more confident child.
- Ysgol Plas Bronfyffryn have supported my son to develop his skills in all areas especially his social skills. My son will have a good adult life because of this and will be able to participate in society.
- The school has been nothing but supportive, caring and understanding not to mention having seemingly endless amounts of patience and ideas to improve the situation. We couldn't manage without them. EXCELLENT!
- I am very happy with the school and how my child is treated.
- Very pleased with the way the school has handled my child's education. Very helpful with any advice.
- Ysgol Plas Brondyffryn is a wonderful school and my child has received an excellent education whilst attending. Staff are caring and considerate and have always acted in my child's best interests. Staff are approachable and through the use of a home school diary I am able to

learn what my child has been up to that day. I have always had close contact with the school. I have no concerns about the school or my child's education. My child is and always has been very happy there and has made great progress which has made a positive impact on family life.

- Since my child moved to Ysgol Plas Brondyffryn we feel that his anxiety has reduced dramatically, we believe this is because they understand and strive to meet his needs.
- My child says the school is great.
- Ysgol Plas Brondyffryn has been life changing to my daughter and us as a family. M has come on leaps and bounds and is more confident in herself and with others.
- The school does its best to meet J's needs. 97% of the time J is happy to go to school. The other 3% is because he is ill or just needs a break.
- Absolutely wonderful school, brilliant staff and my sons have both come on so much since being here.
- My child goes to school very happily. She has a good relationship with the staff and considers them friends. She feels safe at school and enjoys learning.
- This is a fantastic school. The staff are amazing. They all go the extra mile for my child and he loves going (and for an autistic child that is massive) I can ask them anything and I will get an answer. They keep me up to date on all his activities and the positive impact they all have. I don't know what my family would do. They are all special people and they bring happiness into my son's life

QUESTIONNAIRES - PROFESSIONALS

SCORES					
	Number of Questionnaires sent out (please request from service if not available prior to review):				?
	Number of Questionnaires returned:				3
	Unscored	Strongly disagree	Disagree	Agree	Strongly Agree
I have a good working relationship with the school				1	2
The school keep me regularly updated of and changes or progress in relation to the person we are both supporting				2	1
I am able to take part (if the person wishes) in all format reviews involving the person we support				1	2
The school is contactable and easily accessible should I require information				1	2
The school provides a person focussed approach with those that it works with				1	2

The school promote a knowledge and understanding of autism amongst professionals				1	2
Any concerns I have raised to the school have been listened to and acted upon				1	2
The school provides a positive and quality service to those on the Autistic Spectrum				1	2
TOTALS	0	0	0	9	15
PERCENTAGES	0%	0%	0%	37.5%	62.5%

PROFESSIONALS' COMMENTS

- Excellent communication – rapid responses- very accessible and accommodating – succeed where other schools have been unsuccessful – the staff listen to parents, children and professionals and genuinely adopt a team approach in order to meet each child's needs.
- Ysgol Brondyffryn provides excellent care for a child with severe autism who is open to me. Regular multidisciplinary meetings, that include parents, are held at school ensuring that all involved work effectively together. The child has made good progress since starting at the school.

CRITERIA FOR OBSERVATIONS

Fully Met

Each autistic person receives highly effective support based on a full understanding of their capabilities, strengths and challenges. As a result there are clearly evident positive outcomes and no identified areas for development.

Majority Met

Support for each autistic person is highly effective in most cases and situations and is based on an understanding of individual capabilities, strengths and challenges. Overall outcomes are positive but there are some relatively minor actions the service could take to improve practice further.

Partially Met

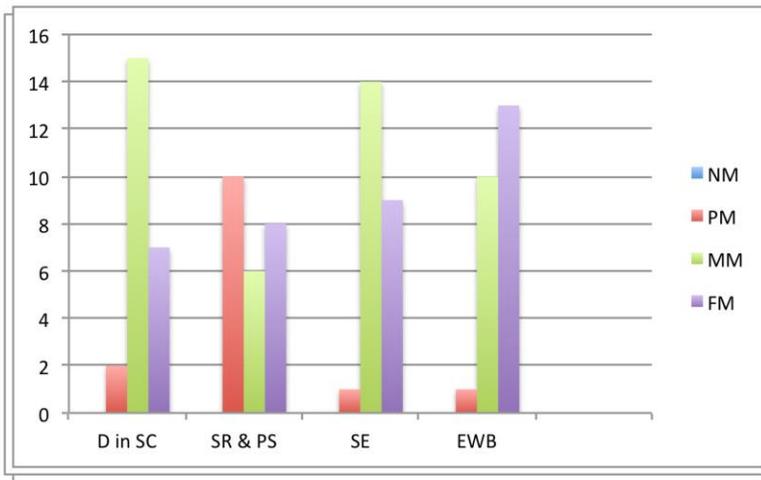
Support for each autistic person is reasonably effective and shows some understanding of individual need. There are some positive outcomes but also significant actions the service should take to improve practice further.

Not Met

Support for each autistic person is ineffective and shows a limited understanding of individual need. There are little or no positive outcomes and considerable actions the service should take to improve practice.

OBSERVATION SCORES

Topic	Not Met	Partially Met	Majority Met	Fully Met
Social understanding and communication	0	2	15	7
Self-reliance and problem solving	0	10	6	8
Sensory Experiences	0	1	14	9
Positive behaviour support / well being	0	1	10	13
TOTAL	0	14	45	37
PERCENTAGE	0	15	47	38



Key:

NM: not met D in SC: Differences in social communication

PM: partially met SR & PS: Self reliance and problem solving

MM: majority met SE: Sensory experiences

FM: fully met EMW: Emotional well being

FINDINGS FROM OBSERVATIONS

Topic	Comments
<p>Differences in social communication</p>	<p>Across the school there is a very broad communication spectrum. Pupils range from non-verbal PECS users through to those who are verbal and able to contribute and respond articulately. The staff wear colour coded lanyards to show whether they are Welsh and English speakers, are learning Welsh, or just speak English. This wide pupil communication spectrum was seen clearly during the primary breakfast club where the SALT assistant leading the session moved seamlessly between pupils using PECS, visuals and symbols to a more simplified language in English and Welsh and then age appropriate conversation. As a consequence pupils accessing this club were able to communicate their needs independently. PECS and symbols appear to be used mainly to request food and so their use to support other aspects of the curriculum is inconsistent across the school. Where PECS is being used to support the curriculum the practice is effective and pupils are able to communicate appropriately. The review team feel that the school may benefit from enabling more staff to observe these pockets of effective practice so pupils can benefit from a more consistent approach across the school.</p> <p>In some lessons it was felt that there was an excess of ‘adult’ talk that was over complicated, rapid and potentially confusing. Examples include ‘ When you’ve got your things do you want to come and sit round the table?’ ‘ Can you put that down please?’ ‘Shall we go and look at the books’. Questions were being used when the intention was to direct a pupil. There seemed to be an over reliance on verbal instruction without visual supports and with little time given for pupils to process the information before an action or answer was expected.</p> <p>In some lesson tasks had been set up so as to enable pupils to use different modes of communication as they worked through the activity. An example was seen with older pupils learning to work in a team. Initially pupils internalised their thoughts and made their own decision, then there was a need to communicate and negotiate with one or two others and finally to negotiate with all members of the group. On a few occasions examples were seen of pupils communicating and listening appropriately because the tasks naturally lent themselves to this outcome, such as the school council meeting, 6th form news and younger pupils’ sharing cooking experiences. In some cases, however, the review team felt that there were some missed communication and interaction opportunities because the lessons were set up so that pupils sat passively</p>

	<p>whilst the adult talked.</p> <p>The quality of the discussion at the school council meeting was rich and meaningful. Pupils were relaxed and confident to express ideas and put forward the items that they had discussed at their class meetings. The pupils were respectful of each other and listened patiently to the ideas being shared. It was a large group and yet pupils contributed appropriately and enjoyed being part of a whole school group.</p>
<p>Self-reliance and problem solving</p>	<p>As would be expected in an ASD specific provision displays are clear and include visual timetables, bold signage, useful symbols, rotas, photographs etc. Social stories are in place and transition packs available for the initial joining of the school and transition between sites and into the residential provision. As some pupils are taught through the medium of Welsh labels, signage and packs are dual language. Staff at the residential provision, with the help of the school's Inclusion Team, are using schedules and visuals to maintain consistency between school and home.</p> <p>In some lessons visuals are seen to support differentiation and personalised learning. However this is not consistent across the school and the team feels that this approach could give pupils more opportunities to develop greater independence and be more engaged with their learning. It may also reduce pupil reliance on physical and verbal prompting from adults. For example the use of visual or written checklists may help pupils with the organisation of their learning. In many observed lessons adults checked what the pupils needed, told them and then went off to collect it. The use of a simple checklist given to pupils as part of the activity could lead to the adult asking the pupil if they have everything they need, rather than telling them what they are missing. This could also present opportunities to sabotage activities so pupils have to problem solve what they need before they can start. Where a lesson fully met the criteria for this strand, pupils were seen to be working with minimal adult support because they had enough visual supports and resources that enabled them to work independently.</p> <p>Routines are well established in classes and pupils move from activity to activity and class to class calmly. However these transitions are often adult directed and lessons don't have a clear ending. Occasionally pupils were told that there was five minutes left but no visual prompt, such as an interactive countdown clock, supported their understanding of what this meant. It was interesting that one pupil at school council suggested that music could be introduced to signify the change of lessons so they could move independently.</p> <p>On the Park Street site pupils make snacks, in the Lifelong Learning room, to serve at break times to their peers and also pupils from the mainstream school next door. In Park 6th form, students can make own snacks and lunches. There is information displayed about which snacks and drinks are healthy as well as large display about Healthy Eating. There is a Price list of items displayed on fridge.</p>

	<p>During lessons there are opportunities for pupils to make choices regarding movement or sensory breaks. There are also well-established routines where pupils understand that they need to complete work before being allowed to choose an activity as a reward. In the music lessons pupils made choices about preferred instruments and pieces of music that they can watch on the IWB. One pupil was using an iPad and headphones to compose his own music whilst his peers were playing guitars, percussion and drums to songs.</p> <p>A strength of the school is the range of extra-curricular activities that they offer to pupils including musical, sporting, creative, outdoor and residential trips. These give the pupils an opportunity to experience different situations, meet new people and begin to become more self-reliant.</p>
<p>Sensory Experiences</p>	<p>Great care has been taken in moving the school towards a low arousal environment across the three sites whilst trying to provide appropriate learning conditions for such a diverse group of pupils. In the primary school and at Ty'r Ysgol classrooms are designed as class bases whereas at Park Street there is a more secondary model where pupils move to different classrooms for lessons. On all sites there are 'breakout' rooms where pupils can choose to go if they need a quiet moment. Pressure of space at Ty'r Ysgol and the complexity of needs of some of the pupils has meant that these breakout spaces are now being used for 1-1 teaching for pupils who find it difficult to cope in the main class group. In the younger classes and in Ty'r Ysgol pupils have opportunities to experience a range of sensory-based activities both at school and on educational visits including: cooking and preparing food; water play; rice and sand. Animals have been brought to school to meet pupils (Primary School) including a therapy dog and guinea pig. Sensory play is a regular activity in the classes for younger pupils and those with severe learning difficulties.</p> <p>The primary school has two secure playgrounds that have bikes, climbing frames, ropes and trampolines. The Park Street site has a central enclosed playground area surrounded by the school building with outdoor gym equipment and equipment for spinning and bouncing. Ty'r Ysgol has a sheltered outside area that can be used to support pupils who prefer to be outside. On this site there are plans to develop a large outside area to create a learning space and introduce a Forest Schools programme. Each site has an 'Immersive Technology' room. Pupils who stay in the residential provision have the use of the Immersive Technology Room out of school hours as well as the activities in the grounds. All of these sensory spaces and resources have enabled the school to lower arousal levels and positively support pupils' behaviour.</p> <p>One-page Sensory Profiles for individual pupils give detailed assessments and clear information about the sensory needs of pupils. In addition many pupils have a sensory timetable that details sensory breaks and activities throughout the day. The team observed 'Break' cards displayed around the school and pupils knew how to use them. Many sensory supports are personalised and reflect the sensory profiles. Adults were seen to use deep pressure to help some pupils and when one pupil was required to wait their hands were brushed with a soft paintbrush. In some sessions however a few pupils</p>

	<p>were rather fidgety and unable to sit still which might indicate a need for further sensory support.</p> <p>Great care has been taken with the setting up of the pupils' breakfast club on the primary site. The food choices are attractively displayed so as to present a mixture of colours, smells and textures.</p> <p>The Inclusion Team are leading developments in the sensory provision at the school and have presented a proposal to senior management for developing pupils' ability to self-regulate their sensory needs. There are plans to create an interactive display to enable pupils to identify how their body feels and what is needed for them to get in the 'Learning Zone'.</p> <p>There is a sensory session at the beginning of the day for pupils as they arrived from their taxis. When observed the session appeared to lack structure and pupils chose the equipment that they wanted to use. This 'free choice' approach meant that the hall was very noisy and at least one pupil opted out because of this. Towards the end of the session each adult took their pupil to a proprioceptive activity in order to calm them before going to class. The review team feel that the school may wish to consider structuring the session so that pupils have a visual schedule with activities in line with their personal sensory programme. The final 'calming' activity could be included on the schedule. This approach might enable pupils to become more aware of their personal programme and facilitate greater understanding of their sensory needs and what helps them. This could be a step towards pupils beginning to learn about self-regulation.</p>
<p>Emotional Well-being</p>	<p>Throughout the review pupils were seen to be calm across all sites, the atmosphere was purposeful and staff were feeling well supported by the school's Inclusion Team. The relationships observed between staff and pupils was respectful and the well-being and self-esteem of pupils was enhanced by the way staff interacted with them. There was evidence of effective use of praise and verbal encouragement.</p> <p>The school has invested in its own inclusion team that uses positive behaviour support strategies to increase pupil participation, engagement and independence. The team monitor pupils whose behaviours are a concern and uses a traffic light system to analyse why the behaviours occur, what factors may influence the behaviour and what are early trigger signs. This in depth approach coupled with the investment in sensory resources and equipment has proven to be very successful in de-escalating situations. Pupils progress is monitored using a colour coded system so it is very easy to see how behaviours have improved with large areas of 'red' changing to 'green'. For one pupil this change happened in just six months. The Inclusion Team have introduced a 5 point scale which is designed to show pupils a visual representation of the movement from a low to a high arousal state. Further work is planned to teach students about self regulation and encourage them to recognise when they have moved from a calm state (green) towards a more agitated and problematic situation (red) This has been identified as a development for the school.</p>

The school invests a great deal of time in planning the placement of pupils and is very flexible about the teaching arrangements for some. There is a good understanding of the need for some pupils to be taught 1-1 or outside in the fresh air. This is seen more at Ty'r Ysgol than the other sites. Opportunities for inclusion in mainstream are available for pupils on the Park Street site.

Pupils can request breaks as needed. One of the Inclusion Team reported this as having had a big impact on pupils' behaviour and had reduced incidents of physical management. Some pupils are also being taught to use a 'help' card. The system of 'Work' then 'Choose' is embedded across the school and appears to be understood by all pupils.

In one observation a pupil was having difficulty engaging in the lesson. He was given an activity that he finds enjoyable and calming which is bending soft wire into shapes. He was given the choice of staying in the room or using a table just outside the classroom. He chose to go out but later returned and sat at a table away from his peers. His needs were met and a potentially volatile situation was effectively diffused.

CONCLUSION

Ysgol Plas Brondyffryn shows a commitment to its' pupils that has impressed both parents and professionals. Pupils, through the school council, feel included and empowered that their voices are heard. The investment that the school has made and continues to make in sensory provision and resources has meant that some pupils are now able to successfully access the curriculum. The work that has been undertaken by the Inclusion Team on positive behaviour management is already having a positive effect both in school and in the residential provision. Staff are benefiting from on-going support and training from this team and feel more confident when dealing with challenging and complex behaviours. This is a positive and happy school where pupils and adults work together in a respectful and purposeful way.