



Autism Accreditation

Specialist Award

Key outcomes identified from personal support documents and staff discussions:

Communication Passports, which are developed by the school's SALT, are informed by assessments and information gathered from staff. The Passports describe key communication needs and information around preferred communication methods, as well as personalised approaches and motivators. The school's SALT and key staff members provide ongoing training, support and guidance for staff across school with an aim of developing whole school consistent approaches in communication. During interviews, staff discussed the effectiveness of the school's CPD programme, informing practice and empowering staff through practical support.

Communication assessments and subsequent Communication Passports identify challenges or barriers each autistic student may experience in social communication and interaction. During interviews, staff described the range of group and individual interventions, delivered by the SALT and classroom-based staff, which aim to support the development of communication.

All year groups have a social communication lesson on their timetable each week which are planned and informed by the school's SALT. During interviews, staff discussed how the sessions provide opportunities for students to develop transferable communication skills which has supported the development of key employability and self-advocacy skills.

Social communication sessions are delivered to Year 7 classes by the school's SALT. Staff discussed how this has supported students to communicate with their peers, develop skills in turn taking and develop joint interests. Within Year 7, staff also discussed the positive outcomes achieved due to the recent introduction of the 'My Communication' sessions, which provide opportunity and purpose for students to practically practise and develop their communication. Staff also shared how Sixth Form students have supported in the delivery of the sessions, modelling key strategies and approaches and working with the Year 7s.

Students' communication Passports identify key approaches or tools which should be employed to enable students to understand others and express themselves. Personal review documentation includes clear references to the individual strengths and progress made by each student in terms of their communication. Students all have targets in communication which link directly to their long-term communication and interaction outcome, identified on their EHCP. During interviews, staff shared how targets are informed by the needs of the students and their individual AET Progression Framework. Show Progress, an online record keeping programme, is used to collect the data and allow the school to identify potential gaps in knowledge for each individual and the school as a whole.

In interviews, staff gave examples of how students have been supported in their communication and social engagement and the positive outcomes achieved as a result. Staff particularly highlighted the progress made by students in their development of core communication skills, which students are given planned opportunities to practise and generalise in the community.

Key outcomes identified from observation/review of key activities

During all observations, staff were able to make themselves understood by using a range of communication approaches. Staff were observed regularly simplifying or structuring verbal language, using communication boards, and using visual supports to reinforce spoken language. Where particularly good practice was observed, in all observations, staff referenced the universal set of visual social rules, linking them to specific tasks or opportunities within the lesson.

During all observations, students could make themselves understood to staff and their peers. The large majority of students used verbal language to communicate with staff and their peers but some students were observed using communication boards, visual supports and PODD where appropriate. Within all observations students were able to communicate effectively with staff and their peers during group work, question and answer sessions and community-based sessions. During discussions, staff shared how some students prefer to use Google classroom when in lessons to communicate if they need support or to share the answers to questions.

Within all observations, students were provided with opportunity and purpose to communicate as part of a group or 1:1 with staff, with each other and where appropriate members of the community. Each classroom has the school's key social rules on display and staff linked the rules to the specific tasks which were presented on the lesson schedule. Where particularly good practice was observed, in the majority of observations, staff referenced student's social communication targets or identified whole class social targets, which were then a focus of the lesson.

During all observations, staff planned time for students to work collaboratively with their peers during formal learning tasks, play and as part of trips into the community. Where particularly good practice was observed, during a school council meeting, students were provided with opportunity and purpose to communicate with their peers, with discussions being led and facilitated by Sixth form students. During discussions, staff and students described the number of social opportunities available to them throughout the school day, as well as discussing how some older students work with the younger students in a TA role and as mentors.

Key outcomes identified from personal support documents and staff discussions:

Learning Support Plans (LSPs), AET tracking documents and students' One Page Profiles include clear references to the individual strengths and progress made by each student in terms of developing independence. The school use the AET framework to identify evidence based progressive targets for students in their independence, including skills in road safety, healthy lifestyles and life skills. AET target setting documents describe long term aspirations, focussed areas of learning and SMART Targets, which break down the Long-Term Personal Goals in to achievable steps for learning; which are tracked and recorded using the AET progression framework and Show Progress.

Tools and approaches, used to support students in activities, transitions, coping with changes and making choices, are documented in Communication Passports and One Page Profiles. The sampled plans included references to the use of structured environments, social stories and individual timetables or checklists. The school have also recently developed an onsite immersive room which is used in preparation for trips into the community or as part of curriculum delivery. Staff particularly highlighted the positive outcomes as a result of using the room prior to a trip to London, enabling students to experience the sights and sounds of the tube prior to experiencing it during the trip. Staff discussed how they aim to further develop the resources to include more relevant and local environments.

The skills and challenges of each student are outlined in a number of documents, such as One Page Profiles, Communication Passports and Learning Support Plans. Within each document key tools and approaches have been identified to provide suitable levels of support for students whilst fostering opportunities for them to further develop skills in independence and working towards their identified goals.

Through the curriculum the school place an emphasis on students developing skills through experiences and regularly planned community-based sessions. The school also have an onsite house which is regularly used for sleep overs and life-skills sessions, offering students an authentic experience. Staff discussed the success of the sessions and the impact that they have had on the quality of life and confidence of students, which was also commented on by parents.

In interviews, staff gave examples of how they have supported students in following routines; coping with change; making decisions – and the positive outcomes achieved as a result. Staff discussed the development of life experience, confidence and key independence skills as a result of participating in a range of community visits. Staff particularly highlighted the development in confidence as a result of them having high expectations of students developing independence through experiential learning, and how sabotage is used to build confidence in problem-solving both in school and in the community-based sessions.

Key outcomes identified from observation/review of key activities:

Within all observations, students were consistently supported to understand what they were expected to do now and what they were expected to do next. Across all observations staff used a consistently formatted Learning objective and whole class first, next, last display which identified the structure and content of the lesson. The consistency in the use of the system was exceptional, with key transitions signposted verbally and visually to students. In addition, some students also have access to a range of individualised tools including individual schedules, now and then, whole task lists, TEACCH workstations and visual prompts.

Within all observations, students were supported to do things for themselves rather than needing to be directed by a member of staff. The school's environment is low arousal and visually structured and careful consideration has been given to the visual supports used across school to support students to independently transition around the school and collect key resources within their class. During discussions, staff describe how they use sabotage as a tool around school and within the community to support students to develop confidence in problem solving within a safe environment.

Within all observations, students were supported to develop skills and confidence in actively expressing their opinion, as well as making and taking decisions. Staff supported decision making in a variety of ways across school including, in some classes, using communication boards and choice boards. Across all observations, staff were observed allowing students appropriate processing time following an instruction or question. Staff's awareness of processing time further reinforces the low arousal and calm environment and evidences staff being in-tuned to the needs of the students.

During all observations, students were provided with opportunities to consolidate and develop daily functional skills including core literacy and numeracy skills, communication, self-care and a range of transferable work and study skills. The school's curriculum places a particular emphasis on these skills, providing opportunities for students to regularly practise and develop these during planned sessions. Staff across school also discussed how they ensure the curriculum is built around students developing a range of core functional skills, informed by the AET Framework.

The school prepare the post 16 cohort for successful transitions to college by skilfully allowing them higher levels of independence and by allowing an identified and risk assessed group to leave the school premises during lunch to access local shops. Staff, students and families discuss the positive outcomes achieved as a result of this approach, supporting students to develop confidence and a level of independence that wouldn't be possible without these opportunities.

Key outcomes identified from personal support documents and staff discussions

The school's Occupational Therapist works in a graduated way across school, providing Universal, Targeted and Specialist support to students based on their identified need. The OT works closely with another staff member to support the development and implementation of sensory supports across school, which includes the regular delivery of training and observations of practice to support staff to refine and develop their practice.

Students' Sensory Profiles include details of identified sensory needs and approaches. One Page Profiles, Learning Support Plans and Risk Assessments also include information relating to students' sensory needs. These plans describe sensory experiences which students enjoy and experiences which they may find challenging, particularly when they need to regulate.

Sensory Profiles provide a summary of sensory processing difficulties that student's present with, alongside examples of personalised strategies and, where applicable, sensory diet principles written by the Occupational Therapist to provide specific advice. Students play an active role in the development of their sensory profiles and within Year 7 the school's OT delivers the Alert programme. The programme places an emphasis on students exploring their sensory preferences and aversions and at the end of the programme students will have created a personalised sensory profile. Examples of sensory strategies were seen to be used to good effect during the period of assessment and examples included provision of purposeful movement breaks and use of in class sensory areas and strategies such as the use of adapted seating, chewy sticks, ear defenders and fidgets.

Sensory Assessments enable the school to gather information on the challenges each student may encounter in regulating sensory experiences and allow staff to identify those sensory activities which provide them with positive feedback. Sensory Profiles record the approaches and/or tools which should be employed to help autistic students to regulate sensory experiences or avoid sensory overload. For some autistic students plans include agreed strategies and approaches that staff need to use such as the Zones of Regulation and the Alert Programme.

The school have invested in a range of sensory areas across school and students have access to in-class regulation areas, outside sensory equipment, soft play and sensory rooms. During interviews, staff discussed the specific intent of the areas and how they have been developed alongside the school's OT to ensure a consistent approach.

In interviews, staff gave examples of how they have supported autistic students in their sensory regulation or in avoiding sensory overload and a number of positive outcomes achieved as a result. Staff particularly highlighted the positive outcomes achieved by students taking ownership of their regulation and the increased use of language associated with regulating and being ready to learn.

Key outcomes identified from observation/review of key activities:

Within all observations, students had access to sensory activities which they appeared to find enjoyable or relaxing. Students were observed accessing fidgets, adaptive seating, ear defenders and other sensory tools as part of regulation. Where appropriate, staff planned opportunities into lessons to enable students to explore their sensory preferences. During observations, there is a graduated response as students moved through school, with students within Sixth form accessing more regulation as part of walks or time outs. To further develop practice, in a small number of observations, staff should reflect on the language used when supporting students to regulate, encouraging them to take ownership and identify their own regulation tools, rather than being directed by staff.

Within all observation, students were supported to tolerate a range of sensory experiences within a safe and secure context. Careful consideration has been given to the school's environment to ensure that it is low arousal and visually structured, and during the assessment staff shared the progress made in these areas. As well as the low arousal classrooms, students also have access to a number of specialist sensory spaces across school which were well used by staff to support planned or reactive regulation. Students are also supported to reflect on the school's environment and during an observation of the school council, students were reflecting on whether they felt the school needs a bell. As part of the discussion students were considerate to the sensory needs of their classmates and made decisions based around student's needs.

Within all observations, students were supported to regulate sensory experiences which could interfere with what they are trying to do or cause them discomfort. Within lessons, students had access to ear defenders, individual work stations and staff used low arousal teaching approaches. Where particularly good practice was observed, where individual workstations were in place, staff gave students the options to complete their work at their individual desk, at a group desk or at a workstation.



Key outcomes identified from personal support documents and staff discussions:

One-page profiles, Sensory profiles and Learning Support Plans show an appreciation of activities which each student finds enjoyable, for example One Page Profiles describe individuals' likes and activities they enjoy to participate in.

Learning Support Plans are developed for all students to identify their key proactive, active and reactive support needs. The plans are written in clear and concise language and provide an overview of the aims of the plan, triggers, the function/reason for the behaviour and strategies of support. Examples of positive and proactive strategies of support include:

- Use of quiet spaces
- Use of sensory resources
- Redirection to a preferred activity

The school's assistant head regularly analyses behaviour to identify trends and staff are able to refer for additional support as required. EHCP and AET review documentation includes clear references to the individual strengths and progress made for each student in terms of their social, emotional and mental health. During interviews, staff discussed how the AET progression framework is used to inform short-term goals, linked to the long term EHCP outcomes in Social, Emotional Mental Health.

During discussions, staff shared how the school's curriculum aims to provide students with meaningful life experiences and work experience placements which provide 'real life' opportunities for students to work towards achieving their personal goals and aspirations. Staff also discussed the focus on positive outcomes in terms of quality of life and life opportunities, including some students accessing offsite provision as part of their weekly timetable.

Individual plans of support and visual schedules evidenced the breadth of access to, and inclusion within, community activities. Risk Assessments take in to account identified risks for each student and link them directly to Learning Support Plans. Staff discussed their positive approach to community access to enable students to practise and generalise skills learnt within school, so that they are not just happening in isolation.

In interviews, staff gave examples of how autistic students have been supported that resulted in positive outcomes in terms of increased quality of life and life opportunities. Staff gave examples of how students have developed greater inclusion and involvement within the community as a result of them gaining confidence through the school's curriculum. Staff also shared examples of students accessing paid employment and relevant qualifications based on their aspirations, which is also evidenced with a case study found in the appendix of this report.

Key outcomes identified from observation/review of key activities:

Within all observations, autistic students presented as feeling safe and calm. Where appropriate, staff supported students through proactive and preventative strategies which appeared to support students to avoid anxiety, confusion or distress from occurring or escalating. Restrictive practices were not observed but staff discussed how these are only used as a last resort, under the strictest controls and extreme circumstances.

Within the majority of observations, students were supported to understand and regulate their emotions. Within lessons, students have access to strategies and displays which support them to identify self-regulation activities or tools. Where appropriate, staff used a range of visual strategies within the classroom which allowed students to communicate their emotions. Where practice could be further developed, staff should reflect on how students can discretely identify their emotions within the subject specific classroom; this may be through a universal discrete visual system on the desks.

Across all observations, students were treated with dignity, status and respect and were provided with meaningful positive feedback which appeared to boost confidence and self-esteem. Staff and students have clearly developed positive relationships which was evident in all observations, and where good practice was involved, in all observations, support staff played an active role in sessions

Within all observations, students were observed engaging in meaningful activities which they appeared to find fun or interesting. During interviews, staff discussed how the curriculum delivery is adapted to meet the interests and learning styles of each class, which was also evidence during the observations within lesson.

Within the majority of observations, students were encouraged to enjoy the challenge of trying out or learning a new activity or skill. Students with KS3 were supported to learn through practical lessons, whereas students in Sixth Form were challenged in their development of key functional life skills within the community.

Within all observations, students were supported to achieve a sense of completion and achievement, which was reinforced through positive feedback from staff and their peers as part of individual or group sessions. Within some of the more formal classes, students were supported to self-reflect on their progress and identify their next steps, whilst in some of the more semi-formal sessions, staff provided specific positive feedback to students on the completion of tasks.

Feedback from Autistic People

In interviews, staff described how autistic students are actively engaged in determining how they are supported; what activities they take part in and what goals they are working towards according to what is appropriate for their age and capacity. During interviews, staff discussed how each student chooses their own staff advocate who is available to offer advice and support, as well as acting as an advocate for their wishes during reviews and discussions with staff and family members.

During interviews, staff described how student voice is often gathered through a range of different approaches, based on the identified needs of the students. Staff emphasised the importance of student voice and shared how it is gathered prior to reviews and meetings to ensure that their views are including in any key decisions.

Staff shared evidence of the variety of ways student voice is collected throughout the year and during the assessment, the assessment team attended a school council meeting. During the meeting, which is hosted by Sixth Form students, students had the opportunity to share their views on a number of topics, including whether the students wanted a school bell.

Feedback from autistic students, which was obtained from 90 completed surveys, (78 of which were completed independently by the students) shows that;

- 75% feel that the support they are given is good, with 23% answering that it is sometimes good.
- 71% feel that staff understand me and my needs, with 25% answering that this was sometimes the case.
- 71% feel that staff listen to me on how I want to be helped, with 28% answering that this was sometimes the case.

23 students left a comment on the completed questionnaire, a selection of which are found below;

- Think the school is cool. I enjoy school. Education good.
- the staff listen to me and i am supported by staff who i can talk to when i need it
- the school is good.
- Depends on situation
- I put sometimes because I'm not sure.
- I feel as if my needs are not being met due to other people taking priority.

Feedback from Families, Carers and/or Advocates

In interviews, staff described how families, carers or advocates are supported and involved where appropriate to do so. The school have a range of mediums which families can use to communicate with the school; including phone calls, texts, emails and Arbour. The school's Family Support Worker and Deputy Family Support Worker regularly contact some hard to reach parents, offering home visits or additional meetings within the community. During a discussion, the Deputy family support shared examples of the support which has been offered for some hard to reach families, including support and guidance and supporting them to re-build bridges and positive relationships with social care.

During the assessment the school's Family Support Worker shared a range of coffee mornings/training opportunities which are regularly hosted at the school and within the community for family members, including parental workshops around a range of key approaches. Staff discussed how the trainings are based around the current identified needs of families and have previously included training in sensory, communication, e-safety and sleep.

The school host an annual 'Introduction to Understanding Autism Course' which supports families through four practical sessions. During the assessment staff shared the information on the website which is in place to support families, signposting them to services within the community and schemes to support with the cost of living.

One parent governor met with the assessment team during the assessment to discuss the progress made by their child at the school. The school effectively work collaboratively with families to ensure they are consistent in their approach. Family members feel confident in the school and the differentiated support available to the students.

Feedback from family members, which was obtained through 83 completed surveys, shows that;

- 98% of family members feel the support given to their relative is mostly (10%) or always good (88%).
- 95% of family member feel staff's understanding of their relatives' needs is good (11%) or always good (84%).
- 93% of family members feel the way they are kept informed and asked about their views is mostly good (18%) or always good (75%), with one parent identifying that they felt that this was poor.
- 96% of families feel the advice they receive from the school is mostly good (23%) or always good (73%).

38 family members left an additional comment as part of the questionnaire. The high response of positive comments left on the questionnaires by families evidences the significant positive impact that the school has had on the lives of students. Some responses included;

- The school has supported my son in the best way possible for his academic and social communications needed.
- The help and support my son is given is excellent we couldn't ask for more
- They really understand my child's needs. They work with me to help my child develop and grow.
- Presfield is a fantastic school that places the well-being of pupils at the heart of everything it does. I have been so impressed by their use of sensory circuits and their highly personalised approach to each child.
- Presfield school is amazing they have gone above and beyond with my so. Would recommend the school to everyone.

Summary of the Assessment

Topic	What the provision does particularly well	Development
<p>Social Communication, Interactions and Relationships</p>	<ul style="list-style-type: none"> - Weekly communication lessons provide opportunities for students to practise and develop key social, employability and self-advocacy skills. - Where particularly good practice was observed, in all observations, staff referenced the universal set of visual social rules, linking them to specific tasks or opportunities within the lesson. - Within all observation's students were able to communicate effectively with staff and their peers during group work, question and answer sessions and community-based sessions. - During all observations, staff planned time for students to work collaboratively with their peers during formal learning tasks, play and as part of trips into the community. Where particularly good practice was observed, during a school council meeting, students were provided with opportunity and purpose to communicate with their peers, with discussions being led and facilitated by Sixth form students. 	<ul style="list-style-type: none"> - With the ongoing changes to the school's cohort, continue to upskill and provide CPD opportunities for staff in a range of communication approaches.
<p>Functional Skills and Self-Reliance</p>	<ul style="list-style-type: none"> - Through the curriculum the school place an emphasis on students developing skills through experiences and regularly planned community-based sessions. The school also have an onsite house which is regularly used for sleep overs and life-skills sessions, offering students an authentic experience. - Across all observations staff used a consistently formatted Learning objective and whole class first, next, last display which identified the structure and content of the lesson. The consistency in the use of the system was exceptional, with key transitions signposted verbally and visually to students. - Staff's awareness of processing time further reinforces the low arousal and calm environment and evidences staff being in-tuned to the needs of the students. 	<ul style="list-style-type: none"> - Continue to develop the resources linked to the immersive room to further support students prior to experiencing new environments.

<p>Sensory Experiences</p>	<ul style="list-style-type: none"> - Students play an active role in the development of their sensory profiles and within Year 7 the school's OT delivers the Alert programme. The programme places an emphasis on students exploring their sensory preferences and aversions and at the end of the programme students will have created a personalised sensory profile. - Within all observations, students had access to sensory activities which they appeared to find enjoyable or relaxing. - Within all observation, students were supported to tolerate a range of sensory experiences within a safe and secure context. Careful consideration has been given to the school's environment to ensure that it is low arousal and visually structured. 	<ul style="list-style-type: none"> - Although staff regularly and effectively supported students through co-regulation, there were missed opportunities to reference the Zones of Regulation or the Alert programme to promote independent self-regulation, or to support students to independently access preferred sensory activities.
<p>Emotional Wellbeing</p>	<ul style="list-style-type: none"> - Students are supported to access paid employment and relevant qualifications, based on their long-term aspirations. - Within all observations, autistic students presented as feeling safe and calm. Where appropriate, staff supported students through proactive and preventative strategies which appeared to support students to avoid anxiety, confusion or distress from occurring or escalating. - Within all observations, students were observed engaging in meaningful activities which they appeared to find fun or interesting. - Staff and students have clearly developed positive relationships which was evident in all observations, and where good practice was involved, in all observations, support staff played an active role in sessions 	<ul style="list-style-type: none"> - Where practice could be further developed, staff should reflect on how students can discretely identify their emotions within the subject specific classroom; this may be through a universal discrete visual system on the desks.
<p>Feedback from Autistic People</p>	<ul style="list-style-type: none"> - The schools advocate system ensures that students are supported to communicate their views through a trusted and familiar staff member of their choosing. - The school council, which is managed by Sixth Form students, provides a forum for students to share their views. 	<ul style="list-style-type: none"> - Continue to refine the systems which enable students to gather their own evidence and reflect on their progress made towards their AET and EHCP targets.

<p>Families, Carers and/or Advocates</p>	<ul style="list-style-type: none"> - Coffee mornings are regularly hosted at the school or within the community and are informed by parents. - The annual 'Introduction to Understanding Autism Course' supports families in their understanding of autism through four practical sessions. - The school effectively works collaboratively with families to ensure there is a consistent approach between home and school. Family members feel confident in the school and the differentiated support available to the students. 	<ul style="list-style-type: none"> - Although 96% of families feel the advice they receive from the school is mostly good (23%) or always good (73%), this is the lowest score from the survey. Staff should reflect on how they share the training and advice sessions with families to ensure they know all of the support which is available to them.
<p>Other</p>	<ul style="list-style-type: none"> • The headteacher's hands-on and positive approach is appreciated by families, staff and the students themselves. • The school invests in their staff by providing a large number of CPD opportunities delivered by specialist staff. During interviews, staff discussed the effectiveness of the school's CPD programme, informing practice and empowering staff through practical support. • The school's destination-focused curriculum places emphasis on students developing skills in independence, social communication and Understanding Self. 	



The Autism Accreditation Committee have great delight in confirming that the school meets the criteria for an Advanced specialist Award

The Committee found evidence from the Accreditation report that the provision met the following standards to a high level of quality and consistency.

- Staff have a working knowledge of evidence-informed approaches associated with good autism practice.
- They can adapt these specialist approaches so that support is personal-centred and tailored to individual abilities, interests, preferences and challenges.
- Adaptions are made to the environment to support individual well-being and self-reliance.
- Each autistic young person develops skills and confidence in communicating with others and engaging in a range of rewarding social activities.
- Each autistic young person develops skills and confident in carrying out tasks independently and in being empowered to make their own leading to them having greater control and self-autonomy in their lives.
- Each autistic young person enjoys an increasing range of sensory experiences whilst developing regulation strategies to help them avoid sensory overload.
- Support enables autistic people to take part in activities which are purposeful and engaging and which promotes their emotional well-being and social inclusion.
- Proactive and preventative strategies are employed to help each autistic young person avoid anxiety or distress and to help them understand and regulate their emotions.
- Feedback from autistic young people and their parents/carers who took part in a confidential survey was overall positive.

Several strengths are identified in the assessment report. Some areas of development are also highlighted. The Committee stress the importance of continuing to upskill and provide CPD opportunities for staff in a range of communication approaches to reflect a changing cohort. The Committee also recommend that the school continue to develop strategies to enable autistic young people to self-regulate their emotions and sensory input.

However the Committee consider that these areas do not detract from the overall high quality of practice within the school. Congratulations again for demonstrating standards of excellence in supporting autistic people.

What happens next

Once you have agreed terms and conditions you can expect to receive your certificate and logo. You can continue with your current Autism Accreditation plan or amend it by increasing or reducing the number of consultation visits. Please contact your consultant to discuss your options.

We recommend that you undergo another assessment in three years' time to show that you have maintained standards of excellent and to highlight new initiatives and developments. You can though request an earlier reassessment.

As an Advanced Service you can now apply for Beacon Status. This is awarded to provisions which in addition to providing consistent high quality support to autistic people, share their knowledge and understanding of good practice with families, external professionals and the local community.

Applying for Beacon Status

Application forms can be obtained from your consultant and should be returned to the Autism Accreditation Quality Manager at Stephen.dedridge@nas.org.uk.

The Panel can award Beacon status if the application form provides clear evidence that the provision carries out exceptional work that has had a significant impact on how:

- families understand relatives who are autistic.
- other professionals understand and respond to autistic people, including helping them to appreciate the personal experiences of autistic people.
- the local community or members of the public understand and respond to autistic people and which promotes the social inclusion of autistic people.

The application form should also explain how the provision works in partnership with autistic people and can provide details of awards or other examples of external recognition.

Beacon status will be withheld if the provision requires improvement in meeting statutory requirements.