

Autism Accreditation Assessment

Glenelg Support Limited A

Reference No.	27576
Assessment dates	26 th 27 th February, 1 st March 2019
Lead Assessor	Jonny Knowles
External Moderator	Stephanie Mullally
Status prior to the assessment	Accredited
Advanced status applied for	No

Section 1: Context

About the Provision

Brief description of the provision made for autistic people:

Glenelg Support Limited (A) is a supported Living service for individuals with Learning Disabilities and Autism. Glenelg Support Limited (A) has 11 properties located across the Liverpool City Region and Lancashire. Houses can be single occupancy or shared with up to 5 individuals depending on their individual need and preference.

Each property has a Team Leader who is managed by one of 5 Service Managers. The service also has a Registered Manager, PBS specialist, Training and Development Manager, Quality and Development Manager and Business and Development manager.

The service is committed –

- To ensure that the people we support live in the property of their choice.
- To promote independence & support individuals to lead active and fulfilling lives.
- To provide the people we support with real choices and opportunities in life
- To support individuals into education and/or employment.
- To engage with individuals, their family and advocates to ensure we deliver the best possible support, based on their individual needs.

Number of autistic people supported by the provision:

Out of a total of 23 people supported by the service 18 (79%) have a diagnosis of autism between the ages of 19-62.

Range of autistic people supported by the provision:

Glenelg Support Limited (A) provides high quality support for a wide range of individuals with autism, learning disabilities, physical disabilities and/or mental health needs.

Outcome of last statutory assessment:

The service was last inspected by CQC in March 2017. It was judged to be good in all areas.

About the Assessment

The assessment took place over 3 days. The provision's adviser took the role of lead assessor with support from an external moderator for 2 days.

An introductory meeting was hosted by the service outlining how provision is made for autistic individuals.

13 sessions were observed by the assessment team. These included shopping, transitioning into the community, gym, planning activities, dinner preparation, cooking, transitioning into the home, preparation for shopping, house work, safeguarding group meeting, voluntary work.

Personal files were sampled at each of the properties visited, these included Active Support Plans, Active Support Trackers, Person Centred Plan's (PCP's), Communication Passports, Risk Assessments, and Daily Logs.

Policy and procedure documents relevant to the provision for autistic people were also reviewed, in particular; Communication Policy, Autism Policy, Transitions Policy, Positive Behaviour Support Policy and the Service User Guide

Discussions were held with a number of staff members, autistic people and the families of autistic people during the assessment. Staff member's interviewed included PBS Specialist, Training and Development Manager, Quality and Development Manager Business and Development manager, Director, Registered Manager, Service Managers, Team Leaders and Support Staff.

The results of surveys carried out with autistic people, their families and external professionals were also considered and are found in the appendix to this report.

Section 2: Key Findings

What the provision does particularly well

What stood out as particular strengths:

Staff are committed to providing the best support through a range of autism specific best practice methods and approaches. During all observations staff were seen to be knowledgeable, enthusiastic and passionate, having developed trusting and purposeful relationships with the individuals that they support.

The service's experienced operational team have a great depth of knowledge and experience of working with autistic individuals. The bespoke training and induction programme, developed and delivered by Glenelg staff, allows training to be specific to individuals within the service.

The service has the people it supports at the centre of everything it does and acts holistically to provide the most effective support on an individual basis. Individual documentation reflected the services person centred approach and was of high standard, detailed, purposeful and consistent across the service.

What else the provision does well:

The informative newsletter celebrates success and acts as a motivator for some individuals to take part in new activities.

The detailed transition plans and robust transition process supports autistic people to make successful transitions into the service. Individuals transitioning in directly from the company's Childrens home further benefit from the personalised transition and consistency of staff and approaches.

The active support model, adopted by the service, was seen to be effective in planning activities and tracking progress.

The response from the professional questionnaires highlights the high regard in which Glenelg Support Ltd (A) is seen across the Liverpool City Region and Lancashire.

Glenelg Support Ltd (A) has developed strong working relationships and knowledge of local day services, colleges and other centres allowing them to provide a bespoke package of support.

What the provision could develop further

Priorities for the provision:

The service should continue to develop the number of sensory strategies which it has available to the individuals and further explore how they can incorporate these sensory activities into everyday tasks.

When communicating with individuals staff should ensure that they allow appropriate processing time before repeating an instruction or offering prompts.

The service should continue to develop the role of the PBS team in the service to further support staff in understanding and implementing a whole service PBS approach. This should include further training to staff on producing active supports.

Other areas to consider:

Continue to develop ways to empower autistic people and give them a voice within the tenant meetings.

The service should continue to explore further augmentative or alternative communication systems.

Continue to develop the daily logs so that the information recorded is purposeful to the continuing development of the individual being supported.

The service should continue to build on the current communication systems with families to further explore how families could be informed of activities and progress.

Section 3: Professional Development

Main approaches or methods employed by the provision in supporting autistic people

All staff receive training in PBS. The service has recently introduced a PBS team who will work alongside the PBS Specialist to support staff in implementing and developing autism specific best practice methods and approaches.

The service implements the principles of the "Active Support Model". This aims "to ensure that individuals have the opportunity to be fully involved in their lives and receive the right range of support to be successful. Activity support plans provide a way to organise household tasks, personal self-care, hobbies and social arrangements"

The service aims to "enhance lives and promote opportunities in life, to increase independence, self-esteem and be valued members of the local and wider community. To provide support in a proactive way so that risks are managed in a positive way to increase safety, health and well-being."

Training staff receive in these approaches and in their understanding of autism part of their induction.

Within their initial 2 week induction all staff attend a range of mandatory training courses delivered internally by knowledgeable and experienced staff. As part of this initial training all staff receive a whole day training workshop on autism, delivered by the Positive Behaviour Specialist. Staff also receive training in PBS, MAPA, Learning Difficulties and a range of mandatory company produced courses.

During their initial induction staff also complete an autism workbook when on shift supporting individuals. The workbook supports staff to practically develop their knowledge of autism specific best practice methods and approaches, reflecting on the individuals they support and efficacy of that support.

On-going support and professional development available to staff in working with autistic individuals

A high-quality programme of continuous Professional Development is in place. This ensures that staff have a robust specialist knowledge of autism specific best practice methods and approaches.

As part of their continuous professional development every 6 weeks staff meet with their supervisor to assess their own training needs. Staff focus explicitly on "knowledge or strategies which are required to help the individuals they support with autism". Highlighted needs are discussed with the training manager who arranges a bespoke programme of support.

The training manager also attends the support staff forum, team leader forum and the operations team forum to understand the training needs across the organisation and develop further training opportunities.

The service have developed an internal "Leadership and Management Course" for team leaders delivered by the services training manager. This ensures consistency across the service and supports staff in their development.

Section 4: Person Centred Support

Brief description of how individual support is planned, implemented and evaluated:

Assessments begin prior to admission in to the service, with staff receiving a copy of the Social Care Core assessment and meeting with the individual, family members and social worker. This informs the development of the PCP, Risk Assessment and Health Action Plan.

The Quality and Development Manager and PBS Specialist collaboratively develop an individualised "Transition Plan" for all new individuals to the service, which includes a range of visits to the service and trips into the community prior to moving in.

Following transition in to the service the first 6 weeks are used to carry out further baseline assessments, this is through a series of observations and a service assessment document.

3 monthly reviews are used to review personal goals identified in each individual's "Active Support Plans". The 3 Monthly reviews also evaluate current support in Communication, Emotional Well-being/ Flexibility of Thought, Sensory processing and Opportunities to develop and experience new skills.

PCP's are used to share key information and are reviewed every 3 months, or sooner as required. PCP's reviewed during the assessment contained a high level of personalised detail which reflected the practice seen during the assessment. Communication Passports are also used to share key information about each individual's communication preferences, likes/dislikes, sensory needs and other key information.

Active Support Plans are used to capture planned steps for an activity and progress towards identified goals. These enable consistency of support between staff members and are reviewed at the 3 monthly review. Progress made towards previous activities is tracked using the "Active Support Tracker" and are eventually transferred to the general "Day to Day Support" within the PCP.

Differences in Social Communication

Key outcomes identified from personal support documents and staff discussions:

On joining the service staff complete a communication checklist based on observations, family input and any previous information. The outcome of this checklist leads practice and is used to identify supported individuals who require additional input with communication support programmes. If further assessments are required then the service has links with speech and language therapists who can complete further assessments.

The preferences and challenges of each autistic person in how they communicate and socially interact are recorded in their communication passport and in their PCP. These individualised support plans also share appropriate support strategies which staff can employ in supporting autistic people in their communication. Staff discussions demonstrated a sound awareness of each individual's communication needs, consistent with information recorded on PCPs. PBS plans also reference both receptive and expressive communication preferences.

Individuals have 3 monthly reviews which reference "communication" and "community presence/social skills".

Key outcomes identified from observation/review of key activities:

In all observations staff made themselves understood by adapting the communication they used for the individuals they were supporting. Staff clearly understand each person's preferred method of communication with visuals, Makaton, objects of reference and simplified language all observed during the assessment.

During all observations autistic people could make themselves understood in a variety of ways which have been developed based on an individual's communicative and cognitive ability. Where best practice was observed individual bespoke communication systems were used by an individual to communicate with staff and a member of the assessment team. The service should continue to review the augmentative and alternative communication devices used with all individuals to ensure that they are effective.

During all observations individuals were provided with opportunity and purpose to interact with staff, their peers and, in some observations in the community, members of the public.

In a small number of observations practice could have been improved if staff had allowed more processing time rather than repeating an instruction or offering prompts and scaffolding. In these observations staff could have used a visual to reinforce communication rather than repetition.

Problem Solving and Self-reliance



Key outcomes identified from personal support documents and staff discussions:

3 monthly reviews reference and evaluate “opportunities to develop independence and experience new skills”.

Staff carefully scaffold activities using “Active Support Plans” to enable individuals to develop independence and access a wider range of activities. This is achieved by breaking activities down into manageable steps and recording progress against each stage of the activity.

In interviews during the assessment staff consistently stressed the importance of promoting independence and encouraging the people they were supporting to attempt activities by themselves. The service have produced social narratives to support individuals in new or challenging situations. During the assessment the assessment team reviewed examples of these.

Key outcomes identified from observation/review of key activities:

In all observations individuals could work out what they had to do now and next. Individuals have weekly activity books, now and next boards, whole week planners, or daily planners based on their individual need. Where best practice was observed, during some observations, individuals managed their own daily schedule allowing them to make changes to the order or type of activities.

During most observations staff supported individuals to do things for themselves. Staff were consistent in engaging those they support in meaningful activities. For example people make their own lunch, wash up, do their laundry etc. To further develop practice the assessment team felt that an increased number of visual prompts would promote independence and reduce reliance on staff member e.g. TV time and Jobs list.

Active support plans are central to the development of new skills allowing staff to have a consistent approach and understanding. These were seen to be used effectively by staff members who used the active support plans to progress activities.

In most observations staff used questioning to promote independence rather than just telling the individual what to do. Where best practice was observed, in some sessions, enthusiastic staff members modelled the activity as a prompt to the individual encouraging them to opt in.

During most observations individuals had the opportunity to develop skills and confidence in expressing opinion, making decisions and taking decisions. Where best practice was observed supported individuals took ownership their daily plan by opting out of activities or communicated with staff to change the activity.

Sensory Experiences

Key outcomes identified from personal support documents and staff discussions:

During their induction staff complete a section in the workbook on sensory needs. This involves staff considering the environment and completing a sensory checklist on an autistic person they are supporting.

The service has access to an aroma therapy service, community gyms and community sensory rooms. Some homes have sensory rooms or sensory tents based on the preference of the individuals at the property.

Autistic people's sensory needs are highlighted in their PCP and on their communication passport.

During discussions with staff members during the assessment reference was made to adaptations and adjustments which they had made to support autistic people to overcome sensory issues. The service has a low arousal and homely approach with bedrooms and communal areas personalised to meet the sensory needs, preferences and interests of each individual.

Key outcomes identified from observation/review of key activities:

During all observations staff were seen to have a good understanding of the sensory needs of the people they were supporting. Staff were seen to recce areas when arriving to ensure that the environment meets the sensory preferences of the individual, this included checking for dogs and checking the layout of the shop.

During some observations individuals had access to sensory tools which supported them to regulate. These tools were referenced in their communication passport and PCP. In some homes personalised sensory rooms or gyms were available to individuals.

Each person's environment has been developed to meet their needs and interests. During all observations in homes individuals had access to activities which they found enjoyable or relaxing. This included massages, aroma therapy, sensory input from staff and adapted rooms. One individual has a weekly schedule which includes attending 3 discos a week, as well as a community sensory room and has the music turned up loud when traveling in their car.

To further develop the service should continue to develop the number of sensory activities which it has available to autistic individuals on a daily basis and further explore how they can be incorporated into everyday tasks.

Emotional Well-being

Key outcomes identified from personal support documents and staff discussions:

CQC stated that "Support plans contained a high level of personalised detail, and were written in a way which both emphasised the person's likes and preferences and their dignity". Likes and dislikes are also highlighted on each individual's communication passport and in their PCP.

PBS plans are used to identify proactive strategies to support emotional well-being. Examples of personal achievements are celebrated by the service within the 3 monthly newsletters.

The micro and macro transitions have been analysed by staff to allow individuals to feel safe and secure in their new surroundings.

Staff are attuned to each person's demeanour and report that they can often recognise when they are 'out of sorts'. Observations during the assessment supported this view with staff attune to the needs and wants of the individuals they are supporting.

Key outcomes identified from observation/review of key activities:

During all observations individuals appeared happy, relaxed and content. Individuals are proud of where they live and wanted to show it off to the assessment team. In some homes individuals have built strong friendships with the people who they live with and support each other in a variety of ways.

Physical restraint was not observed to be used during the time of the assessment with proactive strategies used to de-escalate situations during observations.

During most observations supported individuals were given the opportunity to experience a sense of completion and achievement which was reinforced through positive language from staff. Where best practice was observed, in some observations, the service use individual reward systems which celebrate success, act as a motivator and structure rewards. Where used individuals clearly valued the system.

In all observations caring, enthusiastic and passionate staff have developed purposeful and positive relationships with the individuals that they are supporting.

During most observations individuals were supported by staff to understand and regulate their emotions. Transitions were well planned and implemented to reduce anxiety for some individuals.

Section 5: Person Centred Support With Autistic People

The service has developed a Service user guide which supports individuals in understanding Glenelg and what can be expected as part of their support. The guide also signposts individuals to key staff including the Positive Behaviour Support Specialist.

“My preferred staff list” has been developed with the supported individuals which identify preferred staff when their “staff team may need to go on holiday, or have things they need to do and are not able to work in my home”

Supported individuals have an input in the recruitment process and take part in some interviews supported by staff with their visuals and cue cards.

The service newsletters are shared with service users every 3 months to celebrate and share successes of supported individuals and staff.

“Supported Individual Meetings” are hosted monthly in each service allowing tenants to develop the menu, identify future activities, and have the opportunity celebrate successes. The service are aiming to develop further ways to empower autistic people and give them a voice within the meetings.

6 individuals are part of a “keep me safe group” which is held monthly at head office. Previous topics have included “What makes a good support worker?” and “How do Glenelg keep me safe?”. Long term the service hopes that the group will be included in the delivery of the safeguarding course as well as developing a Charter which will be sent out across the service.

During the observations the assessment team spoke to a number of individuals in their homes. They all appeared happy and relaxed and were proud to show off where they live and talk about activities which they had taken part in.

1 autistic person provided feedback to the assessment team by returning a completed questionnaire. The full results are shown as an appendix to this report. The person stated that the support I am given is good and that staff listen to and understand my needs.

With families of Autistic People

The services autism policy states that "Glenelg Support understands and values the work undertaken by other professionals in aiming to provide holistic approaches in service provision for people with ASC. We value input from parents and carers and aim to offer them support if required."

One professional stated that "The service liaised with Lancashire County council and with service user families to ensure positive outcomes for the individuals, promoting independence and keeping people safe. Contact with families was in a sensitive manor families were given reassurance by the team".

The service hosts family forums which family members are invited to to discuss any queries, receive an update on the service and receive training identified at a previous forum. Family members have also previously been invited to team leader meetings to discuss their relative.

7 family members attended a lunch at the service, which had been made by one of the supported individuals. Parents expressed that they felt "involved" and that the service "take into account the views of the parents". Transitions into the service were highlighted as a positive by the family members with one parent stating that they felt "spoilt by the quick, easy and professional transition" that their family member had received moving from the company's Childrens home into the adult service.

Parents highlighted the consistency of staffing as a concern going forward due to the fact that their relative had built strong relationships with their staff team. Communication between the parents and the staff was both highlighted as a positive and an area for further development. The service should consider how they communicate with family members and consider developing a consistent approach. Best practice was seen in one home where staff communicate with a communication book and "my news today" slips, which are completed by staff after each activity.

10 family members provided feedback to the assessment team by returning completed questionnaires. The full results are shown as an appendix to this report. 100% of parents stated the understanding of staff and the support that their relative receives given is always or mostly good. 90% of responses stated that the advice given by the service and how they are kept informed is always or mostly good.

APPENDIX 1: SURVEYS

Autistic Person

Feedback questionnaire on Glenelg Support A/B - Supported Living Services to be completed before 22/02/2019

The support I am given is good?				Response Percent	Response Total
1	Yes			100.00%	1
2	No			0.00%	0
3	Sometimes			0.00%	0
Analysis					
	Mean:	1	Std. Deviation:	0	Satisfaction Rate: 0
	Variance:	0	Std. Error:	0	
				answered	1
				skipped	0

Staff understand me and my needs				Response Percent	Response Total
1	Yes			100.00%	1

Staff understand me and my needs					Response Percent	Response Total
2	No				0.00%	0
3	Sometimes				0.00%	0
Analysis		Mean: 1	Std. Deviation: 0	Satisfaction Rate: 0	answered	1
		Variance:0	Std. Error: 0		skipped	0

The staff listen to me on how I want to be helped					Response Percent	Response Total
1	Yes				100.00%	1
2	No				0.00%	0
3	Sometimes				0.00%	0
Analysis		Mean: 1	Std. Deviation: 0	Satisfaction Rate: 0	answered	1
		Variance:0	Std. Error: 0		skipped	0

Who just completed the questions above?					Response Percent	Response Total
1	The autistic person by themselves				100.00%	1
2	The autistic person with support				0.00%	0
3	A staff member who represented their views				0.00%	0

Who just completed the questions above?					Response Percent	Response Total
4	A family member or friend who represented their views				0.00%	0
Analysis		Mean: 1	Std. Deviation: 0	Satisfaction Rate: 0	answered	1
	Variance:0	Std. Error: 0			skipped	0

Families of Autistic People

Feedback questionnaire on Glenelg Support A/B - Supported Living Services to be completed before 22/02/2019

The support my relative is given is...					Response Percent	Response Total
1	Poor				0.00%	0
2	ok, but could be better				0.00%	0
3	mostly good				40.00%	4
4	always good				60.00%	6
Analysis		Mean: 3.6	Std. Deviation: 0.49	Satisfaction Rate:	answered	10
	86.67					

The support my relative is given is...				Response Percent	Response Total
Variance:0.24 Std. Error: 0.15				skipped	0

The understanding that staff have for my relative's autistic needs is...						Response Percent	Response Total
1	Poor					0.00%	0
2	ok, but could be better					0.00%	0
3	mostly good					50.00%	5
4	always good					50.00%	5
Analysis		Mean: 3.5	Std. Deviation: 0.5	Satisfaction Rate:		answered	10
83.33		Variance:0.25	Std. Error: 0.16			skipped	0

The way I am kept informed and asked my views about how my relative is supported is...				Response Percent	Response Total
1	Poor			0.00%	0
2	ok, but could be better			10.00%	1
3	mostly good			60.00%	6

The way I am kept informed and asked my views about how my relative is supported is...

				Response Percent	Response Total
4	always good			30.00%	3
Analysis 73.33	Mean: 3.2	Std. Deviation: 0.6	Satisfaction Rate:	answered	10
	Variance:0.36	Std. Error: 0.19		skipped	0

The advice I get from the service on how to help my relative is...

				Response Percent	Response Total
1	Poor			0.00%	0
2	ok, but could be better			10.00%	1
3	mostly good			50.00%	5
4	always good			40.00%	4
Analysis 76.67	Mean: 3.3	Std. Deviation: 0.64	Satisfaction Rate:	answered	10
	Variance:0.41	Std. Error: 0.2		skipped	0

Comments: Please note you are not required to comment below, if you do so they may be quoted in the final report. Our questionnaires are anonymous and Autism Accreditation cannot be held responsible for comments which identify any individual. (3)

The advice I get from the service on how to help my relative is...			Response Percent	Response Total
1	10/01/2019 18:16 PM ID: 103919796	Very happy with the care and support received		
2	14/01/2019 09:55 AM ID: 104131658	I have recently commenced monthly meetings with my sons house manager. I feel this will benefit my son and has greatly improved communication between myself and staff members.		
3	28/01/2019 19:50 PM ID: 105928610	I cannot say I get advice and communications could be better . I have recently brought this up and asked if we could have some sort of house forum or regular newsletter		

Professionals

Feedback questionnaire on Glenelg Support A/B - Supported Living Services to be completed before 22/02/2019

The support the service provides for autistic people is...					Response Percent	Response Total
1	Poor				0.00%	0
2	ok, but could be better				0.00%	0
3	mostly good				57.14%	4
4	always good				42.86%	3
Analysis		Mean: 3.43	Std. Deviation: 0.49	Satisfaction Rate:	answered	7
80.95		Variance:0.24	Std. Error: 0.19		skipped	0

The understanding and knowledge the service has of autism is...

		Response Percent	Response Total
1	Poor	0.00%	0
2	ok, but could be better	0.00%	0
3	mostly good	42.86%	3
4	always good	57.14%	4
Analysis	Mean: 3.57	Std. Deviation: 0.49	Satisfaction Rate:
85.71			answered
	Variance:0.24	Std. Error: 0.19	skipped
			7
			0

How the service works with other professionals in the best interests of autistic people is...

		Response Percent	Response Total
1	poor	0.00%	0
2	ok, but could be better	0.00%	0
3	mostly good	28.57%	2
4	always good	71.43%	5
Analysis	Mean: 3.71	Std. Deviation: 0.45	Satisfaction Rate:
90.48			answered
	Variance:0.2	Std. Error: 0.17	skipped
			7
			0

Comments: Please note you are not required to comment below, if you do so they may be quoted in the final report. Our questionnaires are anonymous and Autism Accreditation cannot be held responsible for comments which identify any individual. (5)

How the service works with other professionals in the best interests of autistic people is...

	Response Percent	Response Total
<p>1 14/02/2019 12:59 PM ID: 107770084 I have never encountered any problems with Glenelg.</p>		
<p>2 14/02/2019 15:44 PM ID: 107793150 This agency is thorough in their assessment [getting to know you] and all aspects of care and support are personalised. The training for new and existing staff is exemplary if areas are new or difficult to support they will seek additional advice from other sources. This is time consuming but more often has a positive result, they are honest and trustworthy in their findings and have the conviction to say no if the individual cannot be managed and supported by their service. I have also witnessed support to their staff as often many receive injury, bruising, they are offered time to recover, removed from the service, and emotional welfare addressed, not often seen in agencies. Care handling of parents, families is their forte practical and emotional in their support as some will find fault and continue to do so even in a perfect world. emotional and financial mistakes would be made with the individuals their family and the social worker/ assessor.</p>		
<p>3 15/02/2019 09:39 AM ID: 107855561 The service lead Leanne has an excellent approach with service user's and professional. A consistent and valued staff team in the property that have good relationships with service user's and their families. They promote independence wherever possible. A very good example what a good care provider should be.</p>		
<p>4 15/02/2019 09:50 AM ID: 107856867 Glenelg Support is extremely good at working holistically to support individuals in their services. They have strong links with other professionals involved in the service users' support and are pro-active in working with the local authority, health services, community services (to name but a few) to ensure that the individuals receive the best support possible to meet their desired outcomes.</p>		
<p>5 15/02/2019 12:34 PM ID: 107880226 Glenelg service worked with us in a person centred way all information requested was provided in a timely manner. All information received is accurate and up to date. Meetings with service users were supported when required the team are knowledgeable of individual needs and put the individuals first. During our involvement the service liaised with health colleagues and supported individuals to appointments. The service liaised with Lancashire County council and with service user families to ensure positive outcomes for the individuals, promoting independence and keeping people safe. contact with families was in a sensitive manner families were given reassurance by the team.</p>		

APPENDIX 2: COMMENTS FROM THE PROVISION

APPENDIX 3: ADVANCED APPLICATION FORM