

# Autism Accreditation

Completing your self-audit and action  
plan

# New members



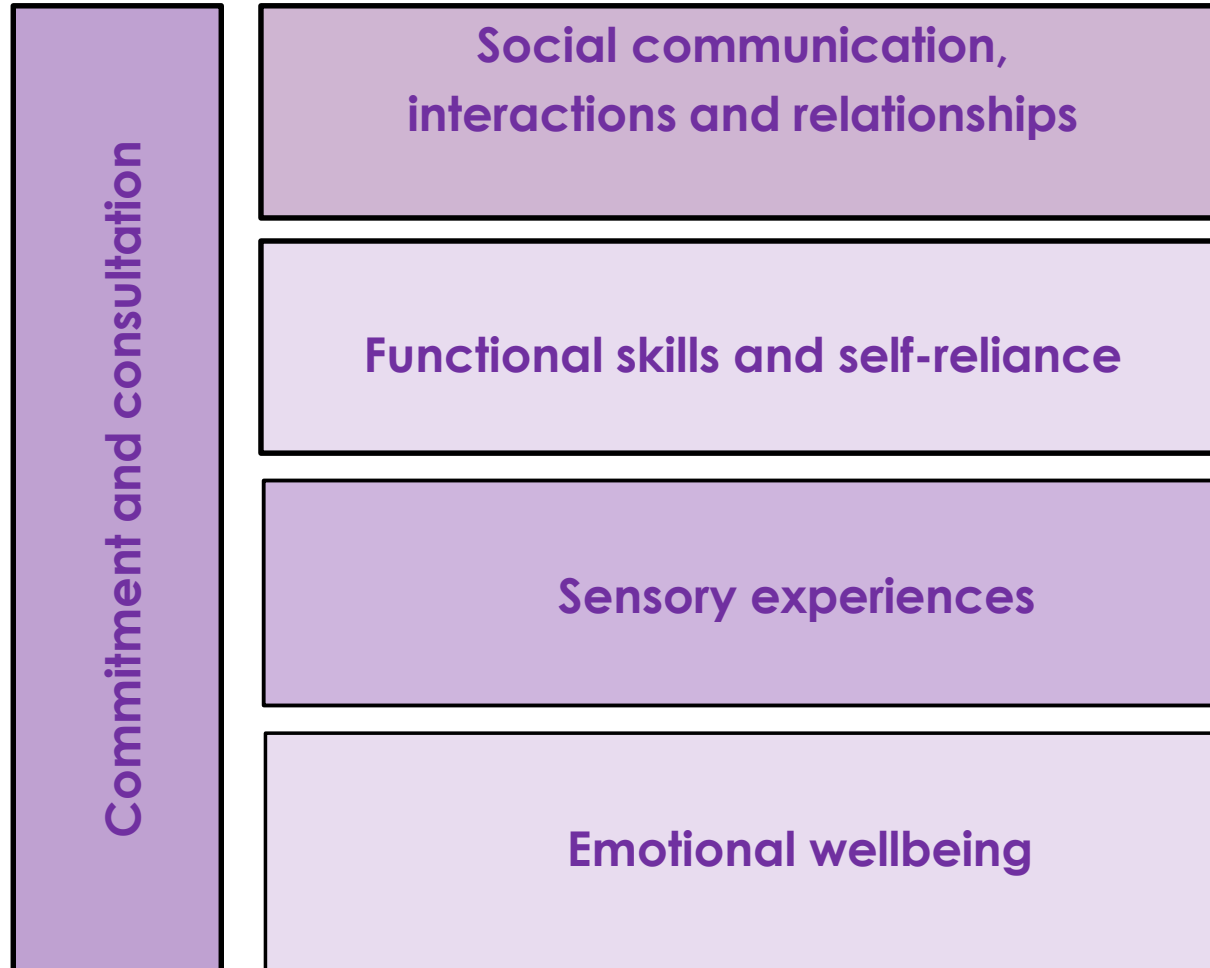
After registering with Autism Accreditation the service works towards a first assessment.

# Pre-assessment stage - new registrations



- Carry out a comprehensive and detailed review of current practice using the self-audit tool.
- Implement an accreditation action plan based on the self-audit.
- Optional quality development sessions can be held with an autism consultant.

# Self-audit tool



The self-audit tool is based on our framework of best practice and is divided into five topics.

# Commitment and consultation



To complete this first topic, think about:

- What are the main specialist approaches used to support autistic people in your service?
- What training/ongoing professional development do staff receive in these approaches?
- How are autistic people (and where appropriate families, carers or advocates) consulted about the support received?

# Quartet of difference



Social communication, interactions and relationships; Functional skills and self-reliance; Sensory experiences; Emotional wellbeing

- The quartet of difference relates to the core areas where autistic people most frequently experience differences when compared to the majority of people.
- These differences can present as a combination of skills and strengths as well as challenges, particularly where such differences are not accommodated.
- Each area is broken down into a series of indicators. For each indicator, services are required to say what they do to address it and to give a rating score.

# Quality Action Group (QAG)



Set up a QAG to meet regularly to work on the self-audit and action plan.

The QAG should ideally include representation from different departments and levels of management and could include autistic people or other stakeholders.

- Try to think of ways to engage all staff in the process. For example, running a staff workshop where people work in small groups to address specific areas using an appreciative enquiry approach. (See a description of this approach on the next page.)
- This will provide insight into whether there is a shared understanding and where there may be gaps and inconsistencies.
- Staff could identify things happening in the service that you have overlooked or are unaware of.

# Appreciative enquiry approach



We recommend that you use an appreciative enquiry approach to complete the self-audit.

## **Discovery stage: The best of what is**

Identify the activities or events that have worked really well and share success stories.

## **Dream stage: What might be**

Next, imagine what it would be like if the positive features that were identified in the discovery stage were embedded as everyday practice.

## **Design stage: How can it be**

Identify steps that can help make the dream a reality.

## **Delivery stage: What will be**

Create and implement an action plan.

# Rating criteria

<b>Fully met</b>	The service can provide clear evidence that this question is fully addressed consistently and to a high standard. There is no identified scope for improvement.
<b>Partially met</b>	The service can provide clear evidence that this question is addressed for each autistic person but there are clearly identified areas for improvement.
<b>Not met</b>	The service cannot provide sufficient evidence to demonstrate that this question is addressed for each autistic person and there is considerable scope for improvement.
<b>N/A</b>	The service does not feel that this question is of relevance to them. NB: You will need to be able to explain why this is the case.

# Creating an action plan



Working through the self-audit, recognise what is working well and identify action points.

We suggest action points be grouped as:

- priorities- what must be done before the assessment
- back burners - not essential but would be good if actioned
- quick wins - tasks that are relatively easy to carry out and can give a sense of progress.

A simple action plan pro-forma is provided within the self-audit; however services can create their own or incorporate it into an existing development plan.

# Getting support



- Services can access autism consultant support by emailing the consultant with a question, at any point in the process.
- The consultant can advise on the accreditation process and provide general advice about good autism practice.
- There is no additional cost for accessing general consultant support, providing the demands placed on them, in terms of time or resources, do not become excessive. If the consultant believes this is the case, they will advise that you book a consultant session.

# Getting support

<b>Consultation session (on site)</b>	<b>Consultation session (virtual)</b>
<p>The visit could involve one or more of the following activities:</p> <ul style="list-style-type: none"><li>• meeting to provide bespoke advice, review and feedback on the self-audit and action plan</li><li>• review and feedback on personal support plan documentation and assessment tools</li><li>• environmental audit or learning walk of your provision</li><li>• focused observations of current practice.</li></ul>	<p>If the service needs bespoke advice and guidance on the self-audit, you may prefer to ask for support via a virtual meeting.</p> <p>Your autism consultant should be able to arrange this at an earlier date than a site visit.</p>

# Members' area



- The members' area on our website contains links to the most recent versions of our standards documents, application forms and key supporting documents for all of our awards.
- The area also contains signposts to other areas of our website aimed at supporting the development of autism practice.
- Additionally a *Quartet of Differences* document is available in our members' area which contains up-to-date research articles and additional information about a range of autism-specific, evidenced-based approaches.