

## Breckenbrough School Quality of Life (QoL) Policy

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### Background and rationale

At Breckenbrough, we believe that different thinking is needed to improve the lives of our students and their families. We take a 'QoL' approach to our work and this drives everything we do and underpins our vision to improve the quality of life for all our students.

We want all our students to be happy, healthy and empowered young people. So, we think it is essential to ask them about what matters to them, what makes them happy, and what they would like to do with their lives. We listen to what they tell us, and we support them to work towards their personal goals.

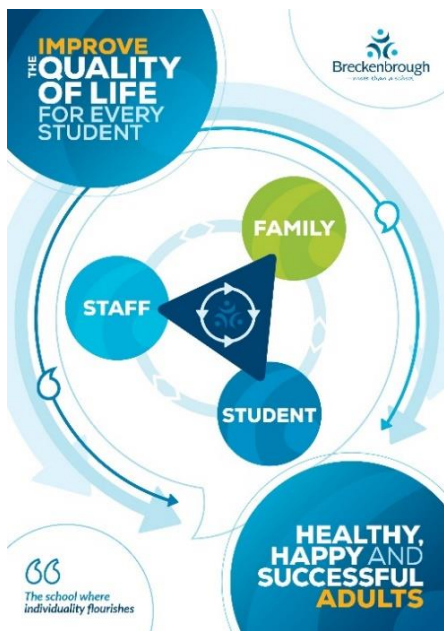
We also think it is important to work closely with families. We ask them about the impact of autism on family life, about what they would like to do but currently can't, and about what is important to them. We listen to what they tell us and try to find ways to help and improve quality of life.

Since 2022, we have implemented and been developing our framework and approach that enables us to hear student and family voice on a regular and systematic basis. This has taken account of research and best practice nationally and internationally, drawing on the extensive QoL work of Professor Robert Schalock (USA), Professor Valsa Eapen (Australia), as well as the family systems work of Dr Emily Gardiner (Canada).

Our framework and approach is also based on the thinking of Simon Sinek and his thinking around 'The Power of Why' which talks about successful organisations being those who have a clear understanding of 'Why' they do what they do...rather than just having a focus on what they do.

Our Quaker ethos and values of respect, equality, tolerance, forgiveness and reflection are at the core of our approach in delivering the QoL framework.

**Scope of policy:** This whole school policy applies to all students and families. The process starts prior to admission and continues throughout their time at school and through their transition into the next placement or employment.



## Working With Students

The starting point for supporting our students to be healthy, happy and successful adults is getting a sense of who they are and who they want to be. This involves finding out about their personal strengths and difficulties as well as their hopes and aspirations, so that we can help them to prepare themselves better for adulthood.

However, we believe it is also very important to ask them at regular points how things are going in their lives. To achieve this, all students complete termly 'Quality of Life' surveys. This provides students with regular opportunities to evaluate their feelings about themselves, their relationships, their emotional and psychological well-being and their personal circumstances at the time. By sharing this information, each student is giving us his personal perspective on what is going well in his life and, conversely, what is not.

We use this information to plan our support for each student in four key areas, namely:

- Communication
- Self-Management
- Independence and
- Achievement

## Working With Families

Our approach also involves working closely with families. Obviously, student lives are interconnected to, and influence, family lives. In order to "live full and happy lives", we recognise that some families will need direct support and guidance. This means it is essential for us to know how autism affects each family's life. We ask families to tell us how things are going through termly 'Quality of Life with Autism' surveys, and these provide us with up-to-date information on what issues families are facing so we can see how best to support them.

## **Implementing the QoL Framework**

The systematic collection and evaluation of 'Quality of Life' information from students means that we are able to ensure that each student's outcomes are meaningful on a personal level and having a positive impact on his daily life. Parental information enables us to measure the impact of our work on family quality of life. The triangulation of the student and family surveys forms the basis for a bespoke and individualised approach to target setting and focusing on the areas of utmost importance and influence of quality of life at that given point and moving forwards.

### **Whole school implementation includes the following:**

- On entry to school, all students and families are allocated a keyworker for the duration of their placement at Breckenbrough.
- Keyworking is timetabled for all students on a weekly basis and keyworkers also contact families on a weekly basis.
- Keyworkers support students and families to complete a QoL survey at the beginning of each term.
- Survey answers are used as a self-evaluation of progress during the term and used to inform target setting and support for individual students and families during that term.
- Collective school data from students is used to inform curriculum, operational and strategic planning.
- Collective data from families is used to inform operational planning, family support and training.

**IMPROVE  
THE  
QUALITY  
OF LIFE  
FOR EVERY  
STUDENT**



**BB**  
The school where  
individuality flourishes



**HEALTHY,  
HAPPY AND  
SUCCESSFUL  
ADULTS**

The table below highlights the main ways in which students and families are supported by school through the QoL framework over time.

**Key**

**T= Transitions** **K= Keyworker** **L=Leadership** **G= Governors** **Q=QoL Coordinator**

Phase	Working With Students (WWS)	Who?	Working With Families (WWF)	Who?
<b>Pre-admission</b>				
<b>Assessment planning</b>	<ul style="list-style-type: none"> <li>Analyse referral information for QoL issues</li> <li>Hear student views on initial support plan information and aspirations.</li> <li>Complete home visit and correlating documents and share with staff.</li> </ul>	<p>T Q</p> <p>T</p> <p>T</p>	<ul style="list-style-type: none"> <li>Hear family views on initial Support Plan information and aspirations.</li> <li>Complete home visit and correlating documents and share with staff.</li> </ul>	<p>T</p> <p>T</p>
<b>Assessment visit</b>	<ul style="list-style-type: none"> <li>Assessment <b>feedback</b> re:QoL shared with SLT and QoL Team.</li> </ul>	<p>T</p>	<ul style="list-style-type: none"> <li>Assessment <b>feedback</b> re:FQoL shared with SLT and QoL Team.</li> </ul>	<p>T</p>
<b>Admission</b>				
<b>Transition in: Term 1</b>	<ul style="list-style-type: none"> <li>Keyworker allocated</li> <li>Weekly keyworking from start of school placement</li> <li>Complete QoL Survey at beginning of term 1</li> <li>Identify QoL target for term 1</li> <li>Review of QoL target</li> </ul>	<p>Q</p> <p>K</p> <p>K</p> <p>K</p> <p>K</p>	<ul style="list-style-type: none"> <li>Keyworker allocated</li> <li>Weekly keyworking from start of school placement</li> <li>Complete QoL survey at beginning of term 1</li> <li>Agree QoL target for student</li> <li>Identify FQoL support required for term 1</li> <li>Review of QoL target and FQoL support</li> </ul>	<p>Q</p> <p>K</p> <p>K</p> <p>K</p> <p>K</p>
<b>School Placement</b>				
<b>Term 2 onwards</b>	<ul style="list-style-type: none"> <li>Students complete termly QoL Survey at the beginning of each term.</li> <li>Termly QoL target set</li> </ul>	<p>K</p>	<ul style="list-style-type: none"> <li>Families complete QoL Survey at the beginning of each term.</li> <li>Termly QoL target set</li> </ul>	<p>K</p> <p>K</p>

	<ul style="list-style-type: none"> <li>Students participate in weekly keyworking sessions with a focus on QoL target</li> <li>Termly whole school data analysed for improvement.</li> <li>Termly whole school data analysed for curriculum, operational and strategic planning</li> <li>Termly whole school data shared with students and staff</li> <li>Quality of keyworking monitored weekly</li> </ul>	<p>K K</p> <p>Q L</p> <p>Q L</p> <p>Q L</p> <p>Q</p>	<ul style="list-style-type: none"> <li>Weekly home school communication/keyworking</li> <li>Families aware of QoL target focus</li> <li>Termly whole school data analysed for curriculum, operational and strategic planning as well as family support planning</li> <li>Termly whole school data analysed for FQoL outcome improvement</li> <li>Termly whole school data analysed for curriculum, operational and strategic planning</li> <li>Quality of keyworking monitored weekly</li> <li>Governor monitoring of whole school family data, actions, impact</li> </ul>	<p>K</p> <p>K Q L</p> <p>Q L</p> <p>Q L</p> <p>Q</p>
<b>Annually</b>	<ul style="list-style-type: none"> <li>QoL representation in EHCP review.</li> <li>Support Plan reviewed.</li> <li>End of year report includes progress on QoL target</li> </ul>	<p>K</p> <p>K Q</p> <p>K Q</p>	<ul style="list-style-type: none"> <li>Parental QoL represented in EHCP review.</li> <li>Support Plan reviewed.</li> </ul>	<p>K</p> <p>K Q L</p>
<b>Transition out</b>	<ul style="list-style-type: none"> <li>Student voice, Support Plan and QoL information support transition out process</li> </ul>	<p>K L</p>	<ul style="list-style-type: none"> <li>Family Voice, Support Plan and QoL information support transition out process</li> </ul>	<p>K L</p>
<b>Post placement</b>	<ul style="list-style-type: none"> <li>Monitor QoL issues raised through surveys/contact</li> <li>Analyse and act on QoL issues raised by school leavers group</li> <li>Governors monitor student destinations and QoL issues raised</li> </ul>	<p>L G</p> <p>Q L</p> <p>G</p>	<ul style="list-style-type: none"> <li>Monitor QoL issues raised through surveys/contact</li> <li>Analyse and act on QoL issues raised by family leavers group</li> <li>Governors monitor FQoL issues raised</li> </ul>	<p>L G</p> <p>Q L</p> <p>G</p>

## Working With Partners

We work with a range of partners to quality assure the QoL framework and share best practice in the following ways:

- We are members of an established QoL network to share and develop resources in a collaborative way.
- We have developed links with other schools within the network to help with small-scale action research projects and wider national and internal projects.
- We work closely with our Local Authorities and other professionals to ensure every student is effectively supported in achieving their outcomes.

## Monitoring and Evaluation

- The school has a dedicated QoL Team, comprised of a QoL Coordinator and three QoL Support staff to oversee the quality of keyworking across the school, develop the implementation and tracking of survey completion and engagement data, and support keyworkers in being effective in their roles.
- The school conducts regular surveys and small-scale action research projects to ensure that our implementation is highly reliable and that it is meeting the needs of students and their families.
- The QoL framework is peer reviewed through half-termly network meetings.
- The QoL Coordinator, in collaboration with QoL Support, devises a School Improvement Plan (SIP) on an annual basis.
- The QoL Coordinator works in close collaboration with the Assistant Headteacher (T+L) and Assistant Headteacher (SENCo) with regards to school improvement planning and the continued development of the QoL framework across the school.
- The QoL Coordinator reports to the governing body via termly Education Committee meetings, including an update on progress towards SIP outcomes.
- The QoL Coordinator attends a termly monitoring meeting with the Headteacher and Deputy Headteacher to review and evaluate developments and progress within QoL across each term.

## Policy review schedule

Review Date:	By Whom:
April 2025	Kim Robinson – QoL Coordinator

## Appendix A

## Student Quality of Life Survey

Part	ID	Question Text	Answers	Audience
A	#1	I am satisfied with my life	5	Student
A	#2	I feel stressed	5	Student
A	#3	I feel happy and content	5	Student
A	#4	I feel depressed or anxious	5	Student
A	#5	I feel good about myself as a person	5	Student
A	#6	I am satisfied with my close relationships	5	Student
A	#7	People are there for me when I need them	5	Student
A	#8	I am satisfied with my social life	5	Student
A	#9	I am satisfied with my family life	5	Student
A	#10	I am satisfied with my financial situation	5	Student
A	#11	I am satisfied with where I live	5	Student
A	#12	I have enough money to meet my needs	5	Student
A	#13	I am satisfied with my achievements	5	Student
A	#14	I am satisfied with my general health	5	Student
A	#15	I have a healthy lifestyle	5	Student
A	#16	I am satisfied with my leisure activities	5	Student
A	#17	Health problems stop me doing things that I want to	5	Student
A	#18	I feel in control of my life	5	Student
A	#19	I set and achieve goals in my life	5	Student
A	#20	I can make a plan of action and follow it	5	Student
A	#21	I make my own decisions	5	Student
A	#22	I feel guilty	5	Student
A	#23	I am part of a community	5	Student
A	#24	I can get the support I need from the community	5	Student
A	#25	I am able to get where I need to	5	Student
A	#26	I feel safe in my everyday life	5	Student
A	#27	I feel respected in my everyday life	5	Student
A	#28	I am satisfied with the availability of education health and social care services	5	Student

Student Quality of Life Survey cont'd

<b>Part</b>	<b>ID</b>	<b>Question Text</b>	<b>Answers</b>	<b>Audience</b>
<i>B</i>	#1	Socialising with people	5	Student
<i>B</i>	#2	Having friends	5	Student
<i>B</i>	#3	Understanding others feelings	5	Student
<i>B</i>	#4	Holding a conversation	5	Student
<i>B</i>	#5	Communicating needs	5	Student
<i>B</i>	#6	Taking a literal meaning of comments	5	Student
<i>B</i>	#7	Saying things that are socially embarrassing	5	Student
<i>B</i>	#8	Being overly interested in a particular topic	5	Student
<i>B</i>	#9	Understanding the rules of social interaction	5	Student
<i>B</i>	#10	Responding when approached socially	5	Student
<i>B</i>	#11	Doing daily living tasks independently	5	Student
<i>B</i>	#12	Needing to stick to a routine	5	Student
<i>B</i>	#13	Getting anxious in a specific situation or during changes	5	Student
<i>B</i>	#14	Sensitivity to certain sensations	5	Student
<i>B</i>	#15	Managing emotional responses	5	Student
<i>B</i>	#16	Needing to do things a certain way	5	Student
<i>B</i>	#17	Destructive behaviours including anger and aggression	5	Student
<i>B</i>	#18	Showing inappropriate emotional reactions	5	Student
<i>B</i>	#19	Unusual repetitive behaviours or body movements	5	Student
<i>B</i>	#20	Engaging in reckless or tactless behaviour	5	Student
<i>B</i>	#21	Overall how would you rate your quality of life?	10	Student

Part	ID	Question Text	Answers	Audience
A	#1	I am satisfied with my life	5	Parent
A	#2	I feel stressed	5	Parent
A	#3	I feel happy and content	5	Parent
A	#4	I feel depressed or anxious	5	Parent
A	#5	I feel good about myself as a person	5	Parent
A	#6	I am satisfied with my close relationships	5	Parent
A	#7	People are there for me when I need them	5	Parent
A	#8	I am satisfied with my social life	5	Parent
A	#9	I am satisfied with my family life	5	Parent
A	#10	I am satisfied with my financial situation	5	Parent
A	#11	I am satisfied with where I live	5	Parent
A	#12	I have enough money to meet my needs	5	Parent
A	#13	I am satisfied with my achievements	5	Parent
A	#14	I am satisfied with my general health	5	Parent
A	#15	I have a healthy lifestyle	5	Parent
A	#16	I am satisfied with my leisure activities	5	Parent
A	#17	Health problems stop me doing things that I want to	5	Parent
A	#18	I feel in control of my life	5	Parent
A	#19	I set and achieve goals in my life	5	Parent
A	#20	I can make a plan of action and follow it	5	Parent
A	#21	I make my own decisions	5	Parent
A	#22	I feel guilty	5	Parent
A	#23	I am part of a community	5	Parent
A	#24	I can get the support I need from the community	5	Parent
A	#25	I am able to get where I need to	5	Parent
A	#26	I feel safe in my everyday life	5	Parent
A	#27	I feel respected in my everyday life	5	Parent
A	#28	I am satisfied with the availability of health services	5	Parent

Parent Quality of Life Survey Cont'd

Part	ID	Question Text	Answers	Audience
B	#1	Socialising with people	5	Parent
B	#2	Having friends	5	Parent
B	#3	Understanding others feelings	5	Parent
B	#4	Holding a conversation	5	Parent
B	#5	Communicating needs	5	Parent
B	#6	Taking a literal meaning of comments	5	Parent
B	#7	Saying things that are socially embarrassing	5	Parent
B	#8	Being overly interested in a particular topic	5	Parent
B	#9	Understanding the rules of social interaction	5	Parent
B	#10	Responding when approached socially	5	Parent
B	#11	Doing daily living tasks independently	5	Parent
B	#12	Needing to stick to a routine	5	Parent
B	#13	Getting anxious in a specific situation or during changes	5	Parent
B	#14	Sensitivity to certain sensations	5	Parent
B	#15	Managing emotional responses	5	Parent
B	#16	Needing to do things a certain way	5	Parent
B	#17	Destructive behaviours including anger and aggression	5	Parent
B	#18	Showing inappropriate emotional reactions	5	Parent
B	#19	Unusual repetitive behaviours or body movements	5	Parent
B	#20	Engaging in reckless or tactless behaviour	5	Parent
B	#21	Overall, how would you rate your quality of life?	10	Parent

Include Keyworker Policy as Appendix C