



Accreditation Awarding Panel Report
 St Rose's (28222)
 21st March 2018

**Status awarded to St Rose's
 by the Accreditation Awarding Panel
 Accredited**

Service Strengths and Achievements	
<p>Good Practice Strong Practice within the whole Accreditation membership</p>	<p><u>Positive Outcomes for the Autistic Person</u> Strand Three: Sensory Experiences <i>P12 How does the school/college evaluate the effectiveness of support and curriculum activities in enabling each autistic student to have new or varied sensory experiences they find enjoyable and stimulating.</i> Sensory activities are planned into the curriculum and personalised for each individual student. All students have well developed, detailed sensory integration programme that are agreed with the OT and updated regularly.</p>
<p>Area of Strength Strong practice within the service should be seen as a goal to further improve practice within the service and allow progression on the service's Accreditation journey.</p>	<p><u>Positive Outcomes for the Autistic Person</u> Strand Four: Emotional Wellbeing <i>P16 How does the School/College evaluate the effectiveness of support and curriculum activities in enabling each autistic student to experience a sense of achievement and satisfaction?</i> Every lesson is an opportunity for students to be awarded a 'Star Moment' certificate. These are given out in a special Friday assembly and displayed on a display board the following week. The school holds an annual presentation evening where certificates, including those from national accredited bodies such as ASDAN are presented in front of family and friends. Nearly all lessons/sessions have a plenary that enables the student to both self and peer assess their achievements. The school hold regular Multi-Disciplinary meetings to discuss student progress towards their EHCP and other targets.</p> <p><u>Positive Outcomes for the Autistic Person</u> Strand Four: Emotional Wellbeing <i>P17 How does the School/College evaluate the effectiveness of support and curriculum activities in providing each autistic student with regular opportunities to take part in self-directed activities where they are able to 'be themselves' and to do what makes them most happy?</i> Individualised timetables and student consultation enable students to have access to activities they most enjoy. There are also many opportunities to follow the student's</p>

lead putting in sensory breaks using personalised activities and/or objects. There are choices built into the timetable such as for work related and leisure activities and for residential students into their evening and morning routines.

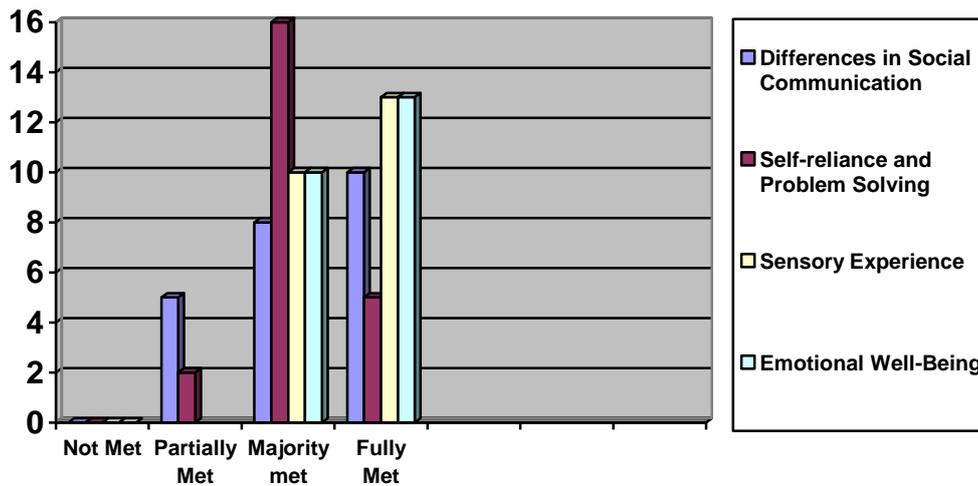
Commitment and Consultation

Strand 3: Consultation

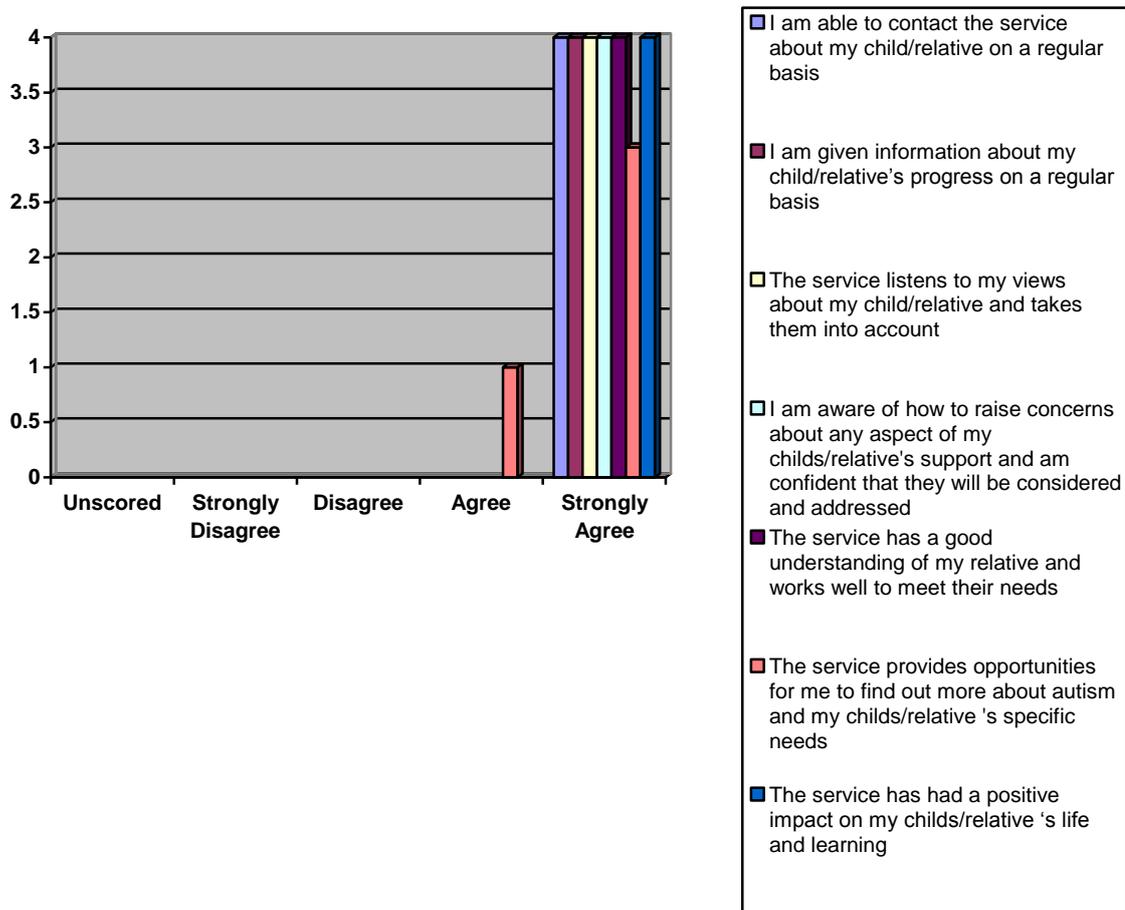
C30 How does the school/college ensure families are fully consulted and treated as partners in the support of their family member, according to the age, capacity and wishes of the autistic student.

Families are kept very well informed and staff at the school liaise fully with them. The parents' meeting documented in the recent Ofsted Report, NAS questionnaire responses from parents and comments at the Parent's meeting and a telephone interview during the review demonstrate the high regard parents have for the staff at the school and college and visa versa.

Observation scores



The graph below shows the scores from the returned family questionnaires



The awarding panel note that of respondents to both the family and professional's questionnaire there was an overwhelmingly high level of satisfaction with the quality of service provided. This is shown in the above charts and further evidenced by the following quotations:

"Amazing understanding of autism and sensory processing"

"The school works really well with professionals involved and the community"

And

"They have been wonderful and nothing is too much trouble – can't praise them enough"

Action Plan for Service	
<p style="text-align: center;">Action for Development</p> <p>An area for development is not an area of great concern, but should be seen as a goal to further improve practice within the service and allow progression on the service's Accreditation journey.</p>	<p><u>Commitment and Consultation</u> Strand 2: Partnership <i>C27 How does the school and college actively contribute to further develop knowledge and understanding of Autism? For example, by participating in inclusive research or by funding staff to carry out research.</i> The school and college should look for ways to develop this area and to showcase things individual staff do in this area – they were not apparent at the review.</p>

Recommendations

A recommendation is an area of development that the awarding panel strongly advise a service to implement. A service is expected to show to the advisor and the next review team that the recommendation has been implemented or is able to provide a clear and considered case as to why it hasn't been. A failure by a service to implement a recommendation without reason may count against the service.

Commitment and Consultation

Strand 1: Commitment

C5 How does the school/college ensure that policies, procedures and working documentation promote a consistent and clear approach, rooted in an understanding of best practice, in supporting autistic students?

C8 How does the school/college set out and define the skills and knowledge each individual member of staff requires in relation to their role in working with autistic students?

C21 How does the school/college ensure what the staff have learned from training and professional development is consistently reflected in practice when supporting autistic students?

Ongoing training in the specific areas detailed in St. Rose's Autism Policy should take place regularly across all staff groups to ensure consistency across the school in its provision for students on the Autistic Spectrum. This should include work on staff language including use of MAKATON signing. Also the use of visual cues such as symbolised/picture schedules or similar to promote further independence.

Understanding the Autistic Person

Strand 2: Self-Reliance and Problem Solving

U5 How do staff identify and record the best way of structuring and presenting transition for each autistic student?

Transition between sessions/lessons is managed well on the whole using objects of reference and or symbols/photos for the place they will go to next. However, students do not always know this until they are about to move/be wheeled, as only in a few sessions were Now and Next boards used to help them anticipate the change of lesson/session/activity. Letting the students know what is expected of them in a lesson through use of a micro-transitions schedule and or timers to show when an activity is nearly finished was not observed to be used with many of the students across all settings.

Things St Rose's should celebrate:

- Good staff, pupil and parent participation.
- The excellent range of therapeutic opportunities available to pupils.
- The comprehensive multi-disciplinary approach to support planning.

Summary

The awarding panel congratulate St. Rose's School upon achieving the high standards required of Autism Accreditation at this first review. This outcome is a credit to the service commitment given that a relatively small number of pupils are diagnosed as being autistic.

The panel acknowledge the feedback upon the review provided by St. Roses and agree to the factual changes requested. The panel were of the considered view that this is an excellent school with an autism-based approach to the delivery of education that benefits all pupils. A great inclusive service.

Signed

A handwritten signature in black ink that reads "Fred Parsons". The letters are cursive and somewhat stylized, with a large 'P' and 'S'.

*Mr Fred Parsons
Awarding Panel Chair*