

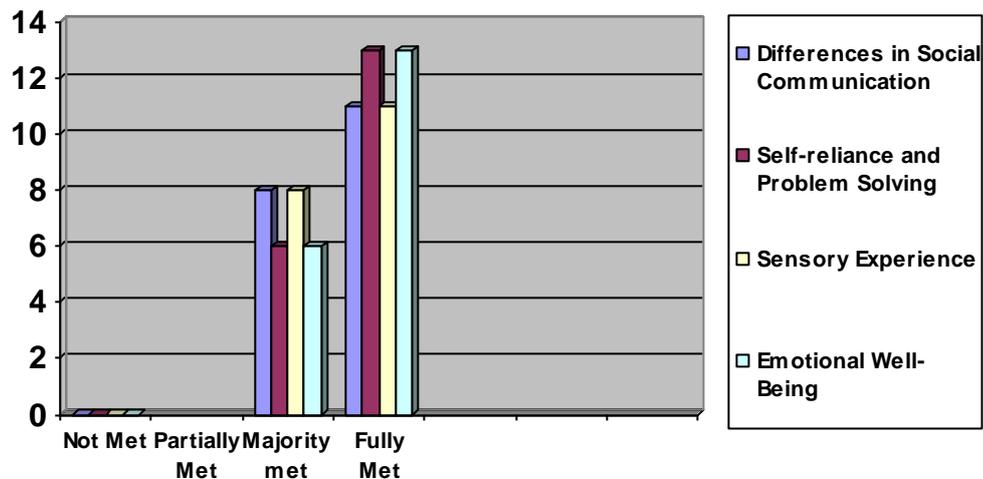


Accreditation Awarding Panel Report
 Fox Wood School (307)
 7th March 2018

Status awarded to Fox Wood School by the Accreditation Awarding Panel
Accredited

Service Strengths and Achievements	
<p>Good Practice Strong Practice within the whole Accreditation membership</p>	<p><u>Education Standard E11:</u> Sensory issues are at the heart of provision throughout the school. Fox Wood employs a highly specialist Occupational Therapist one day a week who develops personalised sensory profiles, diets and circuits. In addition, the employment of a full time OT assistant has had a significantly positive impact on pupils and their engagement with learning. Rebound Therapy provision has been extended across the school. The OT assistant delivers aqua-therapy in the hydrotherapy pool and more specialist therapy to address sensory processing difficulties. Sensory circuits take place in the morning across the school. Pupils have individual sensory diets which are embedded into the curriculum and across the school day. As a result, staff have become more skilled at recognising the calm/alert state and children are better able to self-regulate. This underpins all learning and access to the curriculum.</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>Education Standard U5:</u> Fox Wood has comprehensive programmes for transition between key stages, based on working in partnership with parents and sharing key information between professionals.</p> <p><u>Education Standard C30:</u> Fox Wood recognises the crucial role which parents play in their child's education, and makes every effort to encourage parents to be involved</p>

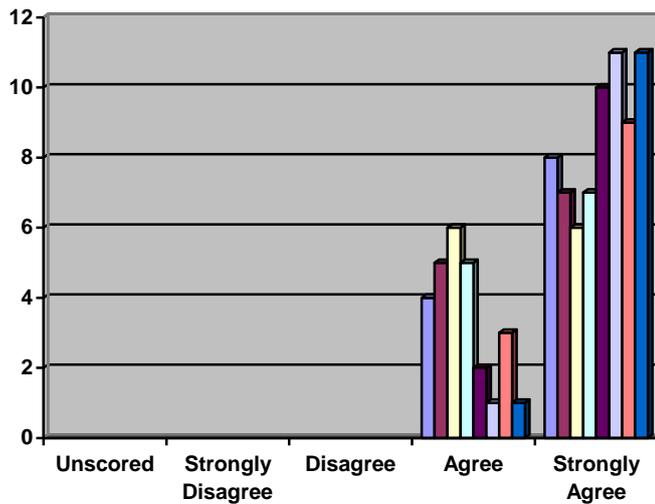
Observation scores



Family Questionnaire Scores

The graph below shows the scores from the returned family questionnaires. Parents are clearly very happy with the support their child receives. A number of positive comments were made, including:

- *Super fun school. Excellent and caring fantastic teachers. I am mega-impressed about the school. Great help for children with autism.*
- *Absolutely fantastic school in all aspects, could not recommend the school enough.*
- *My child has thrived in ways we had never hoped. This impact has been positive for each member of our small family as we can all build on our relationships with him because of this.*
- *I have confidence that Fox Wood is the right place for my child, who has autism.*
- *If I need further information or support with regards how autism is affecting my child, school listens and provides help and support to us as a family.*



- I am able to contact the service about my child/relative on a regular basis
- I am given information about my child/relative's progress on a regular basis
- The service listens to my views about my child/relative and takes them into account
- I am aware of how to raise concerns about any aspect of my child's/relative's support and am confident that they will be considered and addressed
- The service has a good understanding of my relative and works well to meet their needs
- The school respects the complexities of caring for a family member on the autistic spectrum
- The service provides opportunities for me to find out more about autism and my child's/relative's specific needs
- The service has had a positive impact on my child's/relative's life and learning

Action Plan for Service

Action for Development

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.

Educational Standard C3:

The school is continuing to develop a system for collecting and analysing data. It is seeking to further increase its ability to mine information specifically about the progress of autistic pupils and to bring together different data streams to provide a holistic view. The review team recognises the value that this will have in areas such as more targeted educational interventions and increased personalisation.

Education Standard C14: Education Standard C21:

The school recognises the importance of an accessible handbook to support staff working with pupils with autism, particularly as the staff team grows in line with the school. The Pupil Support Manager is collating an overview of good practice covering, for example, differentiated approaches to teaching and learning for pupils with autism, therapies available and the way individual learning styles are accommodated. The review team feels this resource will be a useful guide for new and experienced staff, and a versatile tool for CPD and

	training as well as curriculum planning. The team suggests that production of this document should include firm indications of how the SLT will ensure it becomes an essential reference for all staff.
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Summary

The awarding panel congratulate Fox Wood School upon maintaining the high standards required of Autism Accreditation. The school has demonstrated a strong and continuing commitment to the Autism Accreditation process, this being the third time they have been accredited.

The Accreditation review team were clearly impressed with how pupils were supported. The young people were observed to be fully and happily engaged with well-paced and positive teaching and learning. Relationships between children and staff are positive and respectful with considerable positive reinforcement. An excellent range of visual supports are used consistently across the school comprising objects of reference, photographs, symbols and written word.

The environment, in classrooms and around the school, is consistently low-arousal and conducive to pupils maintaining their calm/alert state. The range of provision in place to support sensory issues is impressive. That can be no doubt that the school has a significant positive impact on the quality of life of these young people as they progress towards adulthood.

Signed

Stephen Dedridge

*Stephen Dedridge
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