



## Assessment Findings - completed by the Assessor

### Key outcomes identified from personal support documents and staff discussions:

Students at Open Box Education Centre (OBEC) can express themselves verbally. A few students present with selective mutism and some benefit from additional visual support strategies to assist with communication. Many students join the alternative provision after extended periods out of education. Some students join in year 10, but most enrol for just year 11. The school makes referrals to specialists in the Local Authorities team; the waiting time often means that students will be seen by professionals when their education at OBEC is ending. The school has a thorough baselining process to ensure previous reports and professionals are consulted. The school thoroughly consults with the family and students to baseline their social communication needs.

Each autistic student's preferences, skills, and strengths in communicating and socially interacting with others are routinely recorded in their Student Profile. For example, they may "use hand gestures to communicate—thumbs up, thumbs down, etc." or use a "small whiteboard to communicate with trusted adults" or be "sociable and likes making friends."

Individual challenges that each autistic student may experience in communicating and socially interacting with others are also recorded, such as "my least favourite thing about school was socialising with peers at lunchtime" or "struggling to communicate with people outside their immediate family" or struggling to form a positive attachment with others."

Although all Student Profiles provide some practical social and communication strategies, for example, avoid directions such as "you must or need" and instead say "maybe we could or shall we", give a student time to answer, or use discreet praise. There is some variation in the level of detail on how individual social communication challenges could be supported with practical strategies and approaches, for example, how a student is supported to learn to socialise, cope with crowds, ask for help, form positive attachments with others or understand social etiquette.

Some students have detailed support plans by Speech and Language Therapists or by external agencies who assist with behaviour support plans, detailing communication and interaction strategies such as "preferring a warm and chatty tone", "prefers calm clear and concise information" or "It may escalate the situation if you tell them off for swearing rather than attend to their need".

Support provided to each autistic student in communicating and socially interacting with others is reviewed half-termly and shared with the autistic student and their families so that changes can be made if necessary and positive outcomes celebrated. Progress was recorded that a young student is now using hand signals for staff to come over, which is a significant improvement for them; other students are beginning to engage in break time games with peers. These reports also comment on engagement with interventions such as Walk and Talk or Talk it out sessions with the counsellor.

Staff are confident in talking about how they support autistic students in their communication and social interaction and what progress has been made, such as engaging students in lessons using interests or play to build rapport or using organisations to mentor students through their interests, such as MindJam.

Case studies describe bespoke approaches to supporting individuals in communication and interaction and identify outcomes achieved from this support, such as having trusted people to confide in or "building a trusting relationship with his mentor to be able to go out in the community and attend work experience placements and a vocational placement."



## Assessment Findings - completed by the Assessor

### Key outcomes identified from observation/review of key activities:

Each autistic student is supported in understanding what is being communicated to them by staff modifying their spoken language. Staff reduced, simplified or suggested instructions; staff joined in or demonstrated what the students were expected to do or formulated sentences so that students could answer using gestures or their whiteboard. Staff used whiteboards, printouts and modeling. Staff checked in with students and gave them appropriate processing time for students to ensure they understood and could respond.

All students can use verbal communication effectively, but a few students have been documented to have selective mutism and may use whiteboards, writing, or gestures to express their views, feelings, and wants. Staff are attuned and listen to their contributions without drawing attention to them when students use their voices once they feel comfortable doing so. In all observations, students were given options and gently encouraged to express themselves or were given space to consider and join in on their terms.

Lessons are offered in small groups or 1 to 1. Students are offered plenty of opportunities to socially interact with staff during lessons and break times, where staff suggest playing different games, facilitating opportunities to use verbal communication with adults and peers in a safe environment. Students were offered but never pushed to join in on the games, and some students declined but contributed their answers from the room's periphery. Other students chose to play pool in the other room or were hanging out with friends, with adults discreetly in the vicinity whilst not encroaching on their space.

It was clear that the staff had a thorough understanding of each student's interests, struggles, and current needs, and they offered choices accordingly. Staff facilitated opportunities for each autistic student to participate in social activities that they found enjoyable, relaxing, and rewarding. Staff also offered to play some games to get a subject started or to settle into the room before offering subject-based learning whilst skilfully transitioning into the lesson when a student appeared ready. During a life skills lesson, the staff and a student covered various topics, including relationships with friends and families, and the staff gently offered suggestions.



## Assessment findings - completed by the Assessor

### Key outcomes identified from personal support documents and staff discussions:

Students at Open Box Education often "have experienced hurt, trauma or a difficult educational journey". Many have had significant educational gaps before arriving at the school, sometimes in year 10, often just for year 11. Some students have a range of complex co-occurring diagnoses, including anxiety disorder, sensory processing disorder or "PDA traits". The school has systems in place to quickly understand the student as an individual and understand their potential. The baselining process involves consultation with previous key professionals and providers, families and the young student. The collated information is summarised in the student profile, which summarises EHCP targets and outcomes, understanding of social communication, independence, sensory needs and emotional well-being, and therapeutic intervention planning. A student's potential is baselined through gathering previous attainment, attendance and engagement levels, a CAT 4 assessment and in the first half term through teaching observations and baselining activities. Progress is assessed through formal and informal assessments and observations, half-termly data drops, and monitoring of academic progress, attendance, and engagement. These reports are shared with parents six times a year.

Each autistic student's preferences, skills, and strengths in functional life skills and independence are recorded. For example, options should be limited to two choices at a time, giving time to process, as the student "will always be able to answer and is very intelligent but needs time." Challenges that each autistic student may experience in functioning life skills and independence are also recorded, such as being asked too many questions, being limited by anxiety and sensory processing challenges, or requiring "single steps instruction prompts to getting ready".

Practical strategies and approaches used to support each autistic student in becoming more independent and developing daily life skills are identified and shared, such as having "chunked activities represented visually" or needing to be made aware of changes. Universal strategies such as consultation with students and flexible individual timetables are instrumental in planning their weeks. Students can access the kitchen throughout the day to make a drink or snack. Half-termly assessment weeks are organised through games and play to get a broad measure of current progress. Students are supported through bespoke career advice, helping them to plan and apply for further learning and college applications. The school regularly reviews the support provided to each autistic student in becoming more independent and developing daily life skills. Half-termly data drops and detailed reports are shared with the students and their families so that changes can be made if necessary and positive outcomes celebrated at regular intervals. The reports track attendance, engagement, progress, and adjusted steps to reach their targets. Students and their families attend termly academic review days and compliments are also shared through discreet praise, regular communication with families, or postcards home.

Staff are confident in talking about how they support autistic students in becoming more independent and developing daily life skills and what progress has been made. Students receive support through Skills for Success lessons to help them understand their EHCP plans so they are better equipped to participate when this is discussed at their annual reviews. Students are encouraged to clear up after lunch, and staff gave examples of applying skills and growing in confidence in community-based activities. Staff described how the range of therapeutic and well-being activities helped students attend school and engage in academic learning, some exceeding academic expectations, such as changing ambitions from completing functions skills level 2 and now agreeing to do GCSEs. A parent reported that they would not have believed their child would do GCSEs a year ago. Case studies describe personalised approaches to support individuals in becoming more independent and developing daily life skills and identify outcomes achieved from this support, such as attending work experience linked to his self-resilience and independence skills as he became more confident in the community and was able to really make a difference at his work experience placement which gave him a sense of achievement.



## Assessment findings - completed by the Assessor

### Key outcomes identified from observation/review of key activities:

Each autistic student is supported in understanding what will happen and what they are required to do. The timetable for the day was displayed in all learning areas and was referred to regularly. These timetables are flexible and incorporate short-notice changes or requests.

Staff support students with tasks and learning activities whilst adapting approaches to engage students throughout the lessons. Strong practice was observed when a student was not keen to engage in an academic task, and the staff smoothly offered some alternative choices without adding pressure. After some games, they smoothly transitioned into a learning task. Staff encouraged students through modelling, prompting and offering choices and suggestions.

The school could consider introducing in-task schedules and checklists to help some autistic students plan for what is expected of them within the lesson and to complete tasks with increased independence, keeping in mind that this might not be beneficial for all autistic students.

The environment is set up to enable autistic people to carry out tasks independently, although staff choose carefully if and when and how to encourage students. There were a few missed opportunities where staff tidied up for students even when students had offered to put equipment away or tidy up.

Staff provided the right level of support to enable each autistic student to experience a sense of completion and success while helping them develop skills of self-reliance and resilience. Some students struggle with praise, adversity, or the perception of getting it wrong, and staff used gentle encouragement, humour, or ignoring situations effectively and in line with students' profiles.

Each autistic student is supported to express preferences, make choices, and make decisions throughout the day. When a student is unsure, staff shows or offers the option to think about it: " You can have a think about it and tell me tomorrow."

Each autistic student is provided opportunities to consolidate and develop daily functional skills, either built into their timetable or woven into subject or enrichment lessons, such as life skills. One student who has struggled with attendance and engagement is currently on a targeted timetable to reduce demand and to help them focus on their GCSEs.





## Assessment findings - completed by the Assessor

### Key outcomes identified from personal support documents and staff discussions:

Although the school can make referrals to the local authorities' Occupational Health team, these referrals often take a long time, as many students only attend Open Box Education for 1 or 2 years at most, this might result in them being seen when their time at Open Box is coming to an end, or when they have moved to College. The school works closely with students, families and therapy teams to establish sensory processing presentation and uses the Autism Education Trusts' sensory assessment checklist to gather sensory information about each student.

Sensory experiences and activities that positively impact each autistic student are identified and recorded. These include those that help an individual feel calm and focused or provide enjoyment and pleasure, such as music production or "walking alone whilst listening to music."

Challenges that each autistic student may experience in sensory processing are also recorded, for example, " doesn't like too much noise", " anything to do with cars (noise), noise related to water, "particular about food and will eat the same thing every day", "struggles with the noise of others eating and drinking" or "not able to recognise when they are thirsty."

Practical strategies and approaches used to support each autistic student in regulating sensory input are identified and shared, such as "is beginning to walk away and find a safe space when feeling dysregulated." Some of the described challenges would benefit from specific support strategies, e.g., what helps a student with noise triggers, food particularities, reminders to drink, etc.

There was some evidence that the support provided to each autistic student to help them regulate sensory input is reviewed with the autistic student and their families so that changes can be made if necessary or positive outcomes are shared or celebrated; for example an exception is made for a student to be able to access his phone to be able to listen to music to help regulate, or they can spend break times away from others rather than join in games. The school could consider adding a sensory prompt to the review report.

Staff are confident in talking about how they support autistic individuals to regulate sensory input and what progress has been made, for example, making sure light levels are reduced for a particular student, which helped them focus; another student likes to complete their work on a beanbag with a weighted blanket. Staff gave examples of sensory-motivating enrichment activities to help students engage. Staff also gave examples of staff briefing and how staff need to remind a student to drink at regular intervals.

Case studies describe bespoke approaches to helping individuals regulate sensory input and identify outcomes achieved from this support. Case study 3 illustrates the introduction of sensory circuits, increasing students' engagement. Another case study highlights that students benefited from listening to music in a quiet space to help them regulate.



## Assessment findings - completed by the Assessor

### Key outcomes identified from observation/review of key activities:

Autistic people access sensory activities which they find enjoyable or relaxing. Interesting sensory resources and equipment enriched subject lessons, and students can access sensory boxes within the classrooms and are offered a choice of where to sit or stand.

Autistic students tolerated a range of sensory experiences within a safe and secure context. Where particularly good practice was observed, staff pre-warned students of possible sensations they were about to explore or experience. Staff used ventilation, adjusted temperatures and made practical suggestions on coping with sensory challenges, such as using a teatowel as a barrier when touching wet dishes.

Autistic people are supported to regulate sensory experiences that interfere with what they are trying to do or cause them discomfort. Students could access their music and headphones to help them regulate, and they had access to quieter areas. They were offered strategies on how to navigate sensations they may find triggering or were offered different seating options. Students took breaks when needed and ate snacks or were reminded to drink during lessons, as per the morning briefing.

The environment is maintained or adapted to support autistic people in self-regulation. The school consists of different learning areas for small group lessons and areas where students can have time away from others. Classrooms have a calm vibe with central learning areas or options for students to sit away from others or to participate from bean bags. During break times, students could access the kitchen for drinks, snacks and a sit-down; there was a quieter area with a library and seating area where students and staff played games, and the hall had a pool table and a small outdoor area. In general, the school has a homely vibe, more like a family home than an education centre, which benefits this cohort of students.

Some of the walls hold a lot of information, some of which is statutory. The school could explore ways of sharing this information to reduce visual clutter or create calm wall space in some learning areas.



## Assessment findings - completed by the Assessor

### Key outcomes identified from personal support documents and staff discussions:

OBEC is a Trauma-Informed School (TIS UK ) and an Attachment-Aware school. The SENCO currently leads the Emotional Literacy Support Assessment (ELSA) and Emotional-Based School Avoidance (EBSA). The school works closely with families, therapists, and CAMHS. The staff team has received training in positive approaches to challenging behaviour, de-escalation and diffusion, PDA, and trauma-perceptive practice. The school does not use restrictive practices and aims to prevent and de-escalate.

Student profiles focus on the well-being and quality of life of each autistic student and actively reflect their likes, such as animals, anime, music production, and playing fishing simulation games. However, they also list dislikes, such as noise, crowds, conflict, and extreme worries.

Student profiles list factors that might cause each autistic student to become anxious, stressed or upset, such as cars, separation from loved ones, attending school, or academic tasks.

The student profile and the Escalation Prevention Section identify practical strategies and approaches used to support each autistic student in maintaining their emotional well-being, self-esteem, and safety, such as regular check-ins, sensory breaks, and walking away from environments and people that cause distress.

The school regularly reviews the support provided to each autistic student to help them maintain their emotional well-being and how they are engaging in a range of enrichment and academic activities. The school has regular, sometimes daily, contact with family, and detailed reports are shared with the autistic student and their families every half term. These report on progress on EHCP Social, Emotional and Mental well-being targets such as engagement with Walk and Talk or Talk it Out sessions with counselors or therapies, as well as engaging in positive relationships with adults and peers or being able to ask for help and increased confidence. Timetables are flexibly adjusted to respond to changing needs and student requests. Issues are discussed and logged in daily staff briefings, such as a student asserting themselves in a review meeting or reminding a student to have regular drinks. Staff use Apps throughout the day to communicate and update colleagues. The school uses 'Reach 2 Teach' SEMH trackers to track well-being. The Skills for Life programme addresses managing conflicts, friendships, and mental health issues.

Staff are confident in talking about supporting autistic students in maintaining their emotional well-being and self-esteem and participating in various rewarding and meaningful activities, including those that develop their social inclusion. For example, trips to the gym have evolved, where the student initially required reassurance to attend and is now much more confident and has asked the teacher to step back. Staff gave examples of how they adapted lessons and learning by reducing demand and pressure completely through a targeted timetable; the student with a PDA profile has recently completed level 1 and 2 functional exams and has now consented to enter GCSEs, which they initially did not want to do. Students receive therapy or specialist mentoring to help them access particular motivating enrichment activities such as music production. Another student who intensely disliked maths was helped by doing a starter activity of drawing animals before starting maths work, and they feel much more confident doing maths as much as a result. There is a strong notion of play and making learning and the school environment safe and fun for learners. The school offers a broad and flexible enrichment curriculum. Students are offered trials, which has been a helpful way to give a new activity a go before rejecting it.

Case study 1 illustrates the provision of an off-site learning package for a student with trauma relating to being in the school building; another case study describes the journey where a student can now communicate when feeling anxious and uses their strategies more effectively.



## Assessment findings - completed by the Assessor

### Key outcomes identified from observation/review of key activities:

Autistic students presented as feeling safe, calm and at ease in expressing themselves. Some students experience high levels of anxiety, which was evident through body language, stimming, or selective mutism. Staff navigated this discreetly and effectively, and as students settled, they were comfortable enough to sit down around the table, enjoy a joke or express themselves verbally.

Proactive and preventative strategies are in place to avoid anxiety, confusion or distress from occurring or escalating. The school does not use restrictive practices and works on de-escalation and restorative conversations involving family and home visits.

Universal Zones of Regulation (ZOR) tools were displayed in all learning areas but were not referred to when students showed signs of dysregulation. When discussing this, staff explained that focusing or reflecting on emotions with particular students could escalate the situation, whereas ignoring and subtle deflection through playing a game is much more effective.

The school could explore ways to personalise ZOR, linking it with bespoke regulation strategies, or build in reflection and check ins throughout the day or as part of starting the lesson or as part of routines to help some autistic students develop or consolidate emotional literacy, understand and regulate their emotions.

The students are offered skills for life lessons and therapeutic and mentoring interventions, to help understand and regulate their emotions.

Autistic students are treated with dignity, status, and respect and are provided with meaningful positive feedback, which boosts confidence, self-esteem, and self-worth. Where appropriate, staff discreetly acknowledge a student's hard work for a student whose profile states they "do not believe in compliments." Another student was praised for their creativity in taking part in a game from a distance.

Each autistic students timetable is carefully balanced out to ensure students can engage in a range of academic, enriching and theopoetic activities. The school has a range of systems in place to ensure students choices are listened too and acted on.

Lessons are delivered in a way that autistic students want to participate in learning, this is often delivered in a playful manner with starting games or tempting student to participate and enjoy the challenge of trying out or learning a new activity or skill.

The environment, systems, and timetable are maintained or adapted to support the well-being of autistic students. Staff are attuned to students' current moods and will suggest or offer choices to ensure students can regulate their well-being needs.





## Assessment findings - completed by the Assessor

### Survey ratings

#### Version 1

Number surveyed	Number of responses
7	6

Question	No	Sometimes	Yes
The help I get is good.			
Staff know what I find hard and what I am good at.			
Staff ask me how best they can help me.			
Staff help me to do things in my life that I want to do			

Who filled in the form?	Number
I did by myself.	6
I did with support.	
A friend or family member.	
A member of staff.	

#### Version 2

Number surveyed	Number of responses

Question	I do not know.	Poor.	Ok but could be better.	Good	Excellent
The support I get is:				2	4
Question	I do not know.	Never	Sometimes	Often	Very often
Staff understand my skills, challenges and what my autism means to me.			1	1	4
Staff ask me about how best to support me and act on what I tell them.				2	4
Staff help me do things that I enjoy doing and what are important to me.			1	1	4
Staff help me to set and achieve important goals in my life.		1			5





## Assessment findings - completed by the Assessor

**Comments included in surveys:**

No

**Additional relevant information:**

In interviews, staff can describe how autistic people are actively engaged in determining how they are supported, what activities they take part in and what goals they are working towards according to what is appropriate for their age and capacity. Students are supported in understanding their EHCP documentation, so they are prepared and can contribute when their EHCP is discussed at annual reviews. The timetable is flexible, and students can request to add or adapt it. Students are supported in choosing their enrichment programme based on their interests; the school has explored and added new activities, such as coding programmes, hair and beauty, animal care, kickboxing, and attending the snooker club with a peer. The school views the timetable as their most significant tool. As part of the enrichment programme, students work on Personal Projects, where they learn more about a topic of interest, such as the West Ham football club or a holiday destination.

The school shared their student survey responses from January and April, indicating that most students agreed, and 1 or 2 students disagreed. Students left comments on what they felt they most improved on, what has been helpful, and what could help students make better progress. In the most recent survey, a student suggested they could be helped with making better progress if there was a Nespresso Machine, and commented that small classes, clear learning, tea and less people were helpful for them in coming to Open Box Education.

Feedback from autistic students in the survey show that almost all are happy with the support they receive and staff understanding of their skills and needs. Two students responded sometimes or never, which the school should explore further as no comments were left to explain these scores.





Assessment findings - completed by the Assessor

**Survey ratings**

Number surveyed	Number of responses
7	5

Question	Poor	Ok but could be better.	Mostly good	Always good
The support my relative is given is...				5
The understanding that staff have for my relatives autistic needs is...				5
The way I am kept informed and asked my views about how my relative is supported is...				5
The advice I get from the service on how to help my relative is...				5





## Assessment findings - completed by the Assessor

### Comments included in surveys:

My child is well supported at Open Box and is given appropriate guidance and help as and when needed to keep safe despite there needs and lack of understanding

OpenBox education has given my son the support and understanding that he has lacked in any other educational setting. The staff have allowed my son to grow in confidence and to feel listened to, understood and have all of his needs met. OpenBox is an outstanding environment for both neurotypical and neurodivergent students

I cannot praise the Open Box and their staff team highly enough. Our son has been listened and his opinion responded to in order that any educational provision provided by the centre is tailored to his interests, ability and current level of need. They have the student and their evolving needs at the centre of everything they do. The centre's approach fully supports neurodiverse students as they demonstrate an excellent awareness of Autism.

I couldn't be happier with the support that my daughter has received since attending The Open Box. All the staff go above and beyond to make my daughter feel safe and she has finally been given the chance to blossom and reach her full potential

### Additional relevant information:

In interviews, staff can describe how family, carers or advocates are supported and involved where appropriate to do so. Parents are involved during the referral and transition process, as well as termly academic reviews. Parents reported they often have daily contact with the school.

Feedback from five family members completing the survey, show that they are very happy with the support their relative receive and staff understanding of their relative's skills and interests, scoring all sections as always good and leaving high praise in the comments. Three families were interviewed by phone, and all shared that the school goes above and beyond to support students' emotional well-being so they can access learning. One parent said that "every single member of staff could not do more to help the kids."





## Assessment findings - completed by the Assessor

Topic	What the provision does particularly well:	What the provision could develop further:
<p><b>Social communication, interaction and relationships:</b></p>	<ul style="list-style-type: none"> <li>•Staff adapt communication to meet students' needs and to enable them to communicate and participate in their preferred mode of communication, such as using whiteboards or gestures.</li> <li>•Progress is documented on ability to engage with staff and peers.</li> <li>•The school offers frequent structured and informal opportunities to socialise with their peers through the curriculum and games at break time.</li> </ul>	<ul style="list-style-type: none"> <li>•There is some variation in the level of detail on how individual social communication challenges could be supported through practical strategies and approaches. For example, how is a student supported to learn to socialise, cope with crowds, ask for help, form positive attachments with others or understand social etiquettes.</li> </ul>
<p><b>Functional skills and self-Reliance:</b></p>	<ul style="list-style-type: none"> <li>•The thorough baselining and consultation process informs how students needs and academic potential can be met in a relatively short period.</li> <li>•The bespoke therapeutic and well being offer, combined with tailored academic support ensure students attendance and engagement with academic learning exceeds expectations.</li> <li>•Detailed review and progress tracking systems inform timetable and interventions.</li> </ul>	<ul style="list-style-type: none"> <li>•The school could consider introducing in- task schedules and checklists to help some autistic students understand and plan for what is expected of them within the lesson and to complete tasks with increased independence, keeping in mind that this might not be beneficial for all students.</li> <li>•There were a few missed opportunities where staff tidied up for students, also when students had offered to put equipment away or tidy up.</li> </ul>
<p><b>Sensory experiences:</b></p>	<ul style="list-style-type: none"> <li>•Subject lessons were enriched by sensory interesting resources and equipment and student could access sensory boxes within the class rooms, were offered a choice where to sit or stand.</li> <li>•Staff pre-warned students of sensations which were about to be explored or experienced. Staff used ventilation and adjusted temperatures</li> <li>•The environment is maintained or adapted to support autistic people to self-regulate, the school consists of different learning areas for small group lessons, as well as areas where student can have time away from others.</li> </ul>	<ul style="list-style-type: none"> <li>•Some sensory challenges would benefit from specific support strategies; how can staff support a student with sensory triggers, food particularities or interoception.</li> <li>•The school should consider ways to track progress on sensory regulation.</li> <li>•The school could explore ways of sharing statutory information, that is currently on walls, to reduce visual clutter or create a calm wall space in some learning areas.</li> </ul>
<p><b>Emotional wellbeing:</b></p>	<ul style="list-style-type: none"> <li>•The environment, systems, timetable and therapeutic offer are maintained or adapted to support the well-being of autistic students. Staff are attuned to students' current moods and needs and will suggest or offer choices to students to ensure students can regulate their well being needs.</li> <li>•The school offers a broad and flexible enrichment curriculum, students are offered trials, which has been a helpful way to give a new activity a go before rejecting it.</li> </ul>	<ul style="list-style-type: none"> <li>•The school could explore ways to personalise ZOR, linking it with bespoke regulation strategies, or build in reflection and check ins throughout the day or as part of starting the lesson or as part of routines to help some autistic students develop or consolidate emotional literacy, understand and regulate their emotions.</li> </ul>



## Assessment findings - completed by the Assessor

Topic	What the provision does particularly well	What the provision could develop further
<p><b>Consultation with Autistic People:</b></p>	<ul style="list-style-type: none"> <li>•The school has systems in place to regularly obtain feedback from students, through regular surveys academic reviews and through listening to students on a day to day basis.</li> <li>•The school will make adaptations at short notice to meet students needs.</li> </ul>	<ul style="list-style-type: none"> <li>•A couple of students have responded sometimes or never in the survey, which the school should explore further as no comments were left to explain these scores.</li> </ul>
<p><b>Consultation with the Families, Carers and/ or Advocates of Autistic People:</b></p>	<ul style="list-style-type: none"> <li>•The school has regular contact with families to ensure they can meet students needs and academic potential.</li> <li>•From the school and NAS surveys, as well as interviews it is clear that parents highly rate the school and the impact they make on their children’s well-being and their learning.</li> </ul>	
<p><b>Other areas:</b></p>		

## SECTION Five

Committee decision and next steps - completed by the Quality Manager



### Committee decision:

### Date of committee decision:

Accredited

25/05/2024

#### Comment:

The Committee found that the report shows that overall staff have a working knowledge of evidence-informed approaches associated with good autism practice. They clearly have a good understanding of the young people they support, and this enables them to adapt these specialist approaches so that support is personal-centred and tailored to individual abilities, interests, preferences and challenges.

Support enables autistic young people to take part in a range of therapeutic and educational activities which are purposeful and engaging and which promote their independence and emotional well-being as well as their social communication skills. Proactive and preventative strategies are employed to help each autistic individual avoid anxiety or distress and to enable them to understand and regulate their emotions and sensory experiences.

The Committee also considered feedback from autistic young people and their parent/carers (the majority of which was positive) as well as case studies submitted by the provision. These case studies describe the introduction of sensory circuits and provide insight into the positive outcomes achieved for individuals from receiving bespoke programmes of support.

The Committee reviewed the areas of development highlighted in the report, especially those related to fundamental principles of good practice in supporting autistic young people. In particular the Committee recommend that the provision make more effective use of visual supports (such as task schedules and checklists) to promote autonomy and continue to develop bespoke strategies to support young people in sensory and emotional regulation.

However, the Committee consider that these areas of development can be addressed within the provision's existing resources and capabilities and conclude that an Accredited award can be given as recognition of good practice in supporting autistic young people. Congratulations on this achievement.