

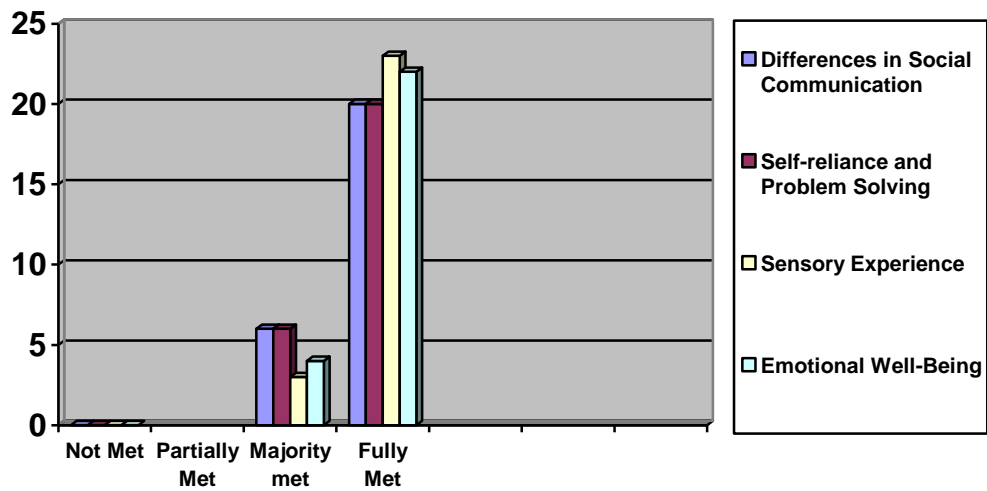


Accreditation Awarding Panel Report
 Larwood School (28177)
 28 March 2018

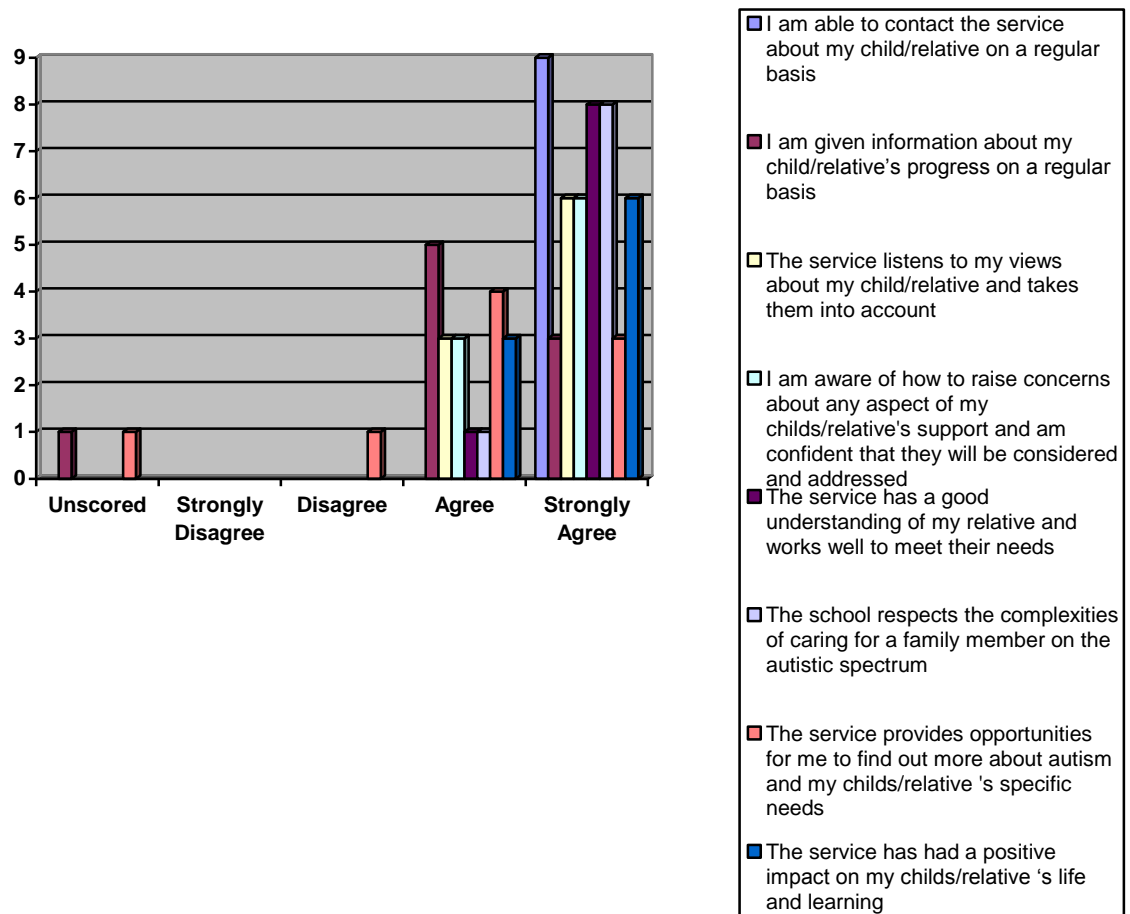
<p>Status awarded to Larwood School by the Accreditation Awarding Panel</p>
<p>Accredited</p>

Service Strengths and Achievements	
<p>Good Practice Strong Practice within the whole Accreditation membership</p>	<p><i><u>Education Standard E16, Residential Standard E15: ...staff enable each autistic student to experience a sense of achievement and satisfaction</u></i></p> <p>A comprehensive reward system operating in school and the two houses underpins Larwood's approach to regulating behaviour.</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><i><u>Education & Residential Standard C5: ...policies, procedures and working documentation promote a consistent and clear approach, rooted in an understanding of best practice, in supporting autistic students</u></i></p> <p><i><u>Education & Residential Standard P9:</u></i></p> <p><i>the effectiveness of support and curriculum activities in facilitating each autistic student to make decisions and choices and to express opinion about things that matter to them</i></p> <p>Embedded in the Larwood ethos is a culture of choice giving young people meaningful options.</p>

Observation scores



The graph below shows the scores from the returned family questionnaires



The awarding panel note that the feedback given by the respondents to the questionnaire evidence that families are happy with the service provided. This is characterised by the following quotations:

“School has a great understanding of autism. Life is far better working with them”
And

“We are very impressed with the differential curriculum. The staff work very hard and effectively to understand the needs of our child. We are confident he is achieving his potential. He is happy and thriving in a nurturing environment”.

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>Education & Residential Standard C29</u> <i>...each autistic student has goals that reflect their preferences, interests, hopes and wishes, and which have meaning and value to them</i></p> <p>The school’s Assertive Mentoring project means key workers strengthen their relationship with individual pupil</p> <p><u>Education Standard E32:</u> <i>...staff enable each autistic student to feel calm and in control, thereby feeling less anxious or frustrated</i></p> <p>Teachers can refer a pupil to independent learning in the Pod – a specialised learning area.</p>
<p style="text-align: center;">Recommendations</p> <p>A recommendation is an area off 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.</p>	<p><u>Education & Residential Standard U14:</u> <i>...staff identify and record the best way of breaking down, structuring and presenting tasks for each autistic person</i></p> <p>The review team noted some missed opportunities to provide additional material which would have produced improved outcomes for autistic pupils.</p>
<p style="text-align: center;">Requirements</p> <p>A requirement is an area off development that the awarding panel has made mandatory for a service to implement. A service is expected to show to the advisor and the next review team that the requirement has been fully implemented. A failure by a service</p>	<p>None on this occasion</p>

to implement a requirement by the time of the next review (or earlier if stated by the awarding panel) will automatically result in the service not being accredited, assuming there are no exceptional circumstances.	
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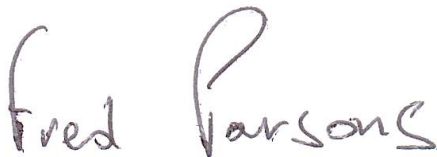
Things Larwood School should celebrate:

- The excellent scores achieved for practise observations.
- The popularity and effectiveness of the Larwood reward system recognised by the panel as good practise
- The positive culture of engaging learners in their own wellbeing and development.

Summary

The awarding panel congratulate Larwood School upon achieving the high standards required of Autism Accreditation at this first review. It is clear that the school is very well resourced and providing an excellent person-centred service that is highly valued by families.

Signed



*Mr Fred Parsons
Awarding Panel Chair*