



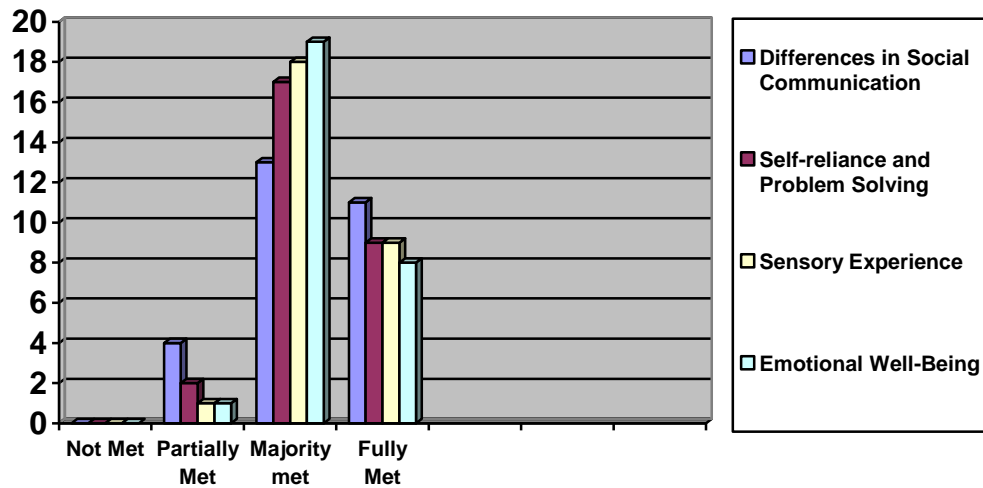
Accreditation Awarding Panel Report
 Cromwell High School (28062)
 10 January 2018

Status awarded to Cromwell High School
 by the Accreditation Awarding Panel

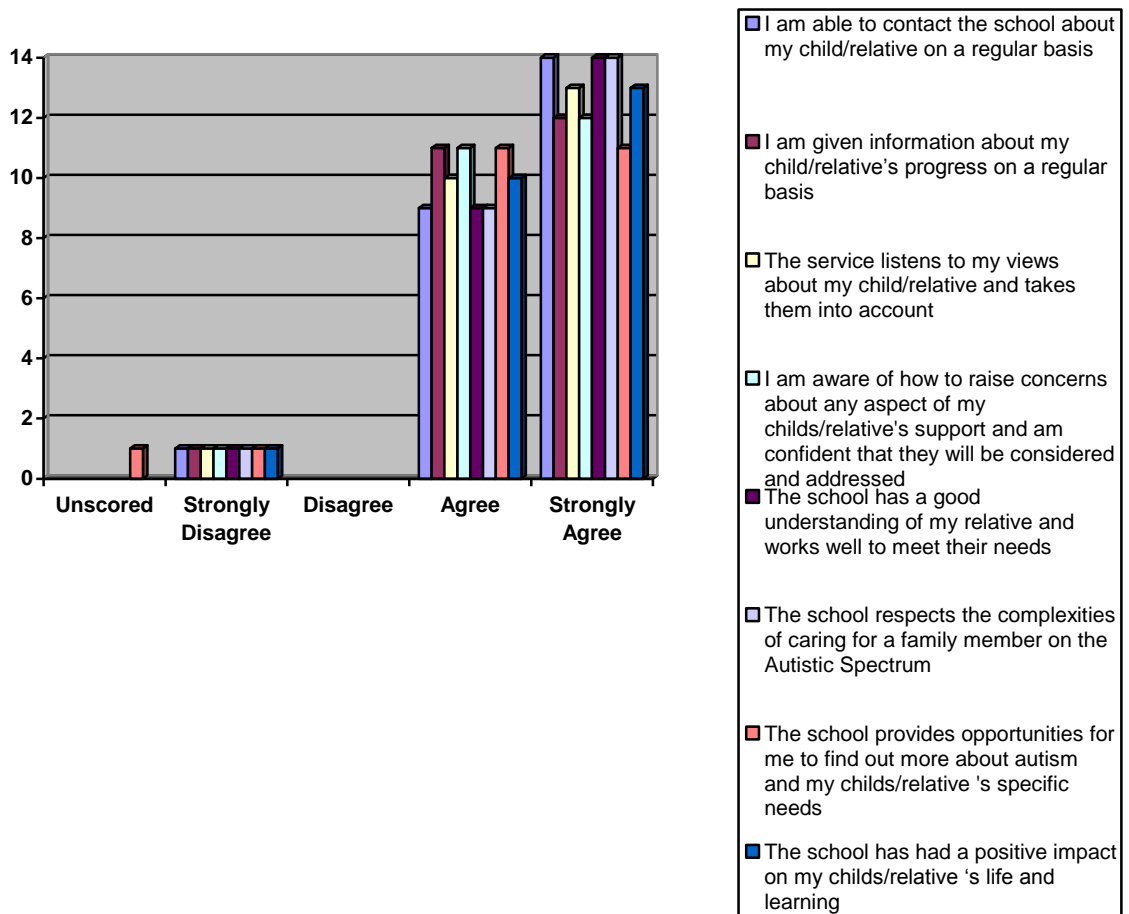
Accredited

Service Strengths and Achievements	
<p>Good Practice Strong Practice within the whole Accreditation membership</p>	<p>POSITIVE OUTCOMES FOR THE AUTISTIC PERSON. Differences in Social Communication. Self-Reliance and Problem Solving. Emotional Well-Being.</p> <p>Use of high quality, meaningful and challenging visual structure to support student understanding (such as Colourful Semantics, elements of TEACCH, as well as PECS) for students to effectively make functional requests across a range of environments is a real strength of the school.</p> <p>POSITIVE OUTCOMES FOR THE AUTISTIC PERSON. Differences in Social Communication. Self-Reliance and Problem Solving. Emotional Well-Being.</p> <p>Outcomes for autistic students within the structured learning environments are excellent and this is a strength of the school.</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>POSITIVE OUTCOMES FOR THE AUTISTIC PERSON. Emotional Well-Being. Self-Reliance and Problem Solving.</p> <p>Cromwell High School provides a range of exciting, meaningful and motivating enrichment opportunities for students to maximise their independence skills and enhance their sense of self-worth and well-being.</p>

Observation scores



The graph below shows the scores from the returned family questionnaires



The awarding panel note that of the overwhelmingly positive response to the family questionnaire (23/24), it is evident that families hold the service provided by the school in very high regard. Some characteristic quotations follow:

“Brilliant school. Wonderful staff. My X looks forward to coming to school each morning with a smile”

“Cromwell provide an exemplary service and are always friendly, professional and well informed when we work with them. Can’t recommend highly enough.”

And

“Good support and communication with parents. Very helpful and efficient staff”.

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>All upgraded on this occasion</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>UNDERSTANDING THE AUTISTIC PERSON. ENABLING THE AUTISTIC PERSON. Sensory Experiences. Emotional Well-Being.</p> <p>School should ensure that there is a sound and consistent understanding across all staff concerning how sensory elements can impact on learning .This should be the result of specialist, detailed assessment that informs planning, target setting and delivery of an appropriate, individualised sensory rich curriculum diet to support students access learning opportunities and self-regulate their emotions.</p> <p>ENABLING THE AUTISTIC PERSON. Self-Reliance and Problem Solving.</p> <p>School might like to consider introducing student friendly individual short term learning targets that could be linked into student led self-evaluation of progress.</p> <p>ENABLING THE AUTISTIC PERSON. Strand 2: Self-Reliance and Problem Solving.</p> <p>School might like to consider a review of how students are supported in relation to micro transitions to ensure a clear, defined, consistent and differentiated approach is embedded in order to promote self-reliance.</p>
<p style="text-align: center;">Requirements</p> <p>A requirement is an area off</p>	<p>Not on this occasion</p>

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 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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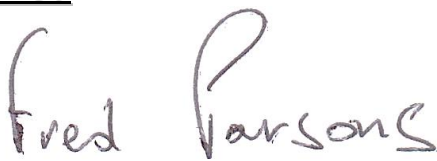
Things Cromwell High School should celebrate:
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| <ul style="list-style-type: none">• The dedication and commitment of the staff team.• The wide range of motivating and meaningful enrichment opportunities available for students to maximise their independence skills and enhance self-worth.• The high practise observation scores achieved. |
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Summary

The awarding panel congratulates the Cromwell High School upon achieving the high standards required of Autism Accreditation at this first review. The school should be very proud of the fact that the awarding panel have acknowledged two areas of strength identified in the review report as good practise. An excellent outcome, as is the high observation ratings achieved and the very positive response to the family questionnaires.

Signed



*Mr Fred Parsons
Awarding Panel Chair*