

## **Autism Accreditation Assessment**

### **Cromwell High School**

Reference No.	28062
Assessment dates	3 <sup>rd</sup> and 6 <sup>th</sup> May 2022
Lead Assessor	Rachel Gittens
External Moderator	Hayley Patterson
Status prior to the assessment	Accredited
Advanced status applied for	No

### **About this Assessment**

This report states key findings on how well autistic individuals are supported according to our framework of good autism practice. Evidence has been primarily obtained from observation, supplemented by evidence from interviews, a sample of support plans and information provided by the provision. If opportunities to observe has been problematic or limited greater weighting has been given to other sources of evidence.

Where appropriate, feedback has been obtained from autistic people supported by the service and/or family members and this feedback has been considered in findings.

### **Findings from the Assessment**

#### **Differences in Social Communication**

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

Examples of identified communication support to help autistic pupils express themselves include:

- time to process answers
- support to understand personal space
- staff to use clear and simple language

IRIS, a software management system captures learner information, such as a Pupil Record including a Pupil Passport that describes special classroom arrangements and information on all aspects of development such as social relationships, expressive and receptive language skills. Information is recorded that relates to:

- Communication and interaction
- Interpersonal communication and comprehension
- Working relationships with adults and peers

Priority needs are documented and are kept under review.

Plans clearly identify what challenges or barriers each autistic learner may experience in social communication and interaction. For example, Pupil Records provide a summary of each pupil's profile of communication and where required a more specific

profile is written to provide a clear picture of their communication strengths and identified barriers.

The annual review minutes the discussions pertaining to communication and interaction, which take in to consideration receptive and expressive language, social language and interaction skills. Communication preferences and challenges are considered and, as required, new/revised outcomes are identified.

Agreed interventions are documented in Pupil Records, methods and approaches are agreed between staff, speech and language therapists and with parents and carers. In the sampled personal support documentation, it was found that individual pupil need was identified, and that there was a range of recognised strategies and approaches in place to address them. Specific methods and approaches are recorded in the Onwards and Upwards assessment tool, including comprehension and expressive language skill development. Staff record responses and achievements which link to attainment levels.

An annotation sheet is used by staff to capture progress towards goals, these include success criteria which help staff record pertinent information. The class team are encouraged to talk to teachers about progress made and about identified next steps. The annotation sheet is also used to encourage pupils to engage in self-evaluation, with symbols used to help them identify if the lessons are too hard, if they need more help and if they could do it.

Annual review reports recognise current skills, attainment and effort. The outcomes achieved are clear and the reports also cite next steps for language and communication development.

Onwards and Upwards records the positive outcomes achieved, this tool enables staff to measure and RAG progress and measure outcomes.

In interviews staff discussed their involvement in the Kingfisher Partnership of Special Schools which involves peer review.

They also shared numerous examples of how they support communication, and social engagement, through a Total Communication approach which is underpinned by robust staff training with emphasis on supporting learners to develop functional communication. They spoke about their working partnership with speech and language therapists which has a strong focus on providing bespoke support to enable autistic pupils to be able to communicate effectively in school and the local and wider community.

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

All staff were able to make themselves understood; they used a Total Communication approach which included signing, symbols, appropriate levels of verbal communication and an individual approach with pupils.

The use of a range of communication strategies was observed in the majority of lessons and it was evident that these were being used to good effect.

In some classes the majority of pupils were PECS users and staff demonstrated a sound working knowledge of how to promote this at different phases of the approach.

Where practice could be improved, staff should ensure that pupils who are reliant on AAC to communicate have access to their preferred communication system during outside breaks and play times.

In classrooms there was a staff reference sheet which guided staff on how to recognise the different levels of attainment, such as scaffolding, independence and generalised.

Staff support was differentiated and staff were observed to use approaches such as simplifying language, having a focus on using symbol references rather than spoken language and using sign and natural gesture to support their communications with learners.

At Cromwell High School there is a strong focus on supporting autistic learners to become effective communicators and throughout the observations staff used a range of visual methods such as signing and symbols to assist pupils to express their choices.

A wide range of approaches were seen in use across the school, used by autistic pupils to make themselves understood, both in classrooms and as they transitioned around school. Examples included the use of symbols and PODD boards.

Autistic pupils were seen to transition from transport in to school calmly and in to classes, they carried with them the things they needed, for example fiddle toys, ear defenders and personal communication aids. The morning arrival routine gave opportunity for pupils to engage with staff in 1-1 interactions, for example staff meet learners from transport and walk with them in to class, and a staff member is in-situ in the foyer to act as a meeter and greeter.

Lessons were planned to further promote active communication between pupils and staff and there were many instances observed where pupils initiated communication with staff both verbally and through PECS.

## Problem Solving and Self-reliance

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

In the sampled personal support documentation, it was found that autistic pupils are set targets, including vocational targets from Key Stage 4, relevant to developing independent life skills. Attainment and effort are recognised and plans include next steps for development. Where applicable the one-page profiles summarise personal skills and challenges in regard to life skills and independence.

Giving predictability and familiarity, there is a focus within planning documents on ensuring consistency in providing clear structures and routines for autistic learners. Strengths and motivators are documented in behaviour support plans and in Pupil Records, this includes information on the tools and approaches that have been identified for use with individuals, such as:

- PECS
- Structured Routines

- Visual Schedules
- Use of TEACCH

Annual review documentation and outcomes data provides evidence that autistic pupils are achieving positive outcomes in terms of developing functional skills and anecdotal evidence was shared that supports the staff views that autistic learners make excellent progress in terms of becoming more self-reliant/independent.

There was evidence of differentiation of lesson content, materials and staff expectation which supported access to learning. For example, learners were able to use commonly found classroom resources/equipment and they participated in helping keep the classroom tidy.

Reviewed documents demonstrate progress made over time and the differentiated levels of support provided.

Key Stage 4 record of achievement folders were sampled, providing an overview of learner achievements, including progress made towards targets for working with others, improving own learning, and vocational skills. The sampled termly curriculum reports, shared with parents, also included learner self-evaluations and next steps.

In interviews, staff spoke about the work undertaken to support pupils through structured approaches, recognising the value in ensuring that classrooms are organised in ways that address the needs of the group, about how internal transitions are supported as learners move around school, and about how community visits and enrichment experiences are facilitated.

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

Work stations were individualised and provided learners with a low distraction personalised space in which to work. Activities presented at workstations were noted to be differentiated and presented in a structured way that resulted in most pupils being observed to complete the TEACCH tray tasks independently.

Examples of documented strategies of support which were reflective of observed practices included:

- consistent use of visual and verbal prompts
- use of timers and countdowns
- personalised visual timelines and social stories

There were many observed interactions between pupils and staff where learners made use of visual cues such as information on interactive white board and first and then strips.

Staff provide personalised learning opportunities through differentiating the curriculum and individualised support, planned approaches included:

- targeted use of teaching assistants
- in-school work experience placements
- literacy and numeracy intervention programmes
- input from external agencies

Staff provided context specific learning opportunities to encourage pupils to do things for themselves. For example, pupils were encouraged to wash up after themselves, to tidy up and to transition between different areas around school. Staff used graded levels of assistance and demonstrated a shared understanding in respect of the different attainment levels of learners.

To further develop practice more staff could provide additional visual communication supports on tables, such as communication mats that relate to the topic, this approach could provide less verbal learners the means from which to answer questions with a greater level of independence. In addition, in some observations, learners could have collected resources for themselves or been encouraged to hand them out to their peers instead of staff

Staff presented appropriate levels of challenge, for example through asking questions such as 'What do you need?' and giving options so that learners could make informed choices pupils were supported to develop skills and confidence to voice their opinions and to take decisions. Staff were mindful to use minimal language and adapted their approaches with different pupils.

In all lessons staff were seen to provide opportunity for learners to consolidate and develop literacy and numeracy skills, and to take in to account daily functional skills such as being healthy. For example, staff provided differentiated support to assist pupils to read instructions, to incorporate mathematical language and lesson planning incorporated natural movement breaks and opportunity for engagement in sensory breaks.

## **Sensory Experiences**

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

The sampled documentation made clear the sensory experiences of autistic pupils, what is helping them to relax, or provide them with sensory input, and the strategies staff are using. Observation Checklists are completed by staff to help understand observed behaviours. Following this staff complete a sensory strategy sheet and in all sampled documents the information was written in clear terms that was relevant to learners.

Annual Reviews and staff team discussions are used to explore identified challenges, such as sensory sensitivities and issues relating to self-regulation, and agreed strategies are documented, for example in Risk assessments and Positive Behaviour Support Plans. These documents are kept under review and updated as required which ensures consistency in staff approaches.

Tick Charts are located in classrooms which provide a quick reference for staff so they all know which sensory regulation approaches are most applicable to which learners. Emotional Social and Mental Health sections of the Pupil Form include pertinent information as to what tools and approaches should be employed.

In interview, a teacher spoke about their experience of participation in a regional sensory processing network which gives them opportunity to meet with staff from other schools, to share best practice and to learn from each other.

More broadly, staff spoke about how they have seen positive outcomes for autistic learners. They said that resourcing classrooms with a range of small scale sensory-based equipment has ensured timely access for learners which in turn has helped them to be ready to learn and more able to access the learning opportunities.

All learners have sensory profiles which identify the approaches that are of most benefit to them, Sensory Integration Profiles are in development which will give a more specific profile for each learner. Where required autistic learners have in place sensory diets, these run alongside the freely available access to resources across the school day.

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

Advice about pupils is displayed in classrooms, such as an Individual Sensory Needs Table, this is used by staff as a quick reference to help them know what strategies are needed for each learner. In all observed activities autistic pupils had access to the things they needed, with some being observed to like and hold particular items or access small scale resources that gave them pleasure or which they found relaxing.

Within all observations autistic pupils had with them, or available to them, small scale resources to support sensory needs such as ear defenders, chewy tubes and fiddle toys. These resources helped them to tolerate a range of sensory experiences for example, transitions on arrival from buses to classrooms, small group and 1-1 teaching opportunities and assembly.

Staff were observed to be skilled in recognising when learners would benefit from support to self-regulate and provided timely support, for example providing deep pressure massage and prompting movement breaks. During the period of assessment, it was notable that many learners are able to recognise their own sensory regulatory needs and will freely make a choice to access class based resources.

During the pandemic to manage Covid restrictions the school changed the lunchtime routine so that pupils stayed on the Cromwell site and ate in classrooms. Staff said that whilst this approach has had some benefits, such as reducing the number of daily transitions and providing pupils with low distraction eating spaces, it has also restricted opportunities for contextual learning, and reduced opportunities for learners to generalise skills.

Once in a position to return to the previous model of accessing lunch in the canteen of the co-located high school careful transition planning will be required to best support learners in making this transition.

## Emotional Well-being

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

In all personal support documentation, it was found that the needs of autistic pupils were considered on an individual basis, for example, Pupil Records include strategies that support emotional wellbeing and Individual Risk Assessments are kept up to date, these provide information about keeping safe in school and in the community. Where appropriate, these plans record the proactive and preventative strategies used by staff to avoid anxiety or distress and those that support emotional regulation.

Positive Behaviour Support Plans make clear the agreed proactive strategies for individual learners. The Plans assist staff to know what approaches to use and take full account of potential sensory sensitivities, communication needs, and lower-arousal methods of working.

One-page profiles describe 'What is important to' individual pupils, including information on their likes and preferences.

The emotional, social and mental health section of the Pupil Record capture dislikes and preferences and information on friendships and approaches to social interaction.

Plans identify positive achievements and progress impacting on the quality of life of each autistic student, for example, they recognise the importance of positive praise and acknowledgement and celebrate the contribution and effort of learners. Staff plan lessons and learning experiences within a structured approach and work responsively to give opportunity for relaxation and to reduce anxiety.

Behaviour Plans provide a description of observable behaviours, agreed strategies, success criteria and therapeutic support and preventative work are also documented. Examples of the recorded strategies in the sampled plans included:

- use of a quiet place/time
- consistent use of visual schedule
- build resilience through precisely pitched and motivating learning opportunities – try and succeed

Class Dojo points are awarded for identified targets such as interactions, patience and persistence. During Friday assembly Dojo awards are celebrated.

Visual schedules typically include preferred activities that help to motivate learners to stay on task and engaged. For some learners they use a 'working towards' approach to motivate learners.

In interviews staff spoke passionately about how they work together to support the emotional wellbeing of pupils, they discussed the internal systems that allow them to collect and analyse data, about the benefits of staff training and about how they work in collaboration with and external agencies. The work is centred on ensuring that all learners have in place a bespoke plan of support and that they are offered opportunities for inclusion and involvement in the school and in the wider community.

Staff also spoke about how they engage autistic learners in self-evaluation and the methods and approaches that support this. They described their work with families, talking about the value of parental and family/carer contribution which informs planning for behaviour and wellbeing, and learning.

The school use Dojo to engage with families, using this platform they share information on local activities, support groups, services and training. In the three weeks before the date of assessment information on how to configure consoles to include 'timeout' was reported to have had 111 hits, demonstrating the level of interest of families, and providing an example of how using a digital approach is encouraging parental participation and engagement.

Face to face training with parents was halted during the pandemic, this has been reinstated and there are plans in place to build on this offer, in response to the needs and priorities of families.

There was opportunity for the assessment team to speak with some learners, all of whom presented as happy in school, and in all observations of teaching and learning autistic pupils seemed to be having fun and were learning through interesting and engaging lessons. Two pupils completed the pre-assessment survey, with support, both reporting they are happy with the support they receive.

The assessment team spoke with four parents/carers of autistic pupils that attend Cromwell High School, all of whom said the staff have a sound understanding of their relative's skills and interests and are providing good support. Family members appreciated the way the school worked throughout the pandemic and were understanding of some of the challenges this brought about. Family members said that the school was approachable, that staff listen to their views and that where they have had concerns that these have been resolved by working together. One person said the school are 'amazing' and another said they 'couldn't praise them enough'. All said that communication between home and school was very good.

21 relatives returned the pre-assessment survey with the majority saying that the understanding staff have and the support their relative receives is mostly or always good.

The full details of the survey, including further comments shared by relatives, can be found in the appendix to this report.

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

In all observed sessions and transitions pupils appeared to feel safe and presented as being calm. They were really happy and welcoming; many showed an appropriate interest and were confident in approaching the assessment team, some engaged in conversation for example, talking about their weekend, likes and dislikes and what they had done that day and what they were planned to do later.

Sessions were structured to provide clarity to learners of what they had to do, to know what was next, and to give them a clear understanding of 'finish'. Staff worked responsively to ensure that autistic learners achieved a sense of completion and



success, for example, they adjusted their own expectations or changed the focus of activities when learners became disengaged in order to keep them on track.

Staff made excellent use of available provisions such as taking in to account differentiated approaches, the physical layout and the delegation of staff. In the majority of observations pupils presented as calm and on task.

No restrictive practices were observed during the period of assessment and during staff interviews staff talked about how this would be only used as a last resort. In order to support autistic people to avoid anxiety, confusion or distress staff were observed using proactive and preventative approaches and being flexible, for example they could adapt their own approaches and expectations in response to the different ways in which learners presented.

Staff used a range of approaches to support learners to understand and regulate their emotions, for example, using visual supports like feeling boards and signing to acknowledge feelings learners were provided with individual means to enable them to both initiate and respond.

Staff took in to account the needs of different learners, for example providing different seating options such as sofas and bean bags. Some learners opted out of active participation in group activities, preferring to watch from the periphery, staff accepted these responses and adapted their teaching by taking learning opportunities to them.

Providing meaningful activities, the staff were mindful to offer age and stage appropriate teaching and learning experiences, and support, whilst treating all pupils with dignity and respect. For example, staff adjusted their expectations and provided graded assistance to ensure that pupils could access activities they enjoyed whilst still providing them with a suitable level of challenge.

During lesson observations staff were mindful of the needs of learners, for example in one classroom discretely directing the assessment team member to the best places to be in the room, taking in to account a pupil's sensory needs, so as not to compromise their personal space.

Autistic learners responded really well to positive praise and reflection on their work and on their contribution and effort.

## Section 3: Summary of assessment

### What the provision does particularly well

#### **What stood out as particular strengths: in supporting autistic people:**

Staff use consistent approaches to support all aspects of language and communication and during observed activities autistic pupils had access to a range of visual tools designed to support them in both expressing themselves and in understanding what was happening now and what was going to happen next.

Classroom environments are designed well, providing designated areas and using the physical structure, and organisation of materials and resources, to help autistic pupils be independent within them.

The school is taking a strategic approach to meeting the sensory regulatory needs of autistic pupils; they have identified a lead, have in place a programme of CPD and are engaged in networking opportunities. Autistic pupils have access to resources that meet their sensory needs.

The emotional wellbeing needs of autistic pupils are being met through positive approaches where staff consider the holistic needs of learners, engage with their families and circles of support and, where required, work collaboratively with local specialist services.

### What the provision could develop further

#### **Priorities for the provision in ensuring consistency and quality in supporting autistic people:**

The school could look at how it makes available the same level of communication support outside as was evident in lessons. Whilst staff were observed to make use of symbol fobs, and now and next cues, pupils did not have available visual resources that would have enabled them to initiate timely communications.

#### **Other areas to consider:**

Staff could look at how to foster opportunities to further promote independence during lunchtimes in classrooms. For example, providing communication mats to promote social conversation and requesting, engaging in routines such as collecting their lunch from the front rather than being served and participating in washing up.

A return to a lunchtime system that involves access to the dining hall in the co-located school will require careful transition planning for all pupils.

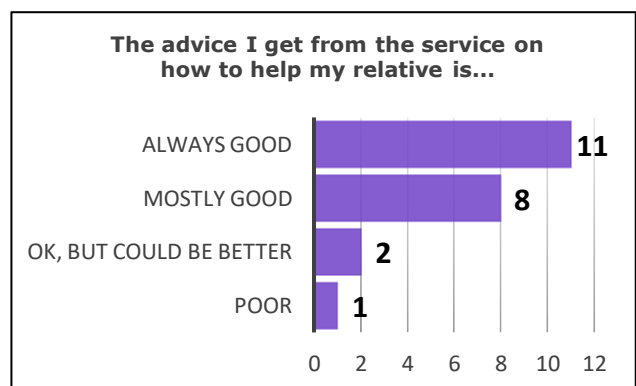
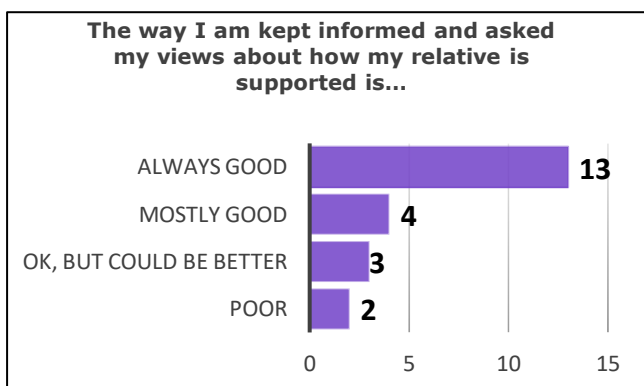
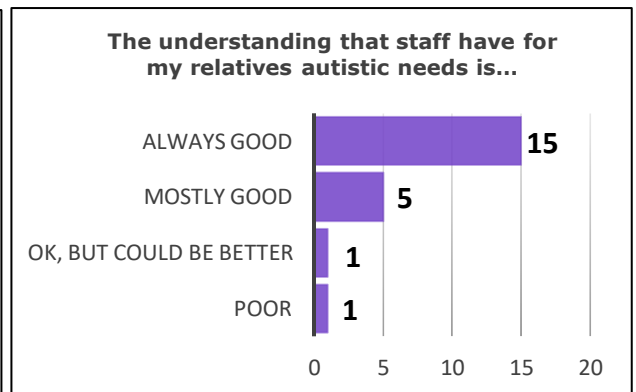
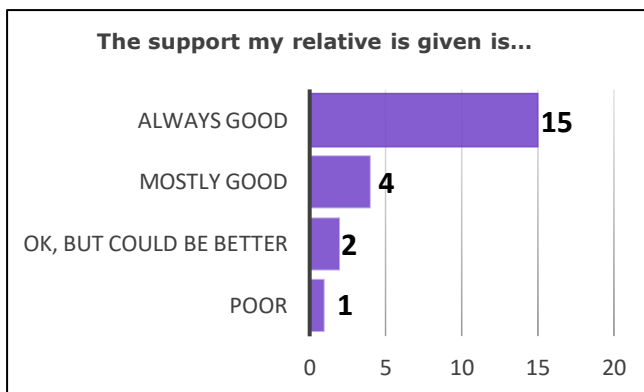
The assessment team endorse the schools plans to continue to provide, and build on, training for parents.

Whilst pre-assessment feedback provided by families of autistic learners was overwhelmingly positive, to strengthen positive relationships the school should consider the implications for practice from feedback that was less positive, even when

it comes from a minority of parents. For example, how parents are kept informed and asked about their views.

## APPENDIX: SURVEYS

### Families of Autistic Persons - Questionnaire Responses (22)

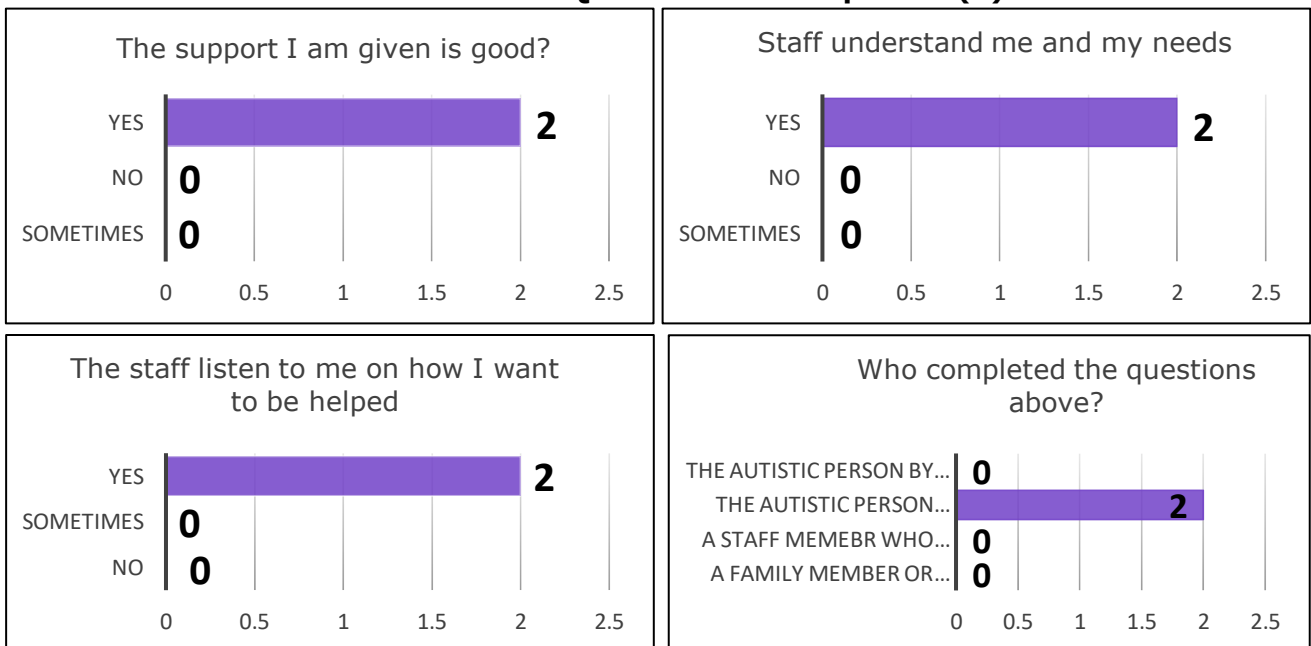


## Comments

1	School not fitting my child needs
2	My daughter is very, very happy at Cromwell High School and always has been. She is very well supported by both the school staff and her fellow pupils. My daughter absolutely loves going there and is thriving there.
3	The existing staff members who have been there for a long time understand my child's needs. However there seems to be a high turnover of new staff who don't

	know my child's individual needs and each time a new staff is introduced to my child, his behaviour halts or goes backwards instead of making progress. For the emotional stability of my child and those like him, it would be better if the staff weren't always changing.
4	It's a lovely school and the staff have been excellent throughout.
5	I'm really pleased with the support my son receives from his peers and I'm always well informed of what goes on in school and his needs.
6	I love the way the staff let me know what my son has been doing through the day. The staff are very supportive and helpful. My son enjoys school which is great.
7	Live this school it's very well run and on the ball can't thank the staff enough 🙌

### Autistic Person - Questionnaire Responses (2)



### Comments

*No further comments were shared*



## APPENDIX: INFORMATION FROM THE PROVISION

Provide a brief description of the provision made for autistic people.

Cromwell is a secondary school and sixth form for pupils with severe, profound and multiple learning difficulties. Within the school pupils are split into three departments. Many pupils with autism access learning within the Structured Department within these six classes (four in main school and two in sixth form) pupils are split by ability and their learning is delivered using ASC friendly approaches e.g. classrooms which use the TEACCH system, low distraction rooms with workstations, minimum spoken language, use of visuals, PECS, schedules etc.

Other pupils within our ASC community access learning in the Conceptual Department (three classes in main school and one in sixth form) and have a more traditional approach to learning with more small group learning, talk is encouraged in classes and displays etc are also used frequently.

Our third department the Sensory Department has only one pupil with ASC on their EHCP who accesses learning in this department due to fragility.

How many people are supported by the provision? 120 (90 main school, 30 sixth form)

How many of this number are autistic? 48

What is the range of autistic people supported by the provision? e.g., age; learning disability; verbal or non-verbal etc.

Pupils range from 11- 19 and are evenly spread throughout the year groups. In terms of ability pupils work from very early levels of development C3 (equating to PScale 3) through to Y2/3 levels. Many of our pupils are non-verbal and many have sensory processing difficulties and struggle to manage their emotions independently.

What are the main approaches or methods employed by the provision in supporting autistic people?

Cromwell has invested in training staff in ASC friendly approaches to learning that often also benefit pupils with other needs. We use TEACCH with workstations, schedules, quiet comprehension cards to give instructions, visual timetables, social stories, emotion boards, symbols and books. We also support non-verbal pupils to communicate independently using PECS, PODD, Colourful Semantics and other high and low tech communication aids. We are working hard to identify the sensory processing needs of our pupil population and now need to use significantly less positive handling to help pupils manage their behaviour than in the past. One recent development that has greatly benefitted pupils with ASC within our Structured Department is the introduction of a weekly Forest School session with our new Forest School lead. Outdoor provision is used to help pupils to manage their energy levels and emotions. We also training our staff to give pupils processing time and try and encourage pupils to be as independent as possible.

What was the outcome of the provision's last statutory inspection (where appropriate)

OfSTED - Outstanding - October 2018

What training/ongoing professional development is provided for staff in delivering autism related approaches or methods?

PECS courses – external & internal  
TEACCH when available externally  
Sensory processing training – external provider – Julia Dyer & school is part of the North West Sensory Processing Network  
Colourful Semantics – internal  
Speech and Language training e.g. Blanks Questions, quiet comprehension  
Team Teach Positive Handling

Internal induction courses:

- Sensory Processing Needs
- Promoting Positive Behaviour
- Leading Small Group Learning
- The Teaching Tool Box: key strategies for Teaching and Learning: Chaining and fading
- The Teaching Tool Box: key strategies for Teaching and Learning: 4 part correction and simplification
- Understanding Autism
- Box Task training
- Matching, sorting and sequencing learning (teachers)
- Concrete, Pictorial, Symbolic, Abstract – continuum- recording, recalling and reflecting (teachers)

What processes are in place to ensure that each autistic person has an individual support plan that considers their communication and sensory responses and promotes their independent and well-being?

Each pupil has an annual review and their IEP targets are written from this and updated termly. Timetabled class and IEP meetings ensure the staff can discuss the pupils in detail and plan for individualised approaches to learning. Staff specialise and lead on certain areas e.g. PECS, communication, sensory processing. Strategies are discussed and planned with parents and any other professionals involved in the young person's life at annual review, parents' evenings and if a parent requests a meeting. There are three IEP targets linked to communication. Pupils who need one have a sensory strategies assessment completed and all classes within the structured department analyse and identify the correct strategies and resources to use to prepare each pupil in class ready for learning. Where needed pupils have individual timetables. SALT works across the school to help to target appropriate communication strategies for each pupil and school buys in additional SALT time from the NHS to work with groups and upskill classroom staff.

What do you consider to be the main areas of development for the provision?

1. We have had to change our practices during the covid pandemic and this has led to less opportunities for developing independence and challenge for our pupils. One loss is visiting the canteen at Rayner Stephens our neighbouring high school to use their canteen at lunchtimes. Our first priority is to reinstate this opportunity to be independent and communicate lunch choices.
2. We have grown very quickly in the last 2-3 years partly due to an increase in the population within Tameside needing our provision but also in part due to the introduction of a sixth form. Last time NAS assessed our provision we were 11-16 and approx. 60-70 pupils. This has meant that we have had to spread our skilled and experienced staff out over many more classes and are working hard to train all of our newer staff in ASC strategies and give them knowledge. Some training opportunities have also been limited due to the pandemic with online training not being as effective as face to face training. A second priority is to upskill our newer staff.
3. We have realised since opening the sixth form that pupils with ASC will have to survive in a world that may not be as ASC friendly as the environment we provide at school. Therefore, we plan from next year onwards to mix our classes within the sixth form and help the pupils gradually transition and cope with the community outside of Cromwell. The third priority is to help our young people cope in their local community in readiness or their next steps.
4. We still have a few pupils on role who present with ASC tendencies but do not have a diagnosis – we need to work with our local MAAT to assess their needs. This is not a problem for them within Cromwell as we treat each pupil as an individual and plan learning and support to meet their specific needs but when they leave they may need to access services and or funding and require a diagnosis. Our fourth priority is to talk to LA about funding pupils better matched to their need and ensuring that all pupils are assessed and diagnosed to meet their needs.

What do you consider to be the main areas of strength for the provision?

Cromwell is an outstanding provision for children and young people with autism and other learning difficulties. We have a friendly and open staff team who are always willing to listen and support. Cromwell has lots of experience in providing communication opportunities for pupils with autism and have previously received an Enhanced Practice Commendation in this area.

Cromwell prides itself in delivering opportunities to pupils that enable them to access learning as independently as they can. We make effective use of all of our classroom based staff by training them to lead learning to individuals within small groups so that all pupils are included.

Each pupil at Cromwell is treated as an individual and classroom provision, learning needs, communication, sensory and physical needs are all catered for on this basis. Each morning pupils arrive in the morning with a smile on their face and all enjoy attending school. The school atmosphere is commented on by visitors as being calm, focussed and purposeful.