



**Autism Accreditation
National Autistic Society**

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Dear Colleague

Re: Hope School and College

I am pleased to inform you that the Autism Accreditation Award Committee have awarded the above registration an Accredited Award according to our expectations for specialist schools and colleges.

Please find attached a report from the Committee which identifies how the school and college met each of the criteria in order to achieve the award. Congratulations on demonstrating standards of good practice in supporting autistic children and young people.

Yours Sincerely

Stephen Dedridge
Autism Accreditation Quality Manager

CRITERIA	NOTES
<p>Staff have a working knowledge of specialist evidence-informed approaches associated with good autism practice</p> <p>They are able to adapt these specialist approaches so that support is personal-centred and tailored to individual qualities, abilities, interests, preferences and challenges.</p>	<ul style="list-style-type: none"> • Staff are providing a good level of specialist support for autistic pupils; as reflected in the body of the report teaching and learning is differentiated, is creative and engaging, and children and families report high levels of satisfaction
<p>Practice is overall informed by an understanding of how to support each autistic person in their communication and social interaction.</p>	<ul style="list-style-type: none"> • The inclusion of Communication in the school Curriculum ensures that staff are mindful to consider and plan opportunities to teach, practice and consolidate key communication skills for each learner in to everyday learning experiences. • The breadth of visual communication systems in use is reflective of the school's commitment to Total Communication and demonstrates that autistic pupil's communication needs are, on the whole, well understood and are being addressed to good effect. • In all observations, it was found that most pupils were consistently well supported in their communication. • Staff were consistent in their Total Communication approaches, fully utilising a range of skills to communicate effectively with autistic pupils. • <i>The school should use its knowledge and expertise to support speech and language assessments in order to ensure that, working in consultation with speech and language therapist, autistic children and young people are supported in their</i>

	<p><i>preferred method of communication and in a system that is most effective for them.</i></p> <ul style="list-style-type: none"> • <i>Alternative/augmented communication systems should be consistently transported and generalised throughout school, and in to the wider community, at all times.</i>
<p>Practice is overall informed by an understanding of how to support autistic people to become more independent,</p>	<ul style="list-style-type: none"> • During all observations, pupils were given the opportunity to develop skills in independence and in expressing opinion and making decisions. • Classrooms were organised making resources accessible to pupils, resources were clearly labelled in both pictorial and written forms, as required • Lessons were differentiated and special interests were sometimes used to keep pupils motivated and engaged • Planned approaches ensured that activities had clear beginnings and ends, and that there was adequate time for transitions. • <i>The school could develop more consistent use of visual cues to communicate lesson content to pupils at the start of lessons and to signify the end.</i> • <i>Further to this staff could make better use of visual systems such as symbols, schedules and task checklists to promote independence, both in classrooms and during transitions around school.</i>
<p>Practice is overall informed by an understanding of how to support autistic people in their sensory regulation</p>	<ul style="list-style-type: none"> • Children’s sensory needs are well met. Collaborative working between OT, school and families ensures that autistic learner’s

	<p>sensory needs are recognised and specific strategies and interventions provided. Pupils were consistently seen to be on task, calm and learning during the period of assessment which is testament to this.</p> <ul style="list-style-type: none"> • A wide range of in-class resources were seen to be in use and some pupils were able to self-regulate without staff prompts. • Pupils were seen to be given opportunities to explore different sensory experiences in a variety of sessions including, food technology, outdoor play and Attention Autism. • <i>However, in some observations it was notable that staff are challenged by the physical space and limitations of the environment. The teaching and learning environments will be improved once the school is able to relocate to the new build, which has been agreed by the Local Authority.</i>
<p>Practice is overall informed by an understanding of how to support autistic people in their emotional well-being</p>	<ul style="list-style-type: none"> • The emotional wellbeing needs of autistic pupils are being met effectively through whole class and individualised systems and approaches. Staff know their classes well and provide timely support to assist with self-regulation and discreet behaviour management. • In all observed practices and incidental observations relationships between staff and pupils were very positive, autistic learners were treated with dignity and respect and staff demonstrated sound knowledge of individual learner preferences. • Teacher planning and incidental learning experiences were used well to provide autistic pupils with opportunity to enjoy

	<p>the challenge of trying out, or learning, new activities or skills. For example, pupils were encouraged to locate the resources they needed for specific tasks, staff held back before providing graded support, which allowed learners to try to come to solutions themselves.</p> <ul style="list-style-type: none"> • <i>To further support autistic pupils in how they think about and manage feelings, and to build on the current good practice, the school could look at introducing an emotional regulation approach to give pupils a vehicle to identify, label and share their feelings. Strategies to help pupils to self-regulate could be linked to different feelings.</i>
<p>Autistic people are involved in and consulted on how they are supported as appropriate for their age and capacity.</p>	<ul style="list-style-type: none"> • In Interviews staff spoke about how they engage students in contributing to target setting and reviews and about the systems and approaches used to support pupil voice. • 7 students completed the survey of whom 6 scored 'Yes' when asked 'Do the staff listen to you on how you want to be helped?' and 1 scored sometimes.
<p>Where appropriate, feedback from families shows that a majority are satisfied with the support given and staff understanding of autism.</p>	<ul style="list-style-type: none"> • Parents feedback is mostly positive with 88 % of parents scoring the support their child receives as always good and 76 % scoring the understanding that staff have of their child's autistic needs is always good.
<p>Verification is provided by statutory bodies that the provision meets statutory requirements especially related to safeguarding.</p>	<ul style="list-style-type: none"> • Hope School has achieved 4 consecutive Outstanding Ofsted (The latest being September 2018), as well as Outstanding in an Ofsted subject inspection of English and 2 consecutive

	<p>Outstanding Ofsted reports for the Early Years provision. Safeguarding procedures are described as effective.</p>
<p>There are areas of strength within the provision. Outcomes achieved by autistic people are good and directly impact on their quality of life.</p>	<ul style="list-style-type: none"> • Whilst there are some areas of development for the school to consider, overall the report provides evidence that autistic young people make progress in their communication and their confidence and independence. They are supported to understand and self-regulate sensory input and their emotional well-being is enhanced. • The school has a considerable positive impact on the quality of life of autistic young people as students in the school and as they transition into adulthood. • The school is functioning at a level to be Accredited.