

Autism Accreditation Assessment

Name of Service

Robert Ogden School



Reference No.	279
Assessment dates	29-31 st January 2019
Lead Assessor	Andy Pitts
Moderator	Abigail Cowie
Status	Accredited

SECTION 1: CONTENT

About the provision

- Robert Ogden School currently has 100 students on roll aged 5 -19 (Post 16 provision to 19).
- Robert Ogden School is a residential special school offering 38 week placements plus flexi boarding. There is also a Children's Home on site, Clayton Croft, providing 52 week placements.
- Pupils have a primary diagnosis of ASC (apart from 2 with associated disorders).
- The service has embedded the SPELL framework both in practice and in CPD.
- Class sizes are small, high staff to pupil ratios. The vast majority of students are supported 1:1, with a small number having a higher staff ratio.
- Distraction free environment, structured teaching.
- Staff Development Coordinator responsible for training programme across the service. High level of training for staff including ASC specific strategies, SPELL, PECS, TEACCH, Studio 3, Intensive Interaction, Communication and PDA awareness and strategies.
- Multi-Disciplinary Team (Personalised Support Team - PST) based on site: Speech and Language Therapists (x 2 FT), Communication Coordinator (x 1 FT SLTA), Occupational Therapist (x 1 FT), Educational Psychologist (x 1 FTE 0.8), Assistant Educational Psychologist (x 1 FT), Behaviour Coordinator (x 1 FT).
- Highly personalised Inclusive Learning Hubs for pupils with complex needs (ADHD, OCD, and PDA). Pupils in Inclusive Learning Hubs have a demand avoidant profile.
- Many of the pupils have co morbid diagnoses e.g. ADHD, Epilepsy, MLD, SLD
- There is a range of learning needs and 3 Pathways:
 1. Pathway 1 (experiential, learning to learn, sensory focus – equivalent to approximately P1 – 4).
 2. Pathway 2 (theme based, focus on developing skills – equivalent to approximately P4 – 8).
 3. Pathway 3 (independence, working towards accreditation.)
Equivalent to moderate learning difficulties to those functioning at age related levels.
- The service is well resourced with a range of motivating external play and recreation spaces including range of swings, multi gym equipment, sports hall, football pitch, sensory garden and greenhouse with raised beds.

- There are 2 soft play areas, a dark room, a Vista room (interactive technology) and a light stimulation room. There is a small ICT suite.
- The service has 6 minibuses and a people carrier.
- School has a dedicated ICT technician person who supports learning by creating a range of engaging and motivating resources on demand for specific classes and individuals.
- EP and PST and PDA Lead contribute to research projects and support others in their projects, the PDA Steering Group is hosted by school. CRAE research project on Inclusive Learning Hubs/excluded pupils. SIMPL Language Project in conjunction with Italy and Spain through EU funding.
- SALT has been consulting with the researchers at Hollyoaks about their newly introduced autistic character.

Outcome of most recent statutory assessment

- Outcome of most recent Ofsted report for Robert Ogden school March 2018 was **Good**.
'Senior leaders have very recently carried out a thorough review of the school curriculum. This has resulted in a new and bold curriculum that accurately meets the needs of all groups of pupils.'

'A new system for checking pupils' progress has been introduced which sets challenging targets for pupils across the school. School data aligns with inspectors' findings that pupils are making good progress overall.'

Ofsted report 2018

- Thurnscoe House and Studios residential schools last judged by Ofsted 4.1.19 as **Outstanding**.

"The pupils make sustained improvements in their social skills, independence and behaviour. This enhances their current and future lives."

"Leadership is excellent and focused on giving pupils the best support and maximising their potential."

- Clayton Cross children's home judged by OFSTED to be **Outstanding** Jan 2019.

About the assessment

- The assessment took place over 3 days. An external assessor took over the role of Lead Assessor with support from a Moderator. The Moderator attended the first 2 days of the assessment process.
- The assessment team observed 26 sessions including literacy, numeracy, science, food technology, art and PSHCE. The team also observed Enrichment club activities, assembly, lunch times, leisure breaks.
- Observations were carried out in the Residential services (Thurnscoe house and studios and the children's home Clayton Croft).

- The inclusive Learning hubs were visited before the students arrived as part of the overall tour of facilities but weren't part of the timetabled sessions/activities due to the sensitivities of the learning cohort and the impact external observation might have. The Psychology team delivered a presentation to the review team about the work of the inclusive learning hubs.

Discussions and meetings were held with the following:

Principal.
 Staff development coordinator.
 Head of Childrens home.
 DH.
 AHT x 2.
 Inclusive learning hub team.
 Psychology team.
 SALT.
 OT.
 Head of Residential school.
 Lead for enterprise and work experience.
 School parliament (2 students).
 Families (2 parents from one family).
 Teachers and Teaching assistants (x 8).

Documentation.

- The review team looked at individual student progress folders which contained the following planning documentation:
 SPELL passports.
 EHC plans.
 Enrichment recording sheets.
 Enabling access to learning.
 My learning pathway.
 Communication profile.
 Individual behaviour support plan.
 Sensory passport.
 Transition passport.
- IEPS and students' targets were displayed in all class areas.
- Research project Institute of Education. 'Paving the path to reintegration for autistic children previously excluded from education.' Centre for research in Autism and Education.
- Behaviour coordinator report.
- Psychology report.

SECTION 2: KEY FINDINGS

What the service does particularly well

What stood out as particular strengths:

- The school supports and enables some very vulnerable people and their families to rebuild their lives. Students are re engaged, enabled to learn, to be themselves and there is evidence of real progress and achievement. The personalisation and attention to detail particularly in the Learning Hubs coupled with a dedication and staff commitment to succeed is truly commendable. The service is highly experienced and creative in terms of its knowledge and

commitment to enabling students with ASC and PDA (and associated obstacles to learning) to succeed and reach their full potential.

- Strong and positive staff/student relationships are evident across the school. Staff present as very committed and passionate about their work.
- There is a strong commitment to ongoing bespoke staff CPD which covers a wide range of appropriate content to develop staff to support the students. This will become even more robust with the planned introduction of the NAS Academy programme.
- The school has an in depth knowledge of each individual student (informed by detailed assessment, evident in planning) and offers a highly individualised and personalised learning pathway. Students and teaching staff are strongly supported by a highly experienced, creative and motivated 'Personalised Support Team' that includes amongst others input from psychology, SALT, OT, experienced service leaders and behaviour support. That knowledge base and skill set is used to support other external services.

What else the service does well:

- Student Voice – students' choices are respected throughout school. Examples included students asking for particular content of daily assemblies, making choices within lessons, the school parliament and as part of the enrichment programme.
- Staff are well deployed in most lessons, maintaining the correct arousal levels for students, implementing sensory strategies and continually assessing the learning. All staff are able to talk about the students, their needs and strategies that enable each child to succeed.
- There is sound joint working across residential and school services. Residential managers attend school SLT and the impact of training for residential staff is evident. The 6-month reflective practice training for staff was very beneficial, with staff completing a case study for a student they work closely with.
- The service offers a wide range of individualised and small group learning opportunities supported by high staff to student ratio as well as spacious and discreet learning spaces which enable students to be calm, secure and to maximise learning opportunities.
- Students are able to personalise their learning spaces, which enables them to feel less anxious and more comfortable in their environment. This ethos is evident in all areas of school, with pupils also wearing clothing of their own choice if they need to, rather than the school uniform.
- Visual systems are used effectively by students to structure their learning and to follow instruction. There is a high level of personalisation in visual systems and the use of visuals is consistent across all areas of school and residential services. In the most effective lessons, interactive whiteboard visuals are kept simple with key vocabulary. The food technology area is well structured and there is excellent use of in task schedules in this session.
- Behaviour for learning was observed to be very positive. All students have their own Behaviour Support Plan. Staff understand the students and their needs well and use a wide range of strategies to ensure that they remain calm and focused.
- The impact of therapy is consistent across school and residential services. Students have access to a range of sensory equipment to meet their individual needs and strategies are embedded across the curriculum.
- The school has developed its own assessment system to ensure progress is monitored and all areas of achievement are captured

- Daily enrichment clubs offer a wide range of motivating activities (including a primary sensory club base on Attention Autism approach) in which students are given opportunities to choose and pursue preferred activities as well as to socialise with their peers. Students cope well transitioning to clubs and are able to cope in busier environments with a larger peer group.
- The service has an excellent student enterprise team led and coordinated by a student management team with an Instagram site to advertise its wares and service (Bird boxes, ceramics, jewellery candles, cushions, cards, gifts fudge etc.
- Across the school there is a calm, organised learning environment supported by considered use of verbal language by all staff.
- Students presented as on task and engaged in and enjoying the learning process.
- Session content is well differentiated and appropriately challenging.
- Skilful use of verbal questioning challenges and engages students.
- Consistent approach of use of differentiated visual systems to support receptive understanding across the school.
- In best practice resources were clearly labelled and students were given visually presented information to encourage them to take responsibility for organising their own learning materials.
- Strategies to diminish sensory obstacles to learning are embedded in practice.
- Elements of colourful semantics are used effectively to make learning meaningful and to encourage both receptive and expressive communication.
- The service has some excellent outdoor spaces and equipment. It is well resourced including at least 6 minibuses and a people carrier.
- The service had an embedded holistic approach around supporting and monitoring dietary needs of the students, needs that do impact on their wellbeing and learning.

What the service could develop further

Priorities for the service

In the opinion of the review team there were no major priorities for the service to focus. There were however areas to review and improve upon as detailed below.

Other areas to consider

- There is evidence that staff know the students very well and that knowledge, supported by detailed assessment and informed practice, supports strategies to help students regulate their emotions. A next step might be to consider how students can be taught to understand their own complex emotional states and then have access to functionally expressive systems that enable them to self-manage the regulation process so decreasing the need for adult direction.
- There are missed opportunities to encourage problem solving, student self-organisation and independent completion of tasks. Although the children's home is lovely, there were some missed opportunities for residential students to develop their functional skills in their home environment, for example; helping to prepare the tea, washing up and putting away crockery.
- Ensure visual systems including in task schedules are available and obvious in all learning areas.

- Reflect upon and review issues around age appropriate content of a small number of sessions.
- Reflect upon and review deployment of staff. At times there are a lot of adults in sessions and this does impact on student independence, self-help and opportunities for problem solving.
- A greater use of Intensive Interaction with non-verbal autistic students, only one example was seen. Some students may benefit from it being used more frequently.
- Systems to indicate the duration of an activity. There were verbal prompts (not appropriate for all learners) in some classes but could this be made more explicit.
- A minority of staff used too much verbal language for their students to process.
- Use of display – some displays could be more vibrant and have labels which detail learning.
- Student friendly targets. Targets were displayed and discussed particularly with more able students. Does all the IEP planning need to be displayed or could targets be more student friendly? This might also free up some space for high quality display or important information that celebrate achievement and enables the students to access vital information.
- The school is trialling an evidence for learning App to provide current information around progress to families.

SECTION 3: PROFESSIONAL DEVELOPMENT

- The service has a dedicated staff development coordinator and there is both ongoing and bespoke training delivered to all staff.
- All staff receive mandatory training around SPELL as part of the induction programme. This is being further strengthened by introduction of NAS Academy CPD covering first 2 years of placement. Residential and school staff have received NAS 6 month training on 'Reflective Practice' which involves completing a case study on an individual student. The impact of the training for one residential staff member, has been a greater understanding of a student's sensory needs in all environments, leading to strategies being implemented to lessen his anxiety. During the last term the student has also made a huge amount of progress in his toileting programme.
- Staff receive training around use of PECS, TEACCH, Intensive Interaction, PDA, Sensory integration, Attention Autism delivered both by external providers but also drawing on the wealth of skill and expertise within the service.
- All staff receive regular Studio 3 training and refreshers. There are 2 trained Studio 3 trainers on site.
- There has been a focus on looking at training around use of staff 'prompting' to review how students can be encouraged to problem solve more independently.
- There has been training around delivery of appropriate off site visits and community based education.
- The service is at the forefront of research and expertise around supporting students with an additional diagnosis of PDA and uses this wealth of experience to support and inform their own practice as well as being involved in external research and training projects to disseminate best practice. Within The Hub, new staff are introduced very slowly to ensure students feel comfortable and relaxed. This can involve them just being around within the environment, preparing snacks, until the students feel they are ready to work with that member of staff.

There is a high-quality programme of Continuous Professional Development delivered by a strong and experienced service based multi-disciplinary team as well as by external providers. It ensures that most staff have a robust specialist knowledge of autism specific best practice methods and approaches. The service works hard to skill up new and less experienced staff. There is a particular strength of knowledge and experience around supporting people with PDA.

SECTION 4: PERSON CENTRED SUPPORT

Differences in Social Communication

The school has 2 FT SALTs and a FT Communication coordinator (HLTA) on site as part of the PST.

As part of the PST there has been an overhaul of the curriculum and assessment system so that all areas including use of PECS, Blank's levels, Colourful Semantics and so on are assessed and progress captured.

All students have an annual communication profile.

The SALT team deliver ongoing CPD across the service to support staff meet the needs of the wide range of learning pathways within the school. There has been a recent focus around use of 'prompts'

SALT play a part in the admissions process.

Differentiated Visual systems and structures were in evidence across the review, including PECS, First... Then systems, daily timetables, In task schedules (small step break down), wait symbols, class jobs, lunch menus, staff have portable visual fobs.

- Whilst there was some observed use of approaches around Intensive Interaction the review team consider that there were missed opportunities to communicate and use such an approach on a number of occasions and the school might like to consider reviewing understanding and use of practice in this area.
- Food technology was well structured both in terms of access to resources but in particular in use of in task schedules to encourage and enable students to complete tasks independently. The school would do well to ensure small step break down systems are embedded in a differentiated fashion across all areas of the service to maximise opportunities for problem solving and independent completion of tasks.
- In best practice the whiteboard is used very effectively to engage and provide useful information to explain session content.
- There is clear evidence of differentiation in practice. Indeed the school offers highly personalised pathways to students.
- In some sessions staff were using Makaton to support understanding. Makaton training is provided internally.
- There is use of considered language across the service with only a very small number of observed examples where staff used language that was too complex for students to understand and process.
- Students were engaged in learning and actively on task for the whole of sessions.
- Use of plenary sessions were observed.
- Individual student targets are displayed in all classes in a detailed format. School might like to consider how these could be made more student friendly so that students can be more in charge of their own learning and self-evaluation. For

more able students this was done very effectively on the whiteboard with students able to understand and comment.

- Students were observed using PECS to transition across the classrooms to ask for resources they needed for lessons. This could also be embedded in enrichment clubs to increase opportunities for meaningful expressive communication. An example of this was in one lesson, where students were turn-taking to taste ingredients. Students could have built sentences and transitioned across the room, to ask for the resources. This would have maximised the communication opportunities and the time available for learning within that lesson. Staff would also have been busy at all times, supporting the students.

Developing communication skills is a strength of the service and they offer a range of differentiated approaches rooted in sound assessment. Provision will have been strengthened by the introduction of an assessment tracking tool that will pick up achievement across a range of areas. There is a calm and purposeful 'feel' to the school. They offer lots of space to move around within small class groups that contributes to maintaining a low arousal environment. Along with a high number of individual and personalised learning rooms the school has focussed on learning the 'language' of the students and adapting to meet their needs in a very sensitive, well-paced and empathic manner.

Self-reliance and problem solving

Visual systems support students' receptive language across the school well, providing clarity of sequence and offering a range of choice making opportunities.

Students are challenged by interesting and motivating session content and curriculum. The Enterprise scheme, the work experience and community based learning opportunities are vital in supporting students develop an understanding about life beyond school.

Staff to student ratios are very high (at least 1:1) and whilst this gives the service options, it also presents challenges in how staff are used most effectively and how opportunities for independent completion of tasks and problem solving are not missed.

- One lesson had built in problem solving opportunities for students. Students were posed with a daily problem, which they had to think about during the lesson. There were also a series of thinking skill type tasks as a mental starter. This was a great way of engaging pupils about language and meanings. Students were able to explain their thought process to staff.
- Some students take responsibility for carrying their own medication in medipac bags attached to their belts.
- During a Science lesson, students had a series of 'sense boxes' to find and open for themselves, using picture symbols as a prompt. They were engaged in discovering what was inside and experimenting with the contents. Students were also encouraged to find their resources from their labelled trays.
- Most classes are set up with drawer systems, to ensure all resources are accessible to students. Students have their own checklists, which are differentiated and aid all daily transitions. Some students have photographs to aid their transitions. All students understand the structure of their day at school. This is replicated in residential services. Students understand their own evening routines, present calmly and are able to communicate effectively about their choices.

- In a Science lesson, non-verbal students were encouraged to take responsibility for collecting equipment from trays, using a picture symbol as a prompt.

There were opportunities for independent completion of tasks observed across the review. There are visual structures in place to promote decision making and choice. Curriculum content is both motivating and challenging to maintain student engagement. The service would further improve by ensuring all sessions utilise differentiated small step break down visuals with a firm focus on the concept of 'finish' to promote clarity. Added to this a review about the role of adult support and the need for adults to do less, to maximise opportunities for student problem solving and completion of tasks.

Sensory

The school has a FT OT in post who has undertaken an assessment for every student in the school. These assessments inform practice. All students have a sensory passport which contains strategies to help them overcome sensory obstacles to learning. Strategies are based on a Green, Amber, Red approach dependent on levels of arousal. The OT is currently undertaking level 1V sensory integration training. There is an OT/sensory referral criteria and system in place.

The OT has offered sensory integration CPD to staff. Additional CPD around sensory issues has been provided by external specialists including around Attention Autism.

The school has a dedicated sensory activity room with a range of equipment including variety of interchangeable swings, scooter boards, therapy balls, soft matting.

The service provides a range of equipment to support students in the class areas including chairs that permit gentle movement, ear defenders, fidget toys, weighted equipment, bobble cushions, use of soft play equipment and tents. One example of a sensory diet in action was in the student kitchen, where a young man was using his feet to operate a can crusher.

There is a weekly primary sensory enrichment club that is based on Attention Autism approach. The younger students really enjoy this club. It is being extended to offer older students access to this sensory based AA approach.

- Students were observed asking for lights and heaters to be turned off/on, this was respected at all times by staff. One pupil had a 'Today I am feeling' board on her desk and staff responded to her feeling tired by taking her out for a walk.
- At the introduction to one lesson, students had a short movement break completing brain gym type exercises. This was really good practice and ensured that pupils were able to engage in their lesson. Another example, which was viewed very positively, was a younger class walking outside to look at and feel the weather. The short walk impacted upon the students' ability to focus on the next lesson.
- Access to the dining room is staggered to ensure students are able to access a smaller queue, or a quieter environment as appropriate. Lunchtimes were calm and more complex students understood the rules and where to put their finished dishes. Flexibility of thought was built into lunchtimes, in that students were able to choose where to sit. Some students have restricted diets and

have preferences for dry foods, or foods which are separated, this is fully catered for. Students always have a back-up option, in case they don't like the daily choices. Some students have food diaries to share with parents to ensure consistency.

- Some classes were observed using music as a cue for the next activity. This impacted on the level of calmness at the beginning of lessons.
- One student transitions round the school building, with a trolley equipped with sensory items to use at times of high anxiety. She carries her own sensory cushion.
- Tents were featured in many areas of The Hubs.
- During assembly, students' sensory needs were respected. Many students wear ear defenders, some have a favourite toy, or use transition objects. Some students chose to sit on the stage at the back of the hall, one student wrapped himself in a blanket. Students are allowed 'to be' at all times.
- An Art lesson was observed, where students were highly engaged at using their feet to paint a group rainbow. The activity also had built in opportunities for their sensory diet, such as using different sized bubble wrap to make prints. Students were also able to make choices about whether to use their hands, feet, bubble wrap and colours of paint.
- In the primary classroom, the teacher skilfully used all her environments to maximise communication opportunities. This classroom had many opportunities for the students to use sensory strategies to enable learning. Water and sand were used to motivate students and engage them in both Literacy skills and using bi-lateral hand movements. The teacher continually used Assessment for Learning, collecting evidence electronically and praised students well.
- Creative use of resources and staff expertise was observed with a Teaching Assistant using puppets to engage a younger student to share joint attention and answer questions about the learning task.

The school is clearly committed to assessing individual students and responding to issues around sensory integration. There is a consistent understanding across staff in order to provide strategies to support students in this area.

Emotional well-being

All staff receive Studio 3 training with the emphasis on de-escalation and reduction of RPI. When RPI is used it is based around supporting students through considered intervention that refrains from holding in one place but enables a person to continue to move around and release as soon as is safe as they try to manage their emotional state. There are 2 Studio 3 trained staff on site who disseminate training. The service also benefits from support from the wider NAS team.

Students have an individual behaviour support plan as well as a sensory passport which details strategies to support emotional regulation.

The behaviour coordinator monitors use of RPI. The service is looking at how data gathering which turns into effective analysis to document progress can be made more time effective.

There are a wide range of daily enrichment opportunities that students are able to choose from; including arts and crafts, recycling(DT), Lego, computer club, walking, yoga/dance, sensory exploration, film, karaoke, sports club, football, Zumba, science

club, dance (Wii), X box games club and 'cool club.'. These are real opportunities to socialise with peers and focus on areas of interest and enjoyment.

There are a range of enrichment opportunities delivered by the children's home and the residential school including visits to the theatre Go Ape, outdoor pursuits, scouts, swimming, Blackpool illuminations and walking.

The service has an excellent student enterprise team led and coordinated by a student management team with an Instagram site to advertise its wares and service (bird boxes, ceramics, jewellery, candles, cushions, cards, gifts, fudge etc. It creates a range of high quality artefacts and gifts which are then sold both in and outside of the school. There is also a RO Renovation arm (Renovations) to the 'business' which recycles old materials to create new and desirable objects. The enterprise team organises pop up shops in the local community where the students display and sell their own produce. Students were able to talk about their enterprise work with great pride and the yearly Enterprise competition with a class prize creates a buzz across school. One student discussed how he trains other students in how to interact with the public.

Students are offered and achieve accredited courses such as ASDAN, Entry level and AQA.

Students go on to access self-determined work opportunities in local parks, shops, railways, school maintenance team, Maplin's, hospitals, English heritage, steam heritage and Tidal Paws(for dogs).There is an offer of 1 day a week during term time.

Students are able to access quieter areas to work in, when they need time to self-regulate. Students can leave the classroom with their staff to find an alternative area and this is always respected.

Areas of school are set up to encourage emotional well-being, quiet rooms, sensory rooms, outdoor areas.

- Some examples of students self-evaluating their lesson were observed, one student said 'it was awesome'. Students were seen commenting using symbols that they liked, or disliked lesson elements.
- Students are allowed to have their personal items on their desks. They are also able to take sensory toys to transition around the building.
- Students have a celebration assembly at the end of the week, where they receive a certificate. Students have WOW walls in classrooms, where all work is celebrated including small steps.
- Students were observed in enrichment clubs building up their self-esteem, one student was playing chess with a member of staff and two students were playing a game praising each other's efforts. Mindfulness type activities were happening in Art club, with a mix of learners completing colouring tasks. All students were calm and on task.
- Praise was observed in all areas of school, high fives, verbal feedback and tokens were used consistently.
- Content session was engaging and motivating in the vast majority of sessions observed.

The service supports some complex learners and there are incidents where students become over aroused or anxious impacting on their learning. During the review students presented as calm and on task with only minor incidents evident. Staff are professional, calm and empathic in how they understand students' needs and provide strategies for them to de-escalate. The school is committed to providing a highly individualised pathway for each student with strategies rooted in detailed assessment and underpinned

by a knowledge of the obstacles individual students face. The service might like to ensure that the passage of time, sequence of events, and duration of activities (concept of 'finish') is clearly demonstrated to lessen any uncertainty or anxiety this might create. Given that staff know the students so well there is a tendency for staff to provide strategies (that do work and also because there are such high staff numbers in all classes this can sometimes result in the 'need' for adults to be busy) to help students regulate their emotions. As has been discussed earlier a next step might be to consider how students are empowered with that level of understanding and independently begin to self-access strategies.

SECTION 5: CONSULTATION AND WORKING

With autistic people

59 online questionnaires (24 by students themselves, 13 with some help, 21 by staff and 1 by a family member, 1 skipped) were completed with 10 brief comments. The vast majority of feedback was positive.

- The school is great and helpful with other students.
- School is fun.

A meeting was held with 2 students from the school parliament.

- 'Staff are calm and helpful and listen'
- 'Much quieter, not that many people in class .Caring staff'
- 'Not as noisy and the staff are lovely'

With the families of autistic people

- 6 family questionnaires were returned. All positive.

'The Robert Ogden School is a fantastic school with outstanding staff that go above and beyond to ensure that my child's needs are fully met. My child loves school and it is obvious to me that he has found a place where he feels comfortable, where he fits in and belongs. This has resonated positively in his behaviour and educational progress which is allowing my child to be who he should be, a happy, settled boy who is showing great potential. Thanks to this school, he is now getting the support and education that he deserves and I can't praise them enough.'

- 2 parents from the same family attended a meeting. Their feedback was very positive and appreciative of the work the school has done to support them and their children.

With the wider community

- The service is at the forefront of research and expertise around supporting students with PDA and uses this wealth of experience to support and inform

their own practice as well as being involved in external research and training projects to disseminate best practice

- The school has been involved in a research project in conjunction with the Institute of education. UCL. 'Paving the path to reintegration for autistic children previously excluded from education.'
Centre for research in autism and education.
- EP and PST and PDA Lead contribute to research projects and support others in their projects, the PDA Special Interest Group is hosted by school. CRAE research project on Inclusive Learning Hubs/excluded pupils. SIMPL Language Project in conjunction with Italy and Spain through EU funding.
- SALT has been consulting with the researchers at Hollyoaks about their newly introduced autistic character.

SECTION 6: SUMMARY

Students clearly make progress at Robert Ogden school and the fact that so many attend from previous placements of stress and non-attendance is testimony to the work the school is doing.

There is an evident passion, pride and commitment from staff to maximise chances of success for the students. This commitment is supported by a responsive and detailed CPD package.

Practice is supported by a strong and experienced site based Personalised Support Team who have an impact on CPD, assessment, strategy planning and delivery of teaching. There is a laudable commitment in adapting provision and understanding individuals to maximise outcomes in an empathic and responsive way.

As with all services there remains areas to review and improve on but in the opinion of the review team the students get a very good deal by attending this service.

APPENDIX 1: RESPONSE TO QUESTIONNAIRES

This will be copied and attached from computer print out

APPENDIX 2: APPLICATION FOR ADVANCED STATUS (if submitted)

Additional information provided by a service which is already accredited in favour of them being given advanced status.

APPENDIX 3: Additional comments from school/service

(This should be any further information that the school/service believes will provide a context for the award committee. Compliments and complaints should be referred directly to the relevant Senior Adviser)