



Accreditation Award Panel Report
 Wargrave House School & College
 28 May 2015

**Status awarded to Wargrave House School &
 College by the Accreditation Award Panel**

Accredited

Service Strengths and Achievements	
<p style="text-align: center;">Commendation</p> <p>Determined by the panel as exceptional/outstanding practice that should be celebrated by the service. All commendations will go forward to be considered for an annual award hosted at the NAS Professional Conference.</p>	<p><u>Core Standard 6: Assessments, Reporting, Recording and Evaluation</u></p> <p>The panel regard the continued development and implementation of the Functional Communication Rating Scale™ and Profile assessment tool as something which should be commended. Although qualitative in nature, it has evidently provided a system for demonstrating progress, informing planning and measuring outcomes. The panel agree that this is an innovative and autism-specific tool which enables the tracking of progress in over time. We believe it is worthy of commendation</p>
<p style="text-align: center;">Good Practice</p> <p>Strong Practice within the whole Accreditation membership</p>	<p><u>Specialist Standard 2: Teaching and Learning – Programme/Curriculum and Activity Content.</u></p> <p>The panel agree with the review team that the range of work-related learning opportunities and work experience offered by the school and its partners is impressive. It is acknowledged that the school have worked hard to increase the opportunities for the students and to develop further links with local and national employers. We wish to recognise this as an area of good practice.</p>
<p style="text-align: center;">Area of Strength</p> <p>Strong practice within the service</p>	<p><u>Specialist Standard g: Teaching and Learning – Environment</u></p> <p>The care of the environment and the attention to detail, which reflects excellent autism practice throughout the school and residences, is considered to be an area of strength. The use of visual support is evidenced consistently throughout the school and residential settings. This ensures that the pupils are informed of behavioural and work expectations at all times. The use of narrative therapy throughout all</p>

environments has been embraced as a whole school approach. This relates to colour coding which makes explicit key concepts of language such as Who? Where? When? What? This highly structured visual approach is an area of strength.

Specialist Standard 4: Teaching and Learning – Methods

The extensive use of structure and organisation across the school, college and residential provision strongly contributes to the calm and well organised learning experience for the students. The panel agree with the Review Team that this structure goes a long way to enabling students to manage their autism, develop greater independence and take personal control over their learning. This is seen as an area of strength of the school.

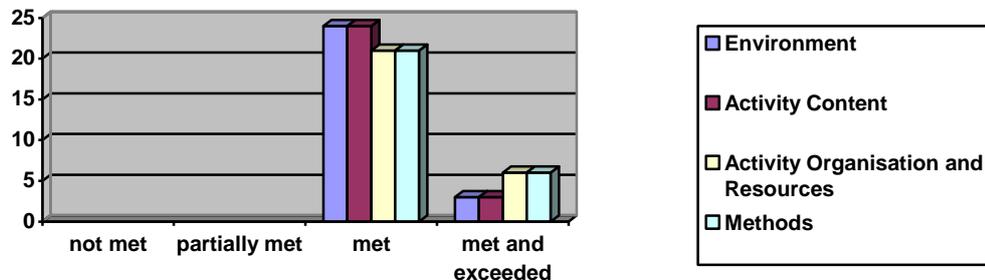
Specialist Standard 4: Teaching and Learning – Methods

The panel agree that the highly individualised and very specialised practice the school carries out in order to understand and support its most complex and challenging students is an area of strength.

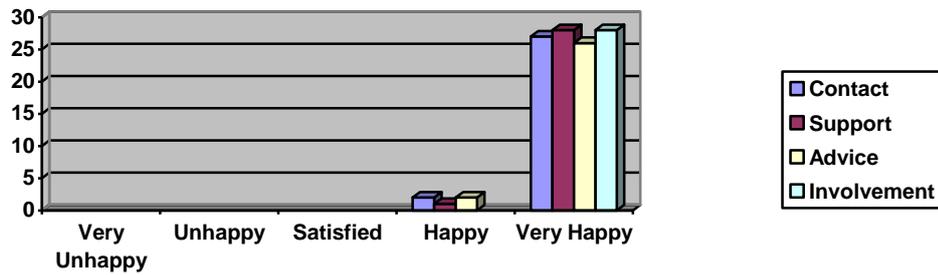
Specialist Standard 2: Teaching and Learning – Programme / Curriculum and Activity Content

The extremely high level of consistency and effective practice delivered by staff in all education and care settings is seen as a strength of the school.

Observation scores



See below a table that reflects the scores from the returned parent questionnaires.



The panel acknowledge that in all observations made by the review team the required standards were met or exceeded. The questionnaire survey demonstrates an exceptionally high level of parental satisfaction, which can be seen as an outstanding result.

Action Plan for Service	
<p style="text-align: center;">Areas 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>Specialist Standard 3: Teaching/Learning – Activity Organisation & Resources</u></p> <p>The panel agree with the review team's suggestion that as an area for development the school should audit its practice of peer review and consider how this aspect of social thinking can be developed further.</p>

Things Wargrave House School & College should celebrate:
<ul style="list-style-type: none"> • The very positive parental response within the questionnaire survey • The range of therapies offered within the school • The continuing development of very strong provision for children and young people with autism spectrum conditions

Summary

The panel were very pleased to receive a very positive report on a school which displays a strong commitment to develop and improve its provision for its pupils and students. The report provides evidence of strong, consistent practice throughout the school, with some areas of strength that the panel feel are exemplars of good practice, and in one instance worthy of commendation. The panel hope that the intention to publish the Functional Communication Rating Scale™ will be realised and look forward to this becoming available for wider use within the network.

The panel would like to congratulate Wargrave House school on retaining accredited status.

Signed

A handwritten signature in black ink, appearing to read 'S. Tyler', with a long horizontal stroke extending to the right.

*Dr Stephen Tyler
Award Panel Chair*