



Accreditation Awarding Panel Report
 Queensmill School (177)
 12th December 2017

Status awarded to Queensmill School
 by the Accreditation Awarding Panel

Accredited

Service Strengths and Achievements	
<p style="text-align: center;">Good Practice</p> <p>Strong Practice within the whole Accreditation membership</p>	<p>Leadership and Vision C1 – C16, C23, C24, C27</p> <p>The review team assesses the strong vision of the Senior Leadership Team that drives the school’s development and its maintenance of high quality practice to be exceptional. This is evidenced through the identification of effective interventions and approaches, thorough training, assessment of the impact of approaches and the recognition of the commitment shown by a very strong staff team.</p> <p>Training C5, C6, C12, E16, E23, E30</p> <p>The extent and quality of training offered to all staff at Queensmill School is outstanding.</p> <p>Sensory Experiences U8, U9, U10, E10 – E15, P11 – P15</p> <p>Sensory practice at Queensmill School is very well established, this is evidenced through the environment, the level of high quality resources, training and intervention. It is recognised as a fundamental need for students which supports their well-being and subsequently ability to access learning.</p> <p>Behaviour Support U17, U19, E32, P32</p> <p>Strong behaviour support. The review team recognise the high quality of behaviour support that is consistently practiced at Queensmill School.</p> <p>Self Awareness and Safeguarding E24, E24. E27</p> <p>The school has implemented a programme called ‘SoSafe’ which teaches young people to remain safe in their community and to understand what to do if there is a problem. The review team recognise this as important work for all young people which is not easy to address. The thorough approach that is now embedded in the</p>

school if seen to be a strength.

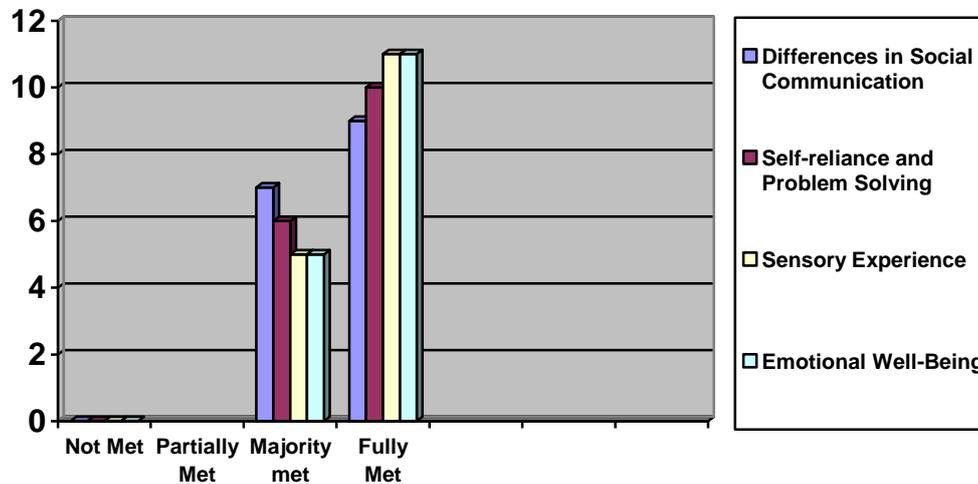
Communication with Families C26

The review team judge the quality and purpose of the Home-School book used at Queensmill School to be exceptional.

Family Support C26

The support the school offers to families through workshops, sibling support, signposting to outside agencies, help with individual issues and a listening ear goes beyond education but is a key factor in supporting young people to become more effective learners.

Observation scores

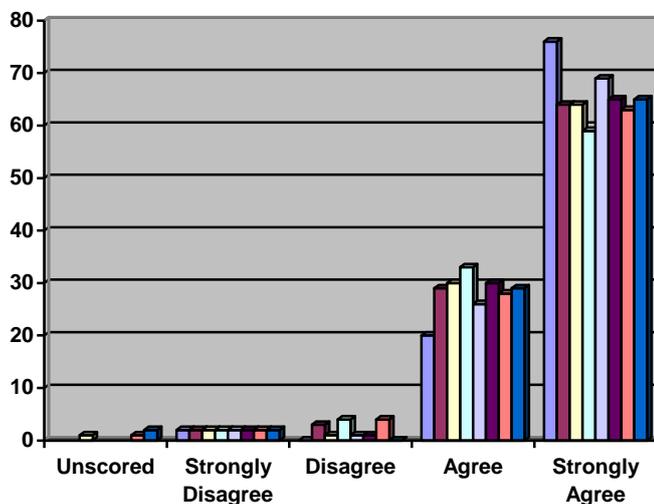


Family Questionnaire

The graph below shows the scores from the returned family questionnaires. The responses received were highly positive, 96% were in the 'Agree, Strongly Agree' categories. Some of the positive comments made by parents are shown below:

- This school has completely changed my child's life, she is now more confident, more capable and much more happy.
- I am very happy with my child's progression since he's been to this school. Thank you so much for all your help.
- Queensmill has consistently looked after my son's needs from the very beginning. They continue to strive for ways to make their lives easier and for them to be able to blend into society. I am hugely indebted to this school for everything they have done for my son.
- The school makes its own decisions, not good at listening to parents.
- The school are able to manage my son's autism needs extremely well.

- We feel very happy and fortunate that our child attends Queensmill School.
- So thankful for the support the school has given to my son and I. He went from very withdrawn and vulnerable having to get the school bus, to an independent traveller who has confidence.
- I think the unit is segregated and should be encouraged to mix with the mainstream instead of being singled out.
- Queensmill School is simply the best.
- The school has made a massive impact on my family member's lives. As a mother I am more relaxed knowing my child is in good hands.



- I am able to contact the service about my child/relative on a regular basis
- I am given information about my child/relative's progress on a regular basis
- The service listens to my views about my child/relative and takes them into account
- I am aware of how to raise concerns about any aspect of my child's/relative's support and am confident that they will be considered and addressed
- The school respects the complexities of caring for a family member on the Autistic Spectrum
- The service has a good understanding of my relative and works well to meet their needs
- The service provides opportunities for me to find out more about autism and my child's/relative's specific needs
- The service has had a positive impact on my child's/relative's life and learning

Action Plan for Service	
<p>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</p>	<p>Understanding of Self P20, P21</p> <p>The review team suggest the school investigates ways in which it can support students to gain some understanding of what autism means for them.</p> <p>Visual Communication E4, E13</p>

progression on the service's Accreditation journey.

The review team suggest the school audits how visual supports are used across the school to ensure that they are always purposeful and appropriate for the group they are intended for. In addition a consideration of where labelling is used throughout the school environment could be of benefit.

Things Queensmill School should celebrate:

- Queensmill School is an exceptional school that demonstrates cutting edge practice. It has an outward looking and resourceful approach that ensures that is confident that the approaches it employs are based on sound evidence.
- The level of training it accesses also means that approaches are implemented in their best possible form by staff that have a strong knowledge base and excellent tools on which to draw.
- Working relationships within the school are noticeably strong and there is clearly a high level of respect for each other's skills and contributions amongst the staff group.
- Although very proactive in its development the Senior Leadership Team has remained much focused on ensuring that practice is effective for individual students, that this is regularly monitored and adapted as necessary.
- A strong therapy team has an input into a very eclectic approach that exists in the school and works well in conjunction with teaching teams.

Summary

The awarding panel congratulate Queensmill School upon maintaining the high standards required of Autism Accreditation. The school has demonstrated a strong and continuing commitment to the Autism Accreditation process, this being the sixth time they have been accredited. The Accreditation review team were clearly extremely impressed with the very high quality of provision for autistic students.

Signed

Stephen Dedridge

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