

01/06/2021

Dear Colleague

**Re: The Collett School**

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

- Staff have a specialist knowledge of evidence-informed approaches associated with good autism practice
- They are able to adapt these specialist approaches so that support is personal-centred and tailored to individual qualities, abilities, interests, preferences and challenges.
- When engaging with each autistic pupil, staff make themselves understood by modifying verbal language and by providing visual cues. Staff benefit from regular training and modelling to help them ensure pupils make progress in their speech and language.
- Structured approaches, visual scaffolding and avoidance of over-prompting help autistic pupils develop independence and confidence in carrying out tasks without direct adult support. Autistic pupils are enabled to express opinions, ask questions and to problem solve.
- The Collett is maintained as a calm, low arousal environment. Approaches are in place to help autistic pupils regulate their emotions and sensory input, with Zones of Regulation being used particularly effectively throughout the school.
- Autistic pupils are enabled to participate in a range of engaging and meaningful activities. They are encouraged to try out new things, learn new skill or using learnt skills in a different context. This includes activities which have a real-life application and which develop independent life skills they will require in adulthood.
- The mental health provision which has been implemented at The Collett School has enabled early intervention to be put in place with pupils and families where support needs have been identified.
- The confidential survey carried out with parents/carers of autistic pupils confirm that a majority (52 %) think that the understanding that staff have of their child's autistic needs is always good.

- The Ofsted inspectorate confirm that pupils make good academic progress from different starting points and that safeguarding arrangements are effective.

The report suggests areas where the support for autistic pupils could be further developed. These include peer to peer interactions; individual timetables; pupil access to objectives and target and embedding the use of a visually based communication system in the Lower School. The committee endorse these recommendations but consider that overall the school is already achieving significant positive outcomes for the autistic children and young people it works with, making it deserving of an Accredited Award.

Yours Sincerely

*Stephen Dedridge*

Stephen Dedridge

Head of Autism Accreditation (South)