AUTISM ACCREDITATION REVIEW REPORT
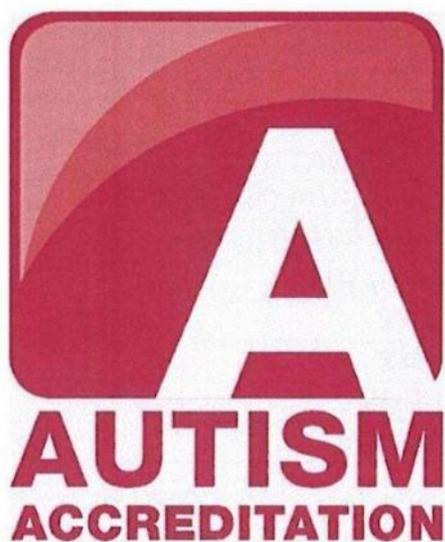

Clare Mount Specialist Sports College
Review Date: 18/03/2014

Review Team

	Name	Occupation
Team Leader	Irene A. Lawrence	FE Tutor, Reg. Manager of Respite service
	Name	Occupation
Team Member	Jacki Gregson	Teacher/ASD/SEN

TABLE OF CONTENTS

INTRODUCTION

The review report is designed to provide a concise and focused insight into the organisation's performance against accreditation teaching/learning standards. The Review Report focuses to the criteria for Autism Accreditation.

1. The service has a specialised knowledge and understanding of autism spectrum disorders.
2. The knowledge and understanding of autism spectrum disorders consistently informs the organisation, resources and management of the service.
3. The knowledge and understanding of autism spectrum disorders consistently informs the individual assessment and planning for all people with autism.
4. The knowledge and understanding of autism spectrum disorders consistently results in positive outcomes for all people with autism.

The Review Report will be submitted to the Autism Accreditation Panel and forms part of the decision making process.

SERVICE PROVIDER

Name of Organisation	**Wirral Local Authority**
Address	**Children and Young Peoples' Department** **Hamilton Building** **Conway Street** **Birkenhead** **CH41 4FD**
Telephone Number	**0151 606 2000**
Mission Statement	Wirral is committed to: • **promoting high standards of education for children and young people with SEN** • **focusing on preventative work to ensure that needs are identified as quickly as possible and that early action is taken to meet those needs** • **developing approaches that embed co-operative multi-disciplinary working between all agencies.** http://www.wirral.gov.uk/my-services/childrens-services/education-and-learning/special-educational-needs
Organisations Governance (E.g. Online Links to Statutory Reviews, Annual Reports)	http://wirral.gov.uk
Details of any other services	http://wirral.gov.uk

Name of Provision being reviewed	**Clare Mount Specialist Sports College**
Contact Person	**Tracy Rowland**
Details of provision(s) (Please list separately all provisions being Reviewed and add/delete bullets as required) • • Address(es); • - Number of Placements; • - Type of Service/School; and • - Specialist Standard used	**Clare Mount Specialist Sports College** **Fender Lane** **Moreton** **Wirral** **CH46 9PA** **Number of placements: 184** **Number of pupils with ASC diagnosis: 65 (53 primary diagnosis, 12 secondary diagnosis.** **Type of service / school: Day school for pupils aged 11-19 with Moderate Learning Difficulties and/or ASD** **Specialist Standard: Day Schools**
Telephone	**0151 606 9440**
Fax	**0151 678 5476**
Email address	**t.rowland@claremount.wirral.sch.uk**
Autism Specific Aims for Care / Education	**To meet the needs of students with autism through high quality provision and individualised support**
Management and Staff Structure	**Head teacher: Mrs S Allen** **Deputy Head: Mrs K Webster** **Assistant Head: Mrs L Evans** ** Ms T Rowland** **Head of Specialism: Mr D Keefe** **Heads of Department: 8** **Heads of Year (pastoral): 6** **Teaching staff: 25** **Teaching Assistants: 20** **Learning Mentors: 2**
Description of service/school	**Specialist Sports College for pupils from Y7-Y14. Pupils are placed in Clare Mount by the LA if they have a Statement of Special Educational Needs with either Moderate Learning Difficulties or Autism named as their primary need.**
Philosophy of service/school	**We want our students to be confident to participate in society and demonstrate their abilities. We want them to have high aspirations for the future. We want to challenge them to be the best they can be.**

	We will:
	- Place students at the heart of everything we do - Work as a team to overcome barriers to learning - Promote a rich and vibrant learning community which encourages all of us to think creatively and reflectively - Enable our young people to develop their confidence, independence and self-esteem through positive learning experiences in a safe, supported and caring environment - Prepare each student for the journey ahead by working collaboratively to develop their life and work based skills through a carefully crafted and personalised pathway - Provide opportunities to experience success and celebrate individual achievement and enjoyment - Encourage responsible and active citizenship - Have high expectations of behaviour by promoting good manners, positive relationships and respect for ourselves and each other - Enable students to participate in a variety of physical activities and experience a sense of well-being and self-confidence that arises from good health and fitness
Are there any safeguarding issues which you feel would have an impact on the Accreditation Review?	**NO**
Description of Physical Environment / Buildings	Main teaching blocks provide 16 teaching rooms, library, 2 ICT rooms, 3 science labs, a food studies room, drama studio, music room, SEAL room, sensory room, hall, canteen and gym. Adjoining building has DT and art facilities, and a new fitness suite is attached. Outside is a yard with sheltered quiet area, playing field, and a multi use games area.

PREVIOUS RECOMMENDATIONS
As identified by the Panel

This is the first Review in the Accreditation process; there are therefore no previous recommendations.

POTENTIAL AREAS FOR DEVELOPMENT
As identified in the IDR

Potential Area 1

Core Standard 3 - Professional development and staff Information Resource

The School recognises the importance of training for all staff, and the necessity for training to be targeted to relevant staff groups. whilst this happens in practice, they are aware that formalising this practice, and having a clear and specific training plan and policy would help to ensure that there is a defined, consistent approach that enables all staff have access to a relevant breadth of development opportunities.

Clare Mount school's policy on Continuing Professional Development (CPD) gives clear guidance for staff and how developing good practice impacts on the quality of teaching and support that pupils receive. Clare Mount is particularly good at utilising the staff resources it has 'in house' in a formal process. Staff are asked for their development needs, for example behaviour management. They are then linked with a member of staff who is able to give support, guidance and advice in this area. The impact that this is making is then monitored, formally, through the Performance Management review process. This impacts positively, not only on the teaching standards, but on staff well-being as they are recognised at being proficient in specific areas such as differentiation. Clare Mount have made progress in formalising their CPD arrangements. In order to strengthen the work that is already taking place, it could be advantageous to formalise the training records further and include a wider range of external opportunities. This could include, but not be limited to, trainings such as SCERTS, TEACCH or intensive interaction, which would then benefit the whole ASC cohort.

Sources of Evidence:

Written Documentation of: School Integrated Development Plan (SIDP), ICT records staff training

Interviews & Discussions with: Delegated member of staff for collating staff training records

Areas for Development

Core Standard 3 - Professional development and staff Information Resource

To formally review the existing methods of recording staff training to gain cohesion and ease of reference for the school and other professionals.

Potential Area 2
Special Standard 4: Teaching/Learning Methods

The school utilises a range of visual supports such as now/then cards, schedules, symbol supported worksheets, social stories, labelling etc. These are currently most prevalent within the autism base, although they are used to varying degrees in most classrooms. As an area for the development the school has done an audit of what systems are currently in place and used. They are now in the process of providing a pack of basic visual supports which should be available in all classes, additional training will be provided with these packs to increase staff understanding and confidence in using these resources.

Considerable progression has taken place since the IDR was written. An extensive piece of work has been undertaken recently to ensure accessibility of a wide range visual supports. These have not only been developed for use personally, within classrooms and on-site notices, but for particular activities/classes. In addition, the staff concerned have been proactive in their interaction with other professionals regarding the presentation of information and guidance documents to a point where Clare Mount have been credited for this on a company website. Observation showed a number of circumstances where the children & young people have benefitted from these resources and discussion revealed that knowledge and accessibility had also improved. Children and young people show confidence in moving around the building and empowered personally within activities. The school also share these skills with other professionals locally.

Sources of Evidence:

Written Documentation of: Sequences of visual supports - "Thriller", various guidance documents for activities, class notices, links to ICT and Smartboards.

Interviews & Discussions with: 5 Members of staff, parent group

Observations: Whole school environment, interaction with visual supports by children & young people

Areas of Strength

Special Standard 4: Teaching/Learning Methods

Seeing the progression of visual support within the school, coupled with the commitment of staff to ensure that all information for their students is fully accessible (including information from external agencies), the Review Team consider this to be an area of potential strength and good practice.

POTENTIAL AREAS OF STRENGTH
As identified in the IDR

Potential Area 1
Core Standard 14 - Transition

The school has given very careful consideration to how it addresses the Macro transitions that its students face, in particular the transition into the school and the movement from the autism base into the body of the school. As a result students move confidently into the school and from the autism base with minimal anxiety and upset.

The school have a descriptive Transition Policy, linking to their Autism Policy and procedures. The school have a comprehensive programme of events, shared with their feeder school. The transition plan includes discussions and networking across professionals from each setting, parents and follows through with a comprehensive plan of visits, events for the young people transitioning to Clare Mount. This process goes on across the year prior to entry and facilitates a smooth transition to high school. An individual plan was seen of a young person who entered Clare Mount mid-year following a failed school placement. This plan was carefully considered to support the emotional needs of the young person concerned. The transition plans are reflected in individual education plans and behaviour support plans.

Sources of Evidence:

Written Documentation of: Transition Policy, Autism Policy, Transition Plans, IEPs, Behaviour Support Plans.

Interviews & Discussions with: Assistant Headteacher, teachers, parents group, Work Related Learning Co-ordinator/Links with employers.

Areas of Strength

Core Standard 14 - Transition

Transition is considered to be a strength of the school since the last IDR. In discussion with Asst. Headteachers it was expressed that they were confident about their strengths in this area but that they wanted to ensure consistency at the leaving end of school.

Potential Area 2
Core Standard 13 - Family and Support Links

The school works very flexibly and creatively to support families. There is a strong Family welcome Programme which encourages all families to come into school when their children first attend Clare Mount Specialist Sports College. The benefits to this are numerous enabling families and staff to develop a positive, supportive relationship, joint assessments to be undertaken; families and staff to observe how the children interact with different people; family support needs to be identified, and ultimately fostering good home school links which can then be built upon as the children progress through the school.

Sources of Evidence:

Written Documentation of: Parent questionnaires, event evaluation and feedback sheets, parent welcome programme.

Interviews & Discussions with: Parent group, pastoral support/TAs.

Areas for Development

Core Standard 13 - Family and Support Links

The school could incorporate into their SIDP their wish to develop further the final transition for school leavers.

Areas of Strength

Core Standard 13 - Family and Support Links

The macro-transitions of the school are clearly laid out and plans are layered between the school staff, feeder school staff and parents, through to interaction with young people and reflected within their personal plans over a long period. This expertise follows through main changes throughout school. The Review Team consider this to be a strength of the service.

The family links and parental support are clearly demonstrated from induction into the school and parent group, to individual family support and training and integration to the life of the school. The Review Team considered this area to be a strength of the service.

REVIEW STANDARDS

SPECIALIST STANDARD 1
Environment

The physical environment is fit for purpose/suits its stated purpose and meets/is responsive to the needs of the people with autism.

INDICATORS

1. There are policies, procedures, local protocol & guidelines that inform practice regarding the needs of people with autism in relation to their environment.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

The Transition Policy details the work which is to be undertaken between the Year 6 feeder school and Clare Mount prior to placement. This is carefully timetabled to include initial visit to Clare Mount, a visit from staff member to Hayfield to answer children's questions, newsletters exchanged, attendance at community sports night, meeting teachers, creating pen pictures, parent meetings to formulate person-centred information, liaison meetings after school with staff from both schools to share information and build profiles, induction for parents etc. Each school year progress through age-appropriate All About Me documents. ASC Policy details main points of the communication, Autism awareness training e.g. language and communication, social interaction, flexibility of thought, sensory integration, anxiety and behaviour, SPELL approach, person centred planning, transition post 16, home/school links, outside agencies – paediatricians, SALT, CAMHS, EP, Sensory Support Service (Wirral Autistic Society).

2. The physical environment reflects policies, procedures, local protocol & guidelines and meets the needs of the people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

The environment reflects the ethos, values, mission statement and autism awareness training. For example, there are resources and expertise to address anxiety issues and empowering young people to use strategies for self-help. Availability of SEAL room, Sensory Room, outdoor areas and other areas where students can independently choose to take a break. There are sensory resources

available throughout the school to enable de-escalation, focussing or distraction requirements. There are traffic light signs on all class tables allowing young people to indicate how they are feeling and whether they are struggling or need to exit/need help. All doors are signed, fire alarm procedure in signs and simple words. Classrooms are well ordered and have some flexibility around moving tables and screens. Availability of ICT – computers, laptops, i-pads, quality displays and achievements. A boy was seen wearing a birthday cake/candle hat lining up for class and other young people walking through remarked with a high-five *"happy birthday"* or *"Hi, birthday boy"*. Another observation revealed young people interacting with the Smart Board when working in a group to check answers independently and giving peer feedback. The extent of visual resources has reflected an enormous piece of work done by the school and has released staff across every development area to utilise these shared resources via the staff drive. Space and dynamics of the classrooms and other areas were appropriate to the numbers and needs of the young people. In most cases staff were careful about noise levels when using sound equipment in class and ear defenders were freely available for those who needed them and young people were aware of this. The whiteboard signage offered all information required for what was going to happen and always included a range of intro, listening, speaking, relax and review type timings.

3. The physical environment is used effectively to promote well-being and progress for the people with autism.

Not Met	Partially Met	Met	Met & Exceeded
			✓

The physical environment is uncluttered and sufficient for the numbers within classes (i.e. 9-12 learners, plus teacher and TA). The class areas were low arousal in that there were carpeted floors, good use of technology and windows had blinds and diffusers where relevant to reduce distractions. Each door is signed with appropriate class/teacher/welcome and each room has signed steps for fire drill/evacuation. Coded doorways were evident in some areas, but students generally wanted to be in the school rather than out of it. The school is quite a large facility including spacious areas for gym, hall, football, playground, wheelie areas, MUGA etc. There is easy access to the SEAL room (where one child chose to eat lunch on his own **c/r SS1.4**). Previous school year the dining hall had made use of sound screens, but this was no longer needed and the hall/entrance area is due for renovation. The young people feel confident in going up to staff, year heads etc at any point to give their views or ask questions **(C/r SS1.4)**. There was a sensory

room also available. The class tables allowed for movement, e.g. one observation evidenced individual seating, two young people with bay screens round them, facing front with the others and later all moved onto group tables with a peer leader appointed for small group work. One learner chose to remain on her own to work **(C/r SS1.4)**, but dialogue took place from the other learners who showed willingness to support her. The class had notices showing class code and also an Eco code and these were reflected in the dynamics of the class and around the school. Resources were easily accessible and labelled. The school has progressed enormously over the last year or so to build up a range of visual resources which observation and discussion revealed. These were used in everyday use, for shape recognition in movement/dance, lessons, social stories, yearly "All about me" records which moved on each year to reflect age-appropriateness. Documentation (e.g. Thriller Dance schedule) illustrated an *"image, what to do, did I do this, did I see others do this?"* This enabled the learners to understand visually what was the topic/requirement, then written what was required, they could then tick if they were able to do this or if they had seen others do it. This was just an example of how proactive much of their worksheets and target work was woven into their everyday school lives. The setting specialises in sports work and differentiation was seen at every level from novice skills through to proficiency and for those who hate sport or have obesity issues. The learners had swipe cards which they could use around a circuit of the outer school areas to show how far they had moved around which gained points ("Beat the Street". These points would go towards supporting a charity - all explained to us by a Year 11 boy and Year 8 girl who gave us an excellent tour and explanation of the site and lunch time clubs **(C/r SS1.4)**. Young people were free to move around at break times and make their own choices of activities **(C/r SS1.4)**. In one observation I was able to see how a learner independently used the Smartboard to check their table's answers and pronunciation whilst the teacher was engaged on another table, demonstrating confidence in their surroundings **(C/r SS1.4)**. Staff pointed out that often young people come in relying on the structure and visuals for everything, but as they got older they were able to leave behind some of their visual support by their own choice.

4. People with autism are able to function effectively within the physical environment and their well-being is enhanced.

Not Met	Partially Met	Met	Met & Exceeded
			✓

(SS1.3 - see c/r items to SS1.4)

As mentioned above, there were opportunities for individual choice about group and individual times as determined by the young people. Staff ensured inclusion as individual levels and support them to plan to progress to achieve working with others over time. This was evidenced in observation, lesson plans and ASC and IEP targets/next steps. The separate ASC plans details their triggers, needs and strategies i.e. the need to fidget, have a comfort object or walk away/change activity for a pre-determined time. Learners were supported to become aware of their own needs and work towards independently managing their support strategies. It was clear from body language inside and outside of class that the young people were happy and gaining confidence despite some having known anxiety problems. The physical environment was flexible to meet their needs - see SS1.3 above. During lunch clubs, the level of positive social interaction was observed. One young person was drawing at one table, whereas others were interacting well in groups of 3's and 4's in table top activities and art/craft club. One young person when stating what he liked best about the school, he replied *"Nice friends, wonderful teachers and also nice playground"*. The last Ofsted Report (2010) states *"Students make remarkable gains in social skills and demonstrate outstanding behaviour. The positive relationships that they form with staff help students to feel very safe in college and encourage them to contribute extremely well to the college and wider community."*

Sources of Evidence:

Written Documentation of: "Thriller" Dance Schedule, IEPs, Individual ASC plans, yearly All About Me documents, class worksheets, Transition Policy, Transition Timetable, The Belonging Scale, Transition Plan - Hayfield School to Clare Mount 2014, Individual Transition Plan, Student work on Winter Olympics, Lesson Plans, Update on Assessment Information, extensive documents seen from shared staff drive using Widgits, Class Code of Conduct, Eco Code, Mission Statement, Ofsted Report (2010).

Interviews & Discussions with: Mrs K Webster (Deputy Head), Mrs L Evans, Ms T Rowland (Asst. Head), Mr D Keefe (Head of Specialism), Learning Mentors, TA's.

Observations:

Classes RE, Maths, German, PE, History, Vocational/Enterprise Project, Lunch Club, Girls Club

SPECIALIST STANDARD 2
Teaching/Learning - Programme/Curriculum and Activity Content

The programme/curriculum and the content of activities are informed by an understanding of autism/takes into account the needs of the people with autism.

INDICATORS

1. Within policies, procedures, local protocol & guidelines there is a clear written description of the needs of people with autism in relation to the programme/curriculum and the content of activities.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

The Autism Policy clearly and succinctly addresses the difficulties found in Communication, Social Interaction, Flexibility of thought and Sensory integration in children with an ASC diagnosis and outlines how the school attempts to reduce these barriers to learning for pupils with ASC. For example strategies given to encourage flexibility of thought include change boards, visual schedules and daily timetables, use of timers and warnings or countdowns etc. Strategies for Social Interaction are clearly identified, examples are specific teaching of social skills in small groups, modelling and experiences in the local community. It is noted later in this report how social interaction is clearly encouraged in lessons and throughout activities in the school day.

Focused priority on the school SIDP is to provide high quality individualised provision to children with autism. Strategies for effective teaching and learning are in place and evidenced through department and lesson planning. There is a focus on providing consistent policy and practice and one on improving the operational management of the sensory room which has had a direct impact on reducing anxiety levels in some ASC pupils.
All pupils have an individualised care plan prioritising reduction of barriers to learning through different strategies. For example, a pupil who is so anxious to complete his work that he doesn't listen to instructions, is given written instructions for each task, a structure for the lesson with timed sections and expectations of each section.

The school as a whole has also focused on transition, both macro

transition into the school from previous schools and between year groups, also micro transitions between lessons or school and the bus. Clear guidance is given within the transition policy. Transition to high school begins in the Spring term of year 6,though it was noted in discussion about sporting activities and inthe policy, that many children already attend the community sports on a Wednesday evening and so have prior insight into the school and its facilities. The teachers visit the children at their primary school and begin to create a person centred profile. The children are then given the opportunity to visit Clare Mount when there are no other pupils around. Visits carry on during the Summer term alongside information sharing. In the Autumn term of year 7 children are taught, with the exception of swimming and P.E., using the primary model to help reduce anxiety levels. Subject specialist teachers are then introduced gradually into class and then there are staged visits to different classrooms to desensitise the children to the new environments. Transitions between year groups are also clearly defined. The person centred planning booklets form the basis for information sharing and the new teachers visit the pupils in their form rooms before transition of teacher takes place after the May half term. The teacher then works with the pupils to introduce them to their new base classroom with the TA who has supported the class remaining with them after transition. In regards to micro transitions, the policy states that there should be a highly individualised plan for each child that needs one. An example of this is a pupil who found it difficult to move between classrooms in the school. The staff used his interest in cars to devise a system where he takes a car to each classroom, usually the type of car the teacher in class drives. This has worked well for him and it was observed that he transitioned into class well.

2. The programme/curriculum and the content of sessions reflect policies, procedures, local protocol & guidelines and are informed by the needs of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
			✓

The social skills training document gives specific guidance on delivery of new skill (lining up, walking around school, greeting people, voice volume, conversation with friends, compliments, personal space and Don't be the rule police), the format of the session and then how to encourage the children to generalise the skills they have learnt. It was observed throughout the school that staff did encourage and reward pupils when displaying good social skills, much of this was on an ad hoc basis but there were times it was scheduled into lessons.

As evidenced through observation the pupils are encouraged to interact socially and communicate with each other. A gymnastics class was based on paired work with each child assessing the input of their partner on a clear and simple visual tool based on the traffic light system and smiley faces. In an English class the children worked in groups to decide true or false answers and those who completed first supported the others. It was also observed in this class that pupils were encouraged to undertake problem-solving for themselves. There were a number of pupils struggling to see the whiteboard when they sat down. Instead of immediately telling the children where to move to, the teacher used this as an opportunity to help them problem solve. She asked them to identify what their problem was and then how they could solve it. The teacher gave cues when she identified students struggling to make their suggestions. Time was given for processing and instructions were repeated if needed. The pupils were also encouraged in social interaction (banter) evidencing their trust in the teacher and her lively manner, which they responded well to. In discussion it was commented on how the school places emphasis on encouraging social interaction within classes and in situations which the children perceive as 'safe'. The children are then encouraged to take this skill into other situations and so generalise.

It was observed that traffic light symbols were used to show the progress of the lesson as well as visual displays of the breakdown of the lesson, expectations and targets.

A particular strength of the school is their vocational education curriculum which is divided into Careers and Employability and PSD/Citizenship. The aim of the Careers section is to better equip students for the world of work by teaching them how to look for realistic job opportunities and investigate the skills needed to find and keep a job. All children take part in a work experience programme and it is the experience that is gained in supporting national sports events that is one of the schools strengths. This month 30 students in year 10 – P16 completed a tri-golf Leaders Certificate in order to support activities in the build up to the British Golf Open. 20 of the students were offered interviews to be Junior Golf Supervisors and 6 were placed on a reserve list. The school has also signed up to the World Ambassadors programme and has 4 students applying to become volunteers at an England game in Manchester in September 2015. In 2012 10 students became games makers at the London Olympics. This school was the only school in the Northwest to offer such an opportunity. The children acted as kit carriers for the teams in the Olympic stadium for 4 days. In a report to the Governors it was noted that 'this had a

huge impact on the pupils involved for example one student became 'student of the Year' upon moving to college'. The head of P.E. commented that he thought this was due directly to being involved in the Olympics.

3. The programme/curriculum and the content of activities promote the independence, well-being and progress of the individuals with autism.

Not Met	Partially Met	Met	Met & Exceeded
			✓

Pupils with a diagnosis of ASC are all working on National Curriculum levels. They have access to the National Curriculum and to working towards a number of GCSE's which the school is building upon each year. These include Maths, English, Science, English Literature, Geography, Art and Design, Media studies, Computer Science, Design Technology and Drama. Pupils are encouraged to work towards other qualifications such as BTEC home cooking or sports leadership awards. All children with ASC completed the Bronze D of E Award in 2013.

The curriculum and exam options are reviewed annually by SLT and changed to suit each cohort and/or individual needs. The schools strengths lie in its promotion of sporting activities and qualifications. All children are encouraged to take part in a variety of sports and many to a qualification level. Two children from year 11 have gained their tennis leaders award and are due to coach children in the 'mini red' tennis tournaments in order to complete 8 hours of coaching. Other children have gained specific coaching awards in Boccia, Table Tennis and Tennis. In keystage 4 children are given the opportunity to take part in the Sports Leaders Award level 1.

Clare Mount have also successfully applied to take part in Commonwealth Class (only 1 of 10 schools in England accepted). This involves completing a task each month that links to schools in Nigeria, Kenya, Canada and 10 places across the commonwealth.
There is also inclusion for children who may not be so sport focused. In September 2013 Clare Mount became one of only two schools in the North West to take part in an international programme called 'Beat the Street'. The pupils and staff get a swipe card for one month which records their walking and cycling during unstructured time and compares it with competing schools in Canada, the U.S. and London.

4. The people with autism respond positively to the programme/curriculum and the content of activities and maintain skills or make progress.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

In all classes observed it was noted that behavioural standards were high and verbal praise and rewards used well to encourage participation. The children moved around the school with confidence. It was observed that there was a lot of social interaction in the corridors between pupils and there was a happy ambience to the school. It was a pleasure to see so many children smiling and obviously happy to be in school. This was also mentioned in the last Ofsted report.

In most classes the pupils displayed high levels of enjoyment and engagement in activities. In one English class it was noted that the pupils were encouraged to laugh at jokes and puns and engage in spontaneous communication and banter. They all responded well to humour and it also helped to reduce the anxiety levels of one particular pupil who was observed to become more actively engaged in the class activity through this.

In a P.E. session the children were all involved in peer assessment, self assessment and evaluation of the activity they had taken part in. This was done using clear pictorial symbols of smiley and non smiley faces and giving the children three to chose from, recording their choice with a tick in a box.

Lunchtime clubs are a strength within the school as well. They are well attended based on preference of activity by each individual and there was a wide range of activities to choose from. These included, but were not limited to - trampolining, gymnastics, art and card making. On a Friday there is a club specifically for girls to attend. This is because there are very few girls within the school so staff encourage them, during this session, to talk to each other and become a cohesive group.

The pupils display high levels of pride in their school. One pupil specifically sought us out as 'visitors' to welcome us to his school and to tell us how good it is. Other pupils made comments such as 'Clare Mount is the greatest school ever it is amazing' and 'it helps you all the time and all the teachers are nice. I have really good friends and we have to accept everyone never mind the problems'. This was certainly observed consistently across the Review visit through pupils' persona.

Sources of Evidence:

Written Documentation of:
Governors Report Jan 2014, SIDP, Autism policy, Transition policy, Social skills Training document, Person centred planning booklets, OFSTED report, Individualised care plans and the Vocational Education curriculum.

Interviews & Discussions with: Students, Mrs K Webster (Deputy Head), Mrs L Evans, Ms T Rowland (Asst. Head), Mr D Keefe (Head of Specialism) and Jon White (inclusion P.E. tutor).

Observations: Lunch time clubs, after school sporting activities, break times ('Beat the Street') and tour by two young people. Staff led tour of the building, movement between classes and pupil:staff interactions.

Areas of Strength

Specialist Standard 2

The Review Team considered the lunchtime club and vocational Education Curriculum as a potential strength of the service. There was great variety on offer for the young people, aligned to their particular needs, interests and wants.

SPECIALIST STANDARD 3
Teaching/Learning – Activity Organisation & Resources

There is a planned approach to the organisation of activities and resources that takes into account the needs of people with autism.

INDICATORS

1. There are policies, procedures, local protocol & guidelines that inform practice regarding the organisation of activities and resources in relation to the needs of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

C/R SS1.1 – School ASC Policy.
C/R SS2.1 – School Integrated Development Plan, Transition Policy, IEPs & Individual Transition Plans, Social Skills Document

2. The organisation of activities and resources reflects policies, procedures, local protocol & guidelines and takes into account the needs of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

There is a good balance between group & individual activities, independence and staff supported activities. There is a strong basis for social interaction across the school – both adult-led and child-led activities. Vocational Educational Curriculum help transference of skills, independence, problem solving and choice making. Students gain confidence in using different resources to present their own findings. Differentiation seen within allocation of tasks to young people. The activities offered, engagement and achievement of these reflects the Autism Policy.

3. The organisation of activities and resources promotes the well-being and progress of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
			✓

During free times, the organisation of resources were such that allowed young people to have considerable choice, but in different areas so that they were not overwhelming. For example, one lunch club room was for table top activities and games, drawing etc., another area was for crafts/art. Trampoline club in the hall, PE club in another area. Other outside areas of choice included a fenced off

area with Astro-turf (MUGA - multi-use Games Area) which was used for football, tennis etc., field activities, "Webster Wheelie area" laid out for go-karts. There were various types of bikes seen during observation of outside exercise propelled by feet or hands. 'Beat the Street' - swipe posts around a circuit area of the playgrounds to gain points for charity. The variation of activities assisted both those who were keen on sport and those who required support to combat obesity.

Adult led activities were extensive across the academic teaching and sport/exercise related opportunities. Pace within classroom delivery was excellent and inspiriting, meeting the requirements of the young people present. Moral and social learning opportunities were responded to by teachers spontaneously as they arose. The aims and outcomes were displayed for each lesson and checking for understanding took place. Method elements within the class timing were shown by symbol on the side of the whiteboards and teachers referred to these as the lesson progressed showing clear beginning, progress elements and ending and reviewing learning at the end. Resources for learning seen were good, using a combination of visual, hands-on, worksheets - spare copies for those who did not like their work with a "no fuss" approach to correcting own work.

4. The people with autism respond positively to the activity and the resources used and make progress.

Not Met	Partially Met	Met	Met & Exceeded
			✓

The team observed children/young people achieving and enjoying their activities and resources across both teaching and child-led times. The self-management of behaviour following support of using resources independently to suit their individual needs was apparent. There was a very positive feeling across the school through the level of participation in classes and ability to engage and interact with each other and resources in the various play and learning environments. During an RE lesson, when looking at "Parables" and "Moral" of a story, the class were shown pictures to try and describe the story seen in a picture. Independent interaction observed with a language programme on the Smartboard showed the confidence pupils have in moving around and using resources. For example, Independent movement to sensory room or SEAL room when needed also shows progress to self-management and resilience. Discussions with parents confirmed the progress their children were making, in particular the fact that many had come from schools where they had not coped or had been bullied. Parents reported that some of their young people were considered less able until they came to Clare Mount when they

began to settle in and blossom. Parents reported that their children had *"tried something new"* or *"had coped with a change at home"*, *"my son shows some ownership now about school and his actions"*.

Parent questionnaires revealed:

"School constantly adapt new ways to fit my child's needs"
"School has offered a lot of support to our son in relation to his extreme anxiety. They recognise his trigger points and have good response strategies. He has been included in extra-curricular sporting activities and visits and instilled a sense of worth and sense of achievement."
".... A lot happier and tried a lot of new things!!"

Sources of Evidence:

Written Documentation of: Parent questionnaires, event evaluations, attendance at parent training

Interviews & Discussions with: Parent group, student mentors, class teachers, 4 students.

Observations: 4 classroom observations, tour of school & facilities led by two young people (yr 8 and Yr 11), lunch time clubs - indoor and outdoor activities.

SPECIALIST STANDARD 4
Teaching/Learning – Methods

There is a range of methods and approaches used with people with autism that respond to their needs and are informed by a knowledge and understanding of autism.

INDICATORS

1. There are policies, procedures, local protocol & guidelines that inform practice regarding the approaches and methods used with the people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

The Autism Policy refers to using the 'SPELL' approach throughout the school day and gives specific advice on helping pupils overcome the four areas of difficulty. (See SS 2 1). The teaching and Learning Policy addresses how to support pupils with Autism and the four areas that may cause barriers to learning (see previous information 1 under specialist standard 2). In the SIDP under 'Effectiveness of Provision' one focus is to 'continue to improve and develop personalised curriculum pathways' and so to develop pupil centred curriculum planning to meet needs. Under 'Behaviour and Safeguarding' the focus is on outstanding pupil progress and achievement and an action is to collate a record of pupils' personal and social development (SEAL and SMSC) to evidence progress and achievement.

The social skills training document gives specific guidance on delivery of new skills: the format of the session and then how to encourage the children to generalise the skills they have learnt.

Through observation in lessons it was felt that the teachers and support staff displayed a high awareness of approaches to reducing anxiety and increasing participation showing that the SPELL training, completed in-house by staff, did inform practice.

2. The approaches and methods used reflect policies, procedures, local protocol & guidelines and take into account the needs of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

The staff were observed to use a wide variety of approaches and strategies to support pupils with ASC. These include, but are not limited to, visual timetables, instructions and routines. Signage around school and the use of traffic lights on tables and portable ones (though maybe use ones on a fob for easy access), communication wallets, gel and sand timers etc.

It was noted during observation and in discussion with the SLT that there is a high emphasis on giving the children time to process what has been said. In one child's person-centred plan, staff were advised to wait up to five minutes for a response. It was evidence that this was embedded in the school, as the children also allowed each other time to process verbal interactions. It was also noted that there was a good balance in nearly all observed lessons between encouraging the children to join in and not pressurising them. In an English class each child was asked if they would like to read an extract from a book with most declining. The child who chose to read had been an elective mute so much praise and encouragement was given to him which inspired others to offer as well. In a maths class the atmosphere was one of support and gentle encouragement. The teacher allowed the children a long time to answer, giving non verbal signals to a TA to stop when they attempted to give direction to one child too quickly. The teacher then gave a subtle clue and the child was able to answer.

Sensory stimulation and diets are used within the school to also help reduce anxiety levels. The children are able to access the sensory room in the morning, after coming off the bus, if being in the playground is too stimulating for them. One child has such high anxiety levels that he accesses the sensory room after about ten minutes of completing the planned work in a scheduled class. This has recently been introduced and staff are hoping to extend the length of time the pupil stays on a planned activity during the afternoon sessions.

3. The approaches and strategies promote the well-being and progress of people with autism.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

The aim of the positive behaviour policy is to 'encourage a calm, purposeful and happy atmosphere within the school' and to 'foster caring attitudes towards everyone'. It was observed that this was achieved throughout the school as generally behaviour was excellent. In most lessons pupils looked to be enjoying themselves

and there were high levels of engagement. Participation in optional lunchtime clubs and after school activities is high and enthusiastic.

It was observed that throughout the school the pupils moved around and interacted with confidence. They were polite and waited to be spoken to and all responded with good social interaction skills. More importantly they all seemed to be happy and there was lots of laughter and chat within the school and between pupils and pupils and teachers.

All children have an individual plan to reduce barriers to progress. These are reviewed termly. All children have an emotional thermometer in their diaries that they carry with them. They are taught how to use these in form time, and to identify what activities and situations make them feel calm and relaxed or trigger a crisis response. They are helped to identify the strategies they can use to try and remain calm when they feel they are moving up the scale. Pupils are also encouraged to use it to express to staff when they start to move up the scale. One particular pupil was experiencing anxiety that built during the morning resulting in illness over lunch. A sensory diet was introduced and it was observed that though he left the class in a highly anxious state the child returned clam and prepared to work.

In one lesson it was observed how the introduction of humour reduced anxiety **(See SS2)** Sport and exercise are also used to help the pupils manage their own behaviour. One pupil in particular has an abundance of energy and she is able to access the bikes or gym equipment when, in her own words, she feels she is '*beginning to fizz*'.

4. The people with autism respond positively to the approaches and methods used and make progress.

Not Met	Partially Met	Met	Met & Exceeded
		✓	

The pupils generally make good progress within the school as evidenced by year on year exam result. In June 2012 80% of the cohort gained one GCSE or equivalent. In June 2013 this was 90% of the cohort.

Behaviour within the school is good if not excellent (See SS 4 3). One pupil commented that they liked a lesson as '*we work together and he supports me*' and another that it was a good lesson because '*I learn lots and understand it*'.

The majority of parents who responded were very happy with the approaches and methods used to support their children. There were comments such as:

'Clare Mount has offered a lot of support to our son in relation to his extreme anxiety in most situations. They recognise his trigger points and have good response strategies. Clare Mount have included our son in many extra curricular sports, activities and visits and have installed a sense of worth and achievement'.

'Our son has made enormous progress in his social awareness and skills'.

Sources of Evidence:

Written Documentation of: SIDP, Autism policy, Transition policy, Social skills Training document, Teaching and Learning policy, Behaviour policy, Individualised care plans, lesson plans and the Parental questionnaire.

Observations:

Interviews & Discussions with: Students, Mrs K Webster (Deputy Head), Mrs L Evans, Ms T Rowland (Asst. Head), Mr D Keefe (Head of Specialism) and Jon White (inclusion P.E. tutor).

SUMMARY

OBSERVATIONS

OBSERVATION SCORES				
Number of observations completed:				14
	NOT MET	PARTIALLY MET	MET	MET & EXCEEDED
Environment	0	0	11	2
Activity Content	0	0	7	6
Activity Organisation and Resources	0	1	7	5
Methods	0	1	8	4
TOTALS	**0**	**2**	**33**	**17**
PERCENTAGES	**0%**	**4%**	**66%**	**30%**

Guidance notes:
- Comments should reflect information written on the observation forms and reflect the scores above.
- Statements or quotes should be developmental and not identify individuals.

Comments:

There were 56 possible scorings, across 14 observations. The results of observations are excellent in that 33 were "met", 17 were considered "met & exceeded".

In particular, the standard of teaching and expertise used in meeting the needs of students was inspiring. For example, teaching was clear, showed good reinforcement of learning and excellent staff:pupil interaction. All learners engaged and showing freedom to move and interact with equipment, demonstrated ability to engage in peer feedback. The ability to work flexibly across learner's differing needs and levels was evident, without causing frustration within the class. One class was working on a variety of levels to work on an enterprise project, e.g. research, action survey, radio script, presentation, cartoon strip, poster/leaflet, comic life diary of project - all suitably resourced. Student participation was high, on task and achieving.

Statements:

Pupils commented positively on their views of the school, as did parents. Students were freely able to put their views to their teachers with confidence and engage in friendly banter with each other and with staff. The tour of the site by two young people – one was from the school council and both were enthusiastic in all their comments about the school.

QUESTIONNAIRES

SCORES					
Number of Questionnaires sent out (information provided by the school):					
Number of Questionnaires returned:					22
Number of sections **not** scored (figures only reflect sections scored):					
	VERY UNHAPPY	UNHAPPY	SATISFIED	HAPPY	VERY HAPPY
Contact	0	1	4	2	15
Support	0	0	0	5	17
Advice	0	1	4	2	15
Involvement	0	1	3	6	12
TOTALS	0	3	11	15	59
PERCENTAGES	**0%**	**3%**	**13%**	**17%**	**67%**

Guidance notes:
- Comments should reflect information written on the Questionnaires and reflect the scores above.
- Statements or quotes should be developmental and not identify individuals.

Comments:

From 22 returned parental questionnaires there were only 3 unhappy comments, two of which were from one questionnaire - commented that "..... *although communication was not proactive when things were running smoothly, they admitted to not asking either (their son not communicating with them at home about successes)..* All other responses were satisfied and happy with the majority scoring "very happy". These scores were confirmed during discussion with a parent meeting.

Statements included:

"School always rings me if there is a problem, but we also get letters/calls home to inform of our sons successes."
"Daily diary comes home. If I email, it is followed up by phone call from TA to discuss any concerns"
"Parent coffee mornings cover particular themes e.g. Expert guest speaker on transition needs"

"My son has come on beautifully since coming to Clare Mount"

"....helping my son to be more independent"

"In a class of 8 my son can sit alone, which he prefers. He gets encouragement with things he can do well and support in areas where he needs it"

"School constantly adapt new ways to fit my child's needs"

"School has offered a lot of support to our son in relation to his extreme anxiety. They recognise his trigger points and have good response strategies. Her has been included in extra curricular sporting activities and visits and instilled a sense of worth and sense of achievement."

".... A lot happier and tried a lot of new things!!"

"School always arranging events so parents can support their child"

AREAS OF STRENGTH

Special Standard 4: Teaching/Learning Methods

Seeing the progression of visual support within the school, coupled with the commitment of staff to ensure that all information for their students is fully accessible (including information from external agencies), the Review Team consider this to be an area of potential strength and good practice.

Core Standard 14 - Transition

Transition is considered to be a strength of the school since the last IDR. In discussion with Asst. Headteachers it was expressed that they were confident about their strengths in this area but that they wanted to ensure consistency at the leaving end of school.

Core Standard 13 - Family and Support Links

The macro-transitions of the school are clearly laid out and plans are layered between the school staff, feeder school staff and parents, through to interaction with young people and reflected within their personal plans over a long period. This expertise follows through main changes throughout school. The Review Team consider this to be a strength of the service.

The family links and parental support are clearly demonstrated from induction into the school and parent group, to individual family support and training and integration to the life of the school. The Review Team considered this area to be a strength of the service.

Specialist Standard 2

The Review Team considered the lunchtime club and vocational Education Curriculum as a potential strength of the service. There was great variety on offer for the young people, aligned to their particular needs, interests and wants.

AREAS FOR DEVELOPMENT

Core Standard 3 - Professional development and staff Information Resource

To formally review the existing methods of recording staff training to gain cohesion and ease of reference for the school and other professionals.

Core Standard 13 - Family and Support Links

The school could incorporate into their SIDP their wish to develop further the final transition for school leavers.

APPENDIX

TERMINOLOGY

The Audit Programme may be applied to services for people with autism spectrum disorders. In this folder the word 'autism' is used to apply to the whole spectrum, including Asperger syndrome, so that unwieldy phrasing is avoided. Similarly, to avoid repetition of alternative titles, generic terms have been used throughout the text.

To be consistent with the Care Standards ACT 2000 UK, this document refers the term Autism Spectrum Disorders, whilst recognising that some may refer to this as Autistic Spectrum Conditions.

Accredited: When a service/school has successfully completed their self audit, IDR and review and is awarded accredited status by the Accreditation Panel.

Advanced Documentation: Self-evaluation documents that include the pen picture describing the establishment, the Core Standards and the Specialist Standards. It is to be completed and updated regularly by service/school and submitted in preparation for an Autism Accreditation review. It includes recommendations from the previous panel report (recorded under **Development Need✒**), the Core Standards, and the Specialist Standards (recorded under **Self Audit✒**).

Areas for Development: Term used by the Advisor (within the IDR-summarised under further action to be taken) and Review Team (within review report) describing areas for improvement. To be highlighted for the Panel to consider as Recommendations.

Areas of Strength: Term used by the Advisor (within the IDR) and Review Team (within review report) describing aspects of strong practice within the service/school locally to be highlighted for the Panel to consider as Good Practice or Commendation.

Autism: Term used to apply to the whole spectrum, including Asperger syndrome.

Carer(s): Term used to refer to parents, guardians and other family members that are responsible and care for a person with autism.

Commendation: Determined by the Panel from areas of strength that reflects outstanding practice within the service/school.

Deferred: Status of service/school determined by the Panel. Neither not Accredited nor Accredited for a maximum of 6 months until recommendations from the panel have been addressed. A re-visit will be arranged in which a second report will be produced on these recommendations, no IDR required. This report will then be presented to the Panel to determine whether Accredited status can be granted or not.

Good Practice: Determined by the Panel from areas of strength within the service/school that reflects good practice within the membership of Autism Accreditation.

Interim Development Report (IDR): Report completed by the Accreditation Advisor and service/school at the 18 month visit and includes further actions, key documents and areas of potential strength.

Key Documents: Is a binder/file that remains at the service/school as a reference tool. It includes proof of evidence that supports the self-audit and advanced documentation and includes items such as policies, procedures, local protocols, guidelines, brochures, handbooks, and manuals. The key documents file is maintained on a regularly basis at the service/school to be available if required by the Accreditation Advisor or the review team.

Not Accredited: Accredited status not granted or removed by the Panel after the service/school review. No IDR required, but there will be a minimum of 12 months before the next review.

Panel: Makes the judgement on whether there is sufficient evidence to demonstrate whether the service/school meets the criteria for accredited status. The Panel consists of a representative from the Accreditation department and a minimum of two individuals from a pool of professionals selected based on their expertise and qualification in the field of autism. Panel members are selected based on their area of expertise as it relates to the type of service/school being reviewed and any potential conflicts of interest with the specific service/school presented at the Panel meeting.

Pen Picture: A factual description/overview of the service/school(s) being reviewed that forms section B of the Advanced Documentation (see page 18). Accreditation Advisor agrees and completes at initial visit with the service/school and updated as necessary. This document is required as part of the final self audit submission.

Person with Autism: Any individual who is using a service/school, including pupil, student, client, customer, resident, or service user.

Policies, Procedures, Local Protocols and Guidelines: Documents which establish the groundwork for good practice and which refer to or evidence methodologies developed to successfully support the needs of people with autism e.g. Individual Plans, or Transition Policy.

Procedures Manual: Autism Accreditation programme's review process manual, describing mission statement, overview of the Department, Accreditation Advisor role and specifics of the review process.

Recommendations: Determined by the Panel from areas for development within the service/school that reflect areas of concern within the membership of Autism Accreditation.

Registered: When a service/school registers with Autism Accreditation and begins the process of completing the self audit in preparation for the IDR and review with the prospect of being awarded accredited status.

Self-Audit: Is the self-evaluation documents of Core Standards and Specialist Standards. They are to be completed and updated regularly by service/school and submitted for every IDR and review. As described in the Advanced Documentation above.

Service/School: Includes all types of organisations and schools that provide education, care or support for people with autism.

Service/School Manager: Any person who has the direct management responsibility for a service/school, including Principal, Head Teacher, Manager, General Manager and Home Manager.

Service/School Provider: Any organisation or individual that owns a service/school, including local/education authorities, health authorities, trusts, national charities, local charities and private organisations.

Specialist Standards: Separate Standards for areas of service/school provided, including:

- Playscheme
- Children's Home
- Day Schools
- Residential Schools
- Colleges and Continuing Education Services
- Adult Day Services
- Adult Residential Services
- Secure Residential
- NHS and Independent Hospitals
- Educational Outreach Support Services
- Community Outreach
- Fostering Agencies
- Employment
- Short Break and Shared Care
- Supported Living

Standards: A set of Core and Specialist requirements set by the Accreditation Standards Body. The Standards are the basis that:

- The service/school uses for their self-evaluation for the self-audit document;
- The IDR is compiled through the self audit and other key documents
- The review team makes their observations to compile their review report.

Standards Body: Establish and review the Standards annually. The Standards Body consists of individuals recognised for their high achievement, expertise and qualification in the field of autism research and practice. There names are listed on our website www.autism.org.uk.

Statutory Requirements: These include all statutory and legislative bodies' requirements that must be met in order for care provision to be allowed in the United Kingdom. They include CQC, OFSTED, HMie, Health & Safety Executive Council etc.

<u>The use of these terms avoids duplication of documents and also ensures consistency of terminology throughout the text.</u>
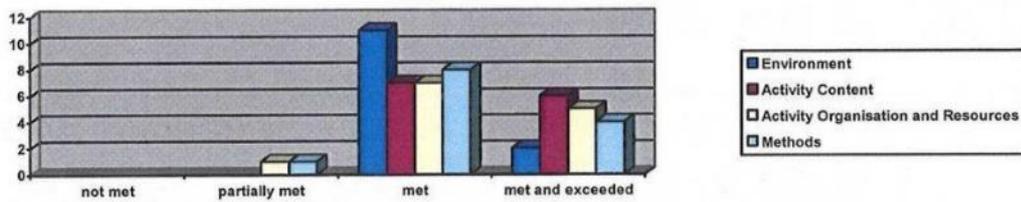
Accreditation Award Panel Report
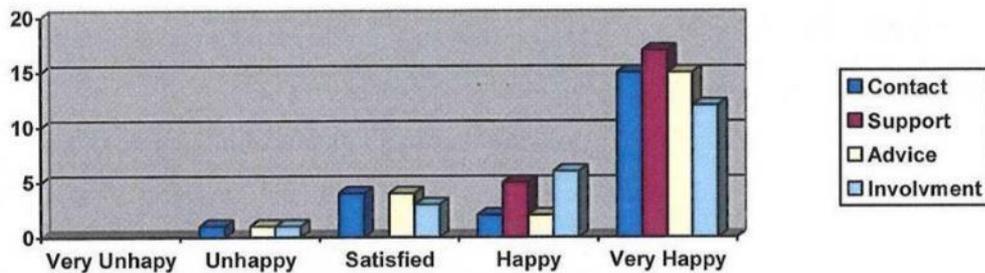# Clare Mount Specialist Sports College
13 May 2014

Status awarded to Clare Mount Specialist Sports College by the Accreditation Award Panel
Accredited

Service Strengths and Achievements	
Good Practice Strong Practice within the whole Accreditation membership	**Special Standard 1 Environment** The panel feel that the way in which the college has adapted the environment to promote student well-being and progress is an example of good practice **Core Standard 13 - Family and Support Links** The macro-transitions of the school are clearly laid out and plans are layered between the school staff, feeder school staff and parents, through to interaction with young people and reflected within their personal plans over a long period. This expertise follows through main changes throughout school. The Review Team consider this to be a strength of the service
Area of Strength Strong practice within the service	**Special Standard 4: Teaching/Learning Methods** Seeing the progression of visual support within the school, coupled with the commitment of staff to ensure that all information for their students is fully accessible (including information from external agencies), the Review Team consider this to be an area of potential strength and good practice. **Core Standard 14 - Transition** Transition is considered to be a strength of the school since the last IDR. In discussion with Asst. Headteachers it was expressed that they were confident about their strengths in this area but that they wanted to ensure consistency at the leaving end of school. **Core Standard 13 - Family and Support Links** The macro-transitions of the school are clearly laid out and plans are layered between the school staff, feeder school staff and parents, through to interaction with young people and reflected within their personal plans over a long period. This expertise follows through main changes throughout school. The Review Team consider this to be a strength of the service. The family links and parental support are clearly demonstrated from induction into the school and parent group, to individual family support and training and integration to the life of the school. The Review Team considered this area to be a strength of the service. **Specialist Standard 2** The Review Team considered the lunchtime club and vocational Education Curriculum as a potential strength of the service. There was great variety on offer for the young people, aligned to their particular needs, interests and wants.

Observation scores

Bar chart legend: Environment, Activity Content, Activity Organisation and Resources, Methods. Categories: not met, partially met, met, met and exceeded.

See below a table that reflects the scores from the returned parent questionnaires. The award panel note the generally very positive responses to the questionnaire survey.

Bar chart legend: Contact, Support, Advice, Involvment. Categories: Very Unhapy, Unhappy, Satisfied, Happy, Very Happy.

Action Plan for Service	
### Areas for Development 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.	**Core Standard 3 - Professional development and staff Information Resource** In the light of the feedback to the review report provided by the school, the panel would see as an area for development a formal review of the existing methods of recording staff training in order to gain cohesion and ease of reference for the school and other professionals"

Things Clare Mount Specialist Sports College should celebrate:
• *The consistency in staff practice throughout the review report* • *The way in which best use has been made of the environment to enable students to make progress*

Summary

The panel were pleased to receive a very positive report of the review of the college, which demonstrates the way in which the college has engaged with the accreditation process and the progress that has been made. Panel members felt that underlying philosophy has been translated into practice and it is clear that the college meets and in some areas exceeds the standards required for

Accreditation. Two areas of strength that exemplify good practice have been identified and there is just one area for development, which has been revised from that originally provided in the report after further consultation with the review team leader.

The panel congratulate the college on retaining accredited status and look forward to the further development of the provision for young people with ASC in the future.

Signed

Dr Stephen Tyler
Award Panel Chair