



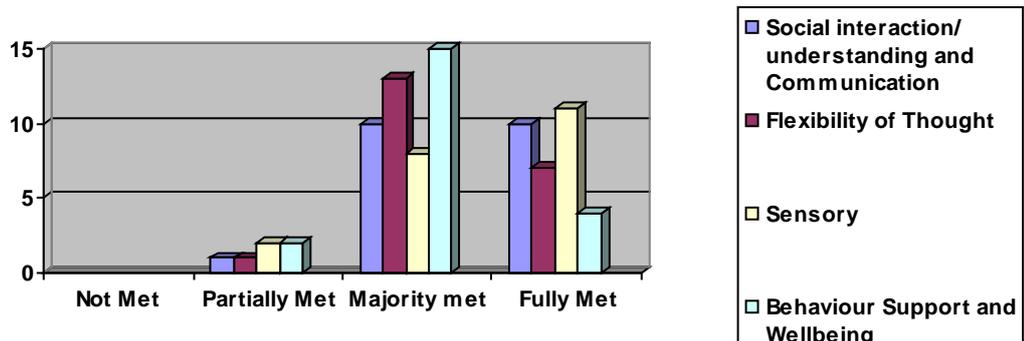
Accreditation Awarding Body Report  
 St John Vianney School (286)  
 27<sup>th</sup> March 2017

Status awarded to St John Vianney School  
 by the Accreditation Awarding Body

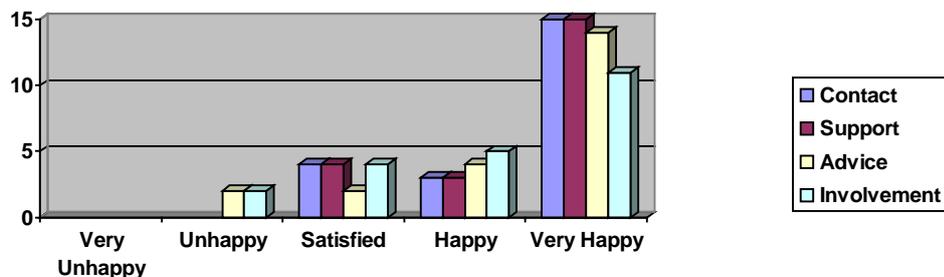
**Accredited**

<b>Service Strengths and Achievements</b>	
<p style="text-align: center;"><b>Good Practice</b></p> <p>Strong Practice within the whole Accreditation membership</p>	<p><b>COMMITMENT AND CONSULTATION.</b>  <b>Strand 2: Partnership. C23.</b>            Contribution from specialist therapy team.</p> <p>School is working in a creative and dynamic way harnessing the knowledge and skills of SaLT, OT, Educational Psychology, Physiotherapy, Drama therapy, Horticulturalist, Art therapy, social worker and an internal trained counsellor to support pupils.</p> <p><b>POSITIVE OUTCOMES FOR THE AUTISTIC PERSON.</b>  <b>Strand 4: Emotional Well-Being. P16, P18.</b>            Outcomes for pupils.</p> <p>Outcomes for pupils are excellent in terms of how they develop a personal sense of worth, value and enhanced self-esteem especially considering the starting points for many.</p>
<p style="text-align: center;"><b>Area of Strength</b></p> <p>Strong practice within the service should be seen as a goal to further improve practice within the service and allow progression on the service's Accreditation journey.</p>	<p><b>ENABLING THE AUTISTIC PERSON.</b>  <b>Strand 4: Emotional Well-Being. E16.</b>            Strength of staff: pupil relationships.</p> <p>Staff know the pupils very well and are responsive, empathetic and flexible in finding ways to work with and support each individual. This is supported by a pooling of knowledge and expertise and sharing of best practice. Pupils speak warmly of the teaching staff and are able to describe how this setting works for them and how they feel valued and secure.</p> <p><b>ENABLING THE AUTISTIC PERSON.</b>  <b>Strand 4: Emotional Well-Being. E18.</b>            Richness of the curriculum diet.</p> <p>Pupils are engaged in learning as a result of a rich, motivating and appropriate curriculum.</p>

## Observation scores



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



*The school is excellent in informing by letter about upcoming events. I also receive occasional phone calls which is nice to have that personal contact.*

*The school supports my son in all aspects (social and academic). My son has made significant progress since he joined the school.*

*Since my son started Sept 16 he loves the school teachers and the small groups, he says to us often he just fits in.*

*I know that when X goes to school she is happy, confident and cared for.*

*I have done a course at school around helping at home which ties in with what they do at school.*

*The awarding panel wish to note that although on the whole comments from families were positive there were a small minority where consultation and involvement did produce some varying degrees of commentary. This has been reflected in the additional recommendation area.*

## Action Plan for Service

<p><b>Action for Development</b></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><b>ENABLING THE AUTISTIC PERSON.</b>  <b>Strand 4: Emotional Well-Being. E23, E31.</b>  Pupil understanding and self-management of emotional regulation.  School may wish to consider how they effectively record, monitor and most importantly functionally analyse and use data relating to incidents where pupils are upset or anxious, so as to target responses and resources to support pupils. Consideration could be given to systematically teaching pupils to understand their own emotional states (school does have a 5 point emotion 'thermometer' system in place) as well as then creating a pupil owned toolkit of responses and strategies to understanding and self-management of their emotions. Whole school CPD around awareness of the impact of sensory issues and in depth therapeutic assessments to support individual strategies are underway but require further work and embedding.</p>
<p><b>Recommendations</b></p> <p>A recommendation is an area of development that the awarding body strongly advise a service to implement. A service is expected to show to the advisor and the next review team that the recommendation has been implemented or is able to provide a clear and considered case as to why it hasn't been. A failure by a service to implement a recommendation without reason may count against the service.</p>	<p><b>COMMITMENT AND CONSULTATION.</b>  <b>Strand 1: Commitment. C8, C14.</b>  Ensure all staff have up to date training around knowledge and understanding of autism and best practice.</p> <p>As there have been considerable recent additions to the staffing number it could be a good time to deliver more whole school holistic CPD around knowledge and understanding of autism, sensory understanding and best practice. School might consider producing a clear training framework to outline the needs of staff engaged in different roles across the service.</p> <p><b>COMMITMENT AND CONSULTATION</b>  <b>Strand 3: Consultation. C30</b>  The school should investigate concerns raised by parents regarding consultation</p>

### Things St John Vianney School should celebrate:

- The positivity shown by pupils about their school experience
- The varied programme of activities and curriculum
- Extensive amount of further developments the school has made since the last review in implementing further training for staff and communication aids for pupils

## Summary

The awarding panel congratulate St John Vianney School upon again achieving the high standards required of Autism Accreditation. The school presents continued commitment to developing its

environment as well as the skills of its staff team in strategies to support its pupils. This is in part supportive of both the respectful relationships between staff and pupils and also the pupil's reflection of how positive their experiences are at the school. The school has demonstrated a strong and continuing commitment to the Autism Accreditation through their third successful accredited status.

Signed

A handwritten signature in black ink on a light yellow background. The signature is cursive and appears to read 'Christine Flintoft-Smith'.

*Mrs Christine Flintoft-Smith*  
*Senior Autism Accreditation Adviser*