



Accreditation Awarding Body Report
 Riverside School (27479)
 12th December 2017

Status awarded to Riverside School by the Accreditation Awarding Body
Accredited

Service Strengths and Achievements	
<p style="text-align: center;">Good Practice</p> <p>Strong Practice within the whole Accreditation membership</p>	<p><u>Enabling the Autistic Student</u> Strand 4: Emotional Wellbeing</p> <p>E16 How do staff enable each autistic student to experience a sense of achievement and satisfaction</p> <p>Riverside has developed many programmes that ensure that self-esteem, resilience and independence in students is nurtured and developed over the time they are at Riverside. These include the residential trip, travel training and work experience.</p>
<p style="text-align: center;">Area of Strength</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><u>Commitment and Consultation</u> Strand 1: Commitment</p> <p>C9 How does the school ensure that all staff, including administration and ancillary staff, understand and implement a strengths-based person-centred approach, which is based on current knowledge and understanding of Autism</p> <p>Staff are respectful, calm, enthusiastic and knowledgeable.</p> <p><u>Commitment and Consultation</u> Strand 2: Partnership</p> <p>C23 How do staff actively work in partnership with other professionals, who support each autistic student, to deliver a consistent and unified approach</p> <p>The partnerships developed with outside organisations is an enormous benefit to the students.</p>

Enabling the Autistic Person

Strand 2: Self-Reliance and Problem Solving

E4 How is each autistic student enabled to make sense of their environment and encouraged to be self-reliant and independent within it

Riverside has developed a physical environment that very well meets the needs of its student cohort on the Autism Spectrum.

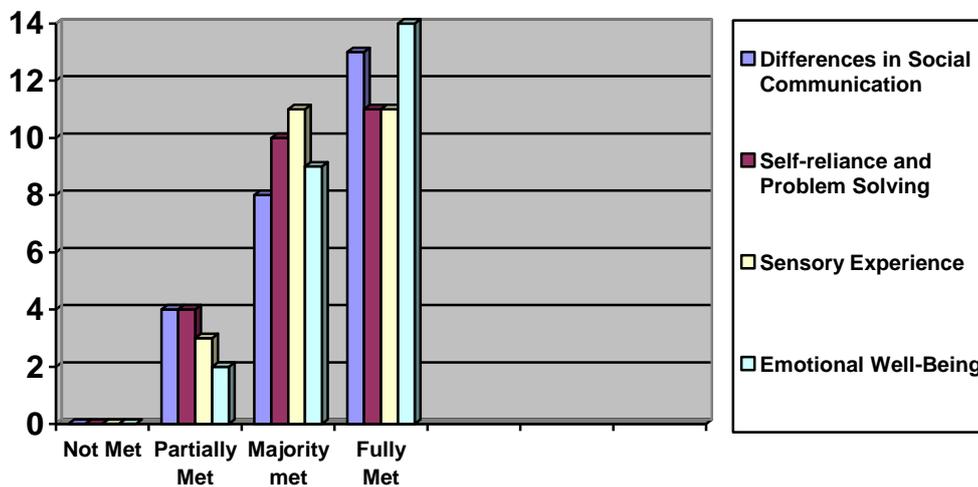
Commitment and Consultation

Strand1: Commitment

C15 How does the school ensure that staff employ positive and proactive behaviours in addressing behaviours that are a threat to the autistic student.

Riverside's very good Positive Behaviour Support practices are well embedded and ongoing Team Teach training ensures that all staff adopt the strategies as outlined in Riverside's Behaviour Management Policy.

Observation scores

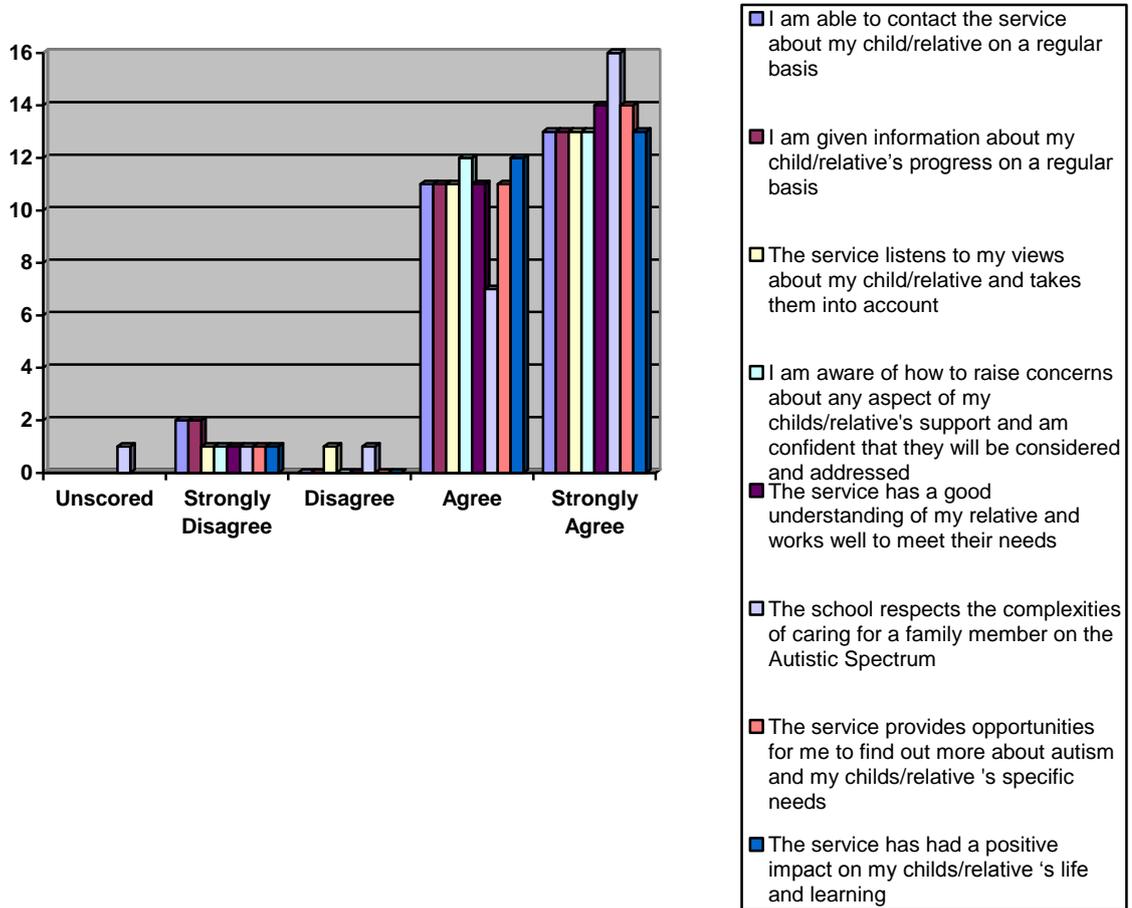


Family Questionnaire

The graph below shows the scores from the returned family questionnaires. 94% of scores are in the happy to very happy range with most of these (52%) being in the very happy category. Positive comments included:

- She is happy to go to school
- Riverside staff help my child to reach his full potential

- Staff respond promptly to any issues and are very supportive
- Excellent teacher and support staff
- My child feels safe and loves attending school



Action Plan for Service

Action 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.

Development Action One

Enabling the Autistic Student

Strand 3: Sensory experiences

E15 How is each autistic student supported if they are experiencing sensory overload or discomfort.

E32 How do staff enable each autistic student to feel calm and in control, thereby feeling less anxious or frustrated

To further develop sensory diets further to include/cater for activities/needs during unstructured times. The review team suggest that Sensory diets are separated from the Communication Profile and included in a further section in Student's Personal Files – this seems particularly necessary for students within Team 3 classes. To ensure all staff and parents are

knowledgeable in this area by providing further focused training.
To ensure that sensory resources for individual needs are readily available throughout the day and at home.

Development Action Two

Enabling the Autistic Student

Strand 1: Differences in Social Communication

E1 How is each autistic enabled to communicate what matters to them.

E3 How is each autistic student enabled to understand and participate in different social interactions and social situations, and with different people.

To audit consistency of practice in social communication across all environments and put in place training and resources as needs dictate.
To look at unstructured times such as break, lunchtimes and after school provision and other areas known to the school to ensure that resources are available to support social communication and that the students know how to access and use them.

Things Riverside School should celebrate:

- Staff at Riverside School demonstrate good knowledge and understanding of students on the Autism Spectrum.
- The school has a warm and welcoming ethos and students and staff are confident and happy.
- The curriculum and staff practice are continually developing to ensure the needs of the cohort are addressed consistently.
- There is an ongoing commitment to staff training and school evaluation and planning documentation demonstrates a clear understanding of both strengths and development areas of the school.
- A clear majority of parents are happy with the support their child receives.

Summary

The accreditation report provides clear evidence that staff at Riverside School demonstrate good knowledge and understanding of autistic students. The Awarding Panel are therefore able to confirm accredited status. The school has demonstrated a strong and continuing commitment to the Autism Accreditation process.

Signed

Stephen Dedridge

Stephen Dedridge

Senior Advisor (South), Autism Accreditation