



**Autism Accreditation
National Autistic Society**

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Dear Colleague

Re: Progress School ref no 283

It is with great delight that I am able to confirm that the Autism Accreditation Award Committee have awarded the above registration an Advanced specialist Award

The Committee found evidence from the Accreditation report that the provision is meeting the criteria for an Advanced Award. In particular:

- Staff have an excellent working knowledge of evidence-informed approaches associated with good autism practice.
- They can adapt these specialist approaches with creativity so that support is highly personal-centred and tailored to individual qualities, abilities, interests, preferences and challenges
- Practice is consistently informed by an understanding of how to support each autistic individual in their communication and social interaction; in becoming more self-reliant; in sensory regulation and in maintaining their emotional well-being.
- Evidence has been submitted by the provision of initiatives or innovations that have had a considerable impact on the quality-of-life of autistic individuals and on the understanding that families, other professionals or members of the public have about autism.
- Evidence has been submitted by the provision of the contribution it has made to knowledge and understanding of best practice in supporting autistic individuals
- The overwhelming majority of feedback from autistic individuals and parent/carers is positive.



The report highlights a number of strengths of the service. In particular the Committee noted:

- A strong child centred ethos.
- Truly personalised curriculum and teaching approaches.
- The impact of the communication, sensory and behaviour specialists on practice.
- Effective tools to evidence and share the progress made by students.

No significant areas of development were identified in how the provision supports autistic people.

The Committee gave consideration to students being generally taught 1 to 1 rather than alongside their peers as this restricts opportunities to develop skills and confidence gained from working with and alongside peers. However the Committee accept that this reflects the complex needs of the students and a reasonable balance is achieved between time spent in a 1 to 1 environment and opportunities to socially interact with other students.

Congratulations on demonstrating the highest standards of good practice in supporting autistic individuals.

Yours Sincerely

Stephen Dedridge
Quality Manager
Autism Accreditation