

20 March 2020

Dear Sally,

It is with great pleasure that I can inform you that the Autism Accreditation Award Committee have awarded Delamere School an Advanced Award according to our expectations for a specialist educational provision.

Advanced awards are only given to provisions who offer excellent personal centred support showing a high level of consistency and quality reflecting a robust specialist understanding of best practice in the field of autism.

Autistic pupils who attend Delamere School access engaging and motivating lessons which are differentiated to offer challenge and an experience of completion and achievement. Underpinning teaching and learning is an emphasis on the development of communication. Verbal language is modified and reinforced with a range of sign and symbol supports.

Lessons are well-structured and pupils access tools to help them break down and understand tasks. They are enabled to make choices and give opinions.

Sensory circuits are established working practices and form a regular part of individual programmes. In addition, other sensory based activities that have a positive impact on pupils are clearly identified through the school's sensory assessment system.

Emotional regulation approaches are employed in school to give pupils a means to identify, label and share their feelings. Staff teach pupils to better understand non-verbal cues, such as facial expression and body language and to think about how our own actions make other people feel.

The school is recognised as a community hub school for training, outreach and advice. They are committed to inquiry based practice and a willingness to trial new developments in the field of autism.

The Ofsted inspectorate confirm that pupils make outstanding academic progress from different starting points. Over 70 per cent of parents who completed the Accreditation confidential survey rated the support their child receives as always good. The school have a proactive Parent Council who work in collaboration with the school and who engage in consultation.

Some areas of development are identified in the report, but they can be considered as building upon existing good practice and do not distract from the achievements of the school. It is evident that pupils achieve good social and academic outcomes that directly impact on their quality of life as they progress through school and transition into secondary education.

Your feedback on the process is of great value to us, and if you have not done so already, and are able, please complete our brief feedback survey using the following link: <https://www.smartsurvey.co.uk/s/AccreditationEvaluation19-20/>

Congratulations again on this achievement, the committee look forward to your continued success and development.

Yours Sincerely

*Stephen Dedridge*

Stephen Dedridge  
Head of Autism Accreditation (South)