



Tettenhall Wood School Achieve Autism Accreditation at Advanced status

We are thrilled to be able to share our wonderful news that Tettenhall Wood School have gained the Autism Accreditation at Advanced status by the National Autistic Society, the UK's leading charity for autistic people. This makes us one of 34 schools in the country to hold this prestigious accreditation. The Accredited Advanced Award was given in recognition of our high-quality autism practice providing a consistently high standard of autism practice across four main areas which are communication, sensory needs, independence and emotional regulation.



The report from the NAS states the particular strengths of Tettenhall Wood School as follows:

- Personal learning plans are detailed and informative documents which support staff to plan personalised learning opportunities with clear personal learning intentions. Home learning opportunities, identified on learners' personal learning plans, ensure that parents are informed and supported to offer purposeful learning opportunities at home.
- There are clear systems in place to ensure that support is strategically planned across school. The school's tiered approach to specialist and pastoral support and the referral processes which are in place ensures that learner's support is strategically planned collaboratively by specialist teams. Staff across school have a good understanding of the referral process and the support pupils receive at each level.

- During all observations autistic people presented as feeling safe, regulated and calm. Where learners appeared dysregulated, proactive and preventative strategies are in place to support learners to avoid anxiety, confusion or distress from occurring or escalating.
- During all observations, learners were treated with dignity, status and respect and were provided with meaningful positive feedback which appeared to boost confidence and self-esteem. Staff and learners have clearly developed positive and purposeful relationships which was evidenced in observations and parent feedback.

What else the provision does well:

- The school demonstrates inclusion by ensuring that all learners are able to contribute and play an active role in making the school a better place for everyone.
- Families who gave feedback in interviews and surveys feel well supported, respected and listened to by the school. During interviews parents particularly highlighted the school's ethos and values as a strength of the school. Parent feedback was overwhelmingly positive.
- The school's TWS Sports Podcast is hosted by learners and provides opportunities for learners to practise and develop key skills such as social communication and interaction. Each week learners interview famous sportsmen and women and talk to them about their lives, career, sport, autism and more. During interviews, staff discussed the positive impact of the podcast in supporting learners to develop confidence, self-esteem and communication skills.
- The school use data effectively to inform practice and staff regularly review progress towards outcomes using evidence for learning.



- The recently introduced PBS (Positive Behaviour Support) approach places an emphasis on improving quality of life. During interviews, staff discussed positive outcomes achieved as a result of implementing the approach and regularly referenced the importance of improving the quality of life of learners and their families.
- The school have a “Valuable Outreach team” who provide internal and external training, raising standards within Tettenhall Wood School, as well as within the City of Wolverhampton Authority.
- The school have developed positive partnerships with a number of mainstream providers, enabling them to offer additional inclusion opportunities for learners.
- The school regularly analyse data to identify patterns or trends and the information gathered enables staff to be reflective practitioners, informing the strategic planning of whole school, class and individual training.
- The school’s training programme is constantly evolving based on the needs of the staff and learners. New staff to the school feel well supported by the 10 week probation period, their mentors and the structures in place across school.
- Careful consideration has been given by staff to the sensory activities and spaces which are available to learners within their classroom to ensure that they have access to activities which they find enjoyable and support them to feel safe. Staff also effectively used specialist sensory spaces/rooms across school as part of the curriculum delivery or regulation, which is supported by information within the sensory ladders.
- Grab bags allow staff to deliver interventions outside of the classroom consistently. The bags contain key communication and sensory tools as well as learner’s targets to ensure that learning outside the classroom is purposeful.
- Staff are highly skilled communicators and were observed using a number of communication methods simultaneously to reinforce communication or requests. Across



all observations, staff effectively used Makaton when communicating to the whole class or individual learners, reinforcing or in some cases replacing verbal communication.

The areas that have been highlighted to continue to develop are as follows:

- The school should continue to implement the Zones of Regulation programme across school with a focus on supporting staff to actively use the programme as part of curriculum delivery.
- Continue to introduce and embed the school's new PBS plans which are detailed and will support staff to have a greater understanding of learners' needs.
- Continue to refine the 'Top Tips about me' profiles and support staff to reflect on the individual strategies in place, rather than whole school universal approaches.

Autism Accreditation is an autism-specific quality assurance programme. It was set up by the National Autistic Society in 1992 to improve the support available to autistic people in organisations throughout the UK and across the world, including local authorities, NHS trusts, education authorities, schools, colleges and more. To gain Accreditation, organisations have to meet a standard of excellence and follow a framework for continuous self-examination and development. We would like to take this opportunity to thank you all for your support now and in our ongoing journey of continuous school improvement.



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