



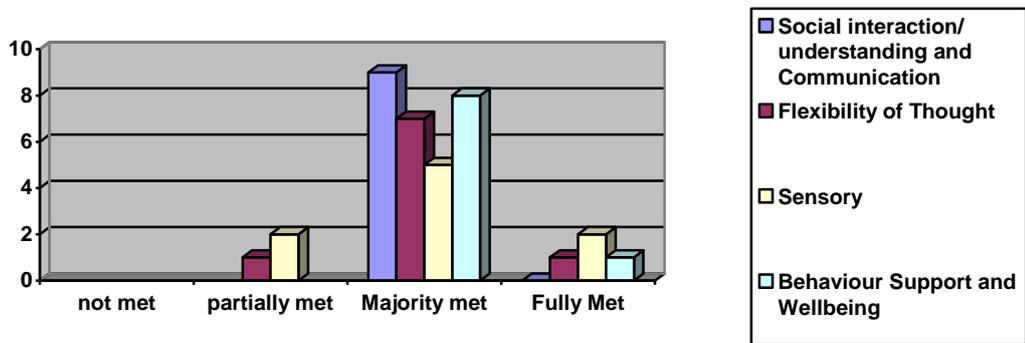
Accreditation Award Panel Report
 3 Dimensions School
 8th April 2016

**Status awarded to 3 Dimensions School by the
 Accreditation Award Panel**

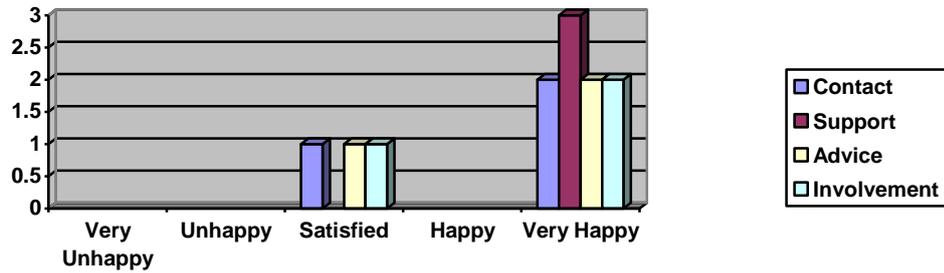
Accredited

Service Strengths and Achievements	
<p>Good Practice Strong Practice within the whole Accreditation membership</p>	<p>Developing Independence Staff show skill and confidence in allowing pupils an appropriate level of autonomy when undertaking potentially risky activities. This was particularly seen and discussed in relation to forest school and off-site activities. The panel regard this aspect of the school to be representative of good practice.</p>
<p>Area of Strength 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>Curriculum – Personalised Learning The highly personalised timetables, activities and reward systems which are provided for each pupil in order to maximise engagement, promote self-esteem and facilitate learning are acknowledge by the panel to be an area of strength of the school</p> <p>Emotional Wellbeing The collaborative and highly focused approach of the staff team to recognizing and meeting each pupils needs, coupled with recognition and celebration of pupil achievement at all levels is a further area of strength.</p>

Observation scores



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



The panel note the broadly satisfactory observation scores indication that in most observations the majority of the required standards were adjudged to have been met. The panel also acknowledge the positive response to the questionnaire survey.

Action Plan for Service	
<p>Areas for Development An area for development is not an area of great concern, but</p>	All upgraded to recommendations
<p>Recommendations A recommendation is an area that has been upgraded from an Area for Development. Action to address recommendations should be prioritised by the service as the area is of a concern to the panel.</p>	<p>Sensory Experiences The school should utilise sensory assessment information to fully inform practice in relation to meeting sensory need and make use of sensory preferences and comforters.</p> <p>Emotional Wellbeing The panel recommend that the school should support students to develop an understanding of their emotional arousal levels and develop strategies to enable pupils to manage their own fluctuating levels in different settings.</p> <p>Self-Reliance and Problem Solving The school should review and extend the use of visual supports to increase independence and enhance problem solving, particularly in settings outside the classroom.</p>

Things 3 Dimensions School celebrate:
<ul style="list-style-type: none"> • <i>The very supportive staff team who have a thorough knowledge of the pupils and their needs</i> • <i>The personalised approach to learning</i> • <i>The positive response to the questionnaire survey</i>

Summary

The panel were pleased to receive a positive report from the review team and agree with the areas of strength identified within it. In one instance, relating to the positive approach to risk taking adopted by the school, the panel feel that the area of strength represents good practice within the field.

The panel agree with the review team's suggestions concerning areas for development and in each case we have made it into a recommendation. We are confident that the school will consider and address these areas.

We feel that the school has several things which should be celebrated and we would like to congratulate the school on maintaining the standards required for NAS Accreditation. We look forward to learning of the school's continued development in future.

Signed

A handwritten signature in black ink, appearing to read 'S. Tyler', with a long horizontal stroke extending to the right.

*Dr Stephen Tyler
Award Panel Chair*