



**Autism Accreditation  
National Autistic Society**

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Dear Colleague

**Purple Oaks Academy Ref no 29180**

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

- Staff consistently structure and simplify their verbal language, using a calm tone of voice. allowing appropriate processing time and using visual where appropriate.
- The TEACCH approach is well established across the school. The school has established structure and routine through well organised classrooms, excellent use of whole class visual timetables, and individual schedules and checklist.
- Pupils engage in range of sensory based learning activities in a safe and secure context.
- Classrooms are maintained as calm, structured environments providing pupils with consistency and familiarity to aid their learning.
- Throughout all observations, pupils were treated with dignity, status and respect.
- Feedback from autistic family members indicate that a high percentage are happy with the support their autistic relative receives and that staff understanding of their relatives' needs is either good or mostly good.

Only one area of development was highlighted in the report related to a more consistent and effective use of Zones of Regulation as a tool to support emotional regulation. However, the report suggests that there are overall no significant gaps or inconsistencies in practice impacting of the quality of support offered to autistic young people.

The Committee concluded that the school has a considerable positive impact on the quality of life and progress of autistic young people.

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

Yours Sincerely

Stephen Dedridge  
Quality Manager  
Autism Accreditation