

Oliver House School Local Offer

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1. What does your service do?

Oliver House School and Care Provision offers a unique educational and residential service for young people aged 6-19. The young people fall into two distinct groups, firstly those who have severe and moderate learning difficulties, autistic spectrum disorders and associated behaviours and secondly a group of young people with high functioning autism and associated behaviours.

Each student has the opportunity to be educated through a highly individualised educational programme, as well as learning necessary independence and social skills and independent living skills and recreational activities.

Each young person is also supported by a therapy team of Speech and Language therapists, Behaviour analyst and Occupational Therapists across both the school and residential environments.

2. How are decisions made about who can use your service?

The criteria for admission to Oliver House School and its services are a combination of individual, family and school environment factors and include the following:

- A diagnosis of autistic spectrum disorder, Asperger's syndrome or evidence of behaviours which are in accordance with such a diagnosis
- Pupils will have at least a draft statement of Special Educational Needs or an Education and Health Care Plan
- Have funding agreed with their Local Authority
- Complex learning needs



3. How will school staff support the child/young person?

All students have at least 1:1 support, as well as further teaching input from ASD specialist teachers and the therapy team. The Curriculum is delivered via the phase timetable and individual timetables which are personalised to meet the needs of individual students and regularly audited for breadth, balance and relevance.

4. How will the curriculum be matched to the child's/young person's needs?



Each young person will pursue tailor-made programmes of education through the personalised learning curriculum which combines curriculum elements with targets set around the Triad of Impairments (Communication, Social Understanding and Flexibility of Thought) and sensory needs. Students also access 1:1 teaching, group teaching, off-site learning, IEP's, Speech and Language Therapy, Occupational Therapy, Play Therapy and the Schools Behaviour Analyst.

We acknowledge those children who experience complex needs require a curriculum which is broader than the National Curriculum, one that is driven by individual student needs. This personalised, differentiated curriculum is responsive to the particular (and changing) needs of individual pupils, including those who might require therapeutic curricula, thus ensuring our curriculum is child centred. Therefore, the design and organisation of this curriculum and assessment schedules are

properly empathetic to the needs of our young people and rooted in a culture of high expectation and inclusive teaching.

It additionally aims to give students the awareness, experience and learning skills they need to access National Curriculum programmes of study successfully.



All pupils have access to the National Curriculum as well as their very own Progress Path and Personalised Learning Curriculum incorporating SCERTS (Social Communication Emotional Regulation Transactional Support) which will focus on curriculum elements as well as communication, social understanding, flexibility of thought and sensory needs.

5. Do you offer any therapeutic services?

The school offers Speech and Language Therapy, Occupational Therapy, Play Therapy and access to the school's Behaviour Analyst who implements positive behaviour support strategies. Oliver House School also offers a range of respite and residential services to suit individuals and their families.

6. How does the school celebrate the success of children with SEND?

Through feedback students are aware of their current levels of achievement and are informed of next steps through a variety of mediums for example AFL, reward systems, achievement assemblies, slideshows and direct feedback. The positive impact of school-based achievement is that students transfer skills into the wider community. This is evidenced through the pupil's ability to access a wider variety of community activities. This includes access to local college courses, participation in the regular trips to local supermarkets, swimming baths and the library etc.

Positive impact is also evidenced in the students' ability to engage in activities when at home or at the residential setting. Parents/carers provide verbal and written evidence to support this progress on telephone message sheets, home reports and parents' comments for annual reviews.

7. How will the parent/carer know how their child/young person is doing and how will you help the parent/carer to support their child's learning?

The school operates a key worker system. They are not just the first point of reference for the parent but also the advocate for the young person.

There is an expectation that all staff act as advocates for the young people, particularly those who are unable to speak for themselves. Regular links and communication with parents are made through home school books, emails, letters, phone calls and photographs.



Parents of learners are welcome to visit school and discuss progress and targets at any time. Regular meetings are held with parents by the therapy team and home-visits are in place. Parents are also consulted about programmes to be implemented. Staff support the students and parents in the home environment as and when necessary.

Annual Review meetings are held for each learner in accordance with statutory obligations. There are regular and ongoing training opportunities for parents/carers.

8. What support will there be for the child's overall well-being?

Students' well-being is central to all practice at Oliver House School. Personal, social and health education is taught in realistic contexts throughout the school day and through the personalised curriculum. Equals materials are used to plan units of work. Pupils are encouraged to adopt healthy lifestyles through their diet and by participating in leisure and sports activities. The promotion of choice making is central to practice and is promoted through a variety of mediums i.e. PECS, symbols, photographs, real objects, TOBI's, verbal language and positive behaviour support. All students' have individual Health Care Plans that meets the specific healthcare, medical and personal needs of individuals.

The Positive Behaviour Support Policy provides an overview of the many elements that are implemented to promote positive behaviour. Each student has a Positive Behaviour Support Plan that lays out the best strategies to be employed should they have difficulties. Functions of behaviours are identified and then pro-active, active and reactive strategies are implemented and agreed by the multi-disciplinary team.

The Behaviour Support Policy is embedded into teaching and learning and is kept under continuous review and regular behaviour tracking and data analysis informs future support. The school has adopted the Team Teach approach to Behaviour support.

9. What specialist services, training and expertise are available at or accessed by the school?

The management and staff team are all highly trained and experienced in dealing with severe / moderate learning difficulties and pupils with autism (including High functioning) autistic spectrum disorders and associated behaviours, with a vast range of training courses and networks available both from within the Priory Group and external training providers.

A few examples of this include TEACCH, intensive interaction, PECS, social stories, ASD training, sensory integration training, communication training, team teach, NAS accreditation. The school is also regularly involved in research projects through various universities to develop further understanding in the field of autism.



All of the staff throughout Oliver House School receive a 5 day induction programme which includes training in team teach, autism, positive behaviour support, sensory awareness, communication skills, safeguarding and first aid. Our team teach refresher courses are run every 12 months. INSET days are planned to include ASD specific training.

Staff are also trained on an ongoing basis as and when required in specific areas i.e. visual impairments, epilepsy or other associated conditions specifically related to ASD.

10. How will children/young people be included in activities outside the classroom and how does the school ensure that children with SEND are able to access leisure and residential activities?

Real-life learning is an integral part of the curriculum with pupils accessing offsite activities relevant to their level of need on a daily basis. Activities range from sensory sessions to college and work experience. Parents are regularly consulted about individual's timetables and activities.

11. Does your school offer any outreach?

The school offers a range of autism training and approaches to different educational establishments and service providers as well as direct training to individual families.

12. How accessible is the school environment?

The school environment is adapted to individual complex needs, this allows them to access learning at their own level. Strategies and resources are also employed in other key environments within the school to help reduce anxiety and to facilitate access to learning as well as self-regulation programmes. The school environment is wheelchair accessible and there are changing and toileting facilities.

13. How will the school prepare and support the child for transition or the next stage of education and life?

Bespoke transition plans are designed and implemented prior to learners joining the school. Learners transferring from new settings have Transition plans agreed by both settings. A Person Centred Plan is to be produced for all pupils at age 16. Learners are supported by a bespoke package when any transition is to take place, this is completed through social stories and carefully planned visits.

14. How is the decision made about what type and how much support the child will receive?

An initial pupil assessment is made by the management team which will involve parents/carers and other professionals. Individual packages and levels of support will be agreed following the initial assessment of needs.

Throughout a student's placement maximum independence will be encouraged and the promotion of independent study and life skills.

15. Do you have a children's/young person's council?

The college has a student committee that meets regularly to discuss items raised by students in both day and residential provision. The college Homes also have meetings to discuss items relevant to students in the residential setting.

16. Does the school provide any specialist equipment (e.g. Sensory)?

Yes, we have specialist rooms and equipment which are provided to meet individual needs.

17. How do you support young people to move onto the next stage of their life?

Post 16 pupils continue learning on one of three pathways. This is sensory, life skills and/or work related learning. Options are offered so that 'adequate preparation for the opportunities, responsibilities and experiences of adult life' post Oliver House can be made. All Pathways are flexible and take into account individuals aspirations and interests as well as their needs.

AQA Accreditation and literacy, numeracy and ICT functional skills are key. Some post 16 students access Myerscough College for a course as part of the preparation for transition as well as accessing regular work experience which takes place both on-site and where appropriate, at external locations. GCSE's are an option for our more able cohort of students.

18. Where do young people go when they leave your service?

"All pupils are well-prepared for their futures; these range from supported living arrangements to further education or employment." Ofsted, June 2013

Get in touch

To make the process of referring a young person into Priory Education and Children's Services as seamless as possible or for further information about Oliver House School, please contact our dedicated enquiries office today on **0845 277 4679**.