

The Priory Lodge School Local Offer

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1. What does your service do?

The Priory Lodge School is a co educational, purpose built day school in South West London for young people aged 5 to 19 with mild to moderate Autism; Asperger's Syndrome and associated Learning Difficulties.

We offer a personalised, stimulating and enriched education for pupils through the provision of a broad curriculum, supported through impressive facilities and delivered by well qualified and experienced staff.

Our pupils have a unique opportunity to learn, strengthen social communication skills and develop an understanding of cultural diversity within a supportive environment that combines traditional standards and high expectations.

By valuing each young person as individuals we discover unique talents, build self esteem and confidence and work resourcefully to engender a joy in learning. We support our pupils through their progression into further learning, employment and into adulthood.

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

If a parent or a local authority has an interest in placing a young person in The Priory Lodge School they are advised to contact the school directly. Parents are advised to make an appointment to meet the Principal to discuss their child's needs and to take a tour of the school.

Applications are considered on a rolling admissions basis. In order to gain greater understanding of the young person and to assist the assessment process, parents/local authorities are asked to provide copies of the young person's statement and current reports e.g. Annual Review, Psychologist/ Psychiatrist, Speech and Language and Occupational Therapy reports.



The school's admission process includes pupil assessment; pupils are asked to visit the school to view our specialist classrooms and meet teaching staff. The visit will include observational assessment within a classroom setting to identify if the young person's needs can be met in regard to ability, aptitude and education.

Joining in with class routine within an unfamiliar setting may prove difficult for some young people. Therefore, an assessment visit by the Principal to an environment which is more familiar to the young person (current school, home etc.) can be arranged.



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

Young people often arrive at The Priory Lodge School with a number of barriers to learning associated with autism, reflected in poor social communication, weak literacy and numeracy skills, poor organisational skills, high anxiety and limited life experiences. The school curriculum has been developed to engage and encourage pupils to be involved in their learning, using the National Curriculum as a point of reference to ensure that all the key elements are covered.

4. Do you offer any therapeutic services?

The school has a comprehensive therapy team that includes Speech and Language therapists, Educational Psychologists and Paediatric Occupational therapists



trained in Sensory Integration. Pupils that have therapies identified on their statement have individual programmes to meet assessed needs. This can vary from 1:1 support, social skills programme, sensory diet etc. The therapists plan, deliver, monitor and review individual programmes tailored to pupil's individual needs. All therapists attend clinical supervisions.

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

We have established an educational environment within The Priory Lodge School where praise and encouragement is part of the fabric of the school. We assist young people to learn by using their interests and preferences as motivators in addition to tangible rewards.

Positive reinforcers such as praise, encouragement and extension of a preferred activity, are used throughout the day to reward appropriate behaviour and achievement. We use a wide range of opportunities to celebrate success which includes; praise and encouragement, use of reward charts, promotion of personal responsibility, recognition within assemblies and articles within the school newsletter.

6. 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 works closely with social services, the local education authorities and other agencies to ensure families have access to a wide range of expertise and support. Our wide range of therapists provide parents with comprehensive diagnostic assessments, and on request, provide 1:1 support for parents offering consultations on long and short term therapeutic strategies.

The school recognises the importance of ensuring robust home school communication and aims to remove barriers to learning, enabling pupils and families' open door access to teachers, the School Principal and to the services and support families need.

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

If a pupil becomes ill at school they can stay in the medical room which provides privacy and an area for isolation in the short term, and staff will stay with the pupil. In the event of an infectious disease, the young person would be isolated in the medical room and parents would be contacted to collect them. Each child has consent from parents in the case of emergency treatment, staff would support pupils to hospital, and parents would be contacted.

Members of staff are trained in 'Administration of medication' which gives them knowledge to safely administer medication and witness medication being given. They are also trained in 3 day First Aid, 1 day Emergency First Aid at Work, and ½ day basic life support training.



Our policy includes self administration of medication, but at present, all medication is administered by staff, and witnessed by a second member of staff. The staff team at The Priory Lodge School cover infection control through their online training, which is reissued annually; induction training informs staff of the process for receiving Hep B.

At The Priory Lodge School we recognise that the quality of a young person's experience at school; how a young person develops his or her skills; participates in the life of the school and learns and socialises with other pupils from a range of backgrounds can resonate in heightened anxiety.

We understand that the behaviour of a pupil on the autistic spectrum at risk of exclusion is often driven by a complex combination of social, emotional and health problems. It is essential therefore, to identify appropriate individual support needs as early as possible, as early intervention may avoid the risk of problems reaching the point where exclusion is considered necessary.

The Priory Lodge School has an Exclusion Policy which explains the circumstances in which exclusion may occur:

- Where there have been serious breaches of the school's Behaviour Policy (including bullying)
- When allowing the pupil to remain in school could seriously harm the education or welfare of the pupil or others in the school

Exclusion would not be used for a minor breach of school rules.

Within The Priory Lodge School all members of staff are trained to approach behaviour as functional and communicative. We recognise that any intervention to manage or reduce behaviour needs to take into consideration the needs of the young person, and take place in a secure and sensitive environment that promotes respect.

Members of staff recognise that in developing a Behaviour Support Plan it is critical that a young person's communication, abilities, preferences, motivation, age and gender are fully understood and taken into account.

The school provides a safe environment, with clear routines and adults modelling positive relationships, supporting pupils to improve their behaviour. Through intensive, well structured teaching and support pupils learn to self manage their own behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions.



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

Recruitment panels that appoint school staff include at least one person who has been trained in safer recruitment. Working partnership with Central HR complete all rigorous safeguarding checks for newly appointed staff including appropriate employment checks and an enhanced Disclosure and Barring Service (DBS) disclosure.

All senior management are experienced in ASD/AS have post graduate qualifications in ASD. All teachers are QTS accredited and all educational staff have had previous experience working within SEN/ASD and participate in a comprehensive induction programme. All staff participate in in-house training reflecting Autistic Spectrum Disorder and Asperger Syndrome as well as a broad range of mandatory training units (Foundations for Growth E learning programme).

9. How will children/young person 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?

The school builds community cohesion by ensuring equality of opportunity and inclusion, promoting shared values and encouraging pupils to actively engage with others.

Pupils naturally hold different ambitions, aspirations, beliefs and life experiences; curriculum based activities promote spiritual, moral, and cultural development, providing opportunities to help pupil's value differences and challenge prejudice, discrimination and stereotyping.

Pupils' understanding of community and diversity is enriched through field work, visits and meeting with members of different communities; which demonstrates to pupils how different communities can be united by shared values and common experiences.

The school ensures that the pupil's voice is heard and that they are able to effect change by involvement in the Student Council, facilitating their participation and their ability to make a difference in the school and in their local community. We strongly believe that it is our duty to address issues of how as a community 'we live together', and 'how we deal with differences'.

10. Does your school offer any outreach?

To provide enrichment to individual learning programmes the school has developed learning links with mainstream primary, secondary and special school provision in our area. It may be agreed for a pupil to attend part of their learning programme within a mainstream provision supported 1:1 by Priory Lodge School staff.



An experienced, committed and trained teaching team apply well established systems to promote and assess pupil's progress and attainment.

11. How accessible is the school environment?

The Priory Lodge School is a welcoming, safe, clean and well-maintained learning environment (OfSTED 2010) and is fully wheelchair accessible. The school has co educational primary and secondary provision for 40 pupils; attention has been given to both the physical and social environment, comprising of small classes of specialist teaching as well as additional 1:1 study/teaching rooms.

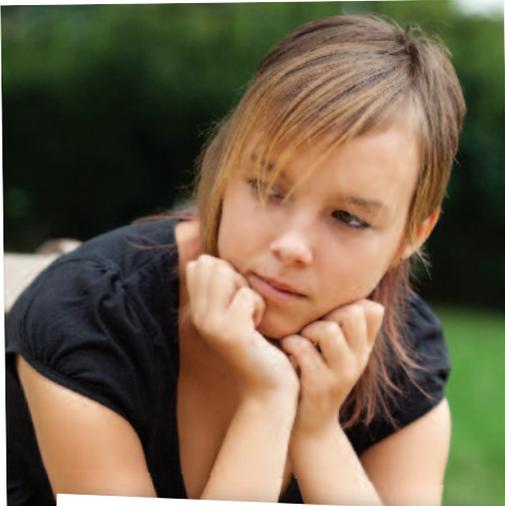
The school environment connects a multitude of activities from the physical environment of the school building to the emotional well being of our learners, promoting a positive climate and culture across the school and fostering pupil's educational achievements.

In many parts of the school there are innovative pieces of art and wall displays, demonstrating the vibrancy of the learning environment and reflecting individual pupil achievements.

Meal times for our learners can sometimes result in heightened anxiety due to their difficulty with sensory processing. The school recognises that it has a major role to play in healthy living and ensures that nutritious food choices are carefully devised to permit flexibility according to individual preference and tolerance.

Children with autism and those using English as another language (EAL) can experience discrimination on two fronts- their disability and ethnicity. Children, and sometimes their parents and extended family can experience difficulties with language and can have low confidence and a limited understanding of the education system. This can isolate them from the education system that should be there to provide opportunities for success.

Within The Priory Lodge School we are committed to supporting pupils whom English is not a first language. We identify individual pupil's needs, recognising skills they bring to the school and ensure that they have equal access to the curriculum. We work hard to provide teaching and resources for pupils with EAL to raise achievement. English is used as a means of communication across the curriculum.



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

From Year 9 pupils receive supportive and careful guidance in selecting their GCSE/Skill Based Learning choices. "Learning Pathways" is a document provided as a guide for parents and pupils, clearly explaining the range of options available.

Within each "Learning Pathway" there is a strong focus on the development of pupil's skills in independence, to empower pupils and provide access to a wider range of opportunities for training and employment.

The opportunity for pupils to 'shape their own learning' and to enjoy and achieve in areas that they have chosen has proven motivational and made a major contribution to the school's success in raising standards.

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

Following a successful assessment parents are advised to contact their local authority. The SEN department will then conduct a Panel Meeting to consider the suitability of the proposed placement. The SEN panel make the final decision and parents will receive written notification from their local authority on the panel's decision.

If an agreement is reached the school will advise the family and the local authority of a proposed start date. A meeting will then be convened with parents and the young person to plan a transition. Parents will be sent a 'Welcome Pack' and asked to complete essential records prior to the young person's admission.

All pupil placements within Priory Lodge School are subject to a three month review followed by Annual and Interim Review every six months.

Within all learning pathways pupils are able to assess their progress against defined competences, and as a result gain an understanding of their strengths and weaknesses, providing a powerful stimulus to learning and raising standards.

To provide enrichment to individual learning programmes the school has developed learning links with mainstream primary, secondary and special school provisions in our area. It may be agreed for a pupil to attend part of their learning programme within a mainstream provision supported 1:1 by The Priory Lodge School staff.

An experienced, committed and trained teaching team apply well established systems to promote and assess pupil's progress and attainment.



14. Do you have a children's/young person's Council?

The open culture of the school enables pupils to voice concerns and to feel listened to. Detailed pupil surveys are completed on a 6 monthly basis.

Pupils complete a pupil friendly feedback sheet to support their feedback within Annual and Interim reviews, and many pupils attend their review meetings. Pupils can independently access the Pupil's Voice Box; issues of concern are raised within the Student Council meetings. All pupils have the opportunity to be elected to sit on the Student Council.

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

All pupils receive SaLT, Ed Psych. and OT assessment with individual support programmes devised according to specific needs.

SaLT – providing packages of care by setting objectives and targets according to SEN requirements and assessment findings, recording clinical sessions in clinical files and recording performance targets in sessions plans, reviewing targets

every term by plotting performance scores on excel to visually represent growth and development.

OT – All children with OT on their statement are fully assessed and placement review reports provided. Should there be any need that fall within OT indicated, these children will also be assessed and therapy input decided. Individualised therapy/care plans for each child that requires OT input. Individual targets are updated every term, but monitored and worked towards during sessions.

Students with statements have an interim as well as annual review, so reports are provided twice per year to reflect OT input. Where required students will have a sensory diet – this is implemented by LSA's but monitored by OT. OT liaises with teacher/LSA on weekly basis and any needs arising are added/ discussed and treatment plans/sensory diets adapted.

Educational Psychology – Therapeutic needs of each pupil are assessed based on: (1) Statements of Special Educational Needs, (2) Assessments of other professionals, e.g. psychologists, psychiatrists (independent or from CAMHS), clinical observation and other assessment tools.

Targets, set every half term are based on all the above and are reviewed every half term and when preparing annual, interim and placement reviews.



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

Work experience offers many opportunities for pupils on the autistic spectrum, promoting vocational skills and better preparing young people for the world of work. The school adopts a range of methods to support and guide young people in their engagement with pupils development of work related skills, for example:

- Close teacher/host employer liaison
- Regular home and school communication
- 1:1 support for the young person from a preferred member of staff
- Visual structure and routine
- The school is responsible for the welfare of the pupil
- Adherence to Health and Safety, Risk Assessments and Behaviour Support Plans
- Graduated transition – pupils given time to build familiarity with environment, routines, personnel and role expectancy
- Young people encouraged to give feedback on their experience and discuss anxieties
- Support given with timekeeping and organisation

Work experience enriches young peoples' general education and has proven a valuable means of creating a positive image amongst pupils, parent's, employees and within the local community.

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

The college has demonstrated positive outcomes for its leavers over several years and we make sure all pupils are well prepared for their futures. Young people will go on to Higher or Further Education, work experience or apprenticeship programme once they have left.

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 The Priory Lodge School, please contact our dedicated enquiries office today on **0845 277 4679**.