

The Priory Lodge School Local Offer

Name of site	The Priory Lodge School
Address	Priory Lane, Roehampton, London, SW15 5JJ
Contact name	Louise Reeks
Telephone number	0208 392 4410
Email address	educationenquiries@priorygroup.com
Website address	www.priorychildrensservices.co.uk
Facebook / Twitter feed	Facebook.com/priorygroup, @Priorygroup

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 9 to 19 with mild to moderate Autism/Asperger Syndrome and associated conditions.

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.

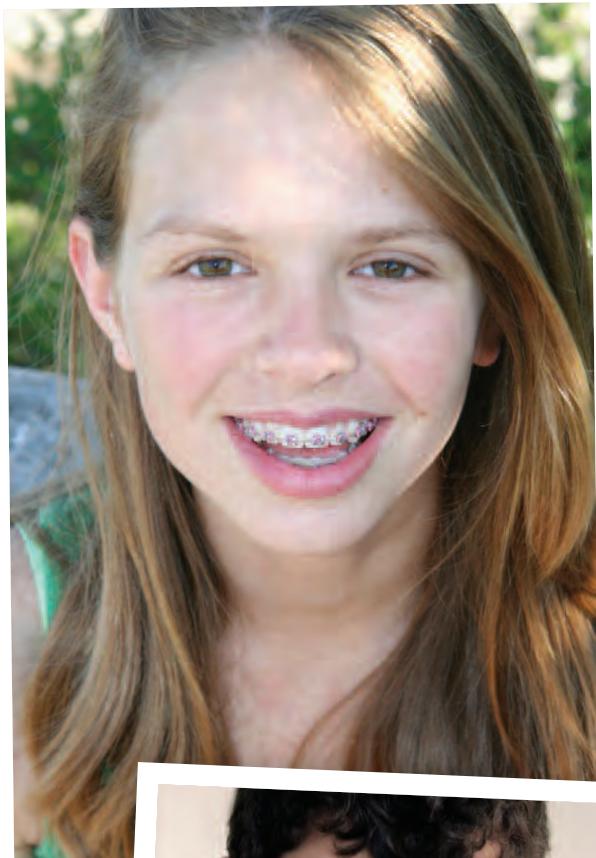
2. How are decisions made about who can use your service?

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 Head Teacher 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; a taster day will also be offered.



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, Occupational Therapists trained in Sensory Integration, a school Counsellor and a skilled pastoral team including student mentors. 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.

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 include 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 carry out 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 Head Teacher 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 re-issued annually.



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 a Behaviour 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. Most 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 pupils 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 a mainstream college provision in our area for post 16s.

An experienced, committed and trained teaching team apply well established systems to promote and assess pupils' 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 older KS2 and secondary provision for up to 75 pupils; attention has been given to both the physical and social environment, comprising small classes of specialist teaching as well as additional 1:1 study/teaching rooms.

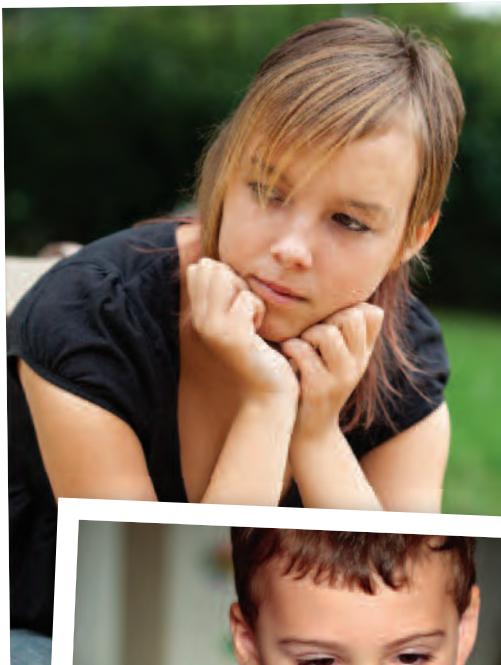
The school environment enables a multitude of activities promoting positive experiences, a nurturing climate and culture across the school and fostering pupils' educational achievements.

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 for whom English is not a first language. We identify individual pupils' 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/Functional Skills/BTEC choices.

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 reviews.

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.

An experienced, committed and trained teaching team apply well established systems to promote and assess pupils' 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 an annual basis.

Pupils complete a pupil friendly feedback sheet within annual reviews and most 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 sit on the Student Council.

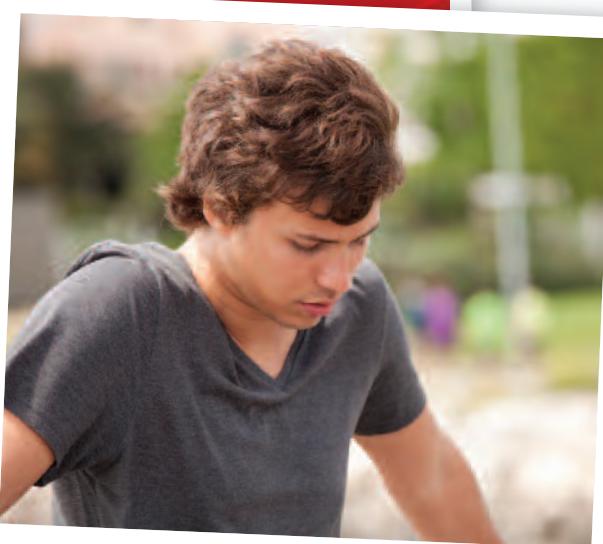
15. Does the school provide any specialist equipment (e.g Sensory)?

All pupils receive SaLT and OT assessment with individual support programmes devised according to specific needs. SaLT assessments may be carried out by SaLT Assistants if 1:1 SaLT is not specified on a child's EHCP. Counselling is available if required on a child's EHCP.

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.

Where required students will have a sensory diet – this is implemented by LSAs 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.



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 school 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 programmes once they have left.

Get in touch

To make the process of referring a young person into Priory Lodge School as seamless as possible or for further information about The Priory Lodge School, please contact us today on **0208 392 4410**.