



EDUCATION AND
CHILDREN'S SERVICES

The Priory Lodge School

School Prospectus

The Priory Lodge School
Priory Lane
Roehampton
SW15 5JJ

Tel: 0208 392 4410

Head Teacher: Jane Straw

Deputy Head Teachers: Steve Speck and Sairah Shah

Ofsted inspection: November 2016

Outcome: Good

Welcome from the Head Teacher

Welcome to our school.

Priory Lodge School is a co-educational, purpose-built day school in South West London for young people aged 9 to 19 with high functioning autism and associated conditions.

We offer a personalised, stimulating and enriched education for students up to GCSE standard, with some A Levels. In addition, we offer vocational and skills-based training and qualifications.

Our mission statement outlines our goal, which is:

'Enabling students to become successful learners, responsible citizens and confident individuals.'

We work with passion and dedication to making a real impact on improving the lives of our students and their families. Priory Lodge School places a strong focus on the individual and the use of therapy, as we believe this is what will best help our young people to reach their full potential. We focus on working closely with families/carers and external professionals to achieve the best package of educational support for your child.

Our curriculum is designed to engage and inspire our young people and prepare them for adulthood. Most of our students go on to further education colleges; in the past two years one obtained a nursery apprenticeship and one was offered a place at Kingston University, after successfully passing three Science and Maths A levels.

Our GCSE pass rate was 52% in summer 2018 and we currently have a small number of students working towards A levels in Maths, Science and Computer Science.

Jane Straw

Head Teacher

The Priory Lodge School

We are a unique school for unique young people. The work of our staff and students is guided by a simple mission statement and set of community values.

Our mission is simple...

To provide an environment that enables young people to become successful learners, responsible citizens and confident individuals through educational achievement.

Our five values drive our actions:

Fairness	We are open-minded. We treat everybody and everything as we want to be treated.
Teamwork	Together, all challenges can be addressed. The 'can do' attitude we show gives us strength.
Learning	We have a desire to get better and better at something which matters. We never give up.
Independence	We have the courage and know-how to direct our own learning and success.
Purpose	Our talents are used for the benefit of all, to make a positive difference to the society around us.

Our Staff:

Senior Leadership Team:

Jane Straw Head Teacher
JaneStraw@priorygroup.com

Steve Speck Deputy Head Teacher
StevenSpeck@priorygroup.com

Sairah Shah Deputy Head Teacher
Sairahshah@priorygroup.com

Robert Toal Site Manager
RobertToal@priorygroup.com

Full and Part Time Teachers:

Andrew Collison
Blaise Shinga
Dean Smith
Deepti Mittal
Eduard Pana
Emily Calcott (HLTA)
Hanaa El-Idrissi
Jacob Siminovitch
Jennifer Mitchell
Jeremy Latcham
Joana Tempera
Luke Daniels
Mushtaque Ali
Philon Ktenides
Rob Walker (HLTA)
Roxanne Osman
Shama Sultan
Vicky Sharkey
Viktoria Lucska
William Cranwell

Chair of Governors:

Gaby O'Meara, Regional Operations Director (South)

Proprietor:

Priory Education & Children's Services

Contact details

The Priory Lodge School

Priory Lane
Roehampton
London
SW15 5JJ
Tel: 0208 392 4410

Website: www.priorychildrensservices.co.uk/find-a-location/priory-lodge-school-london

Email: ThePrioryLodgeSchool@priorygroup.com

Priory Education Services – who we are:

Priory Education & Children's Services provide specialist education and care for young people from 5 to 25 years old.

Our 26 schools and colleges (which include day schools, residential schools and colleges, and residential schools with children's homes) meet the needs of young people with:

- challenging social, emotional and mental health difficulties.
- autistic spectrum disorders including Asperger's syndrome.
- complex and severe learning disabilities.
- specific learning disabilities associated with dyslexia.

We also have a small fostering service for up to 60 young people, all of whom are educated in local authority schools.

Almost all the young people we provide education for have experienced difficulties in their previous education placements and many have had numerous care placements. We aim to very quickly improve attendance and engage every young person in learning activities.

We strive to provide the highest quality of education and care in a safe and positive environment in which every young person can achieve the best possible outcomes. Our personalised packages of education and care meet individual needs, so that every young person achieves well and makes a positive transition.

The address for Priory Education and Children's Services is:

Floor 5, 80 Hammersmith Road, London W14 8UD.

Telephone: 0845 277 4679

Regional Operations Director and Governance Chair:

Gaby O'Meara (GabiellaOMeara@priorygroup.com)

How Many Students do we have?

The Priory Lodge School offers co-educational secondary provision for up to 75 learners. Our small size allows us to deliver highly individualised learning packages in very small groups, typically with up to 8 young people per class. We have a high staff: student ratio and many of our students are supported on a 1:1 or 1:2 basis.

Admissions Criteria

The Priory Lodge School is a day school for high functioning 9 - 19 year olds with a diagnosis of mild to moderate autistic spectrum disorder or Asperger's syndrome and associated learning difficulties.

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 Education Health Care Plan (EHCP) and current reports e.g. Annual Review, Psychologist/ Psychiatrist, Speech and Language and Occupational Therapy reports.

The school's admission process includes student assessment; students are asked to visit the school to view our specialist classrooms and meet teaching staff. The visit may include observational assessment within a classroom setting to identify whether 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. We understand this. Staff are highly supportive of the needs of new students and our existing students are very welcoming. We are proud of our trained student 'listening mentors'; one of their roles is to support anxious newcomers.

Services offered:

- Purpose built education facilities for young people with autism and Asperger's syndrome in an urban setting
- Provision of a curriculum of the highest quality and range which meets personalised learning needs for all students
- Integration of a broad range of nationally accredited GCSEs, BTECs, Functional Skills and other programmes
- Development of work related and enterprise skills as a high priority in the curriculum
- Small teaching groups
- High staff to student ratios
- Access to a wide range of therapies
- A culture in which students feel safe, secure and valued
- Close working relationships with parents and professionals
- Three learning pathways for Post-16 students including BTEC, GCSE and A-Level.

Holistic approach:

- Individualised behavioural support
- Psychological support where needed from our School Counsellor and Student Wellbeing Lead
- A large pastoral team of skilled staff
- Speech and language and occupational therapy
- Working flexibly with students and parents to ensure that individual students are supported and encouraged to achieve
- Encouragement for all students to participate in the cultural and recreational life of the school and the wider community
- Working within a multi-agency/multidisciplinary partnership to support students' understanding and development
- Striving to achieve students' personal aspiration and enjoyment of life and living

Therapeutic Services at Priory Lodge School



Therapeutic Services at Priory Lodge School

At Priory Lodge School we provide a holistic approach to the children that are placed with us. Our experienced team of therapists consults a range of professionals and previous written assessments to create an individual therapy plan for each student.

All young people attending Priory Lodge School have access to the following Therapeutic services.

- Full therapeutic oversight of each individual young person, via regular MDT meetings
- Speech and language assessment, with recommendations for non-therapy staff to further support the child
- Weekly social communication skills programme
- Sensory profile assessment and sensory diets where indicated
- Therapeutic oversight of all care and education plans
- Access to therapy groups on specific topics e.g. anxiety management

Therapy is determined by the student's EHCP / statement, as well as the recommendations of the Therapist.

Holistic Environment

An ongoing comprehensive staff training programme is delivered by our Therapists and external specialists, covering key areas for developing and improving practice within our services. These professional development modules cover topics such as Understanding Autism and ways to work with autistic children, sensory diets, child development, mental health first aid and transgender awareness.

Staff attend regular team meetings which provide opportunities to share concerns about

students, how best to help them and reflect on our practice.

Multi-Disciplinary Teams

The MDT structure enables staff to work more closely together to identify early signs of difficulty in children and provide a comprehensive support package. The multi-disciplinary team comprises:

- Head Teacher
- Designated Safeguarding Leads
- Therapy Manager
- Occupational Therapist
- Speech and Language Therapists
- Counsellor
- External professional(s) as required

Qualified Therapists attend the multi-disciplinary team (MDT) meetings on a regular basis to provide additional guidance and support to all staff about the dynamics and individual needs of each child. The purpose of the MDT meetings is to enable education and therapy services to work effectively together, share information and in turn improve outcomes for students. This inter-related approach allows continuous evaluation and assessment and ensures appropriate and timely interventions for each child.

1:1 Therapy

1:1 therapy is available to our students in the form of Speech and Language Therapy and Occupational Therapy. These therapies are mainly long term and students with this provision on their statement or EHCP will be offered a weekly session for the duration of their placement, reviewed annually.

The Therapy Team at Priory Lodge School

Speech and Language Therapist- New starter summer term 2019.

Speech and Language Therapy Assistant

Natasha Douglas

Qualifications and experience

Natasha qualified with honours BA in Childhood and Youth Studies, from the University of Bedfordshire in 2018.

Natasha joined Priory Lodge School as a Learning Support Assistance in September 2018, where she worked closely with many of the students. Whilst at university Natasha did volunteering work at secondary school, working closely with SEN students.



Speech and Language Therapy Assistant

Maya Hernas

Qualifications and experience

Maya qualified with a joint honours BA in Modern Languages from Queen Mary, University of London and has worked in children's, educational and academic publishing



in the UK and the Netherlands. In Maya's School Book Clubs job at Scholastic Publishing she worked with children, Teachers and Educational Consultants. Maya has been involved as a volunteer and member of the Board of Trustees at a London educational charity helping children with a homework club. Maya joined the Priory Lodge Therapy Team in 2016.

Counsellor

Paul Hinds

Qualifications and experience

Paul has been a qualified Integrative Counsellor for 13 years. Paul can work with clients within the Psychodynamic, Cognitive Behavioural and Person Centred frameworks. Paul has been involved professionally with children and young people for the last ten years in schools and other settings. Previously to that Paul worked in the Substance Misuse Field. For the past three years Paul has been part of the Priory Lodge School Therapy Team.



Student Wellbeing Lead

Maeve Gumbley

Qualifications and experience

Maeve completed her BSc in Psychology in 2014 and will be undertaking a MSc in Psychodynamic Counselling and Psychotherapy with children and adolescents in October 2018. Since graduating from university, she has worked as a Learning Support Assistant and



Playworker with children with a number of complex learning and behavioural needs. Maeve has worked at Priory Lodge School for two years, previously as a Senior Learning Support Assistant and Co-Tutor, where she worked closely with students supporting them in lessons and mentoring sessions. Her current role as Student Wellbeing Lead focuses on supporting pupils one to one in managing emotions such as anxiety and/or anger, incorporating various psychological and holistic strategies to help the students learn to manage their feelings independently while building up a bank of strategies.

Priory Lodge Therapeutic Services 2018 - 19

Therapy Services standard package

- Full therapeutic oversight of each individual young person, via regular MDT meetings
- Speech and Language assessment, with recommendations for non-therapy staff to further support the child
- Weekly social communication skills group programme
- Sensory profile assessment and sensory diets where indicated
- Therapeutic oversight of all care and education plans
- Access to therapy groups on specific topics
- A fixed period of therapeutic treatment with planned objectives (as per EHCP/statement provision)

The School Day

All young people are expected to take part in the **school and therapeutic** day which runs from **9.05am to 3.40pm** Monday to Friday. Each school day consists of a Wellbeing Walk, Tutor Time and timetabled lessons that last for 50 minutes.

Resources include:

- Specialist classrooms for Art, Design Technology, Food and Nutrition, Computer Science and Science
- Classrooms with IT work stations / laptops
- Sensory Room
- A range of course-specific materials and software
- Outdoor space including basketball court and outdoor gym
- Resources for learners with additional needs

FAIRNESS

Opportunity, open minds and inclusion for each and every young person

Opportunity...

We support our young people to reach the highest levels of achievement they are capable of, to maximise their life chances. That means we continuously provide practical learning opportunities that match their unique circumstances. Whether it is revision support, tuition to improve reading, or helping students prepare for university interviews, we tailor our support to the individual.

Open minds...

We have a relentless focus on all members of our school community developing the confidence, understanding and awareness of backgrounds, cultures, religions and values that foster respect for each other.

We take every opportunity for our young people to gain the understanding and independence of mind which is essential to overcoming prejudice, stereotyping and radicalisation in our local and global community. We challenge all prejudice we encounter, celebrate diversity and learn from our misconceptions.

Inclusion...

Arrangements for young people with special educational needs and disabilities

On admission, we identify each young person's needs, assess those needs and ensure education works in partnership with the young person, parents/carers and other agencies supporting them.

We ensure that all young people are provided with the support they need to access the school's curriculum and make exemplary progress, commensurate with their ability.

Our school works in partnership with local authority education teams, parents and other relevant professionals.

TEAMWORK

Together, all challenges can be addressed. Our 'can do' attitude gives us strength.

Good communication with our young people, families, home schools and other professionals is critical to successful outcomes.

Working with Parents/Carers and Families

Staff welcome contact with parents/carers and are always happy to take time to talk over any issues. Teaching staff have an initial discussion with parents/carers of young people about the education and support their child will receive from the school.

Parents/carers of students are kept regularly updated on their child's progress and parents are encouraged to communicate regularly with the school.

Support for Young People

Every young person is allocated a mentor who may well be someone selected by the student themselves or may be identified by the staff team. Weekly mentoring sessions enable our students to have 1:1 conversations about any issues they may be experiencing. Sessions may also include practical activities such as independent travel training.

LEARNING

We have a desire to get better and better at something which matters. We never give up.

Amazing learning...

After initial assessment, learning is personalised to ensure we teach each student the skills and knowledge they need to make good progress. We offer a nurturing group environment with tailored activities designed to engage students and enable progress.

By taking time to help our young people genuinely *learn to learn*, we can hugely reduce the anxiety of examinations and school work. We take a mastery approach to learning. That means making sure our young people have a chance to practice, improve and master their knowledge, understanding and skills. We think feedback is a gift and encourage students to improve and modify their work before moving on. Around here, every mistake makes us stronger.

High Expectations...

We place great emphasis on students doing their best work in all activities, including the way they organise their books and present their work. We help students to learn tried and tested ways to make concise notes, to memorise what they have learned and then to apply their learning. We do things this way because it models the strategies young people will need for success in college or the workplace later in life.

No Excuses...

We take a 'no excuses' approach to all young people engaging with school. This requires all of us, including the young person, to genuinely understand and tackle the barriers to learning. If a young person has been disengaged from learning for some time, we work closely with parents to design an individual plan. This will typically use a balance of educational and therapeutic strategies to build up their courage, resilience, skills and confidence to begin learning again without delay.

Our Curriculum...

Each young person has a personalised timetable which includes time for learning and a range of creative, recreational and therapeutic activities. School lessons form the majority of the daily timetable, alongside therapy or mentoring sessions and learning interventions.

Individualised learning

The Priory Lodge School works hard to create learning programmes for our students. Key features include:

- Individual timetables for each child
- High staff:student ratio
- Opportunity for 1:1 work for individuals who cannot manage to work within a group, even if this is just for some subjects
- Students streamed into classes by ability rather than by year group, allowing for flexibility for students who may have experienced disrupted educational pathways

- Alternative methods of recording written information according to a student's individual needs (i.e. use of a laptop)

The Priory Lodge School curriculum:

Students naturally hold different ambitions, aspirations, beliefs and life experiences; curriculum based activities promote spiritual, moral, and cultural development, providing opportunities to help students value differences and challenge prejudice, discrimination and stereotyping. Throughout Key Stage 3 at The Priory Lodge School, students follow the national curriculum, with an emphasis on English, Maths, Science, Computing, PSHE (including emotional literacy) and Humanities. Modern Foreign Languages are not currently offered. The Key Stage 4 curriculum builds on existing knowledge with the opportunity to choose from additional subject choices. The Post-16 curriculum is designed for students looking to focus on building lifelong learning skills and where appropriate, offering opportunities to attend work placements or even part time college placements towards the end of years 13 and 14. The Post-16 curriculum caters for students following academic or vocational routes and our Careers and Work Experience Co-ordinator and teaching staff team are able to advise on pathways to further or higher education and employment.

Please see the next page for courses on offer.

We offer the following courses:

Key Stage 3	Key Stage 4	Post-16
<p>Compulsory subjects:</p> <ul style="list-style-type: none"> ❖ English ❖ Mathematics ❖ Science ❖ Art ❖ Computing ❖ Design Technology ❖ Food & Nutrition ❖ Humanities ❖ P.E. ❖ PSHE ❖ R.E. ❖ Textiles 	<p>Compulsory subjects:</p> <ul style="list-style-type: none"> ❖ English ❖ Mathematics ❖ Science ❖ Computing ❖ P.E. ❖ PSHE ❖ R.E. <p>Option choices are:</p> <ul style="list-style-type: none"> ❖ Art ❖ Trinity Arts Award (Performing Arts) ❖ Computer Science ❖ Design and Technology ❖ English Literature ❖ Food and Nutrition ❖ GCSE P.E. ❖ GCSE R.E. / Thinking and Reasoning ❖ History ❖ Media Studies ❖ Psychology 	<p>Students will be supported in study leading to external Functional Skills, BTEC, GCSE or A level qualifications, directed by their option choices. A distance learning course may be part of a Post-16 student's learning package if they choose a subject outside of our curriculum offer.</p> <p>We offer tutoring to re-sit English and Maths GCSE, as well as Science if requested.</p> <p>Compulsory subjects are:</p> <ul style="list-style-type: none"> ❖ PSHE ❖ Careers / work experience sessions ❖ A Physical Education programme

Examinations

Young people are able to take their public examinations while they are with us as we are a registered examination centre. These examinations include GCSEs, A Levels, BTECs, Functional Skills, Entry Levels etc.

Assessment and Reporting:

Each young person will have an individual education plan (IEP). The IEP records each student's learning targets and progress towards these. Post-16 students have an individual learning plan (ILP).

Students' progress against IEP or ILP targets is measured during the term; new targets are set termly. Students are encouraged to take an active role in working towards their targets.

All students take part in assessments each term; this 'learning check-in' is an essential part of a student's ability to share in the management of their progress and identify gaps in knowledge which need further work. As students get older, these assessments may take the form of mock GCSE exams.

INDEPENDENCE

We have the courage and know-how to direct our own learning and success.

We believe the ability to learn independently is an essential life skill; lessons are designed to encourage young people to take on increasing responsibility for their own learning. We guide students to take a role in planning and assessing their work and academic progress. We encourage students to play an active role in agreeing their educational and personal targets.

Young people participate in lessons that challenge them to think about themselves and the world they live in. They engage in lessons on the Spiritual, Moral, Social and Cultural aspects of Learning (SMSC) to assist in development of emotional literacy, and

discuss ways to maintain positive well-being, as an individual and as a society. Students are given a wider understanding of social and economic issues facing people in other countries and the world in general. British Values are part of our PSHE programme.

PURPOSE

Our talents are used for the benefit of all, to make a positive difference to the society around us.

We provide many opportunities for students to make a positive difference, such as:

- Student Council
- Student 'mentors'
- Social enterprise or charity projects to raise awareness of social causes
- Student feedback box and questionnaires
- Careers lessons to broaden understanding of local, national and global roles

Post 16s - What next?

The decision about what and where to study after the age of sixteen can seem bewildering for any young person. The school makes the process easier by providing young people with expert, individual advice about the range of courses and options available to them in the local area and beyond. The school offers targeted careers advice for our young people as well as support from our Therapy team.

We believe that ensuring successful **progression** is central to our work and every year students leave our school to enter colleges or to take up apprenticeships and training.

Priory Lodge School (PLS) welcomes new or existing day students into Key Stage 5 in any one of years 12 or 13 and students may be taught in a post-16 or mixed Key Stage 4/5 group which reflects their academic ability, chronological or developmental age. We have a mixture of abilities amongst the students at our school and can cater for all abilities ranging from students with severe learning difficulties to those who are academically very able. Post-16 students are able to remain at Priory Lodge School until the end of year 14, which is the academic year they turn 19.

OTHER SCHOOL INFORMATION

Attendance

We record attendance by daily register. All absence is accounted for as authorised or unauthorised. We record the weekly percentage attendance for all young people on roll.

All absence is monitored and form tutors discuss each young person's attendance with them during form time.

It is vital that students attend school regularly; our target is 90% attendance and pastoral staff are available to support students and families for whom this is a problem.

Safeguarding

The school adheres to the Safeguarding Policy and Procedure for The Priory Lodge School. Our school staff have a responsibility to report concerns to the Designated Safeguarding Lead. They will take an appropriate course of action to protect the young person's safety and well-being.

Although it is important to have a good relationship with families, it does not override the need to protect the young person.

Parents and carers can obtain a copy of these procedures directly from the school.

Complaints Procedure

All complaints will be handled sensitively and most concerns can be dealt with by talking directly to the Form Tutor. If this is not possible for any reason then parents/carers should speak to the Head Teacher. Written, formal complaints will be acknowledged in writing within two working day and will be investigated and reported on, in writing, within twenty working days.

Our complaints procedure is available on request.

Policy, Procedures and Standard Documentation

Priory Education & Children's Services has a framework of education policies and procedures that guide our work with young people and which are well embedded into our daily practice. Our policies and procedures, which are available on request and online, include:

- Data Protection
- Confidentiality
- Complaints
- Incident Management, Reporting and Investigation
- Safeguarding Adults (Anyone aged 18 or over)
- Whistleblowing (Protected Disclosure)
- Looked After Children
- Professional Relationship Boundaries
- Safeguarding Children (Anyone under the age of 18)
- Positive Behaviour Support
- Running Away and Missing
- Health & Safety Policy, Organisation and Arrangements
- Fire Safety
- First Aid
- Infection Prevention & Control Arrangements
- Anti-bullying and Harassment
- Use of Social Media by Colleagues
- IT Security
- Behaviour
- Mobile phone
- Student No-Smoking Contract

English as an additional language (EAL)

All young people need to feel safe, accepted and valued in order to learn. For young people who are learning English as an additional language, this includes recognising and valuing their home language and background. As a school, we are aware that bilingualism is a strength. We take a whole school approach including specific teaching of English, education against racism and promoting language awareness.

Governance, Monitoring and Quality Assurance

Priory Education Services has comprehensive procedures in place to monitor and audit the quality of the education provided at The Priory Lodge School.

Governance and quality monitoring of the school includes regular Quality Improvement Lead visits and internal assessments by the Education Quality Team.

The educational provision at The Priory Lodge School is registered with the DfE and inspected by Ofsted.

Equal Opportunities

We are committed to providing equal opportunities in employment for all staff and learning opportunities for all young people, ensuring that we take all possible steps to avoid unlawful discrimination as it relates both to employment practices and the wider school community in accordance with the Equalities Act 2010.

We believe that young people have the right to do as well as they can at The Priory Lodge School. We celebrate the fact that all our learners are unique and special. Young people in our school come from many different backgrounds and will have a mixture of family groups, religious ideas and cultural beliefs. We respect these and acknowledge them.

Updated December 2018