

School Prospectus 2024 / 2025



Lavender Lodge
School



Proprietor details

Mr Steve Bacon
Board Chair

Witherslack Group
Lupton Tower
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Tel: 015395 66081

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Head Teacher's name and contact details

Lorraine Titchener

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Holiday contact details

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School ethos/mission statement

A life changing love of learning – at Lavender Lodge, pupils experience a broad and balanced primary curriculum delivered specifically for their individual needs, pace and skills needed for Secondary school and beyond.

Aims of School

- To provide a curriculum and educational experience which is autism specific, broad, balanced and accessible to all pupils
- To enable each pupil to achieve their full potential in the academic, social, moral and cultural sense
- To provide a happy, secure and supportive environment where pupils are valued and can develop their confidence, self-esteem, independence, emotional regulation, respect and concern for others
- To celebrate achievement in all its forms
- To develop positive links between home, school and the wider community in order to support pupil's learning
- To give our pupils a sense of achievement, raised self-esteem and a positive attitude to future life and learning

Details regarding admission process

We specialise in supporting pupils with a primary diagnosis of Autism alongside other diagnoses such as ADHD, speech and language difficulties, sensory issues and associated challenging behaviour. The school caters for boys and girls aged 4 to 12.

Initial enquiries and informal visits are always welcome; but referrals will come to us directly from the pupil's local authority and we would encourage families to work with their local authority team from the outset wherever possible.

Referrals can be made by the Local Authority throughout the academic year.

Applications are considered by our admissions panel and our Admissions Team will assess the pupil including reviewing the paperwork. A non-prejudicial visit will to Lavender Lodge will then be arranged. Following this visit a place may be offered to pupils whose needs can be fully met by the school. Fees will then be agreed with Local Authorities and will vary dependent on the individual pupil's needs. All placements follow the terms and conditions set out by the NASS Contract.

There will be a collaborative decision made between all stakeholders about how a young person should transition into the school which will include a pre admission visit, home visit by our Family Liaison Officer and then a planned transition into the school day. This is all in a personalised way that is based in our best interest approach, in line with the expectations of the code of practice. There will be an initial assessment period followed by a Post Admission Review Meeting after 12 weeks of a placement commencing.

If you are a parent/carer and wish to discuss making a referral please contact Adele Wadey, our Parent Liaison Officer adele.wadey@witherslackgroup.co.uk

Local authorities should contact the admissions team sian.gloder@witherslackgroup.co.uk

The school's Admissions Policy is available on request.

[Our Clinical offer](#)

Essential to the Witherslack Group Therapeutic Model are our Clinical Services Team who work alongside the wider multidisciplinary team to provide an integrated provision of therapeutic intervention, care and education.

Each of the children's learning environments are supported by a designated and bespoke team of clinicians which may include: Therapists, Psychologists, Speech & Language Therapists, Occupational Therapists and Assistant Psychologists.

Our children, young people and the staff supporting them also have access to other specialist clinicians within the wider group including our Consultant Child & Adolescent Psychiatrist.

All of our practising clinicians are registered practitioners with The Health and Care Professions Council or their appropriate designated regulatory bodies such as The British Association of Counselling Psychotherapists, British Association of Play Therapists, and the United Kingdom Council for Psychotherapy, and all receive supervision from other senior clinicians within the group or from externally commissioned specialists within their field.

Line management for the clinicians is provided by senior clinical colleagues and the Regional Director Clinical, who in turn is line managed by the group's Clinical Director.

All clinicians are supported to maintain their registrations through Continuing Professional Development opportunities, many being supported by the group to develop specialisms such as Sensory Integration Therapy and Trauma Informed Communication Approaches.

Clinical Governance is the responsibility of the Clinical Director who chairs the quarterly Witherslack Group Clinical Governance Board; attended by external advisors and internal Directors.

Details of approach to positive behaviour support, exclusions, rewards and sanctions

Positive Behaviour Support

The overall aim of Positive Behaviour Support (PBS) is to improve the quality of a person's life and that of the people around them.

PBS provides the right support for a person and their family to help people lead a meaningful life and learn new skills without unnecessary restrictions. It is not simply about getting rid of problematic behaviour. With the right support at the right time the likelihood of children exhibiting behaviours which challenge are reduced.

Positive Behaviour Support (PBS) approaches are based on a set of overarching values. These values include the commitment to providing support that promotes inclusion, choice, participation and equality of opportunity. Behaviour that challenges usually happens for a reason and may be the child's only way of communicating an unmet need. PBS helps us understand the reason for the behaviour so we can better meet children's needs, enhance their quality of life and reduce the likelihood that the behaviour will happen.

We aim to help children develop the skills they need to manage their own behaviour. Therefore, good behaviour patterns are taught, encouraged and rewarded.

Positive behaviour is reinforced by the use of a rewards system and encouragement and praise from staff.

Sanctions are not used to deter negative behaviours; pupils are encouraged and supported to use self-regulation strategies and make good choices, and also to understand the consequences of their actions. Pupils also learn about restorative practise and how they can 'make good' of a challenging situation.

An assembly takes place each week where children are selected as 'Star of the Week' for their class and presented with their certificates and all forms of achievement are celebrated.

Every child has a risk assessment and where appropriate a PBS plan which promotes pro-active and preventative strategies and includes the teaching of new skills. All other pupils will have a one page profile to support their needs and make this clear for all that work with them.

At times when children or young people are placing themselves or others at risk of harm, staff may need to use physical intervention to keep them safe. This is used within strict guidelines, only as a last resort, and staff are trained in using the BILD accredited framework PRICE (Protecting Rights in a Caring Environment). Staff receive regular training in de-escalation strategies and Positive Behaviour Support (PBS) strategies. The school's leadership team monitors any use of physical intervention through data on a day to day and monthly basis, which helps to identify any patterns of behaviour and develop any necessary intervention strategies to be put into place reduce its use.

Provision for EHC Plans

A Post Admission review meeting will take place within the first 12 weeks after a pupil's admission. This meeting allows for clinical services to share their multi-disciplinary team report and any intervention programmes to be agreed. Each pupil will have their annual Education Health & Care Plan meeting where their plan will be reviewed and their progress monitored in relation to their targets. Transition reviews take place at a pupil's YR1, YR5 Statutory Annual review. At all meetings the views of the child, parents/carers, teachers, clinical service team members and local authorities are all gained to ensure all relevant parties can contribute. Reports presented at reviews are issued to all agencies involved with the young person in accordance with the SEN Code of Practice.

Details for consideration of pupils/ parents whose first language is not English

On admission a child's need for additional support is identified. Appropriate provision is then established prior to the pupils start date. One to one support from a bi-lingual support assistant will be provided if this is an identified requirement in line with the agreement with the placing local authority.

Details of complaints procedure

In accordance with the Children's Act 1989, all children at Lavender Lodge School have access to a Complaints Procedure. Informal complaints or concerns will be addressed by contacting the

school office and asking to speak to the class teacher or the Family Liaison Officer. Formal complaints directly from the child or via a parent/carer or member of staff should be reported directly to our Head Teacher, Lorraine Titchener.

Complaints or concerns arising from adults also follow set procedures. Firstly, the concern should be addressed informally with the school. Copies of these policies and procedures are available on request.

During the last academic year 23/24 there were 0 formal complaints made to the school.

Statement regarding accessing exam results

For the small cohort of our pupils who we assess to have the necessary levels to access SAT's, will be given the opportunity to do so.

Safeguarding Mission Statement

Lavender Lodge School is committed to safeguarding and promoting the welfare of our children and young people. We believe in the importance of working with partner agencies to ensure that children and young people are kept safe, happy and healthy. All staff working here are made aware of the need of protection and how to respond to these concerns.

We have a Child Protection Policy and Procedures, and all staff are trained and supported by our Designated Safeguarding Lead Clayton Wilson and Deputy DSL (s) Barbara Gonzalez

Where we suspect that a child has been abused or neglected, we have a statutory duty to make a referral to relevant agencies. Where local procedures allow, we will inform the parent[s] of the referral. The school will share any information relevant to the referral with those agencies and will contribute to any assessments being undertaken.

If you require further support on safeguarding matters you can contact the Witherslack Group Lead for Safeguarding Mary Aurens
(Mary.Aurens@witherslackgroup.co.uk)

Promoting General Welfare

Uniform & Equipment

We provide each child with a uniform which includes two white polo shirts and one purple Sweatshirt and a purple book bag. Parents/carers provide their child with grey trousers or grey skirts and dark coloured foot wear.

Personal items or money should not be brought into school unless it is by special request. If pupils find it comforting to listen to music or watch something on their personal electronic

devise, we then ask for these to be handed into the pastoral office on arrival, so that they can be kept safe and not used during the school day.

Risk Assessments

Our role is to support children to lead a positive life, helping them to understand daily risks that they face and to learn how to overcome them safely. Due to our children's difficulties, some of them exhibit 'risk taking' characteristics; we therefore have rigorous procedures to ensure everyone's safety. Individual risk assessments will be completed for all pupils during their 12-week assessment period and will form part of the post-admission assessment review.

Risk assessments are in place and regularly reviewed that cover the environments, lessons, and general activities that take place within the school. Where off site activities are planned, the visit leader would complete a risk assessment and update our Evolve System which ensures all pre-visit checks have been completed and the visit is authorised by a senior member of staff. A fire risk assessment has been undertaken and this is kept updated following any changes to layout, heat-generating activities or fire hazards introduced. An annual review of fire safety is undertaken by a competent person.

Food/Menus

We provide free meals for all children following national nutritional guidelines. We offer hot food options at lunchtime, within a warm and friendly environment where social skills are developed.

Our menus are being continually evaluated and improved to provide children with a well-balanced but enjoyable diet.

Home/School Liaison

We keep in daily contact with our pupils' parents/carers via the use of home-school diaries. The class team completes a daily entry highlighting how a pupil's day has gone. This is taken home at the end of each school day for parents/carers to read and write any comments. The Pastoral Care Team is available to discuss via telephone any issues or concerns that arise, either at school or at home. Parents/carers are encouraged to attend parent's evenings, Christmas performances and any other events that we hold.

Anti-Bullying

We pride ourselves on our warm and caring atmosphere. All members of our community are entitled to safety and protection and therefore bullying will not be tolerated. We have clear policies and guidelines raising awareness in staff, children and young people to signs of bullying.

The school's Anti-Bullying Policy is available on request.

Sex and Relationship Education

At Lavender Lodge School RSE is carefully planned and delivered primarily through our PSHE and Citizenship curriculum. PSHE/Citizenship lessons are given a high priority and are timetabled every week for all Key Stages. Some aspects of RSE feature across several topics, yet discrete RSE topics are also planned and delivered, giving full consideration to the timing of this as related to the age and emotional maturity of our pupils. Additional teaching may also take place within assemblies, Science lessons, RE lessons and other areas of the curriculum, but these will be part of our carefully planned approach to RSE and not simply an 'add-on'

Health and Safety

At Lavender Lodge School we have an ISO 45001 accredited safety and health management system that ensures risks have been identified and effective control measures are in place. Monitoring is undertaken by the Head Teacher, Lorraine Titchener and the Senior Management Team assisted by the Health and Safety Representative, Charlotte Williamson. The whole site has internal health and safety checks in place for the staff to complete, with an action plan put in place to rectify any faults.

The school have support from the Witherslack Groups Safety, Health, and Environment Team, who are competent health and safety professionals who provide advice, guidance and training to create safe and healthy environments for everyone. They undertake a health and safety audit of the school annually and complete additional visits when needed.

First Aid/Medical Care

The school has a medical room on the ground floor in Eagle Court; a number of staff members complete a 1 day emergency first aid at work course and key staff complete a more advanced 3 day first aid course.

The school is only allowed to administer prescribed medication. All medication is recorded and kept in a locked medical cupboard. Paracetamol and Calpol can only be administered with parent and carer consent.

Details regarding staffing and recruitment

Lavender Lodge School follows a rigorous recruitment process in order that we recruit high quality staff and ensure that children and young people are kept safe. Senior Leaders involved in the recruitment process undertake safer recruitment training and all staff employed within the school are subject to an enhanced DBS check.

Head Teacher	1
Deputy Head Teacher	1

Assistant Head Teacher	2
SENco/class teacher	1
Pastoral Manager	1
Deputy Pastoral Manager	1
Pastoral Assistant	2
Administrative Staff	3
Family Liaison Officer	1
Teachers	11
Teaching Assistants	30
HTLA	2
Speech and Language Therapist	2
Occupational Therapist	2.5
Assistant Psychologist	1
Therapy Assistant	1
Cook	1
Assistant Cook	1



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