

# Oliver House School

## Prospectus



# Welcome to Oliver House School



Oliver House School is an independent specialist school for boys and girls aged 6 to 19 who have mild, moderate and severe autism and associated complex learning needs, behaviours that may challenge and/or associated anxiety.

This service enables pupils with autism to:

- **Learn how to manage their behaviour and cope with anxieties**
- **Access a positive educational experience**
- **Develop strategies to manage everyday living**
- **Develop independence, social and communication skills**
- **Become empowered to make their own appropriate choices in life**

The school offers a warm and welcoming environment, where a positive education allows all pupils to experience success. Our ethos was created on the belief that a positive, supportive and achieving culture is essential for creating an outstanding school that meets the needs of young people who previously have had negative school experiences. These pupils need an understanding environment in which to rediscover success, self belief and re-engage with learning.

Oliver House School can provide day places, and in addition and to complement this provision, a number of children's homes providing welcoming and homely environments, which can accommodate young people for up to 52 weeks of the year depending on individual need. All of the pupils referred to the school require a Statement of Special Educational Need/Education Health and Care Plan (EHCP).

The school is located in a recently refurbished building close to local shops and amenities in the Chorley area of Lancashire. The environment helps to create a calm and restful location for pupils with challenging behaviours or high functioning autism, with associated anxieties to be educated.

**Wendy Sparling**  
**Operations Director at Oliver House School**



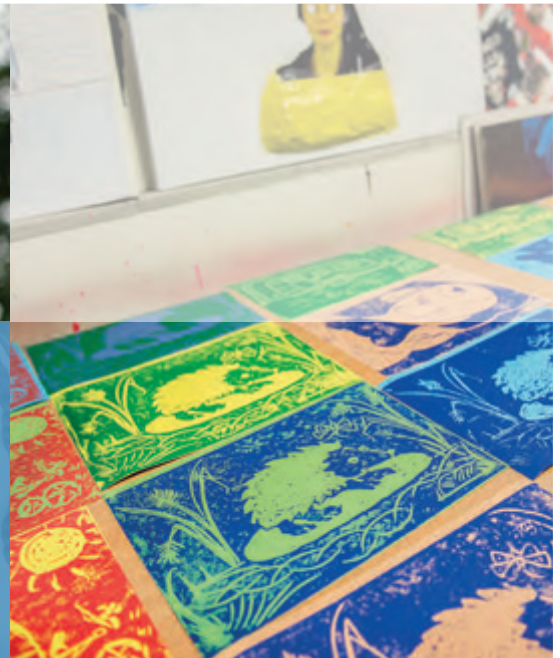


# Our aims and objectives

Our aim is to provide a stimulating educational environment, where pupils can develop and empower themselves to achieve as much independence as possible, so they can approach adulthood as active and responsible contributors to society.

## **Our objectives at Oliver House School are as follows:**

- To provide a disciplined and supportive environment for each pupil through establishing a system of routine and discipline, creating a safe and ordered climate in which effective teaching and learning can take place
- To develop a caring community in which concern and respect for others is fostered and the importance of goodwill, sensitivity and tolerance in interpersonal relationships is exemplified
- To promote and develop in pupils an awareness of social responsibility for the wellbeing of the school community, their family, the local community and the wider community in which they live
- To encourage individuals to accept responsibilities, develop self-awareness, self-discipline and a feeling of self-worth
- To recognise, understand and meet the needs of each individual pupil and to facilitate the development of the creative, intellectual, moral, physical and social capacity in them
- To recognise the individuality of pupils. To monitor in a systematic manner their progress and provide for their special needs
- To give every pupil access to a broad and balanced curriculum, relevant to his or her particular needs
- To help pupils acquire knowledge, concepts, skills, attitudes and values from a variety of sources
- To develop respect for religious beliefs and moral values, an understanding of other races, cultures and religions and respect for self and others regardless of race, gender or creed, within a framework of equality and opportunity



## About our services

- The National Curriculum
- A wide range of educational opportunities, including GCSE and other external examinations
- A positive environment to bring about positive change
- High staff to pupil ratios
- Placements for boys and girls at Key Stage 2, 3, 4 and Post-16
- Individually tailored programmes for education, social and personal development
- Strong links with local employers to provide an extensive work experience programme for pupils, where appropriate
- Continued and ongoing support with learning and life skills
- Opportunities to integrate into community life
- Intensive therapeutic programmes and strategies designed to assist with anxiety
- Personalised Individual curriculum pathway

The school was acquired by Aspris Children's Services (formerly known as Priory Education and Children's Services) in July 2010.

## School staff and structure

**Operations Director:** Wendy Sparling

**Headteacher:** Lisa Sharrock

**Deputy Headteacher:** Natalie Woods


The staffing structure can be collected separately from school reception as this is continually updated.

All staff members employed by Oliver House School are highly experienced and qualified practitioners within their areas. Specialist expertise is always readily available at the School which is directly relevant towards the pupils' unique needs.

The staffing arrangements at Oliver House School and associated children's homes allows for the continuity of staff employed to work in both the school and residential settings. This allows young people to transfer skills learnt in school across to the home settings.

## Other specialist professionals

Pupils have access to a range of specialist therapies from an experienced and professional team including speech and language therapy, occupational therapy, emotional literacy and a behaviour analyst.



# Our education services

## Curriculum

Education is the principal function of Oliver House School and each child is recognised as a unique individual with their own unique abilities, skills and talents.

Personalised education programmes are delivered by qualified specialist teachers. The curriculum provided is both stimulating and challenging, whilst also combining curriculum elements with targets set around sensory needs and the 'Dyad of Impairments':

- **Communication**
- **Social understanding**
- **Flexibility of thought**
- **Sensory needs**

We aim to offer each pupil access to a broad, balanced, relevant and differentiated curriculum aimed at meeting individual needs. Pupils have access to one-to-one and group teaching, individualised education programmes (IEPs), speech and language therapy, occupational therapy and a behaviour analyst.

Pupils are prepared for their futures as they develop their literacy, numeracy and communication skills. The curriculum places a strong emphasis on life skills, vocational and work

related experiences. These experiences equip pupils for their futures when they leave school for college, employment, residential care or supported living arrangements.

All our pupils have an entitlement to the National Curriculum, which is delivered throughout the school by qualified specialist teachers. Teaching methods vary dependent upon the small group and individuals within it.

In some cases, teaching takes place in one of the specially designed classrooms in small groups of two or three, with high levels of learning support to ensure that specific needs are met. Access to a range of external examinations and accreditation is provided.

## Work experience, college links and careers education

Oliver House School has strong links with local organisations and provides an extensive work experience programme for pupils as appropriate. Our curriculum is flexible, relevant and inclusive, reflecting the individual needs of the pupils.

In addition, there is also the opportunity for pupils to take part in college link courses and working towards NVQ qualifications, where appropriate.





## School accommodation

The school accommodation is split into four distinct phases.

**Phase 1:** Accommodates our pupils who are of a primary age

**Phase 2:** Accommodates our pupils who are of a secondary age

**Phase 3:** Accommodates our pupils within the 16-19 age group

**Phase 4:** Accommodation is provided in a distinct first floor provision for pupils who are working within a more mainstream academic level, but who experience a great deal of difficulty with anxiety. These pupils usually have a diagnosis of high functioning autism

The above phases are allocated to specific areas of the school. The accommodation for each phase comprises of a series of small classrooms, group classrooms and specific sensory environments.

Within school there are a number of sensory areas, which are designed to provide opportunities for exercising, arousing and calming in order to assist with the sensory regulation of our pupils.

## Environment and facilities

Oliver House School is located within Astley Village, Chorley. Excellent transport links are very close-by, including access to the M6, M61 and M65 motorways. The school is located at the edge of Astley Park which provides opportunities for our pupils to visit the 'Pets Corner' within the park and local amenities.

Facilities within the school include a visitor/meeting area, upstairs hall which is used for gatherings and PE lessons,

sensory light rooms, pupils' kitchen, sensory suite, ball pool room, spa bath and many individually created rooms to meet individual pupil needs.

Oliver House School also has two outdoor garden areas, which be used by our pupils whenever they wish.

## Assessment, reporting and recording

Following entry to the school, a pupil's needs are assessed over a period of eight to twelve weeks. Following this, a specific individual education programme is confirmed in order to meet the pupil's current needs.

Pupil needs are reviewed on a regular basis and through statutory requirements once a year at the annual review. Young people who are residents in our children's homes also have a review for Looked After Children (LAC) at 6 monthly intervals.

A continuous cycle of internal reviewing of pupils is undertaken through our multidisciplinary team, which occurs at least termly and more frequently if required.





## Case studies



### Kerry

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“Hi, my name is Kerry\*. I arrived at Oliver House School in August 2020. I have autism, severe learning difficulties and self-injurious behaviour.

I live in a residential property for 52 weeks a year supported by 2:1 staff and I attend Oliver House School during the day.

In my previous placement, I had been unable to access school due to my high levels of self-injurious behaviour and I chose to withdraw from the curriculum on offer for long periods of the day.

In the short time I have been at Oliver House School, I have undergone thorough assessments from the Speech & Language Therapist and the staff team have been trained in how to deliver appropriate programmes to meet my needs.

I access school on a full-time basis and take part in many community activities, such as a sensory centre, swimming pool, the library and horse riding.”

\*Pupils' names and photos have been changed to protect identity





## Case studies

### Jacob

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“Hi I am Jacob\*. I am 15 years old and I arrived at Oliver House School in April 2020. It was quite a change for me as I was coming to a new place to live and learn on a 52 week placement.

I had spent four years out of school as a whole series of things hadn't gone right for me and I ended up firstly being housebound and eventually being in my bedroom virtually spending my whole life in there. I had gradually withdrawn more and more and I needed to be in my own place in control of everything.

My days and nights had been all mixed up and I would sleep whenever I felt tired and would play on my Xbox for hours upon end. My mealtimes, routines and everyday life were determined by me and I kept the world out by refusing to engage with anyone who would visit my house. During this time I was diagnosed with autism and it was advised for me to attend a specialist school for children with autism.

The day I moved into Oliver House School was a really hard day for me. I had learned on a number of occasions that if I told people to 'go away' they would. I eventually realised that this time it was different. The staff from my new school did not go away and I eventually agreed to go for a shower, get dressed and get in the car to travel to my new house. I found it very hard in the beginning and would send texts to my mum begging her to come and get me. However, I quickly began to build relationships with the staff, they are great by the way, and soon I found that my life had changed drastically. The staff from my residential house also supported me in school and it was great to see the same faces. The staff also take me out and about to support me to engage in lots of different activities.

The staff expect me to go to school and over the weekend they plan a lot of activities that they expect me to try. If I really don't like them I don't have to go back but I have found that I like certain things that I never thought I would. One of my favourite outings is to the local museum. I am making some of my own meals and devising menu plans around my restricted diet. At the moment, the main focus is for me to eat regular meals as I haven't done that for as long as I can remember. I am having weekly schedules on my life skills programmes and gradually I am learning lots of new skills and independence.

I have attended school since day two of my placement and in school I have my own room, which I chose to have very minimal things up in it. I do engage in some school work and I am beginning to show people my skills and have the confidence to try and understand that it is ok to get things wrong and ask for help, which before I have been too afraid to do. My timetable, in addition to my academic lessons, consists of bike riding with staff, attending the gym and some days out for me to gain first-hand experience of different architecture and building styles, as this is one of my interests.

I have just joined the Cadets group once a week and I attend this independently. I'm also looking forward to accessing the camping trips and other new experiences which are on offer to me.

It is very early days in my new placement but in the first few months, things have really changed for me and my wish is to return to my local college following one more academic year in school, where I hope to gain some external accreditation for my work which I can use in the future.”

\*Pupils' names and photos have been changed to protect identity





## Residential provision



The Oliver House School provision also includes children's homes, which are registered with Ofsted to accommodate young people for up to 52 weeks a year. A brief outline of each home is provided below:

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### Property 1

A homely and nurturing environment for up to four young people with autism, severe learning difficulties and challenging behaviour.

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### Property 2

A homely and nurturing environment for up to four young people with autism, severe learning difficulties and challenging behaviour.

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### Property 3

A large eight-bedded provision with three registered respite beds and up to five 52 week placements. This house is divided into three distinct areas and meets the needs of children with severe learning difficulties and high functioning autism.

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### Property 4

A recently refurbished large farmhouse, which is registered with the CQC to provide accommodation for young people with autism up to the age of 25 years.

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The residential accommodation is currently registered with Ofsted as a children's home and is therefore subject to inspection as required by the Care Standards Act 2000, in line with the Children's Homes Regulations 2015.

We believe it is important for our young people to access community facilities, as appropriate. Consequently a great deal of use is made of local communities and the close proximity of a number of sizeable urban communities allows our young people the opportunity to participate in a wide variety of leisure and social activities.

## Care

The highest standards of care are provided at our houses. With a key worker system, this provides individual support to ensure the needs of our young people are met within the home setting.



# Admission criteria and admissions process

## Admission criteria

- Aged between 6 and 19 years
- A diagnosis of autism or evidence of behaviours which are in accordance with such a diagnosis
- Pupil may have a diagnosis of learning difficulties within the mild, moderate or severe range
- Associated complex needs/anxieties
- A statement of an EHC Plan

Initial enquiry from the local authority to the admissions officer or parents

Visit arranged - referral papers sent to the school

Consideration/reply given by the admissions officer

Assessment arranged

Pupil visit (if appropriate)

Meeting held to discuss outcome of assessment placement admission

Permanent place offered

## Registration and inspections

The residential accommodation is registered and inspected by Ofsted.

Oliver House School is also inspected by Ofsted. The most recent inspection report can be requested from the school administrator and is also available on our website pages at [www.aspriscs.co.uk](http://www.aspriscs.co.uk)

## Parental engagement

Oliver House School encourages close working with families.

For pupils in our school from the very outset, we welcome close collaboration and communication with parents to achieve the best possible outcome for our pupils.

Communication is key to this involvement being effective and parents will be provided with whichever method of communication they request. This ranges from a paper based diary, personal handovers with parents, weekly phone calls or emails.

For our young people in residence, family involvement may take many different forms for example:

- Home visits for young people to be with family
- Supported home visits
- Trips out with family/staff from the home
- Parents visiting the young person's home

All young people in residence have an allocated key worker, who in conjunction with the house management, provide regular feedback to families through their preferred means and their desired frequency.



# Policies and procedures



## Safeguarding policy

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The Education Act 2002 created a new statutory duty for all schools, including Independent Schools. This was to safeguard children and ensure everyone involved with them plays their full part in protecting them from abuse and neglect, and by promoting their welfare.

Oliver House School complies with Section 157 of the Act by ensuring all staff receives recognised training at yearly intervals. The Headteacher, Registered Manager and the Deputy Headteacher have undergone Designated Person training and this is updated on a regular cycle. The lead responsibility for Safeguarding lies with the Headteacher, although all Senior Management Team members have had training in this area. The Senior Management Team review the Child Protection Policy and Procedure annually.

Further details and a copy of our Safeguarding policy and procedures can be found on our website and on request from the school administrator.

## Child protection

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In responding to the individual needs of pupils, Oliver House School will at all times operate within the framework of the Education Act 1996, the Children's Act 1989, the Children's Act 2004, as well as the Care Standards Act 2000. We are committed to the protection and care of our pupils and therefore all child protection issues will be referred to the appropriate local authority and social services department, as required under child protection procedures.

Further details and a copy of our child protection policy and procedures can be found on our website and on request from the school administrator.

## Health and safety

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If a child falls ill or has an accident whilst at school, we make arrangements for parents/guardians to be informed and the child is collected or taken home where possible, if a day pupil. We have qualified first aiders on the staff team, who will deal with minor problems.

In case of an emergency, children will be taken to hospital. Parents/guardians will always be notified but it may not be possible for this to occur prior to transporting to casualty. It is therefore vital that Medical Consent documents are completed.

The school has established a rigorous training schedule for all staff to ensure that they are fully aware of their responsibilities in ensuring that pupils are kept safe at all times. Parents and carers have confidence in the school's procedures for welfare, health and safety. They feel that the levels of support and care provided are extraordinary and have a real impact on the ways that their children function.

Further details and a copy of our health and safety policy and procedures can be found on our website and on request from the school administrator.

## Behaviour and discipline

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A behaviour policy is available upon request. However, all pupils have individualised behaviour support plans which outline pro-active strategies to calm and de-escalate difficult situations. Individual plans outline physical intervention, which may be required if a situation becomes unsafe to manage.

Pupils who experience high anxieties have behaviour support plans, which outline what these behaviours look like for each individual and pro-active strategies to return pupils to their baseline levels.

## Statement of special education needs

Oliver House School is part of Aspris Children's Services, which operates a network of schools and colleges throughout the country. It is one of the UK's leading specialist providers of education and care for children and young people with a wide range of complex learning difficulties and disabilities. These include autism, behavioural, emotional and social difficulties.

Almost all students admitted have an EHC Plan and will have experienced difficulties within mainstream and local authority special schools. Many will have been excluded from previous schools or had problems at home because of their complex and challenging needs and behaviours.

## Provision for pupils for whom English is an additional language (EAL)

Oliver House School seeks to ensure that EAL students are not disadvantaged by their language differences and are provided with high quality support to ensure they have equal access to learning as their peers.

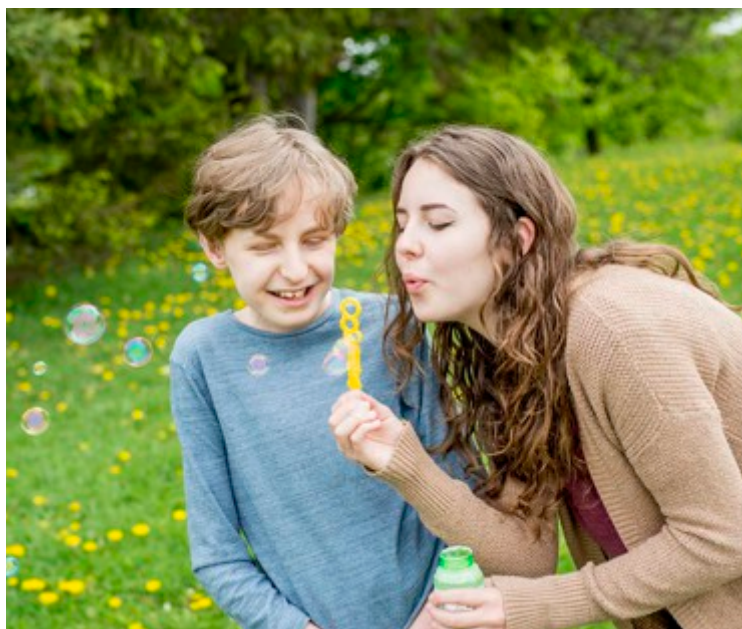
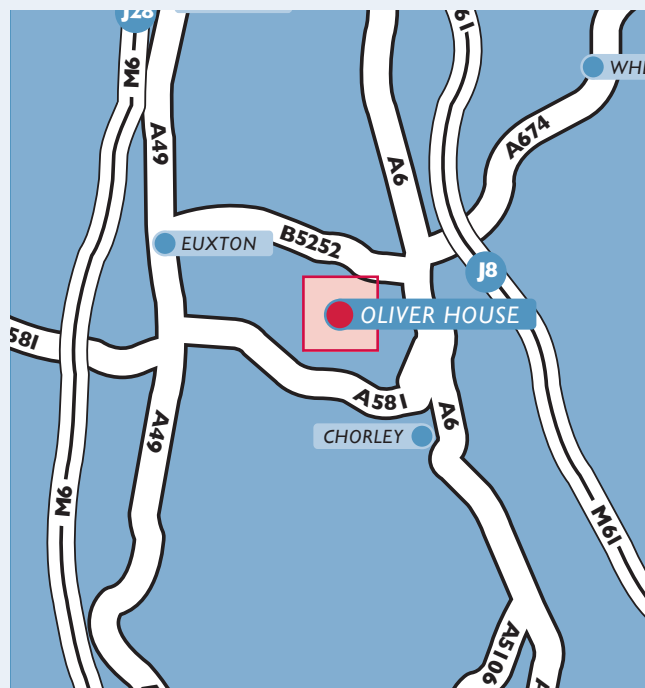
## Complaints

In the event of being dissatisfied with any aspect of school, whether on your own behalf or that of your son/daughter, you should in the first instance contact either your son/daughter's teacher. If this does not provide a satisfactory outcome, you should contact Lisa Sharrock, the school Headteacher. For any concerns that cannot be resolved informally, a more formal complaints procedure can be utilised.

## Further policies

Information about the school and its policies and procedures, regarding the welfare of children are available upon request and include:

- **Anti-bullying policy**
- **Behaviour management policy**
- **Child protection policy**
- **Complaints procedure**
- **Equal opportunities policy**
- **Health and safety policy**
- **Ofsted report**
- **Safeguarding**
- **Staff list**
- **Statement of purpose**
- **Uniform**



## Contact us

For more information on our specialist education and care services at Oliver House School, please contact us today.

**Call: 01257 220 011**

**Email: [placements@aspris.com](mailto:placements@aspris.com)**

**Website: [www.aspriscs.co.uk](http://www.aspriscs.co.uk)**

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**Aspris** Children's  
Services