



Cambian



Cambian Potterspury Lodge School

Specialist education services
in Autism Spectrum Condition

Mixed Gender • 8 - 16 Years
School Years 4 - 11 • Day Placements



Welcome

We are pleased to welcome you on behalf of the students and staff of Potterspurty Lodge School.

We understand that the process of moving to a new school can be a difficult experience for both the student and the parent or carer. A move to a specialist residential school will no doubt raise many questions. We hope this prospectus will help you find answers and discover more about our school, students, staff routines and everyday life.

Once you have read our prospectus we would encourage you to visit us for an opportunity to meet with students and staff, and learn more about our school.

We are sure that should your child join us, they will enjoy and benefit from their experience at Potterspurty Lodge School.



Achieving their personal best

Cambian has a history of delivering 'Outstanding' education and care for students with Autism Spectrum Condition.

Potterspurty Lodge School is an Ofsted registered independent specialist school offering 38 week, term time education for students aged 8 – 16 years old with Autism Spectrum Condition, complex needs and challenging behaviour.

The purpose of the school is to prepare students for the demands of adult life through staff expertise and specialist approaches. We provide a nurturing environment that encourages students to flourish academically, socially and emotionally.

We aim to teach self-management that allows students to utilise their strengths and manage their difficulties successfully. Our work is based upon understanding the ability of the student to manage as an individual, as part of a group and within their family and the wider community.

We celebrate success and achievement at every opportunity, recognising that these outcomes for our students can be measured in many forms. This may include achieving qualifications, such as GCSEs, and functional skills. Students will leave Potterspurty Lodge School with a wealth of qualifications/accreditations that reflect their true potential at a variety of academic levels.

We pride ourselves on the range of specialist support services within our multidisciplinary team who work together to enhance the learning experiences of our students. We draw out the potential in each student and work alongside them to discover their own personal strengths.

Above all, students thrive at Potterspurty Lodge School, and enjoy the learning experience.

Student Profile

- Mixed gender, ages 8-16yrs, school years 4-11

Our students may present with one or more of the following:

- Primary diagnosis of Autism Spectrum Condition and associated conditions
- Complex needs and ACE's
- Often supports pupils coming in from suspension or exclusion related to placement struggles or breakdowns
- A history of school refusal, periods of time out of school
- May have experienced previous admission to a CAMHS
- Child and Adolescent Mental Health Services inpatient unit
- Specific learning difficulties such as dyslexia and dyspraxia
- Issued with an Education, Health and Care Plan (EHCP)
- Have academic levels no less than two years below their chronological age
- Low outward behaviour



Dedicated to each and every student

Potterspurty Lodge School consists of small class groups, creating a supportive and relaxing environment where students can learn and achieve their personal best.

The school's approach to behaviour change is positive and non-aversive. The teaching styles and strategies are developed with Autism Spectrum Condition in mind and are very much led by the needs of the students.

The work of staff is based upon understanding the ability of the student to manage academically, socially and emotionally in various situations.

Individualised plans are designed to meet students' specific needs, and these plans form the basis of the fourway partnership between the student, school, family and local authority.

The curriculum is tailored to individual needs and it is supported by Individual Education Plans (IEPs). These plans allow each student to have access to a challenging, broad, relevant and adaptive teaching curriculum that is designed to be Autism Spectrum Condition friendly.

Therapeutic services

Potterspurty Lodge School makes use of the crisis prevention intervention (CPI) framework. CPI is an international training organisation committed to best practices and safe behaviour management methods that focus on prevention.

The therapeutic services approach ensures difficulties are detected and allows students to receive support as needed.

Our overall aim is for our multidisciplinary team to work alongside the care and education teams, enabling students to overcome their difficulties and promote their individual strengths.

Students are supported by:

- Maximum class size of eight students
- High staff ratio of between 1:4 and 1:1 (this is decided at assessment specific to student needs)
- On-site therapeutic team

The school day provides opportunities for academic, personal and social skills to be developed. Full use is also made of resources in the local environment.

Our specialist team:

- Specialist Teachers
- Teaching Assistants
- Residential Staff / Keyworkers
- Speech and Language Therapists
- Clinical Psychologist
- Consultant Child and Adolescent Psychiatrist
- Occupational Therapists

Our educational programmes allow individuals to engage and participate in activities such as shopping, sports, swimming, social skills, library visits, and country walks.

Every member of staff is dedicated to help all students achieve their potential through a personalised curriculum. This approach is designed to assist the students in developing academic, social and life skills that will enable them to achieve the maximum amount of independence in their adult lives.





Specialist interventions for students

Our therapy team contributes to a therapeutic environment through staff training, support and personalised intervention for all students.

Tailored AS-friendly environments

Classroom layouts are flexible, allowing for individual needs. There is plenty of room for students who work better alone in their own personal space. Equipment can easily be arranged to accommodate those who thrive on collaborative approaches to learning.

Holistic approaches

The school has access to a full range of qualified clinicians accommodating for students' individual needs.

Training in life/work skills

Related learning gives our students real life experiences in the local community. This develops not only their work skills but also self-esteem, confidence, team work and communication skills.

Curriculum flexibility

We support all types of students with varying abilities, entering individuals for qualifications ranging from Entry Level and through to GCSE and Level 3 equivalents. We also work with local colleges to allow a wider curriculum offer.

In the first 3 months of a student joining Potterspurty Lodge School, they are assessed by the multidisciplinary Therapy Team. In addition, students can be referred for further individual therapy appointments throughout their time at the school. Following an assessment, an individualised programme will be developed; sessions will take the form of 1:1 direct sessions with the therapist, indirect sessions via the key worker and teacher, and group sessions with a selected peer group.

Appointments with therapists are confidential. However, parents will receive feedback alongside other aspects of their schooling and will be aware that their child is receiving support. Telephone appointments can be made with therapists, and there is an opportunity to meet and talk with them on our annual parents evening or by individual appointment.

Students may suffer from additional mental health disorders such as anxiety and depression. These students are given the opportunity to attend sessions with therapists. For those students who struggle to engage with the Therapy Team, care can be provided indirectly through the care and education staff and local services. Our overall aim is to work alongside the care and education teams, enabling students to overcome their difficulties and promote their individual strengths.

In addition, the Therapy Team devise and implement anger/anxiety management programmes through 1:1 and indirect work with the students.

Each term, a student has an education review meeting with staff members who are closely involved in their care. This meeting is an opportunity to discuss a student's overall care, education and therapy needs.

Speech and Language Therapy (SLT) aims

- Assist students to use their existing communication skills effectively.
- Enable students to develop and learn new functional communication skills.
- Support students to develop their social integration skills with an improved ability to consider the thoughts and feelings of others.

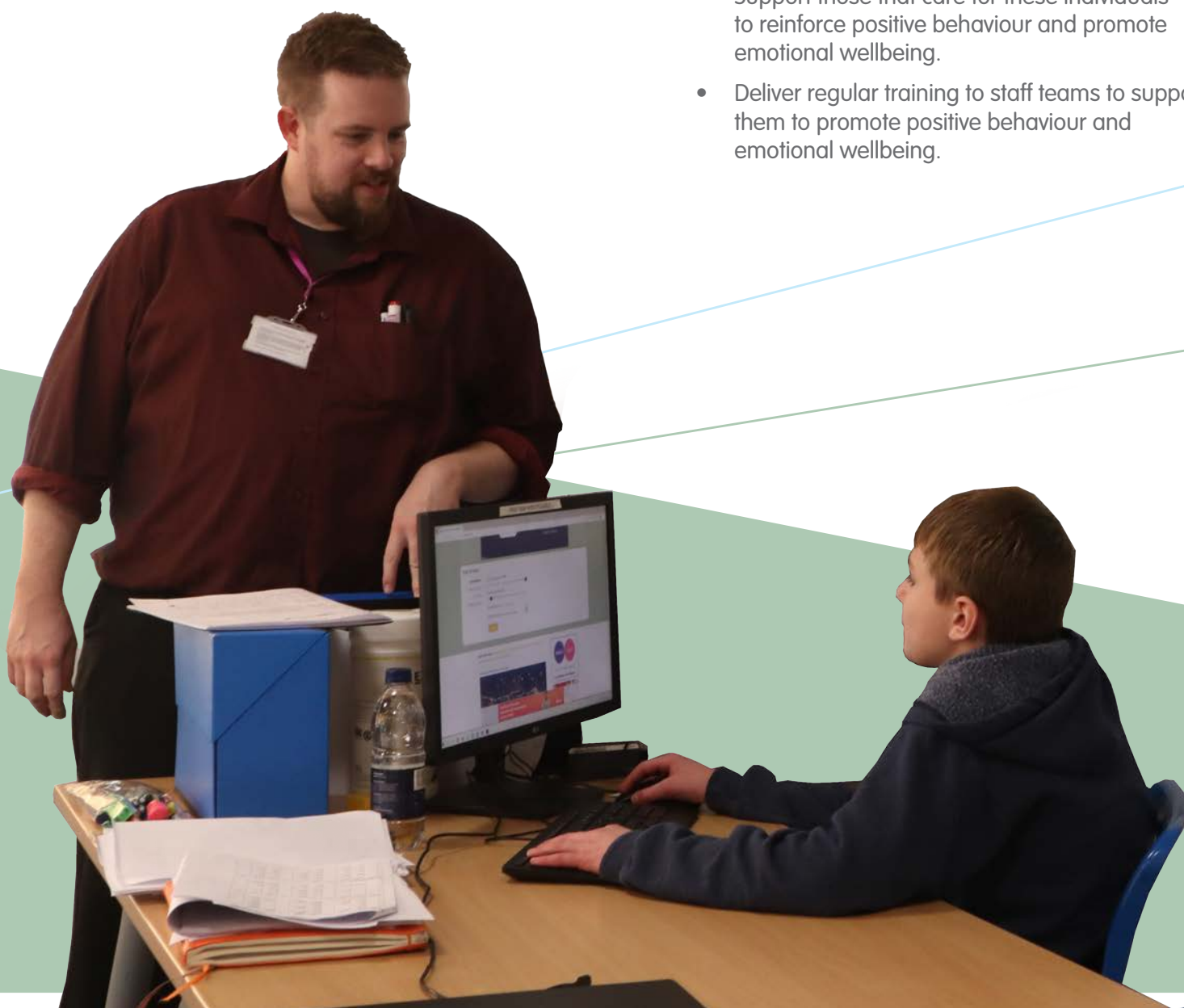
Occupational therapy services aims Occupational therapy supports students to meet a wide range of needs in:

- Sensory difficulties.
- Life skills including personal care, cooking and eating, domestic skills and independence skills.
- Coordination of the arms, legs to allow actions such as running, crawling, and swimming.
- Self-regulation to improve concentration and management of emotions.
- Organisational skills.

Psychology service (including Clinical Psychologist and Cognitive Behaviour Therapist)

The psychology service is integrated within the school's multidisciplinary service and works jointly with psychiatry, occupational therapy and speech and language therapy. This approach enables staff to deliver a service that is holistic and collaborative dependent on each student's needs. Aims of this service:

- Promote emotional health and wellbeing.
- Support the individual to develop positive and more secure relationships with others.
- Promote positive behaviour.
- Encourage individuals to learn and employ appropriate coping strategies to regulate their behaviour and support their own emotional wellbeing.
- Support individuals to make their own treatment decisions and act as an advocate for them when necessary.
- Develop environments and a culture that promotes positive behaviour and emotional wellbeing.
- Support those that care for these individuals to reinforce positive behaviour and promote emotional wellbeing.
- Deliver regular training to staff teams to support them to promote positive behaviour and emotional wellbeing.





A varied and fulfilling education

We have a flexible approach to learning, personalising the curriculum and offering small teaching groups to meet students' learning needs and abilities.

Curriculum

At Potterspurty Lodge School we aim to provide consistent, diverse, enjoyable and structured learning opportunities, through a structured curriculum.

We understand that not all young people with Autism Spectrum Condition will learn new skills at the same pace. Our curriculum caters for students with a wide range of needs regardless of the speed of their progress.

Potterspurty Lodge School believes that students are entitled to a curriculum that is characterised by breadth, balance, relevance and progression.

Personalised approach

The curriculum followed is broadly based on the statutory requirements of the new national curriculum, but the delivery of subjects is adapted to meet the very particular needs of our students.

The curriculum model emphasises the importance of key core subjects, whilst offering the full national curriculum. Our curriculum offers a range of options in years 9 to 11 that can lead to external accreditation and qualifications. There is also an opportunity for students to have short periods of work experience; these may be on or off-site. Where possible, the school places students with local employers and works with partner organisations to ensure the suitability of placements.

Consistent teaching and learning takes place over a longer period than in mainstream day schools. Class groups are small, allowing for individual programmes of study. Alongside the formal curriculum, behaviour management strategies and the development of social skills are also an integral part of every lesson on the timetable.

Ensuring progress

Our students make good progress in all aspects of learning, whether it's social, emotional, behavioural or academic.

We offer a range of qualifications, including:

- GCSEs
- AQA Unit Awards
- Entry Level
- Functional Skills
- Essential Digital Skills
- Arts Award – Discover to Gold
- ASDAN short course qualification
- Through links with local further education colleges we provide a variety of post-16 courses including A Levels

In addition to academic attainment, students are provided with the opportunity to develop their full personal potential in the following areas:

- Physical health and wellbeing
- Independence, life skills and self-help
- Social acceptability
- Communication skills
- The development of relationships with adults and peers
- The ability to make informed choices
- Intellectual development and problem-solving
- Moral, social, cultural and emotional fulfilment
- Positive self-esteem, self-awareness and self-confidence
- Leisure and self-occupation skills



Supporting students and their families

Our aim at Potterspur Lodge School is to work in partnership with parents and siblings to create an environment where families feel supported.

Access to staff

We understand that families may be anxious when a child starts at a new school. All parents and carers have access to members of staff that are involved in the education and care of their child, including our therapy team. We welcome questions and are happy to provide advice to help parents support their children. Residential staff also provide a weekly report to parents and carers.

The therapy and care teams are an important link for families. They offer practical support to parents

in transferring strategies from school to home and management of challenging behaviour in the home environment. Individual appointments can be made with members of the therapy team to discuss individual needs.

Two-way support

We operate an open door policy for parents who are welcome to arrange visits with the school at any time. Telephone can be a crucial link, as well as email communication and/or Skype. We have a firm commitment to two-way support and openness of attitude where partnership with parents is concerned, and we involve families in care, target-setting and individual programme content, to achieve a greater degree of consistency.

JT's Journey

A student's story from Potterspury Lodge School

When we first met JT

"When I had my interview, Mrs Haylett said 'we would like you to come to Potterspury. We think you would fit in and do well here.' No other school had ever said that to me. The others seemed to find reasons why I wouldn't fit in."

JT arrived with a history of failed education caused by behavioural problems associated with his diagnosis of autism spectrum disorder (ASD). Despite disliking attention he exhibited loud noises and caused deliberate disruption. JT did not settle in well on his first evening as a residential student; setting off the fire alarm in an attempt to stop his parents leaving.

JT's progress

JT worked hard to achieve the GCSE results needed to take a Level 2 ICT course at a local mainstream college.

Building on this success, he continued with his post-16 education for 3 years and completed the Level 3 ICT course. During this time JT showed an improvement in his maturity, gained independence skills, and with the help of staff demonstrated an ability to manage his time effectively "I hated being sent away at first. But in the end I stayed on longer than any other student and the school supported me throughout college too."

JT went on to support the school Scout troop as a Young Leader, helping to prepare and run Scout evenings for younger students.

JT said his favourite subject at Potterspury Lodge School was music. "It wasn't taught like any other music lesson I had ever had before. My teacher taught me to play the music that really meant something to me."

JT's care

The care JT received concentrated on helping him understand his condition and how it impacted on his behaviours. There was a strong focus on developing his social skills, both in the school environment and the wider community. The development of trusting relationships with staff helped JT take the steps needed to fulfil his potential. JT had an interest in gadgets and staff encouraged him to channel this interest productively towards his goals.

Today

After gaining his ICT qualifications, JT returned to his hometown and successfully gained employment in a role very much suited to his skills, working in IT at a car dealership. JT's role involves setting up new software, building new computers and supporting his colleagues with software and network troubleshooting "I love it, it involves computers and cars - who wouldn't?", said JT. JT learned how to drive as part of our post-16 programme and enjoys the benefits of a company car provided by his new employer.

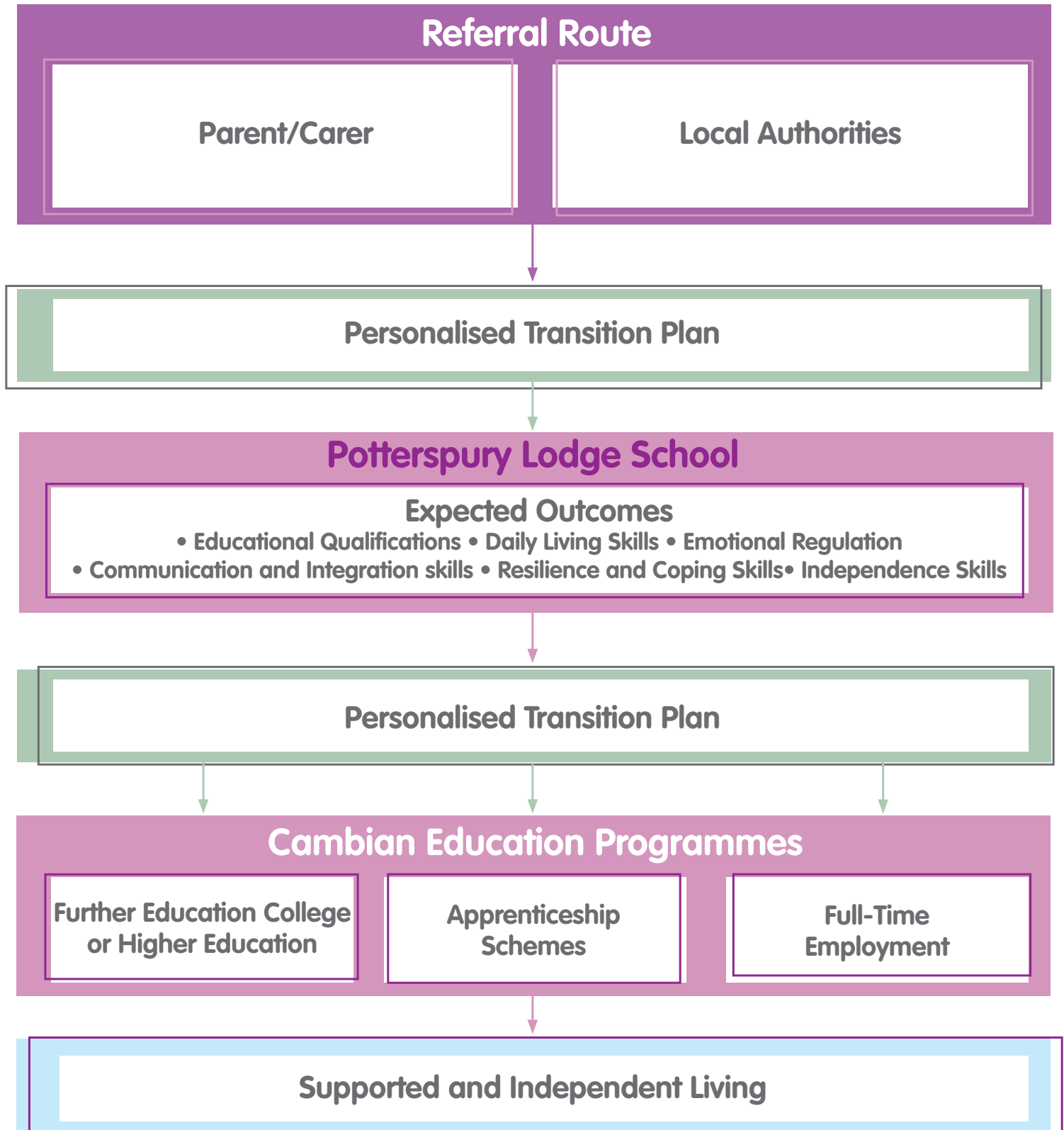
What is the future like for JT?

JT is a confident and happy young man with a good job and a bright future. He visited us in the summer with his girlfriend and parents who thanked us unreservedly for "giving JT a life".



Transition Pathway

We focus on developing education, life and vocational skills that support a successful transition into adulthood.



Potterspurry Lodge School

Outcomes 2025

GCSE

100% passed English Literature including 1 at Grade 8 and 1 at Grade 6

83% passed English Language including 2 at Grade 6

100% passed Mathematics including 1 at Grade 5

100% passed Science: Double Award including 1 at Grade 5:5

100% passed Triple Science: Chemistry

100% passed Triple Science: Physics

100% passed History including 1 at Grade 6 and 1 at Grade 5

100% passed Geography including 1 at Grade 4

100% passed Food including 1 at Grade 6

1 x student sat a Triple Science Biology exam

ENTRY LEVEL CERTIFICATES

1 x Mathematics: Entry Level 3

AWARDS

2 x Bronze Arts Awards

WORK EXPERIENCE

- BM worked in a nursery as they wish to pursue a career in childcare.
- GB worked in a day care centre as they wish to pursue a career in childcare.

Potterspurty Lodge School

Outcomes 2025

PERSONAL ACHIEVEMENTS

- JA, after arriving at Potterspurty Lodge School with no expectation to sit any GCSE's this student sat 3 and an Entry Level Qualification.
- RG, Overcame extreme anxiety to pursue interest in music. He eventually played in a band and recorded music working with others and an outside company supporting our music provision.

LOOKING TO THE FUTURE

6 out of 7 Year 11 students have successfully achieved Post 16 placements.

FURTHER COMMENTS

Great results for Potterspurty Lodge School, both academically and socially once again in 2025!!

Many of our students met or exceeded their target grades. One student had target grades of 4s for English language and literature and achieved a 6 and an 8. Another student overcame their anxiety and sat all of their exams and achieved both a GCSE in Maths and Entry Level qualifications.

Another student, who in Y10 had an attendance of 21%, improved their attendance to 52%.

While we aspire for all of our students to achieve and surpass their target grades, we believe that education and the work we do here at Potterspurty is about so much more. It encompasses the development of self-esteem, confidence, independence and readiness for adult life. We are proud to have played a role in shaping these young people, and to have supported them on their journey of growth and discovery.



Securing your child's future

For more information on Potterspurty Lodge School and our staff, and an in-depth look at our curriculum, services, outcomes and approach, visit www.cambiangroup.com

We understand that choosing the right school for your child can be a difficult decision. To support this process we have parent liaison officers available who can offer further support and guidance on how we could be the right school to meet your child's needs. We encourage you to visit our school to meet students and staff, as well as find answers to those questions not easily answered in this prospectus or on our website.

To initiate the assessment process, local authorities and/or children's services departments make formal requests for a placement. Parents should involve their local authorities at an early stage. This ensures that visits by local authority educational psychologists or other professionals can be arranged to ascertain the appropriateness of the school for each prospective student.

Referral paperwork made available by local authorities, other placing bodies and parents, such as a statement of educational needs plan or an education, health and care plan are read by members of the Senior Leadership

Team and if they feel the school is able to meet the child's needs, he or she will be invited to visit the school to meet some of the staff and students.

Throughout the admissions procedure, the student is kept at the centre of the process. We believe it is unhelpful for the prospective student to see the school before the initial assessment, as it can be a disruption or a disappointment if we ultimately feel we cannot meet their needs. Sometimes this strategy is changed, however we always work in partnership with the local authority and parents/carers to determine the best way forward. Following the assessment and review of reports, the head teacher is then able to make a decision as to whether Potterspurty Lodge School is the right placement for the prospective student. The majority of students are referred and placed by their local education authorities, often supported by children's services and their healthcare colleagues. There are cases in which some students are privately funded.





Additional information

Safeguarding statement

The parents of students at Potterspurty Lodge School should be aware that the school has a duty to safeguard and promote the welfare of their students. This responsibility necessitates a safeguarding policy and the school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. This policy on child protection is in accordance with national and group policy and complies with locally agreed inter-agency procedures. The policy also complies with guidance from the Department for Education DfE and the Local Safeguarding Children Board (LSCB). The school recognises it is an agent of referral and not of investigation.

Anyone can make a referral to children's social care, if necessary. The designated safeguarding lead (DSL) for the school is Lisé Sugden and the deputy DSLs are Christine Haylett, Bev Grice, Carol Clews and Tori Snell.

Complaints procedures

We know there will be times when students, carers, parents or placing authorities will want to give us feedback about our school and we will always be happy to hear from you. If you feel that you would like to make a suggestion, let us know about something you were pleased with, or tell us we did not meet your expectations, please contact us via email or in writing to the Principal or Head Teacher. Alternatively you can request a complaint form from the school office.

Informal complaints will be dealt with quickly, while formal complaints can be made in writing. Our full complaints policy is available from the school on request. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly. Should you wish to take your complaint further or if you feel you are unable to discuss the details with the school, please contact Cambian via the contact form on the website. www.cambian.com.

The Proprietor

The proprietor of the school is Farouq Sheikh, Chair of the CareTech Board. The representative of the Proprietor of the school, whose address for correspondence during both term times and holidays, is:

Andrew Sutherland,
Operations Director – Education,
4th Floor, Parkview, 82 Oxford Road,
Uxbridge UB8 1UX.

The representative of the proprietor may be contacted at Andrew.Sutherland@caretech-uk.com

