



Olsen House School



OLSEN HOUSE SCHOOL

Olsen House School is situated in Great Crosby, Liverpool and registered with Ofsted for boys and girls, aged seven to 16 years.

The school supports pupils with social, emotional and behavioural problems and associated learning difficulties. The school has an on-site provision called The Bluebird Unit which supports pupils living with autism and sensory processing difficulties.

Education

Education and support are provided in very small class sizes and where needed, through 1:1 individual intervention support sessions.

The school follows the national curriculum where appropriate and each pupil has their own tailored timetable designed to take into account individual learning needs. The school has strong links with external providers of further and vocational education.

Pupils enjoy studying for a wide range of qualifications including functional skills, GCSE's and BTEC, there is also a high emphasis on learning outside the classroom.

Additional learning support includes:

- Senior leadership interventions support the quality of teaching
- Implementation of the marking and feedback policy
- SMART Desired Learning Outcomes for individual pupils for each lesson
- Whole school literacy and numeracy approach included in teacher planning

Therapeutic support

The assessment period for each pupil is conducted over at least a six week period and includes educational and therapeutic assessments. When pupils need more therapeutic intervention the school accesses and works with teams to develop individual programs of support and development.

Additional therapeutic support includes:

- Emotional Literacy Development Planning
- Speech and Language Therapy
- Occupational Therapy
- ASC Communication Development
- Lego Therapy
- Solution Focussed Brief Therapy
- Key Social Skills Behavioural Therapy
- Educational Psychology



The Environment

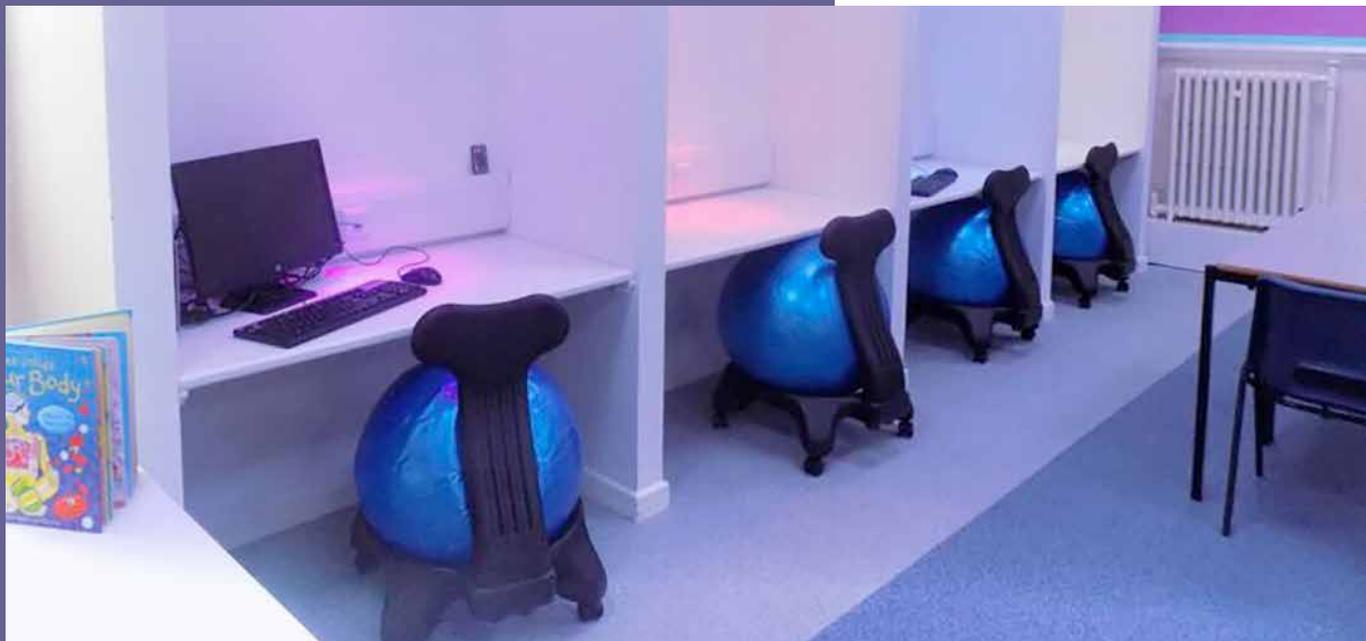
The building is bright and welcoming with a variety of different learning spaces which include:

- ASC low stimulus classrooms throughout
- “Bluebird” ASC on-site provision
- Sensory garden
- Science laboratory
- Art and design room
- Computing and IT
- Food technology
- Nurture learning space
- Therapeutic support and quiet space
- Breakfast and dining room hub
- Recreation room
- Garden area with poly-tunnel
- Offsite allotment

Pupils access local sports and leisure facilities and have use of a number of community based settings extending the learning experience. The curriculum offers regular opportunities for pupils to visit art galleries, theatres, places of cultural and spiritual significance and the established British institutions such as law courts, town halls, Houses of Parliament and local MP offices. The school also invites visitors to the school such as poets, Red Cross workers, HMRC, community police and artists to work with the pupils and enrich the learning experience.



Henry and Mabel help pupils to learn and are a calming influence on the school



Bluebird ASC Unit at Olsen House School

The Bluebird ASC unit at Olsen House has been developed to meet the needs of pupils with a primary diagnosis of ASC. Pupils coming to the unit could also have a secondary diagnosis which includes ADHD, dyslexia, dyscalculia, dyspraxia and sensory processing difficulties.

The aim of the unit is to support all of these needs and work with children holistically. The learning spaces are designed to enable pupils to work in an environment that is comfortable for them and their sensory needs, from the specialist lighting to the vestibular balance chairs. The learning space is divided into specific areas, marked out by the different colours, textured flooring and furniture. The unit has separate access and outdoor space for pupils. The outdoor space includes a sensory garden and poly tunnel in order to provide a learning space for horticultural therapy and quiet time.

Within the Bluebird ASC Unit pupils develop social and emotional skills as they work on their individualised learning programmes. This helps target anxiety, and develop social and communication flexibilities. Our aim within the Bluebird provision is to enable pupils to be independent and to encourage them to think for themselves.

Staffing

The Bluebird ASC provision is managed by the Senior ASC Manager who leads the team of specialist staff within the unit. All staff are trained to Level 2 with AET, the school has 2 AET Level 3 Autism Champions.

All pupils have access to the school's Speech and Language Therapist who focusses on social communication, including listening and understanding and expressive communication. Individual programmes are built to develop pupil's skills to be with others and develop positive relationships. The school employs a Mental Health Nurse to work with pupils around anxiety, depression and stress.

Moving On

Alongside the specially designed, low arousal environment, the pupils are assessed using the AET Progression Framework to ensure that nurturing, learning opportunities are offered for pupils to develop social and emotional skills. Preparation for adulthood is delivered at each individual pupil's pace. This includes independence and community participation and the skills needed for self-organisation, motivation and engagement, keeping healthy and personal safety.

Outcomes

The school offers a wide range of accredited outcomes for pupils to secure the best possible career pathway based on their starting point. The school's outcomes are really positive with all pupils gaining a range of external accreditation at key stage 4 including Functional skills, BTECs, GCSEs and vocational qualifications enabling them to go on to further education. Pupils also gain 'soft skills' accreditation as part of their preparation for adulthood including ASDANs, First Aid, Life Saver Award, and Food Hygiene Awareness.

The rate of progress for most pupils continues to accelerate considerably. We consider this to be as a direct result of an improvement in the quality of teaching and a greater focus on learning outcomes in addition to targeted intervention for specific classes and students.

Progress is measured through national curriculum, social and emotional competency frameworks and reported back to all parties to ensure effective monitoring of progress.



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We are extremely pleased with the results across all examinations that have been achieved by our young people. It is a true reflection of their hard work and determination – their success is part of the significant progress that our young people make in all aspects of their personal development. We have a strong ethos here of working with individual children to make sure they are given every opportunity to reach their potential and given the tools to do so.

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Alison Ford, Head Teacher

The Staff

The staff team at Olsen House are all Autism Education Trust qualified and have an excellent track record of working successfully with pupils with ASC, Asperger's and associated conditions. The school has specialised subject staff who teach subjects which include English, maths, science, food technology, computing and IT, functional skills, PE and PHSE. Each child is assigned their own key worker.

Olsen House School has an independent careers guidance advisor to work with the pupils and their families from year 9 on planning for the future and moving on to the next step of education, employment or training. The school works with the community nurse to ensure universal provision is accessed by all pupils. The SRE team from the NHS work with pupils on a weekly basis either one to one sessions or in class sessions based on emotional maturity rather than chronological age. This is guided by the schools PHSE coordinator. The staff work hard to create the school's unique pastoral care system where every pupil is valued and cared for.



Families and Carers

Olsen House works in consultation with all those involved in the education of each pupil. Pupils and their families or carers are invited in to the school as part of the initial referral and planning process. This is then continued through review meetings each year. The school hosts three parent and carer days each year (termly) which offer opportunities to review educational progress made and the personal development of their child.

Parents and carers are also welcomed to attend transition days, careers development days as well as planning meetings for issues such as attendance or planning therapeutic support. Parents and carers receive information about their child's progress in a number of ways including daily updates calls from tutor or keyworkers, termly reports to parents and carers, newsletters and home visits.

The Involve Programme

The Involve programme seeks to work with both the young person and the family in a supportive and nurturing manner. The ultimate aims are to engage the young person back into full time education whilst at the same time supporting the family to grow stronger in order that they manage day to day routines and boundaries.

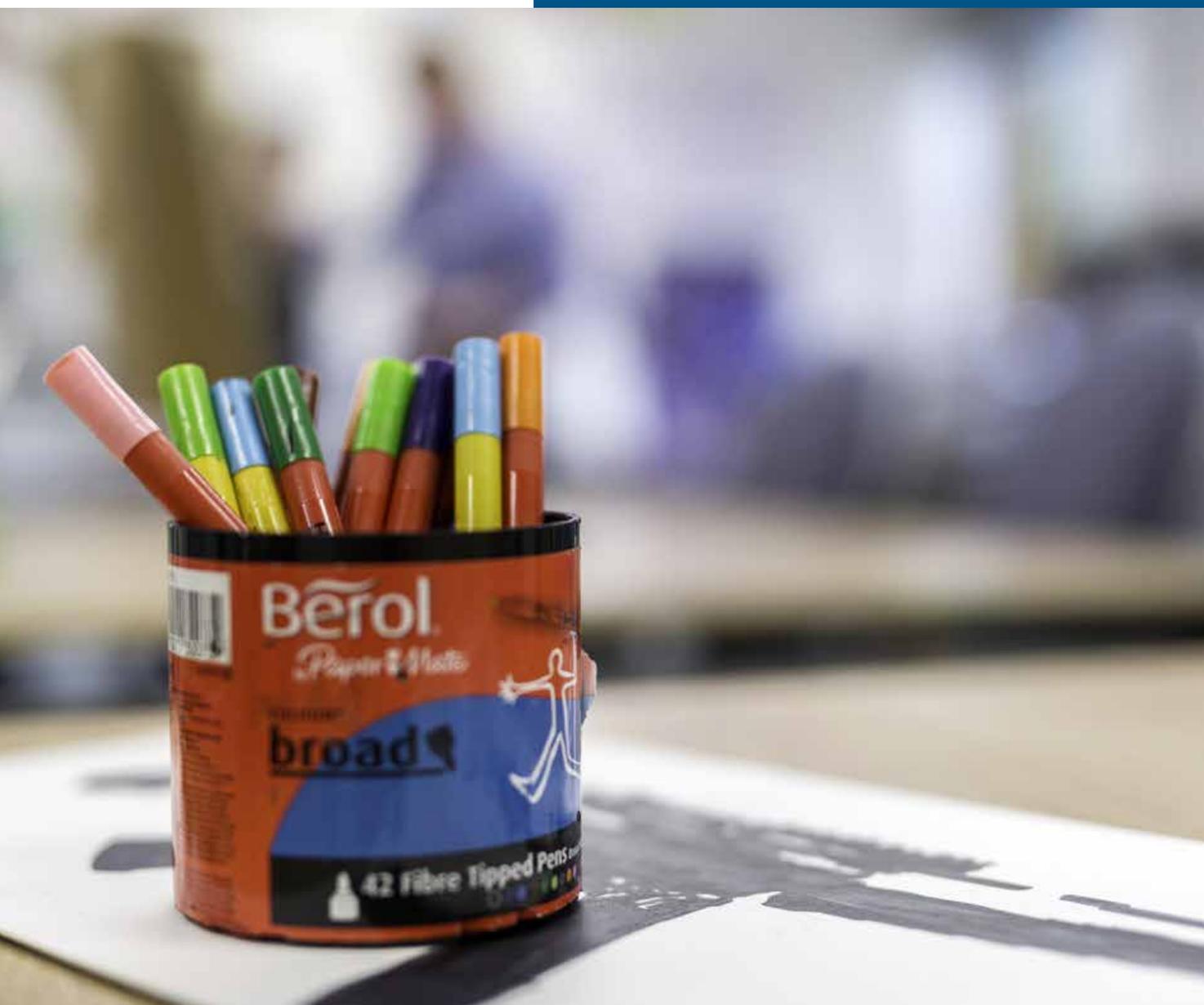
By supporting young people and their families in their own homes the school build trust and support in readiness for the young person to experience schooling, tailored to their needs, interests and skills. The programme provides opportunities in a wide range of positive and developmentally appropriate learning experiences, creating educational aspirations and outcomes. The collaborative approach and early interventions make it easier for families to access and navigate. By engaging with families and other support agencies through mentoring, the capacity for young people to engage in their education and learning is increased.

Awards & Memberships

- Learning Outside the Classroom, bronze award
- International School intermediate award
- Eco Schools, silver award
- Positive about Disability mark
- Member of the National Association of Independent and non-maintained Special Schools

Training

Kedleston Group Ltd is the parent company of Olsen House School and supports staff through a national training programme. The organisation offers both new and existing staff specialist training in addition to the induction and mandatory training which all staff complete. Training includes and is not limited to safeguarding, SEND code of practice, online safety, equality and diversity and data protection. All professional staff working directly with the children and young people are trained in challenging behaviour, positive behaviour management, and Team-Teach.





Safeguarding

The Kedleston Group Safeguarding Lead is responsible for ensuring that rigorous safeguarding arrangements are in place across the group, and that each school operates in accordance with the guidelines of each Local Safeguarding Children's Board and other regulatory and statutory boards.

A detailed safeguarding audit is undertaken on a termly basis for each school and the Group Safeguarding Lead will also chair the various local safeguarding committee meetings to ensure that all safeguarding concerns are dealt with and responded to appropriately. The Group Safeguarding Lead reports directly to the Safeguarding Overview Committee which comprises of two non-executive directors, the Chief Executive and Chief Operating Officer. The Safeguarding Overview Committee is a sub-committee of the Kedleston Group Board and meets monthly.

Governance, Quality and Compliance

The Kedleston Group operates a robust approach to ensuring all of the schools are fully compliant with all appropriate standards and legislation.

Each school is required to have a full governance meeting termly, led by the Principal or Head Teacher. It will always include appropriate members of the Kedleston senior leadership team and be attended by the Chief Executive or Chief Operating Officer.

Comprehensive audits are undertaken by members of the Kedleston senior leadership team relating to their area of responsibility. This forms part of the governance process along with regularly commissioned external audits of the education provision and previous Ofsted inspection reports. A sub-committee of the board has responsibility for overseeing governance, quality and compliance which is chaired by a non-executive director and meets termly.



The committed and effective staff team share the vision to create a school where pupils' needs are at the forefront of everyone's work.

Ofsted Report 2017



Olsen House School

Contact

Olsen House School welcomes visits from families, guardians and young people, professionals and other stakeholders.

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