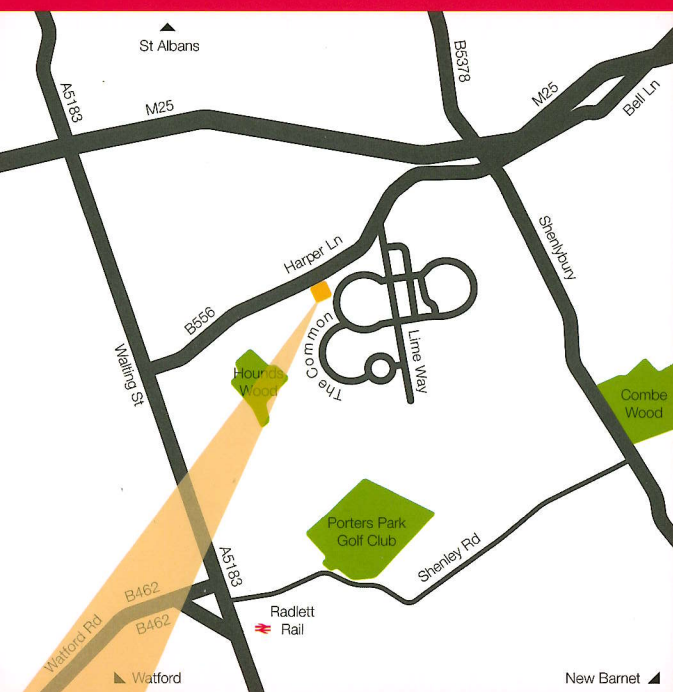


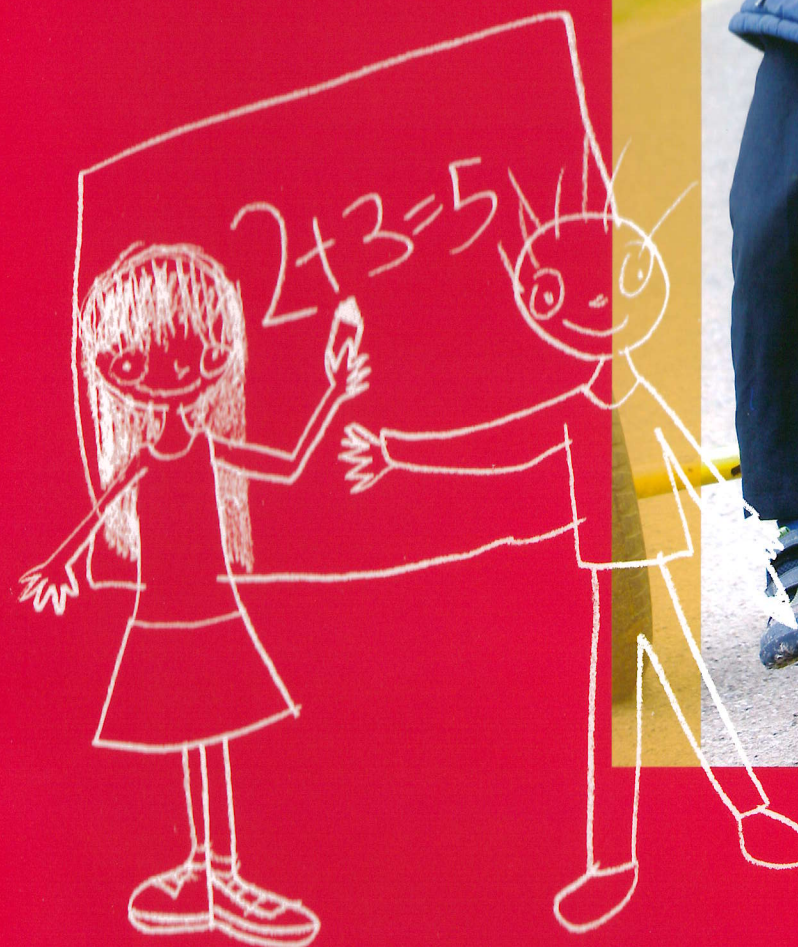
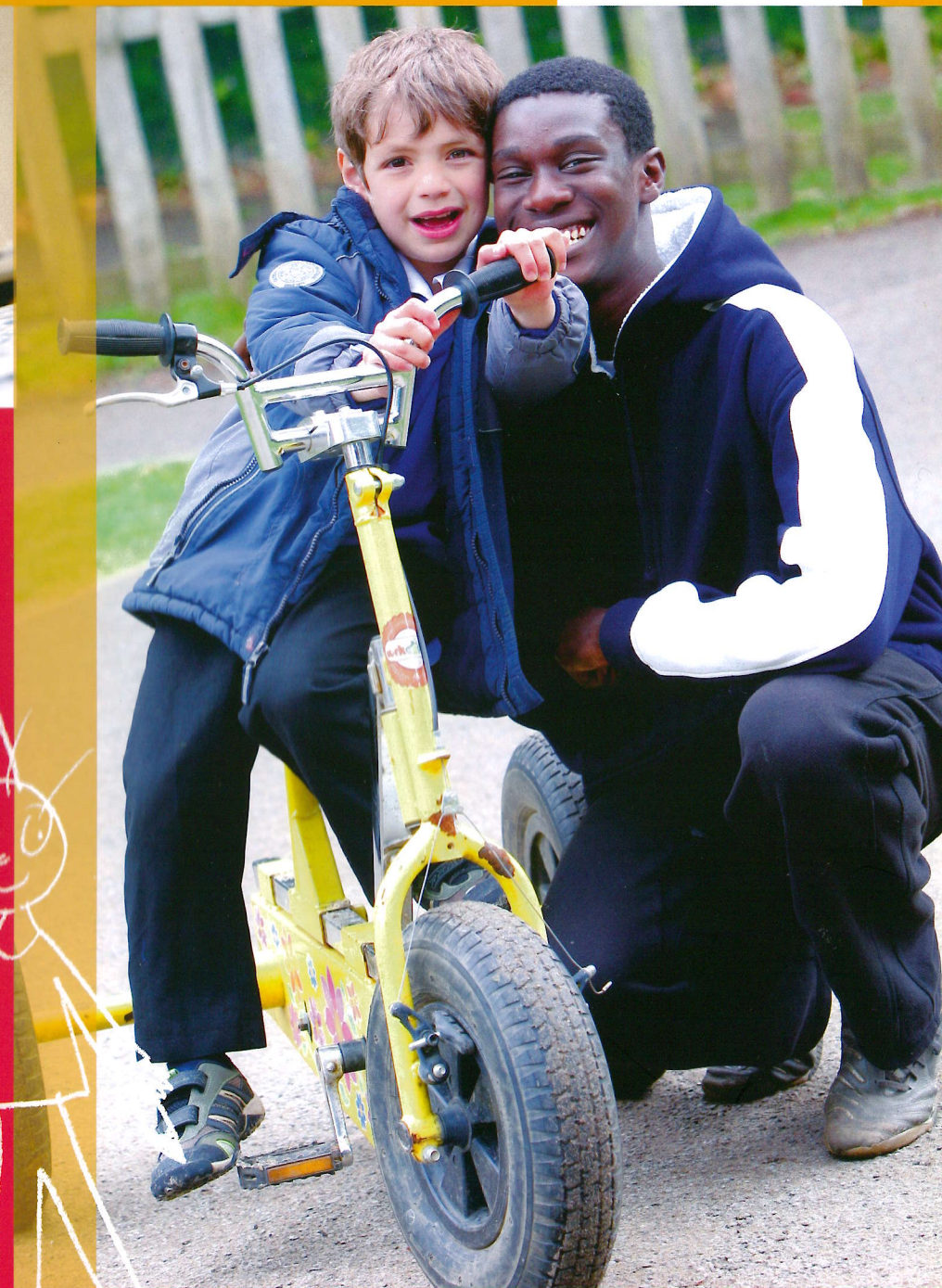


Radlett Lodge School Prospectus



Radlett Lodge School
Harper Lane
Radlett
Hertfordshire
WD7 9HW
Tel: 01923 854 922
Fax: 01923 859 922
Email: radlett.lodge@nas.org.uk
Website: www.autism.org.uk/radlettlodge

Radlett Lodge School



All details and information contained in this prospectus are correct at the time of going to print in 2010.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Accept difference. Not indifference.

Accept difference. Not indifference.



Our school's mission

is to live and work together to share opportunities for learning in a school that is innovative, well resourced and offers high quality teaching and care.



INVESTORS
IN PEOPLE



Social Care



Radlett Lodge School provides an exceptionally high quality of care and education and pupils are kept extremely safe, the pupils make excellent progress academically and personally.

Ofsted 2009



Welcome

to Radlett Lodge School



Parents, friends, volunteers and professionals are all very welcome to our school and we look forward to a happy and successful partnership.

At our school we look beyond autism to the individual needs of every pupil and we put these needs first. We are a friendly, approachable school. Our staff are caring professionals and also demonstrate many of the characteristics of good parents.

Confidence in a school comes from knowing and understanding how it works. We hope you will find out about us through regular visits and contact with me and members of staff and take advantage of the many opportunities for consultation and more informal social occasions.

Radlett Lodge is a very successful school and our Ofsted inspection in December 2009 highlighted several outstanding strengths, including the quality of teaching and assessment, spiritual, moral, social and cultural development, care of pupils and the quality of our relationships.

We recognise that many of our pupils have very special needs but believe that compassion, tolerance and positive intervention can bring about positive change.

I look forward to meeting you.

Lynda Perry
Principal of Radlett Lodge School



Our school's aims

Each child will:

- > learn in a positive, caring environment
- > be respected as an individual with reference to culture, gender and religion
- > be encouraged to live an independent healthy-living lifestyle
- > be given a broad, balanced and relevant education that accesses the National Curriculum
- > be prepared for adult life with appropriate opportunities, responsibilities and experiences
- > benefit from a high staff to pupil ratio
- > receive consistent education and care thanks to a close working relationship between school and home, and other professionals
- > have access to and feel included in the local community.



The school transforms its pupils so that they get great enjoyment from learning and cannot wait to come to school.

Ofsted 2009



Our support



A strong partnership between home and school is key to the success and progress of our pupils. We keep parents fully informed with everything that we do in school. Parents are always welcome to visit and we encourage them to come in and spend time observing or working alongside staff in the classroom. Parents contribute to their child's Individual Education Plan. Parental consultation evenings, phone calls, social events, newsletters and weekly home/school diaries all help promote close links.

Our staff includes eight classroom teachers and a full complement of professional staff, including a Speech and Language Therapist and assistant, a Senior Education Psychologist, two Behaviour Coordinators. Learning Support Assistants (LSAs) and Residential Care Workers (RCWs) work across the school and our residential unit to maintain a consistent approach.



Our outreach service

Radlett Lodge School offers quality support to children with autism in a range of educational settings. This includes staff training and hands-on mentoring to develop good autism teaching strategies. In accessing this support, children may be maintained effectively in their local community.



Staff are professional, caring, highly dedicated, approachable and this is evident in the way that they interact with the young people. There is a lovely atmosphere and the young people obviously feel safe and secure.

Parent 2009

SPELL

All our services use the SPELL framework to support people with autism. It's a unique and well-established system, developed through nearly five decades of experience by our own professionals and practitioners. We work on the principle that every person with autism is different. SPELL guarantees that individual need is at the heart of everything we do.

SPELL stands for:

Structure: People with autism can find change very frightening and sometimes struggle to cope in new or unfamiliar situations. Our safe, predictable and reassuring environments and activities give people with autism the opportunity to increase their independence, develop their communication skills and reduce their anxiety.

Positive expectations and approaches: We build on the natural strengths and abilities of the people we support so that their confidence and self-esteem can grow. We identify the barriers that each person faces and work with them to overcome these and achieve their goals and potential.

Empathy: We try to see and understand the world in the same way that a person with autism experiences it. This means focusing on individual interests and preferences, understanding what motivates, distresses or preoccupies each person and using those insights to help us deliver the best possible care and support.

Low arousal: We respond to people's sensory needs by providing surroundings and activities that are calm, focused and free from clutter and distraction. By using well-established relaxation techniques and introducing new sensory experiences in a gradual, supported way, we help people increase their independence in all aspects of life.

Links: The framework of support we establish for each person should carry over into all other areas of life. By developing a shared, consistent approach that links family, the wider community and other support services, we are reducing the difficulties faced by people with autism and moving together towards a world where they have the same opportunities as everyone else.

The staff at Radlett continue to show immense patience and perseverance in meeting my son's needs as well as encouraging him to be more assertive and independent.
Parent 2009



Our assessment & reporting

Individual education plans (IEPs)

All pupils at our schools have an IEP. This sets out for each individual child **what** should be taught, **how** it should be taught and **how often**.

An IEP contains details of key short-term targets and strategies for each child and is agreed, and regularly reviewed, with parents and, where possible, the child. IEPs focus on the following areas:

- > communication
- > literacy
- > mathematics
- > behaviour
- > social skills.

Each pupil's IEP takes into account the views of parents and professionals and is presented at the pupil's annual review alongside reports on communication, behaviour and learning.

Pupils who are judged to be at the appropriate academic level will take the National Curriculum standard assessment tests (SATs) at the end of key stages 1 and 2. We report these results to parents at the end of the year. At the end of each year, all our pupils are assessed in all National Curriculum subjects. The school has a system which tracks progress of every pupil in the school.



“

The school leaves no stone unturned in the pursuit of enabling pupils to make the maximum progress.

Ofsted 2009

Our curriculum

Our school curriculum is geared specifically to the needs of pupils with autism, with particular emphasis on communication and social skills. We use systematic and consistent teaching strategies and have a high staff to pupil ratio which ensures high levels of learning.

All our pupils follow the National Curriculum at a level appropriate to them. However, we also recognise that many of our pupils first need to be equipped with the tools to learn: our Learning to Learn curriculum teaches the basic skills such as focusing on a task, tolerating sitting beside another pupil, that are prerequisites to learning.

We believe that every pupil at Radlett Lodge has the right to become as independent as possible and this philosophy underpins all our learning. In order to give our pupils maximum opportunities for learning and development, we teach using autism-specific strategies. We address the triad of impairments by setting individual objectives that target each pupil's main areas of difficulty. These targets are practiced throughout the school day and across different settings.

Personal, Social, Health and Citizenship Education (PSHCE) is a key component of our curriculum at every key stage. PSHCE includes a range of vital life skills: at Key Stage 4, for example, students learn about careers and participate in on-site work experience. With parental consent, students receive sex and relationship education as part of our PSHCE curriculum: we see this as essential preparation for growing up and adult life.

We teach all areas of the National Curriculum and our schemes of work in each subject are designed to ensure that pupils are able to access and progress through programmes of study that are appropriate to their levels of ability. Wherever possible, learning is made relevant to real life and is supported by weekly educational visits to museums and other places of interest.

Our **Key Stage 3** department follows all Key Stage 3 subjects with a special focus on PSHCE, Mathematics and English. While some pupils may still be working at a lower level, we make sure our resources and tasks are age-appropriate.

At **Key Stage 4** pupils undertake nationally accredited courses, such as ASDAN (work-related qualifications) through which they develop their independence and learn personal, social and life skills.

We communicate with pupils using various methods appropriate to their level of understanding. These methods include alternative and augmentative systems and use speech, symbols, photographs and objects of reference. We choose the best approach for each child in a given situation.

Pupils are excellently prepared for the future academically, socially and emotionally and in developing skills for life.

Ofsted 2009



Our facilities

Our residential facilities

The Lodge provides a warm and caring environment where pupils learn and practice skills in a more relaxed and homelike setting.

The building is two-storey and purpose designed with three recreation rooms, a dining room, washing and bathing facilities, a laundry room and a well-equipped kitchen. There are televisions, games consoles and a large selection of outdoor equipment to use in the garden. Computers are available for homework or leisure.

The sleeping area is divided into rooms for one or two pupils according to age. There is accommodation for sleeping-in and night staff and two short break beds. (For more details of our short break care service, please see the further information in the back of this prospectus).

Our enrichment activities include:

- > sports (including trampolining, running track, swimming)
- > adventure playground, youth club and Scouts
- > a range of lunchtime clubs (including art club and board games).

We operate a 24-hour curriculum in The Lodge. This reinforces school-based learning and follows the pattern and rhythm of a normal day. Pupils have many opportunities to integrate with the local community, visiting parks, swimming baths and shops and attending Scouts and local youth clubs.

The Lodge curriculum concentrates on self-help skills, leisure activities and teaching for independence. There is a close liaison between the school and The Lodge to ensure continuity.

Our school's facilities

All our pupils – both day pupils and boarders – benefit from our specialist rooms and areas.

These include:

- > eight classrooms
- > art and technology area
- > sensory room
- > soft play area
- > library
- > purpose-built gymnasium
- > outdoor play areas
- > teaching kitchen
- > medical room.



Support for pupils' communication pervades every activity and is so well embedded in the work done; it results in pupils' outstanding progress.

Ofsted 2009





The boarding provision and school work seamlessly together to support pupils' all round development.

Ofsted 2009

Our admissions

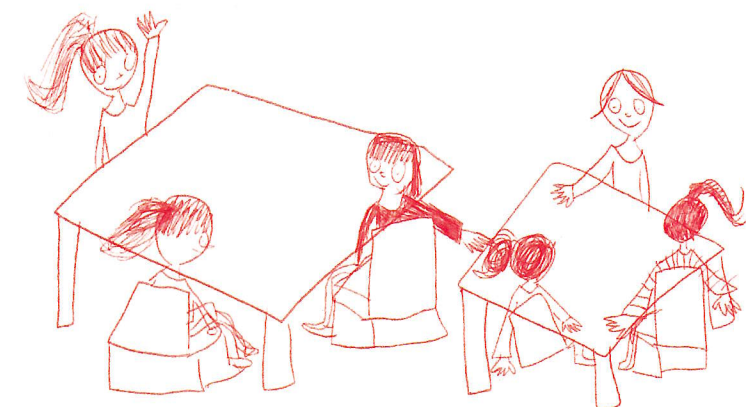
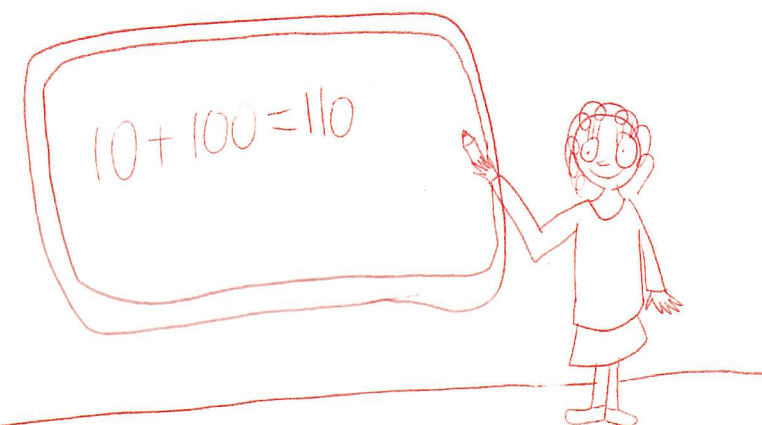
Children aged 4 to 16 are referred to our school by their local authority, who will fund their place here. In line with NAS policy, we cannot accept applications for private funding. The NAS Advocacy for Education Service can provide families with advice on educational provision and entitlements.

Once we have received all the relevant reports and application forms, we will visit your child at their school or at home. We will then decide whether our school can meet your child's needs, and if there is a suitable class and/or residential place for him/her. We take into account whether your child is compatible with the children already at our school and able to progress.

All children have a diagnosis of autism spectrum disorder, but if your child has any additional needs, we will determine any adjustments that may be needed.

Once we have offered your child a place, you and your child are invited in to discuss transition details with us. Over the first two terms at our school we observe your child and carry out a baseline assessment. After this, we review the success of the placement.

Once your child is at our school, your child's achievements are reported on at annual reviews and at twice yearly parent evenings.





Our policies

Discipline: We have a positive approach to discipline which takes into account the nature of autism spectrum disorders, as well as individual rights and respect for the rights of others. Staff work hard to maintain a creative and positive learning environment for all pupils in order to help them develop positive behaviour throughout the school. Pupils are also supported to learn self-discipline and take responsibility for their own behaviour. Discipline, in the sense of a child being punished, is not used.

Exclusions: Exclusion from Radlett Lodge is very rare and only happens in extreme circumstances. Behaviour policies and strategies, partnership with parents, local authorities and staff training all seek to avoid the need to exclude. Exclusion will only be considered as a last resort if a support plan is unsuccessful. Before a pupil is excluded, all other alternative strategies will be considered – but the safety, education and welfare of all pupils and staff is of paramount importance and therefore exclusion may be in rare cases be appropriate.

Complaints: We follow the NAS formal complaint procedure, a copy of which is available on request. In line with the Children Act, we have also appointed an independent specialist, known as a 'listener', who visits regularly as a safeguard against malpractice and to act as an independent voice for reporting matters of concern by pupils, parents and staff.

Safeguarding: We understand that your child's safety, care and happiness are of paramount importance to you. We have extremely robust safeguarding procedures and practices in place. Everything we do is centred around our students. We provide a nurturing and high quality environment making sure that they feel safe and cared for. We are committed to the Every Child Matters strategy. We believe in and champion the rights of every child in our school to be healthy, safe and to achieve and make a positive contribution.

The National Autistic Society

The National Autistic Society is the UK's leading charity for people affected by autism.

We were founded around a kitchen table in 1962 by a group of parents who were passionate about ensuring a better future for their children. Today, our UK-wide network of specialist schools and education services gives hundreds of children and young people the opportunity to grow and learn in a reassuring environment, with teachers and support staff who understand their needs.

For over 45 years, we've built our success on the principle that every child that passes through our doors is unique. Each student has their own support programme based around their needs and ambitions. Together with them and their families, we're building the better future that our founders hoped for.

The National Autistic Society
393 City Road
London EC1V 1NG
Switchboard: 020 7833 2299
Email: nas@nas.org.uk
Website: www.autism.org.uk

Autism Helpline: 0845 070 4004
Advocacy for Education service: 0845 070 4002
Parent to Parent support line: 0800 952 0520

Radlett Lodge School Prospectus

The National Autistic Society provides educational services across the UK:

Broomhayes School and Children's Centre, Devon	10–19 years
Daldorch House School, East Ayrshire	5–21 years
Helen Allison School, Kent	5–19 years
Radlett Lodge School, Hertfordshire	4–16 years
Sybil Elgar School, Middlesex	11–19 years
The Robert Ogden School, South Yorkshire	7–19 years

