



Prospectus

Pathway to a fulfilling life

t: 01256 884600

w: www.loddonschool.org

Welcome to The Loddon School®

The Loddon School® is a residential special school for children aged 8-19 years with profound autistic spectrum disorders (ASDs), associated challenging behaviours and severe learning difficulties.

Set in extensive rural grounds, in Sherfield on Loddon, Hampshire. **The Loddon School®** provides a homely, caring environment for children and young people to learn and thrive in. The children and young people live at the school 52 weeks a year so **The Loddon School®** is a home which provides education, leisure, play, outings and holidays. All children live in small family groups with their own staff who are responsible for their care and support programme and their social development.

The Loddon School® has been a leading pioneer in the world of autistic education over the past thirty years. Designing its own outstanding methodology and behavioural approaches which is used nationally and internationally in both schools and adult care provision.

This prospectus is designed to tell you more about the school, its aims and objectives, what we offer our children and young people and how we work to meet their special educational needs. As a team we are committed to enabling every child to experience success by developing their strengths, celebrating their achievements and acknowledging their unique personalities.



"BEYOND THE SACRED
CLASSROOM, INTO
TRULY INDIVIDUALISED
EDUCATION"

Marion Cornick, Chair of Trustees and Founding Principal

THE LODDON SCHOOL

The Loddon School excels at meeting the exceptional learning and support needs of children and young people whose behaviours present a significant challenge in other environments.

The positive and proactive philosophy of PROACT-SCIPr-UK® underpins the personalised education and care delivered through PLLUSS

Innovative

We are never afraid to try something new. We evaluate and adapt our practice, based solely on the needs of the children. **We enjoy finding new solutions.**

Unravelling the mystery

It can be a challenge to find out what makes each individual tick and why they do what they do.

We never give up!

Enabling

We offer support but not too much, and lots of time to get it right. What we don't do is as important as what we do.

“So your children learn by having fun?”

We find out what really motivates our children, however quirky, and integrate learning into these special interests.

Trust

Building trust with our children and their families through good communication is the key.

We are all equals in partnership.



Aims of the school

The Loddon School®'s purpose is to provide value in the education and care of children with autism, severe learning disabilities and associated complex restrictive behaviours, by giving each child an enhanced quality of life in partnership with parents and through creative design, development and delivery of positive working methods by an excellent team.

The Loddon School® aims to:

- Provide consistent education and support throughout the waking day with a fully integrated and multi-disciplinary staff team, fully trained and with DBS clearance.
- To ensure all staff are committed to the philosophy of the school which was founded to provide a personalised, positive environment using only proactive approaches.
- Provide access for all pupils to the school's approach to teaching and learning – Personalised Learning for Life Using Supportive Strategies (PLLUSS). This is a functional curriculum that develops personalised programmes of learning to meet the needs of the pupils.
- Monitor and record progress through a wide range of assessments: the engagement profile, externally accredited AQA Unit Award Scheme certificates, ASDAN award programme and teacher assessment.
- Meet pupils' needs in all aspects of daily living and independence and set achievable goals to ensure positive progress.
- Meet each pupil's spiritual, emotional and physical needs.
- Ensure that each pupil has access to the creative arts, communication skills teaching, positive interaction and sensory opportunities.
- Use the most appropriate positive teaching styles suited to each pupil.
- Work in collaboration with parents / advocates and placing authorities to ensure the highest standard of service is provided at all times.
- Ensure that parents can share fully in the life of the school, through regular communication, joint goal setting, planning, reporting and reviews, case conferences and other planned parents events.
- Collate and analyse data regularly to provide information for measuring progress and evaluating the methods used in the school.
- Jointly plan post **The Loddon School®** placement and offer training and support for staff who will work with the children and young people after they leave the school.



Foundation

We provide a foundation for learning for life by keeping each individual child at the heart of what we do.

Not afraid to be different

What our children have experienced “before” hasn’t worked for them so there is no value in repeating it. They need something different, and we do things differently at Loddon.

Team Work

All disciplines across the school, education, care, training and support services, contribute together to improve the children’s quality of life.



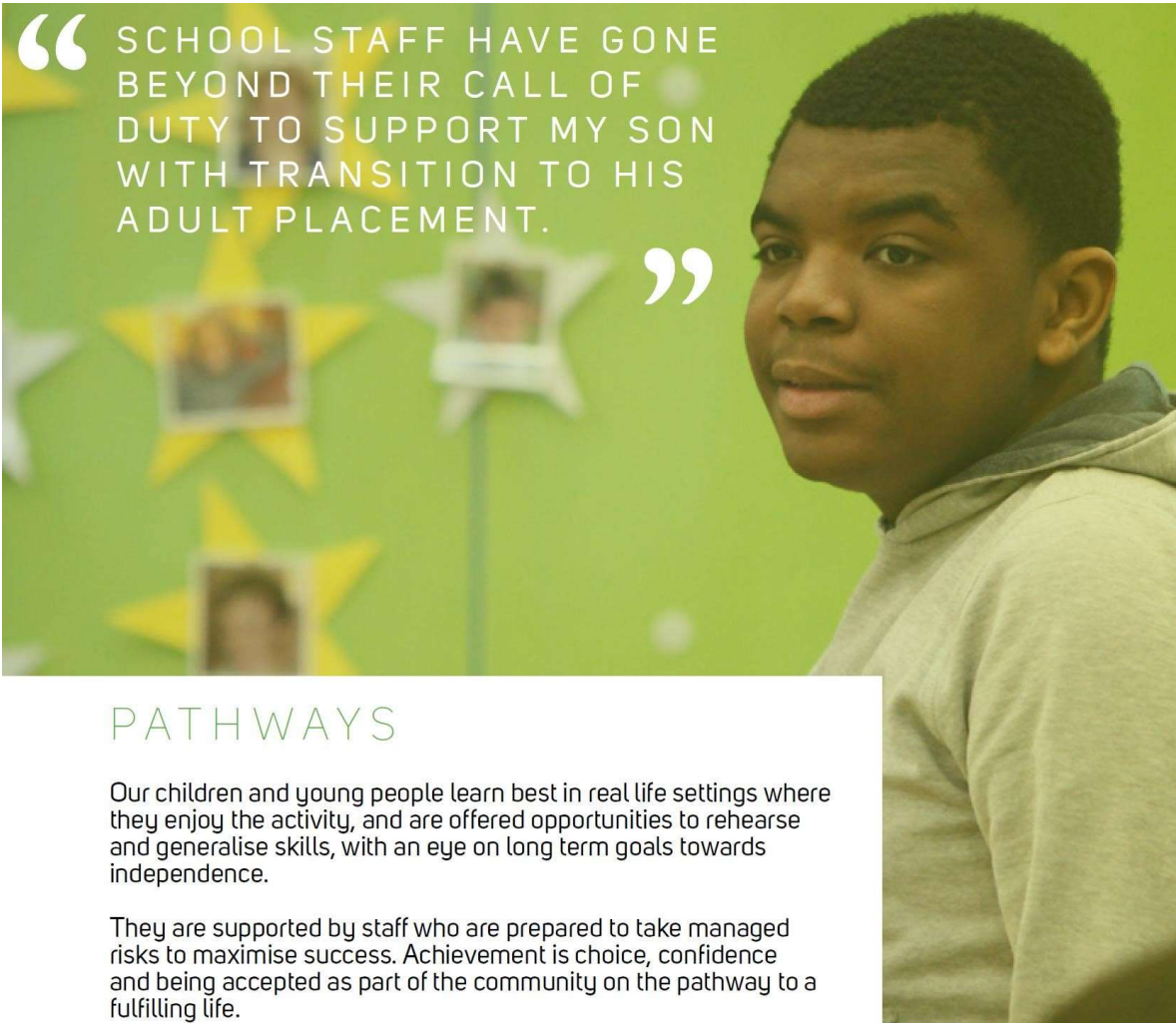
All experiences are provided within a positive, communication centred environment, designed to maximise the children’s quality of life, by teaching the most useful skills for life throughout the waking day



Ethos – Pathway to a Fulfilling Life

At **The Loddon School®** we maintain that:

- Every child, however disabled is entitled to develop in an environment which is conducive to learning. This environment should be one that is safe, caring and enjoyable and where children may grow in confidence, independence and towards personal fulfilment.
- The environment should be one in which each child feels secure, enjoys learning and is always rewarded for effort. This can be realised only when all staff are relating to each child in a positive way and all aspects of the child's needs are being met through the integration of school, home and leisure activities and community experience.
- Staff will preserve and maintain the dignity, individuality and privacy of all pupils within a warm and caring atmosphere, and in so doing will be sensitive to the individual's changing needs. Such needs may be medical / therapeutic (for physical and emotional well-being), cultural, psychological, spiritual, and social.
- Staff will support individuals to discover their likes and dislikes and develop strategies for self-expression by concentrating on the key areas of decision-making and communication. In order to develop these skills, staff will support pupils to make choices which may involve a certain element of risk, to encourage an awareness of danger and the recognition of natural consequences.



“ SCHOOL STAFF HAVE GONE BEYOND THEIR CALL OF DUTY TO SUPPORT MY SON WITH TRANSITION TO HIS ADULT PLACEMENT. ”

PATHWAYS

Our children and young people learn best in real life settings where they enjoy the activity, and are offered opportunities to rehearse and generalise skills, with an eye on long term goals towards independence.

They are supported by staff who are prepared to take managed risks to maximise success. Achievement is choice, confidence and being accepted as part of the community on the pathway to a fulfilling life.

Living at **The Loddon School®**

A key factor to the success of our school has been the extensive use of space and environment to its best ends. We have constantly developed, improved and maintained our facilities to ensure that the children have a freedom not found elsewhere, and that they can feel safe and comfortable in surroundings that complement our work. Outside, our paddocks and stables, with horses, donkeys, goats, chickens and pigs provide excellent learning and play challenge opportunities, whilst physical activities and “challenges” are delivered through our outdoor play, climbing equipment and outdoor gym. We work hard to retain the character of the formal gardens, with an ornamental pond, lawns and walled “Tranquillity” garden.

Inside, we offer a heated swimming pool, and a leisure barn complete with its own bouncy castle, indoor sensory room and outdoor sensory adventure playground and sensory circuit courtyard. We have specialist learning spaces for Art, Drama and music and plenty of interactive boards throughout our main house and outreach homes.

All bedrooms and bathrooms are decorated and furnished to a high standard, and kitchens are built to ensure the children can also make best use of them. Public areas inside the school continue this theme of high standards and durability.



Cherrywood – two homes in the grounds of the school estate for the older students.

The Curriculum

PLLUSS Curriculum® – Personalised Learning for Life Using Supportive

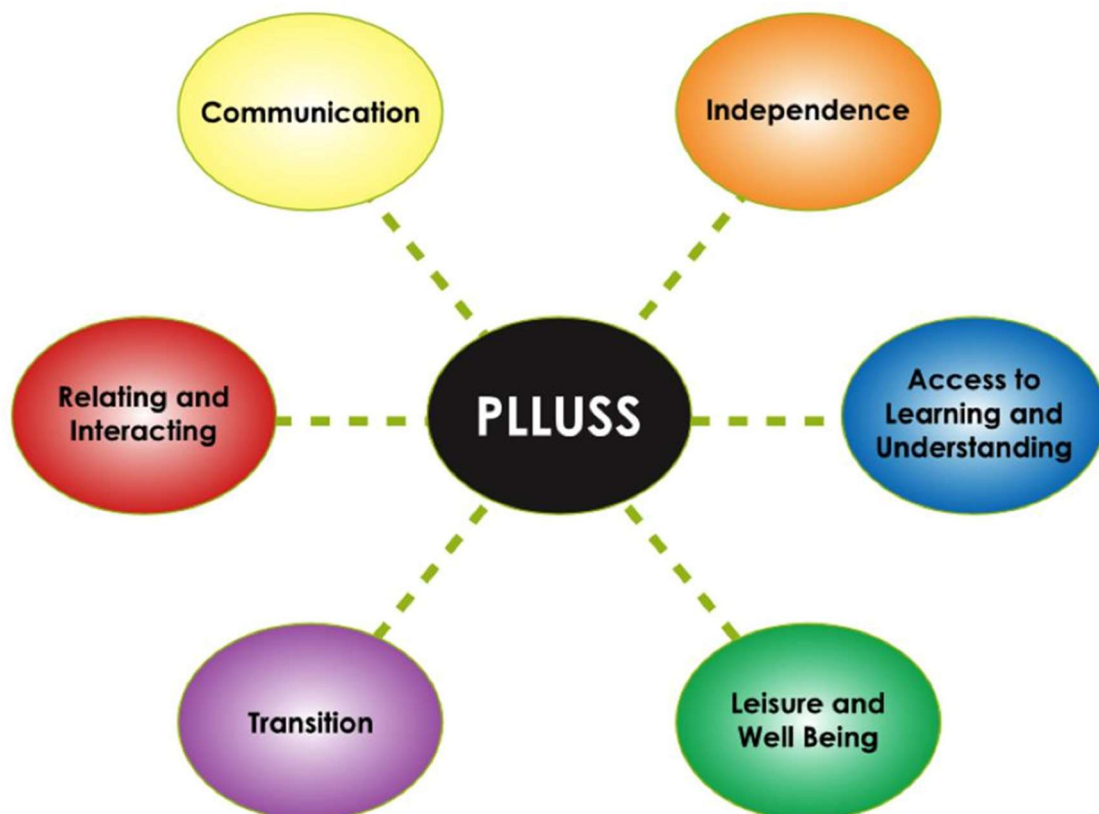
Strategies – is a creative and innovative curriculum, which empowers all young people to make progress in their learning. It is designed to teach and motivate students who are working below the UK National Curriculum.

PLLUSS® is a person centred whole approach designed to enable students to learn functional skills and experience a range of activities in settings where they are comfortable and relaxed. If students are calm and relaxed there is a reduction in inappropriate behaviour and greater opportunities for learning.

PLLUSS® allows Students to experience a waking day curriculum with learning beginning when they wake up and develop their self -help skills of washing and dressing and continue throughout the day with opportunities in the evening for community visits and clubs.

PLLUSS® focuses on developing skills in six key areas:-

- Communication (Speaking, listening, Reading and Writing, Phonics)
- Access to Learning (Numeracy, Science, ICT)
- Independence
- Relating and Interacting
- Transitions
- Leisure and Wellbeing



“ Since coming to The Loddon School our son has made staggering progress in his social skills, participation and interaction with others! ”

“ Over the past few years I have seen my brother progress and mature. I have witnessed the caring attitudes of the staff towards my brother and the other children at the school. These approaches have had a huge impact on my brother and also for me. I am so grateful that The Loddon School exists, not just for my brother, but also for children like him. It is difficult for me to explain exactly how impressed I am. So all I can say is a big thank you to all staff at Loddon. ”

PLLUSS® is broken down in to small steps under each area of the curriculum. This enables teachers to plan precise skills that the student needs to learn and to ensure that learning is achievable.

PLLUSS® aims to help students to:

- increase attendance at activities and complete tasks
- concentrate and focus on tasks
- learn skills that will be useful in adult life
- develop learning, co-operation, social and communication skills through the presentation of and involvement in tasks that are meaningful, relevant and motivating.

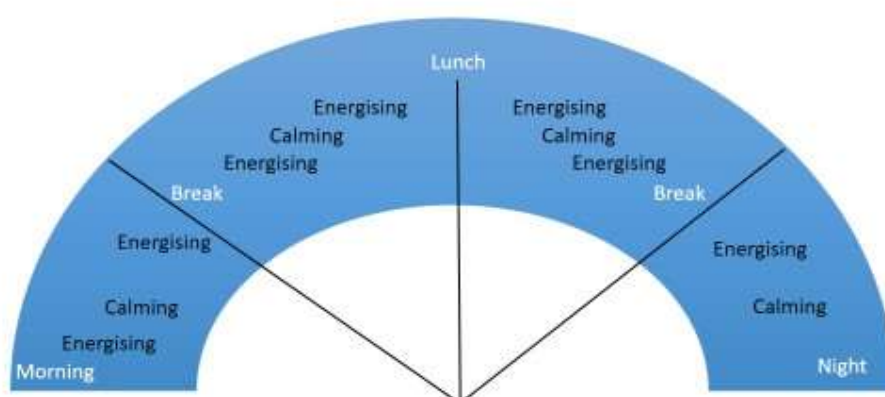
The students need to repeat activities so that they feel secure in understanding expectations and can begin to learn. They have difficulties generalising skills or applying skills to new situations and learning opportunities, so the same skills are taught in a variety of settings and with a range of staff. A student might need to observe activities for a length of time - before they feel confident enough or can be encouraged to join in.

PLLUSS® curriculum is not class based and students are exposed to a wider variety of activities happening around them and therefore have opportunities to observe and begin to join in thus extending their experiences. Activities and consequently learning also take place in the naturally occurring environment so that students learn skills in the appropriate setting and at a time when it naturally occurs. Whilst the timetable is carefully planned and activities have set time slots there is flexibility for sessions to be extended if the student is benefitting from the experience.

Whilst students at any age may need to learn the same skill these are taught in an age appropriate way using activities and equipment that is motivating and relevant to them.

The Waking Day Curriculum

Pattern of the day and sustaining calm



Learning takes place throughout the waking day with all staff using all activities as a vehicle to extend the learning of each child in the school. The day is shaped to help each child to deal with their sensory processing needs, so timetables are built so that there are regular sensory activities throughout the day in order to allow the child to remain calm and focused and more ready to learn. The **PLLUSS Curriculum®** is designed to meet the Waking day delivery.



Preferred learning styles are discovered for each child on entry to the school and these are used to enable to child to engage and learn new skills, while always introducing new activities as a child feels able.

	Monday	Tuesday	Wednesday	Thursday	Friday
Start of the day activity 9.30-10am	Sensory Circuit BEAM Tacpac Circle time & singing Animal Care	Sensory Circuit BEAM Tacpac Circle time & singing Animal Care	Sensory Circuit BEAM Tacpac Circle time & singing Animal Care	Sensory Circuit BEAM Tacpac Circle time & singing Animal Care	Sensory Circuit BEAM Tacpac Circle time & singing Animal Care
Main morning activities 10-1pm (AT LEAST 6 X 30 MINUTE SESSIONS)	Life books session (10-1pm) Construction Class (juniors/seniors sessions in OT room: 10am -12pm) Music therapy (B10am–1pm) Art lessons (10am1pm) Animal care (10-1pm) Swimming (10am-1pm) Community trips Horticulture sessions (10-1pm)	PE (10-12.30) Music (10-12) Community swim (10-12.30pm) Art lessons (10-1pm) BASRAM (Monthly) (10-1pm) Phonics (10-1pm) Swimming (10am1pm) Horticulture sessions (10-1pm)	Swimming lessons (10-12.00 noon) Massage (10-1pm) Drama/Music sessions (10-1pm) Art lessons (10-12) Active Life 12.30pm The Jump Factory (11-1pm) Forest Schools (11.30-12.30pm) Horticulture sessions (10-1pm) School Assembly 12.45pm Aromatherapy (11-12.30pm)	Technology – Cooking (10-1pm) Aromatherapy (10-1pm) Horticulture sessions (10-1pm) Construction Class (FE in OT room: 10 -1pm) Horsology (10-1pm) Art lessons (10-1pm) Music sessions (10-1pm) Swimming (10am-1pm) Yoga (10.30) Community trips (10-1pm)	Sensory Story sessions (9.45-11.15 am) Juicing & Healthy eating (11-11.30am) Horticulture sessions (Linzi – 10am-1pm) Art lessons (10-12.30pm) Animal care /Pony carting Forest Schools (11.30-12.30pm) Swimming (10am-12.30pm) Music Therapy (Winchester 9-11am) Community trips & letter Posting. 12.45pm – Celebration assembly
1.45pm	Sensory Circuit	Sensory Circuit	Sensory Circuit	Sensory Circuit	Sensory Circuit
Afternoon Activities 2-4pm (AT LEAST 4 X 30 MINUTE SESSIONS)	Drama (2-4.30pm) Dance (2-3pm) Music Therapy (1.40-3.45pm) Art lessons (2-4pm) Animal care (2-4pm) Phonics (2-4pm) Forest Schools (2-3pm) Community Swimming (3-4pm) Horticulture sessions (2-3pm)	Work experience – (2-4pm-) Taplow – Sensory Play (Penguins/Robins/ Ravens 2-5pm) Art lessons (2-4pm) The Jump factory (3pm onwards) Discovery Club (Science –2-4pm) Lego Therapy (2-4pm) Life Books (2-4pm) Horticulture sessions (2-4pm)	Massage Story (2-3pm) Sensory Room (2-4.30pm) Work Experience (outreach houses) Community Trips (2-4pm) Young explorers (2 –4.30pm.) Horticulture sessions (2-4pm)	Aromatherapy (2-4.30pm) Camp Mohawk (1-4pm) Art lessons (2-4pm) Horticulture sessions (2-3pm) Donkey Walking (2-4pm) Community trips Sculpture Club (Grounds 2-3.30pm)	Drama sessions (2-3.30pm) Messy Sensory session (2-3pm) Discovery Club (Science 2 – 4pm) Horticulture sessions (2-4pm) Tuck shop (3.30pm)
Evening clubs 5pm onwards	Art Club (6.30pm) Adventure Club 6.30pm Messy Sensory Club	Exercise Club 5pm Pub Restaurant Trip – 5.30pm	Youth Club 6.30pm	Cookery Club 6.30pm Art Club 6.30pm	Cinema Club 8pm (Night staff)

Example of the timetabled activities that may form each child's individual timetable **Sessions offered continuously within the House timetables:**

Karaoke sessions.	Xbox/Wii,	ICT	photography	graffiti art	Literacy activities
Numeracy games	Nature trail	Water play	Shopping	Playground activities	Gardening
House work/laundry	Bikes	Cooking	Juicing	Letter writing	Reading
Phonics	Numicom	Theme boxes	I can boxes	Writing activities	Lane walks
Craft activities	Bubbles and Bounce	Community service	Swimming	SaLT sessions	OT Sessions
Letter Posting	Recycling	Sensory Room	Sensory Playground	massage	Community Trips



The 16-19 PLLUSS Curriculum®

Our **PLLUSS**® Curriculum is truly aligned to the certificated ASDAN programmes and qualifications which are widely recognised by educators for providing an engaging curriculum that empowers students through personalised learning and choice. Our curriculum motivates and enhances learners' confidence, self-esteem and resilience. In addition, young people develop core skills in partnership working, communication, problem solving, and independence.

The 16-19 students follow the ASDAN Preparing for Adulthood programme especially for SEND students. The module 'Towards Independence' provides a framework of activities to develop and accredit personal, social, work-related and independent living skills.

Towards Independence offers formal recognition for small steps of achievement towards a larger goal. There are many additional modules, which build a holistic record of personal achievement.

Sex and Relationship Education

Pupils at The Loddon School® will experience life at a very early cognitive level while experiencing the emotions and feelings typical of someone of their chronological age. While upholding each pupil's rights to express their sexuality in private, it is important to recognise the very real challenges associated with developing and understanding of sex and relationships experienced by pupils in the school. The subject must always be approached with sensitivity.

Aims:

- Learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- Gain knowledge about the human body so that they can understand and feel comfortable with their own bodies and sexual nature.
- Gain knowledge and understanding about the physical and emotional changes that take place during puberty.
- Learn how to manage friendships and relationships confidently and sensitively and to recognise and avoid exploitation and abuse.

Education in this area will focus on body awareness understanding the need to keep parts of the body covered and tolerance of wearing clothing to maintain dignity, appropriate touch including appropriate greetings, and the need for privacy.

Books and social stories will be used to assist the student's knowledge of their own body, enabling the student to learn in a relaxed and comfortable way about the changes occurring to them.

Spiritual Moral Social and Cultural Education

Our core values incorporating fundamental British values underpin the culture and ethos of the school. We recognise and celebrate the rich diversity of our community and actively seek opportunities to promote the spiritual, moral, social and cultural development of our students across our waking day curriculum. The school fosters the spirit of learning by making the educational journey for all, one which is fun, enjoyable and develops a fascination, awe and wonder about themselves, others and the world around them.

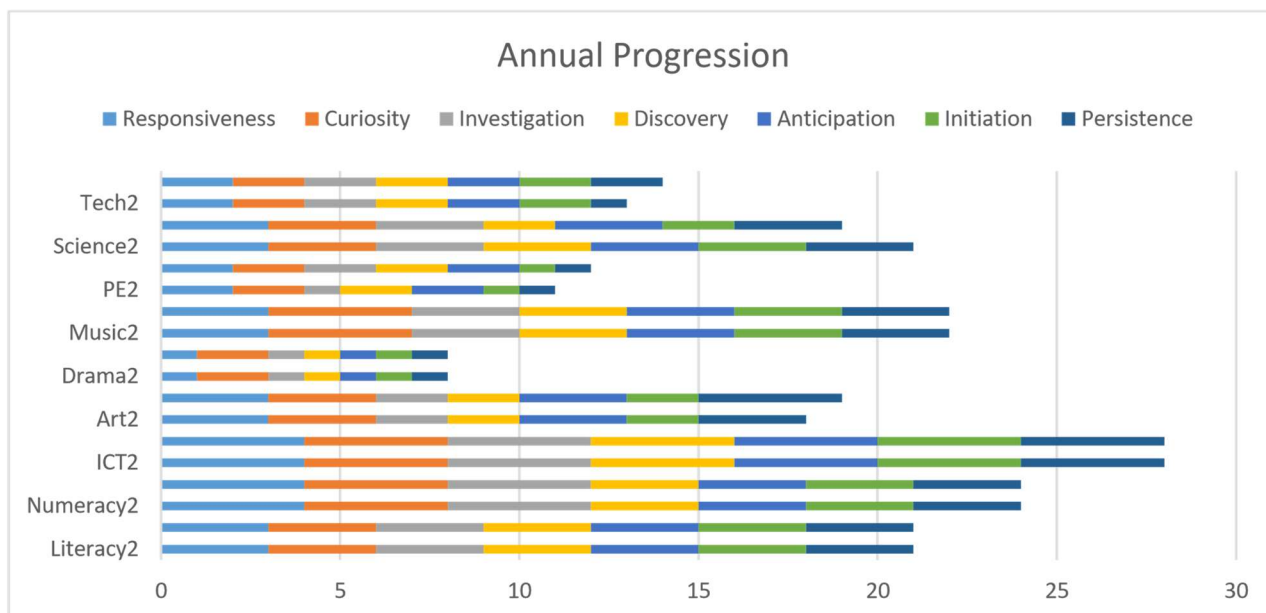
Where a particular festival is being celebrated (e.g. Christmas) parents are free to request that their son or daughter does not participate in that activity if it is against their own religious beliefs.

Assessment

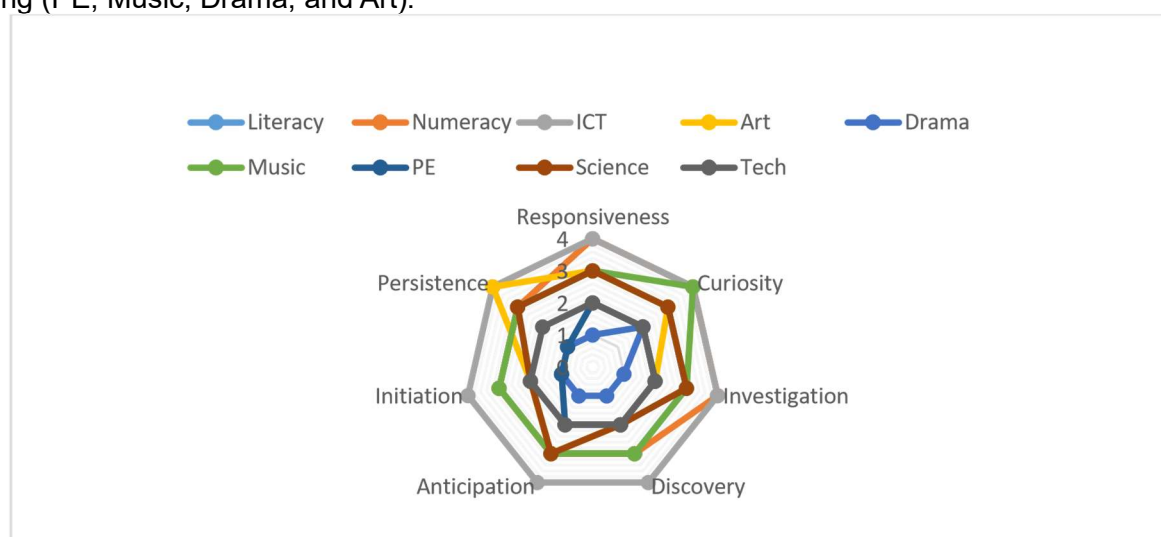


A wide variety of information is collected throughout the year for each child and presented twice a year in their review document.



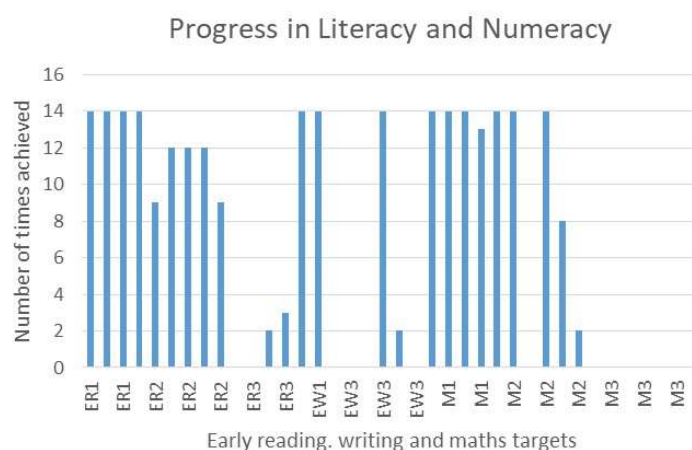


The Engagement profile is used to show the engagement for each area of the curriculum within Communication (literacy), Access to Learning (Technology, Science, Numeracy and ICT) and Leisure and Well-being (PE, Music, Drama, and Art).



Summary of all Engagement Profile data Assessment Point 3

As individuals we may not excel in all areas, but through our engagement profile we hope we are able to develop a rounded profile using all the areas of the curriculum, with our preferred learning driving our overall engagement.



Throughout our learning activities literacy and numeracy are interwoven allowing the child to have plenty of opportunity to practice skills. We follow the early reading, early writing and early mathematics targets outlined in the Rochford report (2017).

Therapies

At **The Loddon School®** we adopt a holistic approach, therapy being central to the work we do. We provide a wide range of therapy led by qualified Therapists and professionals who work closely with all education and care staff throughout the waking day. Our therapy approaches are individualised to enhance all aspects of a child's development.

In **Occupational Therapy** we work closely with education and care staff to help the children become as independent as possible when completing daily activities. We assess the children completing various activities, such as writing/drawing or mark making, participating in PE and balancing on equipment, dressing, preparing and eating meals, etc. We advise on equipment that may help them in everyday living tasks and we advise on activities that can be used to improve their underlying skills. We frequently assess, analyse and try to understand a person's sensory processing needs in order to help them participate in daily activities and cope in different environments. As well as making changes to the environment or how we do a task, another way of helping people with sensory processing difficulties is to recommend a sensory diet – this is a specific programme of activities that provide intense sensory feedback. We also support staff in running Sensory Circuits – a programme to help children become more alert and focused using sensory-motor activities.

The **Speech & Language Therapist** works closely with children and staff within their environment or through sessions in the therapy department to develop their communication skills. All children have therapy target(s) to work towards and progress is regularly reviewed by liaison. Personalized resources are produced by the therapy department to support these being achieved. All children have their own communication books, most of which contain photos. Staff are encouraged to use simple language alongside Makaton & photos to support the children's understanding and use of language for a total communication approach. The SLT has an interest in Assistive and Augmentative Communication (AAC), exploring how AAC can be used more widely across the school.

Aromatherapy Informal massage sessions (hands and feet) take place within the children's houses on a daily basis. Individual massage sessions take place with our **Aromatherapist**, who will use oils and massage strokes that will assist with relaxation, anxiety and other sensory needs. The Aromatherapist works closely with the Occupational Therapist.

The school uses Story Massage (developed by Mary Atkinson and Sandra Hooper), both within houses and in more structured sessions lead by the Aromatherapist or Play Specialist. Group relaxation sessions (using the basic movements of pulsing) are initially led by the school Aromatherapist.



Our **Music Therapist** uses the naturally appealing qualities of sound and music-making to connect and build trusting relationships with our children who may find person-to-person contact difficult through more conventional channels. Music therapy can be helpful for those who need particular support with communicative, social and emotional needs.

Play provision within the PLLUSS curriculum ensures that every child has the opportunity to play, as well as learn valuable skills through 'Learning through Play' activities. Play is a wonderful tool for helping children to move beyond autism's self-absorption into real, shared interaction. Properly used, play can also allow children to explore their feelings, their environment and their relationships with others. Our **Play therapist** works with the children and with staff throughout the week and weekend.



Forest School Sessions at the Loddon School complement our **PLLUSS®** curriculum and 'whole school approach' to learning and development, enhancing and supporting individuals' education and wellbeing. The Forest School ethos and approach aim to provide regular opportunities and experiences for learning to take place outdoors, preferably in woodland (our Nature Trail area). This natural setting offers the ideal environment to support individuals to explore and learn about the world around them, develop new skills, whilst developing confidence and self-esteem through outdoor play.

Other Therapies offered

The **Loddon School®** also has staff trained in **Rebound Therapy**, exercise therapy which uses trampolines to provide opportunities for movement, therapeutic exercise and recreation. **Lego Therapy** developing emotional intelligence and **Assisted Animal Therapy** providing communication, relaxation and sensory simulation. Each therapy and programme of study is carefully matched to the individual needs of the child/young person at a particular time and all are reviewed on a six monthly basis

Intensive Interaction uses body language to tune into children who struggle to communicate. It involves 'learning their language' and responding, to 'what' they do and 'how' they do it. It is more than just copying or mirroring, it means entering their world and working from what it is that the child finds meaningful. The Therapies team support intensive interaction as a 'whole school approach' in order to develop a child's interactions across their day.

Many of our children choose Lego to self-occupy. **Lego Therapy** is used with some children in individual or group sessions. These sessions aim to develop children's emotions, understanding, attention & listening skills, concentration, turn taking, problem solving and working with others.

Admissions

We welcome visits to the school by parents, families, and professionals considering The Loddon School® as a 52 week placement for a child aged from 8 to 19. Please contact the school's Main Office to arrange this.

Pupil referrals can only be made by a Local Authority by sending the relevant information (Statement of SEN, recent reports) to school. Papers will be considered by the Admissions Panel to see whether our "Essential Criteria for Admission" (severe learning difficulties, challenging behaviour) are met.

If the above are met and we have a suitable vacancy then we will offer to assess the child and provide further information about 52 week placements at The Loddon School®. No offers will be made without face to face assessment. There is no charge for this assessment. For overseas referrals we would expect the child to be brought to this country.

Following assessment, if we believe we can meet the child's educational, social, medical and therapeutic needs, an informal offer will be made within 72 hours by phone or email to the referring officer. If the local authority wish to follow up this informal offer then a formal, contractual offer letter will be sent to the referring officer, outlining costs and the level of provision. Once this offer is accepted in writing by an authorised officer, a start date will be agreed and transition visits arranged.



Prospective pupils will commonly have a range of additional needs such as autism, ADHD, OCD, LKS, epilepsy, Fragile X and other syndromes. Because of the nature of the peer group, The Loddon School® is not a safe environment for children who have physical disabilities which impair their mobility or require regular delicate medical interventions.

Specific diets, whether for religious, cultural or health needs, can be provided by prior agreement. Ethnic, cultural or religious requirements are not a barrier to admission and the school considers itself to provide a multi-cultural environment, promoting diversity.





To find out more about our school visit www.loddonschool.org