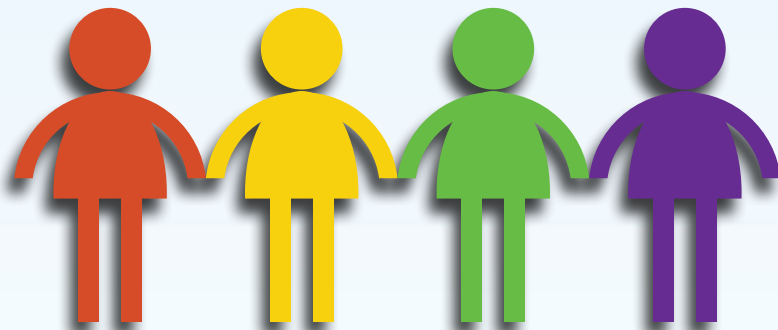


Lavender Field School

A stylized illustration of a lavender sprig with several small purple flowers and green leaves, positioned to the right of the school's name.

Working together to succeed.



A nurturing and therapeutic special school for children aged 5-18 with complex social, emotional and mental health needs, cognitive impairment and/or autism.



www.lavenderfieldschool.co.uk

Dr Amy Hopkin (NPQH) & Mrs Sarah Deaville – Proprietors
Mrs Tania Beales – Head of School



Working together to succeed.



Photo by Pressfoto / Freepik

Is your child happy, fulfilled and engaged in learning on a full-time basis?

If the answer to this question is 'no', and your child has an Education, Health and Care Plan, then Lavender Field School could be what you have been looking for!

"We feel passionately about providing the best education for pupils with additional needs, and believe that this can be achieved through a therapeutic approach centred around the individual needs of every child."

Located in Crewe, Lavender Field School is able to serve families of Cheshire and surrounding counties.

For further information and admissions advice, please feel free to contact the school and we will help you in any way that we can.



Welcome to Lavender Field School

We are a group of skilled and experienced school leaders and teachers of pupils with Special Educational Needs. Our expertise and roles have included leading and managing outstanding SEMH, MLD, SLD and ASD schools, behaviour consultancy, reintegration programme development and extensive multi-agency working.

We feel passionately about providing the best education for pupils with complex social, emotional and mental health needs, autistic spectrum disorder and/or cognitive and learning difficulties. We believe this can be achieved through a personalised and therapeutic approach.

Mission Statement

Our aim is to provide innovative and enjoyable education, therapy and early intervention for pupils, enabling them to become independent, happy, positive and valuable members of society.

Ethos

Lavender Field School enables pupils to access a curriculum that does not follow the prescriptive model, but that focuses on independence and offers a personalised education, rooted in social, emotional and physical development. This enables the very best achievement for our pupils, both personally and academically. In addition to offering tailored, individual pupil support to a much greater degree than can be offered in a traditional school, we are a community in which every aspect is built around a therapeutic ethos and centred around the needs of each individual child.



Key Information

Pupils at Lavender Field School are streamed according to their needs and ability. Pupils receive support that provides the flexibility to access learning in the most appropriate way. Timetabling and approach is shaped by the needs of each child, each day. This may involve working individually or collaboratively, and may be led by adults or the child.

School Uniform

Black school jumper/cardigan with logo
Grey polo shirt with logo
Black Shoes/Plain Black Trainers

P.E. Kit

Sensible Tracksuit
Bottoms/Shorts
Sensible T-Shirt
Trainers/Pumps

School Day

Morning Teaching Session

9:10 - 12:20

(including breakfast, snack and break)

Lunch

12:20 - 12:40

Afternoon Teaching Session

12:40 - 14:40

School Meals

We believe that improved health, social and cognitive development cannot be achieved without good nutrition. Poorly nourished children cannot grow and develop optimally, resist infection, learn to their full potential or overcome social, emotional or behavioural difficulties. For this reason, a huge amount of importance is placed on the diet at Lavender School.

Our menus are skilfully devised to offer the highest levels of nutrition. Throughout the day, many opportunities to meet the 'five a day' target are presented to the children. We know that persuading some children to eat fruit and vegetables can be difficult. With this in mind, we use creative techniques to pack as much of these foods as possible into our lunches, sometimes hidden!

But it's not just the nutritional aspect of food that we think is important. We believe that sharing and enjoying eating-experiences with others, whether it's just a snack, or a three course meal, is an excellent vehicle for social development. Our dining area provides a comfortable, social, and atmospheric environment for dining.

Because we know that many children enjoy gardening, we have our own market garden, which provides some of the fruit and vegetables used to create meals at Lavender Field School. If we grow enough, we can even sell a small amount of produce at the local farmers' market! The process from 'seed to plate/market' can be extremely rewarding.



Curriculum

For all Key Stages, Lavender Field School has adapted the National Curriculum to focus on Social, Emotional, Physical and Intellectual development. We believe strongly that well-being, security and self-esteem are essential building blocks for learning. Independence, communication, concentration and positive behaviour are enhanced by short sessions, frequent reward times and a great deal of group discussion/self-evaluation. All pupils are encouraged to attend Therapy and Alternative Therapy/Hobby Development sessions weekly and receive interventions as required.

Key Stage 1, 2 and 3 Subjects		
English, Maths, Independence, Social Skills, PE, RE, Science, Computing, Citizenship, Personal Social and Health Education, Art, Music, Design and Technology and Humanities are taught using a topic based or individual subject approach, dependent upon the learning style.		
Topic Examples		
Key Stage 1 Oceans & Seas	Key Stage 2 People and Places	Key Stage 3 Our Health
Key Stage 4 and 5		
Core Learning		
English Pre-entry level and Entry level certificate. Moving on Scheme	Maths Entry level functional skills and Numicon	Science Moving on Scheme and Entry level certificate
RE, PSHE and Citizenship Equals Scheme	Computing Moving on Scheme and Entry level certificate	PE Pre-entry and Entry level certificate
Level 1 or 2 Functional Skill and/or GCSE Programme also available where appropriate		
Vocational and Personal Development Options (All pupils will complete programmes in Independent Living Skills and Work Skills)		
Pre-Entry Level Creativity, Design and Technology, Humanities, Cultures, Daily Living Skills, Work-related Learning	Entry Level 1 Edexcel BTEC Awards, certificates or diplomas: Personal Progress	
Entry Level 2 Edexcel BTEC Awards, certificates or diplomas: Personal and Social Development, Independent Living Skills and Preparation for Work	Entry Level 3 Edexcel BTEC Awards, certificates or diplomas: Personal and Social Development, Art and Design, Business Administration, Caring for Children, Construction, Creative Media Production, Hair and Beauty, Health and Social Care, Hospitality, Land-based Studies, Performing Arts, Public Services, Sport and Active Leisure, Travel and Tourism, Vocational Studies	
A broad range of Level 1 and 2 BTEC courses are also available		

Interventions

Maths & English
Social Skills and/or Anger Management Sessions
Hobby Development
Home Behaviour Support

Therapy

Individual, Play or Art Therapy
Psychotherapeutic Counselling
Occupational Therapy
Speech and Language Therapy

Alternative Therapy

Relaxation and Massage
Sensory Ceramics
Therapeutic Music
Gardening and Horticulture

Assessment

Pupils are assessed using a range of methods. Assessment for learning, that takes into account pupil self-assessment, alongside short term focused teacher assessment, informs and shapes teaching and learning.

Pupil progress in each subject area is on-going, but is formally assessed termly according to National Curriculum outcomes. To recognise the achievement of pupils who make progress in smaller steps, a pre-National Curriculum tool is used.

At the end of each academic year, where appropriate, pupils are tested using Optional Standardised Assessment Tests (and end of key stage tests in yr6). This data is used in conjunction with teacher assessment to determine a final end of year level, and communicated to parents as part of the annual school report.

The AET progression framework is used to assess children in the key areas of social communication and interaction, imagination and flexibility, sensory processing, emotional intelligence and self-awareness, learning skills, independence and community participation. This provides focus for pupils and teachers with regard to setting personalised learning plan targets.

Behaviour Management and Modification

The Lavender Field School approach to behaviour management and modification has been developed over a number of years and through wide experience. We know that a nurturing approach which harnesses a child's interests and motivations, provides an ideal environment in which to learn. Strong boundaries exist ensuring that pupils and staff are safe, learning is not disrupted and property is respected at all times. Happiness, security, consistency and pupil development are at the centre of all we do.

Facilities

Lavender Field School is surrounded by large outdoor space in which pupils can enjoy a range of play equipment, tend to the fruit and vegetable area and experience the sensory area. Purpose designed classroom suites offer individual and group learning spaces, large screens, computers and iPads.

Lavender Field School also offers an art/play therapy suite, a sensory room, an alternative therapy and relaxation room, a home skills/cookery room, a therapeutic music room, a technology and ceramics workshop and a small hall. An independence skills development suite is available to encourage pupils to practise vital life skills in a supportive and realistic setting.



**Communication
and Community**
Together, we belong.

**Lavender
Field School**



Home-School Communication

- Home-School Contract
- Home-School Diary (if required)
- Weekly Phone Call
- Termly Personalised Learning and Behaviour Plan Review
- Annual Review
- Annual Report
- Home Behaviour Support
- Celebration Assemblies
- School Performances
- Parent Workshops

Multi-agency Working

Lavender Field School is committed to working in partnership with other agencies to ensure 'wrap around' care for pupils. We have extensive experience coordinating service input most relevant to the child, including:-

- Social Care
- Child and Adolescent Mental Health Service
- Speech and Language Therapists
- Physiotherapists
- Counsellors
- Occupational Therapists
- Play and Art Therapists

Outreach and Community Links

Lavender Field School provides support and advice for local schools and community groups regarding our unique approach to improving the lives of pupils with complex social, emotional and mental health needs, cognitive impairment and/or aspects of autism spectrum disorder. We aim for all pupils to be an important part of the local community and strive to ensure that they integrate with their peers in an appropriate way such as through sport, performance and charity events.



Therapy

All children at Lavender Field School are offered individual therapy and alternative therapy. A holistic, therapeutic approach provides the foundation for every aspect of life at Lavender Field. We have chosen to follow the pathway of accreditation and continuous improvement offered by The Community of Communities for Therapeutic Communities. This pathway enables us to ensure the highest standard of therapeutic practice through a process of self - and peer - review and provides us with access to best practice and rigorous service standards.

In addition to the therapeutic approach that underpins everyday life at Lavender Field School, we encourage children to engage in weekly therapy sessions, where appropriate. Our qualified and experienced in-house therapists assess the needs of children placed at Lavender Field School and provide appropriate individual programmes. Appropriate therapies may include play therapy, art therapy and psychotherapeutic counselling.

Art Therapy

Art Therapy is a form of psychotherapy that uses the creative process of art making as its primary mode of communication, in order to improve and enhance physical, mental and emotional well-being. It is based on the belief that the creative process involved in artistic self-expression helps children to

resolve conflicts and problems, develop interpersonal skills, manage behaviour, reduce stress, increase self-esteem and self-awareness, and achieve insight. Art therapy integrates the fields of human development, visual art (drawing, painting, sculpture, and other art forms), and the creative process, with models of counselling and psychotherapy.

Play therapy

Play therapy provides a way for children and young adolescents to express their experiences and feelings through a natural, self-guided, self-healing process. As children's experiences and knowledge are often communicated through play, it becomes an important vehicle for them to know and accept themselves and others. Play is used to help children to communicate and to prevent or resolve psychosocial challenges. This can support their social integration, growth and development.

Speech and Language Therapy

Speech, language and communication play a vital role in our lives. Children develop communication skills from birth. They rely on speech, language and communication to be able to learn at school and play with their friends.

Speech and language therapists have a distinct role in assessing, planning, delivering and evaluating support for children and young people with a range of speech, language and communication needs.



Occupational Therapy

Occupational therapists consider the mental and physical health and wellbeing of individuals to enable them to achieve their full potential in life. The term 'Occupation' relates to everyday activities: these occupations provide individuals with a sense of purpose, fulfilment and satisfaction. This may include going to school/work, getting washed and dressed, playing

football or preparing a meal. After identifying the difficulties a person has with everyday tasks, occupational therapists can help by practising the activity in manageable stages, teaching a different way to complete the activity, recommending changes that will make the activity easier and providing devices that make activities easier.

Alternative Therapy

Horticulture and gardening

Improved emotional health can be achieved through a sense of purpose and achievement, alongside exposure to the sensory stimulus gained from working with shape, form, colours, scents and tastes. Some children just feel better for being outside, in touch with nature and the 'great outdoors'. Fruit and vegetables grown at Lavender Field School are skilfully interwoven into our menus, providing the self-esteem boosting opportunity to follow the process from 'seed to plate'.

Sensory ceramics

Many aspects of ceramics can provide a therapeutic and uplifting experience for children. Ceramics is something in which everyone can find a feeling of home. Not only can children benefit from the calming feeling of kneading and throwing clay, but they can watch something handmade, form from very little, in a short space of time.

Relaxation and massage

We have a relaxation room dedicated to alternative therapy. A fully trained (enhanced DBS checked specialist) is available to work with children using the following techniques: Indian head massage, reflexology, hand massage, aromatherapy, visualisation and meditation.

Therapeutic music

Our experience has shown that music can be used to boost self-esteem, encourage group cooperation, alleviate stress, and improve communication. The music programme offered to children at Lavender Field, does not focus on formal music training, but instead concentrates on the very aspects of music that can help children to develop socially and emotionally. In a simple fashion, children learn how to play (individually and in a group) a choice of instruments including electric guitar, keyboard, bass guitar and drums, and DJ decks.

Admission & Exclusions

We warmly invite families to visit the school and discuss the Lavender Field School approach to education. Children attending Lavender Field School usually have an Education, Health and Care plan. Applications are made through the Local Authority Education Office that has responsibility for your child's education. The admission procedure can be obtained from the school office or accessed on the school website.

Health & Safety

Lavender Field School gives the highest priority to health and safety matters, including security of the building. All external doors are fitted with security locks and a visitors identification procedure is in place. Every effort is made to ensure the safety and well-being of pupils. As part of the curriculum, your child will take part in swimming, P.E. technology and use computers or other electronic aids and household appliances. Consent for external visits will be requested annually. The school has qualified, named first aid staff.

Data Protection

Schools, local authorities and the Department for Education all hold information on pupils in order to run the Children's Services' system, and in doing so, are required to follow the Data Protection Act 2018. Lavender Field School holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care and to assess how well the school as a whole is doing. This information includes contact details, assessments, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. If you require any further information please contact the school business manager.



Complaints

Any complaints about Lavender Field School should be addressed to the Head of School. Details of the complaints procedure are available from the school.

Child Protection & Safeguarding

Safeguarding and pupil well-being are of paramount importance. The school is particularly well placed to observe outward signs such as change in behaviour, and where necessary, take action. All staff working within the school are required to undertake an Enhanced DBS check. The Lavender Field School safeguarding policy is available from the school office.

Exclusions

The school's key aim is to re-engage pupils with learning, therefore, exclusions are an extremely rare occurrence and all efforts are made to ensure pupils remain at the school. Parents will not be requested to support their child's behaviour within the school setting. You need a break!

Equal Opportunities

Lavender Field School promotes equality of opportunity for pupils, staff, parents, carers and other people who use the school. In accordance with the Equality Act 2010, we firmly believe that equality of opportunity must be extended to all regardless of disability, gender, social circumstances, ability, colour, culture or beliefs. Copies of the Equality and Diversity policy are available on request.





Lavender Field School


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Cheshire, CW1 3AE

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www.lavenderfieldschool.co.uk

Proprietors: Amy Hopkin • Sarah Deaville

Out of Term Time Tel: 07809 714 646 - Nikki Woolliscroft



An annual account of funding received and expenditure incurred by the school in respect of pupils will be submitted to the Local Authority and on request, to the Secretary of State.