



Overley Hall School Prospectus



Overley Hall School
Wellington, Telford
Shropshire. TF6 5HE
Tel: 01952 740262



A great place to learn....

Head Teacher's Welcome



We are very proud of our school and the achievements of our children. We are committed to providing the best possible opportunities for each and every child and to help prepare them for their future life as adults. Our long term goal is for our children to grow into young adults who can live as independently as possible, lead a life which has meaning and be able to live and work as part of the community. Our school is warm and nurturing with a strong sense of 'family'. The children respond well to the therapeutic delivery and our person centred approach. We recognise that children learn more when they feel safe and are having fun. We endeavour to encourage playfulness, curiosity and independent thinking throughout.

We recognise and acknowledge the uniqueness of our children. We believe that all will achieve so we plan sequenced learning opportunities, building on prior knowledge and celebrating tiny steps of progress. This, over time, culminates in a deeper understanding. Our very special team of staff strive for excellence through having clear intent and focussed implementation of the curriculum.

We believe in identifying and using the strengths, interests and aspirations of our children to bring about the best possible outcomes. We are proud of the integrated approach offered here at school. This provides our children with specialist support and develops their emotional wellbeing, attention skills, communication and social understanding, all helping to reduce individual barriers to learning. Our dedicated therapy team are committed to working directly with children and sharing their strategies with others to incorporate into their everyday practices. This amplifies children's progression over time.

I would also like to draw your attention to our bespoke sixth form led by Head of Sixth Form, Dee Marshall. Our students continue to develop their records of achievement with particular focus on developing their vocational skills and life and living skills, supporting their transition to adulthood. Learning becomes very much focussed on real life scenarios, most of which takes place in the wider community.

I am very proud to lead such a dedicated and passionate team and feel very lucky to offer our children such a beautiful and stimulating environment to grow in.

We strongly believe in working in partnership with parents, family and carers and so operate an open door policy in school. Close contact is valued, we therefore run a busy schedule of social events to actively involve parents and carers. Families can enjoy quality time with their children, having fun in a familiar setting.

I hope you enjoy reading about our very special school. If you would like to visit our school or speak in person, please don't hesitate to get in touch.

Kind regards

Beverley



A great place to be yourself

Our school

Overley Hall School is an independent special school for children aged 8 to 19 many of whom reside onsite, in the Wellingtonia Children's Home, from anything between 39 & 52 weeks of the year. We also offer education-only day placements. We cater for children with complex needs associated with learning difficulties, autism, communication, social conditions and other diagnoses. Many of our pupils have additional needs linked to symptoms of attachment and trauma. Unlike mainstream, our staff to pupil ratio is high with many of our children having 1:1 staffing. We recognise the vulnerability of all children with or without learning disabilities, however the vulnerability of our pupils are increased due to their cognitive deficits, and social communication and language difficulties. Overley Hall School provides education for up to twenty four children and young people from across many authorities nationwide. Prior to admission, we carefully consider the impact a referred child may have on others due to their vulnerabilities.



"Excellent syllabus! Fantastic opportunities! Lovely educational trips out and about" Parent



Our library

Our multipurpose library not only provides a large number of books for the children but also offers a relaxing place to enjoy. It is well stocked with texts to help staff stay abreast of the latest specialist thinking. Furthermore, it is well equipped with a number of computers for children and staff to carry out research. The library has a large conference table so that children's council meetings and review meetings can take place in the heart of the school.

Our classrooms

Designed to help support the development of our children, our light and airy classrooms offer bays and booths for individual work, larger tables for group work, comfy areas for down time and spacious zones for circle time and attention autism activities. All classrooms have direct access to well-resourced outdoor spaces which include an adventure playground, sensory garden and terraces. All rooms have large interactive boards and a range of technology to ensure our children have bright outcomes. Two of our classrooms have attached quiet rooms to offer quieter, less distracting work spaces or areas for therapy and occasionally just to relax.

Life skills classroom

A room which has a fully fitted kitchen to practice those much needed living skills, with most students actively working towards a Diploma in Life and living Skills.

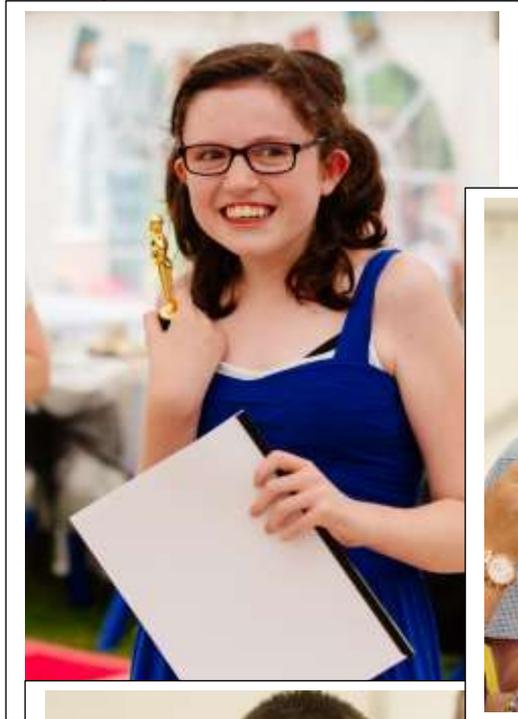
Our Coach House

Offers a spacious sports hall for physical education sessions but also provides a wonderful space for the very much anticipated Easter and Christmas productions. We also have a cinema room equipped with full size screen, cinema seating and low level lighting to recreate a real theatre setting. This creating a more realistic learning opportunity that enables a gradual build up to the real experience.



Our workshop

Creative talents are developed in our workshop equipped to offer design technology, including woodworking.



A great place to achieve

Our Vision



All children can achieve

"Leaders have created a calm, caring climate where pupils are able to thrive"

Ofsted

We believe:

In total unconditional acceptance.

All children can achieve because we carefully plan the next steps in their learning after accurately baselining and keenly tracking their progress.

Every child can make very good progress, if we create a curriculum around his or her strengths, interests and needs, and deliver it in a way which best suits the child.

We should not expect the child to fit in with us but that we should adapt to their needs and preferences.

Children who are happy, feel safe & valued, perform best.

The principles of **inclusion** are fully embedded

We believe:

All of our children should have access to education of the best kind.

In supporting children to feel they have a sense of belonging.

In having high expectations for all and closely monitoring to ensure the best possible outcomes are attained.

In paying close attention to the models and interventions designed to meet the unique needs to access learning in an inclusive way

In encouraging our children to interact with each other, both in and out of school, supporting the development of their social skills.

In inclusion and the child's rights to participate fully both here at school and out in the community.

Keeping children **safe**

We believe:

By improving communication skills, children will be better able to express themselves.

By focussing on feelings, emotions, likes and dislikes, happy and sad, children will be more able to have a say in their lives, recognise and express their feelings helping to keep them safe

Children who can make choices will have more control over their own lives and will have better opportunities to develop self-regulation skills helping to keep themselves and others safe.

Developing independent thinking skills and problem solving techniques will help them to be more independent.

We respect how children learn

We believe:

In establishing the barriers to learning and strategically planning steps to reduce their impact.

All children can achieve if learning is accessible, motivating and relevant.

Staff have natural teaching and supporting styles and our children each have their own learning styles; children are more able to thrive when we match staff to children.

In recognising and celebrating progress no matter how big or small and building on this progress.

In grouping children according to cognitive functioning levels whilst bearing in mind their personalities and sensory needs

In working therapeutically and working closely with our therapy team.

In working reflectively and flexibly, our priority being developing emotional wellbeing.

Our children deserve to have their sensory needs addressed as and when required.

In establishing strong relationships and motivating experiences. We recognise that children are more likely to enjoy being in the learning environment and will want to learn.

"Staff are 'in-tune' with pupils. They know how to support them"

Ofsted

The **Waking Day** Curriculum maximises progress

We believe:

The waking day curriculum offers learning opportunities in real life situations, which help to further develop independent thinking and living skills, and social communication. This provides opportunities to practice skills in real life conditions supporting the development of generalisation skills.





A great place to feel safe

More about our vision



"My son has come on loads at school. I cannot express how happy I am".
Parent

The teaching is outstanding. They have so much patience with the children".
Parent

Holistic learning is at the heart of everything we do

We believe:

A curriculum with focus on developing those areas of need will improve outcomes in preparation for the next stages of living.

In having high expectations for all and closely monitoring outcomes

Little and often is best.

Our curriculum has clear intent

We believe:

Our intent is to help children be the best they can be. Given the difficulties our children share, we believe in having common threads of focus across our teaching which include:

Communication
Emotional wellbeing
Community
Curiosity

Independent thinking
Independent living
Problem solving
British values

The curriculum drivers.

In making learning **fun** and **adventurous**.

Assessment supports development of important skills

We believe in assessing:

The quality of learning and how well children access and apply their understanding

The amount of support children need for success

How well children can use their skills in different settings and situations

Children benefit from a **broad and balanced** curriculum

We believe:

In a thematic approach where the creativity is embraced

Learning is more relevant and meaningful in real life situations

The curriculum needs to link to individual needs

In a curriculum without edges, promoting spiritual, moral, social & cultural (SMSC) experience.

In strong emphasis on English, Mathematics, PSHE, SMSC, PE and Computing.

Our children thrive experiencing learning in the outdoors.

Our children benefit greatly from the opportunities Forest School offers.

Children should access computing, art & design, design technology, humanities including religious education through a cross curricular approach.

Our children's learning improves significantly as they become more accessible to learning; through prioritising development of:

- Attention Skills (duration & focus)
- Communication skills
- Self-regulation skills and emotional wellbeing

In enrichment opportunities to develop real life learning and additional cultural awareness.

"The school provides enriching experiences to develop pupils spiritually, morally, socially and culturally". **Ofsted**

Learning from **difficult situations**.

We believe:

In unpicking each and every incident and using our findings to update the child's Positive Support Plan.

In solving problems together as a team.

Debriefing is very important in maintaining emotional wellbeing of staff and children.

"My husband really enjoyed the Christmas light switch on and said you had put on another really enjoyable evening!! He said the lights down the pathway and those on the tree were particularly lovely this year! I'm pretty sure that there are very few if any schools that go to the trouble Overley do to make it so special for the children and the parents/families!! Overley is so special to us and we really appreciate all the very hard work (all) the staff put in".
Parent



A great place to feel happy



Outdoors areas

Overley Hall School is naturally set in twelve acres of beautiful woodlands. For those seeking peace and calm, we have a footpath and cycle path, fondly known as Tweet Street, which meanders through the woods and is lined with rustic bird houses. There you will also see a multitude of natural and man-made habitats supporting our wildlife neighbours.

Realising how important the outdoors is to our children for so many reasons, we have ensured our curriculum includes standalone sessions of Forest School delivered by specialist staff. Staff and children benefit from our well established pond and outdoor classroom and can often be seen enjoying snacks cooked in our purpose built earth oven.

Our extensive gardens offer an assortment of seasonal floral colour, fruits and vegetables. Our horticultural area has a spacious green house, a number of poly tunnels and an allotment where produce is grown throughout the year. The fruits and vegetables are harvested and not only used in our kitchen but can also be enjoyed in our cookery lessons or sold in our farm shop.



Specialist Facilities

We are aware of the array of sensory needs here at Overley Hall School. We are committed to continuing the development of our sensory facilities. Thus ensuring we can provide for those sensory seekers and for those who avoid. Our school has amazing outdoor sensory equipment such as our ground floor trampoline.

Our soft play area with sensory integration swings provides the perfect setting for occupational therapy and speech and language development.

Our multipurpose sensory lodge is ideal for those who wish to relax, those who wish to experience recreated scenarios (aided by programmable equipment), and is a fabulous place to enhance learning.

We ensure all children have the opportunity to go for a weekly swim and for those who benefit most, additional sessions are available.

Our therapies and interventions

Total Communication Approach	Attention Autism	Speech and Language	Occupational Therapy	Clinical Psychology
SCERTS	Therapy Play	Comprehensive Autism Planning	Lego Therapy	Music Therapy
Principles of TEACCH	Functional Behaviour Analysis	Zones of Regulation	Principles of PACE & Theraplay	BOXALL

"The School's work to support positive behaviour goes way beyond surface level. Every incident is routinely debriefed. Staff welcome support and strategies from the clinical team".

Ofsted



A great place to make friends

Our staff



“Alone we can do so little; together we can do so much”

Helen Keller

Overley Hall School believes in working in partnership and is committed to team work to ensure we can meet our children’s needs. We place strong emphasis on listening, appreciation and valuing opinion of all team members. Our team comprises of: senior leaders, middle leaders, teachers, tutors, senior teaching assistants, teaching assistants and therapy assistants. We receive professional special support from our clinical and therapy team. We have a governing body which ensures the quality of leadership and management. We are keen to share our experience with the wider community and welcome volunteers and work experience students to the school. We are very aware that our children benefit so much when we work closely and in partnership with parents, family, carers and authority representatives. Children also benefit from a diverse range of inputs and experience.

Overley Hall School has a strong and consistent work force and our staff turnover is extremely low. We do not use agency staff. This ensures our children receive the highest possible level of consistency. If school staff are training or sick our partners from Wellingtonia will support in education, guaranteeing familiarity.

Whilst not working directly with children our colleagues from the office, domestic, maintenance and gardening are much valued and are very much part of the team.

I was blown away by the positivity and dedication of staff
Martin Barber (Deputy Head Teacher)

Our Governors

Are responsible for:

Holding leaders to account for the educational performance of the school and its pupils.

Ensuring clarity of vision, ethos and strategic direction.

Balancing support and challenge

Distinguishing between ‘help’ and ‘interference’.

Ensuring we offer value for money.

Taking responsibility for the Head’s wellbeing.



“Although governance is newly established, the board has sharp oversight of all aspects of the school’s work”.
“Pupils are well supported by teaching assistants who know them well. Staff have high expectations of all pupils”.

OFSTED

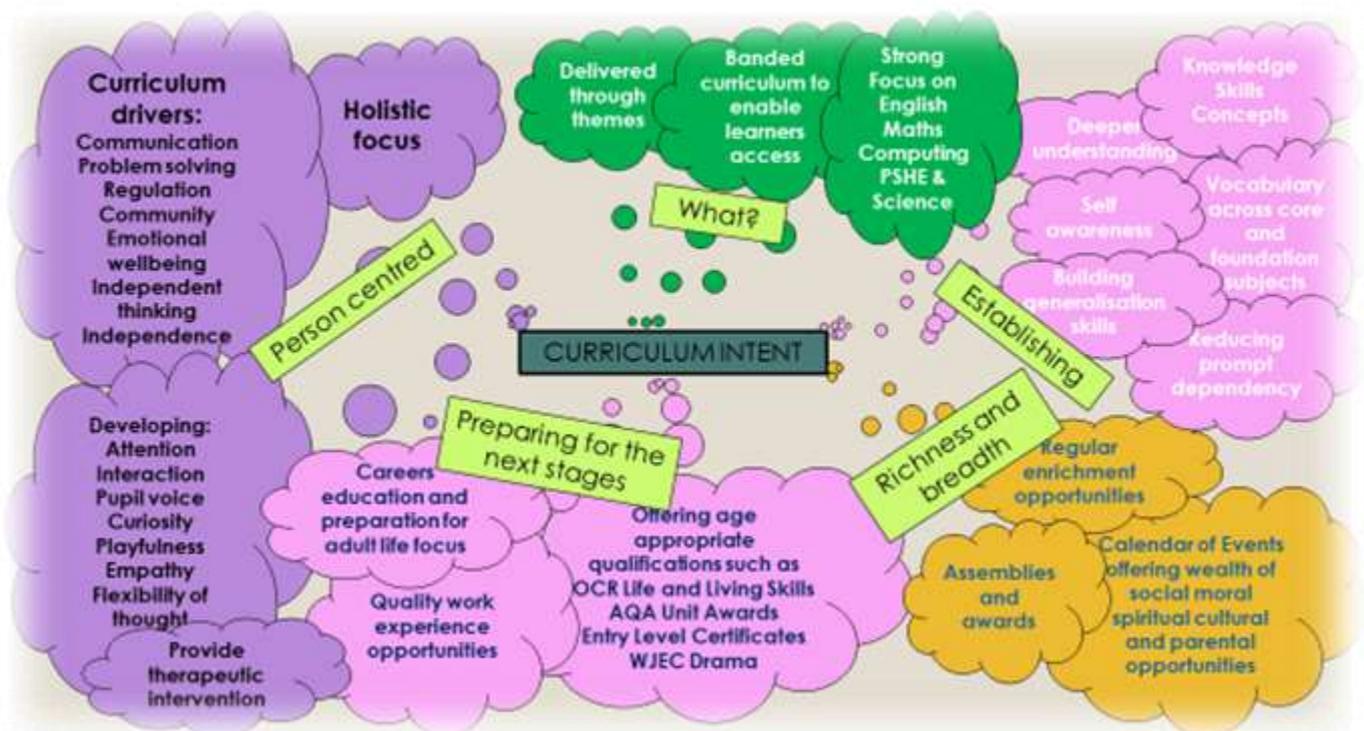
CURRICULUM INTENT

Designed to provide

- ❖ A fun and motivating experience
 - ❖ A broad and balanced education
 - ❖ Learning which is accessible to all learners
 - ❖ Sequential learning opportunities to develop deeper understanding
 - ❖ A holistic approach to address individual needs
 - ❖ Learning opportunities which build on prior knowledge, skills and understanding
 - ❖ British Values
- ❖ Enrichment and real life learning scenarios
 - ❖ A curriculum enriched with social, moral, spiritual and cultural experience
 - ❖ Age appropriate learning in preparation for next stages
 - ❖ Learning opportunities which build on prior knowledge, skills and understanding
 - ❖ A curriculum which celebrates achievement

"School promotes and optimises progress with a catalyst of friendliness and humour"

Parent



Our curriculum intent

Our curriculum

Our curriculum has been carefully planned and designed to be relevant and motivating; a curriculum with clear intent and maximum impact.

Our curriculum is applied flexibly, therapeutically and through a person centred delivery. We will challenge without raising anxiety.

Our staff encourage skills such as playfulness, curiosity and independent thinking. They place emphasis on developing communication skills, attention and focus. We recognise the importance of expanding children's understanding and ability to communicate their emotions. We believe this can significantly improve levels of anxiety. Using 'zones of regulation', we develop understanding as well as the ability to make better choices which improves their capacity to self-regulate.

"The staff's approach is fantastic and how they pitch the learning which is suitable for the child is truly amazing. The flexibility is an asset and we are very impressed with all areas of the school".

Parent

Our offer is a developmental curriculum which provides opportunity to make good progress towards outcomes supporting future life as adults. Our sequential programs of learning build on previously gained knowledge and skills. Our learning experiences work within each young person's zone of proximal development. We commit to providing the scaffolding necessary for success to occur so maximum progress can be made and children gain accreditation of the highest possible level. Our curriculum is designed to enable progress across areas including: academic, communication, emotional, social, physical and vocational.

We deliver our curriculum through a thematic, cross curricular approach. This is motivating and adds flexibility to be able to investigate areas of interest. We encourage children to explore personal interests through a structured, holistic and multisensory approach. Wherever possible, we offer the full national curriculum and accreditation which supports a brighter future. We represent our curriculum vision through the 'Floral' illustration.

Our curriculum policy is available for more details, and can be found at www.overleyhall.com

"I think you are doing an amazing job and work so hard with J. I can tell how much you care for him which means so much to me as his Mum. He's also progressing so well and his work is fabulous. Thank you"

Parent

Our curriculum vision



Key

- Sun rays - invisible rays of energy - Curriculum drivers
- Water droplets - needed to grow the flower - Interventions
- Soil - to anchor the roots for growth - This term's theme
- Rocks - impeding growth - The barriers to learning
- Roots - anchor the plant gives secure base - Support given, approach & ethos
- Leaves - energy providers - Curriculum subjects
- Flower - light, water, roots & leaves - desired qualities, skills, attributes



Our sixth form

Our sixth form has a dedicated leadership team which places great emphasis on opportunities for students. The sixth form has its own identity within the school with its students following personalised programmes suited to their individual needs. There is a strong focus on preparing for independence, life skills and further development of social and emotional resilience.

Post 16 students have access to an independent careers adviser who also serves as one of the sixth form leaders, providing clear focus on preparation for future adult life. Students learn about work opportunities and jobs through the use of sensory baskets. They benefit from attending taster days at local colleges and 'experiential' supported work provisions which help them become better informed for the decisions which face them as they transition into adulthood. We promote inclusive opportunities ensuring our students have the chance to mix with others within the community.

Our students all engage in vocational work. Opportunities are real and meaningful. They may begin on-site, but over time will move out into the community, as skills and confidence develop. Our farm shop, school tuck shop and school reception provide perfect settings to develop vocational experiences on-site. Students may choose a job role and with the support of the job description are expected to complete set tasks with varying amounts of support to ensure success. Over time support is reduced aiding transition to adulthood. Parents and family are often invited to be participating and often, paying guests. A very enjoyable experience is had by all whilst developing much needed skills.

"Thank you for involving me on your fantastic school journey. I really did have a great time with you and all the staff at the school. I like the curriculum you are developing and I really think it has a fantastic future.

Tell the staff to keep doing what they are doing because your kids are happy and that's the most important thing we can do.

This is a brill school, teaching is super"

*Richard Hirstwood, March 2019
(Expert in multi-sensory practice)*

"Trainee teachers have exceeded all expectations".

Teacher trainer S Morgan 2019

"I was so impressed with how the young people behaved during the memorial and I know this is due to the care and hard work of your staff team.

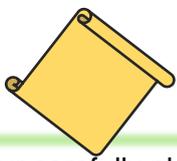
The pancake races were such fun it was good to see staff and children enjoying themselves, I was so impressed with some of the ability of the young people, I have to mention T: watching him carefully sift his flour, crack eggs and mix the batter for the pancakes was amazing, I know that these things don't happen by magic that they are the result of lots of hard work".

Authority Representative March 2019

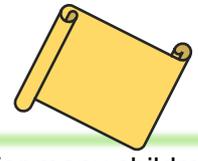


A great place to be





We can make a difference



Our carefully planned programme and approach has proved to be highly successful for many children. We have many instances of success where children have previously made little or no progress at other provisions prior to their arrival at Overley Hall. We enjoy making a difference.

"Since starting at Overley, R is now accessing such a varied and enriched education. His progress has exceeded our expectations".

Parent

Having previously required **3:1** staffing, and being taught in isolation for six months, my son moved to Overley Hall. After only eighteen months, he is now fully integrated into a class of four children. He is now accessing the full national curriculum with only **1:1** staffing and has made 'above expected' progress across English, Maths and PSHE.

Having been in a hospital assessment unit for eighteen months, one student came to Overley Hall and has now become an active sixth former, fully able to access and benefit from a broad and balanced curriculum. With help from our clinical psychologist and dedicated therapy team, he has developed his ability to regulate his emotions. He is now studying for a number of qualifications and has aspirations of becoming a Photographer.

"We are delighted with the reduction in his anxiety level"

Parent

One parent felt their child was not making any progress in a previous educational setting and had very limited life opportunities as his anxiety was always so high. They believed he needed a specialist provision and a waking day curriculum to maximise his progress and open up opportunities. After just one year of being at Overley Hall, he is thriving and has made progress beyond everybody's expectations in English, Maths, Science, computing and PSHE. He has continued to make outstanding progress term-on-term.

Key to his success: Following intensive speech and language input and consistent application of his talker. This nonverbal young person has significantly progressed his speaking and listening skills and is now much more able to listen, comprehend and express his responses in education. His ability to communicate has opened up a new world to him. He can communicate his wishes and his amazing sense of humour shines through☺. Through his regular participation in Attention Autism activities, he is now able to focus for much longer periods of time. A new world of learning has opened up to him, giving improved concentration and communication. His frustration and anxiety has significantly subsided and he is more able to access the world around him.

"He was amazing using his talker, he was talking about you and the team...."

Parent

"I think you are doing an amazing job and work so hard with my son. I can tell how much you care for him which means so much to me as his Mum. He's also progressing so well and his work is fabulous, thank you"

Parent



A great place to learn life skills

Information you may find useful

Admissions

Overley Hall School is registered by the Department for Education (DFE) for 24 children aged 8 to 19 years who have complex needs, which include autism and learning difficulties. The majority of our children will reside in Wellingtonia Children's home (39 to 52 weeks of the year). Day placements are available for local children. More specific information about the children that could benefit from our services can be found on the website, www.overleyhall.com, where our admissions policy is also available. Alternatively you can ring Bev Doran at Overley Hall School who will talk you through the referral and admissions process.

Fees

The referring Local Authority is responsible for the paying of all school fees as defined by the National Contract for placement of students. All provision described within this Prospectus, including our therapeutic interventions and residential care, are generally covered by the payment of the initial fees.

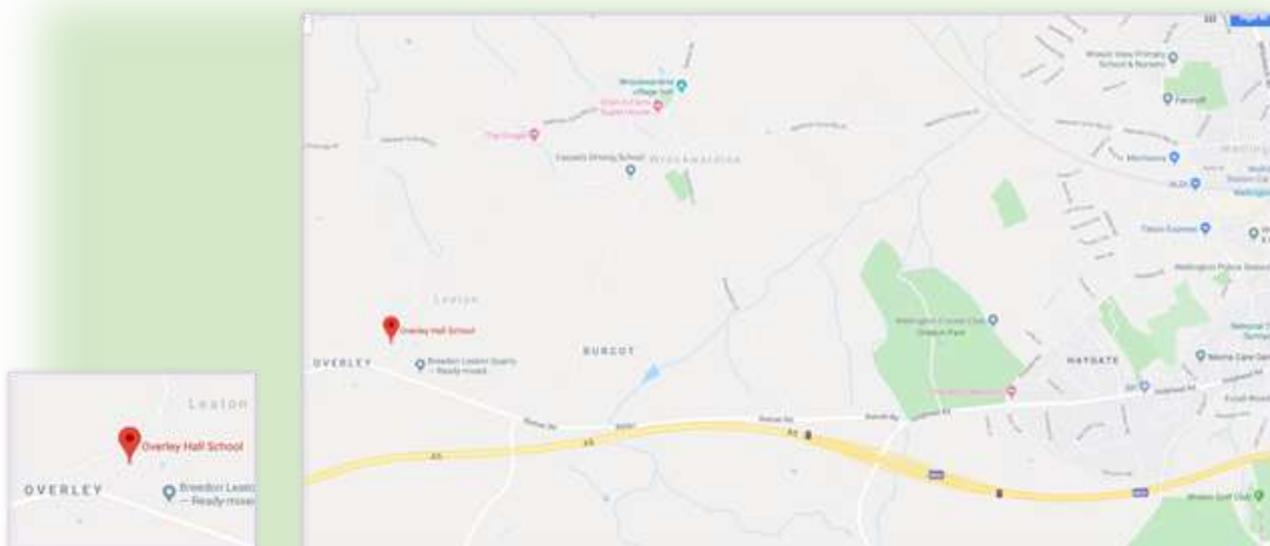
Home and School

All students who reside in Wellingtonia, our associated children's home, benefit from a secure and supportive home base and a waking day curriculum. We value and positively encourage our children to have as much contact with their family or carers as possible as their personal circumstances and needs allow. Many of our children go home at some point during the week. From a couple of hours mid-week to a whole weekend, dependent on individual needs and family circumstances. We are accommodating and flexible to encourage positive relationships.

School dress and equipment

Overley Hall School respects the needs of the child and would not impose any clothing that causes distress or anxiety. However, for those who benefit from wearing a uniform there is one available. We have designed polo shirts, sweatshirts, fleeces and coats, all with the school logo. A price list is available upon request.

How to find us



Overley Hall School is situated just off the A5 near Wellington. Travelling from the east (Wolverhampton), leave M54 at junction 7, turn right then take first left (B5061) and follow road for approximately 3 minutes. We are situated on the right hand side, just past the quarry. If travelling from the west (Shrewsbury A5) again leave at junction 7, turn left then take first left again (B5061) and follow road for approximately 3 minutes. Alternatively if travelling from Shrewsbury along the B5061 from the Emstrey Island, Overley Hall can be found on the left, 9 minutes away which is approximately 6.3 miles.

