

Options Autism

One Family Building Incredible Futures Together



Hazel Cottage
School

Prospectus

Together we **inspire** each other to **thrive**; **doing our best** in everything we do.



Welcome

I am so pleased to welcome you to Hazel Cottage School and incredibly proud to be the Headteacher at our school.

We are a happy, nurturing and ambitious school and have extremely high expectations of all.

Hazel Cottage aims to successfully meet the needs of autistic pupils who may have additional needs from the ages of 4 to 11 years old.

The pupils of Hazel Cottage are at the very centre of everything we do. The staff team work with dedication, empathy, enthusiasm and care. These qualities together with their expertise create a fantastic learning environment for our children. Our pupils inspire all our work and make coming to school every day an absolute joy.

We are committed to continual development of the school in all areas and we are extremely excited about what the future holds for Hazel Cottage.

Thank you for your interest in our school and I am very much looking forward to meeting you.

Laura Dickinson
Headteacher



Curriculum

Hazel Cottage School is a day school for boys and girls aged 4 to 11 with a diagnosis of autism, and who have a range of complex learning needs, communication and sensory difficulties. Pupils are placed from a wide range of local authorities, and they all have an Education, Health and Care Plan (EHCP).

At Hazel Cottage the curriculum is every planned learning experience the pupils have as a member of the school, both learnt formally within a lesson or informally outside the classroom throughout the whole school day. It is all the planned activities that we organise in order to promote learning, personal growth, and development. Teachers, support staff, therapists and instructors structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils. Our curriculum also incorporates the opportunistic learning experiences that occur throughout the day, and which staff pro-actively seek out and capitalise on, in line with the autism-specific elements of our curriculum framework.



Our curriculum is driven by the pupil's needs and interests, whilst also being informed by Development Matters, National Curriculum, PSHE Association Planning Framework for Pupils with SEND and the Autism Education Trust's Pupil Progression Framework. The curriculum is broad and varied and provides pupils with rich learning experiences that are highly personalised.

We are committed to core British Values, including **democracy, the rule of law, individual liberty, mutual respect for, and tolerance of, those with different faiths and beliefs**, and through our PSHE and RSE curriculum we actively promote our pupils' understanding of and respect for a diverse range of people, especially those who belong to groups susceptible to discrimination.

As a school for children with autism, our aim is that pupils make the maximum progress possible in the areas of difficulty typically associated with that diagnosis, including their social communication, emotional regulation, and sensory processing.

The curriculum also aims to ensure pupils can both sustain and generalise the skills they acquire, over time, and across different contexts and circumstances. Above all, our aim as a school is to ensure our pupils leave us with the highest possible levels of independence and autonomy, whether that be through the acquisition of practical and academic skills, regulation of their own sensory and emotional needs, or effective articulation of their own choices and pursuit of their own interests and life goals.

Structure of the School Day

The school opens to pupils at 8:45am, and pupils go home at 3:00pm (1:45pm on a Friday). The school day is carefully planned in each class, according to the needs of pupils. There are four main learning activities in each class, each day. These are augmented by several carefully planned and structured, shorter activities to support literacy, numeracy and personal development.

Clinical Therapy

As well as delivering the best possible education, we also have a clinical team who provide care and therapy to benefit the children and young people in our school.

Our clinical team includes:

- Speech and Language Therapists
- Occupational Therapists
- Access to other types of therapy as required

The team work with each student, as well as their parents or carers, to agree a support plan which will become part of their school life, enabling them to build on their strengths and increase their resilience.

We aim to provide our students with a safe, caring and nurturing community with clear, consistent boundaries and high expectations. Relationships are at the heart of our approach and are based on sensitive understanding of a young person's experiences and the areas in which they require more support.

Behaviour is understood as a form of communication and all staff work together to enable the healthy physical, social, and emotional development of each student.



Parents & Carers

The parents and carers of the children and young people we educate and care for are so important, and we take care to give them all the expert ongoing support they need at every stage of their partnership with us. From the moment they make their first enquiry and right through the child or young person's time in one of our schools or residential homes, we're there for them with tailored advice and support.

Referrals and admissions

We're more than happy to take referrals directly from parents and carers, and with a network of schools and homes across the UK, we're able to identify the right setting for each individual child or young person.

Parents and Carers are advised to talk first with the SENDCo at their child's current place of education. The SENDCo (along with the parent/carer) can then refer to the Local Authority admission placement process where decisions for referral will be made.

For admission children and young people:

- Will be aged between 4 – 11 years
- Will be referred by the relevant local authority
- Will most likely have a statement of special educational need or education and health care plan (or will be under assessment)
- May have social, emotional, mental health, or behavioural difficulties
- May have autistic spectrum conditions
- May have specific learning difficulties such as Dyslexia, Dyspraxia and Dyscalculia
- Will benefit from the schools therapeutic input

If you'd like to make a referral or you simply want to know more, please don't hesitate to get in touch.

**We support
children and young
people to take life's
important steps**



**Hazel Cottage
School**

Part of

OptionsAutism

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