



Oliver House School Local Offer

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Oliver House School is an independent specialist school for young people aged 6 – 19 who have mild, moderate and severe autism and associated complex learning needs. Our school offers a warm and welcoming environment, where a positive education allows all pupils to experience success. We're here to empower young people to live productive, independent and happy lives as active members of their communities. By removing the barriers that stand in their way, we help them build confidence and make their own life choices.

This Local Offer explains how Oliver House School supports children and young people with Autism Spectrum Condition and associated SEND. It reflects the requirements of the SEND Code of Practice and should be read alongside pupils' EHCPs and school policies.

Please find further information on the Lancashire Local Offer website, other local authorities have similar information available.

Lancashire SEND Local Offer: <https://www.lancashire.gov.uk/children-and-families/special-educational-needs-and-disabilities-local-offer/>

Impartial advice and support for families can be accessed through SENDIASS- Lancashire SEND Information, Advice and Support Service.

This statutory service operates at 'arm's length' from the Local Authority, providing free, confidential, and impartial advice, guidance, and support to parents of children with special educational needs and to children and young people with SEND.
<https://www.lancssendias.org.uk/>

Please also see the associated documents that contribute to our offer:

[SEND Local Procedure](#)
[Oliver House Curriculum](#)
[Admissions](#)

Our [Prospectus](#) also offers an overview of Oliver House and what we do.

What we offer...

Oliver House School offers a stable and caring environment that ensures that every pupil has the opportunity to develop their abilities, share new experiences and reach their full potential. The range of services and facilities available at Oliver House School include:

- A warm, welcoming and positive environment to bring about positive change
- A school culture that promotes an ethos of high expectation, respect and equality
- Effective therapeutic input that develops emotional resilience and wellbeing
- An individualised curriculum that develops skills in problem solving and independence
- A commitment to developing our young people in their education and their life-skills Opportunities to experience learning in a range of contexts across various school environments
- Maximising individual potential in line with aspirations

Promoting good practice and successes

We celebrate achievement in all areas of development. Progress may include communication, attendance, emotional regulation, independence, academic learning, social interaction and preparation for adulthood.

Achievements are shared through annual reviews, reports, parent meetings and school celebrations. Ofsted has recognised the ambitious curriculum and positive outcomes achieved by pupils.

Accessibility and inclusion

The school provides personalised learning environments, visual supports, structured routines, sensory-aware spaces and flexible teaching arrangements. High staffing ratios and specialist

facilities ensure pupils can access learning and the wider curriculum. Reasonable adjustments are made to remove barriers and support participation.

Teaching and learning

At Oliver House School, our curriculum is designed to recognise each pupil's individual potential and create meaningful opportunities to achieve. We offer the individual support and personalised teaching our pupils need to feel confident and excited about learning again. Teaching is individualised and informed by autism-specific practice, TEACCH principles and evidence-based approaches. Learning programmes are linked to EHCP outcomes and combine academic, social, communication and life skills development. Small class groups and 1:1 support are available where appropriate.

We take time to understand how every young person learns best, and we use this knowledge to plan teaching that is both accessible and appropriately challenging.

Our approach brings together academic study with structured support for communication, emotional regulation, independence and everyday life skills. Some pupils require a greater focus on communication and personal development, while others are ready to engage more fully with subject-based learning and recognised qualifications.

In all cases, we ensure that expectations are clear and that support is in place to help pupils meet them. Progress is closely monitored and plans are adjusted where needed, so that learning remains purposeful and relevant.

Achievements of all kinds are recognised, whether that is mastering a new concept, improving attendance, managing a difficult situation or completing a task with greater independence.

Reviewing and evaluating outcomes

Each pupil has personalised targets linked to their EHCP. Progress is monitored through ongoing assessment, therapeutic input, annual reviews and multidisciplinary discussion. Parents, pupils and professionals contribute to evaluating outcomes and planning next steps.

Keeping children safe

Safeguarding is everyone's responsibility. Staff undertake safeguarding training and follow school policies. Risk assessments, positive behaviour support, online safety education and robust safeguarding procedures help ensure pupils feel safe, respected and supported.

Health (including emotional health and well-being)

Therapeutic support is integrated within the school day and may include speech and language therapy, occupational therapy and behavioural support. Emotional wellbeing, resilience and self-regulation are taught through the curriculum and through personalized intervention programmes.

Communication with parents

Families receive regular contact through telephone calls, emails, home-school communication, review meetings, annual reviews and progress reporting. Parents are encouraged to share concerns and contribute to planning provision.

Working together

At Oliver House School, we know that the best outcomes for autistic children and young people are achieved when school, families and professionals work together as one team. From the moment your child joins us, we aim to build a trusting partnership based on open communication, shared understanding and mutual respect. We value the expertise that families bring and believe every child benefits when everyone works towards the same goals. Below is an overview of what you can expect from our partnership

Parents and carers can expect to:

- Be welcomed as valued partners in their child's education

- Receive regular, honest and meaningful communication about progress, wellbeing and development
- Be involved in setting and reviewing personalised outcomes and next steps
- Work alongside staff to develop consistent approaches between home and school
- Be invited to annual reviews and opportunities to celebrate achievements
- Access advice, guidance and support from our specialist multidisciplinary team.
- Feel listened to, respected and supported throughout their child's journey at Oliver House School

We ask parents and carers to:

- Share information that helps us understand their child as an individual
- Work collaboratively with staff to provide consistent support across home and school
- Attend meetings, reviews and events wherever possible
- Celebrate successes and work with us to overcome challenges together
- Communicate any concerns or significant changes that may affect their child
- Support the school's values, policies and high expectations for every pupil

Working with professionals and the community

We are proud to be recognised as a centre of excellence in specialist autism education. We believe inclusion is strengthened through collaboration and actively work alongside local schools, colleges, local authorities, health services and community organisations to improve opportunities for autistic children and young people.

Through outreach, consultation and partnership working we aim to:

- Share specialist autism knowledge and evidence informed practice
- Support schools to develop inclusive environments and greater confidence in meeting autistic pupils' needs
- Provide advice and guidance through collaborative problem-solving and professional consultation
- Build strong partnerships with employers, colleges and community organisations to extend work experience and transition opportunities
- Promote understanding, acceptance and positive outcomes for autistic children and young people across our wider community.
- Create meaningful opportunities for pupils to access their local community, develop independence and prepare for adulthood

What help and support is available for the family?

Families can access advice and signposting from school leaders and therapists. Support includes guidance for EHCP reviews, transition planning, behaviour support strategies and referral information for local SEND services. The Lancashire SEND Local Offer provides further information about services available across the county.

Transitions

Transitions are carefully planned and personalised, meetings with parents/carers are held to gather as much information as possible to ensure that the placement is successful. New pupils may attend visits, link with identified staff teams and have phased starts to their placements. Older students access careers education, work experience, travel training, preparation for adulthood programmes to support successful next steps.

Extra-curricular activities

We believe learning extends far beyond the classroom. Every experience is carefully planned to develop communication, independence, emotional wellbeing and confidence, while supporting each young person's individual interests, sensory preferences and future

aspirations. Wherever appropriate, pupils access off-site learning throughout the week, enabling them to generalise skills, increase independence and develop confidence in a range of real-world environments.

Pupils participate in a wide range of enrichment activities including:

- Swimming, bowling and trampolining
- Woodland learning, gardening and outdoor education
- Climbing, cycling, orienteering and adventure activities
- Local parks, cafés and community facilities
- Animal therapy, farms and horse-riding
- Volunteering and community projects
- Visits to libraries, museums, heritage sites and places of interest
- Shopping, travel training and independent living activities Preparation for adulthood
- Duke of Edinburgh Award and Junior Award Scheme
- Enterprise projects and fundraising initiatives

Enrolment process

Given the highly specialised nature of the service at Oliver House School, we are able to take referrals from all over the country, and we welcome enquiries both from parents/carers and local authorities.

Please see the [Admission local procedure](#) for more information on this process.