

Aspris



Oliver House
School

Reaching potential one step at a time





Hello and welcome

Dear Parents, Carers and Visitors,

It is my absolute pleasure to welcome you to Oliver House School.

At Oliver House, we believe every child deserves to be understood, valued and given the opportunity to thrive. As a specialist autism school, we recognise that every autistic child experiences the world differently. Our approach is rooted in understanding each pupil's unique profile of strengths, differences and aspirations, enabling us to provide highly personalised support that helps them flourish.

Our specialist practice is informed by evidence-based approaches and delivered through a collaborative multidisciplinary team. Education, therapy and family partnerships work seamlessly together to create meaningful learning experiences, develop communication, promote emotional wellbeing and build independence. We focus on understanding the reasons behind behaviour, adapting environments to meet sensory and communication needs, and celebrating neurodiversity in everything we do.

Our curriculum extends far beyond the classroom. Whether pupils are developing communication skills, building friendships, accessing the community or preparing for adulthood, we are committed to equipping every young person with the confidence, resilience and life skills they need for the future.

Relationships are at the heart of Oliver House. We know that trusting partnerships with families are fundamental to achieving the very best outcomes, and we value the knowledge and expertise that parents and carers bring to their child's journey. Together, we create an environment where every pupil feels safe, respected and able to achieve their full potential.

I hope this prospectus gives you a genuine insight into the warmth, expertise and ambition that make Oliver House such a special place. We are incredibly proud of our pupils, our families and our dedicated staff, and I look forward to welcoming you into our school community.

Thank you for taking the time to learn more about Oliver House School.

With warmest wishes,

Lisa Sharrock

Headteacher



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Our values

At Oliver House School, our values are at the heart of everything we do. They shape our specialist autism practice, guide our relationships and inspire our pupils to become confident, independent and fulfilled young people.

We believe every child deserves to be understood, respected and celebrated for who they are. Through evidence-informed teaching, therapeutic support and meaningful life experiences, we create an environment where every pupil feels safe to learn, grow and thrive.

Our values underpin every decision we make and every interaction we have, ensuring our school community is built on trust, compassion and high aspirations.

Read more about our values below:

Respect

Every individual matters

We value every pupil's unique strengths, interests and differences. We listen with empathy, communicate with understanding and treat everyone with dignity, kindness and respect.

Compassion

Relationships change lives

We build trusting relationships with pupils, families and colleagues. We understand that behaviour is communication and respond with patience, empathy and consistency.

Aspiration

Believe in every possibility

We have high expectations for every pupil and celebrate progress in all its forms. We inspire ambition, encourage resilience and help every young person achieve their own personal success.

Curiosity

Learning without limits

We nurture curiosity, creativity and a love of learning through engaging experiences that build confidence, encourage exploration and develop lifelong skills.

Independence

Preparing for life beyond school

We empower pupils to develop communication, self-advocacy and life skills, enabling them to become as independent as possible and ready for adulthood.

Collaboration

Stronger together

We work in partnership with families, therapists and professionals to provide a joined-up, person-centred approach that ensures every pupil receives the support they need to flourish.



School overview

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.

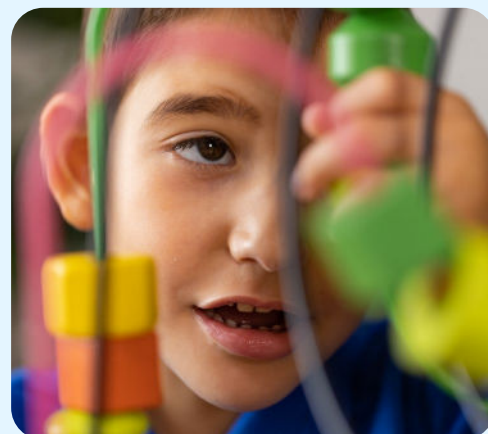
Tailored learning experiences

Our person-centred ethos underpins every aspect of school life. We recognise that no two pupils are the same, which is why we do not expect children to fit into a standard model of education. Instead, we tailor learning experiences around each pupil's strengths, interests, aspirations and individual needs.

Our highly personalised approach enables pupils to access a flexible blend of individual, paired and small-group learning opportunities, delivered through carefully structured and motivating environments. This ensures that every child can engage in learning in a way that is meaningful, supportive and responsive to their stage of development.

Through our multidisciplinary approach, education, therapy and care work seamlessly together to remove barriers to learning and promote positive outcomes. Our curriculum is designed not only to develop academic knowledge and skills, but also to foster communication, emotional regulation, independence, social understanding and preparation for adulthood.

High staffing levels enable us to provide targeted support that is proportionate to individual need. Skilled teachers, supported by experienced teaching assistants and specialist professionals, work collaboratively to adapt teaching, scaffold learning and promote increasing independence, ensuring every pupil is supported to thrive.



Our mission

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.

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



"Parents and carers and pupils described the support that they have received through the school as life-changing. High-quality, specialist staff build strong, trusting relationships with pupils and with their families. This ensures that pupils thrive and receive the highest level of care possible."

Ofsted

A nurturing approach to education

- Empowering young people to become confident, responsible, healthy, safe learners and citizens
- Developing identity, sense of self-worth and positive self-esteem
- Supporting young people to self-regulate and manage their emotions
- Teaching methods are built around providing structure and routine, with clear expectations for all pupils
- Individual needs are respected, especially for young people who may find working with others more challenging
- Personalised plans helps pupils make significant progress quickly
- Pupils learn to collaborate, begin forming friendships and start to enjoy school life

Curriculum summary

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.

A tailored curriculum

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.

What makes us different?

Our person-centred ethos shapes every aspect of life at Oliver House School. We do not have standard classrooms that children are expected to fit within, instead young people have access to individual spaces, as well as access to group learning environments. This allows us to build a bespoke package of learning support, where the young person is able to learn alone or as part of a small group, according to their evolving needs. Whilst specific to the Oliver House School model, this approach also fits well into the TEACCH structure.

A high staff to pupil ratio means we can offer 1:1 support (or higher, should the young person's needs dictate). This support is provided by teaching assistants and is in addition to that of a qualified teacher who will oversee the individual's learning during a lesson.

Career pathways

Careers education is embedded throughout the curriculum and reflects each pupil's individual strengths, aspirations and abilities.

Using the Gatsby Benchmarks alongside a personalised careers programme, pupils develop an understanding of future education, employment and community opportunities through:

- Personalised Careers Education
- Enterprise and employability projects
- Functional life skills
- Supported work experience
- Community inclusion
- Employer encounters
- College and post-19 transition planning
- Independent living opportunities

**Every pathway is individual. Every destination is valued.
Every success matters.**



“Staff have exceedingly high expectations of, and are highly ambitious for, every pupil. Staff have an extremely well-developed understanding of pupils’ special educational needs and/or disabilities (SEND). The bespoke curriculum that is in place for each pupil means that they achieve incredibly well.” Ofsted

Teaching approach

Our vision is to prepare our learners for life and support them to overcome barriers so that they can confidently live the life they choose.

Built around understanding

Our teaching approach is built around understanding each child as an individual. We know that no two pupils are the same, so learning is carefully tailored to meet each young person's needs, strengths and aspirations. Our curriculum is broad and balanced, but always flexible, allowing pupils to make meaningful progress from their starting points.

Our staff are highly skilled in supporting children and young people with autism, and they take the time to build strong, trusting relationships. This helps pupils feel safe, valued and ready to learn. Lessons are carefully structured, with learning broken down into achievable steps so that every success is recognised and celebrated.

We put a strong emphasis not just on academic outcomes, but also on communication, emotional regulation and social understanding. This helps pupils develop the confidence and skills they need both in school and beyond. Small class sizes and high levels of support mean that each learner receives the attention they need to thrive.

Above all, we have high expectations for every pupil. With the right support, encouragement and challenge, we believe all young people can achieve and feel proud of their progress.

“Leaders and staff are relentless in ensuring that pupils progress to aspirational destinations following their time at the school. This is because the quality of education that pupils receive is excellent, and pupils shine.”

Ofsted



The purpose of our school

Tailored learning

Every child we teach is unique and so is how they learn. We provide bespoke education plans that meet each pupil's specific needs and abilities.

Working together

The best outcomes happen when everyone works together. This is why we collaborate closely with local authorities, families and other involved professionals. This joined-up approach and continuity help our pupils feel understood and supported in every area of their development.

The Aspris difference

At Oliver House School, we take a fair and accessible approach to education, ensuring our children and young people have access to a high quality curriculum as well as access to local and wider community-based opportunities.

With this approach, we aim to set our children and young people on the best pathway to realising their potential.

Places and spaces

At Oliver House School our young people thrive in an environment where they receive plenty of individual attention. This nurturing setting allows staff to provide tailored, high-quality support that empowers pupils to make swift and meaningful progress.

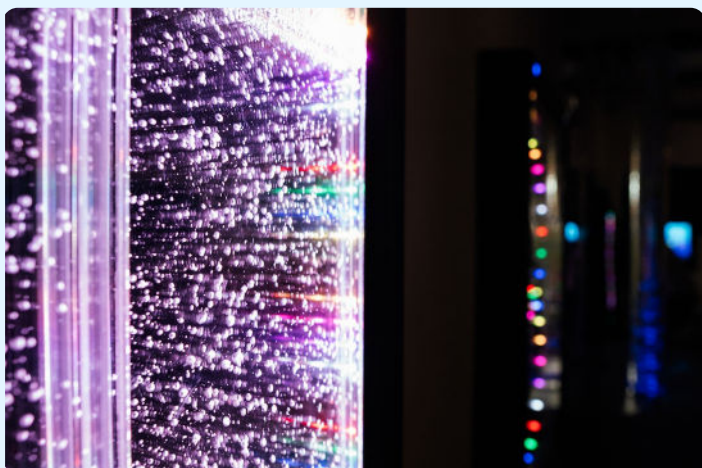
Spaces designed by our teachers

Our school environment has been thoughtfully designed to support pupils with autism and associated needs. We understand how important it is for children to feel calm, safe and comfortable in their surroundings, and our spaces reflect this at every level.

Classrooms are structured and well-organised, helping pupils to feel secure and confident throughout the school day. Predictable routines and clear layouts support focus and reduce anxiety, allowing learners to engage more fully in their education.

Beyond the classroom, pupils benefit from a range of indoor and outdoor spaces that support both learning and wellbeing. Our setting, close to the natural environment, provides opportunities for pupils to enjoy quieter moments as well as active exploration. Access to outdoor areas allows pupils to build confidence, develop independence and connect with the world around them in a meaningful way.

We aim to create a nurturing environment where pupils feel respected and understood. Parents often tell us that their children feel happier and more settled here, and this strong sense of belonging is something we value deeply. It is this positive environment that allows pupils not only to learn but to truly flourish.



“Leaders prioritise staff workload and well-being. Staff work together as a team to ensure that pupils receive a top-class quality of education. The school is a harmonious place for staff to work. Staff feel extremely well supported in their roles.”

Ofsted



Specialist facilities

Our facilities are thoughtfully designed to create a calm, welcoming, and accessible environment where every pupil feels at ease and inspired to learn.

Therapeutic support across our school

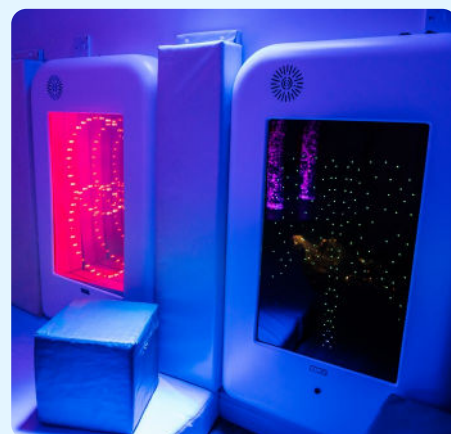
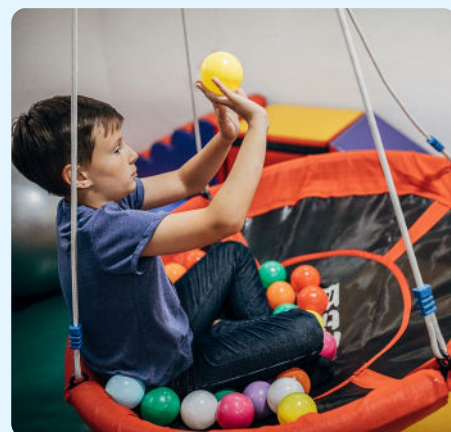
Oliver House School offers a range of specialist facilities designed to support both learning and wellbeing. These spaces are carefully planned to meet the sensory, physical and communication needs of our pupils.

Our school includes multi-sensory areas where pupils can regulate their emotions and engage in calming or stimulating activities tailored to their needs. We also have spaces for physical development, including a gym area with soft play and specialist equipment that supports coordination, confidence and movement.

Therapeutic support is an integral part of school life. Pupils can access speech and language therapy, behaviour analyst, occupational therapy and other specialist interventions as part of a joined-up approach to their development. These therapies are not separate from learning – they are woven into each pupil's daily experience to help remove barriers and build essential life skills.

We also use a range of communication tools, including visual supports and alternative communication systems, to ensure every pupil can express themselves and be understood.

Together, our facilities and specialist support help pupils build confidence, improve independence and make strong progress in all areas of their development.





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
- Access advice, guidance and support from our specialist multidisciplinary team
- Work alongside staff to develop consistent approaches between home and school
- Be invited to annual reviews and opportunities to celebrate achievements
- 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
- Communicate any concerns or significant changes that may affect their child
- Attend meetings, reviews and events wherever possible
- Celebrate successes and work with us to overcome challenges together
- 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
 - Create meaningful opportunities for pupils to access their local community, develop independence and prepare for adulthood
 - 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.
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Positive quotes and stories



Discover a range of quotes about our dedicated and experienced team and how they supported pupils to settle in, enjoy their learning and aim to succeed.

"Unique learning environment where pupils flourish."

"Leaders at all levels have created a unique learning environment in which pupils flourish at Oliver House School. The school is outwardly facing and exceptionally reflective when designing and implementing bespoke curriculums to meet the needs of its pupils, all of whom have SEND."

Ofsted



"Staff are warm and friendly."

"Oliver House School is a fantastic school. My daughter has gone from strength to strength in the few years she has been there. I can't thank them enough. The staff are warm and friendly and teaching staff are always on hand to deal with any queries. Their expertise in complex behaviour is outstanding."

Parent of a pupil

"Pupils make rapid progress."

"Communication and language skills are at the heart of the curriculum for every pupil. Each pupil has a well-thought-out, individual communication plan. This plan supports staff and other pupils to know how best to communicate with each other. For example, some pupils make use of technology, while others use picture-based methods of communication. Pupils make rapid progress in their ability to communicate. This means that pupils are exceedingly well prepared to communicate in their future lives."

Ofsted



"The curriculum is precisely matched to pupil aspirations."

"The school fully involves pupils, staff and parents when constructing the curriculum to meet pupils' individual learning needs. The curriculum is precisely matched to pupils' aspirations and desires for their future lives. If pupils arrive at the school with additional undiagnosed needs, the school is proactive in identifying, assessing and supporting those needs."

Ofsted



Extra 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.



Learning beyond the classroom

Community learning is an essential part of the Oliver House curriculum. 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.

Activities are carefully selected to reflect each pupil's EHCP outcomes, interests and therapeutic goals and may include:

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

Preparation for adulthood

Our multidisciplinary team works closely with families to develop the communication, emotional regulation, independence and life skills needed for adulthood. Learning is personalised to each young person's strengths, aspirations and next steps, ensuring they leave school with the greatest possible independence and quality of life.

Meaningful work experience

Where appropriate, pupils access supported work experience placements with trusted local employers who understand autism and provide positive, structured environments. Placements are individually matched to pupils' interests and may include areas such as:

- Animal care
- Horticulture and gardening
- Hospitality and catering
- Retail

Each placement is carefully risk assessed, supported by familiar staff and regularly reviewed to ensure positive outcomes for every learner.

Building independence

Preparation for adulthood is embedded across every pathway through opportunities to develop:

- Independent travel skills
- Communication and self-advocacy
- Personal care and wellbeing
- Cooking and nutrition
- Money management
- Shopping and budgeting
- Problem-solving and decision-making
- Relationships and community participation

Our aim is for every young person to leave Oliver House with the confidence, skills and resilience to lead a fulfilling adult life.

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.

Criteria

Our admission process is individually tailored to the young person who is considering attending the school.

All admissions are overseen by the Regional Director and Headteacher who have a solid understanding of autism and of what the school is able to offer. Leading the admissions process, they are able to ensure high quality placements that are in the best interests of the young person.

Process

Once a request for a place is received and the above criteria is met, here's what happens next:

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|---------------|---|
| Step 1 | Referral received
We receive a referral from a local authority, parent/carer or professional. This typically includes key background information and current needs. |
| Step 2 | Initial assessment
Our team reviews the referral and carries out an initial assessment based on the information provided. |
| Step 3 | School visit
If appropriate, we may invite the young person, their family or carers to visit Oliver House School. This gives everyone a chance to get a feel for the environment and ask any questions. |
| Step 4 | Placement decision
Following the visit and assessment, we consider whether Oliver House School is the right fit for the young person's needs. If so, we will then make a formal placement offer. |
| Step 5 | Personalised planning
Our education and care teams begin working closely with the young person, their family and any professionals involved to create a tailored support plan. |
| Step 6 | Transition and start
A transition plan is agreed based on the individual's needs. This might include phased visits or a gradual build-up to full attendance to give the child a great head start. |

Let's connect

If you want to find out more about anything you've read in our prospectus or, if you'd like to talk about how Oliver House School can support you and your child, please contact us below.

Call: 01257 220 011

Email: oliverhouseschool@aspriscs.co.uk

Website: www.aspris.com/oliver-house-school

Hallgate,
Astley Village,
Chorley,
Lancashire,
PR7 1XA

