

School Prospectus 2025 / 2026



Education

Therapy

Futures



Proprietor details

Witherslack Group

Lupton Tower
Lupton
Cumbria
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Tel: 015395 66081

Email: admin@witherslackgroup.co.uk

Headteacher's name and contact details

Mr Stephen Salt

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Cedar House School, Bentham, Lancaster, LA2 7DD

School Tel No: 015242 61149

Holiday contact details

Senior Administrator – Mrs Rebecca Wade

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015242 61149

Updated: 04/09/2025

School ethos/mission statement

“Changing Lives, Building Futures”

Cedar House is committed to the following principles:

- To respect the value of all individual pupils and staff
- To provide the highest standards of care and education
- To ensure safety, security, and opportunities for success

We aspire to be a sector-leading specialist provision for children locally, regionally, and nationally. We have a clear view of our purpose and practice, and this is articulated in the theoretical and philosophical basis of our work.

The ethos of the school is geared towards providing a safe, secure, and caring environment within which personal growth and development is promoted. Opportunities to experience success, learn from mistakes and build trusting relationships serve to enhance confidence and self-esteem. Positive relationships are the key to everything that we do.

Aims of school

To provide quality care and education, creating an environment to foster resilience, ensure success and provide opportunities for achievement, enabling every child over time to reach their potential as independent, inter-dependent, resilient, and productive citizens.

Details regarding admission process

Cedar House is a co-educational, independent, specialist day and residential school providing high quality education and care for children between the ages of 7 and 18. The school meets the needs of a diverse group of pupils exhibiting social, emotional, and mental health difficulties, alongside a range of other associated conditions. Initial enquiries and informal visits are always welcome, but referrals will come to us directly from the pupil's local authority.

Applications are considered by our admissions panel and a non-prejudicial visit will then be arranged. Following this visit a place may be offered to pupils whose needs can be fully addressed by the school. Fees and NASS approved contracts will then be agreed with local authorities.

There will be an assessment period followed by an initial review meeting after 12 weeks.

Referrals can be made throughout the academic year.

If you wish to discuss making a referral please contact Carla Hughes, Local Area Partnership Manager, 015242 61149, Carla.hughes@witherslackgroup.co.uk

The school's Admissions Policy is available on request.

Details of approach to Positive Behaviour Support and Suspensions

Cedar House School has high expectations of its pupils in terms of their behaviour.

It is the aim of Cedar House School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's Positive Behaviour Support Policy is therefore designed to support the way in which all members of the school can live and work together in a mutually supportive way. It aims to promote the overall wellbeing of pupils and staff, and an environment in which everyone feels happy, safe, and secure.

Cedar House School believes that all pupils should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that, through the use of this policy, we can support all our pupils in developing a high level of social awareness and tolerance. Our aim is to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

Every child has a Positive Behaviour Support plan (PBS) (if appropriate) and an individual risk assessment, which helps identify anxieties and triggers and how we can support them to best effect.

At times, when children or young people are placing themselves or others at risk of harm, staff may need to use physical intervention to keep them safe. This is used within strict guidelines, only as a last resort, and staff are trained in using the BILD accredited framework PRICE (Protecting Rights in a Caring Environment). Staff receive regular training in de-escalation strategies and Positive Behaviour Support (PBS) strategies. The school's leadership team monitors any use of physical intervention through data on a day to day and monthly basis, which helps to identify any patterns of behaviour and develop any necessary intervention strategies to be put into place to reduce its use.

Cedar House School will always strive to retain our pupils 'on-roll.' However, there will be occasions when a professional judgment regarding suspension will need to be taken. The Head Teacher will make this decision. Suspensions are a rare occurrence but when they do they are fixed term for a short period. Pupils will be supported in their return to school via a re-integration meeting.

There have been no permanent suspensions for the past seven years.

Provision for EHC Plans

An interim placement review meeting will take place at 12 weeks post admission. This meeting allows assessment results to be shared and intervention programmes to be agreed. Each child will then have their Education Health Care Plan review where their statement/health and care plan will be reviewed, and their progress monitored in relation to their targets. Transition reviews take place at a child's Year 6 and Year 9 Statutory Annual Reviews where decisions regarding future secondary education and post sixteen planning will take place.

At all meetings, the views of the child, parents/carers, teachers, speech and language therapist, psychotherapist, occupational therapist, psychologist, and local authorities are all gained to ensure all interested parties can contribute.

Details for consideration of pupils/ parents whose first language is not English

On admission a child's need for additional support is identified. Appropriate provision is then established prior to the pupils start date. One to one support from a bi-lingual support assistant will be provided if this is an identified requirement.

Details of complaints procedure

In accordance with the Children's Act 1989, all children at Cedar House School have access to a Complaints Procedure. Informal complaints, or concerns will be addressed by class teachers or pupil key workers. Formal complaints directly from the child or via a parent/carer or members of staff should be reported directly to Stephen Salt, Head Teacher.

Complaints or concerns arising from adults also follow set procedures. Firstly, the concern should be addressed informally with the school. Copies of these policies and procedures are available on request.

Statement regarding accessing exam results

School will be open on GCSE examination results day and senior staff will be present alongside our office staff to discuss results and provide advice and support.

As pupils often live some distance away, senior staff will always telephone parents/pupils on the morning of results day and will email a summary of results and accreditation achieved.

Previous examination results can be accessed from our school office on request.

Exam Results 2025

100% of students entered achieved a qualification in Maths and English

87% of students entered achieved a GCSE qualification in English, Maths and Biology

73% of students achieved at least 3 GCSEs (12% achieving 5 GCSEs)

100% of students have progressed to study at college (No NEETs)

Five students achieved 4 GCSE's Grades 4-9 and progressed to study 4 A-Levels at college.

One student achieved a Grade 7 in GCSE Biology

One Y10 student achieved a Grade 6 in GCSE English Language

Eleven students achieved a minimum of 3 GCSEs at Grade 3 and 5 Vocational qualifications and progressed to study a level 2 qualification at college

Four students achieved at least 5 nationally recognised qualifications and progressed to study a level one qualification at college

Our students achieved an average of 8 nationally recognised qualifications each

Seven students achieved at least 9 nationally recognised qualifications

Safeguarding Mission Statement

Cedar House is committed to safeguarding and promoting the welfare of our children and young people. We believe in the importance of working with partner agencies to ensure that children and young people are kept safe, happy, and healthy. All staff working here are made aware of the need of protection and how to respond to these concerns.

Where we suspect that a child has been abused or neglected, we have a statutory duty to make a referral to relevant agencies. Where local procedures allow, we will inform the parent[s] of the referral. The school will share any information relevant to the referral with those agencies and will contribute to any assessments being undertaken.

We have a 'Child Protection Policy and Procedures' and all staff are supported by our designated Safeguarding Leads –

- Karen Batchelor (Designated Safeguarding Lead)
- Kerry Cheshire (Assistant Head Teacher/ Deputy Designated Safeguarding Lead)

- Lauren Draper (Head of Care/Deputy Designated Safeguarding Lead)
- Mike Tracey (Deputy Head Teacher Deputy Designated Safeguarding Lead)

If you require further support on safeguarding matters you can contact:-

Karen Batchelor (Designated Safeguarding Lead)

Tel: 015242 61149

Mrs Mary Aurens (Witherslack Group Safeguarding Officer – Education) Tel: 07469 143799

Promoting General Welfare

There are several structures in place to support individual pupils. Upon admission, every pupil is allocated a key worker, whose responsibility it is to ensure that the pupils settle into the school's routines. After twelve weeks, the school holds an Initial Review, to which parents/carers are invited, to discuss the pupil's placement. At the internal review, the pupil's educational and care needs are examined, an Individual Care and Education Plan is written. Key workers and pupils meet on a regular basis and the key worker will maintain regular contact with home.

All new pupils are also assessed by the special educational needs co-ordinator for learning support. If learning difficulties are indicated, then the co-ordinator for learning support will set up a programme to meet the individual needs. This could be in the form of either in-class support, withdrawal support, the writing of differential material, or a mixture of all of these.

To promote good communication, continuity of care and to plan for future needs, the school works with Educational Welfare Officers, Social Workers and Careers Officers. Where appropriate, pupils may also have access to the Cedar House School Educational Psychologist and/or other professionals, e.g. Psychotherapist or Creative Therapist. Your child may be referred on to outside agencies, e.g. CAMHS if this is felt to be appropriate. Within school at least termly, or more frequently if required, all internal school professionals working with the child meet to ensure complete coordination of all aspects of care and education. This is called an "Internal Team Around the Child" (ITAC). This is a significant aspect in ensuring the stability of each pupil's placement and clarity about their changing needs and required provision.

A designated Pastoral Team also supports pupils in their progress through school and are available to talk through any issues with parents/carers and can carry out home visits if needed.

Anti-Bullying

We pride ourselves on our warm and caring atmosphere. All members of our community are entitled to safety and protection and therefore bullying will not be tolerated. We have clear policies and guidelines raising awareness in staff, children, and young people to signs of

bullying. We have 'Anti Bullying Ambassadors' in each year group and regular meetings to evaluate and review our performance.

The school's Anti-Bullying Policy is available on request.

Curriculum Offer

The school provides a broad and balanced curriculum, including the full National Curriculum, and we will work with you and your child to maximise their ability and potential, which may include studying towards GCSEs or other similar qualifications. All subjects are taught by qualified and trained specialist teachers, who will personalise your child's studies and lessons to best compliment their learning needs. The school also has a proud record of accomplishment in training staff 'in house' to gain QTS status with the opportunity for high quality mentoring from our outstanding teachers and senior leadership team.

Our range of vocational options enhances the school's full offer by providing more meaningful learning which equips our young people with vocational skills for life. A wide range of courses and accreditations present experiences and opportunities which will assist them in life beyond school and in employment.

Our excellent on-site facilities include a fully equipped hair and beauty salon, vocational workshops, food technology classroom, sports hall, huge sports field, and poly tunnel. We have indoor and outdoor areas for woodwork and building trades such as tiling, decorating and bricklaying in addition to light landscaping work such as leaf-blowing and grass cutting. Our music studio will enable us to record, mix and produce live performances from our talented pupils. This is enhanced by a weekly visit from a professional musician and half-termly project work with our WG media team.

Current Options Offer:-

1. Hair & Beauty
2. Health & Social Care
3. Child Development
4. Construction (City & Guilds)
5. Horticulture (City & Guilds)
6. Food Technology/Home Cooking/Catering
7. Art
8. Sports Leadership

Our Clinical Offer

Essential to the Witherslack Group Therapeutic Model are our Clinical Services Team who work alongside the wider multidisciplinary team to provide an integrated provision of therapeutic intervention, care and education.

Each of the children's learning environments are supported by a designated and bespoke team of clinicians which may include Therapists, Psychologists, Speech & Language Therapists, Occupational Therapists and Assistant Psychologists.

Our children, young people and the staff supporting them also have access to other specialist clinicians within the wider group including our Consultant Child & Adolescent Psychiatrist.

All our practising clinicians are registered practitioners with The Health and Care Professions Council or their appropriate designated regulatory bodies such as The British Association of Counselling Psychotherapists, British Association of Play Therapists, and the United Kingdom Council for Psychotherapy, and all receive supervision from other senior clinicians within the group or from externally commissioned specialists within their field.

Line management for the clinicians is provided by senior clinical colleagues and the Regional Director Clinical, who in turn is line managed by the group's Clinical Director.

All clinicians are supported to maintain their registrations through Continuing Professional Development opportunities, many being supported by the group to develop specialisms such as Sensory Integration Therapy and Trauma Informed Communication Approaches.

Clinical Governance is the responsibility of the Clinical Director who chairs the quarterly Witherslack Group Clinical Governance Board; attended by external advisors and internal Directors.

Health and Sex Education

All our pupils will receive age and ability appropriate sex education on an annual basis. Parents can withdraw their children from these lessons, please contact the school to discuss.

Health and Safety

At Cedar House School we have an ISO 45001 accredited safety and health management system that ensures risks have been identified and effective control measures are in place. Monitoring is undertaken by the Head Teacher, Stephen Salt and the Senior Management Team assisted by the Health and Safety Representative, Rebecca Wade. The whole site has internal health and safety checks in place for the staff to complete, with an action plan put in place to rectify any faults.

The school have support from the Witherslack Groups Safety, Health, and Environment Team, who are competent health and safety professionals who provide advice, guidance, and training to create safe and healthy environments for everyone. They undertake a health and safety audit of the school annually and complete additional visits when needed.

Risk Assessments

Our role is to support children to lead a positive life, helping them to understand daily risks that they face and to learn how to overcome them safely. Due to our children's difficulties, some of them exhibit 'risk taking' characteristics; we therefore have rigorous procedures to ensure everyone's safety. Individual risk assessments will be completed for all pupils during their 12-week assessment period and will form part of the post-admission assessment review.

Risk assessments are in place and regularly reviewed that cover the environments, lessons, and general activities that take place within the school. Where off site activities are planned, the visit leader would complete a risk assessment and update our Evolve System which ensures all pre-visit checks have been completed and the visit is authorised by a senior member of staff. A fire risk assessment has been undertaken and this is kept updated following any changes to layout, heat-generating activities or fire hazards introduced. A competent person undertakes an annual review of fire safety.

First Aid/Medical Care

The school has a medical room on the main site. We have a trained nurse in school, Deborah Morris who oversees the medical needs of pupils in our care. All staff as part of their induction training complete a one day First Aid course for children's services. In addition, we have four staff members who have completed the four-day First Aid at Work training. All First Aid training is followed up with refresher training every three years.

The school is only allowed to administer prescribed medication, this is administered by staff under the direct supervision of Deborah Morris (Nurse in School). All medication is recorded and kept in a locked medical cupboard. Paracetamol and Calpol can only be administered with parent and carer consent.

Details regarding staffing and recruitment

Cedar House School follows a rigorous recruitment process in order that we recruit high quality staff and ensure that children and young people are kept safe. Senior Leaders involved in the recruitment process undertake safer recruitment training and all staff employed within the school are subject to an enhanced DBS check.



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