

School Prospectus 2025 / 2026



Education

Therapy

Futures



Proprietor details

Witherslack Group

Lupton Tower
Lupton
Cumbria
LA6 2PR

Tel: 015395 66081

Email: admin@witherslackgroup.co.uk

Head Teacher's name and contact details

Christopher Pitts

School Office: 020 8661 1419

Email: chris.pitts@witherslackgroup.co.uk

95 Brighton Road
Sutton
SM2 5SJ

Website: www.witherslackgroup.co.uk

Holiday contact details

School Office: greenholm@witherslackgroup.co.uk

Tel: 0800 304 7244

School ethos/mission statement

‘Aspire, Persevere and Thrive’

Greenholm School provides a warm and welcoming environment where every young person can gain new skills, knowledge and experiences.

We nurture the talents of our children and young people to build confidence and identify a pathway to adulthood that best suits them.

Our skilled and passionate staff team work together to deliver education and care to meet the needs of our pupils with great enthusiasm and creativity, as we weave our ethos of 'Aspire, Persevere and Thrive' in every moment of the school day.

Aims of School

Our ambition is that all our children and young people should be able to lead the most independent life possible with opportunities to explore the world around them. They should have the skills and knowledge that they need to be able to continue their learning and development once leaving school. We want our pupils to be engaged with learning and to make active choices about their future paths as independently as possible.

We support all our pupils to improve all areas of their learning with a particular focus on:

- Increasing independence through **Communication and Interaction** with staff, peers and the local community
- Supporting self-regulation through each child's **Sensory Experience** and Support
- Gaining **Skills and Knowledge** to support **each individual child's future**

All KS3 pupils can engage in adapted national curriculum subjects including reading, English, mathematics, science, PE, art, music, drama, computing, and humanities. In addition, pupils have clubs that they can attend during the school timetabled day including, Drama and Music including (preparing for Shakespeare for schools' festival), sports, art, girls' group, science and gaming clubs.

KS4 is taught across both school sites (Main site – Sutton and Strawberry Lodge – Carshalton), pupils may have their tutor base at either site with transition between sites provided by school. The qualification offer consists of English, mathematics and science with options in additional subjects (such as art, history, computing, sport/PE, home cooking) offered by specialist subject teachers. We offer qualifications from Entry Level to GCSE.

Qualification pathways are discussed as part of the year 9 transitional review with parents, carers and children.

The end of KS4 (year 11) is a natural leave point and many pupils leave to go to further education colleges, apprenticeships or other post 16 SEND provisions depending on their qualification pathway.

Some pupils may stay with Greenholm school and transition to our 6th form pathway based at Strawberry Lodge in Carshalton.

At Greenholm, Strawberry Lodge, we offer a two-year programme for 6th-form that builds on learning from KS4 in English, mathematics and optional subjects (up to GCSE or Level 2 equivalents such as BTECs) as well as a focus on preparing for work with our Futures partners. Futures links young people with employers to get an idea of what life in the workplace may be like and develop young people opportunities. Futures works with Get my First Job, who provide workshops and 1:1 support for young people so they can begin looking for paid work during their time at Strawberry Lodge and beyond.

Throughout all key stages we pay particular attention to teaching skills and knowledge in personal development covering topics on **identity, interaction and independence**; including friendships, relationships and sexual health, democracy and British values, and future careers.

At Greenholm School we engineer success by teaching our pupils to overcome some of the barriers presented by their autism so they can improve their quality of learning and quality of life in education, at home, in leisure and in work.

To engineer success, we support our pupils to learn through the following steps:

- **Access to Learning** – overcoming barriers to engage in class learning
- **Attention** – creating an interest in subjects and activities
- **Engagement in Learning** – opportunities to improve skills and gain new knowledge
- **Feedback and Improvement** – accepting support and steps to improve

How we achieve each step is based on the needs of classes and individual pupils.

Therapeutic Model and Clinical Services Team

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: Speech & Language Therapists, Occupational Therapists and Assistant Psychologists.

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

All of 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.

Details regarding admission process

We specialise in supporting pupils with a primary diagnosis of autism and additional needs such as ADHD, speech and language difficulties, sensory issues and associated behavioural difficulties.

The school caters for children and young people aged 11 to 18 at Greenholm School and our Strawberry Lodge Campus.

Initial enquiries and informal visits are always welcome; but referrals will come to us directly from the pupil's local authority and we would encourage families to work with their local authority team from the outset wherever possible.

Referrals can be made by the Local Authority throughout the academic year.

Applications are considered by our admissions panel and our Admissions Team will assess the pupil, including reviewing the paperwork. A non-prejudicial visit to Greenholm/Strawberry Lodge will then be arranged. Following this visit a place may be offered to pupils whose needs can be fully met by the school. Fees will then be agreed with Local Authorities and will vary dependent on the individual pupil's needs. All placements follow the terms and conditions set out by the NASS Contract.

There will be a collaborative decision made between all stakeholders about how a young person should transition into the school which will include a pre-admission visit, home visit by our Family Liaison Officer and then a planned transition into the school day. This is all in a personalised way that is based in our best interest approach, in line with the expectations of the code of practice. There will be an initial assessment period followed by a Post Admission Review Meeting after 12 weeks of a placement commencing.

If you are a parent/carer and wish to discuss making a referral please contact Adele Wadey, our Parent Partnership Manager using the link below:

[Contact Greenholm School - Witherslack Group](#)

Local authorities should contact Sian Gloder, Partnerships manager, to discuss potential placements using the below email:

E: sian.gloder@witherslackgroup.co.uk

The school's Admissions Policy is available on request.

[Details of approach to positive behaviour support, exclusions, rewards and sanctions](#)

Positive Behaviour Support

Values led

PBS supports human rights and promotes respect, dignity, inclusion and a life without unnecessary restriction. PBS means treating people equally, celebrating diversity and working in partnership with the person and their family to make things better for everyone. PBS does not advocate the use of punishment or any aversive methods.

Promoting Quality of Life

The overall aim of PBS is to improve the quality of a person's life and that of the people around them. PBS provides the right support at the right time for a person so they can lead a life that is meaningful and interesting to them.

Understanding behaviour and meeting needs

PBS uses different methods to gather information to work out what people's behaviour means if they are unable to express this. It improves support and empowers people to use better and less harmful ways to get their needs met. This often involves using a range of different approaches and personalised ways of supporting that enhance a person's life.

Making systems work for the person

Giving the right support at the right time so people can thrive and fulfil their potential. Continuous review is important to make sure support carries on working well for the person and those around them. We believe that systems and environments should change not people.

Successes are recognised and celebrated, with encouragement and specific praise from staff, as well as individualised reward systems. Pupils are encouraged and supported to use self-regulation strategies and make good choices, and also to understand the consequences of their actions.

Pupils also learn about restorative approaches and how they can repair relationships and negotiate conflict.

Every child has a risk assessment and where appropriate a PBS plan which promotes proactive and preventative strategies and includes the teaching of new skills.

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 proactive and de-escalation 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 reduce its use.

[Provision for EHC Plans](#)

A Post Admission review meeting will take place within the first 12 weeks after a pupil's admission. This meeting allows for clinical services to share their multi-disciplinary team report and any intervention programmes to be agreed. Each pupil will have their annual Education Health & Care Plan meeting where their plan will be reviewed and their progress monitored in relation to their targets. Transition reviews take place at a pupil's Y9, Y11 and post 16 annual reviews aimed at identifying future destinations for pupils as they move into 6th form and beyond for education, training and social care support. At all meetings the views of the child, parents/carers, teachers, clinical service team members and local authorities are all gained to ensure all relevant parties can contribute. Reports presented at reviews are issued to all agencies involved with the young person in accordance with the SEN Code of Practice.

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 in line with the agreement with the placing local authority.

Details of complaints procedure

In accordance with the Children's Act 1989, all children at Greenholm School have access to a Complaints Procedure. Informal complaints or concerns will be addressed by contacting the school office and asking to speak to the class teacher or the Family Liaison Officer, Liz Yeo. Formal complaints directly from the child or via a parent/carer or member of staff should be reported directly to our Head Teacher, Christopher Pitts.

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.

During the last academic year 24/25 there was 1 formal complaint made to the school.

Statement regarding accessing exam results

Greenholm School has been open since February 2009. A summary of accreditation results for Year 11s is available upon request to the school.

Safeguarding Mission Statement

Greenholm School 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.

We have a Child Protection Policy and Procedures, and all staff are trained and supported by our Designated Safeguarding Lead Lisa Jackson and Deputies DSLs Eleanor Russell (Deputy Head Teacher), Karishma Ahmad (Deputy Head Teacher), Lily Bande (Deputy Head Teacher) and Natalia Zieminska (Pastoral Manager) .

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.

If you require further support on safeguarding matters you can contact the Witherslack Group Lead for Safeguarding Mary Aurens
(Mary.Aurens@witherslackgroup.co.uk)

Promoting General Welfare

Uniform & Equipment

We provide each child with a uniform which includes two white polo shirts and one grey sweatshirt. Parents/carers provide their child with grey/black trousers or grey/black skirts and comfortable footwear (preferably no open toed shoes for health and safety reasons). Personal items or money should not be brought into school unless it is by special request. If pupils find it comforting to listen to music or watch something on their personal electronic device such as phones and tablets, we then ask for these to be handed into the office or class tutor on arrival, so that they can be kept safe and not used during the school day. We are a no phone site so pupils will not be permitted to have their personal devices on them during the school day. This is part of our safeguarding practice to promote positive wellbeing.

The school will provide equipment for lessons, such as pen, pencils, calculators etc.

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.

Risk assessments will be completed for all pupils and will form part of the post admission assessment review.

Risk assessments and activity forms are completed by the visit leader before all off site

activities are authorised on our Evolve System by a senior member of staff.

The school has a full fire risk assessment which is reviewed annually by the Senior Management Team or should there be a change in the room usage. All parts of the school day are risk assessed by the Health and Safety Co-ordinator, David Pointing and the Senior Management Team.

Colton Huddart is responsible for risk management within the Witherslack Group.

Food/Menus

We provide free meals for all children following national nutritional guidelines. We offer hot food options at lunchtime, within a warm and friendly environment where social skills are developed.

Our menus are being continually evaluated and improved to provide children with a well-balanced but enjoyable diet.

Home/School Liaison

We keep in regular contact with our pupils' parents/carers via the use of regular newsletters, emails or phone calls from the class tutor. The Pastoral Care Team is available to discuss via telephone any issues or concerns that arise, either at school or at home including a designated family liaison officer. Parents/carers are encouraged to attend parent events, winter performances and any other events that we hold.

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.

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

Sex and Relationship Education

At Greenholm School our over-arching aims for RSE are as follows:

To deliver high-quality and age-appropriate RSE lessons as part of our overall planned school curriculum and ethos

To fulfil our legal obligations related to RSE, whilst taking account of parental views

To ensure pupils are provided with accurate information from reliable sources

To use a range of appropriate resources matched to the strengths and needs of individual pupils

To provide pupils with opportunities to engage positively in sensitive discussions and enable them to have the confidence to ask questions to help address any misconceptions

To encourage pupils to remember what they learn to support their ongoing preparation for the future

The RSE sessions will be delivered in a mixture of single and mixed gender groups. Activities will be adapted according to age, needs and understanding of individual pupils in single sex and mixed groups according to topic.

Health and Safety

At Greenholm School, Health and Safety is the responsibility of the Head Teacher, Christopher Pitts and operational aspects are delegated to the site manager. The whole site has internal health and safety checks in place for the maintenance staff to complete, with an action plan put in place to rectify any faults. The Witherslack Group's Management and Risk Assessment Teams visits and audits the school annually.

First Aid/Medical Care

The school has a medical room on the first floor of the main building and in clinical space at Strawberry Lodge; a number of staff members complete a one-day emergency first aid at work course and key staff complete a more advanced three day first aid course.

The school is only allowed to administer prescribed medication. 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

Greenholm 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.

Head Teacher	1
Deputy Head Teacher	3
Assistant Head Teacher	1
Pastoral Care Manager	1
Deputy Pastoral Care Manager	1
Pastoral Care Assistant	4
Designated Safeguarding Lead	1
Family Liaison Officer	1
Administrative Staff	6
Family Liaison Officer	1
Teachers	22
Teaching Assistants	38
Site and Catering Team	7
Speech and Language Therapist	1
Occupational Therapist	3
Psychologist	2
Assistant Psychologist	2
Therapy Assistant	1
Dance/Movement Therapist	1



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