

School Prospectus 2025 / 2026

Education

Therapy

Futures



Proprietor details

Witherslack Group

Lupton Tower

Lupton

Cumbria

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Head Teacher's name and contact details

Claire Speller

Clarie.Speller@witherslackgroup.co.uk

The Eaves Learning Centre

School ethos/mission statement

'Be Ambitious'

Our school mission is to provide an education for all children in our care that allows them to reach their full potential, regardless of their Special Educational Needs. We believe education is a holistic experience, in and out of the classroom, therapeutically supporting their mental health and well-being. Our staff have a strong commitment to pupils' academic education, development of self-efficacy and their personal well-being. We work hard to ensure our students leave school with the appropriate qualifications to enter the world of work or further study. We want all of our young people to 'be ambitious' and strive always for the highest standards in all that they seek to achieve.

Aims of The Eaves Learning Centre

The Eaves Learning Centre is dedicated to:

- Achieving the highest quality education and nurturing care so that every child can achieve their full potential academically, socially and emotionally
- Offering a broad, balanced and stimulating curriculum bespoke to the needs of our pupils
- Providing a happy, positive, secure and caring environment
- Developing positive relationships between school, home and the wider community
- To develop responsible, respectful individuals within the wider working world.

Details regarding admission process

We specialise in education for pupils ages ranging from 8-19, with a range of special educational needs ranging from: social, emotional, mental health, ASC, ADHD. 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 a Post Admission review meeting after 6 weeks.

Referrals can be made throughout the academic year.

If you wish to discuss making a referral please contact Stacey White, stacey.white@witherslackgroup.co.uk or 07776 651102.

The school's Admissions Policy is available on request.

Details of approach to positive behaviour support, exclusions, rewards and sanctions

At The Eaves Learning Centre we aim to help children develop self-control through teaching strategies including self-regulation and modelling, and rewarding and reflecting on positive choices. In doing so we encourage pupils to make appropriate choices and assume responsibility for their own behaviour in school and the wider community.

Rewarding pupils for positive behaviour and good work during the school day is the main method of communicating our approval to the pupils. Rewards include encouragement, praise, reassurance and enrichment activity afternoons, rewards experiences, pupil points, and certificates. If this excellent behaviour continues for a sustained period of time extra incentive rewards will be given.

Where necessary the application of a consequence is undertaken for negative behaviour, in a professional and thoughtful manner. We take into account the individual child's special educational needs as well as the specific problem behaviour. The following consequences are approved: the non-attainment of points, recompense for deliberate damage, periods of reflection on inappropriate behaviour, periods of time out of programme in school, fixed term exclusion and permanent exclusion.

Pupils behaviour is supported by a simple system of rules and rewards which is understood by all pupils and staff and which can be easily adapted to the individual needs of specific children. At The Eaves Learning Centre we also use the positive behaviour support framework from BILD (British Institute for Learning Difficulties) to understand the functions of a pupils behaviour. Pupils requiring a functional assessment on a specific behaviour can have one completed, the results shared with class staff and parents/carers. This framework helps us better understand a pupils behaviour and enables us to put in place effective strategies to help reduce and later eliminate undesirable behaviours. All pupils have an individual Positive Behaviour Support Plan, which helps us support the children 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.

All our staff are trained and refreshed annually enabling these situations to be de-escalated safely through verbal and non-verbal strategies and, as a last resort, gradual and graded techniques. In all instances the best interests of the child are paramount.

The Eaves Learning Centre does not normally exclude pupils, we prefer to work with a child in school to modify and improve the behaviour. On rare occasions, it may be necessary to exclude a pupil for a period of time. Parents/carers and the LA will be immediately informed and will have the right to appeal to the Witherslack Group. A formal reintegration meeting will be held following the exclusion to plan appropriate strategies to promote positive outcomes for the pupil.

Provision for EHC Plans

A post admission review meeting will take place 6 weeks after a child's admission. This meeting allows progress so far to be discussed and any relevant strategies, interventions or actions to be agreed. Each child will then have a statutory annual review where progress against targets from their EHCP will be reviewed and further actions and interventions agreed.

For year 11 pupils, further educational placements, such as colleges will be discussed in a transition review as part of their statutory annual review.

In all meetings the views of the child, parents/carers, teachers, therapists and local authorities will be sought and discussed to ensure the best possible outcomes for the pupil.

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 pupil's 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 The Eaves Learning Centre have access to a Complaints Procedure. Informal complaints or concerns will be addressed by the class teacher if appropriate, however, pupils should expect all staff to pass this information on to the Head Teacher. Formal complaints directly from the child or via a parent/carer or member of staff should be reported directly to the Head Teacher.

Complaints or concerns arising from adults also follow set procedures. Firstly the concern should be addressed informally with the school. We have had no complaints within the last academic year. Copies of these policies and procedures are available on request.

Statement regarding accessing exam results

We believe that pupils should be prepared for the next stage of their education and therefore will need to develop the skills and attitudes necessary to be able to sit exams successfully. To develop these skills and attitudes we provide pupils with regular opportunities to experience informal tests throughout their school career. In years 10 and 11 we increase the formality of test conditions to gradually prepare our pupils to sit year 11 GCSE's in their final year. We understand that, due to anxieties attributed to previous experiences and pupil needs, not all our pupils will be able to access GCSE's successfully. Therefore, we carefully select pupils to sit externally moderated GCSE's and provide differentiated support to enable this. Where this is not appropriate, alternative examination qualifications are delivered to enable pupils to achieve their highest possible qualification.

Parents/carers and students can obtain exam results from the school office.

Safeguarding Mission Statement

The Eaves Learning Centre 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 their duty to safeguard our children 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 'Safeguarding Policy' and all staff are supported by our designated Safeguarding Leads – Catherine Harris (DSL)

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

Catherine Harris' Catherine.Harris@witherslackgroup.co.uk 01373 824466

Claire Speller, Claire.Speller@witherslackgroup.co.uk 01373 824466

Simon Brown, Simon.Brown@witherslackgroup.co.uk 07467 134461

Promoting General Welfare

Uniform & Equipment

A school uniform is provided and worn by all students.

P.E. kits are also provided for both indoor and outdoor sports.

Personal items or money should not be brought into school unless it is by special request.

School Meals

A hot or cold meal is available, along with a selection of fresh fruit and yogurt. Pupils are encouraged to eat healthily and water is available throughout the day. Our food is prepared on site by our cook and menus are easily tailored to dietary requirements.

Healthy School

Our PE sessions and a range of curriculum enrichment activities encourage activity and healthy living. Our cook in charge regularly reviews our lunch menus and pupils are encouraged to eat a balanced meal. In addition our curriculum teaches pupils about healthy living and healthy choices through PSHE, Life Skills and Science. We are engaged with the Healthy Schools charter mark and working towards accreditation.

Religious and Cultural Ethos

Whilst The Eaves Learning Centre is a non-denominational school it seeks to promote an awareness of a value system based on the Christian principles. The school is sensitive and respectful to the religious and cultural needs of all the pupils and their families or local authorities with legal responsibility and welcomes information prior to admission concerning any specific requirements. Pupils may be excluded from religious education at the written request of parents.

Risk Assessments

Our role is to support children to become successful members of their local community. Part of this is to help them understand the daily risks that they face and to learn how to overcome them safely. Due to some of our children's challenges, they may exhibit 'risk taking' characteristics. We therefore have rigorous procedures to ensure everyone's safety. Risk assessments and activity forms are completed by the party leader before all off site activities are authorised to go ahead by a senior member of staff.

The school has a full fire risk assessment which is reviewed annually by the S.L.T 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; Site Supervisor and the SLT. Colton Huddart is responsible for risk management within the Witherslack Group.

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, and our young people to signs of bullying. We promote positive interaction between our pupils through our Friendship Support Groups and Social Inclusion Groups.

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

Relationship and Sex Education

RSE is taught as part of our Curriculum, which has health education, citizenship, drug education and sex education interwoven into a framework with 5 core values and the social and emotional aspects of learning. The long term planning for this subject has been written with reference to the PSHE Association framework and Oak National Academy RSE (PSHE) Curriculum. This has resulted in a 2 year rolling programme for each Key Stage. Suggested activities and resources are located in the termly topic folders for each age group.

Pupils will receive 1 or 2 PSHE lessons per week.

Effective teaching of sex and relationships education will increase pupils' knowledge of:

- Body knowledge
- Human growth and development
- Families, parent and life cycles
- Safety and child protection
- Helping agencies
- Sexual identity

The RSE sessions may be delivered in a mixture of single and mixed gender groups. Activities will include circle work, matching and sequencing pictures, experiential work, storytelling, mime and drama and discussion.

Health and Safety

At The Eaves Learning Centre Health and Safety is coordinated by the Site Supervisor and Senior Administrator. The whole site has a routine of internal health and safety checks which are overseen by the Health and Safety co-ordinator therefore adhering to our Health & Safety

Policy. The Witherslack Group's Management and Risk Assessment Team visits, audits and supports the school each term.

First Aid/Medical Care

The school has a medical room which is in the main school building. All staff as part of their induction training complete a one day Basic First Aid course for children's services. All First Aid training is followed up with refresher training every three years and the First Aid Coordinator trains and refreshes staff in administering medication and intimate care procedures. Where necessary the First Aid Co-ordinator will also source and plan training around specific care needs, for example epilepsy.

The school is only allowed to administer prescribed medication, this is administered by staff who have had appropriate training. All medication is recorded and kept in a locked medical cupboard. Paracetamol and Calpol can only be administered with parent/carer consent.

Details regarding staffing and recruitment

The Eaves Learning Centre follows a rigorous recruitment process in order to 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	1
Pastoral Care Manager	0
Administration	1
Teachers	7
Pastoral Support	3
Teaching Assistants	5
Auxiliary Staff	4
Occupational Therapist	1 (4 days)
Psychologist	1 (2 days)
Assistant Psychologist	1 (5 Days)

Speech and Language Therapists	1 (2 days)
Therapist	2 (5 Days)

Attendance Data

Full attendance is expected of all pupils. We pride ourselves on the fact that our pupils attendance record greatly improves from previous schools attended and we work closely with parents/carers and support services to achieve this.



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