



Our School

70+ Years of Service



Est: 1952



Our Vision and Mission Statement

To be the international Centre of Excellence in Autism education,
research and professional development

Our Motto

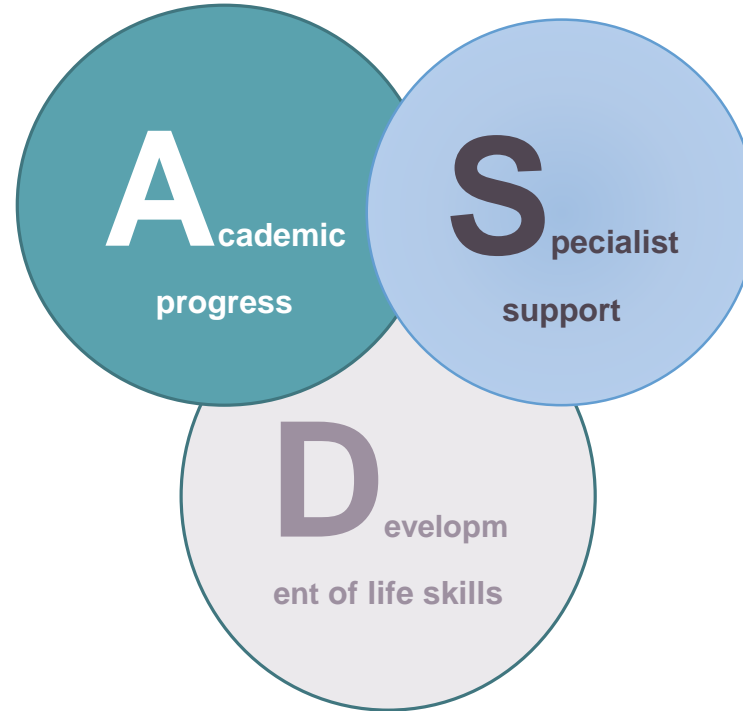
We want Abbot's Lea to be the best specialist school in the world!

Our Philosophy of Education: The ASD Model ©

In our work with the students, we will focus equally on:

1. Academic progress
2. Specialist therapeutic support
3. Development of life skills

What The ASD Model © looks like?



Our holistic offer

- 272 Students age 3-19
- 24 classes
- Primary and Secondary Department, with 5 key stages:
 - ❖ Early Years Foundation Stage and Key Stage 1
 - ❖ Key Stage 2
 - ❖ Key Stage 3
 - ❖ Key Stage 4
 - ❖ Key Stage 5 (post-16)
- In-house Therapy Department, including: Positive Behaviour Support (PBS), Speech and Language Therapy (SALT), Occupational Therapy and Sensory Integration (OT/SI) and Child Psychotherapy
- Large Safeguarding Team
- School Business Support Team

Our Code of Conduct: The Golden Rules ©:

1. Be here. Every day...
2. Work hard and be nice
3. Never give up on yourself and others
4. Stay positive and be happy!

School Development Plan



Our Students



Our Team



Our Resources



School Development Plan

<http://www.abbotsleaschool.co.uk/wp-content/uploads/2022/09/SDP-2022-24.pdf>

Our additional school priority



Ofsted 2021

November 2021:

What does the school need to do to improve?

- There is ongoing tension between a minority of staff and leaders. While it does not directly affect the quality of education that pupils are receiving, it has created a divide in the staff. This is hindering ongoing school improvement. **Leaders and governors should continue to engage meaningfully with these staff to resolve the ongoing tensions.***
- Leaders do not ensure that some pupils in key stage 4 and students in the sixth form work towards a full suite of recognised qualifications. On occasions, this hinders some pupils and students from achieving as highly as they could. **Leaders should continue to review the qualifications that pupils and students can access to enable them to fulfil their potential and career aspirations.***

Admissions

Our school's official DfE approved admission number is: 207

Adding permissible 10% (as per DfE guidance) makes it: 227

Current roll (in light of LCC SEND pressures for admissions): 272

Current oversubscription level: 45 students (~20% over maximum permissible capacity)

Admission Process

1. Admission Policy criteria:

- EHCP
- Diagnosis of Autism
- Diagnosis of cognitive Learning Difficulties of at least Moderate (MLD) level

If “yes” to all, **see Step 2**

Admission Process

2. Process:

EHCP →

Exploring school options →

Request for ALS to LA SEND Team →

ALS consideration of needs (as above) and vacancies (as per previous slide) →

ALS response to LA →

LA response to family →

Place allocation →

See Step 3

Admission Process

3. Admission:

Once a place is allocated, a start date is confirmed by the LA.

Our school Office team begin the administrative process of admission.

If admission is in September, Transition Week in July is used to help with the change of placement. This is the last week of each school year and during that time, all students are grouped in their next year's classes. We then invite all students who will be joining us in September to spend as much of their week with us as possible to help with familiarisation and to lower anxiety over the summer.

If it is an in-year admission, flexible approach is used to achieve the same aim, and to meet the Class Teacher and see the class in operation prior to start date.

Admission Process

4. Practicalities:

- Uniform
- Transport
- Attendance
- Communications
- Co-production and engagement

Contact details

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