

# Tudor Lodge Therapeutic School

Dorcette House, Little Lane, Whaplode, Spalding, Lincolnshire PE12 6RU

**Inspection date**

17 May 2024

**Overall outcome**

**The school is likely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1) to 2(2)(b), 2(2)(e) to 2(2)(e)(iii), 2(2)(h), 2(2)(i), 3 to 3(g), 3(i), 3(j), 4*

- The school has a written policy which underpins a broad curriculum for all pupils. This policy considers the age and aptitudes of pupils who are likely to attend the school. Pupils will also benefit from therapeutic support and an outdoor curriculum focused on horticulture and sustainability.
- Pupils will study a broad range of subjects. Each subject is broken down into units and topics. These build logically and progressively over time. Teachers will adapt the planned curriculum to make sure that it suits pupils' needs.
- The school has purchased some of the resources needed to implement the curriculum. Others will be purchased, depending on the needs of the pupils at the school.
- The school intends to employ staff who have experience of working with pupils with special educational needs and/or disabilities (SEND).
- All pupils that attend this school will have an education, health and care plan (EHC plan). After a period of settling in, pupils' attainment will be assessed. The school will use this information alongside targets on pupils' EHC plans to help ensure that the learning is accessible and well matched to needs.
- The school will use a phonics programme to support pupils who are at the early stages of reading. All staff will receive training to help them to deliver the programme. Around the school, there are areas where pupils can enjoy reading and sharing books. This includes the 'reading nook' in the outdoor area.
- The school will make regular checks on how well the school's curriculum is being implemented. They will use visits to lessons and discussions with staff to make sure that pupils are supported to recall more of the school's curriculum.
- Staff will share pupils' achievements during daily debriefs. This will ensure that any pupils needing extra help with their learning are identified quickly. The school has also set out an assessment programme that will check on how well pupils are learning the intended curriculum at key points during the academic year. Parents and carers will be informed regularly on the progress their child is making in all aspects of the school's

curriculum.

- The key stage 4 curriculum will give pupils the chance to gain vocational experience. Where appropriate, the school will also support pupils to access a range of suitable accreditations and qualifications. Some pupils will be supported with transition to a post-16 placement.
- The school intends to ensure that each pupil has appropriate, accurate and up-to-date careers guidance.

*Paragraphs 2(2), 2(2)(d) to 2(2)(d)(ii), 2A(1), 2A(1)(a) to 2A(2)*

- The school has a carefully constructed personal, social, health and economic (PSHE) education curriculum. This will include topics that will support pupils' personal development and help them to understand how to stay safe. The school will adapt this curriculum in response to each pupil's personal circumstances.
- Pupils will learn about relationships and sex education (RSE) as part of the PSHE curriculum. This curriculum has a focus on emotional regulation, mindfulness and pupils' mental health. The school's RSE policy will be made available and discussed with parents on an individual basis. They will be able to view the resources used to teach the curriculum.
- The school is likely to meet all the independent school standards (the standards) in this part.

## Part 2. Spiritual, moral, social and cultural development of pupils

*Paragraphs 5 to 5(d)(iii)*

- Strong, positive relationships between parents, staff and pupils will be a priority for the school. Staff will use praise and rewards linked to the specific needs of pupils. This will support pupils to build their self-esteem and help them to positive choices with increased independence. These successes will be relayed to parents on an ongoing basis.
- Pupils will learn about British values. They will be encouraged to be part of the school's pupil council where they will learn to understand how decisions are made.
- Pupils will meet professionals who work for public institutions, including from the police and fire services. The school has established some links with the local police force.
- Pupils will learn about different cultures, faiths and religions. They will benefit from visits to places of worship in more diverse communities around the east of England.
- Pupils will learn about right and wrong and understand that viewpoints may differ from their own. Staff will model positive behaviours. Following any incidents, staff will help pupils to understand what happened and how they might respond differently next time.
- The school will develop links with the local community. This will provide pupils with the opportunity to understand how they can make a positive contribution to their locality. This will include links with local farmers and food banks. The school plans to hold fundraising events for charities. These interactions will provide pupils with the

chance to further develop their social skills.

- Pupils will be presented with a balanced range of viewpoints. This will learn to respect and tolerate those who may have views or backgrounds different to their own.
- The school intends to offer extra-curricular activities, including forest school and visits to local recreational facilities. In addition, the school has on-site swimming facilities, a specific food technology room and a sensory garden. These facilities will be used to enhance pupils' knowledge of key life skills. Further activities and clubs will be linked to specific interests of pupils.
- The school is likely to meet all the standards in this part.

### Part 3. Welfare, health and safety of pupils

#### *Paragraphs 7 to 7(b), 32, 32(1)(c)*

- Staff, including those with oversight for safeguarding, have a secure knowledge of how to manage concerns that may indicate a pupil is at risk of harm.
- The school recognises the potential safeguarding risks in the local area. They understand that pupils attending the school may be particularly vulnerable to the risk of harm.
- A programme of induction will take place to ensure that all staff have the knowledge and expertise to fulfil their roles for safeguarding. Staff will report any safeguarding concerns using a central online system. This system will alert staff to these concerns, so they can act promptly in response.
- Daily welfare meetings will allow staff to share any safeguarding concerns in addition to the use of the electronic system. The school is aware of the relevant external agencies to contact should specialist advice or a referral be needed.
- Pupils will be taught how to keep themselves safe through the PSHE and computing curriculums. The school will also use its programme of assemblies to explore different types of risks, safety and behaviours.
- The school has a system in place to filter pupils' online use. Any attempts to access inappropriate information online will be flagged quickly.
- The school is aware of its responsibility should an allegation be made about any inappropriate behaviour of an adult towards a pupil.

#### *Paragraphs 3, 3(h), 9 to 9(c), 10*

- The behaviour policy recognises the specific needs of the pupils who will attend the school. Staff training to manage pupils' behaviour will focus on building positive relationships and de-escalation. Physical restraint and suspensions will only be used as a last resort.
- Daily debriefs will keep staff informed if a pupil's circumstances change. Staff will understand the triggers that affect how well each pupil regulates their emotions and feelings. Pupils will have an individual risk assessment. This will help staff to manage each pupil's behaviour consistently.

- Staff will record significant incidents of poor behaviour or bullying, including online so that the school can respond to any patterns or trends in this information.
- Pupils will be taught what bullying means and how it can affect others. Support will be put in place for the victim and the perpetrator.
- The PSHE curriculum will teach pupils about relationships and consent. It will also enable pupils to explore the impact of harmful sexual behaviour. This will help pupils to understand how to conduct themselves appropriately.

#### *Paragraphs 11 to 13*

- The school has a system in place to check periodically all health and safety requirements and the condition of the premises. This will ensure that the premises are in a good and safe working order. The school intends to employ a site manager to have oversight of this role.
- A fire risk assessment of the site and building was completed by external professionals in April 2024. The proprietor has responded to all the actions required following this assessment. Established systems for checking and servicing the fire equipment will be followed. Procedures for evacuating the building are clear.
- Staff will complete relevant health and safety training as part of their induction programme when they join the school.
- Several school staff are first-aid trained, including for paediatrics. There is a suitable first-aid policy in place. There are systems in place to report and respond to any incidents where first aid is required and administered. Any accidents or incidents needing first aid will be recorded securely and reported to parents.
- Appropriate safety fixtures have been installed for the school's food technology room.

#### *Paragraph 14*

- The school will make sure that pupils are supervised appropriately during the school day and when off-site visits take place.

#### *Paragraph 15*

- The admission register will contain all the information required for when a pupil starts attending the school.
- The school will use an electronic system to record pupils' attendance. This will be used to identify patterns and trends of absence.

#### *Paragraphs 16 to 16(b)*

- There is an appropriate risk assessment policy in place. This sets out how risks can be assessed. Risk assessments are available for the animals the school intends to house, the outdoor spaces and the swimming facilities to name a few. The risk assessments all contain appropriate control measures to mitigate risk.
- Staff will have training so that they know how to complete risk assessments and implement them effectively.
- Risk assessments will be updated whenever necessary to ensure that they remain relevant and reflect the current circumstances.
- The school is likely to meet all the standards in this part.

#### Part 4. Suitability of staff, supply staff, and proprietors

*Paragraphs 18(2) to 18(2)(e), 18(3), 19(2) to 19(2)(d)(ii), 19(3), 20(6) to 20(6)(c), 21(1) to 21(3)(b), 21(5) to 21(5)(a)(ii), 21(5)(c), 21(6)*

- The proprietor and school staff have undertaken recent training in staff recruitment. They understand their statutory duties to carry out the necessary recruitment checks to ensure that new staff are suitable to work with children. They know they must complete these checks before a member of staff begins to work at the school.
- Recruitment checks are recorded on an electronic single central record.
- In addition to the proprietor board, the school also has a local governing body. This provides additional checks on the school's systems for safeguarding and reporting concerns.
- The school does not intend to use supply staff. The school understands its responsibility to carry out the required checks, should this position change.
- The school is likely to meet all the relevant standards in this part.

#### Part 5. Premises of and accommodation at schools

*Paragraphs 23(1) to 23(1)(c), 28(1), 28(1)(b), 28(1)(d)*

- There are suitable toilet and washing facilities for the sole use of pupils. Pupils will also have access to a shower, should it be required. These facilities have an adequate supply of hot and cold water. The hot water does not pose a scalding risk.
- An accessible toilet is available. This toilet can also be used by staff and visitors.
- Additional changing facilities for swimming, toilets and handwashing facilities will be completed in readiness for the school opening in September 2024.

*Paragraphs 24(1) to 24(1)(b), 24(2)*

- There is a room set aside to care for pupils who are sick or injured. It is well equipped and is located near to a toilet.

*Paragraphs 25 to 27(b)*

- The site comprises two separate buildings linked by a central courtyard and an outdoor space. Both buildings have been fully renovated to ensure that the accommodation is suitable for the proposed school. The school site is secure.
- One of the buildings has four suitable classrooms that can educate eight pupils each. The other building has shared designated rooms for mealtimes, spaces for the school's therapeutic work and a swimming pool. The school will also have a forest school and a horticultural area that will be accessed from the school site.

*Paragraphs 25 to 27(b)*

- There is still some work needed to fully complete one of the school buildings. However, work completed so far is of a good standard. Work to this building will be completed in advance of the premises being used as a school.
- Classrooms contain adequate lighting and appropriate acoustics. There is external lighting to help ensure that people can safely enter and leave the premises when it is

dark.

*Paragraphs 28(1), 28(1)(a), 28(1)(c), 28(2) to 28(2)(b)*

- Suitable drinking facilities will be made available for pupils in the kitchen, dining area and classrooms where they will be marked as such.

*Paragraphs 29(1) to 29(1)(b)*

- There is a suitable and secure outside play area where pupils can play, exercise and socialise. There is also a planned forest school and horticultural area. These areas will be further secured with fencing prior to the school opening. There is a suitable risk assessment in place for this.
- The school is likely to meet all the standards in this part.

## Part 6. Provision of information

*Paragraphs 32(1) to 32(1)(b), 32(1)(d), 32(1)(f) to 32(1)(i), 32(2) to 32(2)(b), 32(b)(ii), 32(2)(d) to 32(3)(e), 32(3)(g)*

- The school's website contains all the required information, including policies for pupils' behaviour, complaints and the administration of first aid. The school's ethos and values are listed. It also contains contact details for the proprietor and the headteacher.
- There is a system in place which will provide parents with an annual written report of their child's progress.
- The school understands its responsibility to keep annual accounts showing the income and expenditure incurred by the school where a pupil is wholly or partly funded by a local authority.
- The school is likely to meet the standards in this part.

## Part 7. Manner in which complaints are handled

*Paragraphs 33 to 33(k)*

- The school's complaints policy outlines appropriate steps that parents can follow to raise a concern about any aspect of the school's work. Each stage of the complaints process is clearly explained and the timeframe for each step is provided.
- The school will keep records of any complaints received and any subsequent actions taken by the school.
- The school is likely to meet all the standards in this part.

## Part 8. Quality of leadership in and management of schools

*Paragraphs 34(1) to 34(1)(c)*

- The proprietor has ensured that those with leadership and management responsibilities in the school demonstrate secure knowledge and skills appropriate to their role. Together, they have a clear vision for the type of provision they want to provide for pupils with SEND. Staff at the school already have a positive track record

for doing this successfully in other settings. They recognise that this knowledge must be adapted to suit the school's specific location and needs of the pupils it will serve.

- Members of the proprietor board collectively demonstrate the knowledge and understanding needed to ensure that all the standards will be met securely and consistently over time.
- The school has taken appropriate and effective action to ensure that the standards are likely to be met, including in relation to pupils' safety and safeguarding.
- The proprietor will undertake checks to ensure that the quality of the school's provision continues to meet all the standards. The school will use external consultants to provide additional quality assurance of the school's provision, particularly arrangements to assess and mitigate risks.
- The school is likely to meet the standards in this part.

#### Schedule 10 of the Equality Act 2010

- The accessibility plan identifies how the school will make sure that the school's curriculum, premises and documentation are accessible for pupils with SEND and the community it will serve.
- The school is likely to meet the regulation in this part.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.



## Proposed school details

Unique reference number	150738
DfE registration number	925/6068
Inspection number	10340794

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent school
School status	Independent special school
Proprietor	DPS Education Ltd
Chair	Deborah Frances Seragusa
Headteacher	Deborah Frances Seragusa
Annual fees (day pupils)	£72,000
Telephone number	01406404204
Website	<a href="http://www.tudorlodgetherapeuticschool.com">www.tudorlodgetherapeuticschool.com</a>
Email address	<a href="mailto:dpseducationltd@gmail.com">dpseducationltd@gmail.com</a>
Date of previous standard inspection	Not previously inspected

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	7 to 16	7 to 16
Number of pupils on the school roll	Not applicable	40	32

### *Reason for inspector's recommendations*

- The four classrooms available are only suitable for 32 pupils at any one time.

## Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed

Number of full-time pupils of compulsory school age	Not applicable	To be confirmed
Number of part-time pupils	Not applicable	To be confirmed
Number of pupils with special educational needs and/or disabilities	Not applicable	32
Of which, number of pupils with an education, health and care plan	Not applicable	32
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	To be confirmed

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	5	9
Number of part-time teaching staff	0	2
Number of staff in the welfare provision	3	5

## Information about this proposed school

- The proposed school is located in Spalding, Lincolnshire. It occupies premises previously used as residential provision.
- The proposed school will provide full-time education for pupils with SEND, aged between seven and 16 years.
- The proposed school will provide for pupils who have cognitive and learning needs, speech, language and communication needs and/or social, emotional or mental health needs. Some of the pupils are likely to have a diagnosis of autism. All the pupils will have an EHC plan. The school also intends to admit pupils who are children looked after.
- On opening, the school intends to initially admit 12 pupils. It expects to be at capacity within a year of the school opening.
- The proposed school is unlikely to use the services of any alternative provisions.

## Information about this inspection

- This was the proposed school's first pre-registration inspection. It was commissioned by the Department for Education to determine whether the proposed school is likely to meet the standards if it is given permission to open.
- The inspector met with representatives of the proprietor board, including the chair who is also the headteacher of the school. She spoke with leaders who have responsibility for the school's safeguarding systems and the curriculum.
- The inspector conducted a tour of the proposed site to check the premises against part 5 of the standards. She met with staff who have oversight of the school's health and safety arrangements.
- The inspector scrutinised a wide range of documentation, including policies, curriculum plans and the school's website.
- The inspector checked the arrangements for safeguarding and staff recruitment.

## Inspection team

Shaheen Hussain, lead inspector

His Majesty's Inspector

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