Lexden Springs School
Attend, Aspire, Achieve

Statement of Purpose
Spring Lodge



Last Update: October 2026
Next Update: October 2027

Will be updated and amended as needed.

Contents:

1. Ethos of Spring Lodge
2. Aims and Objectives
3. Referral and Admission Process
4. The Houses at Spring Lodge
5. What We Do in Spring Lodge
6. Activities
7. Spring Lodge Staff Team
8. Keeping Children Safe
9. Positive Behaviour Management
10. Missing Children
11. Equality and Diversity
12. Complaints

1. Ethos of Spring Lodge

Spring Lodge is exclusively for pupils who attend Lexden Springs School.
Our focus is on providing opportunities for pupils in years 9 and upwards who have not previously accessed boarding, helping them build confidence, independence and new experiences in a supportive environment.

Holistic Development

- We believe every pupil is entitled to reach their full potential—socially, emotionally, physically, morally, spiritually, and academically.
- Our goal is to help pupils grow in confidence and become active participants in the wider community.
- We promote self-discipline, respect for others, and the ability to make informed choices.

Child-Centred & Attachment-Informed Practice

- Spring Lodge fosters nurturing relationships that support children's learning, behaviour, and sense of belonging.
- Staff understand and respond to different attachment styles, helping reshape insecure behaviours and promote emotional security.
- Adults may serve as secondary attachment figures, offering emotional support alongside care for physical and learning needs.

Learning Environment

- Spring Lodge offers a warm, friendly atmosphere for pupils, staff, visitors, and working partners.
- We strive to create a space where children feel safe, secure, and happy, enabling effective development.
- Each pupil is valued as an individual, encouraged to build a positive self-image and self-confidence.

Child-Centred Approach

- Staff foster nurturing relationships that support children's learning, behaviour, and sense of belonging.
- The team acknowledges and responds to different attachment styles, helping reshape insecure behaviours and promote emotional security.
- Adults at Spring Lodge may serve as secondary attachment figures, providing additional emotional infrastructure for children with emotional and behavioural impairments, as well as those with physical and learning needs.

Application & Decision Process

Pupils who will benefit from Spring Lodge may be identified in a number of ways:

- Primarily where the pupil is not making expected progress in school, this would be identified through their EHCP review meeting/parents evening or their termly progress update.
- School staff will support parents in their rationale for suggesting that Spring Lodge could assist in shared targets and progression, through intensive support beyond the school day.

- Parents may request support from Spring Lodge-this will be carefully considered, alongside their educational progress to date.

Our Ethos



2. Aims and Objectives

The following aims act in support of our ethos:

The curriculum intent in school should be broad, balanced, coherent, and relevant. The implementation of the curriculum should strive to have the most impact upon the pupils. The experience of boarding in Spring Lodge compliments this. Staff have high expectations of the pupils; they are fully encouraged to work to their capabilities in all aspects of the curriculum and develop a deep body of knowledge.
Our school and Spring Lodge strives to recruit and retain high quality, motivated and therapeutic staff.
The school/Spring Lodge and its trust are fully committed to ensuring the physical and mental health of all pupils.

- In support of this commitment, the school/Spring Lodge encourages pupils to maintain a healthy lifestyle, taking exercise and offering a healthy diet.
- We support these aims by providing a variety of on and offsite activities, providing both breadth of experience and opportunities for personal/social development.
- An important emphasis is placed upon the pupil's education and personal development, independence, self-discipline, and self-esteem.

- Skills for life, and self-motivation are promoted.
- Pupils are encouraged to play an active role both in the residential school and the wider community by developing sensitivity to the needs and feelings of others regardless of differences.
- To help pupils develop personal, spiritual, and moral values, an understanding of religious and beliefs, a tolerance for others and their cultures, and ways of life.
- To promote equal opportunities for all pupils.

Our Vision

To remain an 'Outstanding' Residential which will effectively meet the needs of the pupils with a widening range of learning difficulties and achieve ambitious standards balanced by realistic expectations.
To become a centre of lifelong learning in which our staff are enabled to develop and improve their professional skills and share in our vision supported by effective communication.

Staff will be:

- Good or outstanding role models
- Encouraging all pupils to make good choices
- Encouraging all pupils to make healthy choices
- Practising life skills in a safe and supportive environment
- Offering a stimulating environment which promotes progress for all
- Celebrating the unique contributions brought by every pupil
- Developing own awareness of role in society
- Extending partnerships with parents/carers/guardians and the wider community/links with social care

For the pupils that board in Spring Lodge this will involve:

- Development of independence and self-help skills in a supported home environment and exploring faith-based activities.
- Building on self-regulation strategies and exploring different sensory experiences
- Taking part in varied and relevant activities
- Exploring the wider local community
- Increased opportunities to develop individual communication skills
- Opportunities to make choices which support them with their personal development
- Having opportunities to practise life and independence skills
- Developing positive relationships and friendship opportunities within a group setting, safe environment, local community, and society as a whole
- Being able to mix with peers to develop social skills and learn appropriate behaviour
- Opportunities to develop their own personalities, build confidence and self-esteem

- To develop the confidence in communicating personal, academic or welfare concerns with any member of staff of either gender
- Having the opportunity to talk to their preferred member of staff, to maximise opportunities in their own personal development.

Criteria

Spring Lodge is a provision exclusively available to pupils attending Lexden Springs School. It is not a respite service, and parents, carers, or guardians seeking respite support should contact Social Care for information regarding available respite services.

Spring Lodge operates as an extension of the school day, providing additional support and opportunities for eligible pupils in Years 9 and 10. The provision is open during term time only, Monday to Friday, and does not operate at weekends or during school holidays.

Spring Lodge Overview

Eligibility & Access

- Spring Lodge is exclusively for Lexden Springs pupils.
- It is not a respite facility. For respite services, please contact Social Care.
- Open term time only, Monday to Friday. Closed on weekends and school holidays.

Purpose & Aims

- Spring Lodge extends the school day, supporting educational and independence outcomes.
- Progress is tracked via daily records and Evidence for Learning.
- Regular updates are provided to families by the residential team.

Application & Decision Process

- Families must complete a Spring Lodge Application Form.
- Suitability is assessed based on the pupil's needs and potential benefits.
- EHCP targets guide the focus of support.

Family Involvement

- Families collaborate with staff to identify benefits for their child.
- Parents/carers/guardians must be contactable during their child's stay.

Pupil Voice & Participation

- Pupils are encouraged to be involved in the application and decision-making process.
- If a pupil is reluctant to board, staff will explore their wishes and feelings.

Health & Safety

- Medical needs are managed through an individual Residential Health Care Plan and Boarding Risk Assessment, reviewed at least once per term.
- Staff receive relevant training to meet pupils' diverse needs.

3. Referral and Admission Preparation

How we prepare Parents/Carers/Guardians:

We ask all parents/carers/ guardians to work in partnership with us during the application process.

Not every pupil that applies for Spring Lodge will be ready to start their journey with us, at the time of application.
There may be areas that need to be developed and worked on within their home environment before they join us in residential. For example, ***a child that co-sleeps with or needs a parent to fall asleep and settle will not adjust to a residential environment.***

How we prepare Pupils:

As each child is an individual each transition and preparation will be different.

Social Story:

If needed a social story will be provided for each pupil explaining all about Spring Lodge for parents/carers/guardians to help prepare their child before their first overnight stay.

Sleep Calendar:

Each pupil will have a Sleep Calendar displayed in their bedroom to help them understand how many sleeps/nights they will board for in Spring Lodge.

Personal items:

We encourage pupils to bring in personal belongings from home to help them with the transition of staying away from home. We are a "Low Technology Environment" for pupils. There is a varied range of activities both inhouse and off-site on offer for pupils to keep them actively engaged. Pupils are encouraged to personalise their bedroom with suitable posters and for example, photos, posters, teddy bears and sensory comforter.

Tea Visits:

Pupil will come in for tea visits prior to staying overnight. Following successful tea visits we will commence overnights once pupils demonstrate they are comfortable and familiar with Spring Lodge.

Pupil Feedback

Pupils are actively encouraged to share their views and experience of boarding in Spring Lodge.

Independent Person

Spring Lodge has an Independent Person called George who visits once a month and provides a summary of his visit Report. The aim is to provide an independent "ear" to listen to any issues or concerns the pupils may have and engage socially with the pupils.

It is important that the pupil can talk to someone other than residential staff if they so wish.

Independent Visitor

Spring Lodge has an independent Visitor called Mark who visits unannounced once each half term to carry out monitoring and reporting, they include:

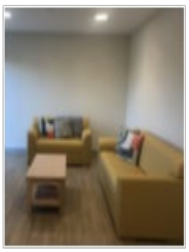
- Checks on the school's records of attendance, complaints, sanctions, use of reasonable force, risk assessments, and where they exist, individual care plans for children.
- Evaluation of the effectiveness of the care provided to children and whether they are safeguarded.
- Assessment of the physical condition of the building, furniture, and equipment of the school; and
- Opportunities for any child or member of staff who wishes to meet the visitor (in private if they wish).

4. The Houses

Spring Lodge enables the school to offer a 24-hour educational experience. There are 3 houses called: Poppy, Daffodil, and Primrose, with lounge areas, dining room, a quiet room and adapted modern bathrooms and kitchens.

Meals will be provided; this is a social learning experience to help develop both life and social skills. Staff will support the children at their tables by eating with them to promote core family values.

Lounge Area



Kitchen Area



Bathroom



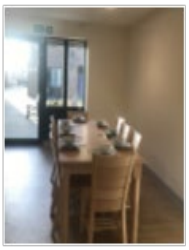
Bedroom



Bedroom



Dining Room



Bedroom



Quiet Room



5. What we do at Spring Lodge

- Develop good working practice with parents/carers/guardians by working in close partnership with them
- Promote the pupil's independence and self-regulation skills
- Provide learning opportunities in a variety of environments and explore the local community
- Promote personal, physical development and mental well-being
- Increase opportunities to develop individual communication in a home environment
- Support the children to build up trusting positive relationships with others
- Provide an environment in which the children will feel safe secure and happy

6. Activities

There is a wide range of in-house activities which are varied and relevant supporting pupils social, creative and independence skills. When a pupil is boarding at Spring Lodge, they have access to some of the school facilities in the evening which include:

On-site Activities

- Outdoor Play Area
- Bike/Scooter Track
- Soft Play
- Sensory Activities
- Adventure Play
- Gardening
- Playing with toys and listening to music

Off-site Activities (Pocket money for some off-site activities will be required to participate)

- Youth club

- A drive on the minibus
- A trip to the shops
- A trip to the garden centre
- Social Interaction trips including faith-based experiences.
- Community walks

7. Spring Lodge Staff Team

The Structure within the residential will comprise of:

- Head Teacher and Deputy Head Teacher
- Head of Care
- Deputy Head of care
- Senior Residential Support workers
- Night Awake Supervisor
- Night Awake Support Workers

Performance Management and Supervision

All Spring Lodge staff will go through an induction process and receive relevant training to be able to work with the pupils. This includes confidence in using the administrative systems in place for recording, updating, and monitoring the pupil's personal development.

Staff Training

Behaviour management:

Our aim is to create a school/Spring Lodge ethos in which the principles of the therapeutic approach are followed; this will encourage self-discipline; self-control and respect for the school/residential environment and community.
Our success in managing pupil behaviour cannot be judged by the absence of problems but by the way in which we deal with them. To ensure that the school/Spring Lodge ethos of self-discipline, self-control and respect is always maintained by all staff and pupils. We are a non-restraint school/residential, which strives to work on teaching pupils to manage their emotions and anxieties in a socially acceptable way.

- Therapeutic Thinking
- Safeguarding
- Moving & Handling
- Autism Awareness
- Makaton/Communication
- Sensory Processing
- Medical: training
- Induction training

- Minimum level 3 Diploma NVQ in residential childcare

8. Keeping Children Safe

- Spring Lodge is an extension of a pupil's day. Both school and Spring Lodge staff work closely together in harmony.
- A live feed only (CCTV) monitoring system is used in selected areas during the shift, and this equipment is solely in place for the safeguarding of pupils. There is no live feed (CCTV) in any of the bedrooms or bathrooms. This will be monitored by the Night Awake staff from the staff office.
- There is a bedroom alarm system in place for all pupils' bedrooms. Once the children are in bed and doors are closed, the system is 'armed.' This will be monitored by the Night Awake staff from the care office.
- For the safety of our pupils each bedroom door is fitted with an anti-ligature door handle, which can be opened from the outside in case of an emergency.
- Pupils have an induction/information booklet, the purpose of the booklet is to explain the house rules, fire safety and gain a better understanding of the Spring Lodge experience.
- If any staff have any concerns that a pupil is at risk and may be suffering from a form of abuse, they should follow the school's safeguarding policy and procedure. All staff have a duty of care to read and adhere to pupils Residential Health Care Plans, Boarding Risk Assessments and to update them when required.

9. Positive Behaviour Management

Aims

Our Behaviour Policy is aimed at improving educational and personal outcomes for all pupils by promoting and supporting their engagement with education within Spring Lodge provision, providing each pupil with the skills necessary to regulate those behaviours that are a block to their learning and well-being or to the learning and well-being of others.
To enable every pupil to be as independent as possible in managing their behaviours, by teaching them appropriate strategies.

To promote self-esteem and encourage self-advocacy.

To ensure that the school ethos of self-discipline, self-regulation and respect is maintained by all staff and pupils.

Spring Lodge Rules

- We listen to each other
- We are kind to each other
- We respect each other
- We use kind words
- We look after our things
- We walk in the houses

- We stay out of each other's rooms
- We are technology free

The emphasis is on praising pupils when they are following the rules.

Partnership with Parents/Carers/Guardians

Each child will be allocated a key worker. Parents/carers/guardians will be kept informed and updated of their child's progress though regular contact from their child's key worker. always, you will be kept updated and informed of any change that involves your child's personal development.

Anti-Bullying & Harassment

At Lexden Springs Special School and Spring Lodge we have a zero tolerance on any forms of bullying or harassment, including verbal, physical, and emotional and use of ICT (Cyber Bullying.)

Unforeseen Closure of Spring Lodge

On exceedingly rare occasions, we may have to make the difficult decision to temporarily shut down Spring Lodge.

10. Missing Children

Spring Lodge is a safe and secure environment with a warm and friendly atmosphere for all pupils, staff, visitors, and other working partners. We will work to provide an environment in which the pupils will feel safe, secure, and happy by enabling them to develop effectively.

11. Equality and Diversity

All Parents/Carers/guardians, regardless of race, ethnicity, disability, gender, or social economic background, are welcomed and are encouraged to actively show an interest in their child's experience at Spring Lodge. If the pupil has any religious, cultural, or dietary needs please inform staff. Spring Lodge follows the school's equality and diversity policy.

Basic principles:

Every member of the school and Spring Lodge are regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability.

12. Complaints

Procedures for dealing with general concerns and complaints are the same as the school's complaints procedure.

Reviewed by:	Jennifer Grotier HT Luke Frances DHT Lucy Baines HOC
Date:	October 2026
Review date:	October 2027
Approved by:	Gary Smith