1. What does your service do?

Clervaux Garden School is a unique and exciting school. Nestled on our 100 acre biodynamic farm, our Steiner-inspired holistic curriculum provides the skills, experience and character necessary for young people aged 10-19 years old with Autistic Spectrum Conditions (ASC) and associated complex needs to flourish and thrive in modern society. Our school is a place of learning, healing and growing which nourishes hand, head and heart in unison.

Our Vision:
That each individual has the potential to shape their own future through experiencing meaningful relationships with universe, earth and people.

Our Values:
We value inclusive learning and living activities that integrate practical activity, thinking and our emotions.

We value mutual respect and we strive to understand all people’s differences and uniqueness.

We value the capacity for re-imaagination present in all people, towards positive change and development.

We value openness, goodwill, tolerance and treating individuals with dignity and respect.
2. How are decisions made about who can use your service?

Clervaux Garden School admits children and young people aged 10-19 with ASC and other complex needs. Our intention is to meet the needs of those students with very high anxiety levels who would benefit from the therapeutic environment and activities we have to offer. Due to the very complex academic and social needs of these students we operate a very flexible offer.

Prior to placement all students have the opportunity to come to the school and have a visit. We carry out an assessment on each student to better understand their needs and to see if their needs will be met by the school. Visits from parents and other stakeholders are welcomed and encouraged.

Our admissions team will collate information from parents and the student’s current or most recent academic placement and this information will be audited by the assessment officers and then members of the senior management team and teaching and therapy teams if required. Following the assessment, we will ascertain whether we can meet the needs of the students and put this in writing. This process can occur within a few days should a rapid response be required.

Students who remain with Clervaux Garden School beyond KS5 are transitioned over a period of 2 terms both academically and socially to afford them the smoothest transition possible. We hope that students will either choose to remain within our post-16 provision or move onto a suitable Further Education establishment.

3. How will school staff support the child/young person?

A highly skilled and specialised team of Teachers and Teaching Assistants manage the broad spectrum of abilities within the class group, which is never larger than 5 students to 2 members of staff. Their work is founded upon high quality planning, targeting and systems alongside rigorous documentation of procedures, Individual Education Plans and highly creative ways to enable students to succeed, make progress and ultimately thrive.

Some students have 1:1 support in order to enable them to access the curriculum and succeed (this is based upon their individual assessments and need). As a school we believe in meeting the individual needs of all of our students and if a reduced or transition timetable is required in the short term to enable a student to access a full school timetable then this will be considered in consultation with the student, parents, Local Authority and other professionals.

Our therapeutic methodology is embedded in every part of the curriculum and works both within and outside of the classrooms well as at the Farm. The staff team works both directly with students but also offers consultation, advice and training for the whole school.

Literacy and Numeracy have a particular focus within the curriculum and students are tested regularly and frequently, either formally or informally, and the results from these assist teachers in their planning. Levels are discussed within the review process until students reach or exceed the expected levels.
4. How will the curriculum be matched to the child’s/young person’s needs?

All young people who attend Clervaux Garden School will have a diagnosis of special educational needs and/or disability (SEND) and will also come with an Education, Health and Care Plan (EHCP). As such the curriculum will be tailored to meet the needs of these individuals and is delivered through the method of Practical Skills Therapeutic Education (PSTE).

The curriculum will have clear intent, implementation and impact to ensure that the outcomes stated on the EHCP are met. This is done through our ongoing assessment process which benchmarks where a student is at and then is used to regularly assess academic and social progress and development.

In Key Stage 3 we have opted to establish a student-led, project-orientated model based on the primary school model with a single class teacher managing the class group with the help of a learning support team. Students remain in one classroom for most lessons in the morning, after feeding the animals. The afternoons involve Green Woodwork, Textiles, Pottery and Horticulture with Fridays for Personal Development or educational visits. Key Stage 4 and 5 are more bespoke, with students pursuing Functional Skills and vocational crafts and land-based activities with a range of tutors and teachers.

We actively make ourselves aware of initiatives within mainstream curriculum development and balance these with the specific needs of each student, expectations of parents, Local Authorities and other professionals. This often entails formulation and revision of individual timetables to balance curriculum issues, communication needs and complexities of individual students within the practical day-to-day demands of a small school.

Clervaux Garden School utilises a unique pedagogical method outside of the classroom, as a result of external and internal research on the learning value of land-work including food growing and craft, rooted in natural materials. This is defined by the term Practical Skills Therapeutic Education (PSTE).

PSTE is used as both a method and vehicle for delivering the curriculum and a framework to provide a robust education for learners. The Ruskin Mill Trust, which Clervaux Garden School is part of, through the Hiram Education and Research Team, has a dedicated team of local coordinators who work to continually develop our staff in all statutory, mandatory training and also in the key area of methods training as part of their practice. Furthermore we have a designated research facility, the Field Centre, where a space for living research is held.

Through operational training combining living research and human developmental themes, PSTE methods create a pragmatic, student-centred education for students at Clervaux Garden School. Through the aforementioned action research we develop the transformative educational method not only for our learners and staff but also members of the wider community through courses available to the public as well as cultural events.
5. Do you offer any therapeutic services?

At Clervaux Garden School we provide our young people with access to an experienced therapy team by means of:

• Occupational Therapy
• Speech Language and Communication Therapy
• Counselling

The exact nature and duration of formal therapeutic input is in the first instance depicted by the student’s EHCP. Regular assessment of student progress is carried out and adjustment to provision discussed within annual review meetings. Other therapies, as dictated by evolving need or EHCP, can be arranged and Clervaux Garden School is supported in this by the Ruskin Mill Trust, of which it is a part.

6. How does the school celebrate the success of children with SEND?

Student Voice is crucial to the community aspect of Clervaux Garden School and all students and staff gather at the beginning and end of every day to share praise for each other and to mark their achievements. The unique structure of our Academic Year which has 9 shorter terms based around particular festivals allows us to frequently report on achievements and celebrate success at regular intervals. Parents, carers and other stakeholders also receive a termly report.

Clervaux Garden School also has an outward facing curriculum and a cycle of visits and visitors to help prepare the students to flourish in modern Britain. We utilise these visits and visitors to praise the achievements of our young people and place them centrally in the community. Clervaux Garden School’s policy on school displays also requires all staff to display positive examples of student work and efforts throughout the whole school site.

7. How will the parent/carer know how their child/young person is doing and how will you help the parent/carer to support their child’s learning?

Regular contact is maintained with parents and carers. Detailed reports are provided on a termly basis, which provide an overview of academic and social progress. Close working relationships with parents and carers assist with enabling our students to make good progress. We run academic open days where parents can attend school and seek information, guidance and support from a variety of staff that come into contact with their child.

Clervaux Garden School provides support to the home in the form of meetings, plans and home visits. Parents may routinely contact the school or come in to meet key staff when they feel it necessary.

We welcome close working relationships with placing authorities and social services departments for students who have particular challenges within the home environment.
8. What support will there be for the child’s overall well being?

The Class Teacher is the primary point of contact for each student and is vigilant to their wellbeing and social and healthcare needs. In the first instance the Class Teacher will share any concerns with Senior Management and the student’s parents and carers. If it has been identified that a student requires personal care needs, this is discussed with parents and cascaded to staff who need to know. This information is added to their Individual Health Plan and all involved agree to support the student’s needs appropriately.

Food and Nutrition is very important at Clervaux Garden School and we have clear policies and guidelines on how to support each student’s dietary needs. We have the luxury of being able to grow a lot of our food which is Biodynamic and Demeter accredited and a professional school cook to cook all meals on site. Where we cannot grow our own, we source organic and local food and match weekly menus to the needs of our students.

All Clervaux Garden School senior and teaching staff are specially trained to manage medication according to individual needs and an Individual Health Plan. Clervaux Garden School also have access to the local G.P. surgery and emergency services as appropriate.

All students have Positive Behaviour Support Plans. Within this the staff who work closely with the student support them to manage their behaviours appropriately whereby working towards progressing and developing positive behaviours that are conducive and supportive to meet their individual needs and avoid an increase in behaviours that challenge.

To support students to increase their attendance, Clervaux Garden School provide a transitional plan that encourages students to integrate into school life on a gradual and phased introduction to school life. If it is not appropriate for a student to be in school the decision for exclusion is made by the Executive Headteacher only and this decision would only be made to support the longer term interests of a student’s placement. Clervaux Garden School is a Special Educational Needs School and as such we recognise the need to support all students individually and also the harm which an exclusion can cause a student.

Clervaux Garden School follows all regulatory requirements, as such we encourage all students to be a part of their Annual EHCP Review and promote their self awareness. This gives the students confidence in themselves and knowledge on how to progress and develop in their own future and how they can be involved in decisions about themselves. All students are also given formal documentation to complete and give them the opportunity to provide their personal views within the formal setting (additional support is provided should students require this to help them understand this documentation). They are also invited to join the meeting at an appropriate time with support provided if required.
9. What specialist services, training and expertise are available at or accessed by the school?

- Educational psychologist support
- Regular careers sessions
- Occupational Therapist
- Speech and Language Therapist
- Counsellor
- All staff receive training in autistic spectrum conditions
- All staff receive at least 5 days training, covering all aspects of working with the young people within our provision
- We use the “Managing Actual and Potential Aggression” approach to encourage positive behaviour and decrease anxieties and dysregulation, and all staff are trained to the appropriate level.
- We utilise an on line system of training in a range of relevant topics, which are reviewed on a regular basis.
- Specialist training is provided when the need is identified.
- Open door policy within all areas of the school, to ensure best practice is shared between all staff
- System of appraisal and support for all staff to support the development of staff expertise and skills

10. How will children/young person be included in activities outside the classroom and how does the school ensure that children with SEND are able to access leisure and residential activities?

We are mindful that the young people who attend Clervaux Garden School find social and unfamiliar situations challenging. To help them meet this challenge we have designed the “Clervaux 100 Curriculum” which is an enriching curriculum of extra-curricular activities, achievements and adventures which we feel all young people have the right to experience regardless of their specific needs or adverse experiences.

The curriculum enables our young people to gain in experience and confidence, whilst experiencing activities that compliment the normal curriculum and social time that they have within the school. As part of this planning process, parents/carers are consulted to ensure we are fully aware of previous experiences, both positive and negative. All staff within the school are fully involved in the planning and can assist with strategies such as Social Stories to help make these events a positive and productive experience.

11. Does your school offer any outreach?

We are able to develop bespoke packages for individual students where support can be provided within the home environment as part of a transition into supporting the young person to attend school. Where a student is unable to attend for shorter periods of time, educational packages are formulated to help the student remain on course and up to date within a range of subjects.
12. How accessible is the school environment?

Whilst there has been a lot of work done at Clervaux Garden School to make it as accessible as possible, students, parents and carers and Local Authorities should keep in mind that we are based on a working farm and if there are any concerns regarding this then an initial visit is essential. However, we have fully accessible facilities, such as toilets and showers and both of our school buildings are ground floor only and wheelchair accessible.

As experts in the field of ASC, we are very mindful to maintain a low sensory and low anxiety atmosphere and you will see and feel that our environment reflects this.

13. How will the school prepare and support the child for transition or the next stage of education and life?

Before an offer is made, we recommend visiting our site. This provides the young person with experience of a range of activities, including lessons, break times, lunch and clubs. A single member of staff is allocated to the young person for the whole day.

On successful completion of the taster, an offer is made to the Local Authority.

On accepting an offer, arrangements are made for the young person to transition into Clervaux Garden School in a way that reduces anxiety and maximises the success of the placement. All aspects of the young person are taken into consideration to tailor a transition package and normally consists on starting with one or two days a week, building up to full time within one of our shorter terms – four or five weeks.

14. How is the decision made about what type and how much support the child will receive?

The placement on offer from Clervaux Garden School will be focused on the needs of the individual student. Their aspirations, and those of their family and carers, will be central. From this, and guided by their EHCP, Clervaux Garden School will recommend a package of support to the student’s Local Authority in the case of Local Authority-funded placements. Privately funded applications are also welcome and will be discussed on a case by case basis.

15. Do you have a Children’s/Young Persons Council?

Clervaux Garden School Council meets formally at least once a term.
16. Does the school provide any specialist equipment?

Our supporting Occupational Therapist and Speech and Language therapist have access to a range of specialist resources to compliment the delivery of the support required. They also provide training to staff on meeting the needs of specific students so therapeutic practices can be embedded and absorbed into a student’s day at Clervaux Garden School.

17. How do you support young people to move onto the next stage of their life?

Clervaux Garden School benefits from dedicated “Pathways Coordinators” who guide the students on their journey from joining the school to moving on and taking their place in the community beyond Clervaux. Independent Living Skills programmes are developed by teachers alongside the students and their parents and carers; the purpose is to facilitate academic and social development that not only allows the student to achieve their maximum potential but to also develop appropriate functional skills that enable them to lead happy, valued and productive lives in the community.

Students who still require access to Speech and Language, Occupational Therapy, Counselling and/or Educational Psychology services can access these through Clervaux Garden School.

Get in touch

To make the process of referring a young person into Ruskin Mill Trust services as seamless as possible, or for further information about Clervaux Garden School, please contact our dedicated enquiries team today on 0330 055 2653