



# Woolley Wood School Prospectus 2018/19

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## Letter of Introduction

Dear Parents,

We would like to warmly welcome you and your child to Woolley Wood School. This prospectus has been written to provide you with information about us. I hope that you will find this prospectus helpful, in it you will find information about what we believe and how we set about achieving this. There is a lot of information about how we operate as a school, however, if there is anything else you need to know, please feel free to contact us at school.

When you visit you will find a team of staff who are committed to making a difference to the lives of the children at Woolley Wood. Thank you for your interest in our school.

Yours sincerely,

**David Whitehead**  
**Headteacher**

**Ann Kilby**  
**Chair of Governors**

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### Contacting school

Our Telephone Number is: 0114 2327160

Our Fax Number is: 0114 2327161

Our website address is: [www.woolleywood.sheffield.sch.uk](http://www.woolleywood.sheffield.sch.uk)

Our e-mail is: [enquiries@woolleywood.sheffield.sch.uk](mailto:enquiries@woolleywood.sheffield.sch.uk)

**PLEASE NOTE OUR SCHOOL ENTRANCE IS BASED ON MANSEL CRESCENT.**

To contact the school welfare team or physiotherapist please ring the main school number.

We use Primary Contact to send mobile telephone text alerts to contact parents with important information or messages.

## Vision and Aims

We work at Woolley Wood for one reason, to make a difference to the lives of our children.

Our vision is to be a school that looks at each child and decides “what can we provide that will make a difference to their life?” We have a drive to improve each of our children’s lives. We assess what is important for each child and work hard to achieve that.

A child’s progress is not easy to see on a day to day basis but what we do for them matters. Would the progress have happened if we hadn’t worked, planned and pushed for it? Everything we do, every intervention, every touch, every smile, every word makes a difference. This makes a difference to them, their families and society as a whole.

Many people go through life wondering what the purpose of what they do is. We don’t have to wonder.

Every time we look at one of our children we see the answer. Helping them to reach their potential, teaching them, looking for new ways to make a difference in their lives is the purpose of what we do.

In order to make this difference we aim to:

- Promote individuality
- Ensure that all have high esteem – respecting themselves, others and the environment
- Develop communication skills
- Develop motivation and a spirit of curiosity
- Enable pupils to play and work with others and develop relationships
- Use ICT to control the environment and to enrich their leisure time
- Enable children to make choices and have autonomy
- Ensure that pupils are healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

## **Information About The School**

Woolley Wood School is a primary community special school for boys and girls with severe and complex learning difficulties and disabilities. The school teaches pupils aged from two and a half to eleven. As of December 2018 there will be 106 pupils on roll.

There are a range of classes which are organised close to year groups. There is a nursery class, reception class, four key stage 1 classes and four key stage 2 classes.

Classes are very small with 11 pupils in each one. In every class there is one teacher and two/three teaching assistants. Pupils therefore, receive a high level of individual attention for their educational and care needs.

All our teachers have mainstream qualifications as well as additional special training to work with children with special needs. Meeting the needs of our pupils is complex and teachers are advised and supported by a number of other professionals from the Children and Young Peoples Department, the NHS/Primary Care trust and Social Care.

The atmosphere and daily routine is very like any other school. However, most pupils come to school on transport provided by Sheffield Children Young People and Families department. Some parents choose to bring their child to school themselves.

The school day starts at 9.15 a.m. and finishes at 3.15 p.m. The pupils have 20 minutes for playtime in the morning. Lunch is eaten between 11.45am - 13.00pm, followed by a further playtime. Afternoon lessons start again at 1.15 p.m. In total pupils are taught for 25 hours. Please note Nursery morning session 9.15am – 11.45am afternoon session 12.45am – 3.15pm

There are wide corridors and most rooms have ceiling hoists. There are several specialist rooms including a hydrotherapy pool, rebound room, sensory room and soft play room. There are specialist facilities for visiting professionals including physiotherapy and nursing staff.

**We were assessed by Ofsted as good in November 2018.**

# Woolley Wood School – Staff List

<b>Headteacher</b>	<b>Mr David Whitehead</b>
<b>Deputy Headteacher</b>	<b>Mrs Jacqueline Nieto</b>
<b>Assistant Headteacher</b>	<b>Ms Louise Edwards</b>
<b>Business Manager</b>	<b>Mrs Vicky Ollerenshaw</b>

## Foundation Stage (Nursery & Reception)

<b>Teachers</b>	<b>Ms Louise Edwards</b> <b>Ms Laura Binsley</b> <b>Ms Megan Gibson (Trainee)</b>
<b>Teaching Assistants</b>	<b>Mrs Beverley Johnson</b> <b>Ms Emily Fish</b> <b>Ms Yolandi Ratcliff</b> <b>Ms Serena Dodson</b> <b>Ms Ruby Doane</b> <b>Mrs Linda Carter</b>

## Class 1

<b>Teacher</b>	<b>Mrs Basia Wright</b>
<b>Teaching Assistants</b>	<b>Ms Danielle Quinn</b> <b>Ms Rachel Colley</b> <b>Mr Jacob Hudson-Parry</b>

## Class 2

<b>Teacher</b>	<b>Mr Robert Longley</b>
<b>Teaching Assistants</b>	<b>Ms Angela Blake</b> <b>Mrs Jackie Negrete Martin</b> <b>Ms Claire Begg</b> <b>Mr Sam Cattell</b>

## Class 3

<b>Teacher</b>	<b>Mr Petar Tica</b>
<b>Teaching Assistants</b>	<b>Mr Andrew Cookney</b> <b>Mrs Mandy Martin</b> <b>Mrs Rachel Swift</b>

## Class 4

<b>Teacher</b>	<b>Ms Tania Hyland</b>
<b>Teaching Assistants</b>	<b>Mr Carl Armiger</b> <b>Ms Michelle Shaw</b> <b>Mr Thomas Jackson</b>

### **Class 5**

<b>Teacher</b>	<b>Ms Eleanor Box</b>
<b>Teaching Assistants</b>	<b>Mr Kieran Plant</b>
	<b>Ms Wendy Allsebrook</b>
	<b>Ms Jade Reilly</b>
	<b>Ms Stacey Tomlinson</b>

### **Class 6**

<b>Teacher</b>	<b>Mr Matthew Grayling</b>
<b>Teaching Assistants</b>	<b>Ms Claire Anderson</b>
	<b>Ms Rabeena Kauser</b>
	<b>Ms Mel Dearman</b>
	<b>Ms Jenny Watts</b>

### **Class 7**

<b>Teacher</b>	<b>Ms Naomi Bennett</b>
<b>Teaching Assistants</b>	<b>Ms Michelle Brindley</b>
	<b>Ms Deborah Taff</b>
	<b>Ms Grace Kenny</b>
	<b>Ms Ellen Thomas</b>
	<b>Ms Farzana Yasmin</b>
	<b>Ms Demi Micha</b>

### **Class 8**

<b>Teacher</b>	<b>Ms Maxine Lewis</b>
<b>Teaching Assistants</b>	<b>Mrs Tracey Bolland</b>
	<b>Mr Noel Lockley</b>
	<b>Mr Tom Colton</b>
	<b>Ms Dawn Hallam</b>

<b>School Office</b>	<b>Mrs Claire Clayton</b>
	<b>Mrs Samantha Bryant</b>

<b>Welfare Team</b>	<b>Ms Zoe Warner</b>
	<b>Ms Kathryn Mate</b>

<b>Caretakers</b>	<b>Mr Michael Naylor</b>
	<b>Mr Jack Morbin</b>
	<b>Mr Cameron Lockwood (Apprentice)</b>

<b>Domestic Staff</b>	<b>Ms Anna Cox</b>
	<b>Mr Tekele Workenh</b>
	<b>Ms Ruth Scarborough</b>
	<b>Mrs Julie Warner</b>

### **Whole School Staff**

<b>Mrs Caroline Price (Teacher)</b>	<b>Mrs Beckie Howe (Teacher)</b>
<b>Mrs Amy Coxhill (Teacher)</b>	<b>Ms Sherrill Bower (TA)</b>
<b>Mrs Andrea Longmore (TA)</b>	<b>Ms Katie Ramsay (Play Leader)</b>
<b>Ms Louise Fearn (TA)</b>	

## **Midday Supervisory Assistants**

**Mrs Pauline Rodgers  
Ms Leanne Morgan  
Mr David Havard  
Ms Georgina Deakin  
Ms Marie Abbey**

**Mrs Denise Weston  
Ms Anna Cox  
Ms Jayne Evans  
Ms Donna Tomlinson**

**Ms Naomi Hearnshaw  
Ms Rebecca Kilby  
Mrs Lisa Allott  
Ms Diane Scaife**



## **Admissions To The School**

Woolley Wood School provides education for children with complex learning difficulties and disabilities. Many of our pupils have additional disabilities in the areas of mobility and physical development, vision, hearing and communication, including autism. Pupils may also have behavioural difficulties.

When a child is referred for special education, the local authority must provide a 'Educational Healthcare Plan' (formerly the Statement) – a legal document describing the child's needs and the provision that must be made to meet those needs. The EHCP places duties on the school, the local authority and possibly health and social care. Children are placed at Woolley Wood School by Sheffield's Children's and Disabilities Team after careful assessment of their special educational needs.

Some children are admitted during the formal assessment process for an Educational Healthcare Plan. The law requires reports from educational, psychological and medical specialists. Parents must be involved and their views taken into account at every stage.

Most children are admitted into the nursery but some transfer from other schools or other countries into the main body of the school.

A visit to Woolley Wood School is arranged for parents and the child before a decision is made about school placement. Some parents choose to visit on their own; others prefer to come with an educational psychologist or home teacher. The Deputy Headteacher will show parents around school and answer any questions.

It is helpful if the child concerned also visits school with their parents. When the parents have made a decision, a Special Educational Needs Panel based in CYPD, decides whether admission is appropriate. The panel may ask the advice of the Headteacher. Further visits are encouraged to discuss with us the child's needs, arrangements for transport, school meals and other practical matters. A home visit by school staff may be arranged.

Children under five usually begin by attending part-time, gradually increasing as they grow more confident. Two year old pupils are offered five hours per week. Three and four year olds are offered fifteen hours (1/2 days) per week. We like parents to stay for as long as it is necessary with their child in school on the first day or so to help him/her to settle in.

On a child's first day a short informal meeting is arranged with the parents, where the pupil is formally registered and important information about the child is exchanged.

# Parents and School

## Home-school diaries

As many of our pupils are unable to talk about what they have been doing at home or school, we use home-school diaries to pass messages.

## Parent Newsletter

Newsletters are sent out once a term with information to keep you up to date with what is going on and forthcoming events.

## Parents Email

If you wish to contact school by email we have a parent email account which is [parents@woolleywood.sheffield.sch.uk](mailto:parents@woolleywood.sheffield.sch.uk)

## Parents Evening

These are held twice a year, once in the Autumn Term, which will give you an opportunity to talk to your child's teacher and discuss how they are working in class, and then in the Summer Term which is in conjunction with the end of year report.

## School Events

There are many events over the year that parents are invited to attend. Please view our website [www.woolleywood.sheffield.sch.uk](http://www.woolleywood.sheffield.sch.uk) for details of upcoming events.

## PS Connect

This system allows us to text parents with important information for example school closures due to severe weather.

## The Curriculum

The curriculum is everything that we teach pupils during the school day. The most important aspect about teaching our pupils is addressing their very individual special educational needs – no two pupils are the same! We base our curriculum on the Early Years Foundation Stage Curriculum (EYFS) and the National Curriculum (NC) ensuring that all pupils can work and make progress at their own level.

In the Nursery and Reception classes (Foundation Stage) we teach children who are 2-5 years old. These pupils require an approach that encourages the development of the individual child through a broad range of play activities. The curriculum is the same as that taught in mainstream nurseries (Early Years Foundation Stage Curriculum) but adapted so that pupils receive additional help with basic skills such as mobility, early language skills and toilet training. The Foundation Stage curriculum is based on the following areas: Personal, Social and Emotional Development; Communication, Language and Literacy; Problem Solving, Reasoning and Numeracy; Knowledge and Understanding of the World; Physical Development; and Creative Development.

The EYFS curriculum and its approach to teaching and learning, is also relevant for the other children in school who are functioning at early developmental levels. However, as required by law, all pupils in school aged 5-11 work within the same National Curriculum and are taught Religious Education (RE) and Personal, Social and Health Education (PSHE).

Most of the attainment targets in the National Curriculum are not based on our pupils' level of ability and therefore we have made considerable adjustments to ensure that pupils can make progress within a relevant curriculum. The Government has also provided us with guidelines for planning, teaching and assessing the curriculum for pupils with learning difficulties. This includes the P-Levels and we use these to assess the pupils and to set targets for individual progress. We have created a lively and interesting curriculum for the children and their very individual special educational needs are also met.

“Live Music Now”, which is a charity supporting musical performances in school, comes into school 2 – 3 times a year – small groups of musicians and/or singers entertain the pupils with, for example, classical, jazz or perhaps Irish Music.

## **Sex & Relationship Education**

Sex Education at Woolley Wood School involves helping pupils to understand their bodies and physical changes at puberty. It is important that our pupils learn the necessary vocabulary to communicate about these matters. Sex education is also about being aware of and expressing emotions, developing relationships and friendships as well as learning appropriate behaviour in different social situations. Sex Education is not taught separately from other subjects but is covered during Science and Personal Social and Health Education. A copy of the policy is available to parents. Parents can withdraw their children from all or part of sex education provided, except that which is required as part of National Curriculum Science.

## **The Organisation of Education**

Nursery and reception are the Foundation Stage and the pupils and staff work together, jointly using the resources available. Pupils aged 2 – 5 years.

From Foundation, pupils move to Key Stage 1 in the main body of the school. As much as possible pupils then move through a further five classes that are organised by age not by disability.

Class 2,3 and 4 are called Key Stage 1 and the pupils are aged from 5 – 7 years. Classes 5,6,7 and 8 are called Key Stage 2 and the pupils are aged 7-11 years.

Sometimes, we are unable to group some pupils together because of behavioural problems or other reasons. However, we think it is important that as much as possible, pupils move up through the school so that they learn to cope with change and experience different approaches, as they grow older.

Each class usually contains pupils with a wide range of ability and a variety of special educational needs. To meet the needs of all our pupils we group them together from some activities, as follows.

### **Pupils with profound and multiple learning disabilities**

For pupils with the most profound and multiple learning disabilities (PMLD) we run small groups to promote physical and sensory development and these have a high level of staffing. A special sign language called Body Makaton is used with pupils with PMLD so that

they learn to understand when, for example, an adult is going to move their wheelchair or other actions in the routine of the day. Pupils with PMLD have access to a Soundbeam – a piece of equipment that picks up any small movements and makes a sound thus encouraging children to experiment with movement.

Pupils with PMLD are prioritised for Rebound Therapy.

Inevitably, many of our pupils require intensive one-one work. Teachers of pupils with hearing and visual impairments see some pupils on an individual basis but often work in a group within the classroom setting to promote the education of children with sensory impairments.

### **Pupils with autism**

Pupils with autism also need special approaches. No one approach is appropriate for all pupils with autism, however, as the pupils admitted to Woolley Wood School are very complex. Some pupils benefit from ‘non-directive therapy.’ This approach encourages the initiation of communication and a one to one approach initially. In addition we have found the TEACCH approach (Treatment and Education of Autistic and related Communication-disabled Children) useful for other pupils with autism who respond to a highly structured approach involving timetabling and work with symbols.

The Picture Exchange Communication System (PECS) is also about using symbols and encourages children to initiate communication and make choices and make requests; this approach is used throughout the school and not just with pupils with autism. Specialist approaches to behaviour are also important with autistic children so that they build on prior attainment and develop new skills. Many of the children also benefit from extra physical activity and there are plenty of opportunities to take part in a wide variety of sports and games at school and in the community.

### **Pupils with complex physical disabilities**

Many of our pupils with complex physical disabilities have medical conditions and therefore the partnership we have with the child’s family, and the NHS/Primary Care Trust is important. Pupils with CPD are often reliant on technology to access the curriculum and the school has a wide range of switches and communication aids in order to help with this. The physiotherapist, occupational therapist and the speech and language therapist work together to do detailed assessments in order to find ways forward with communication and mobility.

## General Information

### School Clothing

There is a voluntary uniform at Woolley Wood School. Details can be obtained from the school office. Pupils not wearing the uniform should be dressed sensibly and appropriately for their age. A swimming costume and towel is required for the hydrotherapy pool. We ask parents to provide pumps or trainers for games or PE. Please do not send your child into school wearing jewellery, for health and safety reasons.

To avoid loss of expensive clothing **please put your child's name into all their clothes and footwear.**

### Charging Policy

We are not allowed, by law, to charge for any educational activity taking place during the school day. Parents receiving family benefits are exempt from these charges too. We usually ask parents for a **voluntary** contribution towards the cost of trips e.g. to the theatre. If you have any queries about charges please contact the Head Teacher.

### School Fund

The school has a private fund, which exists to subsidise educational visits and to provide extra equipment for children. Money is raised for the fund by staff, parents and friends of the school and some donations from local groups also help us out.

### Attendance

When a child at Woolley Wood School reaches five years of age they should by law attend school full time and every day. Parents have a responsibility for making sure that their child attends school regularly. Setting good attendance patterns from an early age, i.e. from nursery class, is important so that children get used to routines. Our pupils often have to attend a higher than average number of medical appointments. If it is possible for a child to attend school before or after a medical appointment, parents should arrange this.

Many of our children also have significant, unavoidable time off school with illness. **IMPORTANT: Parents are asked to let us know when pupils are not in school either due to illness or medical/hospital appointments by phoning the school office.**

Parents should not normally take pupils on holiday during term time and schools do not have to agree this – but exceptional circumstances will be considered by the headteacher.

The school has a policy on attendance and this is available from the school office.

## **School Meals**

School meals are provided for all pupils. The charge per meal is as follows:

<b>Nursery pupils</b>	<b>(Under 5's)</b>	<b>£1.75 per day</b>
<b>Infants</b>	<b>(Reception, Y1 and Y2)</b>	<b>Universal Free School Meals</b>
<b>Junior pupils</b>	<b>(Y3,Y4,Y5 and Y6)</b>	<b>£2.00 per day</b>

**Children maybe eligible for Free School Meals it is easy to apply please phone: 0114 2734567 (you will need your national insurance number when you call)**

There is always a choice of food including meat and vegetarian dishes. We also cater for pupils with dietary restrictions, all special diets are provided on the advice of the paediatricians, Speech and Language or GP's.

Teachers, Teaching Assistants and Midday Supervisory Assistants are present during mealtimes. Help is provided for children with difficulty feeding themselves. We have staff trained to assess children's difficulties with feeding and to set up feeding programmes and advise staff.

## **School Milk**

School milk is 18p per day. Milk is free for children under 5. It is also free for pupils eligible by application for free school meals (not Universal Free School Meals). Please contact the office if you need further information.

Please note that prices are subject to change.

## **School Code of Conduct**

Pupils are encouraged to be aware of and show respect for the feelings, sensibilities and property of the people with whom they work and play in school and whom they meet in the wider community. The school has a behaviour policy and an anti-bullying policy.

Particular concerns about behaviour are dealt with on an individual basis in consultation with parents/carers. The school promotes a positive approach to behavioural difficulties.



## **Assembly and Religious Education**

Woolley Wood School is not affiliated to a religious denomination. A number of religious groups and cultural backgrounds are represented within our school population and we encourage recognition and appreciation of these religions through our topic work, displays and celebration of the major religious festivals. Religious Education is taught as a separate subject. We also aim to promote pupils moral development emphasising and praising positive social behaviour, respect for self and others, respect for beliefs and the ability to work together.

Assembly takes place on a Friday and is attended by all pupil's. Assemblies provide an opportunity for all the staff and pupils to get together to celebrate and recognise pupil's work, experiences and achievements.

Parents may exercise their right to withdraw their children from religious worship or instruction in accordance with the 1992 Education Act. Alternative educational activities would be arranged on an individual basis.

## **Safeguarding/Child Protection**

Staff in schools have a duty to report any concerns that they may have that any child may be suffering significant harm, particularly as a consequence of possible abuse. All staff are trained in the observation of the children in their care and measures for dealing with concerns about safeguarding issues operate in school. It is a Department for Education requirement, that each school in the country nominates a senior member of staff who will have special responsibility for Child Protection.

In Sheffield, this member of staff is known as the Designated Safeguarding Lead, and has been in receipt of training in this area. She can be trusted to deal with all these matter with professional confidentiality. **In this school that person is Jacqueline Nieto, the Deputy Headteacher. In her absence it is the Deputy Designated Safeguarding Lead, Kathryn Mate.**

## **Sporting aims and provision for sport**

The school aims to give pupils access to a wide range of sporting activities where appropriate. It is important that pupils learn to work together in team games and build their self-esteem and have fun through competitive activities at their own level. All pupils have at least one session per week in the hydrotherapy pool.

Community sporting groups are frequent visitors to school in order that our pupils have access to such sports as cricket, boccia etc. Pupils also attend a couple of city sports events annually and other activities in the community.

## **Transition to Secondary School**

Staff work very hard to ensure a smooth transition into secondary education. A leaver's annual review meeting is held in the Autumn Term of a pupil's penultimate year to discuss placement and practical issues. Visits for pupils and parents to secondary provision are arranged in the pupil's final year. It is important for pupils that they become familiar with a new building and have the opportunity to meet key members of staff in their new school, if this is appropriate for them. Staff from the receiving Secondary School also spends time at Woolley Wood School getting to know the new pupils and exchanging information with staff.

## **Complaints**

Parents wishing to complain about the school curriculum or any other matter should first approach the Headteacher. A full document describing the official complaints procedure is available from the school.

## **School and Support Staff**

### **External Professionals**

We have quite a large team of people working together at Woolley Wood to support pupils, parents, teachers and teaching assistants. The following people are based in the school for part of the week or may visit for a whole day or part of a day.

- A school welfare team
- A physiotherapist
- A physiotherapy assistant
- A speech and language therapist
- An occupational therapist
- A specialist teacher from the service for visually impaired pupils
- A specialist teacher who works with hearing impaired pupils
- A dentist, dental nurse and a dental hygienist
- An orthoptist

Parents can always ask for advice from any of these people.

### **School Governors**

The school has a Governing Body composed of volunteers who want to help with the management of the school. The Governors meet once a term and have additional meetings of smaller committees dealing with Staffing and Finance and Teaching and Learning. There is a Working Party dealing with Health and Safety and a School Fund Committee that reports to the Governors, composed of school staff.

All Governors are happy to be contacted by parents to discuss any queries or matters of concern and you may write to them via the school.

## Governing Body

Mr David Whitehead	Headteacher – Ex Officio
<b>Mrs Pat Chew</b>	<b>Chair of Governors</b>
Mrs Ann Kilby	Co-Opted Governor
Mrs Jacqueline Nieto	Observer
Mr Shaun Toulson	Co-Opted Governor
Mrs Pat Chew	Co-Opted Governor
Mr Farrel Anthony	Co-Opted Governor
Mrs Farana Parveen	Parent Governor
Ms Tania Hyland	Staff Representative Governor
Mrs Sarah Mathews	Parent Governor
Mrs Nicola Hawkshaw	Parent Governor

## The School Welfare Team

There is a welfare team present on site: **Kathryn Mate (Family Liaison)**  
**Zoe Warner (Health)**

Their roles include:

- Administer daily medication
- Treat minor ailments and injuries
- Home visiting
- Support, training for staff, parents etc.
- Consultants' clinics in school
- Liaison between professionals, other agencies & parents
- Pupil Attendance
- Case conferences/discussions

# **The Occupational Therapist**

## **Part of Sheffield Children's Hospital Trust**

**They are based at: Ryegate Children's Centre  
Tupton Crescent Road  
Sheffield  
S10 5DD  
Tel. (0114) 271 7000**

The Occupational Therapy team visits every week, please contact the school to make an appointment.

### **They work closely with:**

- Parents/Carers
- School Welfare Team
- Teachers
- Teaching Assistants
- Physiotherapists
- Speech Therapists
- Other Medical Professionals

### **Their role is:**

- To assess for disability equipment within school
- To provide advice to school staff on equipment issues
- To liaise with parent/carer to link up with child's needs at home
- When requested, to assess the child's needs as part of their Medical Advice in the statementing procedure
- When requested, to assess a child and their fine motor skills and provide follow up if required
- To consider the child's functional ability in all areas

## **Speech and Language Therapy**

**Therapist:                    Cassie Molloy**

Communication is much more than speech; it involves all aspects of the ways in which we relate to each other. This includes using and understanding not just spoken language but also facial expression, gesture, signing, symbols and the written word.

The Speech and Language Therapist works with others, in order to help each child to communicate in the most effective way within his/her own capabilities.

By spending most of the time in the classroom, the therapist is able to work closely with the teaching staff to ensure that the communicative environment is right for each child.

Where appropriate, individual or group therapy can be provided according to a child's specific needs.

Advice can also be provided for the child with eating or drinking difficulties.

Parents are encouraged to be involved at all levels and meetings either at home or in school can be arranged with the therapist.

At Woolley Wood School there is a team approach to therapy and everyone in contact with the child can help with communication skills.

## Physiotherapy in Woolley Wood School

**Senior Physiotherapist:** Andrea Hibbert  
**Physiotherapy Assistant:** Julie Fox

Physiotherapists can be contacted via the school telephone number.

We are concerned with the assessment, treatment and management of children, who have a general developmental delay, disorder of movement, disability or illness which may be improved, controlled or alleviated by physiotherapeutic skills. Input is appropriate to the child's needs and developmental potential.

Individual treatment is only a very small part of a child's life. To succeed in improving a child's performance, practise of the necessary skills must be incorporated into normal daily skills. Two-way communication between parents and carers is essential and we encourage parental participation.

To achieve our aims, we use individually designed management programmes, giving advice on handling, positioning, use of special equipment and specific techniques. Regular hands-on therapy sessions are performed by all staff, making use of the variety of equipment available.

The senior physiotherapist is in Woolley Wood School all day on a Tuesday, Wednesday and Thursday. During school holidays the physiotherapist is available to make home visits and to attend clinic appointments by mutual agreement with parents.

**Note: No Physiotherapists are on site on a Friday**



## **The School's SEN Policy**

All schools are required to have a policy that should state how they are meeting the needs of pupils with special educational needs.

Every pupil in our school has additional educational needs, sometimes with multiple difficulties. The school is funded to provide small class groups and a high staff to pupil ratio. We are organised to meet individual needs and try to resource and deliver a balanced and relevant curriculum to the children.

## **Access and Equal Opportunities**

Our premises are fully accessible for people with disabilities. Our new school build is fully accessible and Disability Discrimination Act (DDA) compliant.

The school adheres to and follows all the guidelines for Equal Opportunities as laid down by legislation. Pupils are not grouped in their class groups by disability. Pupils have equal access to the curriculum but also have their individual needs met by grouping during part of the week. Boys and girls receive the same education. We communicate with parents who are deaf through Type talk, a special telephone service, and through interpreters at meetings.

Pupils from the ethnic minority communities are supported through interpreters which the school provide. The school tries to ensure the inclusion of all pupils through a multi-cultural approach to the curriculum. The admission of pupils from the ethnic minority community is also supported by interpreters.

## **School Security**

The security and safety of our children is paramount. Members of staff also meet every term as a Health & Safety Working Party and review security as part of their brief.

The building and site are designed so that as a child develops their independence they are able to move around school yet stay securely on site. For visitors, access to the building or the playground is strictly controlled in order to keep everyone safe.

The school's Health & Safety Representative who reviews security on a termly basis also reports to the Health and Safety working party. Advice is sought and received from the LA Health & Safety Advisors and occasionally the community policeman who can visit school.

The school has a fire alarm and burglar alarm system that are regularly checked. Each classroom/area now has an assistance call which sets off an alarm. The school is fortunate to have a good relationship with local children and the community. Everyone, with no exception, is expected to sign in and out at the school office, to comply with Fire Regulations and the school's policy on visitors.

The caretaker is present on the door when the children come into school because this is a vulnerable time. We encourage everyone to be vigilant and to report any security issues that need to be addressed and we welcome observations that parents have regarding the safety and security of everyone who uses our premises.

We have had no significant incidents with regard to security. We are never complacent and recognise that we need to constantly re-evaluate our safety policies and procedures.

### **GDPR (General Data Protection Regulations)**

Please see school website for our privacy notice. For any further information please contact the school office.

## **Recording Achievement and Reports to Parents**

### **Assessment**

As soon as a child has settled down at school, the class teacher assesses his/her developmental ability level and skills using the P-levels. The teacher decides what targets are appropriate and devises an Individual Education Plan (IEP). A record of progress is kept and the teaching plan is continuously updated. The teacher will discuss your child's IEP at a parents meeting and/or will send it home if you prefer.

### **Annual Reviews**

Each pupil has an annual review to give parents an opportunity to discuss their child's progress and whether any changes of approach or provision are necessary. Recommendations can be made to Sheffield's Children's and Disabilities Team to amend the child's Educational Health Care Plan (EHCP).

The Headteacher, Class Teacher, Key Worker and pupil are invited to the annual review meeting. The teacher and any external professionals will produce a written report, which will be discussed in detail along with the pupil's progress with parents. Any other matter of concern to parents can be discussed.

### **Reporting to Parents**

An annual report on a pupil's progress is written for all curriculum areas taught. Two Parents Evenings are held each year for parents and teachers to discuss progress and individual education plans. As already mentioned a teacher's report is also written for a child's Annual Review Meeting. Other professionals may also contribute a report e.g. the Speech Language Therapist, the physiotherapist, residential social worker and teacher of the visually impaired.

### **National Curriculum Tests**

All our pupils' EHCP say that pupils will follow the National Curriculum at a pace and level appropriate to their ability. If possible, our pupils take part in some of the National Curriculum tasks at the end of Key Stage 1 and 2 (i.e. at 7 and 11 years of age) but frequently we find that the tasks are not appropriate to the level of attainment achieved by pupils at Woolley Wood and consequently they are assessed by teachers only.

Teachers assess the level at which pupils are working using P-levels and report the results to parents. The range and complexity of learning difficulties present amongst our school population is such that it would be neither reasonable nor appropriate to compare the attainment of our pupils against any national criteria.