



Prospectus

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MISSION STATEMENT

Woodlands School will provide a supportive and inclusive environment which offers equality of opportunity to all.

Woodlands will encourage self-confidence, a realisation of self-worth and allow the whole child or adult to grow and develop to their full potential.

Woodlands School aims to:

- Create a happy, secure and supportive learning environment, rich in creativity and challenge.
- Provide every pupil with a voice that is valued.
- Offer every pupil full and equal access to all areas of the curriculum, taking into account developmental needs through personalised learning.
- Help each pupil achieve the greatest possible degree of independence within the areas of intellectual, physical, social, creative, spiritual and emotional development.
- Prepare each pupil for life beyond school, encouraging a sense of self-worth and recognition of themselves as part of the community.
- Integrate therapies with curriculum activities wherever possible.
- Value all adults' and pupils' contributions to the school's progress, and celebrate success and achievement.
- Foster self-confidence, a high degree of responsibility and respect for self and others.
- Ensure all adults access appropriate training and encourage development to reach their full potential.



HOME SCHOOL AGREEMENT

Parents, pupils and school staff all need to work together to provide a good education in a happy and safe environment.

The School will:

- Encourage pupils to do their best at all times.
- Encourage pupils to show respect for each other and their surroundings
- Provide a balanced curriculum.
- Inform parents of their child's progress
- Inform parents about what the teachers aim to teach each term.
- Contact parents when there is a problem.

We expect that parents will try to:

- Make sure the child is ready for school transport.
- Make sure the child attends regularly and provides an explanation if the child is absent.
- Attend the Open Evenings and Annual Review Meetings.
- Take an interest in the life of the School and their child's work.
- Contact the school if they feel there is a problem
- Support the child in homework activities and home learning.

We expect that the child will:

- Be friendly and helpful and polite
- Behave well.
- Take care of equipment and surroundings
- Try to do his/her best
- Tell an adult if there is a problem.

GENERAL INFORMATION

This brochure is for the information of parents and is not intended to create a contractual relationship between parents and the school.

Woodlands School is part of an innovative, collaborative federation of schools and provisions based at the purpose built Wood View Learning Community. We believe strongly in the power of inclusion to break barriers in education and in social relationships and all the partners are committed to ensuring every child in our community succeeds.

Our federation incorporates:

- Sir John Hunt Community Sports College
- Whitleigh Community Primary School
- Woodlands Community Special School
- Centre For Young Parents (Pupil Referral Unit)
- Whitleigh Childrens' Centre
- Wise Owls Nursery (Private Nursery)
- Whitleigh Youth Centre
- Community Education

The Wood View Learning Community provides opportunity for:

- Access to cross phase working and all through education
- Blurred boundaries of traditional educational phases
- Access to specialist teaching facilities
- Access to facilities which will extend the range of learning styles and resources
- An integrated approach to education across all age ranges
- Community re-generation and Community multi agency provision

Information Specifically about Woodlands School

Woodlands accommodates up to 70 children with physical and sensory difficulties between the ages of 2 and 16 years. Many pupils have additional medical and other difficulties that may affect their learning. Our school is a resource which serves the whole of the South West peninsula; our pupils come from Plymouth, Devon and Cornwall to learn. Children who live a long way from school sometimes are weekly boarders in the residential accommodation provided by the school.

Our school is divided into two teaching departments. Early Years and Primary i.e. Early Years Foundation Stage, Key Stages 1 and 2; and Secondary for pupils at Key Stages 3 and 4. We provide an assessment nursery where children as young as 2 come for sessions to develop their skills in readiness for inclusion and possible mainstream education. Teaching is based on the National Curriculum and pupils have both group and individual learning programmes. All Key Stage 4 pupils follow nationally accredited courses: a variety of GCSE, Entury Level and vocational or skills based courses can be followed. A wide range of extra curricular activities are offered from woodworking to art and there are opportunities to mix socially with children attending other schools in our campus. Our commitment to high expectations for every child, an enabling curriculum and a strong emphasis on independence and self actualisation ensures our pupils leave school not only with a range of qualifications but also the skills for a fulfilling life. We have a long history of facilitating effective inclusion and now it is no different. Every child has the opportunity to experience working with, alongside or in the vicinity of other children on the campus. Some pupils attend inclusive learning sessions in their local schools and this is managed through our staff team.

Our facilities include spacious classrooms with 'state of the art' adaptive equipment, wide corridors, light and dark sensory development rooms, hydrotherapy, rebound,

soft play and ball pool; every classroom has interactive whiteboards and there are sufficient computers for all pupils. The school has a variety of awards including the BEta ICT Mark, Arts Mark Gold, International Schools Award (Full), Healthy Schools' status, Sports and Activemarks and is working towards Sustainable Schools awards. These awards demonstrate our commitment to benefit pupils through good practice. A similar approach is taken for staff: we have Investors in People status which drives many of the improvements which benefit staff as well as being signed up to the Skills Pledge as an early adopter, demonstrating our commitment to developing staff as individuals. We believe in the power of training to enable people to make a difference to the young people we serve.

The school residence offers weekly and nightly respite in single rooms for pupils attending Woodlands School and other Plymouth Special Schools. Our residence is open almost all year round; weekend and holiday respite is provided and funded via Social Services and the Health Authority. Many pupils and their families benefit from one or 2 nights per week residential respite.

Our staff team includes teachers, teaching assistants, nurses, administrators, and our newly appointed Parent Support Adviser. Twenty-four hour nursing cover is provided at Woodlands. Additionally, the Health Authority provides Physiotherapists, Speech and Language Therapists and Occupational Therapists to work, based in the school, with our pupils when appropriate. Staff from school work closely with therapists to get the best outcome for individual pupils.



THE CURRICULUM

The curriculum is balanced and broadly based.

- Providing opportunities for pupils to learn and achieve.
- Promoting pupils' spiritual, moral, social and cultural development.
- Preparing pupils for the opportunities and responsibilities of life.

These broad aims are interdependent and reinforce each other. The personal development of pupils plays a significant part in their ability to learn and to achieve.

The curriculum aims to:

- Enable pupils to interact and communicate with a wide range of people.
- Enable pupils to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect.
- Promote self-advocacy or the use of a range of systems of supported advocacy.
- Prepare pupils for an adult life in which they have the greatest possible degree of autonomy and support them in having relationships with mutual respect and dependence on each other.
- Increase pupil's awareness and understanding of their environment and of the world.
- Encourage pupils to explore, to question and to challenge.
- Provide a wide range of learning experiences for pupils in each Key Stage suitable for their age.

The school curriculum consists of:

- Foundation Stage
- National Curriculum, including the National Literacy and Numeracy Frameworks
- Religious Education
- GCSE and Entry Level courses are followed at Key Stage 4 whenever possible
- Some pupils follow nationally accredited Life Skills Courses, such as National Skills Profile and AQA Unit Award Scheme

Pupils are given the opportunity to acquire, develop, practise, apply and extend their skills in a range of contexts across the curriculum. Such skills include:

- Communication (including literacy).
- The application of number
- Information and communication technology (ICT)
- Working with others
- Problem solving
- Thinking skills
- Independent learning skills

Within the curriculum, pupils' individual needs are met by the parents, medical, therapy, residential and educational staff working together. The following areas are of particular importance:

- Supporting the accurate identification and assessment of individual needs in language and communication.
- Positioning pupils so that they learn effectively.
- Helping pupils to maintain good posture, and maximising their movement, development and mobility skills.
- Providing accurate ICT assessment, equipment, software and adult support to maximise pupils' achievement.
- Helping pupils towards independent eating and drinking.
- Promoting relaxation and support to help pupils manage stress and anxiety.
- Providing palliative treatments for painful or degenerative conditions to ensure pupils' health and well-being.
- Promoting pupils' autonomy and independence through support and the use of specialist aids and equipment.
- Developing pupils' self-esteem.
- Allowing pupils' behaviour and alternative ways of communicating to be acknowledged and understood.

Each pupil has an Individual Education Plan (IEP) drawn up by the parents, pupil, teachers, assistants and therapists working together. These IEPs are reviewed and revised termly. Each IEP works towards the yearly goals that are set for all pupils at their Annual Review of Statement meeting. Every year at the Annual Review Meeting everyone present decides if Woodlands School is still the most appropriate placement.

Pupils who are "Looked After" have a Personal Education Plan. Pupils with complex medical needs have a Health Care Plan and pupils who have restricted mobility have a Manual Handling Plan. Pupils who attend Residence have an annual Care Plan and termly Placement Plan.

THE NURSERY

The Nursery provides a supportive, assessment environment for children with a wide variety of needs.

The Nursery caters for children within the age-range of 2 to 4 years. Attendance is part-time according to age: two and three year olds, up to 4 afternoons per week and three to four year olds up to 5 mornings per week. Parents can arrange joint placements with a local playgroup or private nursery if it is thought appropriate. Transport is available for families who request it.

The area consists of a large, purpose built room with changing facilities. There is also a sensory room for children who require visual stimulation, for relaxation or for enjoyment. The floor is mainly carpeted, with tiled/lino covered areas for wet play and creative activities (sand, paint, playdough, cookery). Outside is a secure play space.

Children who attend in the afternoons access a range of activities such as using musical instruments and singing, role play, sand and water play, painting and collage, storytime and rhymes, puzzles, building, pretend play, counting and making marks in addition to a varied physical curriculum and access to ICT. Activities are carefully planned around the child-centred "Birth to Three Matters" framework to ensure children are able to develop crucial skills such as listening and responding,

exploring and predicting, awareness of self and others and experimenting in a supportive environment.

Children who attend morning sessions access a more formal curriculum using the National Foundation Stage guidance covering six areas of learning; Communication, Language and Learning; Mathematical Development; Creative Development; Knowledge and Understanding of the World; Physical Development; Personal, Social and Emotional Development. Children access a range of independent, child-led, adult-led, individual, small group and whole class activities, which are tailored to individual needs. Activities include sharing stories, writing and visiting the library, counting and recognising numbers, shapes and measures, investigating how things work, using paint and materials to create artwork, cooking, music (listening and performance) and role play. This is in addition to a physical curriculum and access to ICT.

All activities, morning and afternoon, are planned around a termly theme such as “Me, Myself and I”, “Bears” or “Transport” to engage and sustain their interest.

Children are assessed during the first term using targets in the Nursery Assessment booklet and thereafter using another assessment tool, appropriate to each individual child. An Individual Education Plan is developed in consultation with other staff and parents and renewed on a termly basis. Children will move on to other placements at a time that is appropriate to their needs and after full consultation with parents and professionals. The placement may be in Woodlands primary department, another Special School, a supported mainstream placement with a Statement or a mainstream place without a Statement. Children’s abilities and their speed of skills development will determine the next placement.

Children have regular access to information and communication technology and they are first encouraged to use a switch to operate toys. This leads on to the switch/touch screen operated programmes on a computer and then the use of a joystick, mouse or keyboard to access programmes as appropriate.

The children are seen by the physiotherapist and the speech and language therapist either within the class environment or in the Physiotherapy or Speech and Language Therapy Departments. A close liaison is maintained to give continuity of programmes. Most children have a weekly session in the hydrotherapy pool at the school. The children take part in a number of other physical activities including a physical education session in the hall, soft play sessions and for some children a music and movement session. Trips out are carefully linked to the curriculum.

The class has a teacher and 1 nursery nurse, plus 2 Teaching Assistants. Links are maintained with specialist teachers such as the advisory teachers for children with sensory impairment.

AQUATOTS

Aquatots is a swimming group for children who are not yet attending full time school. It aims to cater for those with physical difficulties and/or severe visual or hearing impairments.

Sessions are normally jointly run by a Physiotherapist and the Nursery Teacher. A Nursery Nurse and two teaching assistants support the session. Advice is available

on methods of promoting physical development and also on the development of visual and auditory skills through sensory stimulation. A sensory room is available for use after the swimming session.

The aims of Aquatots are:

- To enable parents of children with special needs or severe visual/hearing impairments to meet together in a relaxed environment, to share experiences and enjoy each others' company.
- To introduce children to the benefits of water based activity.
- To use water to work with the children to improve their motor skills.
- To allow children to relax in the water and enjoy a sociable time whilst also receiving good movement to assist their mobility.
- To offer support and advice to parents of children with physical and/or sensory disabilities, and to assess and monitor their children's progress.

THE PRIMARY DEPARTMENT

The Primary Department accommodates up to thirty-five children in four classes in the age range from five to eleven years. In addition to the four class teachers, there are 14 teaching assistants to offer support with the children's physical and educational needs and to help them acquire the necessary independence skills. The four classes work closely together and join each other for activities such as music, PE and outings when appropriate.

The organisation of the Primary Department allows for flexibility and co-operation between the teachers, therapists and nursing staff. This approach ensures continuity of individual programmes in areas such as speech and language and physiotherapy.

The children follow the National Curriculum at a level appropriate to their needs with particular emphasis placed on literacy and numeracy skills. The subjects, English, Mathematics and Science, form the core curriculum, whilst the other subjects are often incorporated into group topic work which is based on a rolling programme to ensure continuity and progression. A wide range of teaching approaches are used to meet the children's individual needs. Throughout the year there are frequent outings and visitors are often invited into the school to extend the work undertaken in the classroom.

THE SECONDARY DEPARTMENT

The Secondary Department accommodates up to 30 pupils arranged in 3 classes. Work in all areas of the National Curriculum continues mostly on a specialist subject basis. All pupils follow a programme of independence training which includes self-help and social skills, mobility, health education and use of the community. Pupils aged 11-14 remain in one class base with teachers coming to them, for approximately 50% of their time and pupils over this age have up to 80% of their timetable taught by specialist subject teachers.

Pupils are encouraged to make decisions, use their own initiative and develop a realistic awareness of their own capabilities.

At 16, nationally accredited awards such as the National Skills Profile, Entry Level, and occasionally full GCSEs are taken. The school has recently started eight special courses at Key Stage 4 (aged 14 to 16 years) in English, maths, science, ICT, design technology, French, humanities and art; all are studied at Entry Level or GCSE.

Advice and guidance regarding post 16 placements is available at the Annual Review of Statement meetings from the age of 14 onwards. The Connexions Service attends these meetings and gets to know the young people in school in both formal and informal contexts.

RESIDENCE

The Head of Care is responsible for the day to day running of Residence. The school employs staff to cover 24hr care and includes day staff and night staff. Nursing staff are present throughout the 24hr period. At night, pupils are regularly monitored by staff making visual checks as well as each bedroom being linked via a listening device to the staff on duty

The Residence is open 7 days each week for 50 weeks per annum. The purpose of the residential facility is to provide boarding and/or respite facilities for children who live a long way away; those whose circumstances mean that it is difficult for them to be managed at home every night; or for those who will benefit from an increased social opportunity. Children are encouraged to respect staff and care for one another in a friendly atmosphere and take the opportunity to further their independence.

To promote social development, during the term-time weeks the residential unit seeks to link children with various evening Youth Club activities and has connections with a range of other clubs and organisations. Activities for all pupils include cooking, games, art, music and singing, swimming, fitness, computer activities, a play station, light and sound sensory experiences, soft play room and indoor or outdoor sports.

Children are managed under a 'named carer' system, enabling them to build relationships with key workers who have a personal interest in them. The staff in residence provide a homelike atmosphere with facilities to be enjoyed as a group or independently; all school facilities are available to residents at all times. They aim to promote self-reliance through building confidence and personal growth.

MEDICAL AND NURSING

A Senior Qualified Nurse is on duty throughout the twenty-four hours of each day. Treatments and nursing care are provided for both day and resident pupils.

A weekly clinic is held by the School Medical Officer and regular clinics are conducted by Consultant Paediatricians.

The department maintains close liaison with medical and nursing staff within the Plymouth Hospitals NHS Trust, General Practitioners and Primary Health Care teams. Other visiting specialists include an Orthoptist (vision), and Audiometrician (hearing) and a Dentist.

Parents or Carers are encouraged to discuss any aspect of care with the nursing staff.

PHYSIOTHERAPY

The physiotherapy department is part of the service offered to children by the Plymouth Hospitals NHS Trust. The superintendent physiotherapist supervises and co-ordinates all the work of the paediatric physiotherapy departments.

The full complement of the physiotherapy department consists of two full-time senior physiotherapists and two physiotherapy assistants. They are employed by the Plymouth Hospitals NHS Trust and have links with other paediatric physiotherapists in the area.

Physiotherapy is aimed at preventing or minimising the development of contractures or deformities; promoting maximum independence, mobility, self help skills and personal care; advising on positioning throughout the day and promoting self confidence and self esteem. This is achieved by work in the physiotherapy department, in the classroom and by parents carrying out home programmes.

Hydrotherapy is offered in the school pool.

There is a close liaison between educational, medical and social services staff within the school and community. Paediatricians, Orthopaedic Surgeons, Orthotists and Disablement Services Centre (wheelchairs) staff hold Clinics at school which are attended by the physiotherapy staff. Social Services Occupational Therapists are encouraged to visit the department.

The physiotherapy staff like to work closely with the child's family. Families are encouraged to visit the department. In school holidays families are offered physiotherapy appointments at Woodlands or Plymouth Child Development Centre and home visits are carried out if necessary. This is a good opportunity to meet with parents and update home programmes.

SPEECH AND LANGUAGE THERAPY

The speech and language therapists for Woodlands are employed by the Plymouth Community Health Services NHS Trust, and are members of the Children's Speech and Language Service. The work is supported by a part-time teaching assistant. The therapists are based at the school during term time for 8 half-day sessions each week.

Each child is assessed individually and both parents and staff are involved in this process whenever possible. Treatment may involve individual or group sessions or may be in the form of a programme to be carried out within the classroom setting. It is important to involve everyone in helping to promote the child's communication. Regular advice is given to staff and parents about how they can help.

Advice about eating and drinking and the use of augmentative communication, e.g. Makaton signing, symbols or electronic aids, is also given as appropriate.

PUPIL NUMBERS

Under the LMS Scheme, the LA bought the following places:

BAND	2005/2006 No of Places	2006/2007 No of Places	2007/2008 No of Places	2008/2009 No of Places
Medium Sensory/Physical	18	18	18	18
High Sensory/Physical				
High Communication	5	5	5	5
Exceptional Cognition & Learning				
Exceptional EBD				
Exceptional Sensory/Physical	49	49	49	49
Exceptional Life Limiting				
Exceptional Communication/ Interaction				
TOTAL	72	72	72	72
High Weekly Residential	2	2	2	2
Exceptional Weekly Residential	10	10	10	10
TOTAL	12	12	12	12



FURTHER INFORMATION

Absences

When children are absent, parents are required to inform the school, at the earliest opportunity, of reasons for the absence. If the child is frequently absent and no reasons given the school is obliged to inform the Education Welfare Service.

Authorised absences 2005/6 (information received by the school) – 9.9%

Unauthorised absences 2005/06 (the school does not know why the child is absent) - nil

Access to Records or Files

All pupils (and their parents) have a right to view their own files. This can be requested through the Home / School Diary at any time.

Administration

City Offices:

The Director, Children's Services
City of Plymouth
Plymouth PL1 2AA
Tel: (01752) 307400

Admissions to the School and Residence

Children are referred to Woodlands if it is thought their combined physical, medical and learning needs would be best met at this school. Parents are invited to visit the school and state their preference for Woodlands or elsewhere. The Local Authority Admissions Panel, which meets each term (under the Plymouth City Council 6 term year), considers all applications. Pupils' admission to the residence follows the same pattern, the local Social Services Department attends the Admission meetings in order to ensure a "fair" allocation of overnight "respite" to all families in the city.

After School Activities

There is a range of after school clubs which run from 3.15pm to 5pm. A charge is made for all clubs to assist with staffing and refreshments costs. Clubs are sometimes different from term to term but can include: robotics, rebound, wood-working, art, music and sports.

Annual Reviews of Statement

A child's Statement of Special Educational Needs and progress is reviewed annually in the school. All parties involved with the pupil, along with parents, are invited to attend the review to discuss progress, and targets for the coming year are set. At the age of 13 or 14 (year 9) a Transitional Annual Review is held to consider where

the pupil might move on to when they leave school. A Transition Plan is developed, and this is reviewed annually, along with the Statement.

Care Plans

All resident pupils have a Care Plan. This is reviewed annually alongside the Annual Review of Statement.

Careers/Connexions Service

See "School Leavers".

Charging for School Activities

Parents are asked to make voluntary contributions for school activities when a cost is involved. Children whose parents cannot contribute are not excluded from the activity but, if not enough contributions are made, the activity will not take place.

Child Protection

It is a legal requirement that each school should have a named school Child Protection Co-ordinator and in our school it is John Howard, supported by Judy Thompson, Jeannette Ninnim, Julie Davidson and Mary Daykin. The Co-ordinator follows the guidance laid down in the City of Plymouth Multi-Disciplinary Child Protection Handbook covering all aspects of child abuse, neglect and non-accidental injury.

Clothing Allowance

Forms for applying for clothing grants can be obtained from school or the Education Office.

Complaints

The school has a four-step complaints procedure in line with nationally accepted guidelines. Initially parents/carers should ensure the pupils' class teacher knows there is a problem. Please ask for a copy of the complaints procedure if you wish to know more. The Home/School diary has a short version of this policy.

Curriculum

Each pupil has their work specifically prepared for them, taking into account their age, physical and learning needs. Further details can be discussed with class teachers.

Destination of School Leavers

Pupils move on at 16 to a wide variety of post 16 placements: City College, Plymouth (formerly Plymouth College of Further Education), Star Centre, Lufton Manor, Dame Hannah Rogers, Duchy College, Oakwood Court, and Trelors to name a few.

Discipline

The school aims to provide an atmosphere where discipline is based on mutual respect and collective responsibility. Occasionally, privileges, such as freedom at break or lunch times, have to be removed. Any serious matter is always discussed with parents.

Dress

See the heading "Uniform":

Parents are asked to provide clothing, which is clearly marked with the child's name. Jewellery is discouraged and only 'stud' type earrings are permissible.

Resident children are provided with a list of clothing which parents are asked to provide.

The school cannot take responsibility for items which are lost.

Examinations and Accredited Courses

Pupils are assessed throughout their school years and progress is monitored. Pupils aged 14+ work towards accreditation with Modules from the National Skills Profile, AQA Unit Award Scheme and Centry Level Certificates. Some pupils study towards GCSEs.

Extra-curricular Activities

We encourage the children to take part in activities, particularly those that their mainstream peers enjoy. These include swimming, Riding for the Disabled, Ten Tors, sports and Youth Clubs.

After School Clubs for a variety of activities are available, although parents do have to arrange transport home.

Older children have the opportunity to participate in residential trips and exchange visits.

Friends of Woodlands

The Friends of Woodlands is a group of parents, staff and friends, who work very hard to benefit the school. The major area of support is in raising money to provide equipment, facilities and holiday activity days that are not supplied by the Education Authority.

The 'Friends' organise a range of fund raising events each year such as quizzes, folk evenings, jumble sales, Summer fete and Christmas Draw.

Governors

Since September 2006 the Governors of Woodlands have combined with the other new Campus partners to form a Federated Governing Body. A current list of Governors can be found at the end of this booklet.

Head lice

Head lice can be a problem. It is essential that the whole family is treated if an outbreak occurs. Advice is available from the school nurse.

Health Plans

All pupils receiving medication in school have a Health Plan. This is reviewed when medication changes and at least annually with the School Medical Officer.

Holidays

The school holidays follow the pattern of other Plymouth schools as far as is possible. A current list can be obtained from the school office. Parents/carers are asked to apply to the Headteacher for permission to take additional holidays during term time.

Home School Liaison

Close liaison with pupils' homes is encouraged and endorsed through the home school agreement. Parents are welcome to visit at any time, but are advised to make an appointment to avoid wasted journeys.

Home/School Diaries are a valuable means of communication. In addition all families should receive termly school newsletters.

Homework

Formal homework is not usually given for younger children but parents are asked to help with communication, reading work and independence skills. Senior pupils have an appropriate amount of homework for their age and ability. Parents are asked to provide encouragement and facilities for study. This is generally agreed via the termly IEP meetings.

Illness in School and Residence

Although we have full nursing cover, pupils will be sent home if they become ill in school or Residence, to prevent possible cross infection. All parents are required to leave a telephone number where they can be contacted should their child be taken ill. Resident pupils may see the local GP when they are ill, parents are informed and asked to make arrangements to have their child at home. In the case of a child being admitted to hospital, a member of staff will accompany the child to hospital; parents will be informed and requested to meet their child at the hospital without delay, in order that the school is not left short-staffed for more time than is necessary. Information regarding infectious diseases is obtainable from the school. Parents are requested not to send children to school when they have been unwell during the night.

If a child has had sickness and/or diarrhoea they should not return to school until 48 hours after the illness has ceased.

Individual Education Plans

All pupils have an Individual Education Plan with individual targets. These are reviewed three times per year and updated, and a parents' meeting is held on the second Thursday of each alternate term in order to agree the new plan.

Insurance

Pupils are insured against injuries caused by building defects, etc. and accidents which occur as a result of negligence by a member of the Authority's teaching or support staff.

In common with other schools, pupils are not insured against personal injury or accident while on education premises or taking part in recognised activities outside the school.

Plymouth City Council expects all pupils/parents/carers to accept full responsibility for personal possessions, including money, and to consider taking out insurance themselves to cover any risks. If a parent wishes to take out a personal insurance for contingencies not covered by the Authority, the National Federation of Parent Teacher Associations offers an insurance plan.

Links With Other Schools

When the opportunity arises, children are encouraged to maintain contact with their local schools. Secondary aged pupils may attend a local Community College for specialist subject lessons. Inclusion on a part time basis is encouraged when it is felt to be appropriate.

Meals

Lunch is eaten in the main school dining room. Special diets can be arranged or children may bring their own packed lunches. Free school meals are provided for children of parents in receipt of Family Tax Credits. An official application form (BR35) must be completed, copies of which are obtainable from the School or the Education Office.

Placement Plans

All resident pupils have a Placement Plan which is reviewed and revised three times per year alongside their IEPs.

Psychological Service

Pupils are supported by the Schools' Psychological Service. Psychologists are involved in the statementing process and school placements as well as giving advice for individual learning difficulties.

Records of Achievement

Individual Records of Achievement are compiled throughout a pupil's school life and involve the pupil, staff and parents in the reviewing of progress and planning targets. School leavers take the final document with them when they leave school.

Religious Education

Religious Education is taught throughout the school. Following the Plymouth Agreed Syllabus, it is taught mostly in stories for the younger or less able pupils, but in the form of discussions of moral and spiritual issues for older pupils.

Parents may withdraw their children from religious lessons and assemblies and should notify the school in writing if they decide on non-attendance. Pupils will be offered an alternative activity; although staffing levels may vary from the main class activity, all pupils will be supervised.

Safeguarding Children

Our school community has a duty to safeguard and promote the welfare of children who are our pupils.

This means that we have a Safeguarding Children Policy which incorporates all the aspects of Child Protection. All staff including our supply staff are made aware of our procedures via induction and annual refresher training. Parents and carers are welcome to read the full Safeguarding Children Policy and its short version is provided in the Home/School Diary.

When there are concerns about a child's welfare, we may need to share information and work in partnership with other agencies. We will endeavour to ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

Our Designated Child Protection Person is John Howard

The other fully trained members of staff include: Jeannette Ninnim, Julie Davidson, Mary Daykin, Paula Tucker, Judy Thompson

School Day

No pupil is admitted before 8.50am.

The school day begins at 9.00am and ends at 3.15pm.

Very young pupils attend part time

Lunch break - 12.30pm - 1.30pm

School Leavers

Young people with special needs are entitled to education until they are 19 years old. Pupils normally leave Woodlands at age 16 and go on to places which offer further education. During the final 2 years in school, visits are arranged to some of the post-16 establishments. Each pupil is able to meet and discuss their needs and future with a member of the Connexions Service; they can be contacted via:

Security

The security of children, staff, personal belongings and equipment is important. The school is protected by an alarm system which is activated during periods of closure. In addition, 24 hour CCTV cameras record all movement around the outside of the building as well as all visitors who enter via the front door. All visitors are expected to sign in at Reception and wear a Visitor's Badge. Staff and children leaving the building during the day sign out. Parents on very brief visits are also asked to wear a badge so that all staff can see that they are entitled to be on site.

Sex Education

Sex Education is taught as part of the Science Curriculum and Health Education programme. The aim of sex education is to pass on information regarding physical and emotional development from childhood to adulthood.

Parents may withdraw their children from Sex Education lessons and they should notify the school in writing when they decide on non attendance.

Special Educational Needs

The school makes specific arrangements to enable all pupils to access appropriate learning opportunities. The schools Special Educational Needs Co-ordinator is Ms Judith Hamilton. For further details there is a Special Educational Needs Policy available within the school.

Staff

A list of current staff can be found at the back of this booklet.

Transport

Parents are entitled to free school transport for their child if the child is unable to use public transport. Parents must apply for transport, which is organised by the pupils' own local authority. Parents are requested to telephone the taxi operator or escort if their child is unable to attend school, so that unnecessary journeys are not made.

The school has its own minibus which is used in support of curriculum activities and by the residential unit in the evenings and at weekends.

Uniform

A school uniform sweatshirt is worn by all pupils, aquamarine for primary age and maroon for secondary pupils, bearing the School Logo. These can be purchased via the school office, who also hold a small quantity of good quality used sweatshirts. Underneath the sweatshirt a white collared "polo" shirt is worn; trousers or skirts should be dark colours. Parents are asked to ensure all items are clearly labelled.

Visitors

Visitors must report to the school office on arrival, they are required to sign in and even when they are simply picking up a child they are required to wear an identity badge.

STAFF LIST

Headteacher

Andrea Hemmens

Deputy Headteacher

John Howard

Senior Teaching Staff

Steve Herwin

Rosie Luscombe

Teachers

Sarah Blee (XSLT)

Beth Clammer

Penny Gregory (0.4)

Katie Flack

Judith Hamilton (XSLT)

Karen Johnson

Ann-Marie Rodda

Frances Staniforth (0.5)

Katy Wedgwood

Louise Woodhead (0.6)

Tina Vincent (0.3)

Administration

Sue Price (SLT)

Nikita Green

Delia Hutchings

Celia Olverman

Residence Staff

Mary Daykin – Head of Care (XSLT)

Kathy Carpenter –

Deputy Head of Care

Paula Tucker – Senior

RCO

RCOs

Patricia Bottom

Karen Ecclestone

Bill Fleming

Selina Parnell

Gina Sefton

Angela Boyes

Teresa Cummins

Louise Day

Marie Dorrington

Pam Eccles

Tracy Edgcombe

Claire Hawkins

Samantha Higgins

Teresa Jarvis

Valerie Jewell

Jackie Journeaux

Terry Mark

Karen Phillips

Dawn Saunders

Toni Shaw

Bernice Winstone

Senior Teaching

Assistants

Julie Davidson (XSLT)

Jeanette Ninnim(XSLT)

Teaching Assistants

Sue Adkins

Angela Armour-Smith

Oliver Bell

Angela Boyes

Julie Carter

Julia Coles

Carol Daw

Louise Day

Kate Elliott

Margaret Fleming

Amanda Fuller

Lesley Hetherington

Donna Holloway

Jackie Journeaux

Louise Jenkins

Dave Jenkins

Wendy Kelly

Michelle Köksal

Julie Littler

Joanne Massey

Debbie Miller

Sharon Phillips

Anne Potter

Julie Richardson

Adele Robins

Kathleen Salvage

Jessica Scallan

Gwen Sheppard

Susan Smart

Judith Soper

Judy Thompson

Bernice Winstone

Helen Wilde

Speech & Language

Assistant

Rose Paice

ICT Assistant

Christine Howard

Meal Time

Assistants

Carley Brookshaw

Julie Chanter

Diane Coleman

Jennifer Dean

Tracey Edgcombe

Rosemarie Gurney

Tina Harper

Carol Harrison

Lesley Jones

Tracy Mitchell

Karen Phillips

Tracey Pope

Donna Reynolds

Helen Wilde

Brenda Williams

School Nurses

Gill Manghan - Snr

Nurse (XSMT)

Linda Curtain

Sarah Hyde

Rebecca Ireland

Deborah Marson

Alison Meads

Susan Osborn

Lindsey Weber

Parent Support

Adviser

Emma Davenport

Network

Technician

Neil Stoddart

Other Agency Staff

Health Authority

Physiotherapy

Dept

Shirley Rainey

Adele Drew

Carol Carter

Laura Scawn

Jason Butler

Health Authority

Speech &

Language

Dept

Gill Matthews –

Specialist Speech &

Language Therapist

Linda Budden

Clive Evans

Jan 09



GOVERNORS

The Federated Governing Body is made up from representatives of the Campus partners.

There are two parent Governors from each school, Local Authority nominated persons and co-opted members representing our extended school partners and staff. The full list of Federated Governing Body members, along with Associated Governor members, is below.

The Governing Body and four committees will meet at least three times per year. The committees are: Learning Committee, Personnel Committee, Extended Services Committee and Resources Committee. There will be two staff representatives on each of these committees from Woodlands School.

<u>Name</u>	<u>Type of Governor</u>	<u>Committee attached to</u>
Vernon Pinches	Community Governor	Chair of Governors
Sylvia Guyler	Community Governor	Vice Chair of Governors & Extended Services (Chair)
Kay O'Shaugnessy	Parent Governor	Learning (Chair)
Debra Barenskie	LA Governor	Personnel (Chair)
Bill Wraight	LA Governor	Resources (Chair)
John Butcher	Sponsor Governor	All
Andrea Hemmens	Staff Governor	All
Wendy Brett	Staff Governor	All
Ian Cording	Staff Governor	All
Carolyn Roberts	Staff Governor	Personnel
Paula Mathieson	Staff Governor	Learning
Karoline de Lar	Parent Governor	Personnel
Verity Jones	Parent Governor	Personnel
Simon McGrath	Parent Governor	Resources
Margaret Graham	Parent Governor	Learning
Tracey Williams	Parent Governor	Learning
Pauline Purnell	LA Governor	Resources
Rosemary Evans	Community Governor	Extended Services
David Smale	Community Governor	Learning
Brian Roberts	Community Governor	Premises
Barbara Miller	Associate Governor	Personnel
Anthony Miller	Associate Governor	Resources
Toni Wilcott	Associate Governor	Personnel
Michael Dax	Associate Governor	Extended Services
Linda Brock	Associate Governor	Learning
Ann Heard	Associate Governor	Premises
Sarah Blee	Associate Governor	Learning
John Howard	Associate Governor	Resources
Rosie Luscombe	Associate Governor	Extended Services
Vacancy	Associate Governor	Resources
Vacancy	Associate Governor	Personnel
Karen Johnson	Woodlands Staff Rep	Learning
Sue Price	Woodlands Staff Rep	Personnel & Resources
Mary Daykin	Woodlands Staff Rep	Extended Services

National Curriculum Targets and Test Results (2008-10)

Results for 2008

Key Stage 1 (4 in cohort)

75% of pupils (3) achieved 2 levels of progress

75% pupils achieved their targets or exceeded them.

25% pupils experienced deterioration of skills and did not maintain previous attainment level

Key Stage 2 (4 in cohort)

75% of pupils (3) achieved 2 levels of progress or more in ICT

50% of pupils (2) achieved 1 level of progress or more in English, Maths and Science

50% pupils achieved their targets or exceeded them.

50% pupils maintained previous attainment level despite not meeting targets in 3 subjects or more.

Key Stage 3 (3 in cohort)

66% of pupils (2) achieved 2 levels of progress or more in ICT

100% of pupils (3) achieved 1 level of progress or more in Maths and Science

100% pupils achieved 75% their targets or exceeded them.

Aspirational targets were used and many were achieved by this cohort.

Key Stage 4 (9 in cohort)

44% of pupils (4) achieved 2 levels of progress or more in ICT

66% of pupils (6) achieved 1 level of progress or more in English

33% of pupils (3) achieved 1 level of progress or more in Maths

66% of pupils (6) achieved 1 level of progress or more in Science

44% of pupils (4) achieved 1 level of progress or more in ICT

33% of pupils (3) achieved 1 level of progress or more in all subjects

88% pupils (8) achieved 75% their targets or exceeded them.

33% pupils achieved 2 A-G passes at GCSE.

55% pupils achieved at least 6 Entry levels (Grades 2 and 3)

100% pupils achieved 3 or more NSP units or equivalent.

88% pupils achieved 5 or more NSP Modules (target was for 8 modules)

22% pupils achieved an Asdan Transition Challenge module (not accounted for in previous target)

Aspirational targets were used and many were achieved by this cohort.

2007-9 Targets

Key Stage 1 (4 in cohort)

25% will make 1 level of progress in all subjects

75% will make 2 levels or more of progress in all subjects

Key Stage 2 (6 in cohort)

60% will make 1 level of progress in all subjects

40% will make 2 levels of progress in all subjects

Key Stage 3 (4 in cohort)

100% pupils will make 1 level of progress or more in all subjects

Key Stage 4 (8 in cohort)

62% will gain one or more Entry Level 3

70% will gain more than 4 Entry Level qualifications (Grades 1-3)

12% will gain 2 or more Entry Level qualifications (Grades 1-3)

24% will gain 4 or more Asdan Transition Challenge Units

Targets for 2010

Key Stage 1 (3 in cohort)

66% will make 1 level of progress in all subjects

33% will make 2 levels or more of progress in all subjects

Key Stage 2 (1 in cohort)

100% will make 1 level of progress in writing and science

100% will make 2 levels of progress in all other subjects

Key Stage 3 (6 in cohort)

50% will make 1 level of progress in all subjects

50% will make 2 levels of progress in selected subjects

16% will make 2 levels of progress in all subjects

Key Stage 4 (3 in cohort)

100% will make 1 level of progress in all subjects

100% will gain 4 or more Entry Level qualifications (grades 1-3)

- Woodlands School is required to publish pupil targets and performance. Pupils are not individually identified in target setting and this complies with national standards.
- Many of our pupils have exceptional physical and/or sensory barriers to learning in addition to a level of learning needs. Pupils attending Woodlands are not expected to attain National Average performance in all areas of the curriculum although we strive to encourage all to achieve as well as possible.
- Within the school termly and yearly targets are set and the majority of pupils can demonstrate at least maintenance of skills and many progress well over time.