



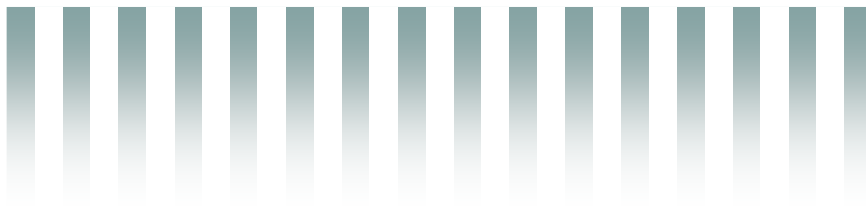


PARK HOUSE SCHOOL

For children with Special Educational Needs

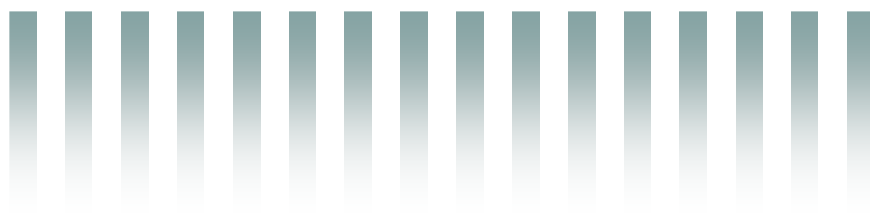


*All children are special,
some children just need a bit more help*



CONTENTS

Welcome	4
Aims.....	5
Approach.....	6
Criteria for admission.....	7
Home-School Liaison	8
Facilities	8
Uniform	9
Religious Education	9
Personal and Social Education.....	9
Training	10
Medical and Pastoral Care.....	10/11
Complaints	11
School Fees.....	11
Term Dates - to be notified	
The School day	12/13
School Timetable	13
Behaviour in School	14
Who's who?.....	16/17
How to find us	18



Welcome to Park House School



Head Teacher: Mr A Crossland Cert. Ed., B.A., MSc.

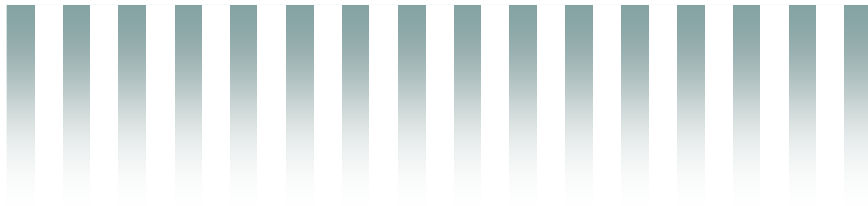
School Address:

Park House School Ltd
Park House
Wisbech Road
Thorney
Peterborough
Cambridgeshire
PE6 0SA

Tel: 01733271187
Mobile: 07736526151

parkhouseschool@btconnect.com





Aims

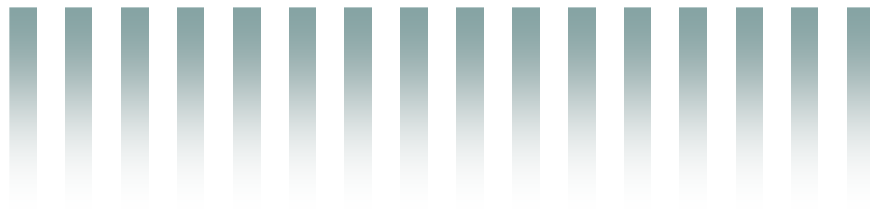
Park House School is a Registered Independent Specialist Day School for children who have special educational needs related to their social interaction and communication difficulties and who may, additionally, have specific learning difficulties.

The school, established in 2004, at the moment caters for eight pupils, boys and girls, between four and thirteen years of age.

We aim to provide a warm, caring, and structured environment in which each child:

- ♦ Feels safe and secure
- ♦ Is treated as an individual
- ♦ Develops their skills to the fullest potential





Approach

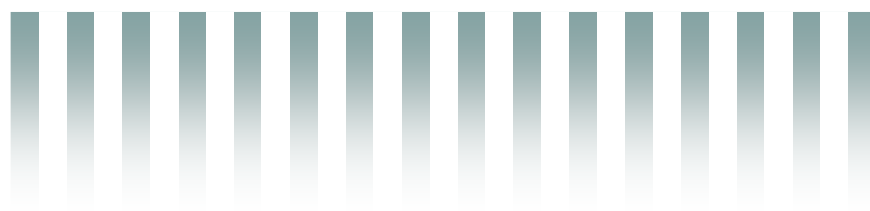
The integrated child-centred approach used is highly individualised and comprises the following key features:

- **Structure** – a learning environment which has well-defined routines and expectations. Extensive use is made of personal timetables and visual clarification through object, sign, or symbol
- **Positive Intervention** – a positive and active teaching style which involves a calm, sensitive but persistent intervention with high expectations
- **Individual Teaching** – regular and frequent periods of individual teaching for each pupil alongside opportunities for group and independent work
- **Emphasis on Communication, Interaction and Daily Living Skills** – through all parts of the school day and areas of the curriculum



Additionally, the children have substantial access to a Speech and Language Therapist, Clinical Psychologist and a paediatric Occupational Therapist (all of whom have extensive knowledge and experience of working with children on the Autistic Spectrum). These professionals support staff in implementing a Sleeping Dragons programme (a multi-disciplinary program designed to provide assessment, intervention and support for families with children on the autistic spectrum), TEACCH, Intensive Interaction, PECS, ABA, and Sensory Integration methods as appropriate to the individual child.





Criteria for Admission

The pupils at Park House School have:

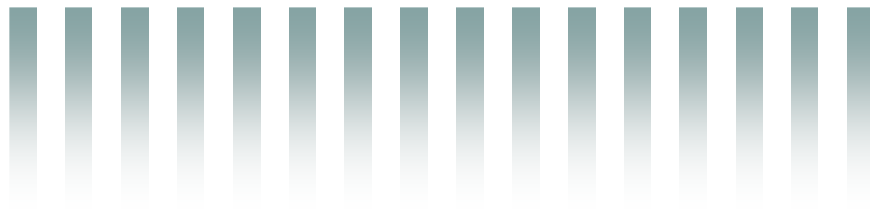
- ♦ Social interaction and communication difficulties to a degree that requires them to have a Statement of Special Educational Need maintained by a Local Educational Authority
- ♦ They are aged between four and thirteen years.
- ♦ They are considered able to benefit from the special educational provision offered.

Our aim at Park House School is to meet the needs of those children most severely affected by social interaction and communication difficulties (such as those found in children with an Autistic Spectrum Disorder.)

Prior to and following admission, visits by the Local Authority are welcomed. We invite the whole family to look around Park House School. We also advise parents to look carefully at all the schools available to them in order that they establish the one which best meets their child's needs.

As it is our intention to fulfil the educational and welfare needs of all our children, reports are requested from the Local Educational Authority, particularly those that have contributed to the most recent statement and/or review. Parents should ensure that recent copies of reports from concerned professionals (such as the child's paediatrician, speech & language therapist, occupational therapist, educational, and Clinical, psychologists) are available so that the staff at Park House School can define how they would meet the needs stated in such reports. Discussions would also take place with the school or nursery that the child currently attends and someone from Park House School may observe them in their current educational setting.

Once admitted to Park House School a child will only be excluded under exceptional circumstances and following exhaustive consultation with all concerned parties.



Home-School Liaison

Parents are encouraged to visit school at any time to discuss the progress of their children. Please ring or contact the Head Teacher for an appointment. Appointments to see other members of staff can be made in the same way.

Additionally, parents are made welcome at our half termly Individual Education Plan meetings and, of course, at their child's annual review.

To further foster home-school liaison, and to encourage the learning partnership necessary for each child to achieve their maximum potential, fortnightly home based parent/carer/key worker consultation meetings take place.

Facilities



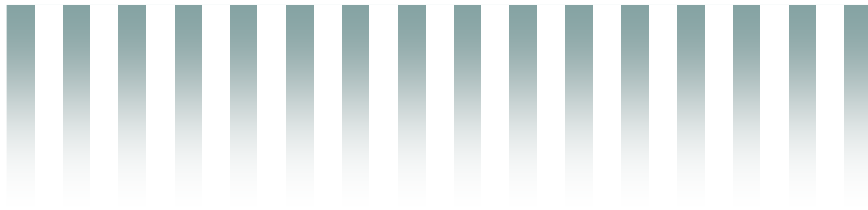
The facilities at Park House School include the teaching room that includes a wet/messy play area for painting and water play etc., several tables for table-top activities and a carpeted area. Off this teaching room is a smaller room, screened to provide two 1:1 distraction free areas for individual work.

There is a large Activity Room with soft play equipment; one corner of which may be used as a Sensory Area or quiet space which the children access under adult supervision.

A second large room doubles as an ICT and teaching room.

Outside there is a Play Area designed to promote development of the children's gross motor and play skills.





uniform

Uniform is not compulsory but children are encouraged to wear sensible clothes that are easy to take off and put on (so that children can learn to dress and undress themselves) and which wash well! School polo shirts with the school logo are available to purchase. A suitable change of clothing is necessary for when the children take part in strenuous outside play activities.



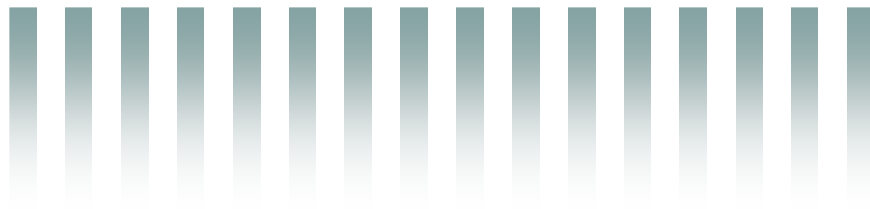
Religious Education

Because of the nature of the children's difficulties this is a difficult area to address in a meaningful way. Time is spent together every morning when aspects of a religious education curriculum are covered in line with a child's level of understanding. Parents may ask that their child be withdrawn from these activities by writing to the Head Teacher.

Personal and Social Education

Personal and Social Education is an essential part of the school curriculum and is planned around the needs of the child.

Park House School's Policy for the Social, Moral, Spiritual and Cultural development of the children is available on request.



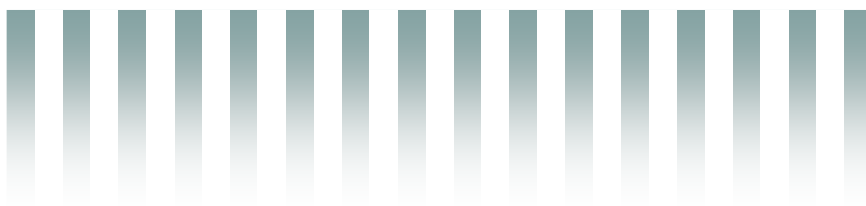
Training

All staff in school take part in regular and planned training. Some training is done in school by members of our own staff and some by external training providers. At least 5 days each year are set aside, outside of term time, for our in-house training to take place.

When appropriate training opportunities will be offered to parents/carers to enable an increased awareness of methods and approaches used at Park House School. This allows parents/carers to encourage and reinforce their children's progress in the home environment.

All members of staff are fully conversant with the Child Protection and Complaints Procedure. We have an active approach to bullying and unacceptable behaviour. We are committed to an Equal Opportunities Policy running within the school, adhere to Health and Safety Regulations and have detailed Curriculum and Policy Statements. Further details of these are available on request.





Medical and Pastoral Care

Pupils remain registered with their own GP, optician and dentist. Park House School is able to provide Medical/Therapy Services as determined by the child's Statement of Special Educational Needs or by assessed need. These include Occupational Therapy, Speech and Language Therapy, and Clinical Psychology.

The Head Teacher takes responsibility for the welfare of the children and he will take any necessary action, contacting parents and other agencies as appropriate. It may be helpful for parents to know that the law and the LEA require Head Teachers to report any obvious, or suspected, child abuse, whatever their views of the likelihood of abuse. This procedure is intended to protect children and if there are any suspicions it is better to be safe than sorry. This does mean that the Head Teacher risks upsetting some parents by reporting a case that after investigation is proved to be unfounded. It is hoped that parents understand how difficult it is for the Head Teacher to carry out this task and that he acts only in order to protect the best interests of the child.

A copy of our Child Protection Policy is available on request

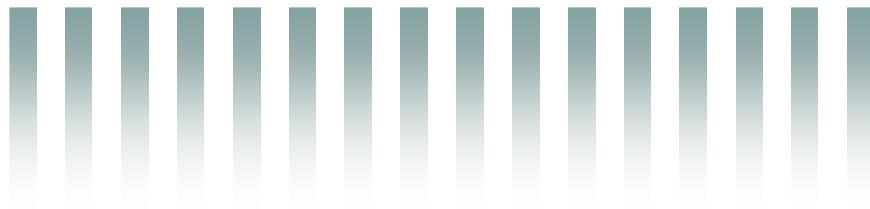
Complaints

Our aim is to provide the best service possible for the children at Park House School but we appreciate that some people may wish to make a comment or a complaint. In the first instance please approach the Head Teacher to discuss your concerns. A copy of our Complaints Procedure is available on request and statistics regarding complaints will be published each year.

School Fees

On request from the head teacher.





The School Day

The school day runs from 9.15am to 3.30pm.

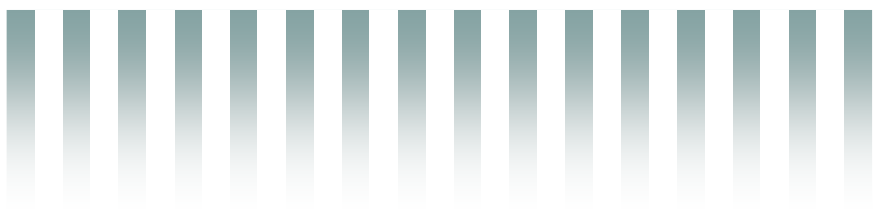
Mornings are devoted to school based activities whereas the afternoon sessions make use of community facilities in order to develop skills necessary for living in the community and inclusion with the child's developmental and chronological peers.

Children with social interaction and communication difficulties usually find it much more difficult to learn in a group setting, therefore there is a high ratio of adults to children throughout the day. Each child receives the level of adult support needed to ensure s/he achieves to their potential. A full-time key-worker is employed for each child on role.

Because of the children's complex needs many of them work at Pre-National Curriculum level 1. Sessions 1 to 3 (see page 15) during the day involve helping the children to develop the essential pre-learning skills of attention, interaction, communication and imitation within the context of the Literacy, Numeracy and Knowledge of the World areas. Our curriculum is informed by the National Curriculum, P-Scales (pre-NC-level 1) and the Foundation Stage Curriculum, with adaptations to take into account the children's particular difficulties.

Lunchtimes are seen as an important opportunity to practice a variety of life skills, such as washing, changing and eating appropriately. At the moment we do not have the facilities to prepare hot meals on-site, therefore children bring a packed lunch with them.


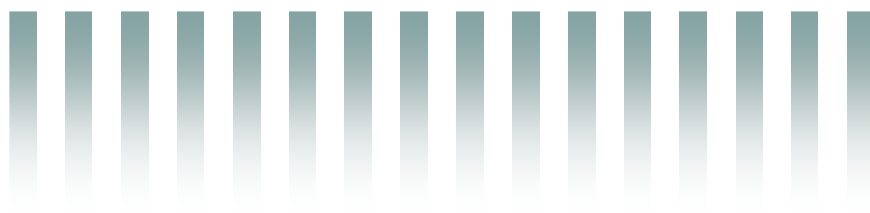




Afternoon sessions are often spent accessing off-site facilities such as swimming, walking, soft-play facilities, horse-riding, and using the shops, to help the children to develop vital life and social skills.

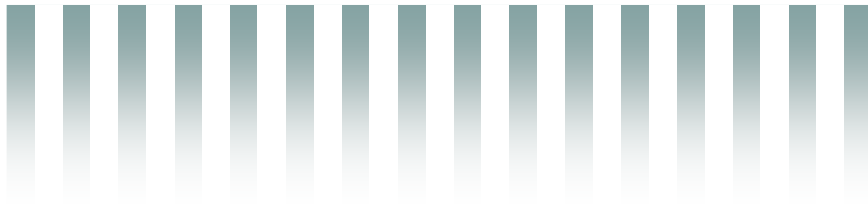
It is recognised, in a small school such as Park House School, that the experience of mixing with other children is limited. Opportunities are therefore built into the school week, particularly during afternoon sessions, to ensure that our children gain such experiences. We build into these experiences the support needed by children with social interaction and communication disorders such as those found in children with an Autistic Spectrum Disorder. Once a week an after-school club is run when children following a more 'normal' developmental pattern engage in a variety of activities with our children





9.15am	9.45am	Arrival Sensory/aerobics/personal hygiene time
9.45am	10.45am	Group activities/ 1:1 Teacch session/ Independent work
10.45am	11am	Assembly/Snack/Playtime/Circle time/Assembly
11am	12.30pm	Group activities/ 1:1 Teacch session/ Independent work
12.45am	1.30pm	Lunch/Playtime
1.30pm	3.15pm	Outdoor/Life skills activities
3.15pm	3.30pm	Review Q/A & quiet time





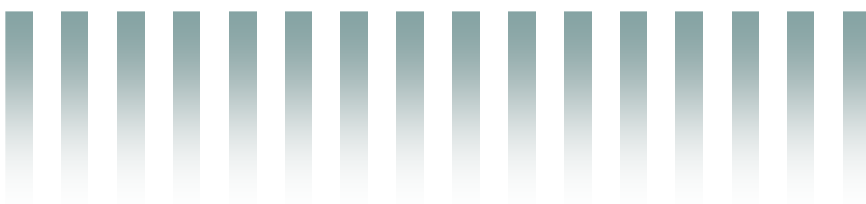
Behaviour in School

We have clear policies about behaviour, including bullying. We manage aggressive behaviour in a positive but non-threatening way. Where a child's behaviour is a danger to themselves or to others, staff will, if necessary, hold the child. Positive handling is designed to be calming and to help the child to feel safe and regain control. A Clinical Psychologist provides regular input to the school to help children with their behaviour. All staff receive regular training in holding and our policy about Positive Handling is available on request.

If problems continue parents are asked to come into school to talk with us. We feel strongly that it is by working together with families that we shall achieve the best outcomes for the child.

In order to promote good behaviour amongst pupils a flexible and individualised reward system is applied. When behavioural issues arise careful analysis of the circumstances takes place and, following detailed discussions, adjustments are made to eliminate the undesired behaviour. The discussions which take place involve not only the professional team at Park House School, but also, when and where necessary, the parents/carers of the pupil/s concerned.





Proprietor & Head Teacher:

Alan Crossland Cert Ed, BA, MSc

The head teacher is a qualified teacher with in excess of 30 years teaching experience, a number of these in special education. He is the first point of contact for parents and professionals.

Proprietor & Speech and Language Therapist:

Jane Crossland B Med Sci (speech) Hons, RegMRCSLT.

Jane is a qualified Speech and Language Therapist employed for 4 days a week as Head of Paediatric Speech and Language Therapy for the Greater Peterborough PCP. She was jointly responsible for creating the Sleeping Dragons program. She has specialised in autism and children with learning disabilities for more than 15 years.

Clinical Psychologist:

Cherie Buckland BSc, MSc (Oxon), Dip Clin Psych.

Cherie is a chartered clinical psychologist with more than 15 years specialised experience working with children on the Autistic Spectrum. She was jointly responsible for creating the Sleeping Dragons program. Her particular interests are learning disability, behaviour and communication disorders.

Occupational Therapist:

Sarah Marshall BSc (Occupational Therapy), Member NAPOT

Sarah is a paediatric occupational therapist with particular interest and knowledge of children with autistic spectrum disorders. Sarah has developed a wide knowledge of sensory integration interventions.

Teacher:

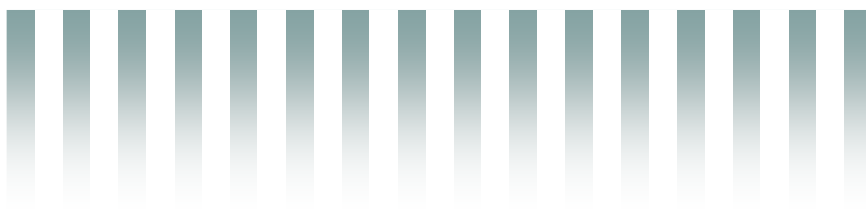
Anne Sullivan B.Ed (Hons)

Qualified teacher with Primary Education experience, specialising in Science & Maths & is trained in positive handling. Anne handles the day-to-day management of the staff and students in the school.

School Administrator:

A role undertaken at the present time by the head teacher.





Each child has a named keyworker who will undertake many of the day to day activities the child will be involved in.

Keyworkers:

Tracy Holmes TA Stages 1 & 2: Teacch trained; Tracy is a very experienced teaching assistant, and a keen interest in horse riding.

Shana Hart NVQ Level 3; Teacch trained; Team Teach trained.

Shana is a very experienced teaching assistant with many successful years working in special schools.

Tara Wilson: Tara is a very experienced keyworker with a number of successful years working with children with complex and multiple needs, and those on the autistic spectrum.

Members of the team as a whole have joint responsibility for the planning and execution of the appropriate, individualised and multi-disciplinary programmes of work for the children

Proprietors:

Alan & Jane Crossland
Park House School Ltd
Park House
Thorney
Peterborough



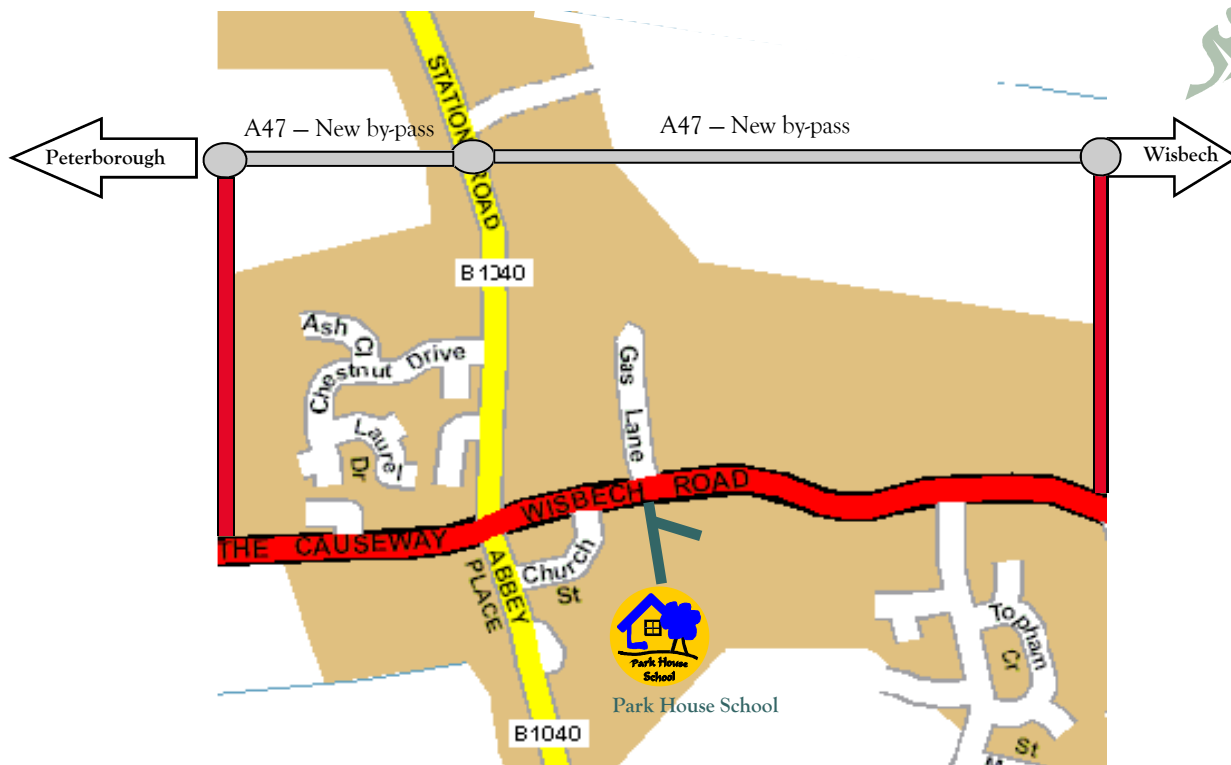
How to find us

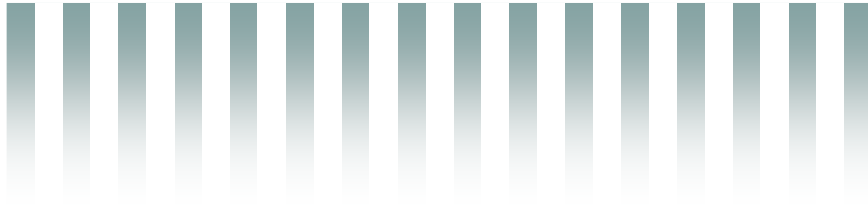
From Peterborough: A47 direction Wisbech. Enter Thorney—**do not** go on the new bypass. Straight across traffic lights. 100 metres on right, opposite Gas Lane, private road leading to Park House School.

From Wisbech: A47 direction Peterborough. Enter Thorney—**do not** go on the new bypass. Past Duke of Bedford Primary School. Past Woburn Drive. 150 metres on left, opposite Gas Lane, private road leading to Park House School.

From Whittlesey: B1040 direction Thorney. Enter Thorney. Right at traffic lights. 100 metres on right, opposite Gas Lane, private road leading to Park House School.

From Crowland: B1040 direction Thorney. Enter Thorney. Left at traffic lights. 100 metres on right, opposite Gas Lane, private road leading to Park House School.





PARK HOUSE SCHOOL



We look forward to seeing you.