

**WOODSIDE SCHOOL**  
**PROSPECTUS**

## **MISSION STATEMENT**

Woodside School is committed to enabling all young people in our care to achieve their maximum potential in education and life. We have high expectations for all our young people and strive to ensure that individual needs, interests and abilities are recognised and met. We celebrate difference and encourage curiosity and creativity. We work hard to enable our young people to be independent, resilient and able to make positive life choices, confidently contributing to and being valued by the communities in which they find themselves. We will achieve this by being amongst the best providers of special education and a centre for excellence within the education community.

## **VISION**

Woodside School will be amongst the best specialist providers for pupils and young people with Moderate Learning Difficulties and Autism. It will be recognised as a centre for excellence and will provide support to other schools that have children and young people with either special educational need.

Woodside School will have high quality, highly motivated and fully trained staff, who are able to inspire and deliver a rich and vibrant learning experience to maximise the educational potential of every pupil and student.

Parents and carers, where a decision has been made that alternative provision is needed for their child, will be confident that Woodside School is the right choice. The school will work in partnership with them and others in the community, including local colleges, to develop the life skills of all students. There will be a strong focus on work related learning based on individual career aspirations enabling young people to pursue the opportunities available to them.

The school will offer an all through provision, from primary to Post 16, delivering education based on best practice of the day. It will be a vibrant learning community able to instigate and respond effectively to changes and developments for the benefit of all pupils and students.

## **MESSAGE FROM THE EXECUTIVE HEADTEACHER**

It gives me great pleasure, as Executive Head Teacher of Woodside School, to welcome you to our school.

This prospectus has been prepared in the hope that it will become a valuable source of information for pupils, parents/carers and visitors to our site. The prospectus has been developed to enable everyone to become familiar with our school, its staff, and the curriculum to ensure the smooth running of our school.

We hope this prospectus provides you with all the information you require but should you have any queries, please do not hesitate to contact us.

Madelaine Caplin  
Executive Head Teacher  
[executivehead@bwf.education](mailto:executivehead@bwf.education)

## **MESSAGE FROM THE HEAD OF SCHOOL**

I am delighted to welcome you to Woodside School and to provide you with the information you need as you make a very important decision of which school is the right one for you and your family. The experiences that students are given in their education will stay with them throughout their lives as fond memories and we hope to be part of this crucial time in their lives.

Woodside School is a vibrant and active school community where learning, achievement and progress, in their widest sense, are celebrated and encouraged. It is a very caring and supportive environment in which children become adults, unafraid to make mistakes, flexible enough to overcome obstacles and ambitious enough to be extraordinary and not average.

I hope that once you have gathered all of the information that you require to inform you of your choice, that Woodside School is best suited to meet the needs of your child and I look forward to working with you in the future.

Donna Lockett  
Head of School  
[hos@bwf.education](mailto:hos@bwf.education)

## **SCHOOL INFORMATION**

Executive Head: Madelaine Caplin

Head of School: Donna Lockett

Deputy Head: Julie Sheppey

Assistant Head: Catherine Aucott

Assistant Head: Leigh Bailey

Assistant Head: Sue Bird

SENCO: Lydia Barnes

Chair of Governors: Janet Saunders

School Address: Colyers Lane, Erith, Kent DA8 3PB

Telephone: 01322 350123

E-mail: [office@bwf.education](mailto:office@bwf.education)

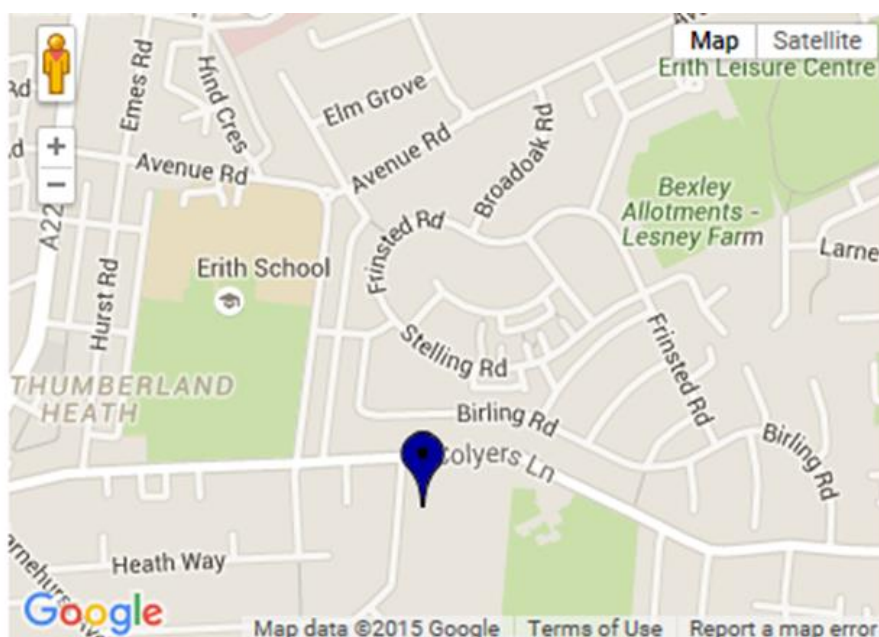
Website: [www.woodside.bexley.sch.uk](http://www.woodside.bexley.sch.uk)

School Hours: 9.15am – 3.20pm

Pupils on roll: 204

Age range: 5 – 19 years

Education Authority: London Borough of Bexley



## **SAFEGUARDING**

Safeguarding Children and Young People is at the heart of Woodside School. Schools are now no longer an establishment which delivers just a basic education. This said, it is the duty of the school to report any doubt or information to professionals outside of the school to secure safety for all of our children.

Whilst the relationship between Woodside School and families is important, it is the child's absolute welfare and well-being that is our paramount concern. The school will usually discuss any concerns with parents/carers however there may be occasions where this is not in the best interest of the child and advice will be sought or referral made through to appropriate channels without the parent/carer contact being made.

All staff and Governors receive regular safeguarding training. Our safeguarding and child protection policy is available on the school website and copies are available in school.

The Designated Child Protection Officers are:

Donna Lockett—Head of School (Lead safeguarding officer)

Jacqui Morrison – Safeguarding Officer

Julie Sheppey – Deputy Head

Leigh Bailey – Assistant Head

Sue Bird – Assistant Head

The link Governor for safeguarding is Brendan Holyer

Should you have any safeguarding concerns, or would like advice on any safeguarding matter, then please contact any member of the safeguarding team at your earliest convenience.

## **ADMISSIONS**

Woodside School caters for pupils aged 5 – 19 years whose primary need is autism. The majority of our pupils also have some learning difficulties and could be described as functioning in the moderate learning difficulties range. We are keen to ensure that all our pupils have a peer group that they can relate to and can socialise with and that we have a bespoke curriculum which is tailored to meet our pupils' very specific needs.

Pupils with a diagnosis of autism cover a wide spectrum in terms of their social and learning needs. The provision at Woodside complements the other provision that is available within the London Borough of Bexley. This includes Resourced Provisions attached to mainstream schools and other specialist settings. At Woodside we recognise that every pupil is an individual and at times a pupil's social needs takes precedence over their learning needs and vice versa. We will therefore always look at each referral made to us on an individual basis. We want every young person to be successful and settled in school and that is why at times our admissions criteria can seem restrictive. We pay great attention to the views of parents and carers, where possible the pupil themselves and the advice provided by professionals who know and have assessed the level of need. We welcome visitors to the school and recommend that parents and carers come and visit us. The local authority is responsible for making decisions around admission to the school but we will always be honest and will say if we are not the right provision for any individual.

## **ATTENDANCE**

Improving whole school attendance is a key issue for our school. Woodside School is committed to supporting the children to achieve the best possible attendance, to enable every child to achieve their full potential. There is a strong link between good school attendance and achieving a good education. It is very important that children attend school and are on time every day.

## **ATTENDANCE REWARDS**

At Woodside, class attendance is monitored on a weekly and termly basis. Each class teacher is notified of their individual students' weekly attendance and students that have had 100% or greatly improved attendance have their name entered into a class prize draw. Certificates are given to those students who achieve 100% attendance in a term as well as the chance to win a voucher. Students who achieve 100% for the whole academic year receive a certificate and a gift.

## **PARENTS**

You are required to report your child's absence. If your child is away from school we ask you to telephone the school before the start of the school day, giving the reason for the absence. All absences are noted and categorised as 'authorised' and 'unauthorised.' Authorised absences will include illness and urgent medical appointments. Unauthorised absence is when school receives no valid explanation in accordance with Government guidelines. If your child is absent through illness, you must provide medical evidence from the GP, either by letter, a copy of the prescription or, by bringing the named medication to the school office as evidence of your child's absence. Failure to follow this process will result in the absence being recorded as 'unauthorised'. If your child is late for school please contact the school office to notify them of the reason for the lateness.

## **HOLIDAYS**

Family holidays will not be authorised by Woodside School during term time due to the detrimental effect this will have on your child's education and routine. If you need to take your child out of school due to exceptional circumstances you will need to put this in writing to our Head of School. If any parents are having difficulty then please come and speak to our Pupil Officer.

## **FAST TRACK TO ATTENDANCE**

Fast Track is a time managed approach to improve school attendance for those pupils where there are concerns. The aim of Fast Track is to support pupils to achieve better outcomes by early identification of persistent absence. Fast Track is a supportive strategy via a Panel Meeting to which the parents are invited to put together a support plan encouraging better attendance which is reviewed and monitored. If no improvement is made during the period of monitoring then an Attendance Official Warning Letter will be issued and court proceedings initiated.

## **ENCOURAGING POSITIVE BEHAVIOUR**

Woodside School has at the centre of it aims to provide a secure and caring environment for all pupils. Mutual respect, politeness and kindness are highly valued and form the basis of all our policy and practice on discipline and rewards. At Woodside School we reward and encourage good effort, work and achievement.

Inappropriate behaviour is dealt with in line with the School's Behaviour policy which can be found on our website. We will involve parents if a pupil's behaviour causes concern. We recognise the importance of parental support as it is only with mutual support and co-operation that we will be able to improve the child's behaviour.

In general, the standard of behaviour at Woodside is excellent. The school has a purposeful, calm atmosphere and pupils joining Woodside quickly adapt to our ethos and culture. We aim to be a fully inclusive school where all pupils are valued for their individuality.

## **WORKING IN PARTNERSHIP WITH PARENTS**

### **Our Home School Agreement**

#### **The school will:**

1. Have high expectations for your child's progress in all areas of the curriculum so that they can achieve their potential and celebrate successes along the way.
2. Inform parents/carers of their child's progress through Parents' evenings, End of Year Report and Annual Reviews.
3. Ensure your child's safety and wellbeing, supporting them to manage their own behaviour and investigating any areas of concern should they arise.
4. Uphold the School Rules and work with pupils to ensure they are aware and understand them.
5. Celebrate successes by informing parents/carers and also let them know about any concerns or issues that affect their child's work or behaviour, attendance and punctuality, working in partnership to achieve good outcomes.
6. Provide an interesting and balanced curriculum and ensure that your child can access that curriculum.
7. Make referrals to outside agencies, where appropriate, to support pupils and achieve positive results.
8. Keep parents informed of whole school activities through events, newsletters, website and general information channels.

#### **As a pupil, I will:**

- Work as hard as I can in all lessons so that I can meet my targets.
- Bring the correct equipment each day so that I am ready for work.
- Make sure my behaviour in school is respectful to others and does not disturb others from learning.
- Abide by the school rules.
- Attend regularly and punctually.
- Behave well whilst in school uniform and on school buses or public transport upholding the good name of the school.

#### **As a parent/carer, I will:**

- Support my child to improve in their learning and work in partnership with the school to achieve this.
- Attend Parents'/Carers' Evenings, Annual Reviews and other meetings as requested and give my feedback as necessary.
- Read the Contact Book and sign it each week
- Work in partnership with the school to ensure that school is a positive experience for my child; this may include working with other agencies, supporting behaviour management and assisting with homework.
- Ensure my child is prepared for school and brings the correct equipment each day.



- Ensure my child wears the correct uniform.
- Support the school rules and help my child to abide by them, particularly in relation to mobile phones, jewellery, items relating to the student's religion.
- Ensure my child has good and punctual attendance. I will notify the school of any absence before 9 am on the morning of the first day my child cannot attend.

We welcome parents and carers into Woodside School believing we are partners in the education of your children. There are many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Parents' support and expertise can be used in many ways and is greatly valued.

## **COMMUNICATION WITH PARENTS**

We communicate with parents and carers in various ways, for example through our newsletters, Parents' Information Sharing mornings which are held each half term. Parents are regularly invited to special presentations to celebrate their children's progress and achievements, and to Parents' Evenings each term. Every year parents and others are invited to attend our Sports Day as well as children's performances. Staff are always happy to meet with parents and carers to talk through any concerns. The school has a Home School Agreement to support the partnership between home and school, and foster shared dialogue.

The School's website has information including our newsletters, letters which have been sent home, copies of key policies and curriculum information.

### **If your child has a problem at school:**

From time to time events may take place that may affect your child at school. If you are able to share information with us, it is useful in helping us to offer support. This will always be dealt with in the strictest confidence. If you think your child is experiencing any difficulties at school please speak to your child's class tutor or make an appointment to meet with a member of the senior leadership team to resolve the problem.

## **COMPLAINTS PROCEDURE**

We will always make every effort to resolve any difficulty informally in discussion with the class teacher, a senior member of staff or the Head of School.

If after this you feel that the concern has not been addressed and you wish to have the matter formally investigated by an appropriate person from the school, please write to the Head of School outlining your concern.

## **POLICIES**

The school's policies can be found on our website, [www.woodside.bexley.sch.uk](http://www.woodside.bexley.sch.uk), within 'school information.'

### **OUR CURRICULUM – KEY STAGE 1, KEY STAGE 2 AND KEY STAGE 3**

Pupils are taught either in specific year groups or mixed within their own Key Stage. English and maths are taught by the class teacher and, although differentiated, coverage is taken from the National Curriculum.

Religious Education coverage is taken from the Bexley agreed syllabus and is taught as a stand-alone subject.

Personal, Social, Health and Citizenship education coverage is taken from the school's scheme of work and encompasses the SEAL curriculum.

All other subjects are taught within the International Primary and Middle curriculum; including Science, Humanities, Art, DT, Music, Computing, Citizenship, Physical Education and Languages.

Subjects are all taught in a thematic approach, for example Who Am I?, which allows for strong cross-curricular links and opportunities for community based education such as trips and visits.

Pupils will be encouraged to read at every opportunity and will be expected to take home a reading book every night to practice their reading further.

### **OUR CURRICULUM - KEY STAGE 4**

The Key stage 4 curriculum is forward-looking and prepares learners for the future through the development of broad competencies. It will require our young people to develop and apply new understandings and to adapt to new ways of doing things. Across subjects and learning areas the curriculum will develop student competency in such areas as Communication and problem-solving giving students the skills to learn independently throughout their lives.

Key stage 4 is split into 6 vocational classes. These being: Construction, Art, Creative Art, Sports, Performing Arts and Life skills. The class tutor is the course leader for that subject area.

During the 25 periods a week each student receives;

15 periods of Vocational Studies (BTEC qualification)

4 periods of Maths

4 periods of English

1 period of PSHRE (Personal, Social, Health and Religious Education)

1 period of Physical Education (PE)

## **OUR CURRICULUM – KEY STAGE 5**

The Post 16 curriculum is accessible for all and is adult orientated.

The major aim of the curriculum for this specific group is to promote independence and confidence in a range of functional, vocational and personal & social activities. This establishes and improves their life skills to allow progression to Further education Establishments.

The qualifications offered at Post 16 currently include:

- Life Skills Programme – focusing on personal and social development and vocational skills. This also includes elements of Literacy, Numeracy and ICT skills.
- Princes Trust qualification

Our young people will also get the opportunity to attend college taster courses at Bexley College in a range of subject areas.

Our young people will also get the opportunity to attend Work Experience suited to their abilities and needs.

## **ASSESSMENT AT WOODSIDE SCHOOL**

In October 2016 our students had a baseline assessment using PIVATs 5 (Performance Indicators for Valued Assessment and Targeted Learning) for reading, writing, and number.

From the baseline assessment process we then set small achievable targets in reading, writing and number for the students to work on. Progress towards these targets is discussed with parents/carers at parents evening and in the individual students end of year reports. These targets are displayed either in the pupil's book or on the classroom wall, referred to when marking the pupils work. Achievement towards these targets is monitored and discussed with pupils.

Staff use a wide range of formative assessment to track pupil progress. This is carried out on a termly basis (towards the end of each term) once baseline assessments have taken place.

In January 2017 the students were baselined using PIVATs 5 Shape, Space & Measure and the four PSED elements; Social Awareness and Relationships, Personal Independence and Self Help, Emotional Aspects and Behaviour for Learning.

In November 2017 the students will be baselined using PIVATs 5 Using and Applying, Speaking and Listening.

The data produced from these assessments are shared with parents through Progress Evenings, School Reports and also at Review meetings.

At Woodside, students in Key Stage 4 and Post 16 have the opportunity to experience a range of subjects in order to develop themselves in their strengths and build on areas of development. Some subjects may be studied to accreditation level:

- Entry 1, 2 and 3 qualifications meet the needs of learners working below GCSE level.
- Levels 1 and 2 qualifications are comparable to GCSEs

At Woodside, students in Key Stage 4 and Post 16 also have the opportunity to experience BTEC Entry and Level 1 Introductory qualifications which offer a broad introduction to a vocational subject or sector, forming the basis for further study. They are designed for those who are not able to achieve the new 9 – 4 grade GCSEs, but who are motivated by a work-related course.

Pupils in Year 1 will not take the Phonics Screening Check if they:

- have no understanding of the grapheme-phoneme correspondences, or
- are unable to participate even when using suitable access arrangements.

Pupils will not take the KS1 or KS2 SATs if they:

- have not completed the KS1 or KS2 programme of study, or
- are working below the overall standard of the KS1 or KS2 tests, or,
- are unable to participate even when using suitable access arrangements.

As we are a special needs school our progress for the performance table will not look positive for the school and will show us in the 'well below' category alongside 10% of schools in the country.

Within this performance table our school is compared to all schools nationally, including all mainstream schools. There is no specific category for special needs schools to be compared against each other.

This does not take into account the needs of our students which is what Woodside puts first in order for them to achieve progress in both their social learning as well as their academic learning.

As all of our students work below age related expectations and we use PIVATs assessment tool to track and assess the students learning and development. Therefore, we can show that our students make small but relevant steps of progress, but not at age related expectations. We therefore tailor the students learning to the level of their need.

<https://www.compare-school-performance.service.gov.uk/school/101485>

## **CAREERS EDUCATION, GUIDANCE, WORK EXPERIENCE AND DESTINATIONS**

The aim in Key Stage 4 and 5 is to develop our students' social, work, and community-based skills in preparation for adult life.

We do this through a curriculum which includes work related learning and opportunities for students to transfer their skills from the classroom into the work place and community. Post 16 students have the opportunity to participate in community projects such as working in the grounds of a local hospice or in a community garden.

We also offer periods of work experience in a range of establishments, in the past placements have included working in the construction industry, shops, nurseries and schools.

Visits to real life work places are also included in the curriculum and Post 16 students can experience careers events which help them make more informed choices about their futures.

All students study Personal, Social and Emotional development and within their courses there are units on career opportunities and finding a job. In addition, KS4 students learn about career pathways in their chosen subject specialism. Vibrant displays around the KS5 department remind students of appropriate pathways and the skills they need to achieve their goals.

Careers interviews are built into the curriculum and parents and students will meet with a member of the "Connexions" career service who will deliver guidance and advice to plan for successful student transitions. All students and their carers contribute to the development of an Educational Health and Care Plan (EHCP) and these are reviewed yearly during their Annual Review. Individual career pathways are discussed and realistic targets are set for each student to enable them to access their chosen course or job. Tutors will provide guidance throughout the year ensuring students are on track to achieve their targets.

We work closely with the careers service and local colleges to help plan for successful student transitions. Colleges also arrange induction days which allow students to meet their new tutors and get a taste of their new course.

Many of our KS4 students will remain with us and will continue their education in our Post 16 department before moving on to a college at the end of Year 13. A carefully planned transition programme is in place at the end of Year 11 to ensure students are well prepared for the changes ahead.

## **RELIGIOUS EDUCATION**

Religious Education takes place in the classroom and during school assemblies, where an appreciation of Christian values and beliefs, as well as an understanding of world religions, is encouraged in line with the Bexley Agreed Syllabus. Students learn about the stories and teachings of the major religious traditions and the festivals associated with these. Delivery of the RE curriculum takes into account the learning needs of our students and is highly multi-sensory.

Weekly Key Stage assemblies follow termly themes and include a time for reflection, celebration of the achievements of students and the chance to acknowledge religious festivals of the main faith communities represented in school.

Parents have a right to ask for their children to be withdrawn from RE and Collective Worship. Where possible, alternative activities will be offered to these children in school. Parents are asked to discuss any concerns with the Head of School before they make a decision to withdraw children, and then to put their request in writing to the Head of School.

## **GROWING UP AND RELATIONSHIPS EDUCATION (GRE)**

GRE is taught throughout the school as part of the PSHE and Science curriculums. The aims of our programme are to:

- give students an understanding of themselves;
- make students feel positive about themselves;
- support students in making positive relationships;
- give students a sense of growing up;
- develop an understanding of the changes from birth to adulthood;
- understand how the body works.

Sex education is compulsory from Year 7 onwards. At Woodside School we are currently in the process of updating our Scheme of Work and GRE policy to ensure it meets the needs of all our learners. Following consultations with parents and relevant professionals, it will be introduced in the summer term 2018. ***Parents have the right to withdraw their child from sex education if they wish which should be done in writing to the Head of School.***

Parents/carers are welcome to discuss with the school nurse, class teacher or phase leader any concerns they may have about their son or daughter.



## **PERSONAL, SOCIAL, AND HEALTH EDUCATION**

PSHE is integral to our whole curriculum at all stages of a child/young person's education. The school aims to help our pupils to nurture positive attitudes and values, mutual respect and a sense of responsibility. Our aim is for every young person to leave Woodside School equipped with the skills needed to succeed in their stage of life.

Although PSHE is interwoven through all we do at Woodside School, it is also taught discretely. Phase teams produce a relevant and current bespoke curriculum which is taught mainly through circle times, role play and games.

## **MUSIC AND PERFORMING ARTS**

### **Woodside School Curriculum Offer**

Our Music and Performing Arts curriculum allows students the opportunity to build confidence, self-esteem and a broad range of social and emotional skills to prepare them for the next steps in their lives ahead.

All Primary and KS3 students have music lessons with a specialist teacher from Bird College, enabling students to explore music through their voice and musical instruments such as the Ukulele, Djembe and Glockenspiel. Students are taught how to listen and respond to a piece of music and are also given the opportunity to compose and perform.

Specialist Performing Arts lessons are also taught in Primary and KS3 classes. In these lessons, students use drama and music activities to develop their confidence, communication skills and social interaction. The lessons are linked with the topic for the half term.

Key Stage 4 students choosing a Performing Arts vocational pathway study BTEC Level 1, achieving a Certificate in Year 10 and a Diploma in Year 11. The students develop a broad range of transferable skills including the ability to lead and work within a team. Personal development in terms of social and emotional progress is enhanced and students learn to communicate, collaborate and cooperate effectively with others, whilst gaining invaluable insight into the wider world around them.

Key Stage 5 students have Performing Arts lessons to enhance their Life Skills curriculum.

A successful and oversubscribed Performing Arts club also runs after school for Secondary pupils who also have the opportunity to perform at school events.

## **Outside links**

As well as maintaining close links with Bird College, we have collaborated with the London Symphony Orchestra, culminating in a performance at The Barbican in July 2017. The Parkwood Hall Steel Band also run yearly steel band workshops for some of our students.

Our Key Stage 4 department has developed a creative partnership with Rose Bruford College and annually collaborate with their students, alongside ConfiDance, to explore movement and performance skills, as well as building confidence in interacting with unfamiliar professionals.

## **Performance**

Students at Woodside School are given opportunities to perform throughout the year to other students in assemblies and to parents at Christmas and end of year performances. The work of students in Performing Arts, Creative Arts and Post 16 classes is also showcased is showcased regularly to various audiences.

Some students in Key Stage 2 and 3 are also given the opportunity to attend the annual 'Festival of Music' at The Royal Festival Hall.

Key Stage 4 and 5 also participate in Young Voices at the O2 Arena, where they sing alongside thousands of others with a professional band, soloists and dance troupe.

## EDUCATION, HEALTH AND CARE PLANS (EHCP)

As you are aware, from September 2014 changes to the SEN Code of Practice mean that pupils at Woodside School will have their statements replaced by an Education, Health and Care Plan (EHCP).

### What is an Education, Health and Care plan?

The EHCP is a new way of working that puts pupils, young people and families at the very centre of the assessment and planning process to make sure that their views are not only heard but understood. This new process focuses on outcomes and what is important for pupils and young people and what they want to achieve now and in the future.

Pupils and their families complete the “**All About Me**” section of the EHCP and will have the opportunity to say what is working, what is not working and what they think needs to change.

### How will this happen?

To transfer a child or young person from a statement of SEN to an EHCP Woodside School will undertake a 'transfer review'. Parent/carer will be invited to a 'transfer review' meeting at the school. This meeting will take more time than an annual review because the EHCP is a new document. All the important people who work with the pupil will be asked for an update before the transfer review can take place.

### How is the EHCP different?

The EHCP will cover the pupils' needs and bring different services together such as Health and Care. The EHCP will be in place from birth to 25 and will go with the pupil as they change schools and also when they leave school and go on to college, work-related training or employment.

### Who should I contact?

If you have any questions regarding EHCps you should contact the local SEN department within your Local Authority.

## **SPEECH AND LANGUAGE THERAPY**

The Speech and Language Therapy service at Woodside School works collaboratively with the school staff as well as parents/carers as part of a whole school approach to support the speech, language and communication needs of pupils. Working in this way ensures that we can:

- Identify the potential barriers to communication (environmental/personal factors) which could limit a student's access to and participation in the academic and social aspects of the curriculum and the wider community;
- Identify strategies/approaches to support the pupil's communication across the school setting which promote their access to and participation in the academic and social aspects of the curriculum and the wider community.

The Speech and Language Therapy service also supports student's speech, language and communication needs in the school by:

- Providing training and support for school staff so they can deliver programmes targeting specific communication skills.

On entry to Woodside School every pupil's speech, language and communication skills are assessed by the Speech and Language therapy team which informs the development of a profile of each pupil's areas of strength and need.

- Sharing this information with the school staff, parents and the wider community e.g. Work experience/college placements
- Advising on the priority areas for development for each pupil
- Jointly setting targets with parents and school staff.

For pupils who require more specific or specialist support, one to one and /or small group sessions are delivered by the Speech and Language Therapists.

Further information regarding the Speech and Language therapy service at Woodside School can be sought from Nicola Teoh on [Nicola.Teoh@oxleas.nhs.uk](mailto:Nicola.Teoh@oxleas.nhs.uk).

## **OCCUPATIONAL THERAPY**

Woodside School commissioned Oxleas NHS Trust to deliver both occupational and physiotherapy services within the school across both sites. Physiotherapy is offered to school once a week. This is a referral based service for individual assessments and treatment as needed. Referrals are accepted from school staff and other professionals working with the child. Training around back care has also been provided within classroom based sessions.

Physiotherapy focuses on posture, gross motor activity, improving muscle strength and length, joint range of movement, balance, proprioception and motor planning. Pain is also a significant indicator for physiotherapy. Physiotherapists can assess a child's gait pattern and foot posture and may offer footwear suggestions and/or refer onto Orthotics. Children are given home exercise programmes and copies are sent home which need to be followed on a regular basis to achieve positive improvements. Physiotherapists will liaise with family to ensure good communication and improve home exercises compliance and expectations. Children will be given a goal at the beginning of the treatment block and may be discharged after a block of therapy once goals are reviewed.

The Occupational Therapist has 2 days allocated for the school. The OT service aim to assess and provide practical strategies to help your child with functional difficulties. These may include difficulties to attend to/engage in adult led tasks, fine motor difficulties such as handwriting or dressing skills or looking at compensatory strategies like adaptive cutlery. This is usually completed within the classroom to ensure the programmes and strategies are implemented on a daily basis. Small groups are also run to address specific concerns such as managing responses when overwhelmed or angry and how to use sensory strategies to calm down or self-care groups for specific skills.

If you require any further information then please do not hesitate in contacting Welmie Garzouzie at [w.garzouzie@nhs.net](mailto:w.garzouzie@nhs.net)

## **MEDICAL MATTERS**

A number of our pupils have medical needs with differing medical conditions. Parents are required to complete a Health Care Plan for meeting all medical needs and these are written by the Health Authority, usually by the School Nurse. Those pupils that require it are given medication voluntarily by trained staff. All medication must be named with the dosage on the bottle/packet and handed in to the main office. Parents remain responsible for ensuring that the school has a supply of medication and that the date is current. If a student does not have any medication left in school, they may be required to stay at home as the school is not able to administer the medication as stipulated in the Health Care Plan. A reminder for additional medication will be sent home when it is required. The Head of School needs to be notified as soon as any changes are made in medication as even small changes impact on the behaviour or well-being of pupils and we need to monitor them more closely for their safety or be able to inform the hospital in emergencies of any medication taken.

Health reviews take place on the school site and parents will be invited to an appointment. Vaccination programmes are carried out in school by the School Health Service. Concerns may be raised with the school nursing staff regarding pupils' health and well-being.

## **INDEPENDENT TRAVEL AND MAPS**

The Local Authority has a School Transport Policy. Some pupils who meet the criteria set by the Local Authority are provided with home to school transport. This will either be a taxi or mini-bus. Parents are able to drop their children off at the school and some of our young people walk to school independently.

Students in Key Stages 3, 4 and 5 are encouraged to take up independent travel training. The aim of this training is that all students can gain the confidence to travel on their own. The training covers all aspects of safety, supported travel and assessment before signing the students off as competent.

## **THE SCHOOL UNIFORM**

**Woodside School uniform can be purchased at Casey School Wear**

[www.caseysschoolwear.co.uk](http://www.caseysschoolwear.co.uk)

**Address:**

Casey School Wear  
246 Blackfen Road  
Sidcup,  
Kent  
DA15 8PW

Telephone: 0208 850 8645

Girls: Black skirt or trousers (not jeans or leggings)  
Sensible low heeled shoes in black/dark colour  
White socks/black tights

Boys Black trousers (not jeans)  
Sensible black shoes

Juniors White polo shirt  
Plain navy jumper or school sweatshirt/fleece

Seniors White shirt  
School tie  
School blazer  
Plain navy jumper

The PE requirements are:

KS1/2 – Navy Shorts, Navy T-Shirt

KS3/4 – Navy Track pants, Navy Polo Shirt and Sweatshirt

All PE kits to have the school logo embroidered on it.

## WOODSIDE SCHOOL TERM DATES 2018 – 2019

<b>Autumn Term 2018:</b>	<i>Training Day – Monday 3<sup>rd</sup> September 2018 (school closed to pupils)</i>
	Tuesday 4 <sup>th</sup> September to Friday 19 <sup>th</sup> October 2018
	<i>Half Term – Monday 22<sup>nd</sup> October to Friday 26<sup>th</sup> October 2018 inclusive</i>
	<i>Training Day – Monday 29<sup>th</sup> October 2018 (school closed to pupils)</i>
	Tuesday 30 <sup>th</sup> October to Friday 21 <sup>st</sup> December 2018
<b>Spring Term 2019:</b>	Monday 7 <sup>th</sup> January 2019 to Friday 15 <sup>th</sup> February 2019
	<i>Half Term – Monday 18<sup>th</sup> February to Friday 22<sup>nd</sup> February 2019</i>
	Monday 25 <sup>th</sup> February to Thursday 4 <sup>th</sup> April 2019
	<i>Training Day – Friday 5<sup>th</sup> April 2019 (school closed to pupils)</i>
<b>Summer Term 2019:</b>	Tuesday 23 <sup>rd</sup> April to Friday 24 <sup>th</sup> May 2019
	<i>May Day Bank holiday – Monday 6<sup>th</sup> May 2019 (school closed)</i>
	<i>Half Term – Monday 27<sup>th</sup> May to Friday 31<sup>st</sup> May 2019</i>
	Monday 3 <sup>rd</sup> June to Friday 19 <sup>th</sup> July 2019
	<i>Training Days – Monday 22<sup>nd</sup> July 2019 (school closed to pupils)</i>
	<i>Training Days – Tuesday 23<sup>rd</sup> July 2019 (school closed to pupils)</i>
	<p><b>Public Holidays:</b>  <i>Christmas Day – Tuesday 25<sup>th</sup> December 2018</i>  <i>Boxing Day – Wednesday 26<sup>th</sup> December 2018</i>  <i>New Year's Day – Tuesday 1<sup>st</sup> January 2019</i>  <i>Good Friday – Friday 19<sup>th</sup> April 2019</i>  <i>Easter Monday – Monday 22<sup>nd</sup> April 2019</i>  <i>May Day Bank Holiday – Monday 6<sup>th</sup> May 2019</i>  <i>Spring Bank Holiday – Monday 27<sup>th</sup> May 2019</i>  <i>Late Summer Bank Holiday – Monday 26<sup>th</sup> August 2019</i></p>
Parents are asked to arrange family holidays during school holidays. Please note Governors <b>will not</b> authorise requests for holiday leave during school time.	