



Green Park School



"There is nothing I would change about Green Park School. The fact Nikhil wants to go every morning and is so reluctant getting off the bus every night speaks volumes for us... It's the little things they do, the positivity they show, their eagerness - it's everything together which makes Green Park School so special."

Asha Rani and Raj Kumar live in Wolverhampton with their children Aman, 11 and Nikhil, six. Nikhil has Down's Syndrome and a number of associated needs; he's profoundly deaf and has a visual impairment. Nikhil has been attending Green Park School since he was three years old.



Welcome to Green Park School

Green Park School is a Wolverhampton School that caters for children and young people with severe and complex learning difficulties.

Foreword: Lorraine Dawney, Headteacher, says...

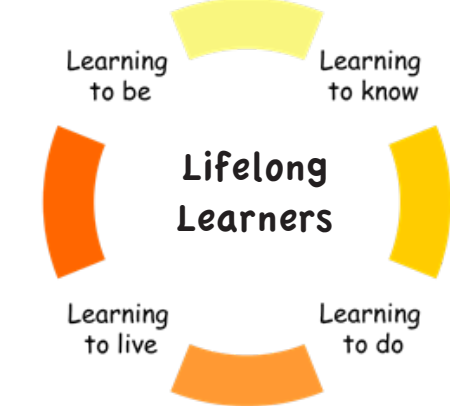
It is with great pride that I welcome you to our wonderful school.

Vision and values

At Green Park our vision is



We have four core values underpinning this vision



Individuals

We work very hard to ensure all pupils are happy, safe and can achieve their full potential. All of our pupils have a range of special educational needs but every child is treated as an individual... and they regularly astound us with the things that they achieve!

Willow Campus

We are based at the Willow Campus, and we are very lucky to be co-located with Stowlawn Primary School, in a state of the art, new and exciting facility. Children from both schools regularly mix together to the benefit of all.

Strengths

We regularly consult our parents about our school, asking them what we are good at, and also what we could do better each year. Parents have recently said:

- "My child arrives home feeling content. Green Park enables my child to feel a sense of belonging and importance on a personal level."
- "The work effort and passion of the team across the board to help the children to develop their full potential."
- "The way my child has learnt to smile, laugh and socialise is amazing and it is a true reflection of the work and care that she receives at Green Park."
- "Communication is excellent."
- "I am proud that my children have attended Green Park school and I could not recommend it highly enough to anyone looking for a school in this area."
- "I love the way the teachers care about the children and how they treat them as they would their own. School has such a warm, caring, loving atmosphere to it, it's such a special place."

Parent partnership

At Green Park School we also view parents as partners in the education of their children and we will offer support and guidance in all educational areas. As you will see by reading the many parent and pupil stories within this prospectus you and your child are very important to us. Parents have told us that they love the way teachers care about their children and how they treat them as they would their own child.

Special place

The staff and governors of Green Park School are very proud of our children and our school. We all aim for Green Park to be a centre of educational excellence in the heart of the community. The school has a warm, caring, loving atmosphere and is a very special place.

Get in touch

To make an appointment to look around Green Park or to request further information please email: greenparkschool@wolverhampton.gov.uk or telephone 01902 556429/30.



Nilesh and Sapna value Green Park School's honest and trustworthy approach and couldn't ask for more than they provide to meet their daughter's complex needs

Nilesh and Sapna Patel live in Walsall with their children Jia, 10, Jai, six and Asha, four. Jia has CDKL5, a rare X-linked genetic disorder. She has had complex needs from birth and needs full time care. She has severe epilepsy with difficult to control seizures. She has been attending Green Park School since she was three years old.

Amazing people

Green Park School came highly recommended to Nilesh and Sapna by the care professionals working with them and Jia. When Nilesh and Sapna looked around, it was the people that really stood out. "When we first viewed Green Park School, the facilities were nothing like they are now but for us that didn't matter; it was the atmosphere, the warm friendly people that really impressed us," says Nilesh.

A welcoming approach

Jia has complex needs requiring full time care, so her parents were understandably anxious about entrusting this care to someone else. "Jia started attending two mornings a week initially and this gradually increased. From the September to the Easter I would go along too; I'd stay and help the staff play with Jia, go through Jia's care and her seizures," explains Sapna. "During that time every single angle of Jia's care had been covered and I knew that once I'd left and she was attending alone, they were able to cover every eventuality and that they would care for her in the same way I would at home."

Trust and reassurance

"Allowing me this time helped me to trust them and to feel reassured. To be able to give your child to someone else to look after and not know what's happening is very hard to do, but by allowing me the opportunity to be there, I knew we could trust them and we then felt much more able to let go of the purse strings."

Excellent communication

Sapna and Nilesh are completely reliant on their communication with Green Park School staff to enable them to fully support Jia's complex needs. "We have a book where we record everything for them and they do the same for us. If there are any problems, we know they will always contact us."

When Jia's seizures were particularly bad the school was very open to adapting this communication. "We asked them to complete an additional sheet for us recording all the necessary details about Jia's seizures, which really helped to inform us about the pattern of her epilepsy. Nothing is ever too much trouble. They've even sent us photos while Jia was away on a residential trip to ease our anxieties about her being away. We feel they really know Jia, which is so reassuring."

First class care and support

Jia receives a lot of medical support from within the school, both from nurses and the internal paediatric clinic. "The care is first class," says Nilesh. "Every need is catered for, which is reassuring given Jia's complex and changing needs."

Despite the nursing and school staff having specialist expertise, Nilesh is impressed how they consider parents to be the real experts. "It's a very joined up approach; they work with us and value our input. I can honestly say we work as a team to support Jia."

Professional insight

Nilesh really values the opportunity to receive a different perspective and professional insight about any medical procedures being considered for Jia. "We were initially reluctant about some medical treatment recommended to us by the hospital. After speaking to the nurse at Green Park our perception completely changed. Her honest, trustworthy approach made us see things from a different angle. Her advice has changed our lives!"

Home from home

According to both delighted parents. "Green Park School is wonderful! It offers a safe, caring and supportive environment which is essentially a home from home. We couldn't ask for more than we receive from Green Park School and we really can't recommend it highly enough."

Our mission

Our Mission Statement

Green Park aims to provide access to high quality education and learning experiences, both in school and in the community. We seek to maximise each pupil's achievement as part of their lifelong learning. It is the school's aim to be a centre of Educational Excellence in the heart of the community.

Our Aims

The school's culture is an important element of achieving our aims and values. Green Park is a school where there is warmth and where we work together with all parties to improve the opportunities for our children to learn.

Our main aims are to:

- Help every child to develop his or her full potential by providing a caring and stimulating environment in which every individual pupil feels valued.
- Provide all pupils with the opportunity to succeed and become confident young people.
- Ensure pupils are able to communicate their choices, hopes and aspirations to others.
- Educate pupils intellectually, socially, morally, aesthetically, physically and spiritually.
- Form the best possible relationships between teachers, children, parents and others professionals so that we have successful learners.



School day



Travel arrangements

All parents are welcome to bring their child into school and there is a dedicated disabled parking area. Please ensure that pupils arrive at 9am and are collected from 3.15pm. If requested, a home school transport service is available to collect and return pupils within the Local Authority. For further information on this service please email: hometoschooltravel@wolverhampton.gov.uk or telephone: 01902 554154.

After School Club

A group of staff run our After School Club on Tuesday evenings from 3.15-5pm. Pupils who attend have the opportunity to make themselves a snack and a drink, and to choose activities such as swimming, cooking, using facilities in the Sensory Drama Studio, and take part in occasional extra events such as art and craft or sport.

Uniform

All pupils at Green Park School are required to wear a school uniform, which consists of:

- A royal blue sweatshirt Jumper or cardigan
- A red or white polo shirt, shirt or blouse
- Grey or dark trousers, skirt or joggers
- A blue checked dress.

Uniform items with the Green Park School logo on can be purchased/ordered from school or from the Tesco website: www.tesco.com/ues

School meals and snacks

School meals are available to all pupils and a menu of monthly meal selections is sent home at the start of the school year so that parents can indicate their child's preference. Milk is also available for a small charge levied by the Local Authority.

Green Park holds a Healthy Schools Award and we ask that parents who provide their children with a packed lunch help to support this programme.

Some pupils will be entitled to free school meals and the school will be happy to provide advice on how to register for these with the Local Authority.

Breakfast snack

When a child arrives at school after a journey on home school transport they are provided with the option of a drink and a healthy breakfast snack. This ensures that pupils are physically ready to engage with learning. We ask parents to support this by making a voluntary contribution to our refreshments fund.



At Green Park School, the National Curriculum forms the core to the school curriculum, underpinned by a system of Reviews and Individual Education Plans.

Five areas

The regular consultation process with parents around these important documents provides an important opportunity for us to work together to review the curriculum for each individual. Pupils are involved in this process as much as possible. We believe that the curriculum consists of everything that goes on in a school, and so place great emphasis on the development of five areas:

1. An ethos and spirit, which are supportive of individual needs, interests and abilities.
2. Teaching methods, which are most effective in enabling fullest possible access to National Curriculum areas.
3. Efficient and imaginative management of the curriculum and the school, making full use of the skills and knowledge of staff and others working with individual pupils.
4. Individual priorities for learning that are addressed in the context of a broad, balanced and relevant curriculum.
5. A partnership with parents, involving them fully in the education of their children and keeping them fully informed of progress and success.

Individual programmes of work

Individualised programmes of work provide a basis for planned learning in all subject areas. This ensures that all pupil's achievements and experiences are recorded across a broad range of learning experiences. Whenever relevant, pupils are encouraged to work with pupils from other class groups in different environments, local schools and other special schools.

Secondary

In the Secondary Department students have links with Further Education Colleges in the City, which include, Trinity College, Pendeford College and Rodbaston College. Students also participate in an Options programme, choosing units of study to pursue and have the opportunity to participate in "work experience" in order to help equip them for post school life. A key philosophy for all our pupils who need a special approach to the curriculum is that they should get as much fun, enjoyment and pleasure out of the day as possible.



Asha believes Green Park School is a truly special place, with staff who go above and beyond to give her son the best possible care

Asha Rami and Raj Kumar live in Wolverhampton with their children Aman, 11 and Nikhil, six. Nikhil has Down's Syndrome and a number of associated needs; he's profoundly deaf and has a visual impairment. Nikhil has been attending Green Park School since he was three years old.

Professional recommendation

Asha and Raj were recommended Green Park by the playgroup staff where Nikhil attended. "We went to have a look around and were immediately impressed. I could see that Nikhil took one look at the teaching assistant in the class he would go into and fell in love with her. She smiled at him and and I knew he was smitten. He put his arms out to her and we just knew right away Green Park was perfect for him."

Amazing support

According to a delighted Asha, Nikhil settled in straight away and believes the support on offer couldn't be better. "After his first day, Nikhil was so eager to go again. I've not had a single day where he hasn't wanted to go. The support he receives is amazing. He receives so much in so many ways; we're so lucky.

"There's always a whole realm of advice and support if I have any queries or concerns. For example, Nikhil has only just started chewing. They've helped with lots of specialist tools and methods of encouraging Nikhil to strengthen his jaw muscles. They've done a lot of work in this area and also with helping him to walk," explains Asha. "They don't give into him, they make sure he perseveres, which is brilliant."

No pressure

For Asha one of the key strengths is that there's no pressure. "Their attitude is that you go at your own pace. I've never felt any pressure or pushed in any way. They are always there to help and are incredibly supportive. They have so many ideas; ways I'd never considered before and if they don't directly know the answer, they will always know someone who does. I can't fault them. I can't think of any agency that's not available at the school. They really are fantastic!"

Consistently brilliant

Asha and Raj are the first family at the school to pilot the Education Health Care Plan. "It's been nice to document Nikhil's story. The document itself is less official looking than the Statement and it's easier to read. It offers a rounded approach to caring for your child. Whilst we've had a lot of support with this, the support at Green Park itself is always consistently brilliant for both Nikhil and for us as a family."

Staff that go above and beyond

Asha can't say enough positive things about Green Park. "I feel we're so incredibly lucky to have Green Park School for Nikhil. Everybody from the Headteacher to the staff that do the nappy changes; they're all amazing. The staff really care and they're fantastic with parents. They are very understanding and will go above and beyond for you. They're so very helpful - I just love them to pieces!"

Caring and safe

Asha has complete faith in Green Park School. "I feel it's a very caring and safe environment and we never feel that Nikhil is unhappy there. We're so confident in the care that he's provided with and we feel we can completely trust the staff to do the best they possibly can for him."



Classrooms and resources

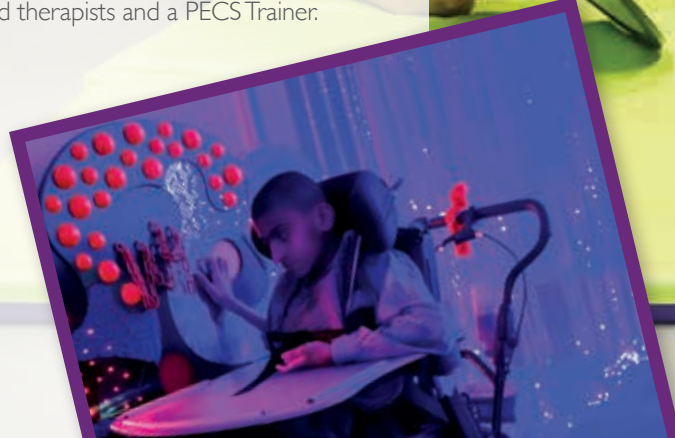
Classrooms

The classrooms are grouped into 'clusters' that comprise three class groups. Each cluster has a hygiene room that can be accessed either from one of the classrooms that is dedicated to pupils with sensory needs, or from the main corridor.

A number of rooms are equipped with overhead hoists. Those include the swimming pool and changing areas, PE. hall, sensory drama studio, physiotherapists' room, medical room, bathroom in the nurses' room, all six of the sensory classrooms, the hygiene rooms and all of the cluster sensory rooms. Green Park also has a mobile hoist to support pupils who may require transfer in other areas of the school.

Staff expertise

All of our staff are trained in meeting the needs of pupils with complex learning difficulties. We have a range of staff working in class teams from teachers, Higher Level Teaching Assistants (HLTA's), Teaching Assistants of varying levels 1-3 and lunchtime supervisors. We also have a team of additional specialist support staff, including Makaton Regional Tutors, Intensive Interaction Trainer, Rebound therapists and a PECS Trainer.



Equipment and resources

Green Park School has some fantastic resources and equipment, which include:

- Sensory gym
- Cluster withdrawal rooms for interventions
- Primary and Secondary Food technology rooms
- Sensory Drama studio
- Main Hall
- PE Hall including Rebound therapy trampoline
- Science and Technology room
- Heated pool for swimming and therapy programmes
- Creative arts rooms
- Outdoor Pursuits programme
- Forest school provision
- Adapted school minibuses and MPV's

Specialist activities

All pupils receive teaching in motor development and physical education using specialist strategies such as MOVE, Fit Club, Rebound Therapy and Holistic Therapies. Additionally all pupils are given the opportunity, in consultation with parents, to experience outdoor, adventurous activities such as canoeing, abseiling, traversing and orienteering.



Extended curriculum: trips and visits

Extended curriculum: trips and visits

Pupils at Green Park are offered half-day, full day and longer residential visits. We actively encourage parents to allow their children to go on these trips, as they stimulate educational attainment and give pupils the necessary challenges for them to develop physical and social maturity.

Recent visits have included:

- The National Indoor Arena to watch Disney on Ice
- Sea Life Centre, Birmingham
- Wildside Activity Centre
- Ten pin bowling at Hollywood Bowl
- Dudley Zoo

For those pupils whose medical needs make it difficult for them to access learning outside the classroom, we bring the activities into school and these include monthly visits from the therapy horse, plus the Farm on Wheels and creative artists and musicians.

Forest school

During their school career all pupils take part in Forest School and Outdoor Pursuits programmes. During the summer term we also offer all pupils an activity week and when charitable funding permits the costs are subsidised for pupils.



Susan has no regrets whatsoever about moving her daughter to Green Park School and feels safe that her care is entrusted to them

Susan lives in Bilston with her daughter Bethany, 18, who has tuberous sclerosis, a rare tumour causing genetic disorder. Bethany has complex epilepsy, challenging behaviour and autistic tendencies.

A smooth transition

Bethany transferred to Green Park just over three years ago after Susan's house move to Bilston. "I looked around and was impressed with the facilities on offer and the friendly staff. I was initially concerned with how Bethany would react to transferring to a new school but Green Park worked closely with her old school," explains Susan. "The teacher from her old school would come across to Green Park with Beth and her new teacher from Green Park would go across to her old school to visit her there. She would take a book with her containing pictures and details about the children in her new class, which helped Beth a lot. It was done really well over a period of about six weeks. I was very impressed."

A gradual introduction

As a result of the gradual introduction, Bethany settled well. "She's very sociable and after only a short amount of time staff were commenting about how well she had adapted to the change. It went much better than I could ever have expected," says Susan.

Working together

Susan and the staff have worked closely together to manage Bethany's behaviour. "Her condition causes behaviour issues due to the tumours in her brain. The school has been incredibly supportive in working with me and helping me to manage her behaviour at home. Beth's condition means she has autistic tendencies rather than autism and there's very little support out there without a formal autistic diagnosis. The Assistant Psychologist has helped me try and find additional support and offered guidance on behaviour management. It's great having someone you can speak to that understands, and the school as a whole offers lots of verbal support, which I really appreciate."

Excellent communication

"They've helped me with learning new behaviour management strategies and shown me how to stay calm too. They're excellent at communicating everything, which is important for our home life. And I feel I can go and see them or pick up the phone and speak to them whenever I need to. Everyone at the school is welcoming and always has time for me, which is wonderful."

Rewards

Susan finds the school's reward system another strong point. "Bethany has been challenging to our own doctor but having medical support on site at school is excellent; she's much more comfortable there for blood tests and having injections. She recently received a Nurses Award for her good behaviour with the medical staff, which was nice recognition for her as she does have to work hard."

"Last year, I was awarded 'Parent of the Year', which Beth was able to present to me at the ceremony, which was lovely. Parents are always informed of any awards that the children receive throughout the year so that you can celebrate achievements at home, which I feel is important."

Parent governor

Impressed by the school, Susan felt she wanted to give something back. "Nothing is too much trouble for them. They always have time for you and I felt I wanted to give something back to the school and to get more involved. I've learned so much about the school and how it works behind the scenes - it's a real eye opener and I appreciate all of their hard work all the more."

Children say:

Bethany says: "My favourite thing about school is ICT and my friends and teachers are really nice."

Self-Development

Behaviour

Green Park School encourages and expects all pupils to develop socially acceptable and appropriate behaviour, and whenever possible, to learn the difference between 'right and wrong'. There are regular systems in all classes for rewarding good behaviour and achievement on a daily basis. This builds into 'Pupil of the Week' awards and an Annual Prize Giving Assembly.

Challenging behaviour

Those pupils who on occasions present more challenges in their behaviour will have an Individual Behaviour Plan (IBP) identifying strategies that are jointly agreed with their parents and other professionals. The overall aim is to ensure that parents and staff work together to give children access to learning.

School coordination team

The school's Behaviour and Discipline Team works closely with the Moving and Handling Team to ensure that unpredictable behavior, or those behaviours that might cause a child to harm themselves, are supported with appropriate moving and handling aids to ensure the safety of themselves and others. The school also offers the support of an Assistant Psychologist who works closely in supporting families who wish to work on joint programmes at home with the Community Learning Disability Team (CLDT).

Our Assistant Psychologist supports pupils and staff in school and, where required, also undertakes home visits.



Communicating with parents

Your child's achievements

Each term we assess the progress of all pupils to identify the small steps of learning that they are making. This information is shared with parents on the front cover of the child's support plan and at their Annual Review/Educational Health Care Plan (EHCP) meeting. Where appropriate pupils' work is marked each day or evidence is collected through work, photographs, and video or written outcomes that are recorded on the pupil's tracker.

Newsletter

At the start of each half term, we send home a curriculum newsletter letting parents know about the child's topic for that term and the activities they will be involved with and how they can support this learning at home. Annually we send home a parent information sheet, which includes a request for homework and where parents request this it is sent home each week.

Home School Diaries

We have introduced Home School Diaries to better facilitate communication between staff and parents/carers.

Letters

Letters are usually sent to parents via the escort and we now have a text messaging service to parents.

Newsletter

A school newsletter is also sent home at the end of each half term that provides news about pupil's achievements and general school life.

Support for parents

The school seeks to offer formal and informal support to families. Each half term we offer a parent workshop programme, where parents can meet together and chat in a relaxed manner and receive information or training from one of our specialists or service provider. All parents and carers are welcome.

Voluntary organisations

We also engage with voluntary organisations, such as the Parent Partnership service and Royal MENCAP Society. We promote their newsletters in reception and send out event flyers from other groups working with our pupils e.g. Include me Too, Let's Play.



Leaving school

At the first Annual Review/Educational Health Care Plan (EHCP) meeting, following a pupil's 14th birthday a transition plan is agreed. The plan sets out the course of action necessary for the pupil's transition to adult life and may include on-going education at school until 19 years of age.

Smooth transition

At least three terms before a pupil leaves school we invite parents and professionals from several relevant agencies to a leavers' conference. This helps us to facilitate a smooth transition to services - provisions beyond school.



Admissions

Children are normally referred to the school through the Local Authority (LA) Special Needs Placement Officer after the completion of a Educational Health Care Plan (EHCP). Most pupils transfer from either Mainstream school, Special Needs Early Years (The Gem Centre), Broadmeadow School. Some pupils transfer from other authorities.

Contact details

Website: Wolverhampton City Council www.wolverhampton.gov.uk/admissions
Email: schooladmissions@wolverhampton.gov.uk
Telephone: 01902 551 122



Getting involved

Parental Involvement

We encourage parents to get involved with school life and to support their child. Each day we will send home a home school diary in your child's bag and ask that you take the time to read this and write back whenever possible.

We have a parent group that meets each half term, often based on a theme or information sharing activity. We also put on workshops and training programmes during the school year and these are provided by one of our school based trainers e.g. Makaton, Intensive interaction.

Governorship

The school is fortunate to have a very active Governing Body and benefits from their support and critical friendship. The governors meet as a full governing body each term and then arrange two committee meetings, one focuses on curriculum provision. Discussing changes to the curriculum, new developments and to monitor the progress of pupils and impact of new initiatives. The other committee discusses finance and personnel issues each half term.

Do you want to be a Governor?

If you would like to know more about the Governing Body or about becoming a Governor please feel free to contact: Cllr. Barry Bond who is the Chair of Governors, via the school.



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