



Welcome to Parkwood Hall Co-operative Academy

Growth through personal and social development



Parkwood Hall
CO-OPERATIVE ACADEMY

Welcome to Parkwood Hall Co-operative Academy



Nick White, Principal

Foreword: Principal, Nick White, says...

I am very proud to welcome you to our inspirational school.

'Can do' attitude

We are a warm, welcoming, inclusive day and residential school for students aged 7 to 19 with Significant Learning Difficulties and a variety of additional needs, including aspects of the Autistic Spectrum and Speech, Language and Communication Needs. We have a strong and growing reputation for a 'can do' attitude, which enables us to meet a wide range of complex needs, including some medical conditions.

Many parents first hear about us from friends and colleagues, who suggest that they "come and take a look". Often, that first visit is what convinces them that we have the qualities, attitude and detailed provision they seek for their child.

Our key qualities

- Truly inclusive, embracing challenge and diversity.
- A tailor-made curriculum designed around the needs of our students.
- Flexible day, extended day and residential provision.
- Fully integrated therapies which pervade all that we do.
- A regional centre of high quality SEN provision.
- A commitment to working in partnership with parents and L.A.s.

Our key strengths

- Optimistic and forward-looking, aiming to develop our students' independence.
- Nurturing and inclusive, meeting a wide range of complex needs, including medical.
- Student-focussed, looking for personalised approaches to individual needs.
- A "can-do" attitude, adaptable and flexible – focussing on solutions, not problems.
- Strong in Performing Arts, developing self-esteem and building on students' strengths.

Our School

We are a state-funded day and residential school, and aim to offer children and young adults an education that enables them to achieve their best and a key part of this is to prepare students for adult life.

Residential Education

We refer to our boarding provision as 'Residential Education' and elements of this are very much part of our educational offer for all, although only the boarders get the benefit of our full 'waking day curriculum'.



Our Philosophy

Our approach is highly specialised and holistic, ensuring that all the professionals working with, and on behalf of, the students do so in a fully integrated manner. All of the therapies are fully embedded within the school's practice, with the result that knowledge and expertise is shared throughout the team and our students receive full and seamless provision. We believe that, as far as practically possible, every student should receive the education, physical and emotional care, specialist treatment and therapies that they need, without unnecessary delay or bureaucracy.

Our Staff

As many of our students are with us 24 hours a day from Monday to Friday, we have a large staff group at Parkwood Hall School, with over 130 people working here. The staff directly working with the children are:

The Curriculum Team

This includes the classroom staff, those who work with our children and young people mainly during the day of 8.45am - 3.45pm. In this group are the Cluster Leads, Teachers, Teaching Assistants, Senior Teaching Assistants, Higher Level Teaching Assistants, Education Support Assistants, the Speech & Language Therapists (SaLTs), the SaLT Assistants and the Occupational Therapists.

We also commission support from a Clinical Psychologist and a Physiotherapist (who each attend for at least one day per week) and an Educational Psychologist.



The Residential Team

This team works with our students mainly outside of classroom time, in the early mornings, late afternoons and through the evenings and night times. This group includes the Residential Team Leaders, Key Workers, Residential Education Assistants and Waking Night Assistants.

School Nurse

We are able to cater for a range of additional medical needs (e.g. epilepsy, hemiplegia, and rare genetic conditions) through the services of our full time School Nurse and a small team of Education Support Assistants.

Parent partnership

Another very important part of our school is you, the parent! As you will see, by reading the many parent and pupil stories within this prospectus, you and your child are very important to us. We value the link between school and parent and work very hard to involve you in every step of your child's time here. We hope that your association with us will bring both happiness and success for your child.

Welcome

Welcome to our school and I look forward to getting to know you and your child.



What parents say

"Thank you for never giving up and believing in 'O' even through the turbulent and very difficult times he has had. 'O' is leaving Parkwood Hall Academy in a much better place than when he started, the skills he has been taught will help and support this next stage of his life."

"I would like to thank you for your care and support of 'A' during her time at Parkwood Hall. Your help and guidance was an enormous inspiration and comfort to our family and no words can express our appreciation and gratitude."

"I am 'J's' grandmother... As some may know 'J' has not been with you very long and we already see a calmness and contentment that your school is giving him. ... I do realise that you have many ups and downs and it takes a lot of hard work to achieve what you do. I just wanted to say a big thank you for all you do, it does not go unnoticed."

Ofsted comments – May 2016 (Welfare Inspection)

"Leadership and management are strong. The principal and senior managers invest in consultations with specialists to develop the residential provision further."

"Staff are nurturing of pupils and develop excellent relationships. They create calm and relaxed environments in which the pupils feel safe. Close liaison with parents and carers enable staff to work with them, and with specialist therapists, to support pupils to progress in all areas, including social presentation, self-care and independence skills."

"The residential provision plays a significant part in, and makes an essential contribution towards, the positive outcomes attained by pupils. These are successfully measured by individual, achievable targets identified by staff and motivated pupils."

"The promotion of residential pupils' independence skills is a particular strength of the school. The Open College Network programme enables them to gain qualifications recognised by further education colleges and employers."

November 2014 (Section 5 Inspection)

"Good teaching in the sixth form helps to prepare students very well for the next phases of their lives and learning."

"Teaching is typically good... (Teachers) plan lessons which have a close focus on helping each individual to learn more."

"Outcomes for boarders are outstanding."



School day: settling in



School hours

The school day starts at 9.00am. There is a morning break that varies according to the class.

Lunchtime

Lunchtime is 12.00-1.30pm with two lunch sittings of 45 minutes and enrichment activities for the rest of the lunch break.

End of school day

Our school day ends at 3.30pm, for most day students, but continues for all our boarders and those who remain for part or all of our extended day provision.

Uniform

The wearing of uniform is an important part of being a pupil at Parkwood Hall Co-operative Academy. We are very proud of our school uniform. It unites us as a 'team' and helps us look very smart. We have gone to great lengths to make sure that it is simple and looks good on a young adult of 19, as well as a child of 7. It is reasonably priced and hard-wearing.

Where to buy

All items can be purchased at the School Trends website by following this link: <https://www.schooltrends.co.uk/uniform/ParkwoodHallSchoolBR88DR>.

School meals and nutrition

We know the importance of a healthy diet, especially for those with special educational needs. The Catering and Nutrition Manager and his team work hard to ensure meals are balanced and interesting, encouraging

students who tend to eat a restricted diet to be more adventurous.

The cost of meals is included in the fees recouped from local authorities and we do not allow day students to bring in packed lunches. Any students with allergies or special diets are catered for.



Irial is beginning to fulfil his potential in the supportive surroundings of Parkwood Hall Co-operative Academy



Richard and Anna Allalouf live in London with their daughter, Orla, aged twelve, and son, Irial, aged eight.

Irial was born profoundly deaf and was diagnosed with autism when he was four. He became the youngest boarder at Parkwood when he started at the age of seven.

Wonderful progress

Irial has made wonderful progress since joining Parkwood just over a year ago. His father, Richard, says: 'We cannot thank the school enough. They have had such a profound impact on him. He is learning to sign now, so it is a matter of us working hard to keep up with him,

but it is exciting now he can communicate with us.'

Specialist help

Irial started his education at a mainstream primary school with a centre for the deaf but his issues weren't addressed and he didn't progress. Richard says: 'At the end of his first year they kept him back. We were concentrating on his deafness and were slow to realise he needed more specialist help. It was a hard time because his behaviour at home impacted on his older sister. Then a new head teacher started and suggested we looked for a more suitable school.

Warm atmosphere

'We short-listed several and went to look at them. Things were becoming more difficult at home because of Irial's needs and by the end of 2015 we made up our minds to let him start at Parkwood, because it had a warm, family feel and could provide him with an education tailored to his needs.

Waking curriculum

'Parkwood offer a 'waking curriculum' for boarders, a 24/7 structure that we can't manage at home and this has had the biggest effect on Irial's development. It also means that each of our children's needs can now be fully met without impacting on the other one. We could tell immediately he was happy to go away each Monday and enjoyed coming home at weekends. Orla has had to cope with a lot, but now Irial is boarding at Parkwood there is some good interaction between them when he comes home. During the week we can do ordinary things as a family and during the holidays I take him out for days so Orla can spend quality time with her Mum.

Enjoying learning

Looking back at the mainstream school days, Richard says: 'We would do the school drop-off and pick-up and there was no interaction with us because Irial was in his own world. Nowadays, one year on, when we drop him off at Parkwood there are hugs and kisses and he is pleased to see us when we pick him up and comes towards us waving. We went to a 'Wetherspoons the other day and he signed 'eating burgers'. It is really good to get him out in the world and see him watching and learning.

Bespoke education

'I have great confidence in Parkwood. They are giving Irial a bespoke education and have brought in a BSL tutor specifically for him because he is the first deaf child they have had. I am in the process of joining the board of governors of Parkwood because I want to help the school in any way I can,' Richard says.

Sensory learning

'Friends who have not seen Irial for a couple of years are amazed at the change. He will sign that he wants to look at his Peppa Pig book and point at the page and do signs for a balloon or aeroplane. He is now exploring all his senses and appreciates hot and cold and different textures. At school he does a sensory circuit and rebound therapy and loves going on the trampoline. Orla has been judged to be gifted and talented by her school and it's clear that Irial is also very smart. At Parkwood he is being given the chance to fulfil his potential.'

Curriculum: relevant, realistic and rewarding

Our offer

We offer a curriculum based on the needs of our students, and which is highly modified and adapted to meet their needs. Our curriculum is based on the model below. Our own version of the 'three Rs' states that learning should be:

- **Relevant**
- **Realistic**
- **Rewarding.**

As a consequence, we do not describe learning and teaching in terms of traditional school subjects, but use the following 10 headings instead:

1. Communication: via speech, symbol, gesture, signing or electronic means.
2. Independence: gradually developing the ability to take responsibility for oneself.
3. Numbers for Life: relevant and realistic application of everyday maths.
4. Words for Living: literacy within the young person's scope and context.
5. Understanding the World: making sense of where we are.
6. How Things Work: encompassing aspects of technology and science.
7. Living in Society: developing social knowledge, understanding and skills.
8. Understanding Feelings: one's own and, wherever possible, other people's.
9. Physical Activity and Health: the importance of good body maintenance.
10. Performing and Creative Arts: raising self-esteem, confidence and teamwork.

Our Curriculum Model



What we offer

Speech, Language and Communication

One of the strengths of Parkwood Hall Co-operative Academy is the way in which therapeutic provision is completely integrated into the work of the school. The school employs a team of four Speech and Language Therapists, and two part-time Therapy Assistants. The team work across the school within classrooms, lunchtime enrichment groups, and the residential settings. They work very closely with the teaching and residential staff, other therapists, and families, to ensure we look at each student as an individual and tailor their targets to meet their communication needs.

Occupational Therapy

Our Occupational Therapists support our students' participation in meaningful and purposeful occupations throughout the school day, such as completing a practical task, class participation, playing in the playground, having lunch in the dining hall, changing for swimming, toileting, transitions, preparing a snack or meal, just to give some examples.

Music Therapy

Music is a powerful medium for engaging feelings and for communicating them. Through the work of our Nordoff Robbins trained therapist, we build rapport and communication with some of our most 'shut-in' students and this leads to them developing a stronger awareness of those around them. They become more social and more involved in the work of the class and the life of the school.

Psychotherapy

As with other therapies, one of the unique selling points for Parkwood is that Art and Play Psychotherapy are fully embedded and available to all on the basis of need.

Physiotherapy

Our physiotherapist aims to improve the quality of life of children and young people by promoting independence and encouraging physical fitness and well being. She shares our values and 'can-do' attitude and outcomes for individual students as a result of her interventions and programmes are very good.

Performing and Creative Arts

Parkwood Hall School has a long and celebrated tradition in Performing Arts. The benefits of this for our students are wide-ranging, but one of the attributes which the performing arts develop above all others is self-esteem. Every student in the school is involved in Christmas musical productions, whether on-stage or in a supporting role. They learn the importance of teamwork and listening to what is going on around them, thus making their contribution a part of the whole. This applies also to the Steel Band, who play at least once a month in mainstream schools, showcasing skills which children without special educational needs find very hard to master. The band has also played at national conferences and at the Royal Albert Hall, as part of the Primary Proms.

Exploration of music and dance is particularly valuable for students who are less verbal, and many of them learn an individual instrument or take part in dance sessions. The benefits to their overall development are striking: they show an increased ability to concentrate, to persevere and to achieve. Many of our older students are entered for Arts Award qualifications.

Residential Care

As a weekly residential special school (Monday to Friday), we are committed to the principle that the boarding experience enhances the quality and quantity of education that students receive. Sometimes called a 'waking day curriculum', this allows students to continue to learn and practise key skills from the end of the school day through to the start of the next. Social skills, communication skills and learning for independence benefit particularly from the residential education curriculum and the residential team is led by Chris Allan, who is a qualified and experienced teacher with a Master's degree in autism studies.

Total learning environment

Day students have many opportunities to benefit from elements of this 'total learning environment'...whether from lunchtime enrichment activities, or staying on for after school groups! However, it has to be said that only boarders get the complete learning package which makes such a difference to their life opportunities. Parents seek boarding places for their children, not because they don't want them at home, nor because they have social care needs, but because they want their children to get the maximum benefit from the limited time that they are in full-time education and to fully prepare them for life after school.

Flexible boarding

Our flexi-boarding packages are designed to allow parents, families and local authorities to access the benefits of the residential provision on a part-time, pay-as-you-go basis. Families can choose from a range of options, including after school activities and overnight stays. More information about this is available on request.

Support

When a student starts at Parkwood we will have already discussed and identified the level of support required. Some students will be provided with 1:1 or even 2:1 support funded through their Statements/EHCP plan. Others will receive the basic entitlement; which is to be taught in a small class led by a Class Teacher who is usually supported by 2 Teaching Assistants.

Assessments of needs

For all students we make regular assessments of needs. Some students require particular support at different times in their school day or on house. We provide small class sizes: typically between 4 and 8 students with a Class Teacher and 1 or 2 Teaching Assistants (in some classes there may be more TAs due to 1:1 support requirements). Personalised learning and teaching is the first stage in effectively supporting students at Parkwood Hall. Teaching is differentiated and responds to students' individual needs and next steps.

Broad ability clusters

We group our students in classes identified through three broad ability clusters:

- **Nurture:** Students who require a higher level of support in a small class size focusing on early skills.
- **Intermediate:** Students of greater ability who continue to benefit from being in a group of similar students.
- **Functionally Independent:** Students who are able to complete some tasks without direct adult support and are working towards greater independence.



Enriched curriculum: trips and visits



Trips

To further enrich our curriculum, all children are offered a range of visits which extend their children's experiences and development. We make visits locally and further afield and invite visitors into school from the wider community.

Recent trips have included:

- Activity camps at Carrotty Woods and Downe Outdoor Centre.
- Residential journeys to Disneyland Paris.
- Performing Arts residencies to Leiston Abbey, Suffolk.

- Classical Spectacular – a half day of classical music and light show at Royal Albert Hall.
- Visits to local churches, temples, mosques and gurdwaras.
- Coarse fishing at local lakes.
- Regular visits to Swanley (sometimes walking, sometimes in the minibus) and other towns to learn about public transport, buying products, local services and much more.

- Several Steel Band trips to other institutions and schools.
- A range of community based activities, e.g. going to Elephant Park and visiting Chinos café on Manse Way.
- The steel band and our Choir were very happy to be invited to play in the foyer at the Kensington and Chelsea Christmas Festival.

School visitors

Additionally, we arrange visits to the school by Performing Arts representatives and those with professional expertise that will enhance learning in our school. Examples include:

- Visit by Bollywood Brass and we had the opportunity to participate in dance, drumming and instrumental workshops.
- Visit from the London Fire Brigade.
- Albert's Band visited to run a workshop before our performance of Classical Spectacular at the Royal Albert Hall.

William is thriving and making good progress as a weekly boarder at Parkwood Hall Co-operative Academy



Steve and Jennie Finch live in London with their two children, William aged fifteen and Grace aged eleven.

William was born with Tuberous Sclerosis Complex and has epilepsy. He was diagnosed with ADD and is on the autistic spectrum. William has delayed speech. He has been a boarder at Parkwood since he was ten years old.

Fantastic staff

Steve and Jennie are thrilled with the staff at Parkwood. Collectively the teaching and residential staff work constantly to improve William's speech, behaviour and to remove learning barriers. Jennie says, "It was heart-rending when he started as a boarder but he

has grown into a happy and confident young man. The staff have been fantastic and go above and beyond what is expected of them. We are confident that they can deal with every aspect of his complex disability otherwise we would never have allowed him to board. William is at his happiest in his routine at Parkwood."

Learning skills

"William is constantly learning new skills, particularly the life skills he learns from 3.30 onwards. He is able to dress himself, contribute to planning menus and cooking with peers, shopping and laundry. These skills can be transferred home at the weekends. William amazes us with his ability to make choices and carry out the task independently. He recently poured himself a drink and was proud to show us that he could do this himself without support. After checking in the kitchen, I could see no sign of any spillage or mess and he had returned the milk to the fridge with the lid safely on."

Health problems

"William was diagnosed on the autistic spectrum aged 7 and along with this epilepsy. He had surgery to remove a brain tumour aged 8. He was in a mainstream school with 1:1 support. School was becoming a problem as they were unable to provide him with specialist resources and support. William was not progressing well and this had an impact on his transition from school to home. His anxiety and challenging behaviour would escalate and impact on home life with his younger sister."

Boarding placement

"William's transitions from school to home caused him to become aggressive and as a result he attacked me whilst driving with Grace in the car. We veered off the road - narrowly missing another vehicle. Education and Social Care departments agreed that

William's behaviour was putting the whole family at risk and so a weekly boarding placement was agreed."

"At first, we were distraught and didn't want him to go but it turned out to be the best thing for William and we could see the progress almost immediately. During the week that William is boarding we can spend quality time with Grace and this in turn makes home life at the weekends and holidays so positive and enjoyable as a family."

Social time

"William's time at Parkwood is a 24-hour learning experience. In the evenings, he not only learns life skills but also spends time with his peers and is able to access sports and social activities within his community. He is receiving a bespoke education in a supported environment and has built some good relationships with his peers and staff."

"William's days start with a sensory circuit to prepare him for his day ahead. The onsite provision of speech therapy, physiotherapy and occupational therapy, as well as music and performing arts, are all contributing to his amazing progress."

Home from home

"Parkwood is an extension of our home and William's family. If William's behaviour has been difficult at the weekend the school are equipped with the support to ensure the correct strategies are quickly put into place, so that the issues can be dealt with without escalating."

"We have spoken to many other parents who also have children with complex needs and who would benefit from a boarding place; we can reassure them that it may feel like the biggest decision ever but the outcomes for the students are amazing. Look at our son!"

Your child's achievements



Targets

Within the first term of a student attending Parkwood, targets will be set. Targets are drawn up with regard to the child's needs and the broad outcomes identified in the Statement/EHCP. Parents are actively encouraged to attend these meetings and to play a full part in the target setting process. All targets are reviewed using an agreed evaluative language.

Joint Review meeting

In addition to the Annual Review meeting, all teachers have a termly Joint Review meeting with one of the Deputy Principals and the student's parents to discuss the student's present areas of strength and difficulties. At

these meetings, any targets previously set are reviewed and new targets are set for the coming term. One Joint Review meeting per year is held as part of the Annual Review. A summative annual report is given to parents in July, commenting on progress made across the Parkwood Hall Curriculum.

We are clear that our targets need to take into account:

- What is working well right now.
- What a student can do (their strengths).
- What are their current barriers to learning (which are their needs right now).
- The proposed next learning steps.

'SCRUFFY' targets

These next learning steps are deliberately 'SCRUFFY' targets (© Penny Lacey 2010). They are:

- Student-led.
- Creative.
- Relevant.
- Unspecified.
- Fun For Youngsters.

Wellbeing, engagement and enjoyment

They are designed this way because we recognise that wellbeing, engagement and enjoyment motivate our students to learn. In the words of our curriculum strap-line, learning should be Relevant, Realistic and Rewarding. These targets are monitored across a term. They may change if a student makes significant progress and "secures" a target.

Theo is now much calmer and happier in the soothing surroundings of Parkwood Hall Co-operative Academy



Nelsy Florez and Carlos Medina live in Bromley with their son, Theo, aged eight, and daughter, Eva, aged four.

Theo, who has autism and ADHD, started at Parkwood Hall Co-operative Academy at the beginning of 2017.

Peaceful atmosphere

Nelsy and Carlos are relieved that Theo is now settled and happy at Parkwood and they are pleased that as a result his behaviour at home is much better. 'He is now comfortable with other children round him and he is doing well educationally because he is being taught in a

small group. Many schools are overcrowded and noisy but Parkwood is quite the opposite and is a very calm, peaceful environment,' Nelsy says.

Experienced staff

Theo had been unhappy at the special school he attended previously. Nelsy says: 'The other children's behavioural issues were not dealt with appropriately and he suffered badly being in an out of control noisy environment. I took him away and kept him at home for eight months while I looked for another school for him. Another Mum told me about Parkwood and I went to have a look at it. I liked it because it seemed very tranquil after his previous school and it was small. The staff are all very knowledgeable and experienced and the children are taught in small groups.

Individual needs

'We were worried at first that the school would not be able to meet all of Theo's significant needs but thankfully we have been proved wrong because he has now settled in and is enjoying it. He is a lot more peaceful when he is at home now and you can tell he is happy to go to school each morning.

Social skills

'We were not too worried about the academic side of things. It is far more important for us to know that he is safe at school and happy and is getting used to having other children around. We want him to learn how to socialise, how to wait for his turn and how to communicate well with others,' Nelsy says.

Enjoying outings

'I am pleased that the staff at Parkwood take him out into the community to go to the shops, or visit a farm or a museum. Theo loves going out in the school minibus on community visits. He also enjoys music and painting at school. He now has very understanding and helpful teachers and he likes them all.

Embedded therapies

'When Theo was at his previous school he was always very anxious. He wasn't sleeping much and he was crying a lot of the time. Now his behaviour is really good and he is calm at home and I can tell that he is a very happy boy. One of Parkwood's strengths is that it has a team of therapists on site and the therapy sessions Theo needs are embedded in his day to day routine at school,' Nelsy says.

Green space

'There is lots of green space at Parkwood and it is not crowded. It is very important to us that Theo can have lots of space to run around in but it is also reassuring that he is in a very well-maintained, secure playground.

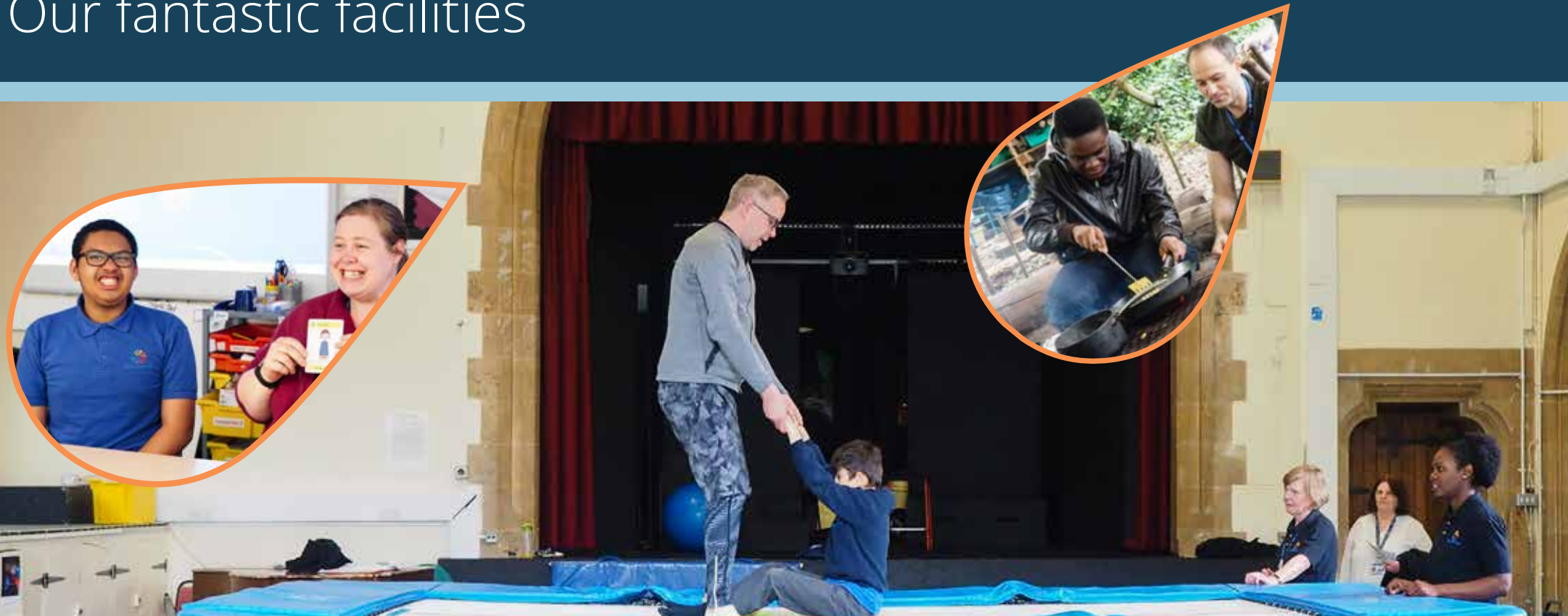
Personalised meals

'I am pleased there is a catering team at the school who prepare all his meals so I know that he will be fed properly during the day. He is gluten intolerant, but I have complete confidence in them and can relax knowing they will prepare suitable meals and snacks for him,' Nelsy says.

Seamless education

'One of the many good reasons we chose to send Theo to Parkwood is that he will be able to move from primary to secondary education without changing schools and having to have any more disruption. We think Parkwood is a fantastic school and we couldn't ask for anything more.'

Our fantastic facilities



Specialist facilities

We have a wide range of specialist facilities including:

- Space! We have acres of woodland, of grass, and both open and enclosed play areas... where students can explore the stimulating and developmental equipment on offer! Examples of this include an adventure playground, a green gym, small garden areas and sand pits.

- Roads and trackways, with and without road markings, where students can learn basic skills such as crossing the road in realistic but safe surroundings. The same roads are used regularly for cycling (bikes, trikes, scooters and even a tandem), which develops balance, co-ordination, improved muscle tone and self-esteem.
- Sensory rooms, where students can go to lower their level of arousal ('chill time') or where they can take part in structured activities with the therapists which draw upon the power of sensory learning.
- Light and airy classrooms arranged in accordance with TEACCH principles (for more information go to <http://teacch.com/about-us/mission-st>) with adaptations for optimal learning.

- Indoor Gym and performance area, where we run a daily sensory circuit for students as well as trampoline and 'rebounders' sessions. This large and flexible space is fully equipped with lighting and sound facilities to enable the staging of two musical performances each year.

Forest School

The natural environment offers numerous learning opportunities for children and with over 70 acres to explore, the grounds at Parkwood Hall offers the perfect setting.

Innovative outdoor learning programme

Forest School is an innovative outdoor learning programme allowing children the freedom to explore and experience the natural world through practical involvement. It also helps install confidence and self-esteem through an achievable hands-on learning experience. The sessions are adaptable to meet the varied needs of our students, ensuring inclusivity.

Twins Taiwo and Kehinde have made significant progress with the help of skilled staff at Parkwood Hall Co-operative Academy



Fey and Taiwo Sheteolu live in Kent with their twin daughters, Taiwo and Kehinde, aged sixteen.

The twins both have learning disabilities with social communication needs and Kehinde has been diagnosed as autistic. They have attended Parkwood Hall Co-operative Academy as day students since they were twelve.

Excellent reputation

Taiwo and Kehinde have both shown such significant improvement since starting at Parkwood that their parents, Fey and Taiwo, feel they were right to fight for their daughters to have places at the school. Fey says: 'We wanted them to go to Parkwood because it has a reputation for helping children fulfil their potential and it has the boarding facilities we thought would help them later.'

Challenge

The twins had attended a primary school with a specialist unit and were going to be sent to a specialist secondary school. Fey says: 'We asked if they could go to Parkwood but were refused by the local authority on financial grounds. The LA thought their needs could be met in a local school, but we felt neither girl would be sufficiently challenged. The twins then spent one and a half years at home while we went to a tribunal to ask for them to be allowed to attend Parkwood. Thankfully we won our case and they were able to start at the age of twelve.'

Massive jump

'Considering they had spent a year and a half at home they adapted quickly to Parkwood. They are at different levels and in different classes. Taiwo is doing very well now. One of my proudest moments was when she brought an OCN certificate home for an assessment she had participated in. She is able to copy words out and read short sentences. She is much more vocal now and can hold a limited conversation. It is a massive jump from when she first started at Parkwood.'

Occupational therapy

'Kehinde is now doing work she wasn't doing before. She will listen to instructions and will look at you when you are talking to her. She is also more vocal than she used to be. She is ambidextrous and tries to write with both hands but the occupational therapist at the school is working with her. She can recognise her name if she sees it written somewhere. We can definitely see she has improved,' Fey says.

Loving dance

'The twins both love music and dancing and when the school take part in a dance festival they participate. With encouragement from the staff they can follow the routine. Kehinde also loves going horse riding with the school. They have both made friends, which is another thing we wanted, and they love school to the extent that they get upset when they can't go.'

Wonderful staff

'The staff at Parkwood are wonderful. We choose to drop the girls and pick them up ourselves so we can have chats with the teachers and get feedback from them. When Kehinde started having tantrums I wanted to find out if it was happening at school as well and it was very reassuring to be able to speak to someone about it,' Fey says.

Preparation for adulthood

'One of the things that attracted us to Parkwood is the fact that the school has Monday to Friday residential facilities, something we believe will be beneficial for the twins. Our intention now is to apply for residential placements and we are hoping the LEA will not oppose this as we believe they will be able to develop their independent and self-help skills. It will also present an opportunity for them to live independently of us and prepare them for adulthood.'

Activities



Wide range

Pupils are given opportunities to take part in a wide range of activities which include:

- Cycling.
- Football.
- Rebounders.
- Dance.
- Choir.
- Brass band.
- Boccia.
- Golf.
- Archery.

Sport

Our school views the role of sport as being of fundamental importance. We offer a range of activities and team games including a fun and fitness activity, football, cycling, aerobics, basketball, badminton and horse riding. We provide games equipment for the playground to encourage and develop social skills, team work, fine and gross motor skills and spatial awareness. We have installed a sunken trampoline in our adventure playground. For many of our students trampolining is one of the few activities they can access independently.

Running Programme

A new venture for 2017 is the appointment of a co-ordinator/instructor for our Running Programme, which is devised and monitored by our Occupational Therapists. Research shows that brisk walking and jogging have tremendous benefits for all, but especially for those on the autistic spectrum.

Swimming

We ensure that swimming lessons are available to all classes, so that every student is able to access this activity. Swimming develops co-ordination, breathing and physical stamina – as well as being fun. Younger students use a private purpose built pool at St Michael's School, Otford (one of our key partners) and older students

learn to use the pool and other facilities at the White Oak Leisure Centre.

Competing with other schools

We compete with other schools in football, the Panathlon swimming event and in the Panathlon multi-sports heats. In 2017, we did very well finishing third overall. We came second in Table Cricket, Polybat and Boccia as well as doing well in the athletics.

Applications...and getting involved



You will need to make an application through your home Local Authority. Details of their application process can be found on their website. We always welcome visits and you are invited to provide us with copies of any information you think may be useful. However, we must be consulted formally by the home Local Authority (LA) concerning our suitability to meet your child's needs. The LA must consult with us under the Code of Practice.

Admissions Process

If a Local Authority refers your child to us for admission:

- The School Leadership Team (SLT) will assess the suitability of the school to meet the individual child's Special Educational Needs and the suitability of a placement at Parkwood. The school will write formally to the LA with its views.
- If, in the professional opinion of the school, it is likely that the school can meet

the individual child's needs, then we will arrange a Placement Suitability Evaluation (PSE). This lasts 2 or 3 days (with 2 overnight stays for residential placements). Following this, we write a short report and make a decision about whether or not to offer a place. We may either (a) offer a place, (b) offer a place subject to additional resources, or (c) state that we are unable to offer a place. Please note that we never offer a place unless we have carried out a PSE.

- A decision concerning suitability is then communicated to the student's Local Authority, who then decides whether to they will name Parkwood Hall as the student's school

Admissions

All students on roll will have a Statement of Educational Need and/or an Education & Health Care Plan (EHCP). Our admission

criteria are broad and we are always prepared to consider any student whose cognitive ability falls within the range from low average, through to moderate learning difficulties, to severe or complex needs.

Inclusive

As a truly inclusive school, the diversity of the students we admit is very wide-ranging, but we tend not to admit students whose special educational needs are described as profound and multiple (PMLD), or those for whom social emotional and mental health difficulties (SEMH) predominate. In the case of the former we tend to lack the highly specialised equipment and adaptations that are required and for the latter group their behaviour might present a threat to some of our more vulnerable students. We do admit students with very complex needs, including those with epilepsy and medical conditions which mean they have mild impairment

of mobility, such as hemiplegia or loss of muscle tone. We also know that many students with special educational needs can have challenging behaviours which arise out of their learning difficulties and we have a very good track record in helping them learn to manage their own behaviour within the school context and the wider world

Getting involved: Governorship

We have a full and active Governing Body, which includes parent governors as well as representatives from staff, the local authority and the local community. The governing body has a range of duties and powers and a general responsibility for the conduct of the school. Vacancies for Parent Governors are advertised as they arise.

Core Values

At the core of what we do at Parkwood Hall School is our mission statement:

'Growth through Personal and Social Development'.

This does not just apply to the students with whom we work; we believe that we must constantly develop and grow as professionals, individually and collectively.

We are:

- **Optimistic** – we look for the best from ourselves and our students. Many of our students are “differently-abled” rather than disabled.
- **Nurturing** – meeting a person's basic requirements for physical well-being and security as well as their emotional needs enables them to achieve more
- **Opportunistic** – we look for the occasions when we can “seize the moment” and make the most of it.
- **Student-focussed** – everything we do should focus on meeting individual needs and result in improved outcomes for our students.

We:

- Develop **Resilience** - in ourselves and others, to help us and our students overcome barriers to learning and achievement.

- **Challenge & Reward** – setting realistic but suitably ambitious goals for ourselves, each other and our students; rewarding through recognition.
- Go the **Extra Mile** – asking ourselves what else we can do to improve the outcomes for individuals and groups.
- Develop and maintain **Quality Relationships** –between staff and students, amongst students and staff groups and with parents, families and others.

Our Core Values Model:



Around the rim of the Core Values wheel can be seen the core values which should apply to our approach to all learning and teaching within the school. It should be: creative (at its best innovative), meaningful, practical, purposeful and multi-sensory.

Parkwood Hall Co-operative Academy, Beechenlea Lane, Swanley, Kent, BR8 8DR

Tel: 01322 664441

Fax: 01322 613163

Email: info@parkwoodhall.co.uk

twitter.com/ParkwoodHall

facebook.com/parkwoodhall



Parkwood Hall
CO-OPERATIVE ACADEMY