



Community Special School

Learning Together for Personal Success

PROSPECTUS

2020-21



I am very proud to have been Headteacher of Alfreton Park Community Special School since April 2013.

Alfreton Park School is a very popular community school for pupils with special needs.

Our pupils benefit from the specialist teaching, knowledge, and expertise of our staff. We have small classes of between 7 and 18 pupils, each with a teacher and at least 3 teaching assistants. The pupils' ages range between 2 and 19. Pupils are also grouped according to their individual strengths and needs.

The pupils here have severe, complex and profound learning difficulties with many of them on the autistic spectrum. We also support pupils with additional medical needs.

We are a happy, caring community focused on helping our pupils to learn, solve problems, and develop independence and social skills through an individualised curriculum. We work hard to enable all of our pupils to achieve their full potential.

The school's vision; 'Learning Together for Personal Success' is based on pupils, staff and families collectively learning together to ensure that everyone reaches their maximum potential in all aspects of their life. We believe that all our pupils have the right to a fulfilled adult life. We work together with families to ensure that we prepare them for this future and strive to develop the skills needed to fulfil their aspirations.

Successive OFSTED reports have confirmed that we are a good school but more importantly, our pupils and their families tell us that Alfreton Park is a very special school where everyone feels valued, listened to and supported.

These are extremely exciting times for Alfreton Park as we embark on the building programme of our brand-new school. Planning for the new school is well underway with a projected start date of April 2020. We hope that we will be able to move in in readiness for the 2021 Autumn term. The new school promises to offer our pupils the space and facilities that they so richly deserve. Plans for the new school are included in this prospectus

Please have a look at our website and contact the school if you would like any further information.

Cheryl Smart



The school is situated in a beautiful environment within **Alfreton Park**, and it is without doubt the most scenic of the locations for Special Schools within Derbyshire. We are about to improve the site still further by the building of a **brand new school**, designed by our own staff in conjunction with Derbyshire County Council and the chosen architects. This will complement the recently opened new hydrotherapy pool and ensure that our school is also the most modern of special schools, set in a picturesque and safe environment for our pupils.

We are however close to the **Community** of Alfreton, and use of the contacts which have been made in the town over many years allows our pupils to develop life skills which will be useful to them in later life. The school has a place in the hearts of many in the Alfreton community and along with The Friends of Alfreton Park School ensure that the school is helped in whatever way possible.

We are undoubtedly a **Special School** not only in our ability to cater for a wide range of children with special needs, but also in our basic ethos of being a caring school. The size of the school means that each child is treated as an individual and all the staff try to ensure that each of them has a chance to reach their full potential. Our children are happy, cared for and above all safe – the new school will allow us to expand our Nurture Programmes and this will enhance the learning experience for our children still further.

The Governing Board will support the Headteacher and Senior Leadership Team wherever possible, and ensure that the learning experience for each child is maximised whilst applying financial prudence. In this way we hope to enable each child to “develop beyond expectations” on their journey through life.

John Glasby
Chair of Governors.



The headteacher, acting deputy headteacher and middle leaders are an effective leadership team. They have identified areas of the curriculum that needed to improve and have taken action to improve teaching and learning. Leaders identified that the teaching of reading could improve. All staff have received training on the teaching of phonics and other strategies intended to support pupils with their reading.

Pupils who have profound and multiple learning difficulties are supported well in their learning.

Each pupil has a target, for example, to stand using a standing frame for five minutes. These targets are shared with the parents so they can help their child complete the exercises at home. The parents also provide feedback about how well their child has achieved the tasks. The pupils have made good progress. The impact of the activities has led to pupils' improved readiness for learning and increased their independence and ability to move around the classroom.

The students in the sixth form are becoming confident individuals. The school promotes the students' spiritual, moral, social and cultural development well. Students are aware of the actions of others. The students walk into the local town to go shopping and order food and drink to prepare them for independent living, accompanied by school staff.

Most students have the opportunity to take part in work experience in the sixth form, which prepares the students well for independent living. Placements include the students working at Barnardo's or at a local riding stables. Each student has access to impartial careers advice and each student has an individual learning plan that includes their aspirations for when they leave the school.

Pupils' behaviour is good. Established routines enables the pupils to feel secure, which helps to promote their learning. A calm approach to managing pupils' behaviour enables all pupils to participate with the greeting, experiencing success. Incidents of fixed-term exclusions have reduced rapidly. The leaders use the pupil premium funding well to promote the learning of disadvantaged pupils.

The sport funding premium has enabled pupils to participate in festivals and competitions with other special schools. Pupils have participated in gymnastics, dance and games activities. In addition, the school has linked with the local football club, which has provided training for the pupils to develop their skills to play football. The pupils' physical development has been promoted well.

The full version of the report can be found on our website.

YOUR CHILD'S CURRICULUM

We aim to provide our pupils with a curriculum which:

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school; and
- b) prepares our pupils for the opportunities, responsibilities and experiences of adult life.'

This will be delivered within the framework of the National Curriculum, will be modified to meet the individual needs of the children.

We have developed a Pre-formal, Semi-Formal and Formal Curriculum based around the needs of our students. Children working at the formal level will work within the appropriate parameters of the National Curriculum. The pre-formal curriculum is for pupils and students with profound and complex needs who need a very special approach to their learning. It is a curriculum that focuses on how best the pupils learn and acknowledges and celebrates the different abilities and achievements of every individual.

The curriculum is designed to meet the needs of pupils and students through a personalised approach. It focusses on the early communication, social and emotional and cognitive skills that are the foundation of learning. It is a curriculum that recognises the importance of movement and play in a child's development and the need for sensory and multi-sensory approaches to learning.

The semi-formal curriculum recognises that many of our pupils and students have a range of complex learning difficulties and disabilities; and it is the combination of two or more of these difficulties the curriculum is designed to meet through a personalised learning approach.

It is an approach based on the pupil or student becoming a literate communicator, a mathematical thinker as well as acquiring early learning skills. This approach encompasses the development of thinking skills, creative learning and movement and is designed to be developmentally appropriate. It enables all pupils to take part in activities that are engaging, meaningful to them and provide relevant and challenging goals.

Early Years Curriculum

For our younger pupils (nursery – reception) the curriculum is Early Years Foundation Stage (EYFS), for further details please speak to the EYFS curriculum co-ordinator.

Primary Curriculum

The curriculum includes the core subjects:-

English, Maths, Science, ICT, PSHE, RE

And foundation subjects

DT/Art, Music, P.E., Humanities

Post 14

We offer a curriculum suited to the needs of the students. Our formal curriculum students work towards Entry Level Functional Skills in English, Maths and ICT. They also take part in vocational options, independent living skills and community participation.

All pupils continue to have access to appropriate therapies and specialist rooms within school. They will also experience work and volunteering placements and placements to

prepare them for leaving the school. The school has close links with local colleges which many of our pupils transition to post 19. Across all phases attention will be given to the cross-curricular themes of Personal, Social and Health Education (including sex education), Environmental Education, Careers Education and Citizenship.



SEX EDUCATION

The Governing Body has determined that sex education be offered as part of the Personal and Social Education curriculum and taught with due respect to parental wishes. Parents have the right not to consent to their child accessing this area of the curriculum and should discuss this with the Headteacher if they have any concerns.

RELIGIOUS EDUCATION

The school follows the Derbyshire Agreed Syllabus for Religious Education. Our RE programme endeavours to help pupils to develop a sensitivity to the needs of others and also to help them to come to terms with such questions as where have we come from, why are we here, and where do we go to when this life is finished.

COLLECTIVE WORSHIP

All pupils may take part in a regular act of collective worship. If you wish your child to be withdrawn from R.E. or collective worship please let the school know in writing and he or she will be withdrawn.

BEYOND THE CLASSROOM

Much of the school life continues beyond the classroom and all pupils are given extensive opportunities to join their friends in visits and excursions, which form a valuable part of current topics or projects. Pupils are also given appropriate opportunities to participate in a range of activities including riding, swimming, boccia, choir, dance and lego therapy. In addition, a program of residential visits is planned each year with the approval of the Governors.

We do not charge for any activity which is a compulsory part of the school curriculum, but there are a number of exceptions for which a charge may be made. Parents are expected to meet the full cost of:

- *Activities outside school hours which are not part of the National Curriculum.
- *Ingredients/materials for practical subjects where the finished product is taken home by the pupil.
- *Board and lodging costs for residential courses in school time (Unless in receipt of Universal Credit)
- *Replacement of lost school books or equipment.

*Costs incurred as a result of wilful or deliberate damage to building, property or furniture.

In order for some activities to take place, both in and out of school time, it may be necessary to ask parents to make a voluntary contribution towards the cost of the activity. However, if the activity takes place in school time, no pupil will be prevented from taking part if parents are unable to make a voluntary contribution. We ask that pupils are provided with snack money so that they can access snacks and hot and cold drinks during the day. This promotes independence, budgeting and functional skills and is a small but essential part of our curriculum. Details of the cost of this will be provided in the class welcome letter at the beginning of the school term.

PRINCIPLES

We are committed to providing high quality specialist education where the individual needs of our pupils are met in a small group setting with high staffing ratios.

We provide a broad and relevant individualised curriculum which promotes learning and independence skills. The curriculum is planned and delivered by skilled and experienced staff.



AIMS

We aim:

- to provide an exciting, interesting, stimulating and high quality education
- to provide interesting and relevant inclusion opportunities for our pupils
- to enable all of our pupils to achieve their full potential through access to our school curriculum
- to provide a curriculum with balance, breadth and progression
- to develop social and communication skills, personal independence and self-advocacy
- to provide education for all; valuing and respecting cultural diversity, gender and disability
- to provide a safe, supportive and appropriate environment that promotes learning
- to encourage self-motivation and independent learning
- to promote appropriate behaviour and encourage self-discipline



EQUAL OPPORTUNITIES

We aim to provide our pupils with the self-respect, personal and social skills necessary to enable them to participate in the life of our local community. We provide a variety of experiences and learning opportunities and through these encourage mutual respect, tolerance and understanding.



SPECIAL NEEDS AND DISABILITY

All of our pupils have additional educational needs. Our curriculum is tailored to our pupils' needs and we have well trained staff with expertise in SEN. Whenever possible we have adapted the environment for pupils with disabilities and we continue to improve the environment as funds permit. We have a range of hoists and a lift to facilitate movement about the school. We have active Health & Safety and Manual Handling Teams who provide advice and co-ordinate with the LA and Health authorities. We consider pupils' needs prior to admission to enable us to provide the best facilities and adaptations within our abilities and budget.



SAFEGUARDING

We take safeguarding very seriously.

All staff and visitors are prohibited from having personal mobile phones on when near any pupil. All phones must be switched off and put away at all times.

All staff and visitors must wear an ID badge at all times.

Our school premises are secure and all visitors must sign in and show proof of identity.

We follow stringent safer recruitment procedures and all staff have enhanced DBS checks to ensure that they are suitable to work with vulnerable children and young adults. All staff receive regular training.

The school work closely with other agencies to ensure that pupils and family's needs are met.



ADMISSIONS

Prospective parents are welcome to visit at any time during the year. Please ring to make an appointment with Sharon Walker - 01773 832019 - to look around the school and meet the staff and pupils.

Pupils can arrive at Alfreton Park School at any time in their school career. Some arrive when they are 2 years old. Many pupils transfer to Alfreton Park School from mainstream schools as the educational gap widens and they need our specialist support.

A significant number of pupils choose to enter our 6th Form group which specialises in independence related learning and prepares pupils for the next steps in their life.

Admissions can take place at any time during the school year.

Admissions are arranged through the Local Authority (LA).

Admissions procedure:

1. Parents look round the school
2. Parents request a place at the school by contacting the Special Needs Section at Derbyshire County Council.
3. Special Needs Section at Matlock consider the parents views and the reports that have been sent to them (usually from an Educational Psychologist and Health Professionals)
4. Special Needs Section discusses the pupils individual needs, whether they can be met at Alfreton Park School and the availability of a place with the school
5. Special Needs Section then take the placement decision

Our family support officer, Sharon Walker will show you around the school and is happy to support families as required.

Following confirmation of a place at school, Sharon will visit the family and make any links with any previous school setting. We try to ensure that transition visits can be made and that pupils are well supported to make the move to Alfreton Park as smooth and as stress free as possible for pupils and their families



GOVERNORS

The Governing Body comprises of staff, interested members of the community and two parent representatives. There is a staff representative. Each Governor serves for a four year period and is elected by the people they represent, or are co-opted by the Governing Body

They meet on a regular basis and oversee the smooth running of the school, the delivery of the curriculum, staffing, site and premises and support the school in its representations to the authority

HYDROTHERAPY POOL

Our school has a superb Hydrotherapy Pool offering fantastic facilities for our students to access on a regular basis. With its sensory lighting effects, wave and bubble machines and at an average pool temperature of 32 degrees, it is certainly an amazing resource we are proud to have at Alfreton Park. Each session is appropriately suited to the students' needs and run accordingly by our staff and Pool Manager.

Outside of school hours, we hire the pool to a number of local swimming group. During school holidays the school runs a number of open sessions which are available to hire. Please contact our Pool Manager - Joe Harrison 01773 832019



PHYSIOTHERAPY

We have a fulltime therapy worker who has a weekly timetable to work with the pupils in both groups and one to one sessions to maintain and improve their movement. Regular physiotherapy improves the quality of life for our individual pupils with physical disabilities. Every opportunity is given to our pupils to become as physically independent as possible in the classroom, outside and in the community. We have a wide range of equipment including the hydrotherapy pool which helps support the developmental movement in a range of holistic ways and which enhances the pupils' wellbeing. Physiotherapy programmes are implemented in school throughout the day by the therapy link worker and the class staff working together



COMMUNICATION

We understand that communication is a vital part of our pupils' education. We endeavour to provide a Total Communication environment, which is a way of supporting communication using a variety of methods. Total Communication helps our pupils make choices, make their needs known and be involved in making decisions about their lives.

We have a dedicated Speech and Language Therapist (SALT) who attends the school every one afternoon per week. The therapist works closely with Tracy Cross, Communications Manager during the summer term they complete an annual assessment of the language and communication levels of all pupils. Our SALT meets teachers every term to discuss the speech, language and communication needs of all pupils in school.

Letters will be sent home each term to let families know what speech, language and communication support is being provided for their child. Both the therapist and Tracy are available to meet with parents on request.



HORSE RIDING

Class groups take turns to access riding at Tansley Riding for the Disabled. The pupils are encouraged to learn about horses, grooming or tack. They experience a totally different physical activity in an exciting environment. They are encouraged to develop balance and upper body co-ordination.

AFTER SCHOOL CLUBS

Our after school club is on Tuesday and is open to all pupils and offers a range of activities. Please contact the office for details.

IMPORTANT SCHOOL INFORMATION

School starts at 9.00am and finishes at 3.30pm.

Dinners

Our kitchen provides fresh meals each day. There is always a vegetarian alternative and specialist diets can be catered for by arrangement.

Pupils who need help with eating are closely supervised and some have the assistance of an individual feeder.

A charge of £2.10 for primary age pupils and £2.40 for secondary age pupils is made for each school meal.

We offer the opportunity for parents to pay for school dinners and trips using Parentpay. It is a really easy and stress free way of paying. Alternatively if you prefer to pay in cash please send your child's Dinner Money into school on a Monday morning in a named envelope. If you wish to pay half termly please send a cheque made payable to "Derbyshire County Council". Alternatively pupils may bring a packed lunch from home.



Free School Meals

If you feel you may be eligible please contact our main office or the Local Authority.

All Infant pupils are eligible for Free School Meals.

If you think you are eligible for Free School Meals please apply even if your child is under 5 or not wanting to take the meal as it will give the school a higher level of funding to support your child.

Absences

Please inform the school by telephone by 9.00pm if your child is ill or absent for any other reason. If you do not let us know when and why your child is absent then we are obliged to record it as an unauthorised absence.

Holidays

Please take your holidays during the school holiday times. If you have to take your child out of school during term time please apply to the school office for a permission form.

Security

There is secure access to the school grounds, once admitted visitors and staff are requested to sign in. Pupils are closely supervised at all times. The pupils are all taught about keeping safe and we help them to develop appropriate independence skills.

Charging for school activities

Thank you for your donations towards the costs of cookery, tuck etc. Each class will let you know the details of their requirements.

We are also pleased to receive the voluntary contributions towards the cost of educational day trips and holidays. These activities reinforce many of the skills taught in school in a practical manner. No pupil will be disadvantaged because of parents' inability to pay, but some activities may not be able to continue if insufficient funds are not raised.

School Uniform

It is not compulsory for pupils to wear school sweatshirts, T-shirts and trousers/skirts. Many of our younger pupils do and we find that often it helps them to understand differentiate between school days and none school days. School uniform can be ordered from Tesco. Most post 15 students do not wear the school uniform.

However, it is compulsory that all pupils should be provided with the following:

- Swimming costume/trunks and towel
- Swimming pads as appropriate.
- PE shorts and T-shirt
- Tracksuit for winter months.
- Training shoes/ plimsolls.
- Waterproof trouser and jacket to leave in school for outdoor learning activities.
- Wellington boots.
- In summer sun hat and sun cream.
- In colder weather a warm waterproof coat, hat and gloves.
- If your child uses incontinence products or sanitary pads these must be provided as required and baby wipes as appropriate.

ALL ITEMS MUST BE LABELLED WITH YOUR CHILD'S NAME.

Please let staff know if you want PE kits left in school and just sent home at half term or if you want to send them in daily.

We appreciate your support in providing these so that we can provide an exciting range of activities to the pupils.

Photographs

We take photographs of the pupils on a regular basis, usually as part of their curricular activities. Occasionally photos will be used to publicise events at the school and may involve the press, please let the office know if you do not want your child's photo to be used out of school.

BEHAVIOUR MANAGEMENT

At Alfreton Park Community Special School we focus on positive behaviour support using the philosophy of PROACT-SCIPr-uk®.

Staff model and nurture positive behaviours by having clear expectations and are astutely focused on supporting pupils to learn to manage their own behaviours. Pupils are encouraged to make good choices and are given clear guidance about the consequences of the behaviours they choose. Positive reinforcement of good behaviours is personalised for individual pupils and is underpinned by classroom reward systems, Wow certificates and Achiever of the week awards. Sanctions are used minimally and are individualised to suit the level of understanding of the pupils. Removal from the class is for the minimum amount of time necessary to allow pupils the time to calm and reflect on their behaviour.

Strategies to reduce anxiety, communicate clearly and calming techniques are employed to support individual pupils as required. Physical interventions may only be used when there is no alternative and in order to keep the young person, or others safe. In extreme situation physical interventions can be used to maintain order and prevent damage to property, but at all times there must be an assessment of risks and physical interventions must be proportionate to the risks.

School rules are clear and all members of the school community have high expectations of pupils' behaviour.

All staff are trained and monitored through PROACT-SCIPTr-uk® and must at all times work within the boundaries of this training. We work collaboratively with parents/carers and other agencies to ensure consistency in supporting good behaviour. A pupil may also need support, assistance or lifting to move about the school environment which would be a Health & Safety/ Manual handling issue.

THE FUTURE

These are very exciting times, in 2017 Derbyshire County Council (DCC) committed over £12m to build a brand-new school. The school has been in the unique position of being able to work with DCC to deliver a school which meets the needs of our pupils. After an open tender process, the school chose a London based architect, Curl la Tourelle Head to design the school.

We have been working very closely with our architects and DCC to arrive at a proposal that delivers a school which will serve, adapt and grow with our current and future pupils. The new school will be located on the top portion of the Highfield Plantation and will be built whilst we are able to continue in our current site. We hope to start work in Summer 2020 and transfer to our new site Autumn 2021.

Our pupils' needs have been central to the design process. Alongside the classrooms and shared spaces, we have also incorporated a number of specialist therapy rooms including soft play, rebound and sensory. We believe that these rooms, alongside our pool, will play a vital part in our pupil's journey through school, helping them to be the best they can be.



SCHOOL ORGANISATION

Headteacher – Cheryl Smart

Deputy Head – Josie O'Donnell

Assistant Head – Marie Redfern

Class	National Curriculum Year Groups	Teacher	Teaching Assistants
Acorn	EYFS	Charlotte Young	
Apple	Pre-formal	Marie Redfern Assistant Head (Mat Leave) Victoria Sheldon (mat cover)	
Ash	Semi-formal	Ruth Woodhouse	
Beech	Semi-formal	Clare Charlesworth (Mat cover Phase Leader)	
Larch	Formal	Katie Turner -Phase Leader (Mat Leave) Katie Henson (Mat cover)	
Oak Leaves	Semi-formal	Katy Morley	
Oak Shoots		Chanise Gregory (Mat Cover)	
Oak Branch		Amy Naylor (Mat cover Phase Leader)	
Oak Roots	Post 15	Emma Durham -Phase Leader Annabelle Towndrow (Unqualified Teacher)	
Rainbow	Specialist provision	Michelle Tingay (Senior Learning Mentor)	

Additional Support Staff

Family Support	Sharon Walker
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Communication Support	Tracy Cross
Swimming	Joe Harrison
Physio support	Heather Burton
Nurture	Lynne Radlett
Horticulture	Matt Clemens
Work Experience	Sue Tunncliffe
School Nurse	Caroline Taylof
Caretaker	Brian Waterfall

Administration Staff

School Business Manager	Rebecca Dallman
Headteacher's PA	Toyah Ridgway
Network Manager	Richard Harris
School Business Officer	Angela Stapleton
School Business Officer	Holly England
School Business Assistant	Catherine Hughes

Lunchtime Staff

Head Cook	Yzzy Neald
Kitchen Assistant	
Midday Supervisor	Lisa Fox
Midday Supervisor	Bev Patton
Midday Supervisor	Sue Tunncliffe
Midday Supervisor	Jenny Coker
Midday Supervisor	Jayne Clarke
Midday Supervisor	Michelle James
Midday Supervisor	Joanne Whysall
Midday Supervisor	Stacey Weightman
Midday Supervisor	Maribel Querra
Midday Supervisor	
Midday Supervisor	