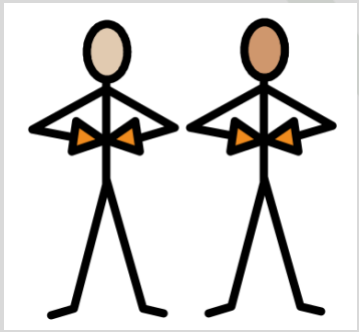


Happiness and Wellbeing at Our Roots

School Context

- We are an all-through (2-19) special school, accommodating a wide range of pupils with SEND.
- We have small classes of between 6 and 15 pupils, each with a teacher and between 1 and 5 teaching assistants.
- Classes are divided into Early Years, Primary, Secondary and Post-14 departments.
- Classes are grouped by a combination of need, age and learning style.
- Our pupils have severe, complex and profound learning difficulties, with many of them on the autistic spectrum. We also support pupils with additional medical needs, physical disabilities and more.
- We are a happy, caring community focused on helping our pupils to learn, problem solve, develop interests, independence and social skills and grow to discover their place in the adult world, through an individualised curriculum.



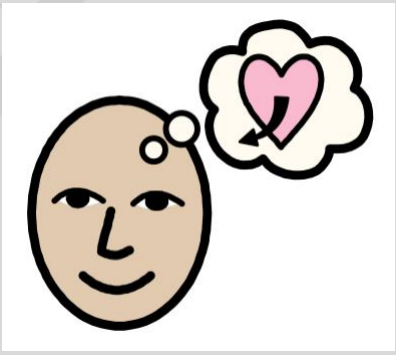


Our Vision

We recognise the challenges our pupils face and the need for them to understand respect, develop resilience and be ambitious, aiming for the moon and falling amongst the stars. All of our pupils are capable of contributing meaningfully to society and in their local community there are increasing opportunities to do so; our role is to facilitate this by working closely with stakeholders to effectively equip pupils with the necessary knowledge and skills for their next stage.

Alfreton Park School's vision is that pupils, staff, families and the local community collectively learn and progress together in a stimulating, safe and supportive environment, reaching their maximum potential in all aspects of their life.

We aim to promote independence at every given opportunity in a safe and nurturing environment.



Our Values



We're Caring

- Pupils **experience a wide range of differences in ways appropriate to their level of understanding**
- They develop an awareness that many people have a range of different views and beliefs
- Equally, they **feel able to be themselves** and **feel respected** by others
- Being caring is **the role of the whole school community** and supporting adults strive to educate the wider community on the wonderful qualities our pupils hold, and ensure they receive the respect and care that they deserve
- We expect that members of our school community have a caring attitude towards one another.



We're Brave

- Being brave represents being proud of who you are, trying new things, feeling secure in communicating with new people, visiting unfamiliar places, being part of new experiences and feeling confident to ask for help
- It is the role of supporting school community members to facilitate this, equipping pupils with the knowledge, skills and support mechanisms to feel confident to do these things as they grow and develop
- Our pupils, again just like many, many other children growing into young adults, face challenges and will continue to do so in adult life. It is the school community's responsibility to prepare them and help them to cope with this in the best way that works for them (and in our context, this does not mean facing it alone!)
- Pupils develop strategies to help cope with unforeseen change, or when their feelings overwhelm them
- Being brave for supporting adults in our school community means allowing our pupils to take risks, exposing them to new opportunities and not underestimating their capabilities.

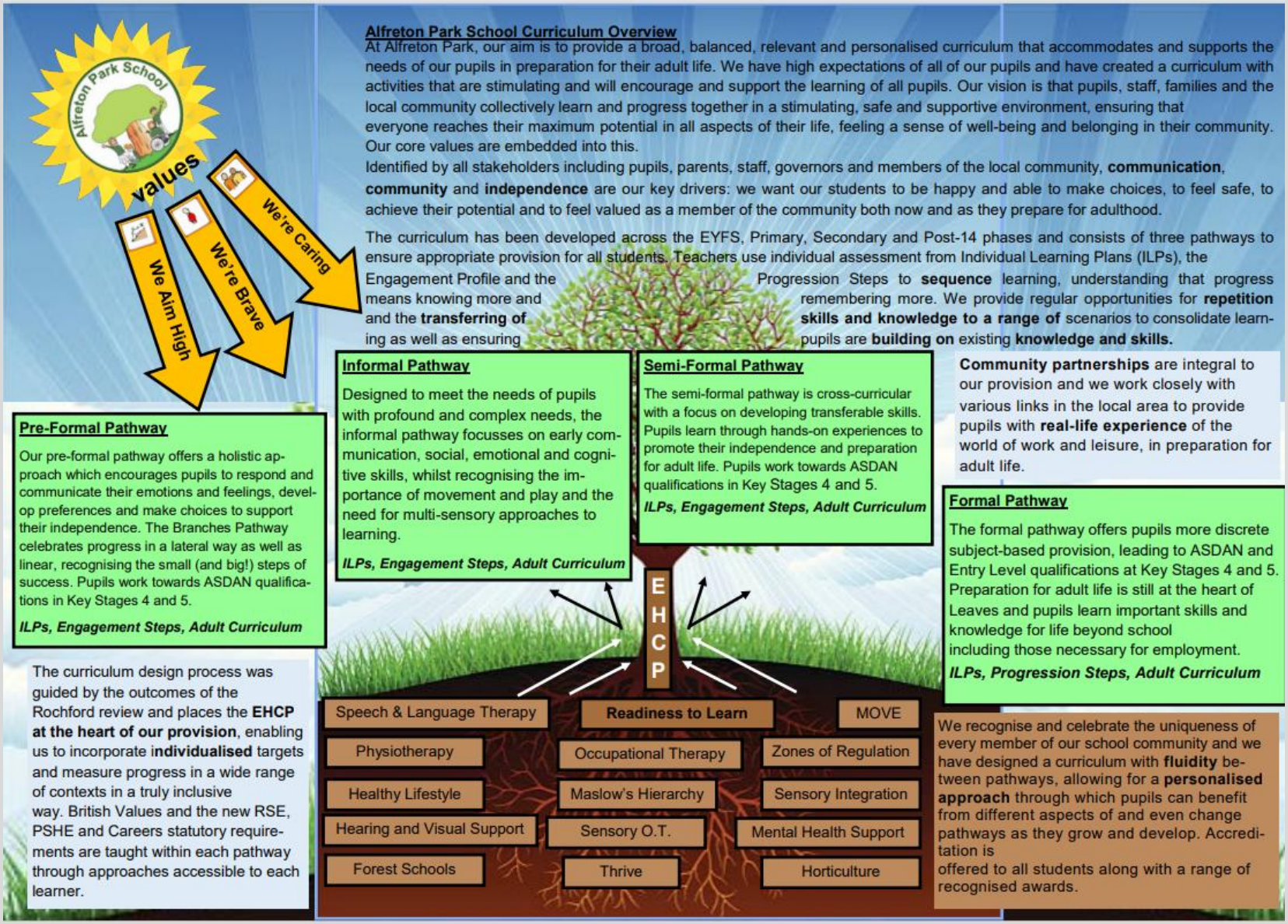


We Aim High

- We want our pupils to **maintain their ambition throughout life**. The school community should not settle for less than they are capable of
- Aiming high links to **physical independence, forming relationships, being able to communicate effectively** and successfully, **accessing their local and wider community**
- It is the role of the wider school community to promote pupils' strengths and facilitate their ambitions in a way that is appropriate for each individual
- Pupils aim to find out 'who' they are – **developing interests and hobbies**
- Pupils **form relationships, attain employment** and **access the wider community**, **feeling a sense of belonging**
- They **foster a love of learning** that they take with them beyond school into adulthood

APS Curriculum

We subscribe to a pupil-centred philosophy of education, and they are at the heart of everything we do.



Curriculum Key Staff

Headteacher
Josie O'Donnell

Deputy Headteacher
Emma Durham

Peter Csizmadia
Assistant Head

Post 16 & Careers Lead

Chanise Gregory
Assistant Head

Semi Formal Pathway & Cognition Lead

Clare Charlesworth
Assistant Head

Communication & Staff Development Lead

Leanne Squires
Assistant Head

Formal Pathway & English & Maths Lead

Katy Morley

Sensory Integration Lead

Lucy Powell

EYFS & Nurture Lead

Laura James

Curriculum Implementation Lead

Katie Turner

SEMH & RSHE Online Safety, Educational Visits

Annabelle Towndrow
Informal Pathway & Behaviour Support Lead

Katie Henson

Physical Education Lead

Music Lead
Ruth Woodhouse

Therapy Link Worker
Donna Allsop

Thrive
Treg Marsh

Hydrotherapy
Joe Harrison

Sensory Integration
Katy Morley

Music Mentor

Ed Acons

Work Experience

Tracy Cross

MOVE TEAM

Donna Allsop, Tracy Hobson, Christine Frost

Forest Schools

Lesley Burton, Wendy Toft

Art Mentor

Treg Marsh

Attention Autism

Annabelle Towndrow

Horticulture

Matt Clemens

Therapies

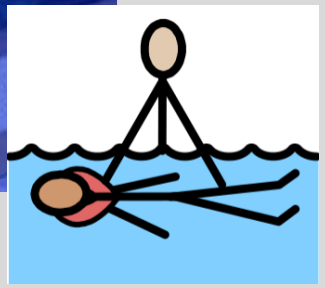
At Alfreton Park we adhere to the SEND Code of Practice (2020), prioritising our pupils' communication, cognition, social and emotional development and physical and sensory development above all else. We have a fantastic hydrotherapy pool which is timetabled to prioritise those pupils most in need. We also have service level agreements with both speech and language and occupational health providers to enable us to follow the best advice and support for our pupils.

- Pupils benefit from weekly visits from a Speech & Language Therapist (SaLT).
- We also have fortnightly visits from Sarah Terry, Sensory Integration Accredited Occupational Therapist (SI OT) to support pupils with their sensory needs, enabling staff to follow her guidance and follow the plans she provides to implement sensory diets several times daily as needed for each individual.
- Physiotherapists visit school most weeks along with the Occupational Health team to work with pupils on their caseload.
- We have several staff trained to deliver Rebound Therapy and Hydrotherapy.
- We have a team of Thrive practitioners to support social and emotional wellbeing.
- We have a team of three therapy dogs who support pupil wellbeing for those that welcome this.



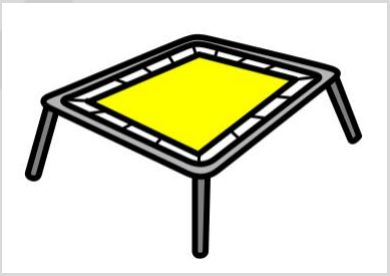
Hydrotherapy Pool





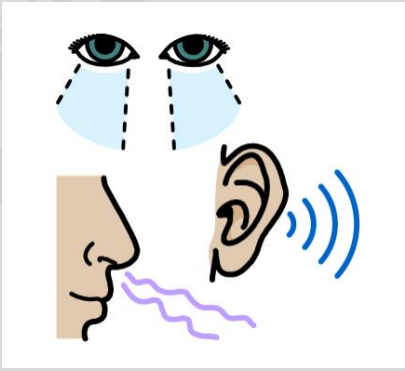
Rebound Therapy Room





Sensory Integration Room





Our Therapy Dogs

Rooney





Hugo



Roly

The Deer Shack









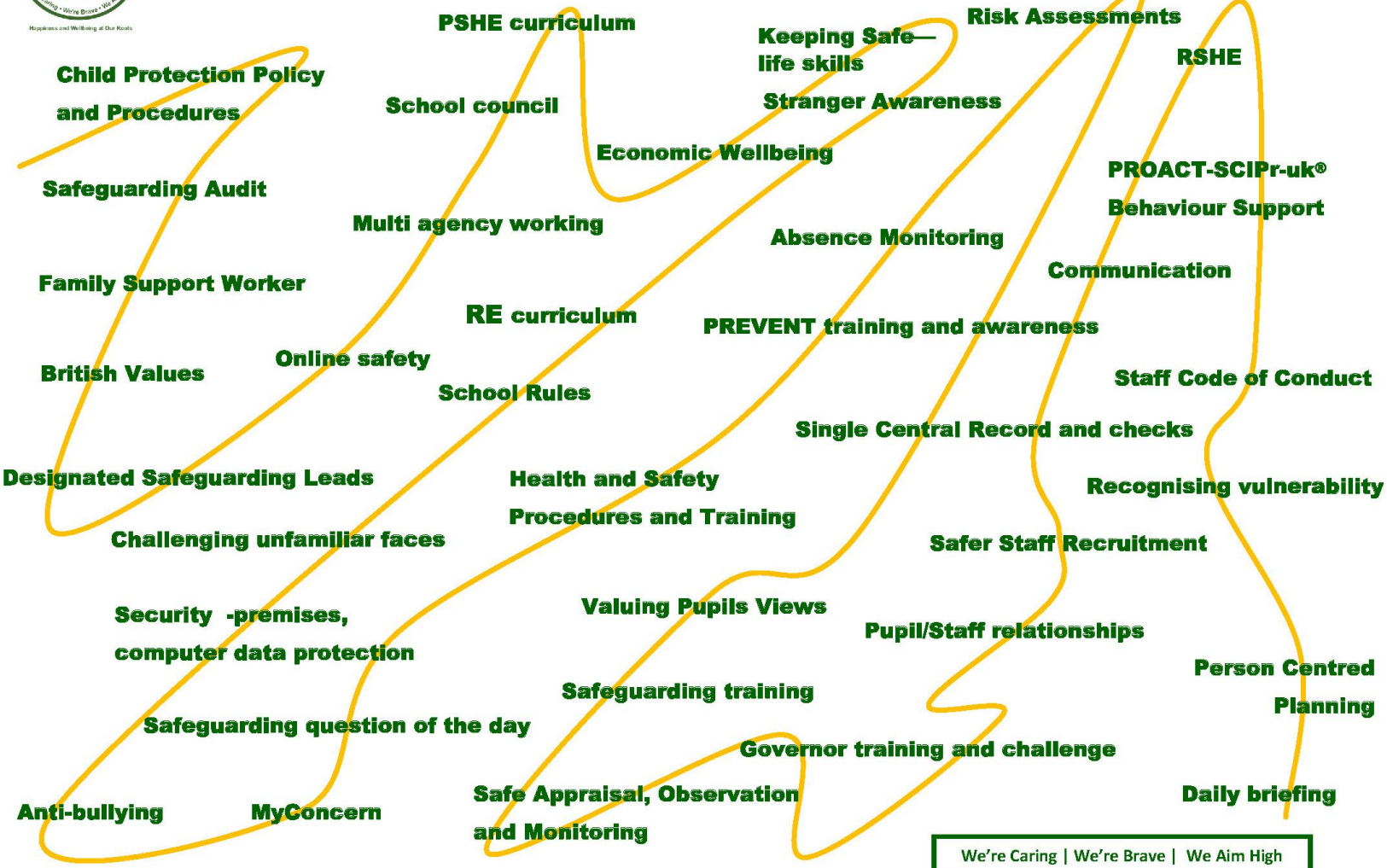








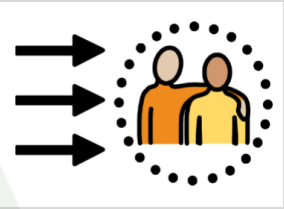
THE GOLDEN THREAD OF SAFEGUARDING AT ALFRETON PARK



We're Caring | We're Brave | We Aim High

Designated Safeguarding Leads





Senior Leadership Team



Josie O'Donnell
Headteacher



Emma Durham
Deputy Headteacher



Leanne Squires
Assistant Headteacher



Clare Charlesworth
Assistant Headteacher



Peter Csizmadia
Assistant Headteacher



Chanise Gregory
Assistant Headteacher



Sharon Walker
Senior Family Support Worker



Rebecca Dallman
School Business Manager



Kim Knowles
PA to Headteacher

Middle Leadership Team



Katie Turner
RSHE & SEMH, Online Safety & Educational Visits Lead



Katie Henson
Physical Education Lead



Annabelle Towndrow
Informal Pathway & Behaviour Support Lead



Lucy Powell
EYFS and Nurture Lead



Katy Morley
Sensory Integration Lead



Laura James
Curriculum Implementation Lead

Teaching Team



Laura James



Abbie Acton



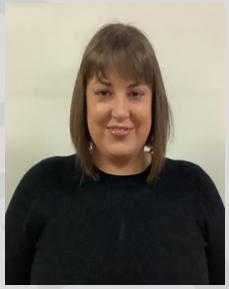
Katie Turner



Beth Goodwin



Jayne Parnham



Katy Morley



Rebecca Larcombe



Sam Lumley



Maisy Griffiths



Katie Henson



Louise Preston



Lauren Evans



Hannah Dunkley



Molly Hilditch



Rob Baines



Daniella McLachlan



Laura Dawes

Office Team



Toyah Ridgway



Holly England



Jane Osment



Claire Fowkes

Family Support



Sharon Walker
Senior Family Support Practitioner

Physical Therapy Link Team



Donna Allsop
Lead Therapy Link Worker
MOVE Practitioner
Moving and Handling Lead
Rebound Therapy



Joe Harrison
Hydrotherapy Pool Manager

Work Experience Team



Tracy Cross



Mary Mather



Richard Simpson

Well-being and Nurture Team



Matt Clemens
Outdoor Learning Lead
Horticulture



Ed Acons
Music & Drama Lead



Treg Marsh
Art Mentor
Thrive Practitioner



Lydia Whitmore
Thrive Practitioner



Nickaela Miles
Thrive Practitioner



Lesley Burton
Forest Schools and
Therapeutic Forest
Schools Lead



Wendy Toft
Forest Schools and
Therapeutic Forest
Schools Lead

Behaviour Support Team



Josie O'Donnell



Peter Csizmadia



Emma Durham
Behaviour Team Lead



Annabelle Towndrow



Michelle Tingay



Katy Morley

Catering Team



Yssy Neild



Sam Bradshaw

Interventions and Learning Approaches

Attention Autism
http://www.ginadavies.co.uk/

Blank Levels
http://www.elklan.co.uk/

Read, Write, Inc.
http://www.ruthmiskin.com/

Therapeutic Arts



Horticulture

MOVE
https://www.enhamtrust.org.uk/what-is-move/

Sherborne
http://www.sherbornemovementuk.org/

Sound Bath
https://www.healthline.com/health/sound-bath

Intensive Interaction
http://www.intensiveinteraction.org/

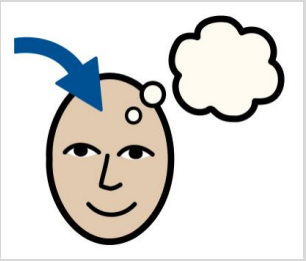
Thrive
http://thriveapproach.com/

Open Orchestra
http://www.openorchestras.org/

Lego Therapy
https://therapyfocus.org.au/on-the-blog/what-is-lego-therapy/

Halliwick
https://www.halliwick.org/

Forest Schools
http://www.forestschoolassociation.org/





Happiness and Wellbeing at Our Roots