

PARAYHOUSE SCHOOL

LANGUAGE AND LEARNING FOR LIFE



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a non-maintained special needs school

Welcome to the Parayhouse prospectus

We invite you to use this document as an introduction to our school, and to discover the educational opportunities Parayhouse can provide for your child.

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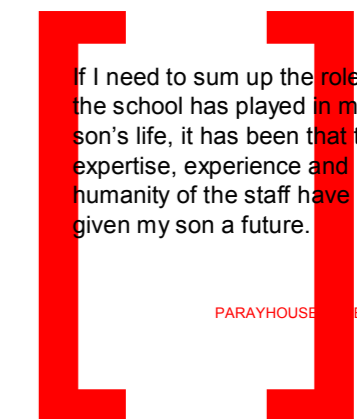


Welcome | Introduction

Welcome to our School

Parayhouse was established in 1983 as a school for students with moderate learning difficulties as well as those with speech, language and communication needs.

30 years later we continue to provide a specialist education for students from 14 Local Education Authorities across Greater London.



If I need to sum up the role the school has played in my son's life, it has been that the expertise, experience and humanity of the staff have given my son a future.

PARAYHOUSE PARENT



OUR SCHOOL MISSION & VALUES

We deliver our mission in three essential ways.

Firstly, we provide a safe and nurturing environment where students feel secure and are confident and eager to learn.

Secondly, we create a highly specialised and individualised curriculum with speech and language at its heart, empowering students to learn.

Thirdly, we establish close working relationships between parents, carers, students and staff to support learning and behaviour at home as well as at school.

We focus our work on preparing students with special needs for the challenges they will meet when leaving school. We recognise that it is the development of social, language and thinking skills which enable our students to express themselves, to understand and to function optimally in the world. We also believe in the power of collaborative practice. Together, we face challenges, celebrate achievement and aspire to do our very best.

Parayhouse School is committed to ensuring that each and every student reaches his or her full potential.



Welcome

Speech, language and communication needs

Moderate learning difficulties

Medical conditions such as diabetes, epilepsy and asthma

Syndromes such as Down's, Sotos, Asperger's, Fragile X, Tuberous Sclerosis and Prader-Willi

Fine and gross motor difficulties, dyspraxia and sensory integration problems

Social, emotional and behavioural difficulties and delay



"It's great! Parayhouse is a good school. We are like a big family and we all support each other."
Parayhouse School Student

Our Goals

"Always wonderful to see needs being met across the board, rather than just talked about. Parayhouse offers a tremendous start in life to its students - London parents would be pushed to find better provision in the capital."

Good Schools Guide, 2012

Parayhouse promotes student learning and the school's core values through the maintenance of close relationships and open communication between staff.

We are committed to providing a safe, nurturing environment for our students, many of whom are educationally fragile and arrive at Parayhouse with low self-confidence, undeveloped basic skills and behavioural problems. We have high expectations of our pupils and our tight-knit family atmosphere provides the happy and supportive atmosphere they need to develop the same expectations of themselves as well as a love of learning.

Our Students

Parayhouse School caters to a maximum of 46 students from the ages of seven through to sixteen years and covers Key Stages two, three and four.

Students may enter Parayhouse School at any stage of their school career, subject to our admissions policy and where vacancies arise.

Parayhouse provides a specialist education for students with a range of educational needs which are described on the following pages.

Our main focus is providing young people with the language, learning and social skills that they will need to succeed in life.



At Parayhouse

The Collaborative Curriculum

Teachers and speech therapists work hand-in-hand with you and your child to meet their language, social and learning needs.



We tailor the curriculum to meet the individual needs of students. We consistently encourage and challenge them to learn and to develop independence so that they are able to make wise choices and succeed in life. Staff, parents and students collaborate to establish and review termly targets for individual students. To meet their individual learning levels, students follow a differentiated form of the National Curriculum.

Adults who provide one-to-one and small-group teaching for students who need extra help are well trained and highly effective in their role. They make a very strong contribution to the students' good progress. Consequently all students, regardless of their background, make good progress and gaps are not significant.

OFSTED 2

Teaching is good and all excited about, tasks. Teachers provide a stimulating, happy atmosphere, both in classrooms and outdoors, so students quickly learn to work well with each other. Their positive attitudes help them to learn well and make good progress.

OFSTED 2014

At Parayhouse School we understand that language is integral to learning. Therefore speech and language therapy at Parayhouse is not simply an "add on."

Speech and Language Therapy provides the underpinning for learning, thinking and the development of social skills. Our exemplary collaborative practise between teachers and therapists ensures that our students develop the necessary language skills needed to fully access the curriculum and optimise each student's learning potential.

Develop optimum communication skills

Build the language skills and concepts necessary to aid the student's access to the National Curriculum [NC]

Instil the life skills necessary for as independent a future as possible for each student

Foster the student's social and emotional wellbeing and confidence

Foster the student's ability to behave appropriately and self-regulate their behaviour in a range of settings

All Parayhouse teachers and LSAs have a thorough understanding of the language levels of our students. Our therapists also have been trained to understand the P-level and national curriculum requirements expected from school-aged students. Together the language and learning team tailor a curriculum to meet the individual learning needs of each student. All staff focus on each student's use and understanding of language across key stages. The team jointly plans, monitors and reviews students' learning progress.

In order to achieve our success, Parayhouse School groups its students according to their age, language and learning abilities by subject. The teaching and therapy team further supports the student's education by helping them recognise precisely where they currently stand in their individual learning. This helps students identify which key steps are needed for individual success, and allows for extremely focused learning. It all boils down to students and adults working together to build meaningful progress.



Unlocking Potential

3 Therapies with 1 Big Result

The primary focus of our Occupational Therapist, Speech, Language and Communication Therapists, and Music Therapists is to help unlock students' individual maximum potential and to equip them socially for the world around them. At Parayhouse we are confident that our students are prepared to function at their highest level once they leave the school.



Music Therapy within PHS

Music Therapy builds a student's confidence and esteem in a non-directive and supportive therapeutic environment.

This is achieved through individual session work with one of our Music Therapists. Students are referred by staff as needing additional safe outlets to express feelings and emotions. Some of these conditions may include bereavement, raised levels of anxiety, anger or frustration. The impact of this work is measured through observation and qualitative feedback from Parayhouse students, staff, parents and carers.

Speech, Language and Communication Therapy within Parayhouse

At Parayhouse we make use of Speech, Language and Communication Therapists (SLTs). SLTs work with students to help them maximize their learning, develop speech and language skills as well as improve their social communication.

Parayhouse SLTs enhance the teaching and learning curriculum whilst working jointly among staff

in the classroom, and in small group or individual therapy sessions.

Our SLTs work in classrooms daily. SLTs primarily lead the development of reading, vocabulary and narrative skills.

Parayhouse SLTs also support the language and learning needs of students in Numeracy, ICT, Art, Literature and Science lessons.

Occupational Therapy within Parayhouse

Parayhouse's Therapist works with students to help them reach their maximum potential within the key areas of sensory, motor and visual perceptual skills. We achieve this during individual occupational therapy sessions as well as the therapist within the classroom.

Occupational therapies are carried out within sensory integration periods.

Chief among these are sensory diets and therapeutic listening programmes. Sensory areas include development of fine motor skills, such as handwriting, as well as gross motor skills and balance, such as kicking a ball.

Other areas include personal activities of daily living (PADL) which include organising skills, use of cutlery and fastening clothing.

Our Staff

Our staff consist of teachers, therapists and LSAs who are part of an ambitious and close-knit, multi-professional team who are highly trained and knowledgeable about the full range of issues in dealing with special needs. The school is committed to the professional development of all staff to enhance both their specific skills and the quality of the service they provide to our students.

Our success was publicly noted in 2011 when we received the Investor in People [IiP] award and also achieved the Bronze status for the first time.

Observation Days and New Student Assessments

Upon admission to Parayhouse, each student's attainment level is "baselined" using a comprehensive set of assessments.

These assessments are designed to establish individual target levels for each student. Included among them are speaking and listening assessments, as well as reading and writing assessments. Most importantly, our assessments enable Parayhouse staff to identify the classroom strategies needed to support each student.

Among these strategies are the use of visual support and signing to build understanding. Additionally, our staff may identify specific forms of intervention which can be used to help a student access the curriculum to his or her own fullest potential, such as storage and retrieval strategies and word finding. All this is presented to parents in the initial Language and Learning Review.



Student Progress

At the heart of the Parayhouse student experience

is an individualised curriculum and continual assessment designed to deliver on the high expectations we have of our students. We use this detailed knowledge of each individual student to create learning groups that both maximise learning and encourage the development of social skills.

Every student also has an Individualised Education Plan (IEP) written jointly by teachers and therapists to detail students' progress. These reports are created by the School staff and are shared with parents and government funding authorities which result in a close working collaboration between the school, parents and funding authorities to enhance student achievement.





Student Council

The School Council, composed of elected representatives from all 5 Key groups, provides students with a platform to discuss issues important to them. Where the council agrees and supports a student's issue, the student will be given a direct line of communication to staff, the Headteacher, parents and Governors.

In recent years, students have achieved many changes and developments through their Council, the most significant being the transition from the school uniform to the current sweatshirts.

Senior students in Years 10 and 11 are encouraged to see themselves as role models and to participate in activities with younger students.

Head Boy and Girl

The Head Boy and Head Girl, elected from the current Year 11, have a range of responsibilities. They work with younger students, speak to prospective parents on Visitors Mornings and, in return, enjoy certain privileges and rewards.



Family Support Manager

Parayhouse understands the importance of family involvement and support for the development and education of our students.

Our Family Support Manager [FSM] forms connections with parents to promote family learning activities, and frequently informs parents about their child's progress, achievements and well-being.



The FSM works closely with our Transition Manager to facilitate the best possible Transition Experience for our Y11 students and their families.

The FSM also helps parents to understand and implement strategies and programmes at home that are used successfully in the classroom as well as those designed by our resident speech and language therapists and occupational therapist.

All new students receive a home visit from our FSM and parents may request a visit at any time during the evenings & weekends that best suits their schedules. Parents can also attend the weekly FSM-organized Parent Drop-in on Fridays, where they will have the opportunity to meet the families of their child's classmates.

The school's work to keep students safe and secure is outstanding. The school is welcoming and supportive of students from all backgrounds. Students feel extremely safe and well cared for.

OFSTED 2014

Care

Behaviour, Discipline and

Parayhouse seeks to ensure optimum levels of behaviour and personal presentation for all students through an emphasis on noticing and rewarding positive, appropriate and acceptable behaviours and actions.

BEHAVIOUR AND DISCIPLINE

Parayhouse is dedicated to promoting optimum levels of behaviour and personal presentation. We maintain these standards through positive reinforcement. Each week, the staff of each Key Group announce their award for their Student of the Week at a Celebration Assembly. This award is given for a wide range of reasons, including academic achievement, effort, behaviour, consideration, good communication.

SEX EDUCATION

Sex Education at Parayhouse School is sensitively handled, delivered at an accessible level and contributes to the development of our students' health, safety and independence.

The School strongly recommends parents to allow their child to benefit from this curriculum. The Headteacher is happy to discuss this in depth with any concerned parent.

Parents can withdraw their children from all or part of sex education that does not form part of the statutory National Curriculum.



Residential Lifeskills Experience

For over 25 years we have run residential trips for all students during the summer term to augment and rehearse skills learned in weekly life skills lessons. A residential Lifeskills experience for all students is included in their core curriculum and largely funded by the school fee. Parents are asked for a voluntary contribution to help maintain the range of activities offered on the residential trips

Parayhouse recognises that the development of lifeskills is of the greatest importance for our students.

Y3 – Y8 students will experience a catered 4 day (3 night) trip to a large, family-type house just outside Windsor.

We also run self-catering 5 day (4 night) trips in England and France on alternating years for the older students in Y9 – 11.

Parents should note that this means that all students will be required to participate in a residential Lifeskills trip every year that they are at Parayhouse as a part of their Lifeskills curriculum.





SHAKESPEARE SCHOOLS FESTIVAL

Parayhouse School's first participation in the Shakespeare Schools Festival was in 2011.

Our school presented its own version of Macbeth at the Riverside Studios in November.

Please visit the school website for a more detailed account of events like these, and a diary of all cultural activities of the school

The theatre was packed and our performance received a standing ovation. All of this was exciting enough until we received an invitation from the Shakespeare Schools Festival asking us to perform at one of their fundraising dinners the following June! Only two schools had been asked to perform. This was a great honour, indeed. By June, we would find ourselves in deepest Buckinghamshire on the country estate of Baroness Mallalieu where our Macbeth gained yet another standing ovation!



PHS REPRESENTS HAMMERSMITH

Parayhouse School students continue to represent the borough of Hammersmith in a range of sporting events,

Please visit the school website for a more detailed account of sporting events like these, and a diary of all sports activities at the school

The Panathlon Challenge is a multi-sport event for young disabled people, similar to the Paralympics, and includes a number of different disciplines.

The West London Swimming Gala is held at The Pools on the Park, Richmond. Parayhouse has been the overall winner 4 times in the last 5 years.

The West London Special School Athletics Meeting.

Inter Schools Indoor Rowing.

Tag Rugby – PHS was Middlesex champion in both 2009 and 2010.



ADMISSIONS

On initial contact with the school parents are encouraged to read this Prospectus and review the web site.

Students can be referred to Parayhouse for admission by their LEA, related special education professionals and their parents.

Students cannot be accepted via written reports only. Following parental visits, prospective students attend for a minimum of two days for observation.

Parents are then invited to telephone if they wish to attend one of our regular Visitors Mornings. All prospective students must then attend for a minimum of two consecutive days for observation. Following Observation Days, the staff determine whether our school can meet the child's needs, and the Headteacher then reports back to parents and/or Local Authorities regarding admission

STARTING SCHOOL

Upon entry, students and their parents, together with staff sign a home/school agreement which includes the rules drawn up by students for achieving a pleasant and supportive school environment. These rules are revised each year by the School Council and displayed in every room to aid continued awareness.

The health and safety of our students is paramount and parents are asked to complete a new student Information sheet at the start of each year to ensure we have the correct contact details. An annual permission slip is issued at the start of the new academic year, asking parents to confirm contact details and give their permission for their child to be included in out of school trips and visits.

The School provides all necessary books, materials and teaching aids. Most educational outings are covered by the term fee; for some educational and extra-curricular outings we ask parents to make a voluntary contribution towards costs. However, it is the School's policy that no student will be excluded from an activity on financial grounds.

For detailed information on the admissions process, including Observation Days and dates of Visitors Mornings, please visit the Parayhouse website.

INCLUDED IN YOUR FEE

Parayhouse meets the individual needs of its students through support for speech, language and communication needs; the School also meets the individual needs of its students through differentiated intervention and support for occupational therapy needs.

All students receive daily phonics and reading lessons led by SLTs, and group sessions for Social, Story and Word Skills. Students also benefit from the inclusion of the SLTs in a range of lessons, such as Phonics, Maths, Drama. They also receive regular sessions to monitor progress and developments, work on specific difficulties, set targets, and update staff as to needs and management.

The term fee includes all therapies.

Please refer to the school website for current fees, Governor and Trustee information and Terms & Conditions.

An emphasis is not on the child's ability but on whether or not Parayhouse can meet that child's special educational needs through a personalised curriculum, specific and targeted therapeutic intervention and the provision of an appropriate peer group.

REGISTRATION AND ACCREDITATION

Parayhouse School is a non-maintained special school, registered and approved by the DfE for the education of students with speech, language and communication difficulties and moderate learning difficulties [DCFS reg. No: 205 7206]. Our school appears on the DfE Non-maintained Special Schools list and the list of member schools of the National Association for Independent & non-maintained Special Schools [NASS]. We are also included in the "Which School for Special Needs Guide" published by John Catt, the "Gabbittas Guide to Schools for Special Needs" and on the Good Special Schools Guide website. As a non-maintained special school, Parayhouse School is a registered charity [registered no: 1090757] rather than a state owned or maintained school. The School has a Board of Trustees that ensure it operates in the public interest, which also works as a part of our Governing Body. The Governors set the School vision and values, monitor school performance to drive standards, and ensure that the School is accountable to the children and parents it serves. For more information about Governors and Trustees

please see the Parayhouse School website.

Entering Our School



“The staff at Parayhouse School are extra special, very patient and very understanding of special needs children.”

PARAYHOUSE SCHOOL



At Parayhouse we seek to encourage a close and supportive relationship between the parents and families of students.

Partnership with Parents

To counteract the fact that many students are transported to school everyday and parental contact is therefore minimal, Parayhouse encourages a close and supportive relationship with the parents and families of students.

The School arranges Open Evenings starting from 3.30 to 7pm, to give the widest possible choice to suit parents' work and home commitments; we encourage individual appointments for those unable to attend an Open Evening as well as telephone conferences with relevant staff to discuss specific issues.

Our weekly newsletter keeps you and your family up-to-date with school events and news.

There are two Open Evenings a year for parents, as well as the Annual Review of your child's Statement of SEN.

In addition, you can request interim meetings throughout the year to discuss concerns or personal matters.

www.facebook.com/parayhouseschool

“I feel that the school supports the children in a strong but sensitive way so that they can learn to develop. I also feel that the academic education of my son has been encouraged in an imaginative and successful way – we are so pleased with his progress”

PARAYHOUSE SCHOOL



Partnership with students' families is established through the home/school agreement and fostered through regular contact at Open Evenings, Annual Reviews, our Virtual Learning Platform and regular school events.



The values of acceptance, tolerance and mutual support form the basic building blocks of our school's ethos.

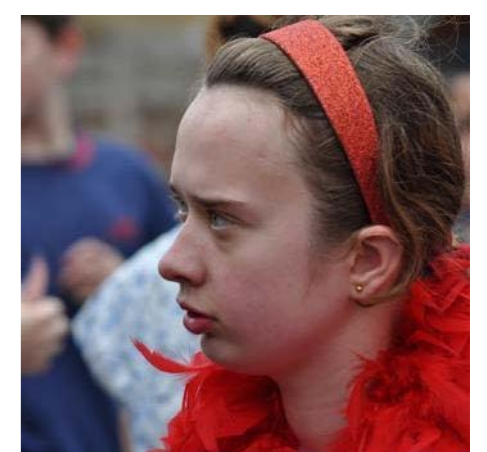
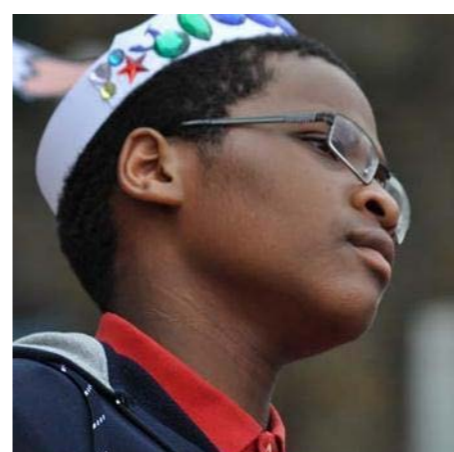
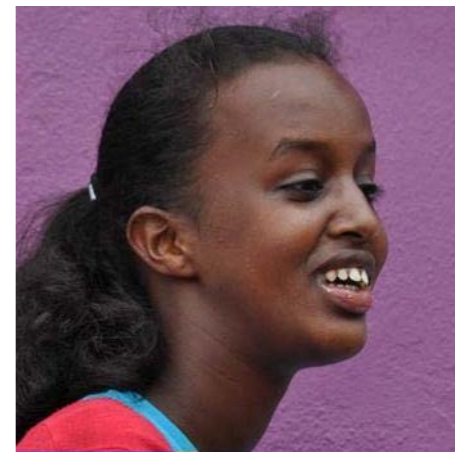


A Nurturing and Progressive Environment.

“This Investors in People review has shown Parayhouse School to be a nurturing and progressive environment.

There is a truly passionate head teacher, knowledgeable and supportive senior management team, dedicated and creative teachers; and caring, empathetic learning support assistants.”

Investors in People Report, December 2011



Thank You | Our Location

Thank you for Finding Out About Our School

Parayhouse is located on the same site as Hammersmith and Fulham College which is opposite Barons Court Underground Station but has a separate entrance in Colet Gardens.

An entryphone system allows visitors access to the playground.

They should then walk directly ahead to the Parayhouse entrance, and report to reception.

PARAYHOUSE SCHOOL
LANGUAGE AND LEARNING FOR LIFE

a non-maintained special needs school

Address

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London W14 9DH

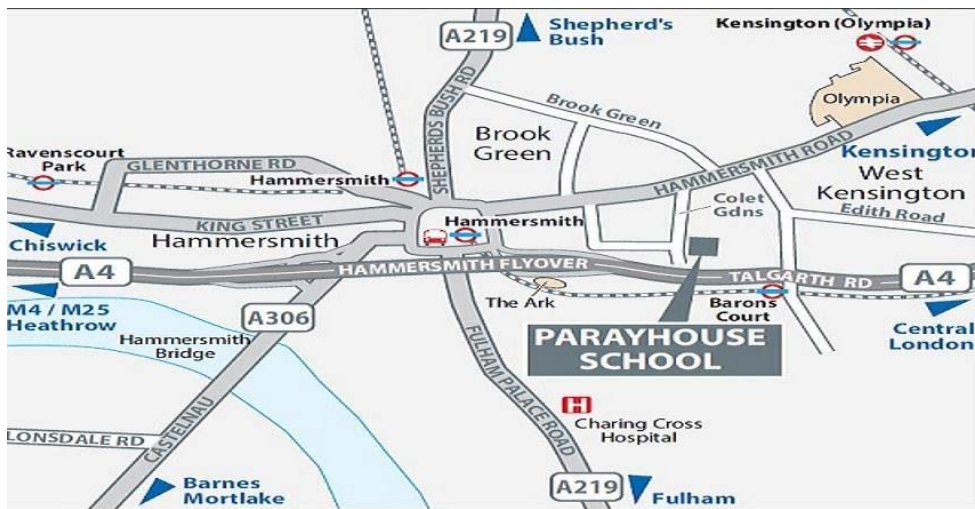
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PARAYHOUSE SCHOOL
LANGUAGE AND LEARNING FOR LIFE

Parayhouse is near Barons Court underground station. This station serves the District line and the Piccadilly line.

