

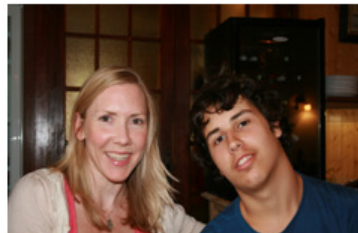


PARAYHOUSE SCHOOL

A non-maintained special school

PROSPECTUS

Language & Learning for Life



"I feel that the care, support and expertise of the school and the staff have given our child the prospect of a positive future in society that he wouldn't have otherwise had"

A Parayhouse parent writing to Ofsted, 2008.

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INVESTOR IN PEOPLE

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The School

“The school’s multidisciplinary approach to supporting its pupils’ development is a strength of its provision. Speech and language therapists and the occupational therapist make a significant contribution to pupils’ academic progress and personal well-being. Their work is supplemented extremely well by the school’s excellent links with parents and carers, and the good partnerships that have been forged with other organisations.” Ofsted 2011

Parayhouse was established as a specialist school for students with speech, language and communication needs and moderate learning difficulties in 1983. More than twenty seven years later it continues to provide a specialist education for students from 15 Local Education Authorities across Greater London.

Our School is committed to providing a safe, nurturing environment for its students, many of whom are educationally fragile and arrive at Parayhouse with poor self-esteem, low self-confidence and undeveloped basic skills.

The ethos of our School promotes the values of acceptance, tolerance and mutual support achieved through the maintenance of close relationships and open communication between staff, students and parents. Partnership with students’ families is established through the home/school agreement and fostered through regular contact at Open Evenings, Annual Reviews and regular school events. Telephone & email contact with staff is encouraged to allow for issues and queries to be dealt with speedily.

Students follow the National Curriculum, differentiated to meet their individual learning levels and, following teacher assessment, may be entered for Y6 SATs in line with their mainstream peers. All students have an Individual Education Plan [IEP] with targets drawn up by staff, parents and students at the start of each half-year semester. Students leave at 16+ for a range of Further Education opportunities having achieved many externally accredited qualifications during their time at Parayhouse.

Parayhouse staff are part of an ambitious and close-knit, multi-professional team that includes teachers, therapists and Learning Support Assistants [LSAs]. 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. The School achieved a successful review of its Investor in People award in December 2008, and the staff was described in the report as *“a dedicated team of people passionate about their work, giving their personal time for outside projects and activities”* IIP 2008

Parayhouse School exists to provide its students with the language and learning skills they will require for life.

The Staff

HEADTEACHER		Sarah L Jackson
ASSISTANT HEAD		Michael Clegg-Butt
SENIOR SPEECH & LANGUAGE THERAPIST		Jacqueline Wardlaw-Quirke
SCHOOL BUSINESS MANAGER		Ann Sullivan
KEY GROUPS	KEY TEACHER	Learning Support Assistants
GREEN GROUP	Hermann Farrington	Janet Tomlin Emily Taylor
YELLOW GROUP	Holly Bristow	Phoebe Buret Charlie Sullivan
PURPLE GROUP	Jenny Gaskin	Inam Mirza Chloe Perreira
BLUE GROUP	Verity Carnevale	Jane Hill Lisa Hilditch
RED GROUP	Nicole McMahon	Peter Cole Betty Wallace
FAMILY SUPPORT MANAGER	Beverley Routley	
ART TEACHER	Sineid Codd	
LANGUAGE TEACHER	Patsy Walker	
SPEECH & LANGUAGE THERAPIST		Karen Ginnivan
LANGUAGE DEVELOPMENT CO-ORDINATOR & TRANSITION MANAGER		Sue Osbond
OCCUPATIONAL THERAPIST		Sue Smith
MUSIC THERAPIST & MUSIC TEACHER		Lee Cowden
ICT MANAGER		Steve Price
SITE MANAGER		Jorge Cruz
CATERING MANAGER		Heather Ironside

The students

The School caters for a maximum of 46 students, aged from 7 - 16 years and covering Key Stages 2, 3 and 4. Students may enter at any stage of their school career, subject to the School's admissions policy [outlined further on in this Prospectus] and where vacancies arise.

Parayhouse provides a specialist education for students whose special educational needs emanate from the following conditions:

- * speech, language and communication needs
- * moderate learning difficulties
- * medical conditions such as diabetes, epilepsy and asthma
- * syndromes such as Down's, Soto's, Aspergers, Fragile X, Tuberous Sclerosis and Prader-Willi
- * fine and gross motor difficulties, dyspraxia and sensory integration problems
- * social, emotional and behavioural difficulties & delay

Whilst students may have associated behavioural, emotional & social [BES] problems as a result of their language and learning difficulties, Parayhouse is not able to meet the needs of students with BES difficulties or Autism as their sole special educational need.

The School's accommodation, spread over the 2nd and 3rd floor of a Victorian Primary School, regrettably does not currently allow it to provide for students with mobility difficulties. Parayhouse complies fully with all aspects of its host school's accessibility plans in line with the requirements of the Disability Discrimination Act 1995.

Students are referred by their LEAs and associated professionals, or through parental application. Following parental visits prospective students attend for a minimum of one day for observation [see Admissions Policy] and cannot be accepted via written reports only.

All students are accepted for entry solely on the basis of their special educational needs and the School's ability to meet those needs, regardless of race, religion and gender.

The Curriculum

Students are grouped according to their age and ability throughout the Key Stages and according to the subject being taught.

The curriculum at Parayhouse is focused on the development of :

- optimum communication skills
- the language skills and concepts necessary to aid students' access to the National Curriculum [NC]
- the lifeskills necessary for as independent a future as possible
- students' social & emotional wellbeing and confidence
- students' ability to behave appropriately, and self-regulate their behaviour, in a range of settings

KEY TEACHING GROUPS

Key Stage 2 [7 - 11 years] -

Green Group is a mixed ability group normally having between 4 - 6 students. Differentiation is achieved through adult support and teaching content.

Key Stages 3 & 4 [11 - 16 years] -

Yellow Group - this is the lower of 2 ability-based mixed KS3 groups, normally having between 8 - 10 students.

Purple Group - this is the higher of 2 ability-based mixed KS3 groups, normally having between 8 - 10 students.

Blue Group - this is the lower of 2 ability-based mixed KS4 groups, normally having between 8 – 10 students.

Red Group - this is the higher of 2 ability-based mixed KS4 groups, normally having between 10 - 12 students.

Speech, Language and Communication Therapy & Support

Parayhouse has 3 Speech and Language Therapists [SLTs] as members of its multi-professional team.

All prospective students have an informal speech & language assessment on Observation Days to determine speech, language and communication needs; this is followed by in-depth diagnostic assessment on entry to Parayhouse, which forms the basis for classroom support strategies & individual intervention programmes.

The SLTs provide all students with weekly lessons in Social Communication Skills [SCS], Vocabulary & Semantic Skills [VSS] and Social & Emotional Aspects of Learning [SEAL]. In addition, SLTs lead daily Phonics sessions in every Key Group, and support speech, language & communications skills in a range of lessons across the curriculum, including Personal Health & Social Education [PHSE], Science, Drama, Lifeskills & Maths Topic.

Depending upon their specific requirements students can also receive individual, paired or small group speech & language therapy sessions.

Occupational Therapy & Support

Parayhouse has a full-time Occupational Therapist [OT] as a member of its multi-professional team. All students are assessed on entry to identify and issues surrounding self-help skills, fine motor & handwriting skills, gross motor and sensory integration problems. The OT advises staff on seating and posture, handwriting technique and specific mobility issues for students.

The OT delivers Lifeskills lessons each week, focusing on self-help skills, personal hygiene and school skills. New parents receive a questionnaire asking them to highlight skills that they would like to see targeted through annual blocks of individual or small group treatment.

Where students are receiving individual therapy on a weekly basis the OT devises and monitors a home programme to support the targets worked on at school. The LSAs work under the supervision of the OT to deliver individual programmes throughout the week with targeted students.

Like all our staff, the speech & language therapists and occupational therapist are an integral part of the School's life, involved in the joint planning, delivery and evaluation of the School's curriculum. They attend Open Evenings, Annual Reviews, Staff and Curriculum Development meetings and extra-curricular events as well as undertaking break & lunch supervision duties and attending residential trips. This means that they can observe language & communication skills and lifeskills in a range of real life settings and, through this and their regular curriculum observation and support, advise staff on how best to facilitate students' access to the curriculum.

RESIDENTIAL LIFESKILLS EXPERIENCE

Parayhouse recognises that the development of lifeskills is of the greatest importance for our students, and for over 25 years now we have run residential trips for all students during the summer term.

For Y4 – Y8 students this means a catered trip to a large, family-type house just outside Windsor, for 4 days/3 nights. For the older students, in Y9,10 & 11, there are self-catering trips in England one year and France the next, staying for 5 days/4 nights.

A residential Lifeskills experience for all students is included in their core curriculum and fully funded by the school fee.

Parents should note that this means that all students will participate in a residential Lifeskills trip every year that they are at Parayhouse, as a part of their Lifeskills curriculum, and the experience is therefore not optional.

Y7 & 8 students enjoying themselves on their residential Lifeskills experience – to the left, Judith about to go for a ride, and below, all toggged up with their riding hats!



Music Therapy

Music therapy is provided on a rolling cycle to a number of students, nominated by staff, and provides a non-directive and supportive therapeutic environment for students to build confidence and self-esteem. Music therapy provides students with a safe setting in which to express feelings and emotions regardless of their expressive language skills.

Family Support Manager

Our Family Support Manager, Beverley Routley, creates links with parents to promote family learning activities, helps parents implement strategies that are used successfully in the classroom and keeps parents informed about their child's progress, achievements and well-being. She also helps parents understand and carry out home programmes put in place by our resident speech and language therapists and occupational therapist.

All new students receive a home visit from our Family Support Manager and parents may request a visit at any time – visits can be made at evenings & weekends to suit each family. Beverley also runs the weekly Parent Drop-in on Fridays, where parents have the opportunity to meet the families of their child's classmates.

Beverley works closely with our Transition Manager to facilitate the best possible Transition Experience for our Y11 students and their families. This includes organising visits for parents to a range of 16+ provisions, either just the family or taking a larger parent group in the school's minibus.

Statements of Special Educational Needs; Individual Education Plans

Students have a Statement of Special Educational Needs, maintained by their placing Local Education Authority, although from time to time a student at Parayhouse may be privately placed. All students have an Individual Education Plan [IEP], drawn up in consultation with staff, parents and students at the start of each semester [half-term]; IEP targets for each student relate to the specific individualised skills that are **additional to or different from** the differentiated curriculum in place for that student's teaching groups. At the end of each semester the targets are evaluated, and a further set of IEP targets is drawn up for the next semester.

Teachers draw up IEP targets with their Key Group Team, which includes SLT, OT and LSAs, and involve students in target setting and review. Whole staff involvement is effected through IEP meetings where all student targets are discussed. This ensures optimum awareness of targets for all staff and consistency of response and management. Parental involvement is effected through two Open Evenings - the first in October, the "New Start" meeting, and the second in March, the "Progress Review".

All students have an **Annual Review** meeting each year, for which a comprehensive Annual Report is produced. This Annual Report, in conjunction with the Annual Review Meeting Notes, forms the final progress review for the year and updates students' Statements of Special Educational Needs. Representatives of placing LEAs are invited to the Annual Review and receive the Annual Report and Meeting Notes.

English as an Additional Language [EAL]

Our students come from a wide range of ethnic backgrounds and we value that diversity through multi-faith collective worship, educational and cultural visits and visitors to school – for example, workshops with a Somalian story teller at our joint Arts Festival with New King's School. Whilst our students' home language has rarely impacted upon their access to the specialist curriculum at Parayhouse, we continue to be alert to any need for EAL support in the future.

Partnership with Parents

A close and supportive relationship is sought with the parents and families of students, especially so to counteract the fact that many students are transported to school and everyday parental contact is therefore minimal.

A weekly newsletter is produced to keep families up-to-date with school events and news. Parents are invited to two **Open Evenings** and their child's Annual Review each year, and are also able to request interim meetings throughout the year where they have concerns or personal matters they wish to discuss.

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

To aid attendance at events such as the Christmas production, school discos etc, students remain at school in the afternoon and are provided with tea before the event, so that families only have to make one journey.

Complaints Procedure

The complaints procedure will only be invoked after every attempt has been made to resolve parental complaints using informal channels. This will include firstly the member of staff involved, secondly the Headteacher and lastly the Chair of the Trustees. If the complaint is still unresolved, parents may take their complaint to a panel of Trustees.

A panel of at least three Trustees will be convened; the members of this panel will not have been directly involved with the complaint prior to this stage. There will also be a Parent Governor on the panel, who is independent of the management and running of the School. This panel will have the authority to make decisions on behalf of Parayhouse School. The decisions will be made by a single majority of the panel and will be binding upon the School.

The School's Complaints Policy Statement is sent to parents at the start of the academic year, and is available on request from the Administrator. During the past academic year – 2010/2011 – there were no complaints received.

Discipline, Behaviour and Care

“[Pupils] make excellent progress in their spiritual, moral, social and cultural development. Pupils' behaviour is excellent. They enjoy school, and their attendance is broadly average. They are friendly and courteous, and they follow instructions willingly.” Ofsted, 2011.

Parayhouse seeks to ensure optimum levels of behaviour and personal presentation for all students. The emphasis is on noticing and rewarding positive, appropriate and acceptable behaviours and actions. There is a Celebration Assembly each week, at which the staff of each Key Group award their Student of the Week. The Student of the Week can be awarded for a wide range of reasons - for example, academic achievement, effort, behaviour, consideration, good communication.

The School has a Merit Cup, presented each week to the Key Group that has gained the most merit points that week. Merit points are awarded for the same reasons given above, and are listed on merit points charts in all teaching areas, allowing staff to reward groups in all subjects. Students are highly motivated by the merit points system and are keen to remind staff if they feel they have earned a point!

Where expected standards of behaviour are not achieved the School has a range of strategies to advise, monitor and improve students' conduct. These include contact with parents, acts of reparation, detention during free time and, in extreme cases, fixed-term suspension. Where all efforts fail to improve the situation, and where a student's behaviour adversely affects the welfare and security of other students and staff, a permanent exclusion would be the final resort. The School's Exclusion Policy is kept in the office and is available to all parents.

The School is committed to using all possible strategies to avoid temporary or permanent exclusion; since 1983 there have been four permanent exclusions, in all cases where the student's behaviour harmed the education or welfare of himself or others.

Students have Key Teachers, therapists and LSAs as their first line of contact if they have problems, and all students are able to seek direct contact with the Assistant Heads, School Business Manager and Headteacher. **The School Council** has elected representatives from all 5 Key groups, which provides students with a platform on which issues important to them can be discussed. Where issues are agreed and supported by council members students will have a direct line of communication to staff, the Headteacher, parents and Trustee Directors. In recent years students have affected many changes & developments through their Council, the most significant being the changing of the school uniform to the current sweatshirts.

Senior students in Years 10 and 11 are encouraged to see themselves as role models for younger students, and participate in activities such as paired reading with Green Group to foster this image. The Head Boy and Head Girl, elected by the staff from the current Year 11, have a range of responsibilities with younger students, speak to prospective parents on Visitors Mornings and also enjoy certain privileges and rewards.

Where possible older students are encouraged to travel independently to and from school, and the School has worked very successfully with our Family Support Manager and LEA Travel Trainers to help students achieve this goal. In many cases, however, the long journeys involved for many students means this is not an option. All secondary students receive Road Safety & Independent Travel Training through their Lifeskills programme each year.

On entry students, staff and parents 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.

School uniform is compulsory and parents are asked to support this at all times. The uniform lists are available from Ann Sullivan, School Business Manager, at any time and include rules regarding jewellery. The School's uniform provides equal opportunity for both sexes and can be amended to take account of religious and cultural requirements.

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. Where details change during the year we ask parents to please advise us immediately. 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.

Parents are also asked to complete a **Consent Form** on their child's entry to Parayhouse. This form seeks parental consent for the following:

- * attending collective worship sessions, Religious Education lessons and Sex Education lessons
- * using their child's photograph on school display boards, in printed publications produced by the School, to provide evidence for coursework for external moderation and for staff training
- * administering pain relief if unwell at school [this will be syrup or tablet paracetamol]
- * for their child to be taken to hospital for treatment if the staff responsible feel this is necessary

“The school’s multidisciplinary approach to supporting its pupils’ development is a strength of its provision. Speech and language therapists and the occupational therapist make a significant contribution to pupils’ academic progress and personal well-being. Their work is supplemented extremely well by the school’s excellent links with parents and carers, and the good partnerships that have been forged with other organisations.” Ofsted 2011

Sex Education Policy Statement

Schools are required to provide sex education (including information on HIV/AIDS and other sexually transmitted diseases) for all students. In Green Group, students undertake discrete modules throughout the PHSE curriculum, covering Families, Human & Animal Birth and Growth and Preparing for Adolescence. This curriculum is developed throughout our secondary curriculum, embracing modules such as Changes in Adolescence, Conception & Contraception, Teenage Pregnancy and Parenting Skills.

Parents can withdraw their children from all or part of sex education that does not form part of the statutory National Curriculum. This does not affect spontaneous discussion or the answering of questions that arise naturally in other curriculum areas. If parents wish to withdraw their child from all or part of the schools sex education programme they should indicate this when completing the School's Consent Form.

Sex Education at Parayhouse School is sensitively handled, delivered at an accessible level and contributes to the development of students' health, safety and independence. **The School strongly recommends parents to allow their child to benefit from this curriculum** and the Headteacher is very happy to discuss this in depth with those who are in any way concerned.

Curriculum and Non-Curriculum Policy Statements

The School has Policy Statements and Curriculum Frameworks for all subjects delivered throughout the curriculum. The School has Policy Statements for a wide range of non-curricular areas - for example, Health & Safety, Child Protection, Bullying.

Parents are welcome to view any of these documents, which are kept in the School Office, upon request.

External Accreditation

Parayhouse School is committed to enabling their students to achieve external accreditation wherever possible prior to leaving for further education at 16+.

Currently the School runs the following externally accredited courses:

Entry Level Certificates [OCR exam board]

Maths, English, Science, Art & Design; Design Technology [DT], Information & Communication Technology [ICT], Physical Education [PE].

GCSE [foundation level]

OCR Maths, OCR English

Unit Award Scheme [AQA exam board] – all subjects

All Y9, 10 & 11 students follow the syllabus for the Entry Level Certificates in English, Maths, Science, DT, Art & Design, ICT and PE, differentiated where required. Those students who are able to manage are entered for the OCR Entry Level award, and GCSE in Maths and English. Students who are not able to enter for Entry Level have their studies accredited by the AQA Unit Award Scheme.

Students in Y6 are teacher-assessed in English, Maths and Science, and Y9 students are teacher-assessed in English, Math and Science and all Foundation Subjects, in line with their mainstream peers.

Students' academic achievements are celebrated at our annual Leavers and Prize-giving Ceremony on the last day of the Summer Term. Students'



achievements in the previous academic year - 2010/2011 - are shown below. All Y11 students receive a Record of Achievement when they leave Parayhouse. This Record contains examples of the student's achievements throughout their secondary school life and can be used as a reference for further education colleges, 6th form placements, training schemes and future employers.

CAREERS EDUCATION

Y9 -11 students have an annual Careers module within their PHSE curriculum. All Y11 students have a work experience placement in the Spring or Summer Term and attend Hammersmith & West London College a day a week during the Summer Term.

The Careers Advisor from the London West Connexions Service, interviews all Y9, 10 and 11 students, produces Career Plans for the Annual Reports and attends Annual Reviews of Y9 & Y10 students. As many of our students come from LEAs other than Hammersmith & Fulham, the Connexions Advisor also provides students and their families with the contact details of their local Connexions office and advisor.

“Learners are well prepared for their future because they have been enabled to make choices, are improving their language and communication skills, Numeracy and ICT skills as well as developing their independence and social skills”. Ofsted 2008



Parayhouse students on their Year 11 Link Course at Hammersmith & West London College



DESTINATIONS OF Y11 LEAVERS 2011

Max Alexander – Watford FE College

Roseina Beardall – South Thames FE College

Dion Ferati – St Mary's College, Bexhill

Alexander Giannamore – 6th Form at St Joseph's School, Cranleigh

Jack Hilsden-Johnson – Northwest London FE College

Nathaniel Roberts - Southwark FE College

Aleksander Spechko - Derwen College, Shropshire

STUDENTS' ACHIEVEMENTS 1 - Summer 2011

The following externally accredited courses were taken by our Year 11 students.

We take great pride and pleasure in announcing their results!

[GCSE Grades in the Foundation Tier range from D to G, with D being the highest; Entry Level Certificates are awarded at Levels 1, 2 and 3, with 3 being the highest]

Certification	No. of students entered	Results achieved
OCR GCSE Maths	2	1 @ Grade D 1 @ Grade F
OCR GCSE English	2	1@ Grade D 1 @ Grade F
OCR Entry Level Maths	5	2 @ Level 3 3 @ Level 2
OCR Entry Level English	4	1 @ Level 3 1 @ Level 2 1@ Level 1
OCR Entry Level Science	4	2 @ Level 2 2 @ Level 1
OCR Entry Level Art & Design	4	2 @ Level 2 2 @ Level 1
OCR Entry Level DT [Graphic Products]	4	3 @ Level 2 1 @ Level 1
OCR Entry Level PE	6	2 @ Level 2 4 @ Level 1
OCR Entry Level ICT	5	4 @ Level 3 1 @ Level 2

“Achievement overall is good. By the end of Year 11, all learners gain accreditation at either GCSE foundation level or entry level certification in a range of subjects. All make good progress in improving their language and communication skills in relation to their starting points”. Ofsted 2008

STUDENTS' ACHIEVEMENTS 2 - May 2011

Students in Key Stage 2 [Year 6] achieved the following levels in National Curriculum Testing & Assessment

KS2 TEACHER ASSESSMENT (%age of all Y6 students)*

	P levels	1	2	3	4	5	6
Speaking	75%	25%					
Listening	50%	50%					
Reading	50%	25%	25%				
Writing	75%	25%					
Maths	75%		25%				
Science	50%		50%				
Geography	75%	25%					
History	100%						
PHSE	75%	25%					
RE	100%						
Music	100%						
PE	75%	25%					
Art & Design	50%	25%	25%				
DT	100%						
ICT	75%	25%					

KS2 TEST RESULTS (%age of all Y6 students entered for test)*

	below test level	3	4	5	6	Disapplied	Absent
English	100%						
Maths	100%						
Science	100%						

The 8 "P" levels relate to skills below NC Level 1; students working below Level 3 in English, Maths & Science are not entered for tests

*** Assessment and results based on 4 students.**

STUDENTS' ACHIEVEMENTS 3 - May 2011

Students in Key Stage 3 [Year 9] achieved the following levels in National Curriculum Testing & Assessment

[%ages are rounded up/down to give whole numbers and may not add up to 100%]

KS3 TEACHER ASSESSMENT [%age of all Y9 students]*

	P levels	1	2	3	4	5	6
Speaking	50%	15%	30%				
Listening	50%	15%	30%				
Reading	15%	50%	15%		15%		
Writing	30%	50%	15%				
Maths	15%	70%		15%			
Science	15%	30%	30%	15%			
Geography	80%		15%				
History	80%	15%					
PHSE	50%	30%	15%				
RE	70%	30%					
Citizenship	70%	15%		15%			
Music	70%	15%	15%				
PE	30%	50%		15%			
Art & Design	70%	30%					
DT	70%	15%	15%				
ICT	80%				15%		

The 8 "P" levels relate to skills below NC Level 1 but are not given for all Foundation subjects.

*** Assessment based on 6 students.**

Admissions Procedure

Students can be referred to Parayhouse by their LEA, related special education professionals and parents. The School appears on the DfE Non-maintained Special Schools list, the list of member schools of the National Association for Independent & non-maintained Special Schools [NASS] and is included in the "Which School for Special Needs Guide" published by John Catt, and the "Gabbitas Guide to Schools for Special Needs".

Parayhouse is also included in the Good Special Schools Guide website and has its own website – this has recently been reconstructed and is still being populated, so please bear with us.

www.parayhouse.com

Initial contact to the School will secure a copy of this Prospectus [also downloadable from the School's website] and parents are then invited to telephone if they wish to attend one of our regular Visitors mornings [see dates further down].

To ensure the smooth operation of our school day we cannot arrange appointments outside Visitors mornings and therefore ask prospective students' families to keep to the dates listed - thank you!

Where parents have visited the School and wish their child to be considered for entry all prospective students must attend for a minimum of one day for observation.

Observation Days are designed to be as welcoming as possible for prospective students - students are not assessed or put under pressure to perform. The aim is for students to enjoy their day, to relax as much as they are able to and to fit into their peer group. A copy of the student's last Annual Review Report is requested to be provided on or before the Observation Day

The emphasis is not on the child's abilities but on whether or not Parayhouse can meet that child's special educational needs, through the curriculum, therapeutic support and peer groups.

Following an Observation Day[s] the Headteacher reports back to parents and LEAs [where relevant] on their child's class-based activities, including observations from the speech & language staff who will also spend time with each prospective student. The School will also say whether or not it can meet the student's needs and, if so, when a place can be offered.

Observation Days are not charged and take place within the course of a normal school day. Information concerning the Observation Day is sent to parents at the time of booking.

VISITORS MORNINGS – AUTUMN TERM 2011

Wednesday 21st September 2011@ 10am

Wednesday 19th October 2011 @ 10am

Wednesday 9th November 2011 @ 10am

Wednesday 7th December 2011 @ 10am

Visitors Mornings start at 10am, and include an introductory talk with the Headteacher, a tour of the School and a chance for questions over a cup of tea/coffee. During this part of the morning the Head Boy and Head Girl will attend the meeting so that visitors can ask them questions about life as a Parayhouse student. Due to teaching commitments, Visitors Mornings must end by 11.15am.

PLEASE DO NOT JUST TURN UP AT A VISITORS MORNING!

We do not have sufficient space to have more than 10 visitors at a time and ask all those wishing to visit to telephone and arrange their appointment - thank you!

Please note - children must not be brought to a Visitors Morning.

Fees

Parayhouse meets the individual needs of its students through differentiated intervention and 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 individual programmes are drawn up as a result of the School's assessment of each student's needs and in accordance with each student's Statement of Special Educational Needs. Each student's needs are reviewed at their Annual Review, and levels of support can be increased or reduced to ensure the provision remains relevant.

All students receive group sessions for Social Communication Skills [SCS] and Vocabulary & Semantic Skills [VSS], and benefit from the inclusion of the SLTs in a range of lessons, such as Literacy, Numeracy, Science, Drama and PHSE. They also receive regular sessions to monitor progress and developments, work on specific difficulties, set targets for IEPs and update staff as to needs and management.

The term fee therefore includes all therapeutic entitlement and the full cost of the annual Lifeskills residential trips.

Academic Year 2010/2011 Term Fee: £7,465

All Term Fees are payable in advance. A full term's fee is required for any student joining the School before half-term; there is a 50% reduction for any student joining the School after half-term. A term's written notice of withdrawal must be received or a term's fee in lieu of notice may be charged. There is no reduction of fees for absence. The Trustees reserve the right to increase fees where it is deemed necessary to maintain the quality of staffing and provision.

Terms and Conditions

All parents are required to sign and observe the **School's home/school agreement**, and to complete a student **Information Form and Consent Form** when their child joins Parayhouse. The details requested on the form includes information the School is required to have by the DfE.

Parents must also undertake to notify the School of absences and their causes, where possible in advance. According to DfE regulations any absences not notified or explained must be recorded as unauthorised. **Parents are asked not to arrange holidays outside school holiday periods.**

Uniform is compulsory for all students and uniform lists are available from Ann Sullivan, School Administrator. All uniform, apart from the School's Sweatshirt, Fleece Jacket and polo shirt, is available from High Street stores. The Sweatshirt, Fleece Jacket, polo shirt and swimming caps can be ordered from the School - an order form is available on request. **N.B! The School's Fleece Jacket can be ordered in September and January only; order forms will be circulated at those times.**

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.

Whilst security and care is of a high standard at Parayhouse we cannot accept any liability for loss/damage of students' property during attendance at school. Students should not bring valuable possessions to school. **Mobile phones, personal radios/CD players and hand-held computer games that may be used on journeys to and from school must be checked in to the student's Key Teacher on arrival.**

The Academic Year Dates for 2011/2012 are included in this Prospectus. Parayhouse reserves the right to vary these dates or temporarily close the School in the event of a staff, local or international emergency.

Location

Parayhouse is located on the 2nd and 3rd floors of New King's Primary School in Fulham. It has access to the School's outside playgrounds and indoor halls.

Parayhouse has its own entrance on the New Kings Road, to the far left of the school's frontage as you face the building; there is a large red school sign above this gate. An Entryphone system allows access to the front playground. Visitors should then walk directly ahead to the Parayhouse entrance, following another red sign on the left-hand wall, towards a short flight of stairs on the far left-hand side of the school building. There is another red sign on the staircase railings. A labelled Entryphone system will allow access to the building, and visitors should then walk up to the second floor where the School Office is signposted.

Parayhouse is equidistant from Putney Bridge and Parsons Green Underground Stations [District Line] and directly on the 22 bus route [see map at back of Prospectus].

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].

The School is an incorporated charity [registered no: 1090757] managed by its Board of Trustees who are committed to the continued development of the School.

Trustees

Richard Atterbury; Jonathan Dennis [Chair]; Nick Herrtage; Graham Lister;
Henry Whitehead

The Company Secretary is Sarah Jackson, Headteacher

The Board of Governors

Parent Governors: Ola Akagbosu [Curriculum]; Andrew Holgate [Health & Safety];
Ela Spechko [Parent & Family Links]

Staff Governors: Vacancy[Chair]; Hermann Farrington [Community Cohesion]; Jenny Gaskin [Safeguarding]; Sarah Jackson [secretary]

LEA Governor: PC David Bemmer

The Chair of Trustees and the Chair of Governors can be contacted in writing c/o the School's address, during term time, or at the registered business address – 67 Westway LONDON SW20 9LT – during holidays. Email addresses for both Chairs can be obtained from the School Office.

The School's financial management:

Alpha Accountants 585a Fulham Road LONDON SW6 5UA

A Summary of the Annual Accounts for the previous financial year is available from Companies House or on request from the School.

Insurances:

General insurances, including £10m Public Liability, is effected through HSBC. All students and staff are insured against personal accident, including dental, by HSBC.

Landlords: London Borough of Hammersmith & Fulham

PARAYHOUSE SCHOOL ACADEMIC YEAR DATES 2011/12

AUTUMN TERM 2011

Staff INSET: Monday 5th – Wednesday 7th September
Term starts for students: Thursday 8th September 2011
Half-term: Monday 24th – Friday 28th October
Staff INSET: Friday 2nd December
Term Ends: Friday 16th December

[Total: 66 days for students]
[Total: 70 days for staff]

SPRING TERM 2012

Staff INSET: Tuesday 3rd & Wednesday 4th January
Term starts for students: Thursday 5th January
Half-term: Monday 13th – Friday 17th February 2012
Term Ends: Friday 30th March 2012

[Total: 57 days for students]
[Total: 59 days for staff]

SUMMER TERM 2012

INSET [Strategy Day]: Tuesday 17th April
Staff INSET: Wednesday 18th April
Term starts for students: Thursday 19th April
Bank Holiday: Monday 7th May
Half-term: Monday 4th – Friday 8th June
Term Ends [Students]: Thursday 26th July
Term Ends [Staff]: Friday 27th July

[Total: 65 days for students]
[Total: 68 days for staff]

The School day starts at 9am & ends at 3.30pm. The main door on New Kings Road is opened at 8.30am [students are not allowed on site before that time]. All students should be on site by 8.50am, to be ready for the start of the day.

At the end of the day students are brought downstairs to wait in the lower hall for parents and escorts. The main door on New Kings Road is opened at 3.30pm.

PARENT QUESTIONNAIRE – JANUARY 2011 [2010 RESULTS IN RED]

32 OF OUR FAMILIES RETURNED THEIR QUESTIONNAIRES – 70% [80%]

	(Please tick.)	Strongly agree	Agree	Disagree	Strongly disagree
1	My child enjoys school	72% [73%]	28% [27%]		
2	The school keeps my child safe	88% [76%]	12% [24%]		
3	The school informs me about my child's progress	59% [51%]	38% [49%]	3% [0%]	
4	My child is making enough progress at this school	63% [42%]	25% [56%]	12% [2%]	
5	The teaching is good at this school	69% [57%]	31% [43%]		
6	The school helps me to support my child's learning	63% [54%]	37% [46%]		
7	The school helps my child to have a healthy lifestyle	53% [57%]	44% [43%]		3% [0%]
8	The school makes sure that my child is well prepared for the future (for example, changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	60% [48%]	34% [52%]	6% [0%]	
9	The school meets my child's particular needs	59% [57%]	32% [41%]	9% [2%]	
10	The school deals effectively with unacceptable behaviour.	56% [62%]	38% [38%]		6% [0%]
11	The school takes account of my suggestions and concerns	60% [57%]	37% [43%]	3% [0%]	
12	The school is led and managed effectively	72% [73%]	28% [27%]		
13	Overall, I am happy with my child's experience at this school	75% [76%]	25% [24%]		
14	The appointment of the Family Support Manager has strengthened home- school links	60% [n/a]	37% [n/a]	3% [n/a]	

COMMENTS MADE

- Only one thing, when you call the school it's always on answering machine. It would be nice to speak to someone not a machine.
- I would like to be more aware of other colleges for my daughter's life after Parayhouse, so a lot of options are thrown to us and choices can be made for easy and smooth settlement into the college and the environment through the School's Family Support Manager. More meetings should be held and Parents Evenings where the college representatives can come and meet with the parents and discuss further, it will help parents & children make the right choices.
- My son is benefiting from the skills and stress-free attitude of the teaching staff at Parayhouse School. The environment at Parayhouse is happy, hardworking and inclusive. We are delighted with his progress.
- I would like to feel more sure that my son is being academically stretched to the best of his abilities.
- As you can see I am very happy with all aspects of this school and still feel it is the right and best school for my daughter. Very impressed with the friendliness and community feel of the school. Teachers are very good at attending social functions.
- Thank you for the extraordinary commitment of the staff.
- Q14: I have always had strong home/school links!
- Only that it is excellent. I only wish we didn't have to travel so far but unavoidable as there's nothing like around here. Distances make it hard for students to meet up after school, a possible drawback.
- Fantastic, friendly, dedicated staff. Thank you all.
- I am very happy with school and I think my child has made lots of progress in this school. Thank you for everything.
- We love this school and the staff are completely brilliant.
- Everything progressing well – my daughter has even taken an interest in reading the headlines of the Sunday paper. School works well in partnership with parents, and is very welcome to suggestions and new ideas. Hopefully Family Support Manager will help further.

“The School also works very closely with parents and carers who are appreciative of its work, as shown by the positive comments from the very large majority who returned the parental questionnaire sent out prior to the inspection”. Ofsted 2008

STUDENT QUESTIONNAIRE – JANUARY 2011 - RESULTS

THIS QUESTIONNAIRE WAS GIVEN TO 35 STUDENTS IN GREEN, YELLOW, PURPLE & BLUE GROUPS

1	I enjoy school	91%
2	My school helps me to be healthy	94%
3	I feel safe when I am at school	91%
4	I learn a lot in lessons	91%
5	Behaviour is good at my school	100%
6	Adults in my school care about me	89%
7	Adults at school are interested in my views	97%
8	I know how well I am doing at school	97%
9	Adults explain to me how to improve my work	86%
10	My school helps me to get ready to move into my next class	94%
11	The headteacher and senior staff in my school do a good job	100%

COMMENTS MADE

"I like my school, it is fun" "I don't like my minibus – it takes too long to get home"
 "I like Maths the best" "I like school, we do fun things" "I like the books"
 "I would tell people about the art, sport PE, lunch and biscuits!"
 "I would like to play more football" "I would like to do more maths" "I like Art"
 "Parayhouse is a good school" "My friends are at Parayhouse and I like PE"
 "I enjoy school" "Parayhouse is fun and it makes me happy"
 "I like the teachers they are kind. I want them to come to my house"
 "I love Art and Literacy" "I think Lifeskills is my favourite lesson"
 "The school dinners are good and healthy but I would like more fish and chips!"
 " I like working with Mrs WQ" "This school is very excellent"
 "I like it how it is" "I think the trips could be improved and we could go to new places"
 "It's good, we do fitness. I used to get bullied in my old school but now I don't"
 "It is a cool school" "This school is fab so come and visit"
 "I like my school. We have a fish in my classroom"

STUDENT QUESTIONNAIRE – JANUARY 2011 – RESULTS

THIS QUESTIONNAIRE WAS GIVEN TO 8 STUDENTS IN RED GROUP

	(please tick)	Strongly agree	Agree	Disagree	Strongly disagree
1	I enjoy school	38%	38%	24%	
2	My school helps me to be healthy	26%	62%	12%	
3	I feel safe when I am at school	38%	62%		
4	I learn a lot in lessons	62%	38%		
5	Behaviour is good at my school	38%	38%	24%	
6	Adults care about me	26%	50%	24%	
7	Teachers are interested in my views	26%	50%	24%	
8	I know how well I am doing at school	50%	38%	12%	
9	Adults explain to me how to improve my work	62%	38%		
10	My school helps me to prepare for the future (for example to change year group, to change school, or for pupils finishing school, to enter further or higher education, or to enter employment)	50%	50%		
11	The headteacher and senior staff in my school do a good job	62%	38%		

COMMENTS MADE

- I only said I don't enjoy school because the journeys are too long.