

Welcome to Mary Rose Academy

I hope that the information you find in our brochure will be of interest to you, if you require further information do feel free to contact the school.

Mary Rose is an all aged mixed day school for pupils with severe and complex learning difficulties. In addition to their learning difficulties some pupils have other needs associated with physical disabilities, autistic spectrum condition and medical conditions. All pupils have a Statement of Special Educational Need or an Education, Health and Care Plan.

Mary Rose Academy focuses on meeting the needs of all pupils, both collectively and individually. We are committed to providing a friendly atmosphere where pupils can fulfil their potential, grow in confidence and above all, be happy. We believe strongly in working closely with parents and partners and welcome all contributions.

We provide a high quality education, recognising and valuing the achievement of each individual. We have high expectations and a positive belief that all things are possible.

Our pupils participate in a wide variety of experiences in a stimulating and exciting learning environment. We encourage creative thinking, research and innovation to find the best ways of helping our pupils to learn and communicate. We are a caring school and work hard to provide a safe and happy place where everyone feels valued.

Alison Beane
Executive Headteacher

TERM DATES 2016-2017

TERM	DATE	EVENT
AUTUMN 2016	September 7 th	Pupils return to school
	October 24 th – 28 th	Half term
	December 16 th	Break up for Christmas
SPRING 2017	January 3 rd	Pupils return to school
	February 20 th – 24 th	Half Term
	April 7 th	Break up for Easter
SUMMER 2017	April 24 th	Pupils return to school
	May 1 st	Bank Holiday
	May 29 th - June 2 nd	Half Term
	July 25 th	Break up for summer

STAFF DEVELOPMENT DAYS (SCHOOL CLOSED TO PUPILS)

AUTUMN 2016	September 5 th	Staff Professional Development Day
	September 6 th	Staff Professional Development Day
	December 2 nd	Staff Professional Development Day
SPRING 2017	March 17 th	Special Schools Joint CPD Day
SUMMER 2017	June 5 th	Staff Professional Development Day

GENERAL INFORMATION

Address	Gisors Road SOUTHSEA Hants PO4 8GT
Telephone	023 9285 2330
Website	www.maryroseacademy.info
Type of School	Academy
Age Range	2-19 years
No of Places	132
Chair of Governors	Mark Mitchell
Executive Headteacher	Alison Beane
Head of School	Neil Kefford
Assistant Headteachers	Anne Williams Sally Rogers Mel Walton
Office Contacts	
Business & Operations Director	Lorraine Swanson
HR and Admin Manager/Head PA	Ally Stirzaker
Assistant Finance Manager	Helen Grove
Support Officer	Shelley Bonner
Support Officer	Shelley Fielder
Data Manager	Sarah Jeffery-Chipps
School Doctor	Dr Jo Crane
School Nurse	Alice MacDonald-Parry Heather Kelly (P/T)
Speech and Language Therapists	Jocelyn Duckham
Physiotherapist	Ismay Doughty
Occupational Therapists	Caroline Fagan Sarah Lawbuary

Governing Body – Autumn 2016

Co-opted (Chair)	Mark	Mitchell
Co-opted (Vice Chair)	Trevor	Sapey
Co-opted	Rosie	Lakin
Co-opted	Leone	Hill
Co-opted	Alistair	Gray
Parent	Mary	Ive
Parent	Hazel	Mellers
Parent	Chris	Green
Staff (Headteacher)	Alison	Beane
Staff (Teacher)	Jane	Dutton
Staff Non-teaching)	Natalie	Lunn
Associate	Lorraine	Swanson
Associate	Annie	Williams
Associate	Neil	Kefford
Associate	Chris	Day
Associate	Mel	Walton
Clerk	David	Jordan

Mary Rose Academy Staffing for Classes September 2016

Primary Classes

Staff

Starfish	Chelsea Crawford , Nicky Brooks
Puffin	Sara Parker , Mary Duff, Joe Silvester-Newton, Lauren Tindall, Joanne Linter
Sealion	Charlene Blyth , Dawn Dunn, Tiffany Lancaster, Natalie Hume
Turtle	Lisa Bolton and Caroline Munro (SD) , Natalie Lunn, Aga Rudawska, Adam White
Octopus	Anna Hanvey , Mary McShane, Charlene Couzens, Karen Law, Taysha Atkins
Seahorse	Amy Griffiths , Theresa Taylor, Jackie Lindsay, Neil Oldfield, Lesley Frearson
Stingray	Jaimie McBroom , Serena Jones, Michelle Bates, Carol Fuller, Hayley Ellis
Dolphin	Justine Rothwell , Anita Lovell, Mel Goddard, Anna Wall
Shark	Jane Dutton , Gavin Randall, Jade Leggett, Natalie Rowland

Secondary Classes

Discovery	Danielle Fox , Mel Knibbs, Emma Calvert, Kimm Wilson, Steve Mann
Adventure	Sam Vidler , Amy Webber, Tim Sheppard, Michelle Steel
Mayflower	Chris Worrall , Tracy Russell, Sam Stone, Kari Clark, Sam Austin
Victory	Sammie Crane , Olivia MacDonald-Parry, Jess Codrington, Charlene Lancaster
Fearless	Louise Kay and Sarah Cooper , Sherry Hirst, Katie Blay, April Fifield, Jo Martin, Hayley Abbott, Steve Pool, Jessica Burdass
Wembley	Kate Polden , Jan Searle, Tracy Johnson, Claire Simpson
Albert Annex Resourced Provision	Sally Rogers , Paul Bennett, Becky Handley, Lucy Nicholls, Clare Cooper, Shelley Aldridge, Lauren Clift, Sam Rutter

6th Form Classes

6th Form	Juliet Costen , Chris Palmer, Jacqui Munro, Michelle McDonald, Jodi Scaddan
Pioneer Centre 6th Form	Paul Hoggett , Julie Rutt, Alison Ray, Karen Brodie, Alison Littera, Claire Grist, Carol Howard, Karen Wright, Paul Ohene

Admissions

Admission to the school is arranged by the Local Authority after consultation has taken place between the parents, the school, and other appropriate professionals. The wishes of parents are one of the most important factors in the whole process of the admission of pupils to Mary Rose Academy. Parents are welcome to visit informally prior to this, and are encouraged to do so before accepting the statement of educational needs. All applications for admission are considered by the Portsmouth Inclusion Support Panel (ISP), which consists of representation from a wide range of agencies including parents.

General

Mary Rose Academy receives requests for pupil places from the Special Education Needs department of Portsmouth LA. The pupils concerned either have a statement of special educational need or a statement that is in preparation. The requests will include pupils residing in Portsmouth LA and pupils who live in other authorities who have requested SEN provision in Portsmouth.

The school has an admissions panel which meets as required. The criteria for admission are as follows:

- Can the educational needs of the pupil as outlined in the statement be met?
- Is the school currently resourced to meet the educational and non educational needs of the pupil as outlined on the statement? If not the school will enter into dialogue with the LA to establish a time scale for the resources to be provided
- Is there a vacancy in the National Curriculum grouping appropriate for the pupil's chronological age and developmental stage?
- Consideration is given first to pupils in Portsmouth LA.

Following the recommendations from the panel a response is made to the LA. If the place is agreed in principle by the LA panel (ISP), a letter is sent out from the LA to parents/carers inviting them to visit the school unless they have already visited. All parents/carers are welcomed and given an overview of the whole school and then taken to see the appropriate parts of the school, for their child's requirements.

Parents/carers may be accompanied by a friend, relative or advocate, a professional who has been supporting them or a member of staff from the current school.

Transition

Before starting at school arrangements are made for the pupil to visit and if they are attending another school, communication links are established. A member of staff will visit the pupil at their current school and integration arrangements will be made to suit both the schools, the family and the pupil. Finally, the school will initiate transport arrangements, when a start date has been agreed.

Transport

Transport is arranged by the local authority for pupils to and from their homes. Where necessary passenger assistants are provided to support pupils as well as any special seating. The LA's transport section keeps parents informed of travel arrangements. Health and safety issues are given high priority and are closely monitored by the Transport section. It is the responsibility of parents to see their child safely to the vehicle in the morning and to be at home to receive them in the afternoon.

Home-School Communication

All pupils have home-school books in which parents and school staff can pass messages to each other. As pupils progress through the school and become more independent the need for these may reduce for some. Many also use it as a homework diary.

Information is often sent home by letter in school bags and a regularly newsletter is sent to all parents. The website is a good source of information and parents are always welcome to telephone for information. The headteacher or an assistant headteacher is available every day from 8.50am-9.30am should parents wish to 'drop in' and parents are always welcome to make appointments to meet staff at a mutually convenient time.

School Meals

School dinners are available and there is a good choice for pupils. There are feeding programmes in place for those pupils who require them, focusing as far as possible on the development of maximum independence.

Medical Care

The medical needs of the pupils are met on a day to day basis by Alice MacDonald Parry, the school's full time nurse who works closely with staff. Any routine matters, in the first instance, should be discussed with Alice. Health plans are produced for pupils as required in consultation with the school doctor and parents.

Physiotherapy and Occupational Therapy

A team of experienced therapists works with the school. They produce individual pupil programmes which are shared with staff and parents. The programmes are followed through at school as well as at home. Close liaison with families is very important and parents are welcome to come into school to watch and discuss the programmes.

Speech and Language Therapy

Communication is very important and the school is committed to providing high quality support to those pupils who have communication difficulties, speech and language delay or no expressive language at all. A team of speech and language therapists work closely with the school and parents and staff are trained to deliver the individual programmes which are integrated into every day practice.

Additional Therapy

The school also provides Sensory Integration for pupils that may benefit. The school works closely with parents to deliver and evaluate the programmes.

TIMINGS OF THE SCHOOL DAY

The timings of the school day have been planned alongside our aims and principles for the curriculum and the development of the school timetable. Once a week we provide all staff with uninterrupted, quality learning and teaching time to work together in teams. The focus of this time is planning and preparation, assessment for learning, research, discussion and development. This means that pupils finish 1 hour earlier on Friday afternoons (2.15pm finish)

School clubs are offered on 3 days a week after school. These enrich and broaden the opportunities available for all pupils.

THE PUPILS DAY

Session time (pupils)	Monday-Thursday	Session time (pupils)	Friday
8.50am	Start of the school day	8.50am	Start of the school day
9.05am – 10.40am	Lesson time	9.05am – 10.40am	Lesson time
10.40am – 11.00am	Break	10.40am – 11.00am	Break
11.00am – 12.15pm	Lesson time	11.00am – 12.15pm	Lesson time
12.15pm – 1.15pm	Lunch	12.15pm – 1.15pm	Lunch
1.15pm – 3.15pm	Lesson time	1.15pm – 1.45pm	Lesson time
3.15pm	End of school day	1.45pm – 2.15pm	Whole school assembly
		2.15pm	End of school day

Attendance

Regular attendance and punctuality is very important. Parents are asked to phone into school if their child is unwell. School staff will contact parents on the first day of absence if no message has been received. A pupil who has been absent from school must please, on return, bring a note explaining the absence.

The school monitors attendance carefully. Parents are asked not to take their children on family holidays during term time as this has a detrimental effect on their education.

The total number of compulsory school age pupils (4 to 16 years only) on roll for at least one session for the reporting period 2014/2015: 119

Charging and Remissions Policy

The Governing body is committed to the continuing principle of free school education. The basic principle is that education for pupils is free of charge when it takes place in school hours, or is outside school hours but is required as part of a programme of learning within the National and wider curriculum. This includes:-

- Materials, books and equipment;
- Essential protective clothing (e.g. aprons, overalls);
- Ingredients and materials for practical subjects. Parents or pupils may be asked to make a voluntary contribution towards the cost;
- Transport to offsite activities/P.E. etc. and link courses at college for school age pupils;
- Transport to work experience;
- Costs for School Journeys and visits to field centres, museums, theatres when attendance is required as part of a course as above. Parents or pupils may be asked to make voluntary contributions towards the cost.

Where voluntary contributions are requested there is no obligation to make a contribution and no pupil whose parents do not make a contribution will be treated differently on this account.

Optional Extras

There may be a charge for activities which are not part of the school curriculum. Any charge will not exceed the cost of provision for each pupil.

Sex Education

The Sex Education policy takes into account the range of ages and abilities of the pupils. Sex Education is taught within class groups in the Primary Department, and forms part of the Personal, Social and Health Education programme in the Secondary department and Sixth Form. It is taught in the context of relationships, with the emphasis on loving, understanding and responsibility. Material and resources relevant to the age and awareness of the pupils are used.

Under the 1993 legislation, parents have the right to withdraw their children from sex education but are asked to first discuss this with the headteacher as this is an important part of our pupils' education and preparation for adult life. A copy of the full Sex Education Policy is available on request from the school.

Religious Education and Collective Worship

The school follows national and LA guidelines with a broadly Christian emphasis, but recognises the value and contribution of other faiths and cultures within our school community. Assemblies provide opportunities for collective worship. The school has local community links which can provide for individual pupils' religious instruction and worship and offer guidance on proper observation of particular festivals. Parents have the right to withdraw their children from R.E. and collective worship but are asked to first discuss this with the headteacher as this is an important part of our pupils' experiences.

Equal Opportunities

Mary Rose Academy is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip children with an awareness of our diverse society and to appreciate the value of difference. Every member of Mary Rose Academy is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability.

At Mary Rose Academy we ensure that pupils have equal access to the curriculum and to all other aspects of school life. All pupils follow the National Curriculum at the appropriate keystage and the taught curriculum reflects the wide range of cultural and ethnic backgrounds of our pupils. All our pupils have statements of special educational needs and the objectives of the statements are used to guide the planning of individual programmes. Where pupils have particular disabilities either the school, the LA or the Health Authority provides appropriate therapy or specialised equipment. Integration programmes are developed for individual pupils to access mainstream schools where appropriate and group projects with local mainstream schools are organised on a regular basis.

Mary Rose Academy Provision for pupils with Autistic Spectrum Condition

What is Special about Autism?

Autistic Spectrum Condition (ASC) is defined as a complex developmental delay that affects the way in which a person communicates and relates others in their environment. The term Autistic Spectrum Condition is used as this varies in severity from person to person but all have difficulty with communication and building and maintaining relationships. Due to rigid, inflexible thought processes pupils with autism can become anxious and can display some challenging behaviours.

Pupils with ASC need to learn many additional things that are just part of typical development and as such it is important that the learning environment is responsive to these additional difficulties they face, such as sensory processing difficulties. They require extra time to process information, especially speech, and a structure that helps them to attend to the relevant features of their environment.

Provision for Pupils with an Autism

At Mary Rose Academy we have specific resources for pupils with ASC and accompanying severe learning difficulties throughout the school. We adopt an eclectic approach, combining the best of all methodologies to form a strong cohesive learning system which focuses on positive achievement and progression to ensure that each pupil reaches their maximum potential and is prepared for adult life.

As a Specialist Sports College, a high emphasis is placed upon daily physical exercise programmes; this together with interactive teaching and learning is used to encourage pupils to develop their independence skills and to be involved with personal choice and decision making. The development of social and emotional skills is also regarded as a high priority.

The approach is highly structured, based predominantly but not exclusively upon the principles of TEACCH methodology. The school is renowned for its total communication environment and as such a range of communication systems are used including PECS and Makaton sign language. Priority is given to developing pupils communication skills based upon recommendations from the speech and language therapists, together with developing personal care and independence skills.

In addition individualised learning programmes are designed for each pupil and may include the following:

- Positive Behaviour Management
- Intensive Interaction
- Repetition and reinforcement
- Sensory Integration
- Involvement of the trans disciplinary team to include all school based therapists
- The development of independent daily living skills.

The Learning Environment:

The classrooms for pupils with ASC are all arranged and resourced to meet the specific educational and personal needs of the pupils. Visually they are well organised with individual work stations for each pupil with visual timetables, the aim being to be as distraction free as possible. This enables pupils to be able to understand the daily routines, which helps reduce anxieties, promote independence and therefore to enable high quality learning and teaching to occur.

The outdoor classroom environments are easily accessible, include a sensory garden, active play equipment and a variety of large and small play equipment.

Other facilities which pupils with ASC access are:

- Hydrotherapy Pool
- A local community swimming pool
- Multi-sensory areas including a sensory theatre and soft play room
- Dance Studio
- Music and Drama Studio
- Art and Design Room
- Food Studies Room

Teaching and Learning:

All pupils have personalised learning programmes which support their targets. These are agreed with parents and are reviewed and updated with parents on a regular basis.

The pupils engage in a curriculum which is appropriate to their needs and all personalised programmes including the development of independent living skills will be an integral part of this.

The curriculum is differentiated by:

- Task – especially for 1:1 sessions in workstations
- Outcome
- Support / resources required.

Differentiated tasks are detailed in the pupils personal files and or / daily plans. In presenting the curriculum a set of criteria is followed in order to maximise the potential of each pupil. The curriculum is

- Devolved into manageable steps. This involves the setting of worthwhile achievable targets for each curricular task.
- Organised to provide opportunities for pupils to become independent learners.
- Designed to ensure that pupils are aware of their own success and progress.

Break and lunchtimes are designed as curriculum time and staff involved in supporting pupils during these times help meet their personal, social and communication needs.

Community based learning:

Mary Rose Academy recognises the importance of being able to access the community on a regular basis so that pupils with ASC are able to generalise and use the skills they have learnt within school.

Working with Parents:

The school works in close liaison with parents and carers.

The provision for pupils with ASC also serves as a resource and support centre for parents. Effective liaison is established and maintained on a daily basis via the home school books or by telephone.

Staff meet with parents regularly at school or at home to review progress and any Positive Behaviour Plans. Parents may also visit and work alongside their child and / or accompany educational visits.

The Head of Autism meets all new pupils and their parents and arranges home visits as part of the initial assessment process. Home visits also occur when required to help parents establish routines and communication programmes for home that are similar to those followed at school. Additionally consistent behaviour management techniques are established if necessary.

Staffing:

Within the ASC provision at Mary Rose Academy there is a minimum staff to pupil ratio of 1:2. Class size averages at 7 pupils per class. The staff who work within these class groups are highly qualified and committed to providing high quality standards of teaching and learning within a secure and calm environment.

All members of staff have experience of special educational needs and all have undertaken additional training as part of the schools CPD and Staff Induction programme.

The Head of Autism has accredited qualifications in TEACCH, PECS, Makaton, Team Teach Positive Behaviour Management and a Diploma in ASD and BESD.

In addition she has experience of the NAS Early Bird Programme, has trained to deliver Rebound Therapy and in Managing Extreme Behaviours for Pupils with ASC.

There is a rolling programme of training for the teaching staff within the ASC Provision.

As a minimum all gain qualifications in:

- TEACCH 5 day training
- Team Teach Positive Behaviour Management
- PECS

as soon as possible after joining the school. In addition all follow the school staff induction programme for staff working with pupils with ASC.

The support staff also have a rolling programme of training.

As a minimum all:

- Are experienced teaching assistants
- Participate in a specialised induction and training programme lead by the Head of Autism
- Participate in Team Teach Positive Behaviour Management

Plus at least one TA in each class receives accredited PECS training.

The Multi Agency Team:

All staff work alongside our therapists in order to support the delivery of specific programmes for individual pupils.

Our Multi agency team include:

- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists, including one trained in Sensory Integration
- Eating and Drinking Specialist
- School Nurses
- Educational Psychologists