RACHEL MADOCKS SCHOOL

Valued for being me



Prospectus

An introduction to Rachel Madocks Special School

Rachel Madocks Special School in Cowplain nr Waterlooville, Hampshire is a co-educational day school for 70 pupils aged 2-19 years with severe, profound and multiple learning difficulties and complex medical needs.
We have :-

- wonderful pupils who enjoy coming to school
- a high staffing to pupil ratio
- excellent multi sensory resources
- dedicated, professional staff and a huge commitment to continuous development
- a caring governing body

Each individual child's needs are at the centre of everything we do at Rachel Madocks School.

"Rachel Madocks is an excellent school and the staff are wonderful. My child loves it there and always comes home happy and content"

The school building, is on one level and ensures that the educational, medical and therapeutic needs of all our children can be addressed in surroundings that are constantly subject to review and improvement as we keep a pace with modern technologies and strategies that support our pupils and students to be engaged, excited and enthused about their learning and to have fun.

As a school we provide education for a wide and diverse range of complex learning needs.
Class structures reflect the need to meet both the environmental and learning style needs of pupils and this is also fundamental to the design and delivery of the curriculum. We make extensive use of Alternative and Augmentative Communication systems and aids, sensory presentation and strategies such as TEACCH and PECS. The school has a commitment to further develop its ICT provision and its use throughout curriculum delivery.

Working closely with other professionals, valuing our staff and investing in their continued development, we strive to provide the best learning, caring and fun environment for all our children.



Extensive refurbishment and specialist equipment has greatly enhanced the learning environment. The redecoration programme in 2007 enhanced the physical building environment and included repainting, furnishings, new flooring and carpeting all in our adopted 'corporate' colours of jade and raspberry.

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Our Vision and Our Aims

Rachel Madocks offers an environment where ALL:

- are accorded equal worth, protected from harm and enabled to develop as healthy, self-respecting, creative, motivated and emotionally confident individuals
- are able to communicate effectively
- have fun, enjoy learning and are enabled to achieve the best of their abilities
- are equipped with the values, knowledge, skills and attributes they need to live life to the full
- are given opportunities to develop high self-esteem, respect for others and positive and socially responsible behaviour, enabling them to play a full and happy role in society
- have their needs and aspirations taken into account
- are encouraged to develop independence







Our Vision and Aims reflect and support the Every Child Matters Agenda;

Safety, Healthy, Enjoyment, Economic Well Being and Community Participation.

Special Educational Needs Policy

This policy mirrors the school's aims, its teaching and learning policies and its policy on equality of opportunity. The Governing Body and Staff are committed to ensuring that all pupils and students enjoy a broad and balanced education that is personalised to individual needs.

An Introduction to Rachel Madocks Special School

Rachel Madocks School is a co-educational day school for children aged 2-19 years with severe and/or profound multiple learning difficulties. Many of our pupils have associated medical and therapy needs and may have an additional diagnosis such as autism.

The school building is on one level and was previously a local primary school. Rachel Madocks School moved from nearby Bedhampton to the current site approximately 20 years ago. Extensive refurbishment and specialist equipment has greatly enhanced the learning environment. The redecoration programme in 2007 enhanced the physical building environment and included repainting, furnishings, new flooring and carpeting all in our adopted 'corporate' colours of jade and raspberry.



Communication

Help

Work



We are constantly seeking to develop the facilities and resources of the school to meet our aims. Capital funding has enabled the recent refurbishment of our hall, pool changing area and afforded the cost of overhead ceiling tracking throughout class bases, hygiene areas, the therapy room and pool changing rooms to assist in manual handling.

The school's registered charity, The Eagle Appeal has funded the recent fully interactive sensory lighting equipment in our hydrotherapy pool and the purchase of a new minibus. Past projects have included the refurbishment of a 'state of the art' Multi Sensory Studio, a Soft Play room, a Sensory Courtyard Garden, and extensive playground equipment with wheelchair accessible swing and roundabouts. Fundraising has also enabled the refurbishment of our Food Technology Suite and Art Studio.

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Committed to opening our doors as often as we can for own pupils and other groups working with children and adults with learning difficulties, our pool is used every evening after school. The charity KIDS hold their Saturday and holiday play schemes on our premises. We also do our best, around building refurbishments and repairs, to open our pool to parents and their children during the holidays and have held physiotherapy sessions supported by the therapists who work in our school. The vision is to extend the use of our facilities are much as we are able to do in support of our families and the local special needs community.

The school embraces and supports its pupils in all the external initiatives available to them. Working with a local mainstream school, we have entered the annual global Rock Challenge event for the past 7 years. With dedicated support from our staff, governors and parents, students have thoroughly enjoyed and gained immensely from this inclusive experience.



"An excellent example of inclusive performance at its best, great team work"

Rock Challenge Judges

Rock Challenge

Outside





We pride ourselves on the quality of education we provide for our pupils and the opportunities we create to encourage and develop their communication and independence skills. We strive to provide exciting learning opportunities relevant to every child's individual needs in a happy and caring environment where everyone is respected and valued.

Collaboration is at the heart of a successful school and we value close links with parents and carers. We look forward to working in partnership with you and providing a rewarding and challenging education for your child.

We hope the information in this prospectus will provide you and your child with helpful details about our school. If you have any further questions, please do not hesitate to contact me.

Yours sincerely,

Jackie Sumner - Headteacher



General Information

Admissions Procedure

Only pupils with a 'Statement of Special Educational Needs' can be referred for admission to our school by the Special Educational Needs Department of Hampshire Local Authority. Some Early Years pupils are offered places and assessed prior to the statutory statementing process being instigated. Admissions can occur at any time in the school year but it is usually at the beginning of each term and where possible, it is preferable if the school is approached at least a term before admission of the child.









Parents/carers who have been approached by an educational psychologist to consider the school should contact the Headteacher in order to arrange a visit without their child. Any queries or concerns that parents or carers may have can be discussed with the Headteacher.

If parents/carers decide that the school is suitable, an interview with the Headteacher should be arranged. It is at this point that the child will visit the school and meet the staff. The Headteacher and staff will be able to consider whether the school would be able to meet the needs of the child.

Before admission whenever practical, school staff will visit the child's present school/playgroup to discuss the progress and needs of the child with the current teaching staff.

An Admissions Pack, including the Home/School Agreement, will be sent to parents/carers prior to admission. All enclosed forms should be completed and returned to the school as soon as possible.





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Charging Policy

The school's Charging Policy is reviewed annually by Governors and a copy is available for inspection at the school.

The Governing Body is responsible for monitoring both the school's delegated budget and the standards fund.

The School benefits financially with the support of its own registered Charity. The Eagle Appeal Fund accounts are independent of the school's official funds but the fundraising committee vote annually to adopt projects identified in the school's development plans for the benefit of all pupils.





Outside









Play



Our Facilities

The Hydrotherapy Pool

Our shallow water hydrotherapy pool measures 10x5 metres and is maintained at a constant 35 degrees. Fitted with overhead 'space ship' hoist and side of the pool hoisting lifts ensures safe and comfortable transition into and out of the pool.

The recently refurbished changing area enables all our pupils to access the showers and minimises manual handling for both their comfort and ease.

In addition to hydrotherapy and swimming, the pool is used to teach communication and numeracy, consolidating skills and making learning more fun. Techniques used in the pool are intensified due to the comfort pupils feel in the water and the personal one to one between pupil and staff. The learning in the pool environment can ultimately be transferred, helping the learning in the classroom.

In May 2009 our sensory interactive lighting programme was installed. Incorporating over 65,000 different colours emanating from 12 flood lights and complimented by the existing sound system, the pool environment is filled with light and sound. 3 dolphin projectors, two reflecting into the pool and one that transpose onto the walls, enables the children the experience of swimming with dolphins. Fully noise activated and accompanied by interactive floating switches, pupils can operate the system either manually or by sound.





Multi Sensory Interactive Studio

At a refurbishment cost of £42,000 in 2008, Mike Ayres designed our large L shaped multi sensory studio incorporating 'state of the art' sensory technologies. With projectors, wind tunnel, sound beam, bubble tubes, colour panels, infinity hut, sensory boards, sound vibrating cushions, musical squares and so much more, this specialist equipment helps us to engage, enthuse and enable our pupils to access a host of learning experiences. Two day training for staff on the use of this latest technology presented them with an opportunity to gain further experience and knowledge of how to use sensory stimulation in a simple and highly effective way.









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Our Soft Playroom

Again, designed by Mike Ayres in 2007 and incorporating sound and projectors, this safe, colourful, fun room provides an environment where our children can take control of their environment and gain confidence. Children learn a multitude of skills through play; communication, understanding, expression, compromise, negotiation, sharing and teamwork. Used to help develop numeracy and literacy skills, we incorporate mathematical concepts and perceptual understanding into session work in this Soft Playroom with individuals and small groups of children.

Food Technology Room

Cooking

This room is equipped with fixtures to complement those our pupils and students will have in their own homes with gas, electric and wall mounted ovens, height adjustable sinks and tables, work surfaces and hob.
Food technology is taught across the whole school, culminating in Key Stage 4 and Post 16 where students cook their own lunches at different times during the week.

Playground and Sensory Garden

Fully funded by the schools charity, our playground is equipped with wheelchair accessible swing and roundabouts.
A specially designed assault course complete with play tower and 'fireman's' pole ensures our more able children are challenged physically helping them to develop their balance, climbing, and agility skills.
Musical outdoor drums and Eye Chimes lining a pathway into the playground have been made possible by a local fundraiser loyal to the school.

The Sensory Garden provides light, colour, smell, noise and touch experiences in a quiet, sheltered courtyard offering small areas of interest to children who don't like large open spaces.









Play



Outside







Other facilities include:

- an Art and Design technology room with height adjustable sink and tables.
- a small library
- an ICT suite
- main school hall with fitted fixed PE apparatus including a swinging hammock

Pastoral Care

As a staff team we are concerned not only for the educational progress but also for the personal and social development of all our pupils. A sudden upset or change at home can cause a child to behave differently at school, just as changes at school can cause problems at home. Sometimes problems do occur and we endeavour to involve parents at an early stage and hope that you as parents and carers will do the same.

Every effort is made to teach sensitivity of the needs and feelings of others, both by example and through more formal personal social and health education. Pupils are expected to behave in a way that shows care, consideration and respect for themselves and others.

Sometimes we need to focus on a pupil's behaviour to enable them to move forward. At these times we will involve parents and staff in agreeing a programme which will be carefully monitored.

There are school rules which the pupils are expected to adhere to as appropriate. Many classes define their own class rules that reflect the age and abilities within the group.





Health & Safety and Pupils' Welfare

In an effort to reduce the spread of any infection throughout the school we would be grateful if parents would be guided by the following procedure:

Sickness – children with a recent onset of sickness should not be sent to school until they have recovered, usually 48 hours.

General Illness – children with an acute illness, with symptoms of fever, coughs, colds or who are generally unwell, should not be sent to school, particularly if they are on a course of antibiotics.

Please remember the welfare of our pupils is dependent upon restricting the spread of infection and illness.

If a pupil becomes unwell during the school day, the school nurse will contact the parents/carers in order that suitable arrangements can be made to collect the pupil from school.
All of our class based staff are trained in manual handling techniques to ensure their own and pupil safety and two of our staff are trained as Manual Handling Trainers. Staff also receive regular training in resuscitation, basic first aid and epilepsy.

Listen

Child Protection

The very nature of our children's special educational needs makes them very vulnerable and our first concern must be for their welfare. There may be occasions where school has a reason to be concerned that a child may be subject to a form of abuse (i.e. neglect, injury, ill treatment, etc). In such circumstances we have an obligation to consult other agencies without contacting you. The procedures we have to follow have been laid down in Hampshire County Council's Child Protection Procedures. A copy of these procedures together with the school's policy statement can be viewed in school should you wish to see them.

In line with Hampshire's Child Protection Procedures, the Authority requires the Headteacher to report any obvious or suspected cases of child abuse – which may involve physical injury, sexual abuse, emotional abuse and neglect or failure to thrive. We have a Child Protection team of staff within school who meet regularly.

This does mean that the Headteacher risks upsetting parents by reporting a case which, on investigation, proves unfounded. In such circumstances, it is hoped that parents would appreciate how difficult it is for a Headteacher to carry out this delicate responsibility and would accept that she is acting in what is believed to be the child's best interest.

The school strictly follows Hampshire's safe recruitment policy and implements these procedures for all staff, volunteers and students working with our children.





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Rachel Madocks School Governing Body

Rachel Madocks' Governing Body is made up of thirteen governors, who are elected from different groups of people. The current constitution of 12 Governors has 2 Local Authority governors, 4 parent governors, 3 community governors, one teacher governor, a support staff governor and the Headteacher.
The Chairman, Vice Chairman and other officers of the Governing Body are elected annually in September by the governors.

The Governing Body meets on average six times a year and in addition to these full Governing Body meetings, the governors' committees meet at least once a term.

There are three governors' committees and they are: Buildings, Health & Safety, Finance and Personnel and Curriculum.

If you wish to know more about our Governing Body, please do not hesitate to contact the Headteacher or the Clerk to the Governing Body by contacting Rachel Madocks School.



School Sweatshirts and Polo shirts

We do not have a school uniform but some pupils and staff like to wear 'school sweatshirts and polo shirts'. Available in Jade or white, endorsed with the school logo, orders can be placed via the school office. To reduce the cost, ordering is placed just twice a year – in both the autumn and spring terms.

The Curriculum

All our pupils, from Key Stages 1 to 4, access the National Curriculum through our own schemes of work adopted by EQUALS. These are based on the National Curriculum programmes of study in all subjects, but written to meet the special learning requirements of our pupils. This ensures breadth and balance through their learning without compromising their developmental needs.
This curriculum is supported by our Early Years Foundation and Further Education Curricula which provide for our under 5 and post 16 pupils respectively. The Curriculum is delivered through a rolling programme of a topic and theme based approach enabling and supporting the children to recognise the links between their learning and skills gained across all subjects.

We have curriculum focused days once every term; at the end of these weeks the whole school joins their efforts to display an exhibition for parents, governors and friends of the school.



Cooking







Computer





Early Years Department

Early Years education is a time for adjusting to the demands of attending school and learning to feel confident and secure in a new environment.
The main focus is on developing early communication skills and ensuring that every pupil has an appropriate way of expressing their needs.

All the children are offered the Foundation Stage Curriculum, with elements of literacy and numeracy, based on the Early Learning Goals. These ensure development in the six areas of learning described as:

- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development

The curriculum is delivered mainly through play at this stage and pupils are helped to be able to make choices and learn to share.
The majority of the teaching and learning takes place within the school environment, but there are opportunities for pupils to visit local mainstream infant schools to share activities and work with children of a similar age.

Key Stage 2 Provision

At the primary stage, pupils are encouraged to become more independent in their learning but much will continue to be delivered through play and exploration. At this stage there is further scope for working with a number of local primary schools and accessing sessions with visiting specialists on a regular basis, for example in music and P.E. There is also an opportunity to participate in riding sessions locally during the summer term.





Art

Key Stage 3 Provision

Pupils in Key Stage 3 are taught in classes of mixed ages across the 11 – 14 age range. Pupils are now part of the Upper school and emphasis is on encouraging independence and personal and social development. Pupils have the opportunity to attend drama lessons with a local mainstream secondary school and have access to swimming sessions at Waterlooville public swimming pool. They are invited to contribute and perform in the annual, national Rock Challenge event held at the Guildhall. Decision-making skills are widely promoted for our pupils in preparation for their Transition Review in Year 9.

Cooking

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Key Stage 4 Provision

The students in KS4 follow a national curriculum similar to mainstream schools but adapted to suit the learning and physical needs of our pupils. Whilst most of the learning in KS4 is achieved in class groups, the students integrate for subject options, sports, leisure and citizenship activities. All students are entered for external accreditation in the summer term, ASDAN.

One of our aims at this stage in their education is to teach students the skills that will help them cope when they move on to college or other post school provision.

In the summer term there is the annual KS4 residential holiday which is always great fun.



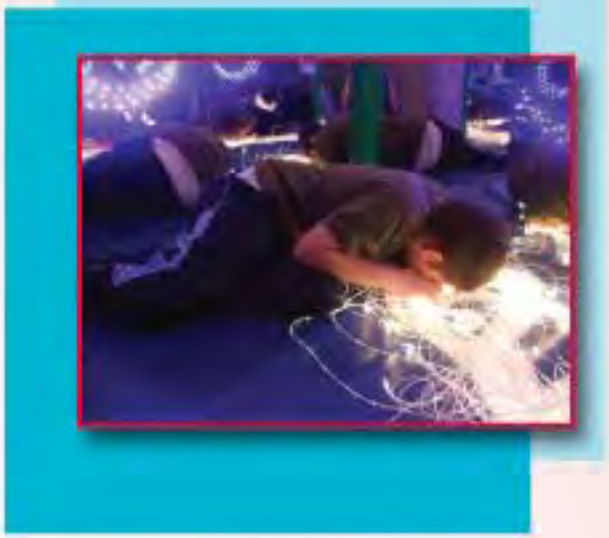
Post 16 provision

Is designed to meet the needs of those students for whom a college course would be too great a step and focuses on providing students with the necessary skills to move on to college courses, a vocational training placement or supported employment when they are ready. The 16-19 curriculum is based on EQUALS: Moving On accreditation scheme: It is designed to be progressive over the three years of the programme and is personalized to the individual needs and abilities of each student.

Assessment

Pupils' progress is recorded, monitored and assessed at all stages throughout their time in school. Parents, carers and other professionals work closely together, with the teaching staff, to ensure that appropriate targets are set to enable continuing progress. This progress is formally reviewed annually in addition to ongoing reviews throughout the year.

All students in school are formally assessed annually in the Summer Term. The assessments are made using the P Levels. Pupil progress is monitored and recorded over the year. Formal P Level assessments are made in English, Numeracy, Science, PSD and ICT. Pupil P Level progress is reported and shared with Parents. The leadership team moderate P Level assessments that are made and the P Level data gathered informs individual and whole school targets.



Reading





Communication

Our school is fortunate to benefit from specialist areas such as:-

- an art studio with height adjustable tables and sinks
- a hydrotherapy pool with interactive sensory lighting
- a soft playroom with lighting and sound equipment
- a sensory garden with a water fall, funny mirrors and a quiet seating area
- a 'state of the art' multi sensory studio
- a refurbished food technology suite with height adjustable table and sink
- an ICT suite

Early Years Department



Early Years education is a time for adjusting to the demands of attending school and learning to feel confident and secure in a new environment.

The main focus is on developing early communication skills and ensuring that every pupil has an appropriate way of expressing their needs.



We aim to have a high staff to pupil ratio to enable pupils to have one to one support to settle into their new environment and to be able to support them in working and playing in small groups.

Most children will benefit from having a named member of staff responsible for helping them settle in during their first weeks.

There is a carefully managed transition process into school which involves very close liaison with parents and carers and is based on individual needs. The number of sessions attended also reflects this.







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Attendance is gradually increased until the child is attending full time during the term in which they will be five. The rate of increased attendance is also determined by individual need in consultation with parents.

We work closely with parents at all stages of the transition to school and feel that this is essential in helping both the child and family to feel confident.

Starting school is often the first time for many children that they have been away from home and their families.

All the children are offered the Foundation Stage Curriculum, with elements of literacy and numeracy, based on the Early Learning Goals. These ensure development in the six areas of learning described as:

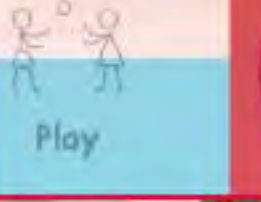
- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development





The curriculum is delivered mainly through play at this stage and pupils are helped to be able to make choices and learn to share.
The majority of the teaching and learning takes place within the school environment, but there are opportunities for pupils to visit local mainstream infant schools to share activities and work with children of a similar age.





Play









Pupil voice

Home School Liaison

A welcoming 'Open Door' approach is nurtured throughout school supported of course with the necessary security and safety protocols for all our pupils.

Our Home School Diaries are a vital link between home and school as so many of our pupils are unable to communicate what they have done.

"I value the home school books, I know what my child has been doing each day".

Parent quote

Please also feel free to call and make appointments to see your child's class teacher or the Headteacher if you've any concerns.

Parents are encouraged to be involved in discussing and contributing to their child's targets at both parents evenings and Annual Reviews. We hold two parents evenings a year, one in the Summer Term and the second in the Autumn Term.











We



Help

We value and respect class core teaching hours and minimise disruption between 9am and 3pm. However, parents/carers are welcome to call and speak to a member of staff at any time. If office staff cannot answer your query and a teacher cannot come directly to the phone, they will return your call at the first possible opportunity. The school nurse is also available between 8am and 4pm to discuss medical issues and appointments. She has her own direct line, the number is available from the school office.





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The Annual Review reports on the progress of the IEP. (Individual Education Plan) and is written by the class teacher. At your child's Annual Review, you will receive information on how your child has achieved against all targets in all curriculum areas. Multi agency professionals are invited to Annual Reviews and are supported by your child's teacher, head of department and or the Headteacher.



In the Summer Term you will receive a written formal curriculum report on your child's progress. In accordance with statutory regulations the report includes a record of the pupil's attendance.

All pupils have an Individual Education Plan (IEP) which breaks down Annual Review targets over the year. Parents receive copies of IEPs after each Annual Review.

Transition plans are introduced for students when they reach Year 9, aged 14 and are supported by the school's Connexions advisors. Parents and carers have set up their own parents and carers transition support group and meet regularly at the school to discuss future provision and opportunities for their children.

Dinner Money and contributions

School dinner money should be sent into the school, preferably on a Monday for the following week or if payment half termly is preferred, at the start of the term. Information regarding entitlement to free school meals can be obtained from the school office.

Donations towards snacks in school, educational trips, clubs, residentials, and other extra curricular activities are asked for when required. All money sent into school should be clearly marked with the child's name and the purpose for which it is intended.





Communication

TEACCH and PECS at Rachel Madocks

There are many different approaches to therapy and education in autism. Children with an Autistic Spectrum Disorder (ASD) have difficulties with social interaction, communication and imaginative thought.

The different approaches recognise that children with ASD also have strengths which can be used to develop their skills. Such strengths include visual skills, visual memory, precisions and accuracy.

Rachel Madocks School seeks to enhance the learning skills of pupils with ASD, by incorporating amongst others, the following two approaches, which are also used to succesefully support many pupils without ASD.



Reading



Computer

We are able to provide specialist strategies, resources and environments for pupils on the autistic spectrum. Staff are experienced and highly trained in working with pupils with ASD and any associated challenging behaviours.
The timetables and access to learning are individualised to meet the pupils' specific needs.

One of the school's current development plan priorities is to fund a Sensory Integration Programme. This programme delivered by an external occupational therapist is of great benefit for children who are within the autistic spectrum. It involves teaching the children to relate their bodies to the world. Through a specialised programme, working with the child, staff and parents/carers, the therapist assesses the child and works out a programme to suit their individual needs. Staff and parents/carers are trained in the techniques directed by the therapist to enable them to also deliver the programme. We have seen dramatic improvements in behaviour and the well being of pupils by using these strategies and staff knowledge and confidence has grown with this training. At an initial cost this year of £10,000.00 we hope to continue to support the use of this programme.

TEACCH

(Treatment and Education of Autistic and relating Communication Handicapped Children)

The TEACCH approach has shown itself to be very effective for those pupils in school who have worked in this way. Through TEACCH we have seen a reduction in difficult behaviours both at home and at school. As parents and carers, your contribution to your child's TEACCH programmes is invaluable. School is able to work with you to identify areas of difficulty both at home and at school in order to provide appropriate strategies for your child.

TEACCH was developed in the 1970s by an American, Eric Schopler, at the Department of Psychiatry of the School of Medicine, University of North Carolina.

TEACCH recognises that people with autism have different views and experiences of the world, enabling us to understand those with autism as they are, rather than us holding a notion of 'normal' behaviour and expecting them to fit our requirement.

The TEACCH approach puts the person with autism at the centre of the programme developed around their individual skills, interests and needs, therefore making the person the priority.

Assessment allows us to produce programmes from where they are functioning and to help them develop as far as they can go.

TEACCH recognises the strengths of people with autism – such as visual skills, recognising details and memory – and uses these as a basis for learning.

TEACCH offers a broad based approach to all areas of life. Communication, social and leisure skills are just as important as educational work skills.

TEACCH can be adapted to suit any environment; it provides consistency, therefore allowing the person with autism to cope with change.

The basis of TEACCH lies with 'structured teaching' to:

a) help understanding
b) provide a calming effect – understanding the environment to reduce/lessen agitation and anxiety
c) improve learning – a visual approach helps to focus on relevant information
d) aid independence – the structure can be adapted to any situation to help achieve independence
e) develop appropriate behaviours that can be generalised to other environments

Parents work closely with school staff to ensure continuity of structure at home, particularly to help lessen difficult situations.

Some aspects of TEACCH structure used in school:

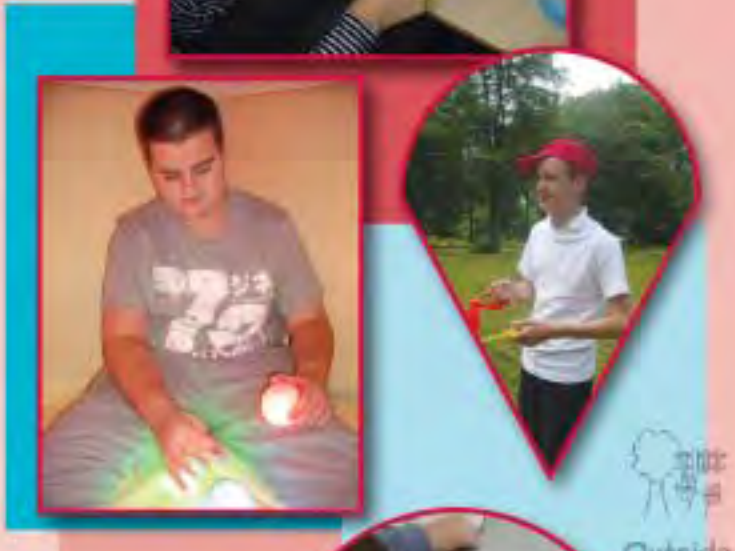
- learn physical and visual boundaries
- decreased visual and auditory distractions
- daily visual timetable to inform the pupil of what will happen and in what sequence
- individual portable timetable to help with transition between lessons and areas of school – this provides predictability for those who find change difficult

PECS

(The Picture Exchange Communication System)









PECS – Picture Exchange Communication System

PECS was originally developed in the USA at the Delaware Autistic Programme by Lori Frost (speech and language therapist) and Andrew Bondy (Ph.D Psychology) to help children with autism to communicate. Its use has been extended to a wider range of children and adults with other significant communication difficulties.

PECS enables the children to express their needs.

The child is taught to use pictures or symbols to show what they want and is immediately rewarded – 'giving a picture of a biscuit to another person results in the child being given a biscuit'.

PECS aims for independence – for the child to communicate with another person when necessary in an effective, functional way.
From starting with a single picture or symbol, we can develop the child's skill in using an increasing number of pictures or symbols. These are then made accessible to the child at all times and forms their 'voice'.

Children can progress, from pictures to symbols to words, then to building sentences which makes their communication even more effective.
PECS can be used successfully alongside TEACCH.





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www.hants.gov.uk

www.hantsfish.org.uk/hantsfish - Directory of Children's Services

www.parentpartnership.org.uk - Support for parents/carers of school aged children

www.nas.org.uk - National Autistic Society

www.has.org.uk - Hampshire Autistic Society

www.connexions.gov.uk - Transition planning for pupils from year 9

www.cafamily.org.uk - Information & advice for families of disabled children

www.disabilityalliance.org - Information & advice for disabled people of all ages

www.bild.org.uk - Organisation helping all disabled learners

www.mencap.org.uk - Organisation helping all disabled learners











Physical Education

Physical Education incorporates sports, exercise and fitness for all our pupils and students at Rachel Madocks

Rachel Madocks School has achieved both The Activemark and Sportsmark for exceptional delivery of Physical Education in Schools. All the students in School access an exciting and varied curriculum in Physical education and physical development.



All pupils access two hours at least of Physical Education a week. Lessons take place in the Sports Hall and are lead by teachers and professional coaches. However there are an increasing number of pupils who access PE activities in mainstream school settings. These have included trampoline, 5 a side football and New Age Kurling. The curriculum is well supported by Hampshire Cricket Club, Portsmouth Football Club, the local school Sports Partnership and local mainstream schools. Several of our Key Stage 4 students are developing their skills as young PE leaders in local primary and infant schools.

Our Students have opportunities to represent the school in competitions, both local and regional. These have included, the indoor special Olympics, the Parallel Youth games, New Age Kurling and Boccia leagues, 10 pin bowling competitions, table and Kwik cricket and county athletics festivals. The school has developed a football programme with Portsmouth Football Club for pupils with multi sensory impairments called "Accessiball". All students access swimming and/or hydrotherapy at least once a week. Competent swimmers from Key Stage 3 and above access the local leisure centre for swimming.











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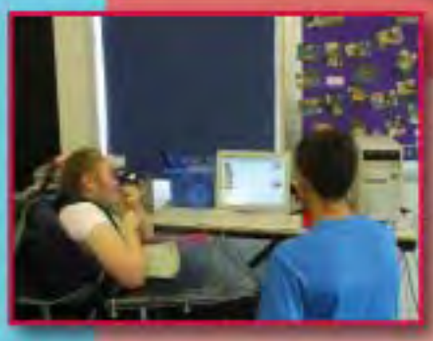











Collaboration with parents and carers, therapists, our educational psychologist and other professionals is fundamental to enabling successful progress and we actively seek their involvement to provide a joined up, consistent approach.

The school embraces and supports its pupils in all the external initiatives available to them. Inclusion and equality are at the forefront of our aims for all our pupils and children we work with in the community. We treasure these relationships and proactively seek to extend them.

Working with a local mainstream school, we have entered the annual global Rock Challenge event since 2003. With dedicated support from our staff, governors, parents and the young people in the community we have worked with, students have thoroughly enjoyed and gained immensely from this and other inclusive experiences.

















The school richly benefits from the support of its own registered charity The Eagle Appeal Fund – registration number 1099667.
Members of the charity committee include staff and friends of the school. Their aim 'Everyone Achieving Goals and Learning Experiences' drives the purpose of their fundraising, providing specialist projects and resources for all the children at Rachel Madocks School in partnership with the school's development plans.
For more details and to find out about our current project, please see the school website or phone Coleen Smith at the school.

How to find us





RACHEL MADOCKS SCHOOL

Eagle Avenue
Cowplain
Waterlooville
Hampshire
PO8 9XP

Telephone: 023 9224 1818
www.rachelmadocks.hants.sch.uk