

# WOOLVERSTONE HALL SCHOOL

Report to Governors

1984/85

## Special Needs Department

### Aim

To facilitate the achievement of each pupil's potential, however limited in the academic, social and emotional realms of individual development.

### Staff

Three members of staff were involved with pupils from the 1st year to 5th year.

Mrs. Evans - 32 periods - 1st year 8 Integrated Studies, 1st year 2 Personal and Social Studies, 2nd year 3 English, 3rd year 4 English, 4th year 4 English, 5th year 4 English, 5th year 2 Home Studies, 2nd year 3 Home Studies, 1st year E.S.L. 2 periods.

Position - overall responsibility.

Mr. Cromarty - 27 periods - 1st year 7 Integrated Studies, 1st year 2 Personal and Social Studies, 2nd year 5 English (3 joint), 3rd year 3 English, 3rd year 2 Geography, 2nd year Geography 2, 3rd year History 2, 2nd year History 2, 4th year English 1.

Position - responsible for Integrated Studies and public examinations throughout the school.

Mr. Clifford - 20 periods - 2nd year French 2, 1st year French 2, 5th year English 2 (joint), 2nd year R.E. 1, 2nd year Personal and Social Studies 1, 4th year English 3 (joint), 2nd year Drama 3, 3rd year Home Studies 2, 4th year R.E. 2, Personal and Social Studies 2.

Position - Housemaster Orwell.

Personal and Social Studies, Home Studies, R.E. and Drama are mixed ability groups. All other groups are pupils with specific learning problems.

### Aims

Integrated Studies - Designed as a foundation course able to provide initial techniques and attitudes to assist pupils for the rest of their educational career at Woolverstone. As such it includes the main requirements of each 'feeder' subject specialisms i.e. English, Geography, History and R.E.



### Aims Cont.

English - To remediate specific areas of difficulty and return as many pupils as possible to the main stream by the end of the 3rd year.

4th and 5th Year English - Provide courses in the basic English skills needed in the world of work and promote an interest in the various art forms associated with language.

History and Geography - The same as the History and Geography departments.

### Examinations

We enter pupils for both the C.S.E. Mode 1 English and the City and Guilds Communication Skills Part I in the 5th year.

Last summer saw our first entries to Communication Skills C & G Exam Part I. All the pupils who took the exam passed with one credit and one referral. This means that the pupil failed one part of the exam which includes assignments and course work. The section he failed can be taken at the college he attends.

### Multi-Cultural Theme

To create a greater awareness of each others cultural inheritance, encouraging tolerance and understanding. Under no circumstances does the department tolerate discrimination between pupils, be it on grounds of race, faith, sex, physical or mental defects. Healthy respect is essential if we are to achieve any form of success.

We have pursued a policy of purchasing books that represent our multi-ethnic society.

### Discipline

Our aim to send into society responsible adults means encouraging self discipline. Punishment is administered by the teacher involved and usually takes the form of staying in at lunch time, break or after school. Some pupils are extracted and sent to another teacher in the department, usually for a short time, then returns to his peer group when he considers he can act in a sensible manner. Sending pupils outside (other than to do their work) the class unsupervised and giving lines is not encouraged. We prefer more constructive punishment. Parents are informed of both exceptionally bad behaviour and of good behaviour. When pupils are failing due to emotional problems considerable time is spent seeing them individually at lunch time or after school. Each pupil has his own record sheet for which every skill he is tackling and he can see comments on how he is progressing. We participate in the school's commendation scheme, verbal commendation and example. Punishment is aimed at the individual.



### Finance

We have been affected seriously by poor financing this year and the result has been a serious shortage in replacing books or equipment. I hope this will be rectified as more money is essential if we are to pursue the attached policy. I feel that we are long overdue having the right equipment, that will be essential for a withdrawal room.

### Homework

I am pleased to report that the return rate for homework has improved. This is partly helped by the progress graphs which we have started. These show realistically the results of doing no homework. Also the first year have been doing their homework, and with the co-operation of the house, this has been returned straight to my pigeon hole. By necessity homework has to be done on worksheets. Keeping books back in the classroom. With this in view each pupil now has an A4 folder where both class and homework is kept.

### Records

Apart from each individual record sheet, record of work is kept on a progress graph and we have implemented record sheets on attitude and behaviour. One is attached. The school is in the process of organising a central profiling scheme and we will record all our information on this system.

### Meetings

Regular departmental meetings are held and these are most useful. Also meetings are held with the Psychiatric Social Worker and Psychologist. We are involved in assessment reports and attending case conferences. Each pupil has his own record sheet which records his progress in reading, writing, spelling, contacts with home, psychologists' visits and information supplied by outside agencies.

### General

Problems arose over the pupils who needed extra help. There was difficulty in withdrawing them from classes other than English, History and Geography. Together with time tabling. This should be rectified by the enclosed scheme which we would like to operate in September 1986.

Mr. Cromarty retired at the end of the summer 1985 and we wished him well in his new life.

The Governors may be interested to know that the Head of Department attended a conference on "Putting it into Practice", staged by the National Association of Governors and Managers, on implementing children with special needs in schools. Two hundred and seven governors from all parts of the county attended. The conference notes are available and we contributed to them.

### Future Consideration

1. Consider ways that the few really poor readers can be helped.
2. Explore ways that we are more effective in our teaching pupils.
3. Establish an early diagnosis of pupils with specific learning difficulties.
4. Move to more central place within the school.
5. Equip the withdrawal group with the right type of furniture.
6. Try to obtain more money for replacing and adding equipment.
7. Continue to be aware of the pupils' needs in our changing society by exploring and analysing new curriculum developments.

1984/85 was an interim year for the department, waiting for the school to decide which way they wanted to develop. We were able to continue our policies helping our pupils to be equipped to take their place in the world of work. All pupils were able to take a public exam and go on to colleges or Y.O.P. schemes.

Many of the future considerations are now being rectified and hopefully we will move forward to a more integrated scheme in the future.

A. M. Evans  
Head of Special Needs



## WOOLVERSTONE HALL SCHOOL

### Aims and Objectives

The overall aim is to facilitate the achievement of each child's potential, however limited, in the academic, social and emotional realms of individual development.

### Objectives

1. To provide the initial diagnosis of learning difficulties: identifying specific areas of difficulty.
2. To provide a teacher-pupil counselling service where psychological, emotional, social problems are causing difficulties in learning.
3. To motivate and generate an enthusiasm to learn in children who have encountered learning problems; this involves the development of self-confidence, self-esteem and a positive teacher-pupil interaction.
4. To maintain an overall surveillance ensuring that children with difficulties have the same opportunities, attention and regard as all other pupils within the school.
5. To provide in-class support where it is diagnosed as necessary.
6. To provide withdrawal groups where appropriate, pupils to be withdrawn as individuals or small groups.
7. To assist teachers of mixed ability groups, the department will provide, as requested, advice on curriculum and special materials.
8. It is important that pupils are aware of their cultural background and respect for ideas and culture are to be encouraged. Good attitudes to be established. Under no circumstances are we to tolerate discrimination between pupils, be it on grounds of race, faith, physical or mental defects. Healthy respect for each other is essential if the school is to achieve any form of success.
9. A broad concept of each individual pupil is to be sought. Close links with all outside influences on the pupil are essential, close co-operation with parents, housemasters, houseparents, social workers, psychologists, and teachers will lead to a greater understanding of the pupil.

A. M. Evans  
Head of Special Needs Department

24th February 1986

Special Needs

Student Appraisal Form

Name of Pupil

Year

Subject

Teacher

Date

Teacher's Notes on student's work during module

To include:- comments on progress, capacity for application, contribution to work in group attendance etc.

Signed

---

Pupil's comments on own work and progress

Date

Signed



To: Headmaster  
S. McDonald  
A. Marshall  
Heads of Departments

ROLE OF THE SPECIAL NEEDS DEPARTMENT FROM SEPTEMBER 1986

PURPOSE

The purpose of this report is to inform you of the changes to the role of the Special Needs Department required to support mixed ability teaching throughout the school. In order that I can commence the detailed planning of these changes, I shall assume that you are in agreement with these proposals if I have not heard from you by the end of term.

RECOMMENDATIONS

Attached is a copy of the revised objectives of the Special Needs Department. The main changes to the current objectives are:-

- a) IN CLASS SUPPORT: Whereas currently Special Needs pupils are withdrawn from classes to a Special Needs group, from September, Special Needs teachers will provide in-class support to these pupils.
- b) WITHDRAWAL GROUPS: Where appropriate, Special Needs teachers will withdraw individuals or small groups from classes to work on their needs. This will by necessity be on a flexible basis as observed to be appropriate by the Special Needs Department.
- c) SPECIALIST ADVICE: To assist teachers of mixed ability groups, the Special Needs Department will provide advice as required on curriculum and special materials.

IMPLICATIONS

The main implications of this change are:-

- a) LIAISON: There will need to be close liaison between the Special Needs Department and the teachers of mixed ability classes to ensure that suitable curriculum are developed for pupils of varying abilities within one group.
- b) FLEXIBILITY: To allow in-class support or withdrawal as appropriate, there will need to be flexibility and co-operation between class teacher and the Special Needs support teacher.

Ann Evans  
Head of Special Needs Department

24th February 1986

Woolverstone Hall School

Special Needs

Term/Module Report on Pupils

Module/Term \_\_\_\_\_  
Pupil \_\_\_\_\_  
Tutor \_\_\_\_\_  
Class \_\_\_\_\_

	Very enthusiastic Seeks involvement	Enthusiastic Industrious Willing worker	Inadequate interest Little enthusiasm Needs constant encouragement	No interest Easily distracted
1. Interest Motivation Enthusiasm				
2. Initiative and resourcefulness	Very quick to initiate and develop ideas	Resourceful but welcomes guidance	Inclined to play safe. Needs frequent prompting	Lets opportunities slip by
3. Co-operation	Very co-operative in every way. Very willing to learn	Usually co-operative and helpful. Willing to learn	Makes some contribution but mostly depends on others. Will accept criticism	Inconsiderate to others. Allows others to do all the work. Resents criticism
4. Reliability	Self reliant, needing minimum supervision	Dependable on most occasions	Generally reliable Needs supervision	Frequently unreliable. Needs constant supervision
5. Attitude - speech, bearing, self assurance	Manner - distinct, self confident	Some self assurance Not hesitant	Fair, somewhat retiring	Very hesitant, shy, nervous
6. Appearance	Suitable at all times	Usually suitable	Sometimes suitable	Mostly unsuitable

PLEASE TICK ONE COLUMN FOR EACH AREA 1-6  
CROSS OUT ANY WORDS THAT DO NOT APPLY  
TURN OVER FOR FURTHER COMMENTS

A. H. Evans/1985