

# Marjory Kinnon



# School Brochure



SEN SPECIALIST  
SCHOOLS



INVESTOR IN PEOPLE

# **A Message From Our Headteacher ...**

*Dear Parent / Carer*

*I am pleased to write this message of welcome on behalf of the staff, Governors and pupils of Marjory Kinnon School*

*I trust that you will find our brochure both useful and informative, but obviously it is difficult to cover everything you might want to know. Should there be any other information you would like please feel free to contact us.*

*Denise Morton*

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## FOREWORD

The Marjory Kinnon School is a Specialist Special School for pupils with Moderate and Complex Learning Difficulties; and specialist provision for pupils with Autism. Each child has different needs and so is treated as an individual, working at his/ her own pace on appropriate levels of work.

Our teachers and support staff have a wealth of experience and practise a wide range of teaching strategies designed to build pupils' confidence and self-esteem and promote progress in learning.

We aim to provide a happy, well-ordered, working atmosphere where children feel secure and experience success. All pupils in the school make good progress in many ways and the opportunity to return to mainstream schools is always available and is taken up whenever this is felt to be appropriate by all those concerned with the child.



Denise Morton, the Headteacher, welcomes visits from parents and educationalists alike who wish to gain further information about the work of the school.

## **AIMS OF THE SCHOOL**

The Marjory Kinnon School has high expectations of all pupils in all areas of achievement: personal, social, emotional, academic and physical.

- The school aims to provide an environment in which all children can develop their skills fully in an atmosphere of support.
- It intends that pupils, to the best of their ability, will leave the school as self-reliant, socially competent individuals who can make the most of the opportunities that lie ahead of them and live independent lives, contributing to and participating in the life of their local community.

### **STAFF WILL WORK TOGETHER TO ENABLE THE PUPILS TO:**

- Maximise their potential by building upon strengths and addressing needs.
- Acquire the knowledge, the skills and the understanding

required to enable them to take part in a changing society.

- Understand themselves physically and emotionally so that they can enjoy meaningful relationships.
- Develop respect for cultures, religions and life-styles other than their own.

## **MEETING INDIVIDUAL NEEDS**

As Marjory Kinnon is a special school, the aims of the Special Educational Needs Policy are the same as the aims for the school.

The National Curriculum is delivered in accordance with the children's needs. The content of lessons is age appropriate, but the methods used to deliver the lessons will depend on the ability of the class.

In our ASD specific classes the curriculum is delivered using TEACCH, PECS and Makaton to support pupils' communication, social and learning needs.

Pupils' needs are met in a wide

variety of ways and we are continually seeking new methods to overcome their difficulties in learning.

Pupil progress is regularly assessed, and interventions planned for classes and pupils to ensure each child makes the highest possible level of progress.



## SCHOOL ORGANISATION AND CURRICULUM

**Admissions:** The school caters for 165 children within the 4 - 18 age range. Most pupils are resident in the London Borough of Hounslow, although a few travel from nearby boroughs. Admissions can take place throughout the year providing there is a vacancy in the

particular age group.

The school is organised into four departments, which link to the Key Stages:

Lower Primary (Early Years/Key Stage One)

Upper Primary (Key Stage Two),

Lower Secondary (Key Stage Three)

Upper Secondary (Key Stage Four).

There are separate classes within both Primary and Secondary Departments for Autistic children who require a highly structured teaching approach. Each department has a team leader with overall responsibility for co-ordinating the department.

**The National Curriculum:** All pupils work at an appropriate level within the framework of The National Curriculum and Religious education and the range of subjects for each key stage. Some younger pupils who are not developmentally ready for the main programmes are working on adapted programmes, which will eventually lead to National Curriculum access. Pupils in ASD have a specific social skills curriculum that takes place in the local community.

## **PRIMARY**

The Primary Phase is made up of Early Years, Lower Primary and Upper Primary teams, catering for children aged 4 – 11 years.

In the Early Years Foundation Stage the curriculum is designed around the six areas of development

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

Our experienced, staff support the pupils to learn through multi sensory, personalised learning opportunities in all the six areas.

Pupils are encouraged to engage in structured indoor and outdoor play.

In the Lower Primary the curriculum builds on the learning of the Early Years Foundation Stage and includes the content of the Key Stage 1 National Curriculum delivered in

motivating, thematic contexts. There is a focus on developing basic Literacy and Numeracy skills and early reading skills such as phonics. Alongside this, social and emotional skills are developed and promoted, as are the essential skills for life leading to our pupils becoming independent, healthy and confident individuals.

The Upper Primary Curriculum ensures continuity and progression from Key Stage 1 to Key Stage 2. There is a continued focus on developing Literacy and Numeracy skills and a thematic, cross curricular approach for teaching Science, Humanities, Design Technology, Art and Music.

There is a strong focus on Personal, Social, and Health Education and Citizenship encouraging our pupils to look after their environment and become responsible citizens.

## **SECONDARY**

Year Seven to Year Eleven

### **Lower and Upper Secondary Departments.**

The Secondary Phase is made up of the Lower and Upper Secondary Departments, the age range being 11 - 16 years. The curriculum widens still further, seeking to continue the programmes offered in the Primary Department and extending the curriculum to include a Modern Foreign Language. At this stage, pupils are expected to be more independent, organised and able to move around the building to different subject teachers throughout the day. The staff ensure that literacy and numeracy remain at the core of their teaching.

Increasingly, emphasis is on the outside environment and community as a whole. The local community provides many opportunities for learning and visits take place to the local library, shops and industry. Where appropriate pupils are taught and encouraged to travel independently.

Within their final two years the students are offered work experience and links with Further Education. Accreditation is achieved through G.C.S.E and Entry Level, Functional Skills and other forms of accreditation.



## **ASD Pupils**

Pupils with a statement of special needs that specifies Autism may be admitted to our main school classes or our Autistic classes. They may also transfer between these classes during their time at the school if we consider their needs can be better met in a more specialist or more inclusive setting.

All high dependency autistic classes are staffed by a teacher and 2 Teaching Assistants the maximum number of pupils in each class is ideally limited to 6.

The curriculum offered is based on the National Curriculum but is essentially broader, taking into account the exceptional needs of pupils with Autism. The TEACCH programme is successfully employed to help pupils work towards independence. PECS (Picture Exchange Communication) and Makaton are used to support communication for pupils who benefit from this support.

In order to make a successful transfer from the primary to the secondary department, students need to be able to cope with some inclusion into the main

school model, moving to some specialist teachers throughout the day.

Integration with the main body of the school begins as the children board the school bus each morning, continuing throughout the day at playtimes and during lunch. Older children, when appropriate, can be supported in other groups for English and Drama, PE, gym or swimming lessons.

Individual children join whole school assemblies as appropriate to their needs, interest and ability to cope with large gatherings. All centre staff maintain close contact with the whole school, staff and children

ASD Pupils receive support from Educational Psychologists, Speech and Language Therapists, and Occupational Therapists who work with the school.

## **PERSONAL AND PASTORAL PROGRAMME**

### **PERSONAL, SOCIAL AND HEALTH EDUCATION.**

The school believes that a carefully planned personal, social and health education programme can support and enrich existing family practice. This programme spans the whole age range and aims to bring about:

- a positive feeling of self-esteem
- understanding of physical and emotional development
- effective communication skills
- a sense of responsibility
- effective management of time

This programme is not only delivered in lesson time but throughout the day because the school exists as a community in which all the above play a vital part and promote respect for others.

## **SEX EDUCATION**

The school believes that sex education is part of the educational entitlement of all pupils, all young people

whatever their ability develop physically and emotionally and need to be helped to understand their bodies and their feelings. The programme offered has been carefully planned to take account of the student's age, levels of maturity and physical development, it aims to help in the over all development of confidence and self esteem, within a framework of self-respect and respect for others.

## **RELIGIOUS EDUCATION**

All the pupils follow courses which are based on the Borough syllabus, 'Widening Horizons' which enables them to learn about the beliefs and values of the major world religions. This contributes to a greater understanding of the multi - faith society in which we live. Parents have the right to withdraw their children from religious education lessons and certain parts of the sex education programme. Parents are welcome to discuss any concerns with staff.

## **COLLECTIVE ACTS OF WORSHIP**

These are held in some form every day, varying from class base, to department or to whole school. They usually take the form of an appropriate story, which can have a link with a particular faith, and which always offers opportunities for thought and discussion.

## **PASTORAL CARE AND BEHAVIOUR**

Good behaviour depends on a close partnership between parents, children and school. We work to make the atmosphere throughout the school both stimulating and relaxed. The children are encouraged to think positively about themselves and others. When difficulties are experienced, the school will seek parental involvement and possibly support agencies. The school staff are always available by appointment and willing to support parents wherever possible.

Throughout school we operate positive reward systems which encourage the pupils to think and act positively in ways which

support the aims of the school community.

## **SCHOOL COUNCIL**

We have a school council for years 6 – 11. The school council meets to discuss matters related to the school community, to make recommendation for change, and to be involved in organising school events.

## **EQUAL OPPORTUNITIES & BULLYING**

There is active support for our policies on equal opportunities and anti-racist behaviour. Issues relating to bullying are taken seriously and addressed with all relevant parties. Each class teacher monitors the well-being and development of each pupil and maintains contact with parents if difficulties are identified.

## **SUPPORT SERVICES**

The school is supported by the following specialists who visit the school and work with specific children on a regular basis.

**The School Nurse:** The School

Nurse visits the school and may carry out medicals to which parents are invited and advise and support the school about the care of pupils with specific needs. She also delivers some health programmes to classes as part of their PSHCE programme.

**Education Psychologists:** The Educational Psychologists visit the school regularly and contribute to the development of strategies and Individual Education Plans which motivate and facilitate children's progress. They may participate in Annual Reviews and offer advice to teachers and parents as well as assessing children's special educational needs.

**Physiotherapist/Occupational Therapist:** The Physiotherapist provides assessment, guidance and, if necessary, treatment for children who have been identified as needing extra support with mobility, posture and developmental difficulties.

**Speech and Language Therapists:** work with children who have speech and language difficulties and offer guidance to teachers and parents.

**Educational Welfare Officer:** visits regularly to offer support to families who may be having difficulties with attendance.

## GENERAL INFORMATION

### SCHOOL UNIFORM AND PE KIT

Primary pupils : This consists of a navy blue sweatshirt, white or pale blue polo shirts, (no logos or stripes), plain trousers or skirts dark grey, navy blue or black.  
Secondary pupils : Black sweatshirts, white or pale blue polo shirts, plain trousers or skirts dark grey, navy blue or black. PE and Games are an essential part of the curriculum and each child must provide their own kit for all activities such as swimming, football, gymnastics etc. The PE kit should include black or navy shorts a white t-shirt and plimsolls or trainers, also include a towel for showering after the lesson. All school clothing needs to be clearly marked with the child's name.

## **JEWELLERY**

In common with all Hounslow schools, no jewellery [including earrings] is permitted to be worn by school children, unless required as an essential item of religious culture.

## **HOMEWORK**

All children are encouraged to take home reading books or something else of interest. Homework is provided depending on the year group and ability of the children. We do not wish to overload children but seek to build upon their natural enthusiasm for learning. Parents who wish to support school work at home are asked to discuss their involvement with the class teacher.

## **TRANSPORT**

Transport to and from the school is arranged between parents and the London Borough of Hounslow, when transport has been agreed. Most of the children are collected from their homes in the morning and returned in the afternoons on coaches, which are fully supervised. The students in the Upper Secondary department are encouraged to travel

independently, however, all decisions about transport are taken on an individual basis in full consultation with parents.

## **THE SCHOOL DAY**

Pupils arrive at School by 8:55 am; the morning session starts with registration at 9.00 am. The school day for all children finishes at 3.25pm. Some staff are on supervision duty from 8.50 am and again after school until the last child has departed. Children arriving by mini-bus are supervised by coach escorts until 9.00am. Children who are brought to school by parents are supervised by their parents until the start of the school day.

## **LUNCH.**

The school is able to offer cooked lunches for all children. Any specific dietary needs should be notified to the school office. Parents who wish to provide a packed lunch may do so. Should parents wish to change from cooked lunches to sandwiches, or vice-versa, one week's notice is required; this also applies to those children who receive free lunches. Dinner money is collected on Monday mornings (as necessary).

## **ABSENCE.**

As a school we are required by the Department for Education to report on the level of absence. Each absence must be explained by parents, by letter, however, an initial telephone call to the school office or a message through a coach guide is acceptable. The school then needs a letter on the pupil's return.

In line with OFSTED and LA guidelines the Head Teacher is unable to give permission for family holidays in term time. Permission can be given for families to travel abroad for funerals of close family members.

## **CHARGING POLICY. Education during school hours.**

Groups concerned with different areas of the curriculum may invite voluntary contributions from parents for educational visits to the school. Similarly for school outings, parents will be invited on occasion to make a

voluntary contribution towards the cost of any entry fees. No child will be excluded because parents are unable or unwilling to meet the cost of any entry fees, but if sufficient parents are unwilling then the number of activities may be restricted.

## **TECHNOLOGY.**

Parents are asked to provide ingredients for Food Technology when requested.

On the completion of work in Design Technology parents are asked to take ownership of the finished product and pay a small charge to cover the cost of the materials used.



## **PARENTAL CONTACT**

Contact with parents is maintained in a variety of ways:

### **ANNUAL REVIEW**

All parents are invited and are informed of their appointment four weeks before the meeting, one week

before the meeting the written report is sent to the parents. Parents are asked to inform the Chair of their views on the report, on a form provided, in order that as much information as possible is available for the review summary.

## **OPEN EVENINGS**

These are held each term for all pupils, when there is an opportunity to discuss your child's progress and their Individual Education Plan (IEP).

## **CAREERS EVENINGS**

These are held for Y10 and Y11 pupils in their first term in Key Stage 4. Parents, Pupils, staff and the Careers officer all meet to discuss the options for the future.

## **SECONDARY TRANSFER**

Year 6 parents are invited into school during the summer term to see the secondary department at work.

## **NEWSLETTER**

Once every term, The Marjory Kinnon Newsletter is sent home with pupils, to keep parents fully informed of various activities for the current term.

We invite parents to join us at various assemblies and sports days throughout the school year.

In practice, parents are welcome to visit the school at any time. A telephone call in advance will enable us to arrange for the necessary staff to

be available.

## **EMERGENCY CONTACT**

In the case of an emergency the office staff or the Head Teacher will send a text message to parents using the Teachers2parents software package. It is essential that you keep us informed of any changes to your mobile or landline contact numbers.

We also need to be fully informed of any changes to medication which is given at school or to allergies which a child may have.

# THE GOVERNING BODY OF MARJORY KINNON SCHOOL

The Governors are responsible for everything that happens within the school. In a practical sense the management of the school is the responsibility of the Headteacher. However, the Governors have many roles as you can see from the following list of existing committees.

The Finance Committee.

The Curriculum Committee.

The Premises Committee.

## THE CURRENT MEMBERSHIP OF THE GOVERNING BODY IS

### Chair of Governors

**Tony Foster**

Julia Chia

L.A

Abisola Iroche

L.A

PS P Goulden

Community

Denise Morton

Headteacher

Mrs Ayoub

Parent Governor

Mrs C Lock

Parent Governor

Shams Puri

Parent Governor

Alison Taylor

Parent Governor

Mrs F Chadwick-Histed

Parent Governor

Anton Van Dyk

Teacher Governor

Sanchie Songhurst

Staff Associate

Marion Hinton

Correspondent c/o Educational  
Psychology Services

Sally Beauchamp

Observer

# **MARJORY KINNON SCHOOL STAFF**

**HEADTEACHER: Ms D Morton**

**DEPUTY HEAD TEACHERS: Ms L Smart & Mrs Powlesland**

## **ASSISTANT HEADS**

**Primary – Mrs. S. Beauchamp      Secondary – Mrs. P. Mower**

## **SCHOOL OFFICE**

**Mrs.S. Songhurst, Mrs. J. Kapila, Mrs. M. Baldwin & Ms L Knight, Ms L Darlow**

**SITE MANAGER**

**Mr N Creaser**

## **TEACHING STAFF**

### **PRIMARY**

Mrs. S. Beauchamp

Mrs Bedell

Ms Pehlivan

Mrs. Horne

Miss O'Donnell

Mrs K Gruijic

Mr. A. Van Dyk

Ms M. Newton

Ms. F. Mansoor

Mrs Reed

Ms M Smrekova

Music Therapist – Mr Carolino

Literacy Support – Mrs. E. Guy

AST/Literacy - Ms. T. Meredith

### **SECONDARY**

Mr. D. Beauchamp

Mrs. J. King

Ms. A Higgins (maternity)

Miss K.Markowska

Mrs. P. Mower

Miss I. Raymond

Miss J.Cooper

Mr J Trevelyan

Mr Smoult

Mr. King – ICT Network Manager

Mr. Schuler – Asst. ICT Support

Mrs. Hopkins – Primary Learning Mentor

Mrs. Thomas – Senior Learning Mentor

## **AUTISTIC PROVISION**

(L.Primary) Emine Pehlivan, Mrs Grujic, (U.Primary) Mrs Horne , Mark Wright  
(Secondary) Ms Winiarczyk(maternity leave) and David Smoult  
(16 – 19 Provision) Mr K Smith/Mrs H. Gore

## **TEACHING ASSISTANTS**

### **PRIMARY**

Mrs Ally  
Mrs. Butler  
Mrs Fehres  
Ms Gray  
Mrs. Hayuddin  
Ms. Holmes  
Mrs Hooper  
Mrs. Hunt  
Mrs. Jamal  
Mrs. Jameson  
Mr Lake

Mrs. Lloyd-Holmes  
Mrs. Mecci  
Mrs. Nagle  
Mrs. Short  
Mrs. Smyth  
Ms. Staples  
Mrs. Sen (STA)

### **SECONDARY**

Mrs. Devonald  
Mrs. Easton  
Mrs. Edwards  
Ms. Francis  
Mrs. Grist  
Mr Kasinathan  
Mrs. Lee  
Mrs McNab  
Mrs. Spencer  
Mrs. Tunesi  
Mrs. Ward  
Mrs. Wiggins

Mrs. LeSeelleur (STA)  
Ms. Wallbanks (STA)

## **SMSA (Lunch Time Supervisors)**

Mrs. Bateson  
Mrs. Bridge (Relief)  
Mrs. Caullfield  
Mrs. Cook  
Mrs. Hall  
Mrs. Hart

Ms Gola  
Ms Joshi  
Mrs. Millar  
Mrs. Mosey (Relief)  
Mrs. Ruddy  
Mrs. Saeed

Ms O'Reilly  
Mrs B Umar  
Mrs. Tate  
Mrs. Umar  
Mrs. Yoanas

## **SCHOOL KITCHEN**

Mrs. Edmonds - Cook in Charge      Mrs. Lang      Mrs. Whiteway      Mrs. Ball

## **ADDITIONAL STAFF / SERVICES**

**Education Psychologists:** Frank Glennon (Primary) Nicola Lawrence (Secondary)  
**Speech Therapists:** Jenny Manton, Beth Humphries, Sarah Powell, Anna McCormack  
**Physiotherapist:** Joanne Innes  
**Occupational Therapist:** Sophie White  
**School Nurse:** Adele Takeda

# **SCHOOL CONTACT DETAILS**

**Address:**

**Marjory Kinnon School**

**Hatton Road**

**Bedfont**

**Middlesex**

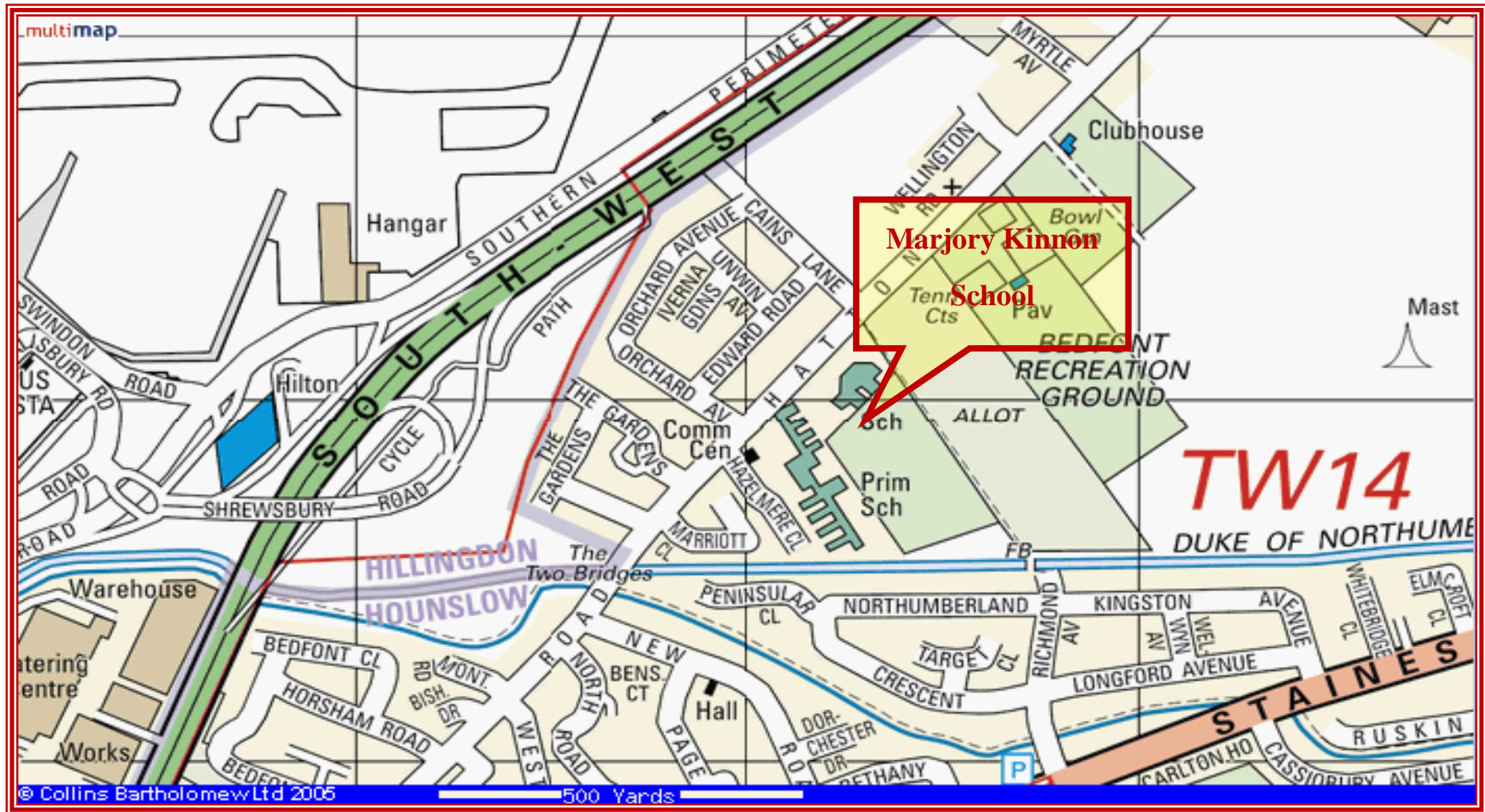
**TW14 9QZ**

**Tel: 020 8890 8890/2032**

**Fax: 020 8893 7450**

**Email: [office.mks.hounslow@lgfl.net](mailto:office.mks.hounslow@lgfl.net)**

# MAP SHOWING LOCATION OF SCHOOL



Marjory Kinnon School

## **CONTACT DETAILS FOR LOCAL AUTHORITY**

London Borough of Hounslow  
Education Dept.  
Civic Centre  
Hounslow  
Middlesex

Special Needs Dept – Kodjo Ayebi-Kwakye 020-8583-2676

Educational Psychology Service  
Civic Centre  
Lampton Road  
Hounslow  
Middlesex

|                  |               |               |
|------------------|---------------|---------------|
| Primary Dept –   | Mr F Glennon  | 020-8583-2800 |
| Secondary Dept – | Ms N Lawrence |               |

Transport Dept 020 8583 5507

## **CONTACT DETAILS FOR EXTERNAL HELP/SUPPORT PARENTS SUPPORT**

National Autistic Society  
Unit 9, The Ivories, 6/8 Northampton Street  
London N1 2HY 020-7704-3805  
[www.autism.org.uk](http://www.autism.org.uk)

Prader Willi Association UK  
125a London Road  
Derby  
DE1 2QQ 01332-365676  
[www.pwsa.co.uk](http://www.pwsa.co.uk)

Down's Syndrome Association  
Helpline 0845 230 0372  
[www.downs-syndrome.org.uk/contact-us.html](http://www.downs-syndrome.org.uk/contact-us.html)

Fragile X Syndrome 01424-813147  
[www.fragilex.org.uk](http://www.fragilex.org.uk)

Parents in Touch  
[www.parentsintouch.co.uk](http://www.parentsintouch.co.uk)