

# Newsletter Friday 19<sup>th</sup> January 2024

[www.wfs.worcs.sch.uk](http://www.wfs.worcs.sch.uk)

[office@wfs.worcs.sch.uk](mailto:office@wfs.worcs.sch.uk)

## Information for Parents



It's been very cold this week but that hasn't stopped the amazing work the pupils have been doing at WFS. Every week I love looking at the newsletter and seeing the progress the children are making. One of the highlights of the week is the 6<sup>th</sup> Form Sweet Treats trolley and on Friday their company Hot Toppings producing pizzas and jacket potatoes.

An important date for your diary is 7<sup>th</sup> February - Parents Evening & Life Beyond School Event.

### Life Beyond School Event 2024

7<sup>th</sup> February 3.15-5.00pm

It's nearly time for our annual Life Beyond Event! It's a great opportunity to find out about options for after school and support for your child as they become a young adult. The event is open to parents of all year groups and is supported by colleges, training providers, social care providers and Worcestershire Children First transport and social care. They will be happy to answer all your questions and provide information to support you in decision making.

This February Half Term we will be running a holiday club, but there will not be an Easter holiday club. Lotte has applied for a different position in school and was the successful candidate which we are very pleased about. However, the role will mean that she is unable to run holiday club. We will go out to recruit to this position but if we find an appropriate person, they will not be in place for Easter.

We are delighted that many of our 'casual' TA's that have included parents have been successfully recruited to permanent TA contracts. The wealth of knowledge parents of SEND pupils brings to WFS is incredible. We are though, now looking for more 'casual TA', although previous candidate need not apply for this round. If you or anyone you know are interested in becoming a casual TA, want to know more about it, looking to get back into work or might just be thinking about what next, then give Tracey Birch a ring or email her at [tbirch@wfs.worcs.sch.uk](mailto:tbirch@wfs.worcs.sch.uk)

## Curriculum News

Now our 'new' curriculum is fully embedded we have updated our curriculum pathway model to reflect how the eight pathways work alongside each other. It shows the levels the learners are working at, and the curriculum offered in each. Don't forget that when pupils are placed in pathways, or even move pathways, this is determined by their individual SEND and their levels of learning.

A copy of this is also available on our website. [Wyre Forest Special School - Curriculum \(wfs.worcs.sch.uk\)](http://www.wfs.worcs.sch.uk)

Jo Kehoe Senior Deputy Headteacher

## WFS CURRICULUM PATHWAY MODEL – Information for Parents

**Our curriculum.....**at WFS our pupils are based within pathways that are responsive to each learner, building upon and developing their individual strengths and areas for development. The curriculum across the school is progressive and meets priority needs within each pathway. All learners will develop skills in the areas shown on the Curriculum Overview. The approach to this will vary within each pathway, at a level and pace appropriate to individual and group need. The WFS Curriculum Pathway Model below shows the working levels and needs of the pupils which determines their pathway. Pupils often move between pathways.

Meeting the areas for development within each child or young person's EHCP remains a priority. Well considered planning enables us to further embed meeting these needs within a daily curriculum, ensuring that each pupil makes as much progress and becomes as independent as they can, in readiness for life beyond WFS.

**Leader for Curriculum - Senior Deputy Headteacher Jo Kehoe**

- The pathways that pupils are placed in are determined by both levels of learning and wider individual **SEND**

EARLY YEARS	PATHWAY 1	PATHWAY 2	PATHWAY 3	PATHWAY 4	Post 14	Post 16	Russell House
Early Years, Pre-Formal & Informal Curriculum	Pre-Formal Curriculum	Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum	Pre-formal, Informal, Semi-Formal & Formal Curriculum	Pre-formal, Informal, Semi-Formal & Formal Curriculum	Pre-formal, Informal, Semi-Formal & Formal Curriculum
Complex, PMLD, SLD & ASD	Complex & PMLD	Complex, SLD, & ASD	SLD & ASD	GLD & ASD	Complex, PMLD, SLD, ASD & GLD	Complex, PMLD, SLD, ASD & GLD	Complex, PMLD, SLD, ASD & GLD
Year Rec	Year 1 -14	Year 1 -14	Year 1-9	Year 1-9	Year 10-11	Year 12-14	Year 3 -14
Working levels 0-18 months	Working consistently and over time at 0-24 months	Working consistently and over time at 12-36 months	Working consistently and over time at 36-60 months, including early National Curriculum <a href="#">skills</a>	Working consistently & over time significantly below age related expectations within the National Curriculum	Across a range of Pathway 1-4 working levels	Across a range of Pathway 1-4 working levels	Across a range of Pathway 1-4 working levels
WFS CURRICULUM OVERVIEW							
WFS PS Communication & Interaction Sensory & Physical Cognition & Learning Social, Emotional & Mental Health	Communication & Interaction Sensory & Physical Cognition & Learning Social, Emotional & Mental Health	Communication & Interaction Independence Mental Health & Well-Being Sensory & Physical Play Cognition & Learning Creative Outdoor Learning	Communication & Interaction Independence Mental Health & Well-Being Physical Development Play Cognition & Learning The World About Us Creative Outdoor Learning	Communication & Interaction Independence Mental Health & Well-Being PSHCE, RSE & Citizenship National Curriculum Subjects	WFS PS - dependent on pathway Accreditation dependent on pathway Preparation for Adulthood	Learning for Living Curriculum WFS PS - dependent on pathway Accreditation dependent on pathway Preparation for Adulthood	WFS PS focusing upon Independence, Communication & MHWB

### EARLY YEARS...Pathway Leader Charley Curtis

At Wyre Forest School we understand the importance of a child's first years in school. Our Early Years Curriculum meets the needs of children from our Nursery Assessment Unit to the end of Reception. We value pupils' individual learning styles and embrace a play-based curriculum to develop their early skills and to ensure a happy, confident start to school life.

### PATHWAY 1...Pathway Leader Asst Headteacher Laura Morris

Our pathway 1 curriculum is a personalised curriculum which ensures pupils are at the centre of learning. This is achieved through planned learning opportunities to engage the learners. These activities are scaffolded by the adults to ensure the pupils maintain and develop their skills, and work towards their EHCP targets

### PATHWAY 2...Pathway Leader Emily Woodall

Our pathway 2 curriculum is a personalised curriculum which considers the engagement of each pupil. Although, lessons are planned and delivered in a variety of ways (whole class, group and individually) all teaching is individualised to ensure pupils are working towards their EHCP targets. Pathway 2 learners follow motivational units of work and the classrooms are set up to provide continuous provision, where the adult's role is to scaffold learning across all areas of the curriculum.

### PATHWAY 3...Pathway Leader Zoe Wilkes

Within pathway 3 each unit of work is focussed around an engaging theme which forms the basis for the learning activities. This incorporates the children's interests and provides contextual experiences to develop their individual skills. The semi-formal style provides pupils with opportunities to further their learning through encountering and exploring activities with adults and peers to develop their understanding further.

### PATHWAY 4...Pathway Leader Louise Calder (Nina Geithner Hill Acting Pathway Leader Maternity Cover)

This pathway is specifically designed for pupils who are working within the National Curriculum but will remain significantly below age related expectations. The curriculum will follow motivational units of work, using themes that encompass subject learning and skill building, within a more holistic approach. Developing their life skills, independence and mental health understanding will continue to form a large part of the curriculum.

### POST 14...Pathway Leader & Deputy Headteacher Rebekah Thompson

In post-14 pathway, pupils build on their learning from pathways 3 and 4, working towards nationally recognised accreditations, continuing to develop life skills, independence and starting to develop skills for work. Pathway 3 pupils work towards Entry level 1 maths and English. Those pupils who previously followed a pathway 4 curriculum will work towards Entry level qualifications in English, Maths, Science, Healthy Living and Creative Crafts. Some pupils are college-ready at the end of post-14 whilst others will enter our post-16 'sixth form'. Our careers program teaches pupils about the range of future options, allowing pupils to make informed decisions about their own lives.

### POST 16...Pathway Leader Deputy Headteacher Rebekah Thompson

Our post-16 focus is to prepare learners to confidently take their next steps into adulthood and work towards achieving their aspirations. The curriculum supports transition through a timetable based both within school and in the local community. A 'real-life' approach to learning is taken with opportunities in the following areas: independent living skills, community leisure activities, functional skills, vocational learning at our allotment and café. Engagement with further education, employers, [training](#) and social provision supports young people in making informed decisions about their future.

### RUSSELL HOUSE...Curriculum Lead Gemma Mole

Russell House has a bespoke curriculum in place which allows us to focus on key areas of development including encouraging independent living skills, enhancing social interaction, supporting a healthy balanced lifestyle, accessing community-based [activities](#) and promoting emotional well-being.

## CEDAR Class

Cedar Class have come back full of energy and ready to rock. This week, we have all worked hard at our physio targets. Meeting the targets in the pool, stretched out on the floor, using walkers, bouncing on the trampoline, or reaching for all the lovely messy things we like to explore. Hopefully everyone feels tired after all their hard work! Rock on next week!



Cedar Class have also been enjoying exploring our new story for this Term's Topic minibeasts - Superworm! They have been tracking and smiling at buzzy bees, manipulating 'worms' and putting hands in a watery well to rescue minibeasts!



## 6<sup>th</sup> Form Newsletter

Please follow this link and enjoy our 6<sup>th</sup> Form Newsletter

[Friday 19th January 2024 \(cloud.microsoft\)](https://cloud.microsoft.com)



## CHERRY Class

Cherry Class have been looking at the importance of brushing teeth and keeping them healthy. We have practiced brushing some practice teeth ready to try our new skills on our own teeth very soon! Watch out for those sparkly smiles! 😊



## PARENT POP IN

**PARENT POP-IN  
WFS PARENTS &  
CARERS**

**EVERY MONDAY  
FROM 2PM IN OUR  
FAMILY HUB**

COME ALONG TO ACCESS  
SUPPORT AROUND SEND,  
FINANCES, BEHAVIOUR, SLEEP,  
HOUSING, TRANSPORT AND  
MUCH MORE!

THE SUPPORTING FAMILIES TEAM CAN NOW BE  
CONTACTED VIA EMAIL AT  
[SUPPORTINGFAMILIES@WFS.WORCS.SCH.UK](mailto:SUPPORTINGFAMILIES@WFS.WORCS.SCH.UK)

## ELM Class

This week we have been developing our physical development skills in PE. We have engaged in climbing, balancing, and jumping which we're very good at. We also begun to practise throwing bean bags and balls and are developing our throwing skills in the weeks to come.



In our independence session, we have also practised brushing our teeth. We brushed the model of teeth, and all made progress towards being able to brush our own teeth too. Well done, Elm Class!



## 10P News

On Friday, Rowan in 10P asked if he could play and sing the piano during our Post 14 classes joining together time. He decided to play 'Arioso' and sing to accompany himself. The group really enjoyed listening to Rowan and we are excited to find out what Rowan may choose to play in future meetings.



## MAPLE Class

In forest school, we have been working on knife skills and whittling sticks. We must hold the stick still and move the knife away to keep safe.

Also, Harry went on a worm hunt, and found lots of worms, he enjoyed showing them to everyone!



In class we have been looking at jungle animals, we have painted giraffes, danced, and moved like jungle animals. We have also watched live animals at the zoo cameras! Sahir said, "elephant running!"



## PEAR Class

Pear Class have enjoyed playing seated volleyball in PE this week. In the classroom we are learning about different celebrations including Chinese New Year, Christmas, and Birthdays.





## LARCH Class

Larch Class have been learning all about looking after our teeth. We explored using toothbrushes to clean dirty teeth drawn on whiteboards and practiced moving the brush up and down.



## YEW Class

Yew Class have continued their story of 'We're going on a bear hunt' this week, focusing on the "splash splash" of the river. They have loved their interpretive dance to Handels 'Water song', handling the props in our sensory story, and making blue footprints using paint.



## OLIVE Class



Olive Class have had a great forest school session this week learning about fire safety and toasting marshmallows. As you can see, they all really enjoyed sampling the results!



## BIRCH Class



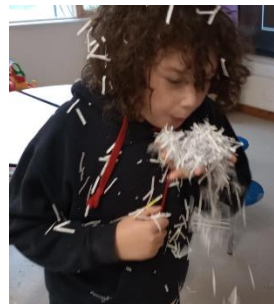
This week Birch Class have been reading the story 'Going on a Bear Hunt'. The children have a different 'Going on a Bear Hunt' inspired tuff tray to explore every day. They've enjoyed using puppets to retell the story and use the clay in creative arts make different marks in.





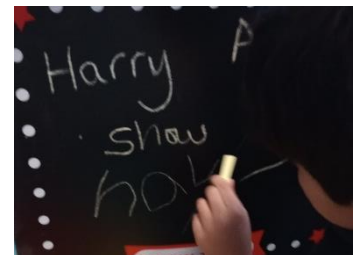
## SYCAMORE Class

This week in Sycamore Class we have had lots of fun crafting and playing with shredded paper. Working on our new animal topic by sorting animals, making muddy puddles and washing the animals which turned into splashing in muddy puddles. We have also worked really hard using our PEC's to exchange and looking at if we can relate objects to ourselves.



## MAPLE Class

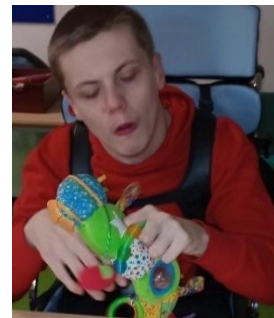
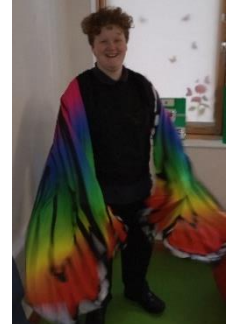
Maple Class have been enjoying our new topic 'Down In The Jungle'. We have been exploring different jungle animals, making animal sounds, animal movements and even made our own jungle animal puppet show.



## ALDER Class



Alder Class have been enjoying our new topic of Mini beasts and gardens, we have been exploring the life cycle of a butterfly and listening to our sensory story of The Very Hungry caterpillar, we have enjoyed dressing up as caterpillars and butterflies and experiencing tasting a variety of fruits that the Hungry Caterpillar ate, during the different days of the week.  
Great work Alder class.



## WALNUT Class



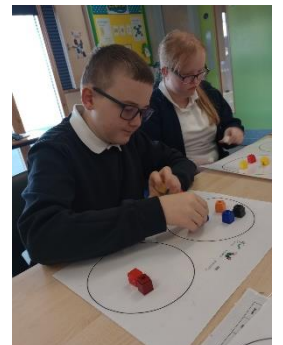
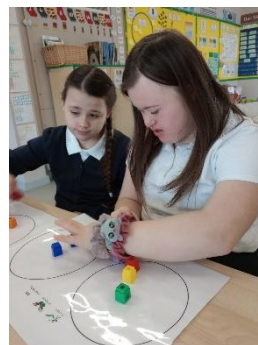
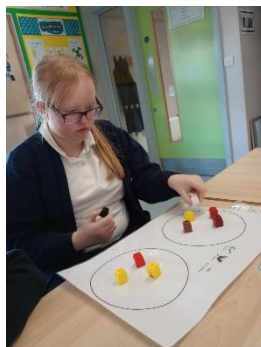
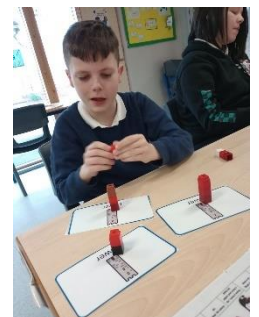
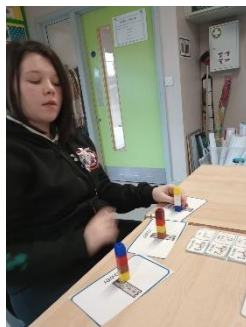
Walnut Class have been working really hard this week in their lessons. In maths they have started to look at multiplication and division. In the world about us the children have been talking about animals and looking at the different habitat's animals could live in. The children described what they looked like and how it would feel if you lived there. In mental health and wellbeing, we have started to talk about exercise and why it's important. This week the children enjoyed taking part in a yoga lesson.





## OAK Class

This week we have been on the bike track and in maths we have been sharing, which links into our early division.

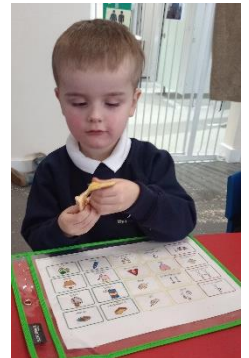




## APPLE Class

This week has been full of little achievements in Apple Class that have made us so proud of them and deserve to be celebrated.

Hamish and Archie using ALDs at snack time to communicate their wants and saying full sentences. Grey and Phoenix are beginning to trace shapes independently. Rose made troll pizzas and even touched the ingredients when asked. Hamish and Jack have shown that they can climb up the apparatus confidently. Phoenix and Keegan have let adults begin an activity and stay focused with them for a longer period of time. Not forgetting Joby who has been using magnetic letters to make words whilst nursing a broken elbow!



## ORANGE Class

This week in Orange Class our story of the week is The Gingerbread Man. The children have made their very own gingerbread which they thoroughly enjoyed, especially when it came to taste testing. In Forest school this week we finished making our birdfeeders with Mr Liggitt.







## LEMON Class

Lemon Class have had a fabulous time in forest school. We have had so much fun using the parachute where we sang songs and explored how the parachute blew in the wind. All the children loved watching as the parachute moved up and down in the air.

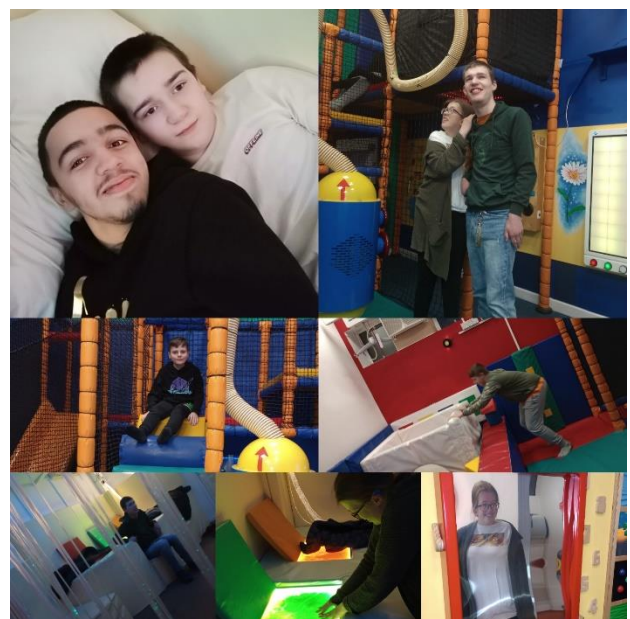




## Russell House News



We have had another fun packed week at Russell House. We attended the PODS disco where we danced the night away and our students managed to request songs not even the DJ had heard of. Tuesday we went swimming, bike track and soft play. Wednesday, we returned to cricket, lots of effort was put in by all. Thursday, we went to the Snoezelen where some of us relaxed on the heated waterbed and some of us explored the soft play area.







## Communication Team News

Hi everyone,

**Here's a Communication and Interaction top tip for this week:**

**This term's focus is language.**

Using Visuals



It is much easier to remember what has been said to us if a person's talking is supported by actual objects, photographs, and symbols. Visuals can help reduce anxiety and frustration.

Learning by looking at visuals helps us to remember and understand what is being said to us.

What can we do to help?

- Show your child the actual object when giving an instruction e.g cup for drink.
- Photos and symbols can help with understanding what is happening and now and what is going to happen next.
- Visit the communication page in the curriculum area on our school website for more information and visuals you can download.



Kind regards,

The Communication Team

FEBRUARY 2024	
2	EYFS—Stay & Play with Parents—1.30pm-Event Cancelled
7	Parents Evening & Life Beyond School
9	Reception Support Group – 1.30pm at Russell House
12 – 16 HALF TERM	

Please note: all the above dates / times are subject to change.

**Please can we remind all Parents & Carers to keep the school office updated with any change of details, i.e, telephone numbers, addresses, list of contacts. Thank you**