



Swalcliffe
Park School

HEADLINES & FOOTNOTES

Spring Term 2018 Issue 2



Follow us on [Twitter](#) [Facebook](#) [Linked In](#) [Instagram](#)

www.swalcliffepark.co.uk

WELCOME FROM THE PRINCIPAL



Welcome to another packed edition of *Headlines and Footnotes* where we bring you our latest news and details of our forthcoming events. I am delighted that there is a section in this issue devoted to Students' Views which quite naturally has been written by them.

We are looking forward to welcoming you all to our Open Day on Thursday 29th March when we will also be raising awareness for World Autism Awareness Week. There is an exciting programme of activities planned for the day and some interesting attractions too – find out more on page 12 and at www.swalcliffepark.co.uk.

Kiran Hingorani, Principal.

Sharing Best Practice

Paul Catherall and I attended the NAS conference in March (7/8th) in Harrogate where we presented our work on Quality of Life with a 15 minute oral and poster presentation (front cover). We are continuing to work with The Centre for Research in Autism and Education (CRAE) and will be looking at how the project will evolve over the coming year.

I have just heard that our abstract: *A framework for measuring and using Quality of Life data to improve outcomes for students with Autism and their families* has been accepted and I will be presenting our work on QoL at the World Congress of the International Association for Child and Adolescent Psychiatry and Allied Professions (IACAPAP) in Prague in July.

This week we welcomed Will Morgan, our School Improvement Advisor, for his termly visit. It was a very positive visit and Will was able to meet with students, staff and governors.

We are also in the process of reviewing our ***Independence Curriculum*** which we plan to publish later this year as a resource we can share with everyone. We are working with Technique Print Group on the design for the new full colour booklet which will be easier for students and parents to use and will have a section where students can log their progress.

HOLIDAY NEWS FLASH!

Unlike in previous years, the school will be closed on the early May Bank Holiday (7th May)

Quality of Life

During the week of March 19th we will be completing QoL questionnaires again with the boys during school time. This time the questionnaires will be in the form of an electronic survey which we feel will be much easier and more user friendly. We will also be sending out an electronic version for the family questionnaire and, as ever, would be very grateful if you could spare 10 minutes to fill this in.

At our presentation in Harrogate we were able to cite a number of specific actions we have taken to support families, as well as illustrate how we are reshaping what we offer in school as a result of the feedback from questionnaires. So thank you again and if you have any questions please just let me know. Our poster presentation is featured on the front cover here and is also in reception at school and on our website. We were delighted that on her visit to the school this week, Nikki Kennedy, our Autism Accreditation adviser, recommended we apply for the advanced level of Autism Accreditation. She is also looking at opportunities to share what she thinks could be of great value to other schools.

A framework for using Quality of Life (QoL) information to improve outcomes for students with autism and their families
Paul Catherall and Kiran Hingorani, Swadcliffe Park School

Background: Swadcliffe Park School

- Swadcliffe Park School for boys in the lowest spectrum of average ability, aged 10-16
- Support students to develop autonomy, skills and knowledge in four key domains: Communication, Independence, Self-Management and Achievement.
- Choose the AQ (2011) view that 'All activities with autism are added to a good education of good quality'.
- We committed to improving the Quality of Life of its students as well as their families.
- Agrees with NICE (2016) that 'With the right education and support, children on the autism spectrum can achieve great things and their families can live full and happy lives'

Quality of Life (QoL) in Autism

- It is difficult to define, to measure and to predict, particularly for those with autism
- It is multidimensional, subjective and measured but will normally, there has been no, cross-informatic measure that captures QoL on the autism spectrum (Levinson 2018)
- Young people on the autism spectrum are at risk of being self-reported on their own QoL (Hedges 2016) and they evaluate it poorer than neurotypical peers (Jensen, 2016)
- Across the lifespan, it is also individuals report a significantly lower QoL than the general population (Clarke 2016)
- Mason (2016) found this to be the case for autistic adults in the UK

Family Quality of Life (FQoL) in Autism

- FQoL can be defined as 'how well an individual's entire family's needs are met, and family members enjoy their life together as a family and have the chance to do things which are important to them' (Pitts 2016)
- Families with autistic children report lower FQoL than those with typically developing children as well as those with other neurodevelopmental conditions (Clarke 2016)
- Gardner (2015) provides an approach to supporting young people with autism, which sees their life as 'interconnected parts of a system that cannot be understood in isolation from another but an embedded within the family'

Quality of Life in Autism Questionnaire (QoLA)

- Adapt (2016) has developed a collection of specific questionnaires and measures of QoL
- Autism (QoLA) part Swadcliffe Park School participated in its recent validation
- The QoLA has parent and adolescent versions, each with four goals that measure satisfaction across 25 life domains such as emotional wellbeing and relationships
- Part B (parent version) also has a goal of 100% satisfied and satisfaction on family QoL and asks students to rate how problematic they find their own autistic behaviours
- Both QoLA versions have strong psychometric properties (Clarke 2017)

Implementation

- The QoLA questionnaires (Part B) have been designed to be Communicational, Independence, Self-Management and Achievement domains to facilitate target setting for students
- Students are using the QoLA to contribute to more meaningful targets for themselves by using how they are feeling about their autistic behaviours and their own QoL
- Family QoLA also is being utilised to determine what specific support parents need, based on the problematic areas of the QoLA and self-reported behaviours
- This has led to the development of a school-wide framework for linking QoLA data to target setting for students and families, systematically and on a weekly basis
- This QoL framework is illustrated below

Impact and next steps

Working with Students: Goals

- 1 To improve how we identify and address issues and ambitions for individual students.
 - QoLA inclusion within school care process
 - Family target setting closely linked to QoLA
 - Addition of document links to QoLA
 - Revision of structure and content of school reports
 - QoL focus in annual Review meeting agenda
 - QoL focus into key working
- 2 To improve how we listen to student voice.
 - Family group data analysis
 - QoL focus in Student Council meeting agenda
 - Student Voice Inclusion within school improvement planning and analysis
 - Inclusion of 'Working with Students' strand in School Improvement Plan
 - Family target setting closely linked to QoLA
 - Revision of key working policy
 - Revision of key working policy
 - Creation of working with Students Council committee

Working with Families: Goals

- 1 To improve how we identify and address issues and ambitions for families.
 - FQoL inclusion within admission process
 - Family FQoL data collection and analysis
 - Introduction of All About Us document links to QoLA
 - Inclusion of family section of annual Review report
- 2 To improve how we listen to family voice.
 - Review of Statement of Purpose and school offer
 - Family group data analysis
 - Creation of Family Council
 - Introduction of Family Support Plan
 - Working with Families strand included within school improvement plan
 - Family target setting closely linked to family data
 - Review of home school liaison policy
 - Revision of school council
 - Revision of key working policy
 - Revision of key working policy

Talking about Quality of Life can help us to:

- Identify and address issues and ambitions for individual students
- Identify and address issues and ambitions for families
- Listen to student voice
- Listen to family voice

Swadcliffe Park School

Other news in brief

BBC Radio Oxford

On Friday 9th March Rob Leigh, Head of Care, Debbie Andrioli and Matthew Andrioli travelled to Summertown to the BBC Radio Station where they were interviewed live on the mid-morning programme hosted by presenter Annie Othen. If you missed it, you can listen to the interview where they discuss the challenges of autism on the BBC iPlayer (see the link below) fast forward to 1 hour 30 minutes into the programme but hurry as this will only be available for another 23 days!

<https://www.bbc.co.uk/programmes/p05yhpmx>

Signage

You should start to see evidence of the new signage around the school in the next few weeks. As with all projects of this nature it will be rolled out in stages to fit around the activities of the students and to incur the least possible disruption to everyone.



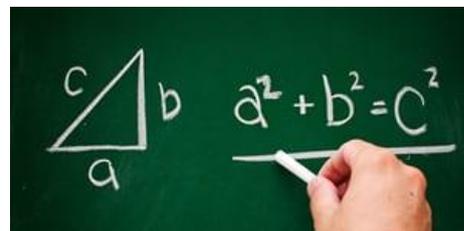
WHAT'S BEEN GOING ON

Education Matters

Maths

Mark Longson, Maths Teacher reports:

Rhys Bojtler, Matthew Clark, Anthony Stewart and Rael Trameer all recently took part in the Maths Feast at Hillcrest school, Birmingham. Organised by the Further Mathematics Support Programme (FMSP), it is an exciting competition for students in year 10 testing mathematical, communication and teamwork skills. The students won Round 3 and came 5th overall – an excellent achievement.



On Tuesday 13th March Oliver Hardcastle, James Hunt, Rael Trameer and Henry Web took part in the UK Maths Challenge held at the Mathematical Institute, University of Oxford. There were four rounds – a group round, cross-number round, relay and shuttle round. All of them returned with certificates and feeling very inspired and encouraged.

ICT

Niru Mayer (ICT Teacher) reports:

We are very proud of Oliver Hardcastle and Henry Webb who will be sitting the FS Level 1 exam in ICT on Tuesday 20th March. This is a significant achievement as this qualification is typically taken in Year 10/Year 11. Well done and good luck boys!

School Council

At the most recent School Council meeting, held on 13th March the main agenda items were:

1. Fundraising for play equipment
2. Writing to Patrick Stewart re: Pool Table
3. Request to repair and refurbish the Pool table
4. Menu requests



From now onwards, a student will be chairing the meeting on a rotational basis and compiling the agenda. Rhys Bojtler will be our first nominated chair person. Any suggestions coming out of our school council meetings are fed directly into the meeting of the Full Governing Body where we discuss how we can act on their suggestions through the School Improvement Planning process. The next Student Council meeting is due to take place on 8th May.

Communication

Jenny Dando, Speech and Language Therapist reports:



All students have access to weekly tutor time sessions that form part of the universal provision for communication at Swalcliffe Park. This term students have been working hard to develop their communication skills to build positive relationships.

Key Stage 3 have been developing their knowledge of the communication needed to work in a team. This has included identifying and reflecting on their own and others' communication skills such as a making decisions together, taking turns and sharing resources, thinking about others' thoughts and feelings and sticking with the group plan!

Year 10 and 11 have focused on understanding relationships. They have considered what communication qualities are needed to make and maintain meaningful relationship. Students have had opportunities to discuss communication skills such as listening, flexible thinking and understanding the perspective of others. The 6th form have had opportunity to hone their interview skills and take part in a mock interview.



Food Enterprise Group



Recently we enjoyed a Welsh themed Café Lunch, originally scheduled for St David's Day, the group had to postpone the lunch to the week after because of the snow. It was worth waiting for! Not only did they make a delicious welsh lamb stew with leek and potato mash they also made other traditional welsh favourites including lava bread, Glamorgan sausages and welsh cakes.

Josh Martin and Joe Seigel have both just sat an exam too.

The group is planning a Café lunch (Brunch) on Thursday 22nd March, Café break and a sale on Open Day of cakes and sweets.



Green Power Project



Alan Mayor (DT Teacher) reports:

The students have busy building a green power car supplied by the Green Power Educational Trust and their global technology partner, Siemens in kit form. The kit includes the steel framing and all the running gear and electrics motor. The students have manufactured a fibreglass aero dynamic body to fit around the frame. They have been modifying the car to gain optimum performance for each track - changing gear ratios and testing it.

The students have already completed two seasons and this will be their third. There are 8 races this year and the first is on 16th April at Dunsfold Park Aerodrome (the Top Gear track).

Matthew Andrioli, Rhys Bojtler, Jacques Fraser, Henry Gough and Joe Seigel are all currently taking part. If any other students between the ages of 12 and 16 would like to get involved please see Alan Mayor. We are also planning to build our own car this year ready for next season. More on this soon.

From staying afloat to Rookie Lifeguard

Lou Blincowe, Residential Care Worker writes:

Students continue to enjoy swim club on a Tuesday evening and the following students are all attending regularly: Matthew Andrioli, Rhys Bojtler, Will Frost, Henry Gough, Finn Kearney, Cameron Pickersgill, Archie Traer-Goffe and Rael Trameer.



In association with the Royal Life Saving Society, UK (RLSS) these students are taking part in the Rookie Lifeguard programme which teaches the skills you need to be confident in the pool or the sea. Built into the programme are lessons in valuable survival, rescue and sports skills.

The programme offers an opportunity to explore water safety, gradually gaining independence and confidence while learning vital life skills.



Recently, students experienced what it is like to swim fully clothed and how to cope in this situation. We are delighted that Rhys Bojtler, Rael Trameer and Archie Traer-Goffe have all gained their Bronze Awards.

Rookie Lifeguard is aimed at young people. The scheme begins with Stage 1 of the Bronze Award and progresses to Stage 3 of the Gold Award, starting off at an ability level suitable for brand-new swimmers and progressing to the level where Rookie Lifeguards can perform impressive lifesaving tows.

Reaching New Heights



Hannah Quinney, Residential Care Worker writes:

The health benefits of rock climbing are well documented. As well as the physical benefits of building upper limb strength, stability and improving coordination and stamina, climbing is also a social activity as it has to be done in pairs. This means that you develop strong friendships with your climbing partners due to the level of trust involved and through sharing challenges and experiences. Over time, regular rock climbing can help develop concentration, determination and problem-solving skills.

The following students have been working hard at their weekly rock climbing activity at Warwick University, following instructions from the staff at the university and learning new techniques and safety information.

The National Indoor Climbing Award Scheme (NICAS) is a recognised qualification across the country and the students are making excellent progress.

Working on Level 1:

Finn Kearney and Henry Gough

Achieved Level 1 and working on Level 2:

Jacques Fraser, Rhys Bojtler

Achieved Level 2 and working on Level 3:

Matthew Clark, Jack Reilly, Jamie Wolstencroft, Archie Traer-Goffe and Matthew Andrioli



SWALCLIFFE PARK
SCHOOL

Bill Adkins reports:

A visit from DofE Slovakia

Four members from the DofE team in Slovakia recently paid us a visit together with our local Operations Officer and Manager, Alice McLinden and Dominic Taylor.

As part of a whistle stop tour to pick up tips on running a successful DofE award, the scheme in Slovakia has only been available for 3 years, they were especially interested in how we run the award at Swalcliffe as we are a school for additional needs and how we differ from mainstream. They were also very interested to know how the local Oxfordshire DofE supports our activities and how important that support is. We wish them every success for the future.

First Aid Courses Bronze and Silver Award

We have been very fortunate to have Keith running our first aid sessions on a Monday evening as part of the boys DofE training. So far Keith has run two sessions which have been very well attended. All the students have enjoyed hearing Keith's first hand experiences of dealing with accidents and emergencies in his role as a nurse.

So far we have covered:

Session 1: Action in an emergency – resuscitation, airway, breathing and circulation.

Session 2: The treatment of blisters, cuts, abrasions, minor burns and scalds, headaches, insect bites, sunburn, splinters.

We hope that with one more session we can cover the remainder required for the DofE training framework.



STUDENT VOICE

Rael Trameer, Crimson group, reflects on the recent High Court decision to allow doctors at Alder Hey Children's Hospital in Liverpool to stop treating terminally ill 21-month-old Alfie Evans against the wishes of his parents Kate James and Tom Evans.

What are your views on this real life situation?

I think that it is a sad story but not an uncommon one. This is one of the few instances when a story like this is put into public circulation by the media. Similar situations all around the world are happening all the time, but do not come to the media because they are in third world countries where cases like this are all too familiar. However, the parents in this case have taken it upon themselves to make their sons story heard by the world in an effort to get the support they want. I do not agree with this as it can be seen as a way to get attention sometimes and often creates more harm than good. I think that if the parents really wanted to help they should have quietly sorted out with the people that can actually help, rather than a bunch of people off the street who have little or no interest in the actual case, only "supporting" the family for their own gain. Sadly, I think that the story has become so widespread that it is now impossible to keep it a quiet family matter.

I think the whole case also makes our legal system look awful and our human rights laws outdated, none of which is true. We have one of (if not the best) legal systems in the world in terms of justice served and fairness. The courts and judges know what they are doing and they have many years of experience doing what they do. They would make no decision lightly and would consider every possible outcome before giving the verdict. The doctors also know what they are doing and I am sure they have done all they can for Alfie Evans, they would not say anything without being one-hundred percent sure that what they are saying is necessary and useful. I think it is the responsibility of the parents now, primarily the father, to sort the whole mess out and try and bring the whole case to a swift and fair end.

Are the courts right to have the final decision on whether Alfie lives on in his current situation or should his parents have the final say to whether Alfie lives or dies?

I think that the courts should have a say as to whether Alfie lives on in his current situation as it is a legal matter. In my opinion, the parents should only be able to have the final say as to whether Alfie lives or dies if they have sufficient funds to keep him alive and are both prepared for the commitment that comes with this. I do not think that the NHS should be given the job of paying for his treatment as in my view it seems unfair to put so much money into one small child's treatment (for a condition which they know nothing about) and so little into the average patient with ailments that can be easily treated. As it stands, the NHS is already in crisis and they do not need something like this to come about. I greatly respect the NHS and its staff and do not like them to be in the line of fire for something which is not their fault in any way. I think generally though and probably in this instance, the courts should have the final say as otherwise people could feel as if they were being treated differently to one another, which would start a whole other argument.

How would you feel if you were Alfie's dad? Would you challenge the court's decision?

If I was Alfie's dad I am sure I would be very sad, but I do think with time I would be able to accept the facts. This sort of thing does happen from time to time, at the end of the day we are just fragile animals. Some people die young, whereas some will live well into their nineties, everyone will still die at one point or another. Alfie Evans will apparently die younger than the average person. I think they should just let nature take its course. I also have too much respect for the courts and would only dare to challenge them if I had an adequate legal team and was sure that what I was doing was just and worthwhile. I think overtime I would be able to recover and probably put the whole incident into the back of my mind.

Matthew Andrioli, Turquoise Group, Creative Writing Assignment:

The Pursuit of Peace

I had been lying in bed for weeks, in a convalescent war hospital in London, waiting for the nurses to let me get out of bed. I had purposefully driven a bayonet through my shin, whilst on patrol in the vast, colourless, bullet and body-littered marshy wasteland that once was the tranquil countryside of northern France. I had seen things no human capable of emotion should even have the traumatic misfortune of even thinking about.



Life in the war hospital was boring at the best of times, but at least I had escaped from the war. Until the war followed me home.

I had heard stories of these giant airships, known as zeppelins. They were massive, giant balloons that dropped bombs, capable of transforming an entire town into the horizonless, smoke and mud-filled sprawl of no-man's land. I had always believed these flying murder-machines were confined only to the blood-soaked plains of the western front, then the bombs began to fall on the places we came to



with the aim of escaping the very bombs that had followed us back home. At first, no-one knew how to react. I looked out of the window to see a policeman riding the panicked streets of London on a bicycle, wearing a cardboard sign around his neck that read "DANGER! BOMBING RAIDS!" Even the nurses didn't know what to do with us. Some of them told us to hide under our beds, others told us to get out of the building, even to those of us who could not walk, or comprehend what they were saying.

Luckily for me, I had now regained the ability to walk. I had overheard from the nurses that there was a large basement underneath the house that they used to store beds, equipment and drink. I ran around the large labyrinth of corridors and rooms in the house, climbing up and down numerous staircases, until I eventually came across a small cupboard door, that when opened, revealed a small staircase that led down into darkness. I slowly walked down them, conscious that my still unstable leg may collapse under my weight, but I successfully lowered myself down into the darkness. My cold, weak hands stroked the walls, searching for a light switch. Eventually, after several minutes of blind fumbling, my hand came across a thin rope hanging from the ceiling. I pulled down on it, and the moment I did, the entire room came to life, revealing large stacks of crates and boxes, blood-stained stretchers, and doors that led to further darkness. I walked through one of these doors, using the light from the previous room to see the contents of this one. I found a blood-free blanket in the corner that I concealed myself beneath, and I waited there.

I must have slept there for days. I woke up to a curious silence that I had never felt before. It felt peaceful, yet curiously eerie. I crept up from the cold, dust-coated floor and proceeded back towards the stairs that I had come down. The light was still on from before, and it flickered slightly. The door to the stairs at the top was still wide-open. I could hear nothing. Not even the cries of soldiers in pain, nor the busy nurses milling about, distributing their medicines, moaning about their tiring jobs. I walked up the stairs, this time my leg did not feel painful. As I walked through the door, and turned round the corner to enter the main hall, where there was once a large pair of magnificent French doors was now a large, gaping hole. The floor was littered with fallen plaster, bricks amongst general rubble, and fallen-over beds. There were a couple of dead soldiers on the floor, but this did not traumatise me, as I had seen many of them back in my time in the trenches. I had maimed myself to come here to escape from the war. And now the war had followed me back.



I walked out into the broken and untidy street, to see people aimlessly walking amongst the rubble, and fire crews hosing down burning buildings. I wondered where I was going to go next. I felt as though no matter where I went, the bombs would just follow me there. I felt trapped.

Then to my utmost fortune, a large horse and carriage came around the corner, distributing rations and supplies to London's impoverished. They were also transporting rescued soldiers to a different war hospital, out in the countryside. The carriage was being ridden by an incredibly generous lord and his wife, who in their infinite compassion, were willing to take me out to the countryside, on the condition that I would assist in distributing much-needed aid to the homeless residents of London. This was what it meant to me to be part of the British army, to do duty to my king and country. Not to create more war and misery, but to heal the misery that had been created.

Now I am out in the countryside, working as a farmer in a small village. Though I am not paid generously, I feel more than satisfied. I am no longer constantly malnourished, exhausted and in pain. I now live my life assisting others, and I now feel utterly at peace.

Interview with Michael Burrige, Crimson Group



How long did it take you to make your sword to accompany the shield you made earlier?

Probably about 6 weeks' altogether. The design stage is a big part of the process as I like to spend time thinking about my own interpretation of an original design. I don't make an absolute copy/replica of an item.

What materials did you use and what process?

I used a variety of materials; so for example, the blade is made of wood, the cross guard and tang are made of metal as is the handle. The pommel is polished aluminium and the handle is finished in leather and faux fur. I used a mig welder to weld the metal parts.

What was the most challenging part of this project?

I would say that the tang and handguard were the most challenging part to make.

What do you enjoy most about making something like this?

Well, obviously it's great to see the finished product but I also really enjoy shaping the article and watching it progress from scrap items with no apparent connection to a finished product.

Do you have plans for another project and for the future?

Yes, I am planning to make an Igorot Axe next; the blade will be made of wood, the handle in pine with metal bands around the top part of the handle. In the future, I would really like to forge an actual sword or possibly go into commercial smithing.

Also I would just like to add a disclaimer in case anyone is wondering; I have no intention to use these as weapons.



Above: Igorot Axe

WHAT'S COMING UP



INVITATION

Open Day

in support of World Autism Awareness Week

Thursday 29 March, 10am-2pm

A fun-filled family day with activities and games to suit all ages
Bring a picnic & enjoy our grounds
Food & refreshments available
Free information & advice
ALL WELCOME | ADMISSION FREE



www.swalcliffepark.co.uk

RSVP:
mwhite@swalcliffepark.co.uk

Joining us on the day

- Anthem Signs
- Abingdon & Witney College
- Banbury & Bicester College
- Banbury Digital
- Banbury Neighbourhood Policing Team
- Bill Gwynne Rally School
- Blue Planet IT
- Creation Theatre Company
- The Duke of Edinburgh's Award
- Jamie Briggs Removals & Storage Ltd
- Ruskin College
- Stratford upon Avon College
- Technique Print Group
- Warwickshire Colleges

Interested in a career in motorsports?
Bill Gwynne, five times British rally champion, gives his top tips

Explore the world of acting
with ***Creation Theatre Company***

Test your orienteering skills
Join in the ***Easter Egg Hunt***

Meet the Principal at 12 noon
prospective parents are invited to join the Principal

Enter the free prize draw for a chance to win a 49" colour television
courtesy of ***Banbury Digital***

Download the full programme for the day from our website www.swalcliffepark.co.uk



WHAT'S COMING UP



Weekend Activities

Our weekend activities are proving very popular and beneficial. Pictured here at 'The Living Rain Forest and the Natural History Museum. Our forthcoming planned activities are listed below. To find out more and to book for an activity please contact Bill Adkins badkins@swalcliffepark.co.uk

Forthcoming Activities

23 rd March	Turkish Nighty
24 th March	Trip to Alton Towers
25 th March	Easter egg hunt
27 th April	Japanese Night
28 th April	Cotswold Wildlife Park
29 th April	Go-karting
11 th May	Jamaican Night
12 th May	Visit to Warwick Castle
13 th May	Heritage Motor Museum



Reminder: Summer Residential Trips 9th – 12th July



Residential week at Swalcliffe Park takes place in the last week of the summer term. All students are taken off their normal time table and given the chance to take part in one of four exciting trips.

Students can choose from either exploring the vibrant city of Bristol and all it has to offer or enjoying outdoor activities in Cheddar or a sailing voyage in Portsmouth or exploring the Art and culture of Brussels. All activities take place during the week commencing 9th July. For further information and to register your interest please contact badkins@swalcliffepark.co.uk

A programme with a booking form is available to download from our school website. We kindly request that you **return your booking forms by no later than Monday 26th March**. Thank you.

STAFF NEWS

Goodbye and good luck...



We say a fond farewell to Nurse, **Keith Campbell** who, in a very brief time, got to know the students and staff and has been a great support working two days a week. We thank him and wish him well.

We also say goodbye to English Teacher, **Liam Smilie** who will be leaving us at the end of the summer to move to Arizona. We wish him the very best of luck in his new venture.



Jo Harrison is also leaving at the end of the summer term and we thank her sincerely for all her hard work and wish her luck with her new venture. We hope to keep in touch with Jo in a consultancy capacity.

Hello and welcome...

We are delighted to be welcoming **Alice Holberton** who will be joining us as the new nurse after the Easter holidays and Speech and Language Therapist, **Sarah James** who will be joining the Speech and Language team on 1st May.

We are currently advertising for the following positions and further information is available on our website:

- Full time **Clinical Psychologist** we wish to increase capacity within the school
- Full time **Occupational Therapist** to join Margot Nelson and add capacity to the team
- An **English Teacher**
- **Year 6 & Teacher**

We would be grateful if you can share these opportunities. Thank you.

RESPIRE WEEK

We will be running a respite week during the summer holidays from Saturday 11 August to Friday 17 August.

To register your interest, for more information and fees please contact:
admin@swalcliffepark.co.uk



DIARY DATES

Spring Term

Open Day Thursday 29 March school finishes for **Easter Holiday** after Open Day

Summer Term starts Tuesday 17 April arrive at school at 13:00*

May Bank Holiday Monday 7 May **SCHOOL CLOSED**

Pathway Planning Day Friday 25 May - school finishes for **Half Term** after Pathway Planning Day

Return to school Tuesday 5 June arrive at school at 13:00*

The Autism Show, London Friday 15 and Saturday 16 June, ExCel, London

Leavers Assembly Friday 6 July

Sports Day Friday 13 July 2018 - school finishes for students' **Summer Holiday** at the end of Sports Day

End of Term for Staff Thursday 19 July 2018 4pm

Autumn Term Starts Monday 3 September 9am Staff Training Day

Tuesday 4 September Students return arrive at school at 13:00*

** unless college starts on a different date / Correct at time of going to print.*

HOLIDAY NEWS FLASH

Unlike in previous years, the school will be closed on the early May Bank Holiday (7th May)

Follow us on [Twitter](#) [Facebook](#) [Linked In](#) [Instagram](#)



OPEN DAY

THURSDAY 29th MARCH 10am - 2pm

In support of World Autism Awareness Week

A fun-filled family day with activities to suit all
Food & refreshments available & much more

Meet the Principal, Kiran Hingorani @ 12 noon

Enter the **free prize draw** to win a 49" colour television
courtesy of **Banbury Digital**



ALL WELCOME | ADMISSION FREE
download the full programme www.swalcliffepark.co.uk



Swalcliffe
Park School