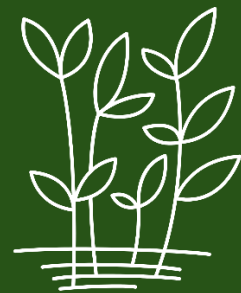


PROSPECTUS



WILLOW PARK SCHOOL

Dream. Believe. Exceed

www.willowparkschool.warwickshire.sch.uk



Welcome

A warm welcome, to you and your family, from our Directors, Olly and Kim.



KIMBERLEY PRESTON

Director

- **Admissions**
- **Monitoring Safeguarding**

I am so proud to be a Director at Willow Park School. I have worked with children with SEN for many years and it is my pleasure to welcome children at Willow Park School and watch them grow and develop their independence and communication.

As a Director, I opened Willow Park School due to my passion to work with children with ASD and Speech and Language difficulties, having spent many years in mainstream education as a SENDCo and seeing how challenging it can be for these children without the right setting. I strongly believe we have the right setting for them here at Willow Park. I'm a **Qualified Teacher and SENDCo**

OLIVER PRESTON

Director and Business Manager

As the Business Manager I support the Principal and Head teacher by overseeing the business and its operations. Willow Park School is an exciting place, with dedicated staff supporting children with their educational development and their EHCP progress.

Kimberley and I opened Willow Park School to children at the beginning of 2024. As a Director, I am proud of the opportunity we are providing for staff and children to thrive at Willow Park.



ALEX SMYTHE

Principal

- **Designated Safeguarding Lead**
- **Strategic Direction**

As Principal at Willow Park School, I help the directors shape the strategic direction of the school. I bring a blend of strategic vision and educational expertise from 15 years as a Head teacher and Executive Head teacher at multiple schools. My collaborative spirit helps to drive continuous improvement and excellence in all aspects of the school's operations.

I aim to work together with all staff to lead our amazing school in delivering a world-class education for all pupils. I am a dynamic leader with a strong moral purpose, dedicated to fostering a positive and inclusive school culture.

I'm a Qualified teacher (QTS) and Hold the National Professional Qualification for Headship (NPQH)

JOEL BALDWIN

Head teacher and SENCo

Deputy Designated Safeguarding Lead

I joined Willow Park as Headteacher in summer 2025, bringing with me a decade of experience in mainstream education. I

also have valuable experience in the successful development of a specialist resource provision for children with significant SEMH needs. I am passionate about fostering a thriving learning environment and look forward to working with the staff, pupils, and families of Willow Park as we continue to grow. As a qualified teacher (QTS), I am committed to leading Willow Park with enthusiasm and a focus on pupil well-being and academic success.

Our Mission

At Willow Park School, we are committed to creating a **nurturing, inclusive, and communication-rich environment** where every learner is valued, supported, and empowered. Our approach celebrates individuality, fosters curiosity, and builds trust through meaningful relationships and sensory-rich experiences.

Contact us

At Willow Park School **we love to listen!**

Don't hesitate to get in touch with us, we would love to hear from you. Please send us an [email](#), give us a [call](#) or submit the enquiry form on the website and we will get back to you.

www.willowparkschool.warwickshire.sch.uk

Telephone - [School Landline 01788 524683](#)

[School Mobile 07380 956651](#)

Director and Head teacher - **Kimberley Preston & Olly Preston**

- email - office@willowparkschool.warwickshire.sch.uk

Principal - **Alex Smythe**

- email - asmythe@willowparkschool.warwickshire.sch.uk

Head teacher – **Joel Baldwin**

- email - jbaldwin@willowparkschool.warwickshire.sch.uk

School Address

Willow Park School,
Newbold-on-Avon Rfc,
Parkfield Road, Rugby,
Warwickshire
CV21 1EZ



Company Number **12346730**

Registered office address

Willow Park School Limited

50 Percival Road,

Rugby,

England,

CV22 5JT

The School Team

Senior Leadership team

Alex Smythe

Principal

- Strategic direction of the school
- Designated Safeguarding Lead

asmythe@willowparkschool.warwickshire.sch.uk

Joel Baldwin

Head teacher

- Day to Day responsibility for the school
- Class Teacher
- SENDCo
- Deputy DSL

jbaldwin@willowparkschool.warwickshire.sch.uk

Kimberley Preston

Director

- Strategic Leadership
- SEND & Safeguarding

kpreston@willowparkschool.warwickshire.sch.uk

Oliver Preston

Director / Business Manager

- Business Operations

opreston@willowparkschool.warwickshire.sch.uk

Teaching and Learning Team

Jayne White

Teaching Assistant

Samantha Brown

Teaching Assistant

Helen Culling

Teaching Assistant

Kirsty Madeley

Teaching Assistant

Karina Smith

Teaching Assistant

Chloe Nichols

Teaching Assistant

Nicky Faith

Teaching Assistant

Debbie Hyde

Teaching Assistant

Joy Whitmore (Volunteer)

Teaching Assistant

Wendy Pritchard (Volunteer)

Teaching Assistant

Lynne Carter (Volunteer)

Teaching Assistant

Home to School Communication

Working in partnership with you, there are many opportunities for parents/carers to become involved in the life of the school and to gain a greater understanding of its work. We communicate in various ways, primarily through WhatsApp, Tapestry online learning platform, newsletters and regular email updates.

We report to parents/carers about progress and learning on a termly basis, through parent's evenings, pupil passports and an annual written report. Staff are always happy to meet to talk through any concerns and can be contacted through email.

The school's website has a wealth of information including relevant newsletters, copies of key policies and curriculum information.

Our Curriculum

At Willow Park School, our curriculum is play-based, child-led, and tailored to each pupil's developmental stage. We follow three personalised pathways—Curious (Pre-Formal), Engaged (Informal), and Flourishing (Semi-Formal)—to ensure every child receives the right support at the right time. Our approach nurtures communication, independence, and emotional well-being through sensory-rich, real-life experiences. Our curriculum is **play-based** and **child-led**; designed to promote **engagement**, **independence**, and **well-being**.

Play-Based Learning

Play is central to learning at Willow Park. From solitary exploration to co-operative group activities, we support children's development through structured, sensory-rich play that builds communication, social skills, and emotional regulation.

We offer three progressive pathways tailored to individual needs:

1. Curious (*Pre-Formal Pathway*)

For learners at the earliest stages of development, where exploration begins.

This pathway nurtures sensory engagement, trust-building, and early awareness. Learners are supported through highly personalised, responsive routines that spark curiosity and connection. Through sensory play, movement, and communication, children begin to explore their world and express themselves in meaningful ways.

- Focus: Sensory engagement, early awareness, trust-building
 - Approach: Highly personalised, process-based, and holistic
-

2. Engaged (*Informal Pathway*)

For learners developing autonomy, communication, and emotional regulation.

This stage supports children as they become more actively involved in their learning. Through play-based, sensory-rich experiences, learners build relationships, express preferences, and engage with increasing independence. The focus is on fostering intentional communication, emotional well-being, and meaningful interaction with others and the environment.

- Focus: Exploration, curiosity, and active learning
 - Approach: Emphasises autonomy, play, and communication
-

3. Flourishing (Semi-Formal Pathway)

For learners ready to apply skills, explore structured learning, and grow with confidence.

This pathway blends functional, life, and subject-based learning in accessible, purposeful ways. Learners are supported to develop communication, literacy, numeracy, and independence while participating in real-life contexts and community experiences. “Flourishing” reflects their growing confidence, capability, and sense of self as they thrive in a supportive, structured environment.

- Focus: Introduces subject-specific skills while maintaining a play-based ethos
- Learners: Ready for more structured learning experiences
- Approach: Balanced between thematic learning and early academic skills

Preparation for Adulthood

We believe preparation for adulthood starts in the early years. Through daily routines, play, and real-life experiences, children develop independence, confidence, and life skills that lay the foundation for a fulfilling future. PFA is not a separate subject — it is woven through every pathway and every part of the school day.

Curious (Pre-Formal Pathway)

- Learners begin to develop early autonomy, such as making choices and expressing preferences.
- Through sensory play and routines, they build trust, body awareness, and early communication — all essential for future independence.
- Activities like dressing, snack time, and exploring the environment lay the groundwork for self-help skills.

Engaged (Informal Pathway)

- Pupils develop intentional communication, emotional regulation, and social interaction.
- They begin to take part in daily routines, self-care, and community experiences with growing independence.
- Learning is focused on confidence, decision-making, and building relationships — key skills for life.

Flourishing (Semi-Formal Pathway)

- Learners explore functional skills like early literacy, numeracy, and problem-solving in real-life contexts.
- They practise independence in daily tasks, such as preparing snacks, managing belongings, and navigating routines.
- Community visits, role play, and thematic learning help pupils understand the world around them and their place in it.

Reading and Phonics

We use the Monster Phonics Nursery programme, focusing on Phase 1 for most pupils, with some children learning to recognise early phonemes at Pre-Phase 2. Reading is taught through immersive, sensory experiences that spark curiosity and engagement.

Tracking Progress

We use a range of tools to track progress, including the Engagement Model, SCERTS Framework, and our bespoke Willow Park Roadmap. These help us celebrate every small step and adapt learning to each child's needs

Wider Curriculum

Our wider curriculum includes cooking, outdoor learning, and community visits. These experiences support independence, social interaction, and real-world understanding.

There is access to playing fields just outside our building, and a play park which is 5 minutes walk away, where children have space to explore and investigate their surroundings with safe adult-to-pupil ratios. Outdoor Learning gives children opportunities to develop their independence, social and physical skills.

Meals and Drinks

As we do not have the facilities at Willow Park to provide hot school meals on site, children need to bring in their own packed lunch for the day. They will be provided with milk and water throughout the day and will be encouraged to access this independently. We will also provide a healthy snack in the morning.



School Uniform

At Willow Park School we do not have a uniform.

Please ensure your child is dressed sensibly for school activities and the weather. Keep clothing plain as it may get messy!

Suggested clothing

- Plain t shirts and tops
- Shorts or leggings
- Trousers
- Trainers
- Comfortable flat shoes
- Jumper or cardigan
- Sun hat (in the summer)
- Coat
- Hat, scarf and gloves (in the winter)



We appreciate parents sending in **spare clothes** for their child each day as most learning can involve wet and messy sensory activities

Inclusion

At Willow Park School we aim for all our pupils to flourish by providing equal opportunities and access to the curriculum for all pupils whatever their ability or additional need.

Occupational Therapist and Speech & Language support are embedded into daily routines through therapies such as Attention Autism, Sensology and . These help children regulate emotions, develop motor skills, and communicate effectively.

The Principal, Head teacher, classroom teacher and teaching assistants work together with the directors and outside agencies to ensure well rounded happy learners.

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations for and of all children.

Equality

At Willow Park School, we actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

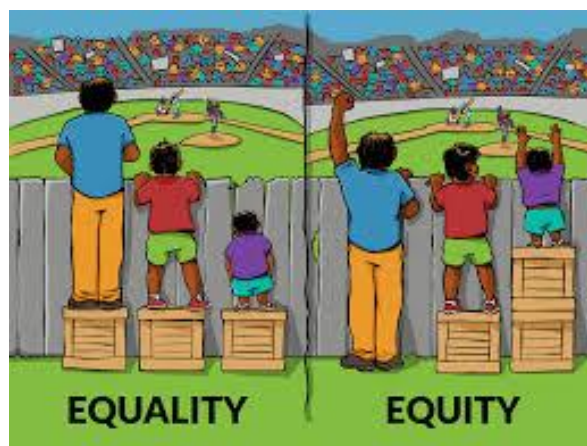
- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation



The use of stereotypes under any of the above headings will always be challenged.

Equality Vs Equity

Whilst, at Willow Park, we understand our Equality duties, we provide equity to staff and pupils. Put simply, equality means treating everyone the same way, irrespective of factors such as status or identity. Equity, on the other hand, means **treating people differently in certain circumstances for equality of opportunity to be possible.**



Creating equity is important within society as it puts pupils on a more level playing field, leads to better social and economic outcomes across wider society, allows pupils to feel more engaged and looked after, and leaves staff feeling more confident that they're succeeding in their role.

Safeguarding

Safeguarding and promoting the welfare of children at Willow Park School means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

In order to achieve this, we have policies and procedures covering all aspects of school life, which ensure that Safeguarding and Child Protection are the most important aspects of our work.

The Designated Safeguarding Lead (DSL) is Alex Smythe.

To contact regarding any safeguarding concerns, please

email safeguarding@willowparkschool.warwickshire.sch.uk or call [01788 524683](tel:01788524683)

Worried about online safety?

See our website for helpful tips and support.

Safe Medical and any other issues including Medication

Medication

When pupils start school, and as appropriate, parents are asked to complete a form outlining any medical history, including any allergies suffered, that we should be aware of. It is important that this record including contact details is kept up-to-date. Any changes should be immediately brought to the attention of staff at Willow Park School.

The school has responsibility for the safety and welfare of pupils and regularly reviews arrangements to ensure that the medical needs of the pupils are met at school.

Where medication needs to be administered at school, **parents are asked to complete a medical consent form** so that we can draw up a Care Plan to keep their child safe.

Basic First Aid

Basic first aid is given at school when necessary by qualified First Aiders. If the school deem that further medical attention might be needed, parents will be contacted. If an accident needs hospital attention, we will make every effort to contact parents. We ask parents to ensure all contact details are kept up-to-date so that we can make contact in an emergency. All injuries are recorded. The consent form completed by parents when their child starts at Willow Park, details everything you need to know about our first aid responsibilities.

The Special Educational Needs Co-ordinator

The School's **SENDCo** is Mr **Joel Baldwin**

To contact Joel, please email jbaldwin@willowparkschool.warwickshire.sch.uk

To find out about our SEND Provision at Willow Park, please see our website <https://www.willowparkschool.warwickshire.sch.uk/send>







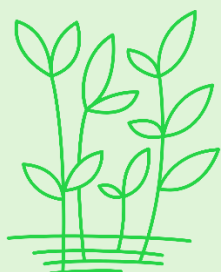
WILLOW PARK SCHOOL

RUGBY

exceed
dream
excellence

independence stimulating nurturing understanding inclusive

believe
limitless
potential empowerment
confidence



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