

Forest Way School

A stylized tree logo with a brown trunk and branches, and several green leaves of varying shades.

***Where young people are at
the heart of everything.***

Senior Leadership Team

Mark – Head of School
(Primary)



Steph Meek – Assistant Head
(Primary)



Simon Roadley – Assistant Head
(Primary)



Beth Tocker – Assistant Head
(Forest Schools)



Sarah Wallace – Head of School
(Secondary)



Maisie Bunting – Assistant Head
(Secondary)



Leanne Larder – Assistant Head
(Post-16)



Sam Woodward – Assistant Head
(Post 16)



Wider Leadership Team

Charlotte Anwell – Leader of
Teaching and Learning



Charlotte is a leader of Teaching and Learning, with strong expertise in pedagogical strategies and curriculum design and is an expert practitioner across both primary and secondary phases. Charlotte also leads the team of grade 8 Teaching Assistants.

Luke Bancroft - Leader of Teaching
and Learning



Luke is a leader of Teaching and Learning. He has been responsible for training teachers in precision teaching techniques and implementing these across the secondary phase of the school.

Holly Stockley– Leader of Non-
Subject Specific Learners (NSSL)



Holly is responsible for leading and overseeing the education of our Non Subject Specific Learners (NSSL). She is an expert in supporting pupils on the Engagement pathway.

Jacqui Garton – Leader of Key
Groups and Therapies



Jacqui is responsible for overseeing young people in key groups, such as those eligible for pupil premium. She also coordinates all internal and external therapies provided within the school. Jacqui also has oversight of whole school enrichment.

Pastoral Team

Jo Rayns – Pastoral Lead

Jo is a DDSL and a key contact for safeguarding. She acts as a key connection between families, young people and school staff, ensuring everyone works together. Jo promotes students' wellbeing, attendance and engagement so they feel safe, supported and ready to learn each day. She also champions the wellbeing of both students and staff.



Carla Brindley – Parent Support Advisor

Carla is a DDSL and a key contact for safeguarding, she plays a key role in supporting our families and helping everyone feel connected, informed, and valued. She works closely with families to help them access local services and build strong partnerships with school. Carla leads parent and carer coffee afternoons and plays a key role in supporting attendance, ensuring young peoples' voices are heard, and promoting their wellbeing. Leads the Play Leaders, helping young people develop key life skills for the future.



James Sharp – Positive Engagement Lead

James works with teachers to create personalised engagement plans for every young person so they can get the most out of their learning and feel confident in school. He work closely with students who may need additional help to stay engaged or who benefit from a more individualised timetable and collaborates with the pastoral team to support parents and carers, ensuring families feel informed, included and supported. James is also a DSL.



Gemma Hayward (Communication Lead & Music Communication & Interaction Teacher)

Gemma supports a whole-school communication approach by working closely with staff, a range of therapists (NHS and private), young people and their families to ensure everyone can communicate in the way that works best for them. She promotes and supports the use of communication visuals and AAC (Augmentative and Alternative Communication) so that every young person has the tools they need to express themselves.



Forest Way Therapy Team

Lucy Dunston-Sayce – Art Communication & Interaction Therapist

Art communication and interaction utilises artistic materials as its main medium of expression. This approach is especially beneficial when engaging with children who may struggle to articulate their thoughts verbally. By working with creative materials, a child can investigate and convey their emotions and interact in a nonverbal manner. The art can also act as a prompt for extending a verbal communication and interaction.



Gemma Hayward – Music, Communication and Interaction

Music communication and interaction can address a number of sensory needs for children and adults with special needs as it provides concrete, multi-sensory stimulation (auditory, visual, and tactile). For example, the rhythmic component of music can assist in the cognitive organisation of sensory systems for those individuals diagnosed with autism. As a result, auditory processing and other sensory-motor, perceptual/motor, gross and fine motor skills can be enhanced through music therapy.



Maria Ioannou – Aromatherapist

Our aromatherapy sessions involve massage using essential oils. There is a great body of evidence to show the positive effect of massage and appropriate touch on relaxation and regulation.

Young people have time with a therapist choosing hand massage, foot massage or head massage.

The sessions take place in a specific room with soft lighting. The therapist uses creams and scents that help young people feel calm and relaxed.



Nicky Messenger - Lego Therapist

Lego-based therapy (LeGoff et al 2014) is an evidence-based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving. In addition, the EEF has found that there is particular promise for approaches that focus on improving social interaction between students.



Forest Way Therapy Team

Abby Lund - Theraplay Therapist

Theraplay groups are small group sessions that focus on the development of healthy peer relationships by building and enhancing attachment, self esteem, trust in others and joyful engagement. The sessions result in the enhancement of emotional wellbeing for children through the use of Theraplay activities. Every Theraplay group will involve many fun activities and games and a shared snack at the end of each session.



Amanda Barnett, Catharyn Howe Tracey Payne, and Jakkie Rennie – Emotional Literacy Support Assistants (ELSA)

Sessions are usually short-term and focused on specific goals, helping young people build the skills they need to cope more independently over time. Support young people understand and manage their emotions, offering a safe space to talk, reflect and build confidence.

Our ELSA team work closely with staff and parents/carers to ensure each young person's emotional needs are understood and supported consistently.

Through the structured sessions, ELSAs support young people to develop skills such as emotional regulation, problem-solving, social interaction and resilience.

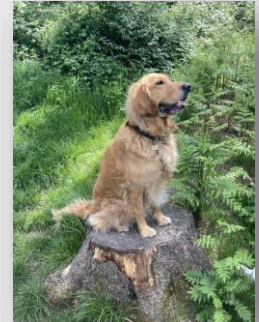


Katie Barnes - Dog Therapist

Our therapy dog Blae provides a safe audience and calm environment for young people to express and explore their emotions, worries and find calm through connection.

Blae meets young people in the library where they can read books with him in a calm and relaxing environment.

Blae also visits classes where the young people learn to interact calmly and take turns.



Medical Team



Rosie Rawling and Claire Southerd

Rosie and Claire are our school Medical Team, providing high-quality care for every young person, taking time to understand their individual medical needs and listening to both the young person and their parent/carer so support is consistent and tailored. They respond quickly to medical emergencies, give appropriate care, administer emergency medication when needed, and coordinate handover to emergency services. The medical team also help students attend school and take part in trips by having an in-house team who can safely store and administer medication and support a wide range of medical conditions. The team works with parents/carers to obtain consent for medication, ensure medicines are in school, Liaise with the Diana Nurse and other external specialists so young people receive the best possible joined-up care as well as organising staff training for a range of medical needs.



Laura Carvill – Diana Nurse

Laura provides training to staff so they feel confident supporting students with a range of medical needs. This might include oxygen suction, respiratory physiotherapy, administering medication, epilepsy awareness, anaphylaxis and asthma.

Assess the competency of staff in the above areas.

Laura also liaises with other external professionals and parents/carers.



SPEAKEASY OCCUPATIONAL THERAPY



CARLA ELWILL

OT for Speakeasy
in OTP

Wednesdays: Forest Way

carla@speakeasy-therapy.co.uk

HOW TO REFER

Discuss a young person with us or make a referral through the pastoral team.

WHAT CAN OTS SUPPORT WITH?

- Sensory Processing and modulation.
- Emotional Regulation.
- Attention and Engagement in Activities.
- Motor Skills (Gross and Fine Motor Development)
- Postural Control and Core Stability
- Coordination and Motor Planning (Praxis)
- Functional Skills for Daily Living (Self-care, independence)
- Environmental Adaptation and Sensory-Friendly Supports
- Play, Exploration and Participation in Activities

CONTACT US:

Email us or say "hi" when you see us.

We are always happy to meet during your PPA, after school or before- to answer questions, or to visit & support you and your students!

Please just get in touch!

SPEAKEASY SPEECH AND LANGUAGE THERAPY



HANNAH BOXX

Lead SaLT for Speakeasy
in OTP

8th June

19th June

22nd June

hannah@speakeasy-therapy.co.uk

hannah.boxx@dgschool.co.uk

HOW TO REFER

Discuss a young person with us and make a referral through Sharepoint online requests.

WHAT CAN SALTS SUPPORT WITH?

- Expressive Language
- Understanding
- Transitions
- Social Communication and Understanding
- Communication Tools and AAC
- Attention and Listening
- Regulation and Emotions
- Behaviour
- Speech and Fluency
- Understanding self and others

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