



Our vision



# Waverley Pre-School

## Admissions policy

## Pupil policy document

<b>Name of School</b>	<b>Waverley School</b>
<b>The original policy</b>	<b>June 1996</b>
<b>Amended</b>	<b>January 2005</b>
<b>Amended</b>	<b>March 2008</b>
<b>Amended</b>	<b>September 2013</b>
<b>Amended</b> <b>–</b>	<b>July 2015</b>
<b>Amended</b>	<b>Jan 2017</b>
<b>Amended</b>	<b>Sept 2019</b>

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## Admissions

### Introduction

Waverley is a day school, which caters for pupils with severe, profound and multiple learning difficulties whose ages range from three to nineteen years old. Additional difficulties may include visual, hearing and physical impairments.

The school moved to purpose-built, single-storey premises in September 1991. It is divided by age into four departments: Early Years, Lower, Middle and Upper. As of September 2016, the Early Years Department is based on a separate site - Waverley Pre-School. It is around a mile down the road from the main school site. Emphasis is always placed on the individual child and therefore the curriculum is pupil led.

The LA has admission principles and criteria for placement at a special school. Admission arrangements to Waverley School are agreed in conjunction with the LA procedure.

### Admissions Criteria for Waverley

At Waverley we will provide for:

1. Pupils whose cognitive abilities are severely or profoundly impaired.
2. Pupils whose cognitive abilities are severely impaired and have additional difficulties: medical, epilepsy, physical, sensory, communication.
3. Short-term assessment placements when there is some doubt regarding the child's cognitive ability.

### Admissions Process

1. Referral by SEN Panel
2. Parents and their child to visit the school
3. Parents will feedback to SEN Services
4. Waverley School will feedback to SEN Panel
5. The SEN Panel will make the final educational placement decision based on needs of the child and feedback from both parents and Waverley School

To support the above needs we offer:

- A curriculum tailored to the needs of SLD/PMLD pupils.
- Small class groups, all with classroom support.
- High staff/pupil ratios.

- Assessment placements.
- Nursing support (but NOT a nurse on site)
- Qualified support in physiotherapy, occupational therapy and speech therapy.
- Expertise in meeting the needs of multisensory and sensory impaired children.
- Appropriate integration for pupils with SLD/PMLD pupils.
- Hearing Impaired and Visually Impaired (MSI) specialist visiting professionals
- Curriculum, placements and progress reviewed termly, with parents.
- A refurbished building which meets the needs of pre-school pupils

When assessing appropriateness of placement, the following is noted:

- Cognitive ability
- Additional needs
- Compatibility with interests of other pupils.
- Effective use of resources e.g. staff expertise, ratio, can the school meet the pupil's needs

Waverley is not appropriate for:

- Pupils whose primary problem is not severe or profound learning difficulties e.g., their primary need is physical, sensory, communication or medical.
- Pupils with a primary diagnosis of Autism
- Pupils with severe challenging behaviours that are not associated with their learning difficulties.
- Pupils with severe challenging behaviours that would require additional staffing resources.

### Working with Parents

We believe that parents and school must work together in partnership to ensure that pupils' needs are met. Our philosophy is that parents know their children best, while we can offer expertise in the education of their child.

Opportunities for working with parents are available throughout their child's life at Waverley. These begin with the Starting School Booklet and continue with Coffee Mornings, Annual Reviews, support in classrooms etc. There is a Family Support Worker in school available to listen and support parents and families with a range of issues and to facilitate parent support groups.

### Starting School Procedure

Starting school or transferring to a new school is a big step for all children and parents and even more so for any child who has been assessed as in need of special educational provision.

## Principles

We aim to:

- Provide an atmosphere of mutual respect that acknowledges the previous experience, knowledge and skills the child has, his/her parents and the school have between them.
- Enable parents to feel confident about separating from their children in a manner which suits their individual needs.
- Enable families to contribute information about their child, so that together we can plan and provide appropriate resources and experiences.
- Provide clear information on who has access and who contributes to the child's school records.
- Enable parents to have a clear understanding of the roles of all the adults involved with their child.
- Provide an environment that is warm and welcoming and flexible to the needs of all children (and their parents) starting Waverley School.
- Provide adults who are skilled in observing, assessing and developing children's abilities to communicate, interact, play, move, look after themselves and take control over their environment.

## Procedures

Parents and pupils will have the opportunity to visit the class/department once a place has been allocated. Where appropriate a transition programme will be established.

The Head of Centre or Pre-school teacher will visit the family at home to answer any questions, plan visits into school, and provide an information pack containing details on term dates, transport (if possible), support services, therapists and the Department Information Booklet.

At the home visit, the "Starting Waverley School Booklet" will be completed which will form the basis of the child's records in school.

The Head of Centre then completes an 'Entry Risk Assessment' form. Following this, a risk assessment meeting is held with the Headteacher. This assessment ensures the school has everything in place to meet the needs of the new pupil. Any staff training or specific equipment is identified and put in place such that the child is able to start school. A start date is then agreed at this meeting.

A letter will then be sent out to inform parents of their child's first day and what they need to bring. Parents are expected to accompany their child on the first day such that they can help their child settle in and demonstrate anything to staff such as how their child eats/drinks safely or how best to interact with them. Parents are welcome to accompany their child for more than the first session in order to

facilitate the transition process and enable both child and parents to feel confident to separate.

When more than one new child is starting at the beginning of term in the same class, the admissions will be staggered to enable class staff, new parents and children the time and space to settle in.

During the child's first six weeks (or 12 weeks if the pupil is part-time), the class staff will complete observations of the pupil in school and gather evidence of their achievements using the 'Evidence App'. During the first six weeks, other professionals such as the OT, PT, SLT and school nurse will also complete assessments of the child. The class teacher then writes a 'Baseline Assessment Report' which records the child's current skills in each of the key areas and taking into account input from therapists.

Also during the first six weeks, the school nurse will meet with parents to ensure a care plan is in place to meet the pupil's medical needs. The Care Plan is shared and agreed with parents and then with all staff working with the child.

A Baseline Assessment meeting is then held with the parents, class teacher and Head of Centre. At this meeting, the child's baseline assessment is shared and discussed and key targets for the coming year will be set. These are agreed with parents and therapists.

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