

Waverley @ Bell Lane

Specialist provision for pupils with Autism

School leaders and governors are proud to announce the opening of Waverley's provision for children with Autism on their Bell Lane site from September 2020.

This site will offer discrete provision for children aged 3-6 who have a primary need of Autism. This is phase one in a new pathway for pupils with Autism. We are working closely with the Local Authority to establish this.

What will the provision look like?

The provision at Bell Lane for pupils with Autism is one of three sites at Waverley School:

- * The main school: for pupils age 6-19 with severe learning difficulties
- * Waverley @ Honilands: for pupils age 3-6 with severe learning difficulties.

We believe fun, laughter and enjoyment are key to developing relationships that are essential in building trust. At our preschool we offer children a nurturing environment where they can express themselves whilst developing new skills and knowledge.

What do we offer?

- * Children who are 3-4 years old (nursery pupils) are offered a part-time place of two and a half days per week.
- * Children in Reception and Year 1 are offered a full-time place.
- * Children are supported by staff who are committed to supporting children with Special Educational Needs and Disabilities.
- * High levels of staffing ensure children are safe and secure.
- * Staff expertise enables children to develop the prerequisite skills they require to begin their educational journey.



Therapy provision

Waverley @ Bell Lane is supported by the Waverley Speech and Language therapists and Occupational therapists.

Curriculum

We offer an established early years curriculum which is adapted to meet the particular needs of the pupils who attend the school. This curriculum is play-based and highly motivating for the pupils, so they develop their ability to engage in a wide range of learning activities. Ofsted rated Waverley School as Outstanding in our most recent inspection (March 2019).

“The quality of teaching and learning is outstanding. Teachers and other staff share a wide range of specialist knowledge in teaching children with complex needs. They make highly effective use of a range of strategies to engage children in their learning.”

“Children make an excellent start to school life. From very low starting points, they make outstanding progress in all areas of their development. Teachers accurately assess children when they join the school and use this information to plan appropriately challenging activities.



Successful specialist strategies

Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.

Sensory integration is a form of occupational therapy in which special exercises are used to strengthen the patient's sense of touch (tactile), sense of balance (vestibular), and sense of where the body and its parts are in space (proprioceptive).

Intensive interaction is an approach for teaching communication skills to children and adults who have autism, severe and profound and multiple learning difficulties who are at early stages of development.

The Picture Exchange Communication System (PECs), allows people with little or no communication abilities to communicate using pictures. People using PECS are taught to approach another person and give them a picture of a desired item in exchange for that item.

PODD (Pragmatic Organisation Dynamic Display) is normally a book or device that contains symbols and words to support communication between people with complex communication needs and their communication partners, whether that is carers, family, friends or support workers, designed by Gayle Porter.



Makaton is a language programme that teaches key concepts by using symbols, signs and speech to enable people to communicate. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression.

SCERTS is an overarching approach to autism education created by a multidisciplinary team of experts. The letters in the name stand for Social Communication, Emotional Regulation, and Transactional Support—the critical elements of the SCERTS program. We use elements of the SCERTS program as appropriate for each individual pupil.

Positive behaviour support (PBS) is a person-centred framework for providing long-term support to people with a learning disability, and/or autism, who have, or may be at risk of developing, behaviours that challenge. Behaviour that challenges usually happens for a reason and may be the person's only way of communicating an unmet need. PBS helps us understand the reason for the behaviour so we can better meet people's needs, enhance their quality of life and reduce the likelihood that the behaviour will happen.