

# Waverley @ Honilands

## Specialist provision for pupils with complex needs

School leaders and governors are proud to announce the opening of Waverley's new provision on their Honilands site from September 2020. This is co-located within the grounds of a mainstream primary school.

This site will offer discrete provision for children aged 3-6 who have severe or profound and multiple learning difficulties and associated physical, medical and communication needs.

## What will the provision look like?

The provision at Honilands is one of three sites at Waverley School:

- \* The main school: for pupils age 6-19 with severe learning difficulties
- \* Waverley @ Bell Lane: for pupils age 3-6 with a primary need of Autism

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

The preschool at Honilands is supported by Waverley Speech and Language therapists, Physiotherapists and Occupational therapists. The school nurse supports the pre-school but is not based on site.

## 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

**Sensory Integration** is the ability to accurately process and interpret sensory information about our body and the environment so that we can play and learn. Sensory Integration aims to support arousal, attention and the ability to plan and carry out movement and learn new skills. We consider our pupils' sensory processing in terms of their vestibular, proprioceptive and tactile systems.

**Physical Programmes** are designed by specialists and support pupils to develop their physical, motor and functional skills.

**Specialist Equipment** ensures that pupils can access their environment and learning opportunities. It may include the use of work chairs, standing frames, electric wheelchairs, hoists, parallel bars and walking frames.

**Total Communication** is a combination of specialist communication approaches to facilitate and develop expressive and receptive language. We include Objects of Reference, Makaton Signing, PODD, PECs and TASSELS.

**Intensive Interaction** is a child led approach that develops the fundamental skills for early communication. The principles of Intensive Interaction inform all of our interactions in the preschool.



**Attention Building Bucket** is an approach to develop attention, communication and social interaction skills. It aims to inspire spontaneous communication by offering an irresistible invitation to learn.

**ICT and Assistive Technology** is used to enable pupils to have control over their environment, to increase sensory awareness, to develop communication and make choices, to engage in social interactions and to play and have fun.

**Multi-Sensory Teaching** activities provide opportunities for pupils to process information through more than one sense. It supports them to make connections and learn more about their world. Lessons incorporate sight, touch, taste, hearing, smell, proprioception and vestibular experiences.

