

LB ENFIELD: WAVERLEY SCHOOL LOCAL OFFER

Name of the school/college	<p style="text-align: center;">Waverley School</p>
	<p style="text-align: center;">HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES</p>
<p>What is the school's vision and mission statement How does this relate to children and young people with special educational needs and disabilities?</p>	<p>Our vision and how we hope to achieve it Our Vision:</p> <p style="text-align: center;">Challenging Expectations by Sharing Success</p> <p>by...</p> <p style="text-align: center;"><i>Ensuring that staff are highly trained and use their expertise to expand possibilities for each pupil by providing inspirational opportunities</i></p> <p style="text-align: center;"><i>Celebrating the pupil's achievements with parents and guiding families to be successful</i></p> <p style="text-align: center;"><i>Supporting other schools and providers to improve and in doing so creating a reputation of excellence</i></p> <p style="text-align: center;"><i>Recognising and providing the support each pupil needs to be motivated to learn, empowering independence</i></p>
<p>1) What type of school/college are you – eg primary, secondary, special FE college What age children does the school admit? If a special school/college what special educational needs do you cater for?</p>	<p>Type of school Waverley Pre school and Waverley School The main site is Waverley School and offers specialist teaching for 5 – 19 years. Our Waverley Pre-school is based at Bell Lane and offers early years intervention for 3 - 5 years old for Nursery and Reception pupils. Both sites cater for children with complex and profound learning difficulties.</p>
<p>2) What is your current Ofsted rating?</p>	<p>Our Ofsted rating Good with outstanding features</p>
<p>3) How does your school /college ensure that children/young people who need extra help are identified early?</p>	<p>How we know if a child/young person has special educational needs</p>

<p>What should a parent do if they think their child have special educational needs?</p> <p><i>How do you identify children/young people with special educational need</i></p> <p><i>How can a parent raise any concerns they may have?</i></p>	<p>All students attending the school either have a statement (currently being converted to EHCP) or an assessment place awaiting a statement (EHCP)</p>
<p>4) What does the school/college do to help children/young people with special educational needs?</p> <p>If you have one, explain how you use a provision map to set out and evaluate additional interventions?</p> <ul style="list-style-type: none"> ▪ How do school/college staff support children/young people with special educational Needs? ▪ What are the different staff roles? ▪ Who oversees and plans a child/young person's education programme? ▪ How does school / college know how effective its arrangements /provision for children and young people with special educational needs are? 	<p>What we do to help children/young people with special educational needs</p> <p>Pupils are in small classes of around 6 to 8 pupils depending on their needs. There is one teacher for each class along with 3 or 4 support assistants. Classes are separated by key stages and preferred learning environments. Pupils with complex learning needs have a sensory curriculum which is focused on cognition, communication, physical development and personal health and social education. Pupils with Severe Learning Difficulties follow a highly differentiated curriculum. Pupils in the Waverley Pre-school follow a curriculum derived from the EYFS Profile. All staff support the pupils in all areas of their learning. Physio, Occupational and Speech and Language therapists work alongside school staff to provide opportunities which break down barriers to the pupils' learning.</p> <p>Class teachers plan for the pupils with Heads of Departments overseeing the curriculum for their department. Pupils data is collected regularly and analysed, and any gaps in pupils' progress is identified and shared with teachers, HODs and SLT so that appropriate interventions can take place.</p> <p>Ofsted regularly inspect the school. At the last inspection the school was judged "good".</p>
<p>5) How do teachers match the curriculum to an individual child/young person's needs?</p> <p>What is the school's / college's approach to differentiation?</p> <p>How does that help individual children/young people?</p>	<p>How we adapt our teaching for children/young people with special educational needs</p> <p>Pupils at Waverley have individualised access to the curriculum. Every effort is made to make sessions motivating while giving challenge to each pupil. Teachers begin planning by working on activities which the pupils are successful with and build on these experiences so that the pupils gain confidence and develop their abilities leading to independent learners.</p>

<p>6) How are your school's / college's resources allocated and matched to children's/young people's special educational needs? How is the school's / college's special educational needs budget allocated?How decisions are made about what type and how</p> <p>i) How much support an individual child/young will re?</p> <ul style="list-style-type: none"> ▪ Describe the decision making process. ▪ Who makes the decision and on what basis? ▪ Who else is involved? ▪ How are parents involved? <p>How does the school / college judge whether the support has had an impact</p>	<p>How we decide what resources we can give to a child/young person with special educational needs</p> <p>The resources in school have been allocated according to need. As the school is specifically for pupils who require additional support the environment is safe and enables independence. Therapists help assess pupils for additional resources such as supportive seating etc.</p> <p>Priorities are drawn up following pupil progress to ensure that resources purchased are having a positive impact on the pupils' learning.</p> <p>Decisions are made by senior leaders and governors following guidance from therapists,teachers and on occasion the school council.</p> <p>Pupil progress is an indicator which helps us assess how successful the resources are being used in school.</p>
<p>7) How do you monitor a child/young person's progress and how do you communicate with parents about their child's progress?</p> <p>How will both the school and the parent know how a child/young person is doing and how do you help parents to support their child's/young person's learning?</p> <p>How do you explain to parents how a child/young person's learning is planned and how they can help support this outside of school / college?</p> <p>How and when will parents involved in planning my child's education support?</p> <p>Do you offer any parent training or learning events?</p>	<p>How we check that a child/young person is making progress and how we keep parents inform</p> <p>Pupils are assessed within 6 weeks of attending School. They are assessed on the foundation stage early steps or P levels. Teachers monitor their progress termly and the deputy head reports to governors termly the progress the pupils are making compared to pupils with a similar starting point. Parents are informed of their child's progress at the annual review and in parent evenings, and open days. We show photos of achievement and video as well as an end of year report which has examples of achievements the pupils have made. We have a family liaison worker who co-ordinates workshops for parents to support them at home.</p>

<p>8) What support does the school offer for children and young people’s overall health and wellbeing?</p> <p>What is pastoral, medical and social and support available in the school / college for children and young people with special educational needs and disabilities?</p> <p>How does the school /college manage the administration of medicines and providing personal care</p> <p>What support is there for behaviour, avoiding exclusions and increasing attendance?</p> <p>How can children / young person contribute their views? How does school / college support children / young people to do this?</p>	<p>Support we offer for children’s/young people’s health and general wellbeing.</p> <p>The school is supported by health colleagues. There is a school nurse on site who administers medication and deals with any emergency situations. Staff are highly trained by the nursing staff to recognise any changes in medical needs. Personal care is provided by class staff ensuring the dignity of all pupils is maintained. Pupils who demonstrate challenging behaviour are supported through careful planning. We look at possible triggers and try to eliminate these to enable the pupils to learn in a calm environment. For pupils who require individual spaces classes have a quiet area where they can work away from the distractions of the rest of the class. We value the pupils’ voice and make every effort to teach the pupils ways of expressing themselves. We use PODD communication books, intensive interaction, Makaton, objects of reference and touch cues. Staff observe changes in the pupils and become able to recognise when the pupils are consistent in their responses.</p>
<p>9) What specialist services and expertise are available at or accessed by the school / college?</p> <p>Are there specialist staff working at the school /college and what are their qualifications?</p> <p>What other services does the school /college access including health, therapies and social care services?</p>	<p>Specialist external services and expertise are available at or accessed by the school when we think extra help is needed?</p> <p>We have a music therapist two days a week. 3 speech and language therapists 1 occupational therapist 1 physiotherapist</p> <p>We access additional support from Enfield Sports partnership and regularly have sport specialists working within school.</p>
<p>10) What training have the staff supporting children an young people with special educational needs and disabilities had?</p> <p>Include recent and future planned training and disability awareness training</p>	<p>The training our staff have had or are getting.</p> <p>All our inset training is developed with special needs pupils in mind. This year’s training has consisted in Risk Assessments including Manual Handling Risk Assessments, medical training, Approach training, communication, making observations of pupils. Additional Makaton, p.e.c.s, podd, intensive interaction and object of reference training, alongside curriculum development training.</p>

<p>11) How are children/young people included in activities outside the classroom including school trips?</p> <p>Are they be able to access all of the activities of The school/ college offers and how are they assisted him or her to do so?</p> <p>How do you involve parent carers in planning activities and trips?</p>	<p>How we include children/young people in activities and school trips. All pupils are included in carefully planned activities outside of the classroom. Parents are required to give permission for their pupils to attend.</p>
<p>12) How accessible is the school / college environment?</p> <p>Is the building fully wheelchair accessible?</p> <p>Have there been improvements in the auditory and visual environment?</p> <p>Are there disabled changing and toilet facilities?</p> <p>How will equipment and facilities to support children and young people with special educational needs be secured?</p>	<p>Our school environment</p> <p>The school was purpose built for children with learning difficulties and physical difficulties. It is fully accessible, with only a few bumps over a few doorways.</p> <p>To assist pupils with visual impairments our dado rails are in contrast to our walls. Each department has gender specific disabled toilets.</p> <p>Most classes have overhead hoists and there are mobile hoists available for classes that do not have overhead hoists, or for areas such as the hall.</p>
<p>13) How does the school/college prepare and support children/young people when they join ?</p> <p>How does the school/college support child/ young people when they transfer to a new school school / college or the next stage of educatio?</p> <p>What preparation is there in the school / college?</p> <p>What preparation is done with the child/young person?</p>	<p>How we prepare for children/young people joining our school and leaving our school</p> <p>Before starting school staff make a home visit to ensure the school has everything in place for a easy transition into school. On the first day there is an additional meeting with parents to ensure all their questions about school have been answered.</p> <p>When pupils are leaving Waverley to move to another school or college the pupils transition gradually by visiting their new setting in their last term on a weekly basis, in addition to the school holding regular meetings with Enfield Adults Integrated Learning Disability service and our families as well as close links with adult providers who make regular visit to Waverley to get to know our students.</p>
<p>14) How are parents involved in school/college life?</p> <p>Describe the school's / college's approach to involving parents in decision making and day-to-day school life including for their own child</p> <p>How does the school / college communicate with parent carers and parent carers whose first language is not English?</p>	<p>How parents are involved in school life? Parents are encouraged to come into school as much as possible. A home/school book is provided and parents are encouraged to write in it every day. The school translates some letters and provides a translator if a family member is unable to support.</p>

<p>15) Who can a parent contact for further information?</p> <p>Who would be the parent's first point of contact if they want to discuss something about their child? Who can a parent talk to if they are worried? Who should they contact if I they are considering child/young person should join the school /college? the SEN Coordinator and how can I contact him/her</p>	<p>Who to contact for more information or to discuss a concern?</p> <p>Parents can contact their class teacher if they have any concerns. If they want further support the deputy head and head teacher are available to discuss any aspect of their child's education.</p> <p>If a child is under 11 parents should contact Sue Hogan (Assistant Head) or over 11 Sandra Chaaya (Deputy Head)</p>
<p>Date of this document</p>	<p>Our offer to children with special educational needs and disabilities was prepared in August 2014 and reviewed in July 2015 and July 2016.</p>