



Our vision



Waverley School

Admissions policy

Pupil policy document

Name of School	Waverley School
The original policy	June 1996
Amended	January 2005
Amended	March 2008
Amended	September 2013
Amended	July 2015
Amended	January 2017

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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: Primary 1, Primary 2, Secondary 3, Secondary who cater for needs of children aged 5 to 19. Children aged 3 to 5 are educated in our Pre-School in a purpose built provision offsite. 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 Pre-school and 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 attendant problems: medical, epilepsy, physical, sensory, communication.
3. Short-term assessment placements when there is some doubt re. Cognitive impairment.

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.
- A full-time qualified nurse on site, a monthly visit from a paediatric consultant and a weekly dietetics clinic.
- Qualified support in physiotherapy, occupational therapy and speech therapy.
- A music therapist who works with specific pupils and groups
- Expertise in meeting the needs of multi-sensory 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 annually, with parents.
- Purpose built facilities and resources.

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 process (with a home visit)

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 a 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 Department 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 applicable), support services, therapists and the Department Information Booklet.

All parents will be asked to complete the "Starting Waverley School Booklet" which will form the basis of the child's records in school.

Staff meet with a member of the senior leadership team who complete a starting school risk assessment. This assessment ensures the school has everything in place to meet the needs of the new pupil. A start date is agreed at this meeting.

A Starting School Meeting will take place in which school staff, therapists and nurses will discuss the information provided by parents in the Starting School Booklet. The meeting will take place before the child starts school.

When the child starts at Waverley, parents are welcome to stay and settle their child in a manner that suits their individual needs.

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, the class staff will complete observation and baseline assessments that will reflect on how the child has settled in. They will highlight the areas for further assessment, priority areas, likes and dislikes. Teachers will use this information to formulate an initial Individual Education Plan with targets that will be shared with parents/carers and reviewed at the child's next Annual Review.

This policy was agreed by the Governing Body 13.03.08 and will be reviewed bi-annually.

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