



Our vision

Challenging
expectations
and sharing
success

Waverley School

Special Educational Needs

Policy Document

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| Name of School | Waverley School |
| This policy was drafted originally | June 1995 |
| Amended | July 1996 |
| Amended | March 2010 |
| Amended | October 2013 |
| Amended | November 2015 |
| Amended | January 2017 |
| Amended | January 2018 |
| To Agree | <i>staffing and premises meeting 6th February 2018</i> |

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Special Educational Needs

Introduction

Waverley is a day school which caters for pupils with severe and profound and multiple learning difficulties. Ages range from three to nineteen years old and we can accommodate up to 117 pupils. Some pupils have additional needs which may include visual and hearing impairments and physical disabilities. We also recognise the importance of maintaining contact with mainstream schools and enabling pupils the opportunity to learn with their peers. We recognise the general right of children with SEND to be educated in mainstream schools and promote this through our Inclusion policy and Outreach support.

The School moved to purpose built, single story premises in September 1991. It is divided by age into four departments and cater for pupils aged 5 to 19: Primary 1, Primary 2, Secondary 3 and Secondary 4. The building has been designed to enable easy access to all facilities, thus offering equal opportunities to all our pupils. Our 3 to 5 year olds are educated at our Waverley Pre-school, a mile from the main school, in a purpose built building divided in 3 classrooms.

Our pupils have the same right to progress through school, recognising that needs change over time and new strengths come with increasing maturity. We seek to offer continuity but also access to change and progression. Above all every pupil's strengths and needs are unique and all benefit from an individual education plan (IEP) as well as access to small group and class teaching.

Principles

The School has identified values and principles that underpin the objectives of the Governing Body when making provision for the pupils of the School:

- Pupils are individuals whose opinions, preferences, experiences and abilities will be valued and respected. Pupils are encouraged to adopt these same values.
- The curriculum is pupil led and, when appropriate to age, supported by a modified EYFS, National curriculum and post 16 curriculum. We aim to provide a balance between statutory requirements and alternative needs based approaches.
- All pupils have the right of access to a broad, balanced, relevant and inclusive curriculum which reflects their age and previous experiences.
- All post 14 pupils have a right to accredited courses, FE College Link courses and a smooth transition to future placements.
- The curriculum celebrates and reflects the rich variety of races, cultures and religions of the world and acknowledge the ethnic backgrounds and needs of all pupils.
- Pupils' privacy is respected.
- Pupils' individual needs are met by a variety of teaching and learning styles that acknowledge the whole pupil.

- Pupils have access to a challenging and motivating environment enhancing personal achievement, confidence and self-esteem.
- Pupils and staff have access to developing technologies.
- Pupils have the right to mobility.
- Pupils have the right to the most appropriate means of communication.
- Pupils require continuity in all aspects of their education.
- The development of the whole pupil benefits from a collaborative inter-disciplinary approach.
- Parents, carers, School staff and other professionals are seen as equal partners in an interactive team.
- The School is an interactive part of the local community.
- All pupils should have an educational experience which is both fun and enjoyable.

Admissions

Waverley provides for:

- Pupils whose primary need is severe or profound learning difficulties.
- Pupils whose cognitive abilities are severely or profoundly impaired.
- Pupils whose cognitive abilities are severely impaired and have additional attendant problems: medical, health, physical, sensory, communication.
- Pupils with challenging behaviours that are associated with their learning difficulties.
- Short-term assessment placements when there is some doubt re. Cognitive impairment.

Special Needs responsibilities

The Headteacher is the school's Special Needs Co-ordinator (SENCO). The SENCO has responsible for:

- The day to day management of the school.
- Liaising with and advising all staff.
- Coordinating provision at the school.
- Overseeing records of all pupils.
- Ensuring communications are maintained with parents.
- Overseeing Continuing Professional Development for staff.
- Liaising with external agencies.

All class teachers are responsible for planning detailed programmes to meet the individual needs of pupils in their class. They work in partnership with parents, school staff the multi-disciplinary team and other agencies to ensure a holistic approach is used.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for children with SEN. Ensuring that all children with SEN receive access to an appropriately differentiated, broad and balanced curriculum;

- Working with the SENCO to monitor special needs provision within the school. The governors will be made aware of particular needs where they have an impact on the pupils' learning, staffing, health and safety and school resources.
- To pursue SEN matters with external agencies, on behalf of the

Governing Body.

Identification, Assessment and Provision

On admission to Waverley school detailed observations and assessments are made to establish the child's needs and to identify priority areas. The starting point for this period of assessment is the child's Education, Health and Care Plan, and/or any relevant reports and assessments. Assessment is conducted through observation, standardised assessments and consultation with parents and other professionals.

These assessments will form the basis of the child's initial Individual Educational Plan (IEP), in conjunction with any outcomes highlighted in their Education, Health and Care Plan, and the targets formulated by the classteacher will be reviewed at the first Annual Review.

Annual Review

Once a child has an Education Health and Care Plan, annual reviews are held. The achievements and experiences of each pupil are shared with the parents/carers and the EHCP is reviewed. The review report is sent home prior to the meeting date and parents are asked to complete a form about their child's progress. An interpreter is present for those who require one.

The Curriculum

The curriculum at Waverley is essentially child-centred. It aims to:

- Enable pupils to interact and communicate with a wide range of people.
- Enable pupils to express preferences, communicate needs, make choices, make decisions and choose options that other people act upon and respect.
- Promote independent learning.
- Promote self-advocacy or the use of a range of systems of supported advocacy.
- Prepare pupils for an adult life in which they have the greatest possible degree of autonomy and support them in having relationships with mutual respect and independence.
- Increase pupils' awareness and understanding of their local community, environment and of the world.
- Encourage pupils to explore, to question and to challenge.
- Provide a wide range of learning experiences for pupils at each stage.
- Develop self awareness.
- For pupils with degenerative conditions, endeavour to maintain the skills that the pupils already have.
- Ensure pupils to make progress.

We endeavour to ensure that pupils at Waverley have a curriculum that is as broad and balanced as their mainstream peers and we recognise that lessons and activities must take into account the needs and skills of each pupil. We ensure that each pupil has access to learning and teaching styles which respond to their individuality and recognise their personal achievements and

also reflect their cultural background.

We do not follow any one method of working but take into consideration different approaches that suit individual pupils. These may include a sensory approach or intensive interaction. Pupils are taught in one-to-one situations, in small groups and as whole classes. The ability to work in a group, to have an understanding of others and being able to share, are all useful skills.

National Curriculum Assessment

It is a requirement of the National Curriculum that each school provides evidence of pupils' progress. For pupils at Waverley this means they are assessed using the P Scales. The statutory tests and tasks used in mainstream schools are not appropriate so Teacher Assessment is used to record progress. This gives us the opportunity to show the achievements our pupils have made in a more positive way. Pupils, therefore, are disapplied from the National Curriculum Assessments.

Pupil progress is shown through P levels and Routes for Learning, and other systems used at Waverley such as MOVE and PE assessments (for fine and gross motor skills), Makaton sign assessments, measure of achievement of pupils' EHCP outcomes (in Cognition, Communication, Physical skills, PSHE - including citizenship, behaviour, friendships, ICT).

Inclusion

We have a team of staff at Waverley who have responsibility for ensuring all pupils are included in an education that is appropriate to their needs.

We see inclusion as a two-way process; therefore, groups of children from local schools also participate with some of our pupils in various activities based at Waverley.

Allocation of Resources

We are committed to the right of every child to receive the best possible education and we aim to ensure that equal opportunities are provided for all the pupils to enable them access to resources and teaching approaches which respond to their individuality and needs and which recognise their personal achievements.

Staffing levels are higher in this school than in mainstream schools. Additional staffing, individual learning plans, a differentiated curriculum and small group teaching support all pupils. Appropriate special resources such as communication aids, symbols, signs, information technology, hoists, ramps, seating and mobility aids supplement the educational resources normally available in schools. Specialist learning environments e.g. Sensory room, sensory gym, hydrotherapy pool, swimming pool, etc, are also available for our pupils.

Equal Opportunities and Race Relations

The school equal opportunities policy reinforces the view that all pupils have a right to education of equal relevance and value, regardless of ability, race or gender. We seek to involve all pupils in the range of experiences offered. Our aim is to capitalise on strengths and minimise impairments to learning.

The school aims to promote racial equality, encourage good race relations, promote community cohesion and eliminate unlawful racial discrimination through its Race Relations Policy.

Complaints

The School has adopted the LA policy for complaints against schools. A full copy is available on request.

Staffing

Pupils at Waverley are supported by teachers, teaching assistants and a range of other professionals. All these people make a range of contributions to a pupil's life at Waverley: they can provide direct therapy or support to pupils but can often provide advice, support and training to colleagues who are working with the pupils.

The governors recognise the need to maintain and develop a high level of expertise in both teaching and support staff and to continue to develop the education offered by the school. This can be achieved by keeping all staff aware of new resources and information concerning special needs, offering specific whole school insets, induction and using external courses and speakers.

Working with other agencies

A range of professionals support pupils at Waverley by providing direct therapy as well as providing advice, support and training to colleagues who work with the pupils in class. Research has shown that when professionals work together in this way, pupils with learning difficulties make better progress.

We have a team of Physiotherapists and technical assistants who advise on a wide range of physical needs and work closely with the school staff. Each child who requires therapy has his/her own personal programme drawn up by the Physiotherapist. The class staff are taught how to carry out basic exercises and how to handle and move the child. We have a full time Occupational Therapist (O.T) who advises on a wide range of issues including equipment, sensory integration/modulation, hand splinting and visual perception and fine motor activities. A holistic approach and a variety of treatment methods are used to provide practical solutions to day-to-day management such as positioning for play or work, mealtimes, dressing, bathing and changing.

We have three Speech and Language Therapists. Communication cannot be taught in isolation and it is essential that the Speech and Language Therapist and class staff work closely together. Advice is given on a consistent approach ensuring that a total communication environment is achieved. Many children benefit more from group sessions as they learn from one another and, therefore, many sessions are conducted in this way.

The School has full time nursing support. Nursing staff have many duties in the School and play a large role in the welfare of our pupils. The nurse co-ordinates the clinics for the Consultant Community Paediatrician, school dentist and the Dietician.

The part time Music Therapist runs small groups and individual sessions. We also have visiting teachers for both the Hearing and Visually Impaired pupils and those with multi sensory impairment

Partnership with Parents

We believe that parents and carers are the most important people in a child's life, and so we value the opportunity to work with them to maximise their child's potential. They are the experts on their child, and we need to learn from them. Partnership with parents is seen as a two way process with school and home learning able to exchange ideas with each other.

We encourage and welcome parental involvement in many aspects of school life, from participating in classroom activities to attending coffee mornings. Parents/carers are encouraged to make use of the Home/School books to keep in regular contact with class teachers. They are also welcome to telephone the School, although we ask that this is done before or after school time so that lessons are not interrupted. We have a Family Support Worker who acts a link between home and school and can offer advice and support.

We have a Parent's Room at the School, which is readily available for all parents/carers to use. This room houses a small library of useful literature.

The Waverley Association for Special People (WASP) is a registered charity which raises funds for the School to enable us to provide much needed equipment and services. The WASP committee consists of parents and staff of the School who work together to plan and organise fundraising and social events.

The school has supportive parent Governors. The school organises parents' evenings, workshops, information sessions and other less formal activities that help meet parents' needs as well as those of the pupils. The Headteacher and staff offer further advice and are always willing to discuss pupils' progress and special needs on request as well as in regular reviews. The school ensures that parents feel welcome to approach staff at any time.

Transition to Post School Placements

At 14+ the annual review for pupils is designated a "Transition Review". This begins the process whereby pupils' likely educational needs after 19 are assessed. Waverley has a commitment to working with the Local Authority and other partner agencies to improve the transition of young people from Children's to Adults' services. We recognise that all young people have hopes and dreams and we are committed to ensuring that they are fully supported to fulfil their aspirations.

The school is represented on the multi-agency Transition Implementation

Group (TIG) which meets termly to develop and improve transition arrangements for disabled young people.

Waverley completes an Early Notification Form identifying young people from age 16 years who are likely to need the support of Adult Social Care and ensures a Moving On Assessment is completed in partnership with Children's and Adult's Care Services.

Waverley aims to ensure that all young people have a named Lead Professional from 14 years to co-ordinate their transition and to ensure that a Person Centred Plan is completed with the young person and which can contribute to their Moving On Assessment. A transition plan is drawn up by the school which involves all agencies including the Enfield Careers Service

The Voice of the Child

All pupils will be involved in making decisions as fully as possible in line with their growing maturity and understanding. Such participation enables the pupils to make choices and to know that their views matter. We have a school council who represents pupils and who meet at least termly.

Outreach Service

Our service is aimed at schools in Enfield who have pupils on roll with global developmental delay, specific syndromes, physical difficulties or behaviours associated with learning difficulties. We aim to provide advice, practical suggestions and support to enable all staff to meet the needs of the young person in his/her environment. We also offer advice and support on risk assessment, manual handling, toilet training and personal care and medical training needs.

Monitoring and promoting special educational needs

The governors committee groups contribute to the monitoring of special needs provision by reviewing areas of school effectiveness:

Staffing Committee: staffing policy, management, accreditation and staff training.

Curriculum Committee: school curriculum and assessment including arrangements for inclusion and integration, special needs policy and equal opportunities policy.

Finance Committee: monitors the use of resources and their impact on provision

Premises Committee: accommodation and health and safety issues.

Pupil progress is monitored through analysis of AR and IEP targets, annual reviews, P level assessment and other appropriate assessment data. The School Improvement Partner (SIP) supports the Headteacher and Governors in considering school effectiveness.

This policy was agreed by the Governing Body 16.03.10 and will be reviewed every two years.

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| Original policy | - | June 1995 |
| Amended | - | July 1996 |
| Amended | - | March 2010 |
| Amended | - | October 2013 |
| Amended | - | November 2015 |
| Amended | - | November 2017 |