



Our vision



Waverley Pre-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	Jan 2017
Amended	Sept 2019
Amended	May 2021 Agreed Curriculum meeting 10th May 2021 and the full governing body meeting 7th June 2021
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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: Early Years, Lower, Middle and Upper. As of September 2016, the Early Years Department is based on a separate site - Waverley @ Bell Lane. In September 2020, the Early Years department moved to a new site – Waverley @ Honilands. Waverley @ Bell Lane became specialist provision for Early Years and Key Stage One pupils with Autism.

Therefore, from September 2020, Waverley School is based on 3 sites:

Waverley @ Bell Lane – specialist early years provision for pupils with Autism

Waverley @ Honilands – early years provision for pupils with severe and profound learning difficulties

Main site – Key Stage one to four provision for pupils with severe and profound learning difficulties

There is information for parents on the school website which offers a virtual tour of each of the pre-school sites along with further information for parents.

Waverley @ Bell Lane: <http://waverley-school.com/waverley-pre-school-2/>

Waverley @ Honilands: <http://waverley-school.com/honilands/>

The LA has admission principles and criteria for placement at a special school.

Admission arrangements to 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 difficulties: medical, epilepsy, physical, sensory, communication.
3. Short-term assessment placements when there is some doubt regarding the child's cognitive ability.

4. Specialist provision for pupils with autism and associated learning difficulties (Waverley @ Bell Lane)

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 and specialist provision for pupils with Autism (Waverley @ Bell Lane) ● Small class groups, all with classroom support.
 - High staff/pupil ratios.
 - Assessment placements.
 - Nursing support (but NOT a nurse on site)
 - Qualified support in physiotherapy, occupational therapy and speech therapy.
 - Expertise in meeting the needs of multisensory and sensory impaired children.
 - Appropriate integration for pupils
 - Hearing Impaired and Visually Impaired (MSI) specialist visiting professionals
 - Curriculum, placements and progress reviewed termly, with parents.
 - A refurbished building which meets the needs of pre-school pupils

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 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 Booklet and continue with Coffee Mornings, Annual Reviews, support in classrooms etc.

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 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 Centre or Pre-school teacher 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 possible), support services, therapists and the Department Information Booklet.

At the home visit, the "Starting Waverley School Booklet" will be completed which will form the basis of the child's records in school.

The Head of Centre then completes an 'Entry Risk Assessment' form. This assessment ensures the school has everything in place to meet the needs of the new pupil. Any staff training or specific equipment is identified and put in place such that the child is able to start school. A start date is then agreed.

A letter will then be sent out to inform parents of their child's first day and what they need to bring. Parents are expected to accompany their child on the first day such that they can help their child settle in and demonstrate anything to staff such as how their child eats/drinks safely or how best to interact with them. Parents are welcome to accompany their child for more than the first session in order to facilitate the transition process and enable both child and parents to feel confident to separate.

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 (or 12 weeks if the pupil is part-time), the class staff will complete observations of the pupil in school and gather evidence of their achievements using the 'Evidence App'. During the first six weeks, other professionals such as the OT, PT, SLT and school nurse will also complete assessments of the child. The class teacher then writes a 'Baseline Assessment Report' which records the child's current skills in each of the key areas and taking into account input from therapists.

Also during the first six weeks, the school nurse will meet with parents to ensure a care plan is in place to meet the pupil's medical needs. The Care Plan is shared and agreed with parents and then with all staff working with the child.

A Baseline Assessment meeting is then held with the parents, class teacher and Head of Centre. At this meeting, the child's baseline assessment is shared and discussed and key targets for the coming year will be set. These are agreed with parents and therapists.