

# Admissions Guidance for Enfield Special Schools, Designated Units and Specially (Additionally) Resourced Provision

March 2022



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# Introduction and using this guidance

- 1** The purpose of this guidance is to set out Enfield Local Authority's position on support needs and process for entry into additional supported placements of education, which include: Special Resourced Provision, known in Enfield as ARPs, Designated Units and Special Schools. As such this guidance has been developed in partnership with Special School Head Teachers, Unit Head Teachers and Specially Resourced Provision Head Teachers.
- 2** The guidance does not represent a blanket policy. It has been created to support the Local Authority SEN Service with a framework and basis for considering whether the special educational needs of an individual child or young person can be appropriately met in an Additionally Resourced Provision, Unit or Special School within the borough.
- 3** A principle of the guidance is that every case and request should be considered on individual merit. This guidance must not impede personalisation in terms of decision making.
- 4** The Legislation that relates to additional support is set out in:
  - Children and Families Act 2014
  - SEND Regulations 2014
  - Equality Act 2010
- 5** This guidance only relates to those children and young people who will have an Education, Health and Care Plan and whom are supported by the Special Education Needs (SEN) Team in Enfield.
- 6** There is a separate section for each Enfield special school in this guidance. This will include a description of the needs of children and young people usually educated at the school.
- 7** The descriptions in the guidance for each school may include levels obtained where children and young people have been formally assessed within their current educational setting. Where available these can be used to assess the type of curriculum a child or young person may require. Whilst every attempt must be made to present a full picture, it is not expected that these should be the only measures. Where evidence is incomplete or contradictory, further information or scrutiny may be requested by the SEN Service before a decision is made.
- 8** The descriptors for each special school and specialist setting within this guidance will be made available on the Local Offer and may assist parents and carers in their decision-making.
- 9** On some occasions a Special School may state that their specialism is in Autism. This could mean that any child with Autism should be able to be offered a place at the school, however this will not always be possible as the spectrum for Autism is broad. It is important to note here that this guidance provides the DfE broad category of need(s) that can be met, however an individual assessment will determine what needs can be met.
- 10** The Government as part of its commitment set out in the Children and Families Act 2014 and within the Equality Act 2010 makes the assumption that children and young people have the right to mainstream education. However, for some children and young people whose needs are more complex, placements are made available at:
  - Specially (or Additionally) Resourced Provision (ARP),
  - Designated Units and
  - Special Schools

**11** This guidance will be used by the Local Authority's SEN Service to support in its decision making to identify potential placements for children and young people. The guidance will be reviewed and revised where necessary and will undertake a more formal review at least every two years.

**12** The SEND Code of Practice sets out the broad areas of need as:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Children and young people in Enfield's School Schools, ARPs and Units will have needs in one or more of the areas above that are significantly impacting on their access to education in mainstream classrooms.

**13** As part of its Inclusion Strategy, Enfield LA has developed Specially (Additionally) Resourced Provision and Designated Units to support the integration of children into mainstream settings to enable children and young people to develop alongside their peers and the benefits can be:

- Development of socialisation and play skills
- Increased inclusion in future environments
- Development of life-long friendships and community cohesion
- Learning respect for others
- Acceptance and the ability to understand and see difference
- Peer to peer learning
- Developing acceptance of difference

## Specialist Placements in Enfield

**14** In Enfield there are 6 (7 from September 2022) special schools that provide educational placements for children and young people with complex support needs.

**15** Special schools provide appropriate placements for children and young people with the most significant needs, who require a specialist curriculum that is tailored to their individual needs and allows them to engage in meaningful learning that prepares them for adulthood. To achieve this engagement in learning, smaller class sizes and higher levels of staffing and expertise throughout the school are often deployed.

**16** Designated Units provide placements for children and young people with complex needs who will find it challenging to access a full mainstream curriculum. They will be able to access specialist support, attending mainstream classes where they are able to participate and attend lessons such as PE and assembly or lunch. Children and young people will be on the roll of the mainstream school.

**17** Special (Additional) Resourced Provisions (ARPs) provide placements for children and young people who can access a mainstream curriculum for parts of the school day. The ARP facilities can be in an allocated space within the school or could be virtual where the resources are provided to children and young people within their mainstream lessons.

# Placement Process

- 18** Parents and carers have the right to request a school or type of school to be named in Section I on their child or young person's Education, Health and Care Plan (EHCP). However a school may not always be able to meet the needs of the child or young person and they will set out their reasons outlining why the school is unsuitable for the age, ability, aptitude or SEN of the child or young person; why the attendance of the child or young person would be incompatible with the provision of efficient education or others or the efficient use of resources. Sometimes the Local Authority will challenge these reasons and direct a school to admit a child or young person if they do not meet the legal test for parent preference. (Children and Families Act, 2014. Section 39).
- 19** The Local Authority SEN Service is responsible for the decision to place a child or young person in a special school, Designated Unit or ARP and to name the placement on the EHCP.
- 20** Special Schools are designated to support young people up until the age of 19 where there is a secondary offer. This does not mean that all schools will provide a Post-16 curriculum. Post 16 curriculum in Special Schools are personalised to the needs of young people and to support the themes of preparing for adulthood which includes employment, training, community integration, health and housing.

# Review of Special School Placements

- 21** The Annual Review is the legal way in which parents, schools and the Local Authority can together review an individual child or young person's progress towards meeting the outcomes specified in his or her EHCP.
- 22** The Annual Review process allows for discussions on the appropriateness of the placement for the child or young person and parents can exercise their rights to review the current placement through this process to make sure it is still meeting the child or young person's needs.
- 23** The Local Authority can only consider alternative placements in discussion with the child or young person, parents and schools and this can only happen through the Annual Review Process.

# Exit Guidance

- 24** Children and young people in a specialist setting may return to a mainstream setting at any time, following an Annual Review of their EHCP. This would be subject to the mainstream school being able to meet the needs of the child or young person and if the child or young person or parent's preference is for mainstream provision and they can access the curriculum. Transition phases are the best time to consider, this, i.e. transfer from primary to secondary.
- 25** The key to a successful placement in mainstream, is through a rigorous transition plan with agreed and identified additional support in place prior to the transition.

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# Durants School

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<b>School DfE number</b>
308/7000
<b>DfE age range</b>
11-19 (varies for the Satellite – see below)
<b>DfE Category of Need</b>
ASD
<b>Capacity (2022-2023)</b>
198

## **Durants School provides education for children and young people aged 11-19 who have a diagnosis of autism and an Education Health and Care Plan (EHCP).**

The main school site has students at the severe end of the autistic spectrum with other co-morbid conditions and/or medical needs e.g. Attention Deficit Hyperactivity Disorder, Oppositional Defiance Disorder, Epilepsy. Many children and young people at the school have significant sensory sensitivities such as audio defensiveness and hypersensitivity to tactile contact and rigid behavioural patterns that may manifest as behaviours of concern that may pose a risk to themselves or others. Children and young people are able to manage their own personal care and self-help needs independently, except in cases of exceptional medical conditions.

All students at the school are able to engage in subject-specific learning and will have been assessed using the pre-key stage standards at the end of Key Stage 2. The ability range at the school varies from Standard 1 on the pre-key stage standards to young people who are able to access entry level qualifications.

Some students who have Durants School named on their EHCPs will attend the Durants Satellite at Winchmore School. The satellite is for children and young people who will be able to manage some of the academic and social demands of being part of a mainstream school. Winchmore School is a large and busy secondary school so all students in the satellite must have the ability to cope in busy/ loud environments and to navigate the building independently. These students have developed appropriate social skills that allow them to regulate their behaviour and operate within the mainstream behaviour policy and codes of conduct. Students will be selected by the school, in consultation with parents, to attend the satellite. These are usually students who are working at or above age-related expectations at the end of Key Stage 2. Some students who have achieved age related expectations in English and Maths for Year 5 may also be suitable for the satellite. Children and young people attending the satellite will be able to access the mainstream curriculum in an age appropriate class with and without support for at least 50% of their timetable. At the end of KS4, students in the satellite should be able to access some mainstream qualifications e.g. GCSEs and/or entry level qualifications.

The satellite also provides Post-16 education from 2021/22 (Year 12 only in 2021/22 and Years 12 and 13 from 2022/23).

Students entering the Durants Satellite at Winchmore sixth form provision should have:

- A nationally recognised qualification in any subject at Entry Level 2 of the RQF or above (Entry Level certificates, GCSE, L1/ L2 qualifications). This may include accredited AQA unit awards at L1/L2 even if not leading to a formal qualification.
- Independent learning skills (e.g. able to use the internet to research, able to organise their time and work, access online learning resources/ read set texts etc)
- Able to regulate their emotions appropriately within a busy, dynamic environment
- Sensory needs do not act as a barrier to participation or engagement
- Ability to follow the host school's (Winchmore School) code of conduct and policies/procedures
- Independently move around a large secondary school environment.

# Fern House School

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<b>School DfE number</b>
308/7001
<b>DfE age range</b>
4-16
<b>DfE Category of Need</b>
SEMH
<b>Capacity (2022-2023)</b>
70

## Children and young people will have Social Emotional and Mental Health difficulties as their primary need.

They will usually exhibit a range of extreme behaviours which, through their nature, persistence, and severity have a cumulative negative effect upon their own and other's emotional well-being and mental health. They may also present as withdrawn and socially isolated or be experiencing emotionally based school avoidance. The impact of those behaviours will have had a severe and measurable negative effect upon a child or young person's attainment and/or their access to learning. There will be extensive evidence that sustained interventions, informed by external specialist professionals, have been unable to bring about a positive change.

Many children and young people will have attachment needs and/or will have experienced trauma or adverse childhood experiences that impacts significantly on their behavioural presentation. Some have poor emotional literacy and may have significantly delayed/immature social skills and others have persistent low self-esteem. Some children and young people will have medically diagnosed conditions that relate to their difficulties such as Attention Deficit Hyperactivity Disorder, Oppositional Defiance Disorder, Autistic Spectrum Disorder, conduct disorder and/or relevant mental health diagnoses. A number of pupils will present with behaviours associated with significant mental health difficulties e.g. psychological trauma, depression, Foetal Alcohol Syndrome Disorder, Obsessive Compulsive Disorder, severe anxiety, self-harm, eating disorders. Some pupils may require mood enhancing medication or medication to inhibit impulsivity and hyperactivity. Children across the school may have speech, language and communication needs as a secondary need but social, emotional, mental health needs will be their primary need.

Children and young people will vary in their academic functioning covering a cognitive and curriculum span from 2-3 years below age related expectations to more able. At the end of KS4 students undertake functional skills assessments and/or GCSEs.



# Oaktree School

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<b>School DfE number</b>
308/7005
<b>DfE age range</b>
7-19
<b>DfE Category of Need</b>
MLD and SLD
<b>Capacity (2022-2023)</b>
132

## Oaktree School is for children and young people with complex needs from KS2-KS5.

Children and young people will be attaining at a low academic level, either because of a global learning difficulty or because of the impact of specific conditions (e.g. autism or a speech and language disorder) on their functioning. Where there has been standardised testing of cognitive functioning, children and young people will be assessed as being at or below the 2nd percentile. Attainment in the core subjects will usually be significantly below chronological age expectations (at least four years behind their peers).

Most students will be engaged in subject-specific learning with some being assessed using the engagement model. Students have a variety of co-occurring learning, communication, emotional and/or physical needs, which prevent them from accessing the mainstream school curriculum. Students may have moderate to high functioning autism, Down's Syndrome, moderate learning difficulties and high-end severe learning difficulties. Students with physical needs e.g. those who use a walker or a wheelchair can have their needs met in the school if they are able to use a cricket for independent toileting.

Students should have learning needs as their primary need. Some students will have social, emotional and mental needs and/or emotional based school avoidance as a secondary need. Some of these students may have experienced trauma in mainstream school and those autism will be able to regulate their emotions.

Children and young people will require a differentiated and often personalised curriculum to meet their profile of need. Children and young people will have access to a range of accreditation appropriate to their ability and the progress they have made in the school.



# Russet House School

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<b>School DfE number</b>
308/7008
<b>DfE age range</b>
3-11
<b>DfE Category of Need</b>
ASD with SLD
<b>Capacity (2022-2023)</b>
135

**Russet House School provides education for children aged 3-11 years old who have an Education Health and Care Plan which outlines the child's needs.**

All children:

- have a diagnosis of autism as their primary need, which significantly impacts on their daily living (e.g. a child who has limited awareness of safety and/or may require a high level of support to manage self-care).
- have severe additional learning difficulties and are working at communicative and cognitive levels more comparable to children of a much younger chronological age e.g. a year 5 child learning at a level of an 18 month old child and is therefore unable to access subject specific learning.
- may have some additional medical and/or physical needs
- often have sensory sensitivities and are over-sensitive or under-sensitive to different stimuli e.g. sound, textures, tastes, smells, things they see, movement (vestibular sense), internal body sensations (interoceptive sense) and they may not know where their body is in space (proprioceptive sense)
- may present with some emotional and mental health needs alongside their autism

In conjunction with their autism pupils experience differences in social communication, social interaction, processing of information and sensory processing; these vary for each individual pupil. These differences may result in high levels of stress, anxiety and difficulties with emotional regulation which may result in behaviours which challenge (including harm towards themselves and others). The school supports children to learn to regulate their emotions, communicate as effectively as possible and manage their behaviours. For a very small number of pupils, despite extensive in-school interventions more specialist support is required to help them to manage their mental health and/or behaviours towards others; these children's needs may not be able to be appropriately met at the school and alternative placements will be sought.

Children are allocated a place at the school by the Local Authority's SEN Services. Following a parental request for a place at Russet House to be considered for their child, Russet House will be consulted. The school will consider the information sent by SEN Services and may also meet the prospective pupil in their current setting in order to ascertain whether they can meet a child's educational needs. The Local Authority will then name the school on a child's EHCP if they determine that the child will be allocated a place at Russet House.

# Salmon's Brook School

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<b>School DfE number</b>
School opening in September 2022
<b>DfE age range</b>
11-19
<b>DfE Category of Need</b>
SEMH
<b>Capacity (2022-2023)</b>
40

**Salmon's Brook School is a specialist school for young people who have an Education, Health and Care Plan with a primary need of Social Emotional Mental Health (SEMH).**

Some young people may have co-occurring areas of need in one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Sensory and/or physical needs

Young people referred and admitted to Salmon's Brook School are likely to present with:

- Significant mental health issues
- Forms of social and emotional difficulties
- Speech, language and communication difficulties

Young people referred and admitted to Salmon's Brook School may also be characterised as follows:

- Functioning significantly below national expectations and may contradict early academic profiling that predicted average rates of progress
- Having significant gaps in their knowledge and understanding across a range of subjects compared to learners in mainstream schools
- Having numeracy and literacy difficulties
- Showing signs of high ability, which may have previously identified them as gifted or talented
- Having other forms of additional and/or special educational needs

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum for those young people of compulsory school age. This is blended with opportunities for young people to develop functional skills, social, emotional and independence skills and skills for working life as appropriate in line with the 14-19 curriculum.

Our curriculum is underpinned with young people's personal and social development and therefore ensures that learning is personalised to each individual, meaning that their individual therapeutic provision and highly differentiated and individualised timetables are in place to ensure that all young people are able to access learning and flourish, over time.

In practice this means our learners:

- Enjoy a curriculum that recognises their diverse learning needs and styles and which stretches and challenges them
- Enjoy access to a variety of age-appropriate extra-curricular activities and have opportunities to participate in the school community
- Access recognised programmes of study, personalised learning and, at post 14, receive independent advice and guidance on options and choices for progression
- Develop learning skills so that everyone has the opportunity to study at least 5 GCSE subjects, or the equivalent

# Waverley School

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308/7007
<b>DfE age range</b>
3 -19
<b>DfE Category of Need</b>
SLD and PMLD
<b>Capacity (2022-2023)</b>
162

## Waverley School is a Local Authority maintained special school for pupils with severe and profound learning difficulties.

All pupils at the school will have an Education, Health and Care Plan. For all pupils their learning disability will be their overarching need and many have co-occurring complex medical and/or physical needs. Students at the school are at the earliest stages of communication with majority of pupils being non-verbal and the curriculum is designed to provide opportunities to develop these crucial skills.

The main site has pupils from Year 2 upwards and the satellite provision Waverley at Honilands has 27 places across 3 classes for Nursery, Reception and KS1 pupils with severe and profound learning difficulties. Children in the Nursery and Reception age range will be functioning significantly below their chronological age in most areas of development and will typically be working in the birth to 12 month range of development in most areas. They may have an inconsistent developmental profile.

The satellite provision Waverley at Bell Lane has 18 places for children with autism in KS1. The style of teaching in the provision is low arousal in comparison to the rest of the school as it is tailored to the needs of the cohort and is organised as an Early Years setting.

The school's curriculum has been created to meet the needs of the pupils. Both Bell Lane and Honilands follow a play based curriculum called the springboard curriculum. The main school curriculum builds on the early interventions of Honilands and Bell Lane. There are 3 levels which allow pupils to build on their knowledge and skills without limiting them to one pathway. Level 1 has four subject areas which offer opportunities to engage with others while developing prerequisite skills needed for Level 2 which branches in six subject areas and Level 3 which has nine subject areas.



Children and young people attending the school will typically have a life-long and complex learning disability which may require a multi-disciplinary service response and their ability to make progress will be severely limited across all areas of development. Pupils will have considerable difficulties with appropriate social interaction, communication and understanding and may have behaviours that could be considered challenging. They are likely to have severely limited self-help skills and minimal awareness of danger. Pupils will be predominantly dependent on additional support for personal care skills and are usually reliant on additional support for activities and travel. Where there has been standardised testing of cognitive functioning, children and young people will be assessed as being below the 1st percentile.

Pupils may have a severe impairment caused by:

- injury
- illness
- a congenital condition or
- a genetic disorder

These may cause a severe loss of, or difference in, physiological or psychological function. Children and young people may have little control over their physical functioning, may have difficulties with swallowing, feeding and drinking, dysphagia or an additional neurological impairment such as epilepsy and their impairment may have a profound effect upon their ability to access learning and on their attainment and achievement at school.

The majority of children and young people will require the use of alternative or augmentative approaches and aids to support their communication. Some children and young people may require a gastrostomy tube to enable their nutritional needs to be met.

A few children and young people may also have significant health needs which require regular or continuous medical intervention, such as deep suctioning or aerosol generated procedures (AGP).

Children and young people may require a wide variety of specialist equipment in order to access learning and to support the development of their learning and of their physical and communication skills.



# West Lea School

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<b>School DfE number</b>
308/7002
<b>DfE age range</b>
4-19 (plus young people via Internship Programme)
<b>DfE Category of Need</b>
See below
<b>Capacity (2022-2023)</b>
400

**West Lea is a Special School that is situated on 4 campuses and 9 sites across the Borough. The school caters for a wide range of needs and supports the Local Authority to meet changing demand for places for children and young people with varied SEND within the LA as it is recognised that this is preferable to children being separated from their own community and a more effective use of the financial resources of the LA.**

Children and young people placed at West Lea school have moderate learning difficulties (MLD) or severe learning difficulties (SLD) where they will be attaining at a lower academic level and their ability to make progress will be limited across all areas of development. Children and young people could have extreme difficulties in functioning daily.

Many children and young people demonstrate a combination of complex needs, across any of our pathways (outlined below). Additional needs include, ASD, Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, HI and VI impairments, Prader Willi, global delay and the consequential challenging behaviours associated with this range of needs including those associated with social, emotional mental health difficulties including depression, self-harm and eating disorders. Some pupils have medical conditions that require daily supervision and potential intervention and others require mood enhancing medication or medication to inhibit impulsivity and hyperactivity. Other children have additional physical disabilities and are wheelchair users or utilise standers and other equipment on site.

## Curriculum Pathways

West Lea School offers children and young people four pathways that progress from Early years to Post 16. Each pathway is ambitious in its expectations of children and young people's capacity to make progress to learn, thrive and be happy and to prepare for fulfilling and purposeful adulthoods.

Each of the four pathways delivers a broad curriculum consisting of a balance between academic (national curriculum) programmes of study, life skills and preparing for work and adulthood. Each pathway recognises the needs of the child as expressed in the EHCPs and seeks to support the child to overcome the barriers to learning that inhibit progress and development.

Children in all pathways have equal access to resources, therapies, support and enrichment opportunities. Children move between pathways freely when this is appropriate and are therefore never limited by a pathway. All pathways focus on personalised learning and practitioners craft their own plans around the particular needs of each learner, breaking down any barriers to learning.

## Willow Pathway

Children following the Willow Pathway may have a range of complex needs, SLD and/ or medical conditions. These children may experience significant barriers to learning in the areas of communication and interaction as well as cognition and learning. They may need targeted support to help them develop their socialization, language, and life skills as well as learning and study skills.

Children will make progress through targeted teaching approaches designed to educate them in key aspects of the national curriculum and to prepare them for adulthood. Independence, in life and work are significant elements of the curriculum for all West Lea pupils. In order to ensure full and equal access for all pupils, adaptations and adjustments are made as necessary.

Academic and vocational learning sit alongside social and life skills, to provide a practical and purposeful curriculum experience. As the children progress up the school the focus on employability and vocational learning intensifies and they will work towards personalised qualification targets. At post 16 the potential for supported employment becomes a real goal for those young people ready to take that path in society and many will access pathways through West Lea's Horizon Campus.

## **Oak Pathway**

Children on the Oak Pathway may also have complex needs and some may have moderate learning difficulties, medical conditions or other developmental, social, or emotional needs. Children will experience a full range of the national curriculum programmes of study appropriately scaffolded to recognise the barriers to learning which they may face. This pathway also focuses on functional independence and supports pupils to independently travel and access work experience within their local area, where appropriate.

Opportunities to sit formal examinations mean that young people on this pathway will leave school with qualifications for work and life. Most young people on the Oak pathway will achieve qualifications in Functional Skills (Entry Level) in English, mathematics, and ICT and in vocational awards in the Arts, as well as broad skills accreditation through the Duke of Edinburgh Award and the Princes Trust Achieve programmes. Young people on this pathway typically move on from West Lea's one year bridging course to follow college courses, Supported Internships and paid employment.

## **Sycamore Pathway**

Children and young people on the Sycamore Pathway may also be described as having complex needs and moderate learning difficulties, however they may experience less significant barriers to learning than pupils on other pathways. This Pathway provides an appropriately adjusted and scaffolded National Curriculum to allow the children and young people to enjoy programmes of study similar to those delivered in mainstream schools.

Young people will access both academic and vocational subjects to educate them for adulthood. Work placements and community engagement feature in the weekly diet of young people as they move up the school, and the majority will learn to travel independently within their local area. Where appropriate, some young people access aspects of their learning through partnership delivery with mainstream secondary schools, as well as develop life skills in order to prepare for adulthood.

Functional skills qualifications to level 2 or GCSEs in English, Mathematics and ICT are available for those young people who have the ability. Entry level courses as well as vocational qualifications in the Arts and Duke of Edinburgh or Princes Trust Achieve programmes, sit alongside the core subjects to create a full and ambitious curriculum at key stage 4 and key stage 5. Pupils on this pathway usually move from West Lea's one-year bridging course to sixth form or to full time college provision. Many later access Supported Internships and paid employment.

## **Birch Pathway**

Young people on the Birch Pathway typically join West Lea School when their mainstream school education has been disrupted as a result of social, emotional and mental health difficulties or as a result of a serious medical condition.

Young people may exhibit disengagement, anxiety or distress through poor attendance, relationship difficulties, dysregulation, or negative attitudes. For many pupils, although academically able, high levels of anxiety may cause significant barriers to learning as they struggle to cope within a mainstream setting and exhibit difficulties in developing social relationships. Students on this pathway access fully personalised intervention, which is delivered through a solution-focused philosophy. Multi agency involvement is significant in the provision for young people on this pathway.

Young people on the Birch Pathway are supported to address their emotional needs whilst maintaining their engagement with the National Curriculum and a qualification regime in which they may already be invested. Each young person's curriculum is adapted to enable, as much as is possible, a continuum of provision in order to enable the student to gain confidence in re-engagement back into the school community. Young people have the opportunity to achieve functional skills and GCSE qualifications where appropriate as well as BTEC in Personal and Social Development.

<b>Campus/site</b>	<b>No. on roll (2021-2022)</b>	<b>Key Stage(s)</b>	<b>DfE Category of Need and Description</b>
<b>Meridian Campus – Springfield</b>	32	EYFS & KS1	Children will be functioning significantly below half their chronological age in most areas of development. They may have an inconsistent development profile.  50% of this cohort can access the West Lea pathways and the other half need more specialist ASD provision.
<b>Meridian Campus – Dyson's Road</b>	66	KS2	Caters for pupils across all 3 pathways (as described above). Large cohort within Oak and smaller number of pupils in Willow and Sycamore.
<b>Haselbury</b>	135	3	Caters for pupils across all 3 pathways (as described above). Large cohort within Oak and smaller number of pupils in Willow and Sycamore.
<b>Learning for Life Campus (based at Broomfield)</b>	70	4	Caters for pupils across all 3 pathways (as described above). Large cohort within Oak and smaller number of pupils in Willow and Sycamore.
<b>Learning for Life Campus – SEMH Cohort (based at Ponders End, moving to Broomfield from January 2022)</b>	16	KS4	SEMH.
<b>Learning for Life Campus – St Mary's (includes ASU, Home Tuition and Applegate Provision)</b>	32 (approx. 16 pupils between ASU and Applegate)	KS3/4	Provision is for pupils on Birch Pathway. Referrals for this pathway are agreed via the LA Panel. Currently, pupils will remain on the home school roll.
<b>Learning for Life Campus – Chace (ARC)</b>	10	KS3/4	Caters for pupils on Sycamore or Birch Pathways, who may be able to cope in a mainstream setting (with support) and transition onto the host mainstream roll.
<b>Horizon Campus</b>	60	KS5	Caters for pupils across all 3 pathways (as described above).
<b>Supported Internship</b>	30	Age 18-24	Caters for pupils from Oak and Sycamore Pathways.
<b>Supported Employment</b>	20 (Commencing in September 2022)	Age 18-24	Caters for pupils on Willow Pathway. (N.B. This is a new provision being developed for September 2022, including a pre-internship programme that leads to a high needs internship.)

# Designated Units

Designated Units are for children and young people with autism or on the pathway to a diagnosis of autism and moderate to severe learning difficulties where there is a need for provision that is usually found in a special school. All students in a Unit will have an EHCP and be placed in the Unit through the Local Authority's SEN Service. Students may integrate into mainstream social times and/or lessons for short periods of time, but the majority of their educational provision will be within the Unit.

Students who attend Designated Units:

- Are likely to have a diagnosis of autism and/or present with significant social communication needs
- Have moderate to severe learning difficulties
- May have sensory needs
- May be able to manage some independent learning with structured visual support
- Have difficulties with communication such as: limited non-verbal communication skills, difficulties with verbal comprehension, understanding abstract language and non-literal language, restricted, unusual use of language
- May use a range of Augmentative and Alternative Communication to support spoken language
- Have difficulties with social interaction such as: not initiating or avoiding contact with others, inappropriate social and emotional behaviour
- Have difficulties with thinking and behaviour such as: restricted imagination and inflexible thinking such as repetitive rather than imaginative play, fixed or limited areas of interest, difficulty coping with unplanned change
- Have difficulty regulating emotions and/or associated mental health difficulties e.g. anxiety
- Have difficulties with fine and gross skills
- May need support in all areas of self-care including toileting and dressing (primary only)

All of the above needs will impact on access to the mainstream curriculum.

Students access specialist support through teaching and therapies. Children and young people will be on the roll of the school where the Unit is located.

## Designated Units in Enfield

- De Bohun Primary School (opened September 2021)
- Brimsdown Primary School (opening June 2022)
- Lavender Primary School (opening September 2022)

# Specially (Additionally) Resourced Provisions (Known as ARPs) in Enfield

Additionally Resourced Provisions have different specialisms to cater for children and young people's varied special educational needs and disabilities. All students in an ARP will have an EHCP and be placed in the ARP through the Local Authority's SEN Service. ARPs are for students who can access a mainstream academic and social curriculum for parts of school day. In Enfield, most ARPs are for children and young people with complex needs. There are some ARPs for children with hearing impairments and speech and language resource bases (SLRBs) for students with Developmental Language Disorder.

Students who attend ARPs for complex needs:

- Are likely to have a diagnosis of autism and/or present with significant social communication needs
- Have moderate learning difficulties
- May have sensory needs
- Will be able to manage some of the demands of a mainstream environment
- Will be able to manage some independent learning with structured visual support
- May have difficulties with communication such as: limited non-verbal communication skills, difficulties with verbal comprehension, understanding abstract language and non-literal language, restricted, unusual use of language
- May have difficulties with social interaction such as: not initiating or avoiding contact with others, inappropriate social and emotional behaviour
- May have difficulties with thinking and behaviour such as: restricted imagination and inflexible thinking such as repetitive rather than imaginative play, fixed or limited areas of interest, difficulty coping with unplanned change
- May have difficulty regulating emotions and/or associated mental health difficulties e.g. anxiety
- May have difficulties with fine and gross skills
- May need support in all areas of self-care including toileting and dressing (primary only)

All of the above needs will impact on access to the mainstream curriculum.

In most ARPs, the facilities will be in an allocated space within the school. Children and young people will be on the roll of the mainstream school and will be linked to a mainstream class.



## Primary ARPs

- Delta Primary School – Complex Needs
- Brimsdown Primary School – Hearing Impairment
- Chesterfield Primary School – 2 classes of Complex Needs
- De Bohun Primary School – Complex Needs
- Eastfield Primary School – Complex Needs
- Eldon Primary School – 2 classes of Complex Needs
- Galliard Primary School – Complex Needs
- Starks Field Primary School – Complex Needs
- Firs Farm Primary School – Complex Needs (opened in September 2021)
- Raynham Primary School – Complex Needs (opening in April 2022)

## Primary Speech and Language Resource Bases (SLRBs)

The SLRBs provide part-time placements for students with and without EHCPs with a primary need of Developmental Language Disorder. They provide access to specialist teaching and therapeutic intervention and support.

- Houndsfield – KS1 only
- Suffolks – KS1 and KS2

## Secondary ARP

- Highlands – Hearing Impairment

## Secondary Speech and Language Resource Base (SLRB)

This is a full-time provision for students who have EHCPs with a primary need of Developmental Language Disorder. It provides access to specialist teaching and therapeutic intervention and support.

- St Ignatius (opening September 2022)



