



Waverley School



Prospectus

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Waverley School



Waverley school is a local authority maintained day school in Enfield, north London, which has 117 places for pupils, aged 3-19 with severe and profound learning difficulties. The school was purpose built in 1990 for pupils with complex needs and therefore enables access to all facilities throughout the school.

At Waverley, we believe that all pupils are entitled to the best educational experiences. We are committed to providing our students with high quality learning opportunities which help develop a sense of self with high aspiration and expectation. By working collaboratively with families, health professionals and social care we provide a nurturing environment for our students to enable them to feel safe and thereby allowing them the dignity of challenge.

We hope you find our prospectus useful and it gives you a flavour of what we do. If you would like to find out more about us, make an appointment to visit and a member of the senior leadership team will be happy to show you around.

Head's Welcome

“We feel it is important to build on the skills and knowledge of each individual student and begin to break down their barriers to learning.”



Welcome to Waverley school, a special school where everyone is recognised as an individual with individual strengths.

At Waverley we endeavour to support every student to be their best. We feel it is important to build on the skills and knowledge of each individual student and begin to break down their barriers to learning. We work closely with a variety of health professionals to ensure health and therapy needs are incorporated into the student's daily experiences. Our curricula have been developed to meet the needs of our students. We develop deep understanding of our student's motivators and interests enabling us to provide learning opportunities which are

fun and enriched. We see every minute at school as a learning opportunity and strive to create learning environments which not only meet the student's needs but inspire and develop a sense of wonder.

Despite having 117 students we feel we have created a school which feels like a small family school. Our students make us proud every day. We hope you will visit the school so they can show you themselves how truly wonderful they are.

Gail Weir

Local Offer



Our Vision, “Challenging Expectations and Sharing Success”, is embedded in everything we do. We believe that every Waverley student has the potential to develop and learn new skills. We aim to provide opportunities for our students which are creative, fun and motivating and which build on prior learning. We aim to ensure barriers to learning are recognised and staff adapt their practice to individuals enabling them to become independent learners.

Pupil's Needs and Admission Criteria

Waverley is a co-educational, all age school, maintained by the London Borough of Enfield. We educate students aged 3-19 with profound and complex learning difficulties and severe learning difficulties. There are usually 8 students in each class but numbers can vary slightly according to individual needs. Each class is usually taught by a teacher and three or four teaching assistants. The school is divided into four departments. Within each department classes are grouped depending on which model of teaching best suits the students. Admissions are managed by the London Borough of Enfield. All pupils must have a statement of educational need or and Education Health and Care Plan (EHCP). Contact Enfield SEN: 02083793364

School Building and Facilities

Our school is a single-storey building, equipped with 14 classrooms, as well as specialist rooms for Art and Music. Each classroom has a shared individual learning space and each department has a kitchen. Each department has toilets located near the classrooms. We also have a swimming pool, a training pool, a hydro pool, a sand and water room, a library, an IT suite, a sensory room and a soft play room. There are three playgrounds which are divided into departments to enable age appropriate play. We have a gymnasium and two therapy rooms. We have a meeting room and family room, nurses room and therapy offices. We have gardens for planting and two sensory gardens one of which has a memory tree.

Early Years

In Early Years we follow the Foundation Stage curriculum. Learning and development is categorised into three prime areas of learning and at Waverley we feel that these three areas are the most important and essential to the development of our pupils.

- Communication and language
- Physical development
- Personal, social and emotional development

In addition there are four specific areas of learning which we teach through topic based activities:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

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“Children learn and develop well, in enabling environments. Adults respond to their individual needs.”



We ensure that equal opportunities are provided for each pupil. This enables them access to learning and teaching styles which respond to their individual needs. We recognise personal achievements and this is reflected in the celebration of cultural identity.

One of the main overarching principles of the Early Years Foundation Stage Statutory Framework is that “children learn and develop well, in enabling environments. Adults respond to their individual needs”. Here at Waverley the classrooms are organised so that each area of learning is accessible at all times and pupils are encouraged to access these areas with as much independence as possible but due to the differing physical needs of many of our pupils most of the free play provision is adult led with a high emphasis on pupils choice making and communication during these times.

PMLD

We have a significant number of pupils with profound and multiple learning difficulties. Many of these pupils also have additional sensory impairments and physical and medical needs. The priority for our pupils is to be able to learn to understand, predict, control and enjoy their world. Communication is at the core of all learning; interacting, expressing likes and dislikes, learning to attract attention and to request ‘more/finished’ are skills that are embedded into learning and practised throughout the day. Learning for these pupils is delivered in exciting multi-sensory ways designed to motivate, reward and inspire. In early years pupils are in age-based classes but as they progress through school we have found having our PMLD pupils based in designated

classes has really ensured we are able to create the appropriate learning environments for this group of sensory learners. We ensure our pupils with PMLD meet their peers daily in the playground and at departmental and whole school events weekly. The PMLD curriculum areas are Cognition, Communication, Physical Development and Personal, Health, Social and Emotional (PHSE).

“For our students to develop their skills and knowledge we believe families hold the key.”

“Lessons are tailored to meet individual pupil learning needs.”



Main School Curriculum

At Waverley we have a large population of pupils with severe learning difficulties. In addition some of these pupils have physical, sensory and behavioural needs. To meet the diverse needs of our pupils the Waverley School Curriculum is split into six main areas of learning and is taught through a topic based approach giving teachers more freedom to plan and teach creative lessons that engage and motivate pupils to learn. Lessons are tailored to meet individual pupil learning needs.

The six areas of learning are:

- Personal development – independence, personal hygiene, social skills, eating, drinking
- Communication, Language and Literacy Development – Speaking, Listening, Reading, Writing and Handwriting
- Mathematical development

- Knowledge and understanding of the World – Science, Geography, History, Religious Education and Computing
- Creative Development – Art, Drama, Music and Design technology
- Physical Development – Fine Motor skill development, Physical education (P.E), Swimming, Physiotherapy and Hydrotherapy

Our staff

Waverley staff have developed an understanding and an expertise of working with students with the most profound and complex needs. Our staff work as a team of teachers, teaching assistants, care co-ordinator, family support worker, Turkish translator, music therapist, peripatetic teachers for the hearing and visually impaired. All members of our team work collaboratively to ensure best practice is provided for the students.

Each class teacher is responsible for the day to day pastoral and educational needs of the students in the class.

Working with other agencies

Staff work closely with a range of other professionals in order to meet the individual needs of the students including speech and language therapists, physio therapists, occupational therapists, school nurse, paediatrician, dietician, wheelchair services, social workers. We also work closely with mainstream colleagues supporting the inclusion of students in mainstream (see Outreach). We encourage mainstream schools to make links with us. We have integration afternoons with mainstream pupils from Suffolk's school and Kingfisher school. Pupils from Freezy Water join us for swimming.

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Waverley Parents

We enjoy working with families. For our students to develop their skills and knowledge we believe families hold the key. Partnership with families is a two-way process, exchanging ideas with each other enables our students to practice their new found skills at school and home. The partnerships created in the early years builds over the students time at Waverley and together we can maximise the students learning. We hold regular coffee mornings and training workshops designed to meet the social and academic needs of our families. Families attend annual reviews, meet the teacher days and open days not to mention activities organised by WASP (Waverley Association of Special People). We encourage all our families to join WASP or think about becoming governors.

Encouraging Healthy Lifestyles

We have been awarded Healthy School status – Silver. Our catering team works hard to offer tasty, healthy lunchtime meals. Our speech and language therapist works closely with class teams and play leaders to ensure staff have the skills to feed students who are learning to manage their food. Staff are able to support students who require feeds through gastro sites.

SEN expertise

“We see every student as an individual and develop a communication pathway for each student based on their level of understanding.”



Communication

At Waverley we believe that communication is the key to successful education. All our students have significant and in most cases severe communication difficulties. Therefore we strive to enable every student to be able to say what they want, to who they want, whenever they want. We use a variety of communication strategies to enable to students to communicate. We see every student as an individual and develop a communication pathway for each student based on their level of understanding, their interests and their learning style.

We use a range of initiatives including PODD, Makaton, P.E.C.S., TaSSels, MOVE, Four blocks literacy, Colourful semantics, Intensive interaction and Objects of Reference.

PODD is a communication system which can support children and young people who are non-verbal or are difficult to understand by offering a large vocabulary of aided language. At Waverley a number of our students use PODD communication books. Each book is individually made for the students to ensure they have a vocabulary which is interesting and motivating to them. We assess each student to ensure they can access the books to ensure ease of communication. For more details on PODD contact the school office.

Makaton is a language program using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order. We have two regional tutors and one local tutor at Waverley. All staff members

are able to use Makaton to support student understanding. All students see Makaton being used and some students use it as their primary mode of communication. For more information about Makaton see www.makaton.org.

The Picture Exchange Communication System is a form of augmentative and alternative communication. It is used with a wide variety of learners who have variety communicative disorders. At Waverley a number of students use PECS to express themselves. We use many PECS strategies to support the student behaviour for example individual timetables, reward cards, take a break and wait. For more information on PECS see www.pecs.org.uk.



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Tactile Signing For Sensory Learners is a vital channel of touch in communication for learners at the earliest developmental levels. It has been said that it is “humankind’s earliest form of communication” (Gallace and Spence, 2010) and “our most fundamental means of contact with the outside world” (Hart, 2010). TaSSeLs is a system of touch-speech cues to promote effective communication with people with profound and complex learning disabilities, some of whom may have a visual impairment. Staff who work in classes with students who have a profound and multiple learning disabilities are given training to enable them to use TaSSeLs to support the students in their class. For more information on TaSSeLs see www.communicationmatter.org.uk.

MOVE provides a framework for collaborative working, with the expertise of all agencies channelled towards personal, functional, goals set by the participant & their family. This approach enables the development of lifelong physical, cognitive and communication skills, leading to improved independent & social inclusion and ultimately, quality of life. At Waverley we have 20 MOVE practitioners. All students who have a physical disability are encouraged to be as independent as possible whilst using assistive equipment to help them. See more at: www.themovepartnership.org.uk.

Four blocks literacy developed more than a decade ago by literacy experts Dr. Patricia Cunningham and Dr. Dorothy Hall in conjunction with

first grade teacher, Margaret DeFee. Four blocks is a balanced-literacy* framework for teaching language arts in years 1-3. The Four blocks program — based on the premise that all children don’t learn in the same way — integrates four language arts areas into reading instruction. Those areas are: guided reading, self-selected reading, writing, and working with words.

For more information on how we use Four blocks call the office and ask for Sue Hogan.

Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Some students use colourful semantics to support their understanding of language.

Assessment and Moderation

As Waverley School provides for a wide range of pupils with varying needs and of different ages, abilities and learning styles, the curriculum, assessment process and measures of progress used must reflect this diversity.

Assessment is used to enable a better understanding of pupils and therefore enables staff to focus on and monitor the teaching and learning more effectively.

Assessment is used to monitor and measure pupil progress, to inform planning and for target setting.



Assessment Techniques

Assessment takes place in a variety of ways. It is not just based on formal testing, and observations and opinions are backed up by evidence and are used to inform planning and teaching. The following techniques are used:

- Observations
- Scrutiny of work
- Formal assessments
- Discussion with parents and other professionals (including our multi-disciplinary team)
- Evaluations on planning sheets
- Pupils assessment of their own work
- Reports from other professionals
- Photographs and video evidence.

P levels

Due to the complexity of needs of our pupils, the National Curriculum levels previously used in mainstream settings and the current descriptors remain at too high a level for our pupils. Therefore at Waverley we use the P scales: they sit below Level 1 of the NC. The P scales do not constitute a curriculum; they are level descriptors that can be used to assess progress in the curriculum. They provide a ladder into the NC level descriptions for children who have not yet reached level 1 in their learning.

There are eight levels within the P scales; levels 4 to 8 lead into the relevant subject descriptors in Level 1 of the NC. Levels 1 to 3 are more developmental and are not subject specific.

Curriculum area assessments

Teachers assess pupils in English, Maths, Science, Computing and PSHE (Personal, Social and Health Education). They conduct assessments against the P levels termly and record these on 'tracking sheets' stored electronically.

P level evidence sheets are also completed once a year for all pupils working at the P levels. These are completed in English, Maths, Science, Computing and PSHE.

Routes for Learning (RFL)

Routes for Learning (RFL) enable our school to assess the early communication and cognitive



“Waverley School provides for a wide range of pupils with varying needs.”



skills of learners with PMLD. They meet the very individual needs of the pupils by showing a range of possible learning pathways. The use of the materials is intended to not only support teachers in assessing learner's current performance but also help them to discover what has shaped that performance. The assessment materials support a wider view of progress for these learners.

These materials are designed to be used across the curriculum with learners of all ages. They support the development of 'child considered' approaches and the focus on emotional well-being.

Key Stage profiles

In order to evidence progress in other key areas, such as physical skills, behaviour, or independence skills,

teachers compile a portfolio of evidence for all pupils at the beginning of each key stage. The portfolio is shared with our multi-disciplinary team (Physiotherapists, Occupational Therapists, and Speech and Language Therapists) and end of Key stage targets are set. The Key stage profile is reviewed annually when teachers add evidence of pupil progress in the various areas. The areas included in our Key Stage profiles are:

- PSHE – Friendships and behaviour
- PSHE – Toileting and eating and drinking
- Cognition
- Communication
- Physical skills (fine and gross motor skills)
- ICT (Computing) skills

Moderation

Pupil Progress is monitored and moderated throughout the year in the following ways:

- Moderation of EYFS stages in autumn (by SLT and teacher colleagues) and in April/ May (with SLT)
- Moderation against the P Scales – from year 1 to year 11, termly
- Moderation of teacher assessment against EQUALS sets for Upper students (in modules taught linked to English, Maths, Science, ICT, PSHE) in April/ May internally.
- Curriculum planning files and pupil targets – half termly by assistant heads/ Heads of Departments.

Our vision

Challenging expectations and sharing success

by...

Recognising and providing the support each pupil needs to be motivated to learn, empowering independence

Ensuring that staff are highly trained and use their expertise to expand possibilities for each pupil by providing inspirational opportunities

Celebrating the pupil's achievements with parents and guiding families to be successful

Supporting other schools and providers due to our reputation for excellence