

Admissions Guidance for Enfield Special Schools, Designated Units and Specially Resourced Provisions

June 2024



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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 supporting needs and processes for entry into: Specially Resourced Provisions, Designated Units and Special Schools. As such this guidance has been developed in partnership with Special School Head Teachers, Designated Unit and Specially Resourced Provision staff.
- 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 a Specially Resourced Provision, Designated 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 who are supported by the Special Education Needs (SEN) Team in the Local Authority.
- 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 Resourced Provisions (SRPs)
 - Designated Units (Units)
 - 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 a more formal review will be undertaken 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, SRPs 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 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 7 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 the full mainstream curriculum. They will be able to access specialist support, attending mainstream classes where they are able to participate in lessons such as PE, assembly and/or lunch. Children and young people will be on the roll of the mainstream school.

17 Specially Resourced Provisions (SRPs) provide placements for children and young people who can access a mainstream curriculum for parts of the school day. The SRP 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 of their child's Education, Health and Care Plan (EHCP). Please see paragraph 9.78 of the SEND Code of Practice 2015. However, a school may consider that they are unable 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, Unit or SRP 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. The Post 16 curriculum in Special Schools is 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 of the EHCP is the legal process which parents, schools and the Local Authority can together review an individual child or young person's progress towards meeting the outcomes specified in their 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. 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.

Guidance for Special Schools, Designated Units and Specially Resourced Provision

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Durants School

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|--|
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| Address Southgate Site |
| High Street Southgate N14 6BN |
| Address Durants Satellite |
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| Telephone |
| 020 8804 1980 |
| Email |
| office@durants.school |
| Website |
| durants.enfield.sch.uk |
| School DfE number |
| 308/7000 |
| DfE age range |
| 11-19 (varies for the Satellite – see below) |
| DfE Category of Need |
| ASD |
| Capacity (2024-2025) |
| 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. 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 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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| Telephone |
| 01992 760860 |
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| office@fernhouseschool.org |
| Website |
| fernhouseschool.org |
| School DfE number |
| 308/7001 |
| DfE age range |
| 4-16 |
| DfE Category of Need |
| SEMH (all phases) and Autism (EY to KS2) |
| Capacity (2024-2025) |
| 70 |

Fern House is a special school for children and young people with Social, Emotional and Mental Health Needs, or Autism, if in Years Reception to Year 6.

Children at Fern House 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, Autism, conduct disorder and/or relevant mental health diagnoses.

A number of children and young people 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 children and young people may require mood enhancing medication or medication to inhibit impulsivity and hyperactivity. Children across the school who are autistic may have problems with social communication and interaction, and restricted or repetitive behaviours or interests.

Children and young people will vary in their academic ability covering a cognitive and curriculum span from typically 2 – 3 years below age related expectations. The curriculum has been designed to be inclusive, ambitious and engaging.

Qualification on offer at the school:

- Functional Skills Entry 1 through to Level 2 in Maths and English
- Hair and Beauty Level 1
- Performing Arts Award Level 1
- Construction BTEC Level 1
- From September 2024 GCSE English Language

Other GCSEs are on offer through partnerships with mainstream secondary schools as appropriate

Oaktree School

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|------------------------------------|
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| School DfE number |
| 308/7005 |
| DfE age range |
| 7-19 |
| DfE Category of Need |
| MLD and SLD |
| Capacity (2024-2025) |
| 95 |

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 engaging in Non-Subject Specific learning (NSS). Students have a variety of co-occurring learning, communication, emotional and/or physical needs, which prevent them from accessing the mainstream school curriculum. Oaktree is a fun, playful and dynamic environment for students who are neurodivergent and diagnosed with 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 can use a cricket for independent toileting.

Students should have learning needs as their primary need. Some students will have social, emotional and mental health needs and/or emotional-based school non-attendance as a secondary need. Some of these students may have experienced trauma in mainstream school and those with 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 accreditations appropriate to their ability and the progress they have made in the school.

The school are currently offering OCR Life and Living skills Entry Level 1-3, OCR Maths and English Entry Level 1-3 and OCR GCSE Maths and English.



Russet House School

| |
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| Gillian Taylor (until August 2024) Rebecca Freedman (from September 2024) |
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| Website |
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| School DfE number |
| 308/7008 |
| DfE age range |
| 3-11 |
| DfE Category of Need |
| ASD with SLD |
| Capacity (2024-2025) |
| 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 communication and 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 additional severe learning difficulties. Pupils are working at communicative and cognitive levels below age-related expectations with some pupils working significantly below pre-key stage standards
- may have other co-morbid needs such as epilepsy, Attention Deficit and Hyperactivity Disorder (ADHD), Obsessive Compulsive Disorder (OCD)
- 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, flexibility and sensory processing and integration.

The curriculum at Russet House School focuses on life skills learning alongside subject teaching. This includes developing children's communication skills, engagement and independence in preparation for the next stage in their learning whilst accessing all aspects of the Early Years Foundation Stage and National Curriculum. Teaching is adapted and personalised to enable each child to access learning at a level that matches their individual needs and to thrive.

The differences experienced by pupils at Russet House School 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 own behaviours.

Russet House may be unable to meet the needs of pupils who require more specialist support to help them to manage their mental health and/or behaviours towards others or who require a high level of specialist medical support e.g. a child who requires constant 1:1 adult support.

Salmons Brook School

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|---------------------------------|
| Headteacher |
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| Website |
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| School DfE number |
| 308/7003 |
| DfE age range |
| 11-19 |
| DfE Category of Need |
| SEMH |
| Capacity (2024-2025) |
| 60 |

Salmons 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 Salmons 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 Salmons 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

We want all pupils to have access to at least 5 subjects however they will do the course that is right for their stage.

We offer a range of qualifications, depending on pupil need, this will mean that pupils in the same class will be studying the same subject but often working towards different levels of qualifications. For example, in Maths and English we offer Functional skills: Entry level 1, 2 and 3, Level 1 or GCSE, in Science we offer the Entry level certificate of the BTEC level 1 or level 2, in Art we offer Arts Award at bronze, silver or gold, in PE we offer the Sports Leaders award or the OCR Sports Science at level 1 or level 2.

Our qualification subjects are:

- Core: English, Maths, Science and Food technology
- Foundation: a choice of 2 subjects from - Art, DT, PE, Personal Development.



Waverley School

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| Headteacher |
| Gail Weir (until August 2024) Laura Keating (from September 2024) |
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| 105 The Ride Enfield EN3 7DL |
| Telephone |
| 020 8805 1858 |
| Email |
| info@waverley-school.com |
| Website |
| waverley-school.com |
| School DfE number |
| 308/7007 |
| DfE age range |
| 3 -19 |
| DfE Category of Need |
| SLD and PMLD |
| Capacity (2024-2025) |
| 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 difficulty 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 the 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 provisions, Waverley at Honilands and Waverley at Bell Lane offer places for early years and key stage one (KS1) pupils with severe and profound learning difficulties. Waverley at Honilands has 27 places across 3 classes for Nursery, Reception and KS1 pupils. Waverley at Bell Lane has 18 places across 2 classes for Early Years and KS1 pupils. Some pupils have an additional diagnosis of autism. 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 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 and safety 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 require help with their personal care, may have difficulties with swallowing, feeding and drinking, dysphagia and some may require nutrition to be given via a gastrostomy tube or equivalent.

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). In addition, a small number of children may have a tracheostomy to aid their breathing.

Children and young people at Waverley may have 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.

Children and young people may require a wide variety of specialist equipment and intervention 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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| Chief Executive Officer |
| Paul Quinn |
| Meridian Campuses |
| 174 Dyson's Road N18 2DS Springfield Road N11 1SP |
| Haselbury Campus |
| Haselbury Road N9 9TU |
| Learning for Life Campuses |
| ASU Cyprus Road N9 9PG Laurel Park School Wilmer Way, N14 7HY |
| Horizon Campuses |
| St Mary's Centre, Lawrence Rd N18 2HP The College of Haringey, Enfield and North East London High Road, N15 4RU |
| Telephone |
| 020 8807 2656 |
| Email |
| office@westleaschool. co.uk |
| Website |
| westleaschool.co.uk |
| School DfE number |
| 308/7002 |
| DfE age range |
| 4-19 (plus young people via Internship Programme) |
| DfE Category of Need |
| See below |
| Capacity (2024-2025) |
| 510 |

West Lea is a Special School that is made up of 4 campuses which are situated across 6 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 learners with varied SEND within the Local Authority.

Learners 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. Learners could have extreme difficulties in functioning daily.

Many learners demonstrate a combination of complex needs, across any of our pathways (outlined below). Additional needs include, autism, Attention Deficit Hyperactivity Disorder (ADHD), Global Delay/Learning Difficulties, and Multi-Sensory Impairments. The school recognises the consequential behaviours and needs. Some learners have medical conditions that require daily supervision and potential intervention and others require regular medication throughout the school day. Other learners have additional physical disabilities including wheelchair users. Some of these learners may need manual handling support for personal care.

West Lea School is not specialised to meet the needs of learners who have SEMH as their primary need or for those who have behaviours that challenge, which is not as a result of their autism.

Curriculum Pathways

West Lea School offers their learners three pathways that progress from Early years to Post 16. Each pathway is ambitious in its expectations of the capacity of everyone to make progress to learn, thrive and be happy and to prepare for fulfilling and purposeful adulthoods.

Each of the three pathways delivers a broad curriculum consisting of a balance between academic (adapted national curriculum) programmes of study, life skills that prepare for adulthood. Each pathway recognises the needs of the learner as expressed in their EHCPs and seeks to support them to overcome barriers to learning that inhibit progress and development. Independence in life and work are significant elements of the curriculum for all West Lea learners. We support all learners to independently travel and access work experience within their local area, as appropriate.

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

Willow Pathway

Learners following the Willow Pathway may have a range of complex needs, SLD and/or medical conditions. These learners may experience significant barriers to learning in the areas of communication and interaction as well as cognition and learning.

Learners will make progress through targeted support designed to access key aspects of our adapted national curriculum and to prepare them for adulthood. Academic and vocational learning sit alongside social and life skills, to provide a practical and purposeful curriculum experience. As learners progress up the school the focus on employability and vocational learning intensifies and they will work towards personalised targets with many accessing qualifications towards the end of KS4 and through Post 16. There is a planned progression for these learners through post 16 into a meaningful next step (e.g. education, training and/or employment).

Oak Pathway

Learners 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. Learners will experience a full range of the national curriculum programmes of study appropriately adapted to recognise the barriers which they may face.

Most learners on the Oak pathway will achieve qualifications in English and Mathematics, and a range of other subjects linked to their curriculum. They also typically move through Post 16 onto Further Education and Supported Internships with the aim to secure employment.

Sycamore Pathway

Learners 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 adapted National Curriculum to allow learners to enjoy programmes of study similar to those delivered in mainstream schools. Learners will have access to a range of qualification opportunities from Key Stage 4 onwards. They will usually progress through our 6th form, into full time further education and/or employment.

Qualifications taken by learners

We support all learners to access and achieve qualifications from Key Stage 4 (Year 10) onwards.

Qualifications taken at Key Stage 4 (Years 10 and 11)

- English: Pre-Entry AQA Unit Awards, Entry Level Functional Skills, Level 1 and 2 Functional Skills, GCSE English Language
- Maths: Pre-Entry OCN Awards, Entry Level Functional Skills, Level 1 and 2 Functional Skills, GCSE Maths
- WJEC (Welsh Joint): Entry Level Humanities and Science
- Princes Trust: Personal Development and Employability Skills
- Duke of Edinburgh: Bronze Award
- PE: OCR Entry Level Certificate

Qualifications taken at Post 16 and the Supported Internship Programme:

At Post 16, learners continue to access and achieve qualifications in Maths and English using the same suite of qualifications as Key Stage 4. In addition, their vocational learning can also be accredited, for example a food hygiene certificate or credits towards a BTEC.

Learners on the Pre-Internship Programme continue to access and achieve qualifications in Maths and English.

In addition, they also currently study Digital Media, working towards an OCN qualification in Digital Media Skills.

Learners on the Internship Programme continue to study Maths and English to support their work placement. This can lead to additional qualifications as required such as Functional Skills and Level 1 and 2 AQA Unit Awards.

| Campus/site | Key Stage(s) | No. on roll (2023-2024) | Planned capacity (2023-2024) | Additional Information |
|--|---|-------------------------|------------------------------|--|
| Meridian Campus/Dyson's Road 174 Dysons Road Edmonton N18 2DS | Early Years & KS1 (Reception and Years 1 to 4) | 65 | 65 | |
| Meridian Campus/Springfield Springfield Road New Southgate N11 1SP | KS2 (Years 5&6) | 45 | 45 | |
| Haselbury Campus Haselbury Road N9 9TU | KS3 (Years 7,8 and 9) | 150 | 150 | |
| Learning for Life Campus (based in buildings on Laurel Park School site) Laurel Park School Wilmer Way N14 7HY | KS4 (Years 10 and 11) | 100 | 110 | Provision mainly based at Learning for Life Campus with additional provision provided by local colleges (e.g. CONEL and Barnet and Southgate College) and employers/work placement providers. |
| Horizon Campus/Post 16 (provision currently based at CONEL College) The College of Haringey, Enfield and North East London High Road N15 4RU | Post 16 (Years 12 to 14) | 50 | 80 | Additional provision provided by employers/work placement providers. From September 2024 Horizon Campus Post 16 will be based at a newly refurbished site (keeping some provision at college and employers/work placement providers): 219-221 High Street Ponders End EN3 4DX |
| Horizon Campus/Supported Internship Programme St Mary's Centre Lawrence Road Edmonton N18 2HW | Post 16: Supported Internship Programme with most young people Year 14 and older | 60 | 80 | <ul style="list-style-type: none"> • Pre-Internship Programme • Supported Internship Programme • High Needs Supported Internship Programme www.westleasip.co.uk |

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 communication needs such as: pre-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 differences with social interaction such as: not initiating or avoiding contact with others, inappropriate social and emotional behaviour
- Have differences 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
- Need support with regulating emotions and/or associated mental health needs e.g. anxiety
- Need support with fine and gross motor skills
- May need support in all areas of self-care including toileting (and dressing in 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 – Early Years, KS1 and KS2
- Brimsdown Primary School – KS2
- Lavender Primary School – KS1 and Year 3
- Houndsfield Primary School – KS1 and KS2
- Fleecefield Primary School – KS1 and KS2



Specially Resourced Provisions in Enfield

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

Students who attend SRPs 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 communication needs such as: limited communication skills, difficulties with verbal comprehension, understanding abstract language and non-literal language, restricted, unusual use of language
- May have differences with social interaction such as: not initiating or avoiding contact with others, inappropriate social and emotional behaviour
- May have differences 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 need support with regulating emotions and/or associated mental health needs e.g. anxiety
- May need support with fine and gross motor 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 SRPs, 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 SRPs

| Name of Primary School | Need | Phases/Year groups |
|-------------------------------------|---------------------------|--------------------------|
| Bowes (closing July 2024) | Complex Needs and Autism | Year 2 and KS2 |
| Brimsdown | Deafness and Hearing Loss | Early Years, KS1 and KS2 |
| Chesterfield (2 classes) | Complex Needs and Autism | KS1 and KS2 |
| De Bohun (closing July 2025) | Complex Needs and Autism | KS2 |
| Eastfield | Complex Needs and Autism | KS2 |
| Eldon (3 classes) | Complex Needs and Autism | KS1 and KS2 |
| Firs Farm | Complex Needs and Autism | KS1 and KS2 |
| Galliard | Complex Needs and Autism | KS1 and KS2 |
| Highfield | Complex Needs and Autism | Early Years, KS1 and KS2 |
| Oakthorpe | Complex Needs and Autism | KS1 |
| Raynham (2 classes) | Complex Needs and Autism | KS2 |
| Starks Field | Complex Needs and Autism | KS2 |
| West Grove (opening September 2024) | Complex Needs and Autism | Years 2, 3 and 4 |

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 SRP

- Chace Community – Complex Needs and Autism
- Highlands – Deafness and Hearing Loss
- St Anne's – Speech, Language and Communication Needs and Autism

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



