

Blanche Nevile

“Positive behaviour helps create a happy and successful school...”

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Headteacher:

Mr Keith Horrell

Chair of Governing Body:

Ms Judy Downey

Nearest Buses:

102, W7, 234

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East Finchey

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East Finchley



We provide a child centred sign bilingual bicultural education for deaf children in Haringey, North London, and from a wide range of other London Boroughs. We are committed to raising their achievement by developing fluency of language in spoken English and/or British Sign Language (BSL), proficiency in literacy, a positive self image and identity and emotional maturity.

Blanche Nevile School has a primary department in Highgate and a secondary department in Muswell Hill both working in close partnership with mainstream schools. Deaf children learn in small specialist groups within Blanche Nevile and alongside their hearing peers from Highgate Primary School and Fortismere Secondary School.

Our vision

At Blanche Nevile School the child is at the centre of our philosophy to create a safe, positive and effective learning environment in which all members of our community are respected. We have high expectations of children's social, emotional and academic development. We believe that effective communication, praise, celebration of success and quality teaching and learning will enable each individual to reach their full potential.

Excellent facilities

Our primary and secondary departments are both purpose-built. The classrooms are acoustically treated and designed specifically to meet the needs of deaf children. Every classroom has an interactive whiteboard and children also have access to a fully equipped ICT suite, a library and other learning areas, which enable teaching of the full National Curriculum within our department and our mainstream partnership schools.

Specialist and experienced staff

'Pupils' personal development and well-being are outstanding as a result of the excellent support by all staff, who put the needs of the pupils first and take a genuine interest in their achievement.' (Ofsted report, November 2006) We have a strong and diverse team of hearing and deaf professionals at Blanche Nevile School to meet the pupils' needs. Where appropriate, we also work closely with other outside professionals, for example physiotherapists, Occupational Therapists and Educational Psychologists to ensure every child's needs are fully met.

Our children have a wide range of hearing loss and who use spoken language and/or British Sign Language from pre-school to post-16. They may have some additional special educational need that affects their learning. All children, however, have access to a broad and balanced curriculum. Pupils make good progress and staff work as a team and have high expectations of pupils. 'The added value the school is making to pupils' progress is excellent, and places the school in the top five percent of schools nationally.' (Ofsted report, November 2006)

English and British Sign Language

Blanche Nevile School has a Sign bilingual-bicultural philosophy. This means that within the learning community, British Sign Language and English are given equal status and are both taught as a language, and both are used to deliver the curriculum. We believe in the importance of a strong deaf peer group for every child and provide opportunities to learn about deaf culture, in order for them to develop their own identity and self esteem.

Every deaf child in the school has opportunities

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to study and use British Sign Language, as we believe it is of benefit to all deaf children. As well as supporting their language acquisition, BSL allows all deaf children and adults to communicate easily with each other and forms part of a Deaf identity. We want our children to be bilingual so that they are comfortable in both the hearing and Deaf communities. 'The care, guidance and support for pupils is outstanding and parents are overwhelmingly supportive of the school.' One wrote, 'This school has greatly contributed in making my children happy and confident children with positive deaf identities'. (Ofsted report, November 2006)

Speech and language therapy

Speech and Language Therapists work in partnership with Teachers of the Deaf to support pupil's speech, language, and communication development according to their Statement of Special Educational Needs. The range of therapy offered is varied and includes: small group, paired or individual sessions and 'Live English' groups where pupils learn the necessary language, skills and strategies to communicate successfully with hearing people in real life situations. Parents/carers are encouraged to be involved with their child's therapy programme.

Curriculum

We provide the full National Curriculum and the Foundation Stage curriculum for our youngest children. All children receive a broad and balanced curriculum that is differentiated to meet their needs. Children are taught in small groups by qualified Teachers of the Deaf and Subject Specialists (Secondary), individually and, with additional support, in larger mainstream classes. 'The curriculum is good and offers a relevant and broad range of experiences that support excellent personal and good academic

development. It is further strengthened by the inclusion opportunities that pupils have in mainstream classes.' (Ofsted report, November 2006)

There is a strong focus on developing language and literacy skills throughout the curriculum within a language rich environment. However, on average, pupils are taking seven GCSE's by the end of Key Stage 4.

The curriculum at Blanche Nevile School is made up of the following subjects:

In Key Stages 1 – 4 a full range of subjects are offered in line with the National Curriculum:

English	History
Maths	Geography
Science	Art
Information/Communication	Design and Technology
Technology	Religious Education
Deaf Studies	Physical Education
British Sign Language	Music
Modern language	Personal, Social, Health Education (PSHE)
Careers education	Certificate of Achievement

Post 16

A variety of courses are available for students beyond Year 11. There are tailored appropriate opportunities for individuals. There are possibilities to study a large range of A-levels in partnership with the sixth form at Fortismere secondary school. Access is also available to vocational courses at a variety of sixth form colleges.

Inclusion

A flexible child centred approach allows us to teach areas of the curriculum within the Blanche

Nevile classes, where pace, level of language and appropriate teaching styles are tailored to maximise learning. Every pupil also has opportunities to access an appropriate inclusion programme with our mainstream partnership schools. Pupils are supported by specialist Communication Support Workers (CSWs). Pupils' inclusion programmes are based on individual needs therefore inclusion programmes are regularly monitored and reviewed to ensure pupils' achievement.

Curriculum enrichment

Pupils at Blanche Nevile have opportunities to participate in a wide range of extra curricula activities. These range from residential activity weeks at Pendarren, Haringey's outdoor educational centre to visits to sporting tournaments, the Ballet, Inclusive theatre projects and museums. We value these opportunities as a part of our pupils learning experiences. In addition the school is also involved in research projects, with different universities, which benefits our children and contributes to deaf education research.

Working together with parents

We expect and commit to a strong partnership with parents/carers despite the distance for some between home and school. Parents are

always very welcome to come into school and we encourage telephone contact or use of the home/school book if they are unable to do so regularly. Parents/carers are also offered regular meetings to discuss their child's progress. For meeting and reports, interpreters and translations are provided as necessary. The recent Ofsted inspection found that 'A parent, reflecting the views of many, wrote, 'I am very happy with the progress my children are making, both academically and emotionally. The school has greatly contributed in making my children happy and confident learners'. (Ofsted report, November 2006)

The future

'Leadership and management ensure that the needs of the pupils are at the heart of all decisions.' (Ofsted November 2006) We look on the potential of deaf children; what they can do rather than what they cannot do. Good language is the key to success for deaf children. We need to support the development of the whole child, including identity and emotional maturity.

Admissions

Visits to our school are warmly welcomed and we would be delighted to show you around our provision.

Moselle School

“A very caring community with a warm and friendly atmosphere...”

Main Site

Adams Road, Tottenham, London N17 6HW

Tel:

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020 8801 7074

Email:

admin@moselle.haringey.sch.uk

Upper School

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London N17 6AR

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020 8365 8250

Fax:

020 8889 7276

Email:

upper@moselle.haringey.sch.uk

Website:

www.moselle.haringey.sch.uk

Chair of Governors:

Pat May

Headteacher:

Martin Doyle B.A. (Hons), Adv. Dip. Ed.

Deputy Headteachers:

Sarah Doyle, Ros Norton

Assistant Headteacher:

David Wilson

Main Site public transport:

Tube – Seven Sisters, Wood Green.
British Rail – Bruce Grove.
Buses – 123, 243 or the W4 Hoppa

Upper School public transport:

Tube – Turnpike Lane
British Rail – Hornsey
Buses – 41 or the W4 Hoppa



Introduction

Provision: Moselle is a popular and very successful 4–16 years co-educational special school. The school provides for up to 115 learners with a wide range of moderate, complex and severe learning difficulties, including those who have emotional, language and communication needs. The secondary team consists of approximately 75 learners. There are parallel classes across the secondary team for learners with autistic spectrum disorders (ASD), and for those with general learning difficulties (GLD), although the school is a single learning community in all other aspects of school life.

Main site: Reception and key stages 1–3.
Upper School: Key stage 4.

Awards: National Healthy School, Sportsmark and Active Mark.

Prospectuses: A general prospectus and an accompanying autism provision brochure are available on request.

Ofsted: Comments from the school's last Ofsted inspection, (January 2007), include:
'This is an outstanding school'.

'Leadership and management are outstanding and pupil achievement is at the heart of all decision-making'.

'Pupils' outstanding progress in their personal development is due to the excellent relationships, teaching, team-work, care, support and guidance they receive'.

'The curriculum offers a wide, interesting and challenging range of learning activities'.

'There is a strong and effective emphasis on including all pupils in all aspects of school life and there are opportunities for pupils to work alongside their mainstream peers'.

Apply online at www.haringey.gov.uk/schooladmissions

Aims

1. Maintain a happy, friendly, caring and welcoming school that will provide for learners' needs in a sensitive way.
2. Provide a broad and balanced curriculum to ensure academic, social, physical and aesthetic development whilst meeting National Curriculum requirements.
3. Foster a positive self-image in learners, building self-confidence through praise and encouragement.
4. Encourage a positive attitude to life and learning, enabling each learner to achieve their full potential.
5. Promote an ethos of cooperation, with governors, staff, parents, carers and learners working together.
6. Develop links with the wider community, exploring inclusion wherever possible.
7. Prepare learners for leaving and participation in society by teaching the appropriate social, independence and academic skills.

Admissions

Learners at Moselle experience learning difficulties, but are ambulant, and have use of language or some other capacity to communicate. Initial referrals of learners, (who will usually have a statement of special educational needs), can be made by the mainstream school in which the learner is experiencing difficulty, or by parents/carers via the local SEN panel. Admissions follow from a full assessment of the learner's needs.

KS3/4 Curriculum

All pupils in years 7–11 are taught the National Curriculum.

English Schemes of work are suitably modified to meet the varied needs of learner. Speech and

language therapists work closely with teachers to set and achieve individual targets in language development.

Maths Teaching follows an adapted form of the Numeracy Strategy. Emphasis is placed on basic numeracy and its practical application. A full GCSE maths course is also taught at the school for a small cohort, and learners from mainstream schools can access this provision.

Science There is an emphasis on practical teaching in the specialist workshops on each site.

Design and Technology is taught in specialist rooms on each site, both of which contain machine tools. KS4 learners follow an enterprise scheme.

ICT All classes have access to a variety of computers, and each class is also equipped with an interactive whiteboard. On the main site there is a dedicated ICT suite for specialised lessons. KS4 learners undertake ICT learning modules at the College of North East London.

History is taught up to year 9. There is an emphasis on the use of artefacts, historical photos and visits to help learners understand the past.

Geography is taught up to year 11. Extensive use is made of the school grounds and local environment. KS3/4 learners take part in residential geography field trips.

Art is taught by a specialist teacher, and has a high status as a subject with learners work displayed in school and at public venues. Music is taught at KS3 through weekly class lessons and as an option in KS4. Music therapy is provided for many ASD learners. Weekly music therapy is provided for some individuals and small groups of pupils (usually those with autistic spectrum needs) to address their communication difficulties.

P.E. The P.E. curriculum provides for learners' increasing confidence in their ability to manage themselves and their bodies, and a wide range of sporting activities are delivered on and off-site. (Moselle is a 'Sport England' accredited school).

Lifeskills. (independence skills, cookery and home management). Skills developed in this subject play a key part in preparing learners for transition to adult life.

Modern Foreign languages Spanish language and culture is taught in KS3.

Drama. All main site learners spend part of the autumn term in performance groups preparing for the school's annual drama production. The shows are recorded on DVD and copies are made available for purchase. In addition, a dramatherapist works with individual pupils to help with their social and emotional development.

R.E. There are weekly assemblies at which the different religious and cultural traditions of the school are shared.

Personal, Social and Health Education Learners are taught aspects of the programme according to their needs. The school is accredited as having met the National Healthy Schools standard in March 2004 in recognition of the quality of the wide-ranging initiatives the school has undertaken to promote good health, both in the delivery of the curriculum and throughout school life. Sex and relationship education is taught in single sex groups.

Citizenship Elements of the curriculum are taught in discrete lessons, with core themes and values covered throughout school life.

Post-16

A comprehensive transition-planning process is carried out in year 11 to prepare learners for the

next stage of their educational or working lives. All learners are offered a place at Haringey's new 6th Form centre, where they can take up a place until the age of 19 in the discrete SEN faculty department, and the majority of the school's leavers take this route. Within the department the core curriculum is constructed around the ASDAN Scheme whereby learners access modules of study which assist in successful transition to adult life. However, the centre is fully inclusive and learners can also access other courses and make use of all the centre's resources.

Inclusion

Opportunities are available for learners to integrate into local mainstream secondary schools, usually Park View Academy or Woodside High, taking subjects according to interest and ability. Some learners are able to achieve GCSE passes in their subjects. In addition regular joint projects are held with our link mainstream schools usually with an art or drama focus.

A consultation is in place regarding well-developed BSF plans to relocate Moselle's secondary team on to a newly-built co-located special school on the Woodside High campus in 2011.

Support services

Educational psychologists are attached to the school, assessing learners' educational needs and offering support and advice. Full-time speech and language therapy is provided to help learners with speech and language development.

The school works closely with the special needs adviser for Connexions Careers Service. Plans regarding suitable future employment, training or further education possibilities are regularly discussed.

The school doctor and nurse visit weekly to carry out medical inspections to which parents/carers are invited

Physiotherapists, occupational therapists, educational welfare officers and specialist teachers of the hearing- and visually-impaired make regular visits to the school.

After-school activities

The school hosts a range of inclusive after-school activities for both Moselle learners and groups from local mainstream schools run by 'Team Spirit'. Other inclusive after-school provision includes projects run by Family Link and Haringey Shed.

Residential school journeys

Six separate residential school journeys of up to a week are held throughout the school year for KS3/4 learners. These trips play an important role in developing independence skills and also enhance aspects of the curriculum. They include a girls trip in order for girls to develop their personal and social skills in a single gender setting, and separate trips for GLD and ASD learners from each site to a range of site providers in southern England.

School dress

School uniform is not worn at Moselle, although learners are expected to be appropriately dressed. Pupils are expected to bring P.E. and swimming kit on the appropriate days.

Transport

Transport by education authority buses is provided for all learners who are judged to need it. When appropriate travel training is offered to learners to enable them to travel independently.

The Vale School

“Best of both worlds...”

Address Main Site:

Northumberland Park School, Trulock Road,
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020 8801 1140

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Headteacher:

Gerald Hill

Deputy Head:

Tony Millard

Chair of Governing Body:

Ms Gail Priddey

Nearest Buses:

149, 349, 259, 476, 279, W3

Nearest Tube:

Seven Sisters

Nearest Train:

Northumberland Park,
White Hart Lane



The Vale is a pioneering and innovative day special school catering for children with physical disabilities and associated special educational needs. The school is co-educational and the age range is 2–16 years. There are approximately 80 pupils on roll, who come from Haringey and the neighbouring boroughs of Enfield, Hackney and Islington. The Vale was opened in 1924 and located in old premises that had become unsuitable and inappropriate. In September 1997 the Vale moved into purpose built accommodation, which is located on the same site as Lancasterian Primary School and Northumberland Park Community School. The accommodation and facilities at these ‘resource bases’ is of the highest quality. Purpose built and designed after extensive consultation with staff, parents and pupils, the school has excellent buildings, facilities and equipment.

The ‘resource bases’ at Lancasterian and Northumberland Park provide classrooms, therapy areas, office accommodation and at Lancasterian a hydrotherapy pool. In fact everything that you would expect to find in a purpose built special school for pupils with physical disabilities. However the Vale provides much more. Because the Vale is located in, and is an integral part of our mainstream partnership schools, we include our pupils in the life and curriculum of these schools. We offer the best practices of a special school whilst offering the challenges and opportunities afforded by mainstream schools. In essence we are able to provide an individually tailored curriculum within a continuum of inclusive education.

Complementing the ‘resource bases’, are the Inclusion schemes that the Vale operates in partnership with Belmont Infant and Junior Schools and Northumberland Park. These schemes were established in the late 1970s and early ‘80s pioneering the inclusion of pupils with

physical disabilities in mainstream schools. These schemes have, over the years, attracted national recognition and acclaim. Vale pupils on these schemes are included on a full time basis supported by Vale staff.

The ‘resource bases’ and the inclusion schemes, combined with an advice and consultation service available to all mainstream schools within Haringey, constitute the unique provision that is the Vale.

Partnership

The Vale’s commitment to providing a flexible continuum of provision is dependent on collaboration with our partnership schools:

- ⊙ Belmont Infant School
- ⊙ Belmont Junior School
- ⊙ Lancasterian Primary School
- ⊙ Northumberland Park Community School

In partnership with these four schools, The Vale is able to combine the best practices of a special school, with a commitment towards inclusion, and the challenges and opportunities afforded by our mainstream partners.

Office for Standards in Education (Ofsted)

The Vale Special School for pupils with physical disabilities was inspected by the Office for Standards in Education (Ofsted) during the week beginning the 23rd February 2004. The report indicates many aspects of very good and exemplary practice. The report is summarised below:

The Vale is a very good school that is very well led and managed

Very good teaching promotes pupils’ and students’ learning which they achieve very well.

The excellent school ethos results in pupils behaving very well and having very good attitudes to their work. They make very good gains in all aspects of their personal development. The school provides good value for money. Strengths include:

- ⊙ the very good quality leadership and management provided by the head teacher and senior staff have a significant impact on the quality of education provided
- ⊙ pupils make very good gains in acquiring new skills, knowledge and understanding
- ⊙ the school is totally committed to inclusion opportunities for all pupils. Excellent links with partnership schools and very strong links with the community enhance pupils' learning
- ⊙ there are excellent procedures for ensuring pupils' care, welfare, health and safety which relate extremely well to the input of a range of therapists
- ⊙ a variety of communication systems and electronic aids are used very well to involve all pupils
- ⊙ very good links with parents contribute positively to pupils' learning and development.

The report also identified that 100% of teaching was satisfactory or better, 82% of teaching was judged to be good or better and 48% was very good or excellent. These statistics are impressive.

Vale School aims

The Vale School is committed to providing pupils with the best practices of a special school combined with the challenges and opportunities of mainstream education. In order to deliver this goal the school will vigorously pursue the following aims:

- ⊙ ensure every child succeeds

- ⊙ provide an inclusive education within a culture of high expectations
- ⊙ make learning an enjoyable and challenging experience
- ⊙ transform the learning experience of young people so that they have a commitment to continued learning, whether in school, college or the workplace, so that all young people can fulfil their potential
- ⊙ enable students to learn at a pace appropriate to their needs
- ⊙ promote teaching and learning which engages and motivates students, securing their active involvement
- ⊙ ensure all children attain high standards and should leave school with the knowledge, qualifications and life skills that enable them to play their full part in society
- ⊙ promote a team approach to meet the individual needs of pupils within which common goals and strategies are pursued by all involved with the child. The central role of parents and the pupils is acknowledged as essential
- ⊙ ensure all staff have access to a continuing professional development programme to facilitate a high quality service to the pupils
- ⊙ develop and establish partnerships with parents, local organisations and schools
- ⊙ create an environment that is safe and conducive to learning, where children enjoy being taught and the quality of teaching is good
- ⊙ meet the special educational needs of every child
- ⊙ offer full access to a broad, balanced and relevant education
- ⊙ implement our policy for equal opportunities in all aspects of school life
- ⊙ challenge stereotypic views of disability, race,

class and gender and promote the rights and positive images of disabled people

- ⊙ respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- ⊙ involve students in making decisions and exercising choices.

Curriculum and organisation

All pupils (5–16 years) are engaged in studying The National Curriculum. The Vale is determined to offer full curriculum entitlement and we endeavour to ensure that a balanced approach of education, therapy, independence skills and inclusion is carefully constructed, in collaboration with the parents /carers to take into account the diverse needs of our pupils.

The Vale is organised into the following four components:

Vale Resource Base at Lancasterian Primary School includes:

- ⊙ Foundation Stage for pupils aged 2–5 years
- ⊙ Class 1 (pupils aged 5–7 years)
- ⊙ Class 2 (pupils aged 7–9 years)
- ⊙ Class 3 (pupils aged 9–11 years)
- ⊙ Support for inclusion

The Primary Inclusion Team at:

- ⊙ Belmont Infant School
- ⊙ Belmont Junior School

Vale Resource Base at Northumberland Park includes:

- ⊙ Tutor Group 1 for Key Stage 3 students (aged 11–12 years)
- ⊙ Tutor Group 2 for Key Stage 3 students (aged 13–14 years)
- ⊙ Tutor Group 3 for Key Stage 4 students (aged 14–15 years)

- ⊙ Tutor Group 4 for Key Stage 4 students (aged 15–16 years)
- ⊙ Inclusion Scheme supporting full and part time inclusion opportunities

Advice and consultation service

- ⊙ Provides advice and guidance on the inclusion of pupils with physical disabilities and medical needs to all Haringey schools

William C Harvey School

“Difference and diversity are welcomed and celebrated...”

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Website:

www.portables1.ngfl.gov.uk/dwgodfrey/

Roll:

66

Headteacher:

Ms Margaret Sumner

Deputy Headteacher:

Ms Vicki Hugo

Head of Secondary Department:

Ms Sabina Khan

Chair of Governors:

Ms Kirstie Bennett

Nearest Bus:

123, 243, W4

Nearest Tube:

Turnpike Lane

Nearest Train:

Bruce Grove



Introduction and aims

William C Harvey is a co-educational day school, specialising in meeting the needs of secondary age pupils with profound and multiple learning difficulties and complex medical needs. Many of the pupils have additional disabilities such as cerebral palsy, epilepsy, and sensory impairment. A number have behavioural difficulties and some are diagnosed as being on the autistic spectrum. Key Stages 3 and 4 are housed within the main school building situated on the Broadwater Farm. There are exciting and innovative plans for an inclusive secondary campus on the Woodside High Secondary School site – opening in 2010. The students will be attending link courses at the College of North East London and some undertake supported work experience. They follow individual programmes designed to develop their independence as fully as possible within the community to prepare them for life when they leave for the 6th Form Centre and beyond. They follow a Key Skills Curriculum leaving school with Progress Files and DVD records of achievement.

Very good transition links are made with post-school provision and induction programmes are already in place for the 6th Form Centre.

We aim to create an environment where:

- ⊙ difference and diversity are welcomed and celebrated
- ⊙ where a caring community is based on fair understanding and compassionate relationships
- ⊙ discrimination in any form is opposed and challenged and the person discriminated against is supported
- ⊙ we have the highest expectations of staff, pupils and parents/carers and other members of the school community

- ⊙ equal access is provided for all pupils, staff, parents/carers and other members of the school community to the physical environment of the school
- ⊙ positive images of and attitudes towards our pupils are developed in the community in order to claim their right to integrate and be part of that community
- ⊙ a partnership is established and continued with parents/carers/community/the workplace and all who have a legitimate interest in education
- ⊙ communication systems; verbal, non-verbal and written, are established with parents/carers and the community, taking into account the range of languages within the school community.

Curriculum

We aim to provide a curriculum which will:

- ⊙ enable students to achieve the highest standards from the setting of both realistic and challenging targets
- ⊙ provide pupils with the knowledge, skills and understanding appropriate to their individual stage of development
- ⊙ allow all pupils to have equal access to the curriculum including those who speak languages other than English
- ⊙ enable students to make choices and gain as much autonomy over and independence within their lives as possible
- ⊙ enable students to form a set of moral values and to relate to other people with sensitivity
- ⊙ foster imagination and creativity through a wide range of experiences
- ⊙ place the school and the pupils firmly in the mainstream of educational provision and at the centre of community life.

Core curriculum

Communication and personal and social development form the core of the curriculum for the majority of our students. These two areas are crucial to their development, relationships and their links with the community. All students have access to the subjects of the National Curriculum but the approach is tailored to meet the needs of every individual. We aim to provide a stimulating, secure and structured environment, building on the students' innate abilities. The secondary department builds on previous learning and emphasises self-advocacy working towards independence through key skills. We have many visiting artists, musicians and sports specialists, who contribute hugely to the expertise of school staff. We have been a core school for Creative Partnerships since 2005.

International Work also plays a large part within the curriculum and we have achieved the Intermediate Level for the International Schools Award.

Sex education

We acknowledge that all our students, whatever their ability; have a sexual identity and therefore a right to receive an appropriate sex education programme. We have an innovative approach to sex education, based on programmes developed by Image in Action, involving drama and puppets to allow access for our wide range of needs.

R.E. and collective worship

R.E. schemes of work reflect both the multi-faith nature of the school community and the learning needs of the students. Collective worship takes place during daily assemblies and celebrations, which create experiences from which our students can reflect on the world to which they

contribute. Parents may withdraw their child from assemblies or religious education when it deals with or celebrates particular faiths.

Careers education

Careers advice and guidance is provided by the careers coordinator and Prospects Career Services who are regular visitors to the school, especially at times of transition and for Annual Reviews. All students have access to work related learning and the chance of work experience, ranging from actual supported placements within working environments or an experience of the working environment.

School journeys and visits

William Harvey runs a varied programme of visits and school journeys, including to Pendarren. All of these activities are extremely well staffed dependent on the needs of the students.

Pastoral care and access to the curriculum

Access to the curriculum

We have a large, highly skilled and qualified staff group. Each class group of between 6 and 8 students, has at least two or three support staff, with the number of the students on a 1:1 staffing ratio according to their needs.

Access to the curriculum, for almost all of William C Harvey students, is through the multidisciplinary team linked to the school. The team includes a full-time school nurse, physiotherapists, speech and language therapists, an occupational therapist, paediatric dietician, teachers for visual and auditory impairment and educational psychology. Alongside this team works another range of therapists, including those for music, dance and

movement, art, trampolining and a part-time school psychotherapist.

The school runs a very successful Outreach Service to a wide range of schools looking at access for their SEN students to the curriculum. We also run the Visual Impairment Service, alongside the RNIB and LA, for students with SEN within the special schools.

Access through resources

The school has a swimming/hydrotherapy pool. Secondary students also use Tottenham Green Pool. We have an exciting soft play building and dark room, both of which incorporate some of the latest electronic equipment to promote multi-sensory and communication development. All of these areas are accessible via ceiling tracking and hoisting equipment. We have a sensory garden and a market garden where the secondary department grow and sell their own produce within mini-enterprises. The school owns two minibuses.

Partnership with parents

This is a crucial area for parents/carers and the school in working together. We rarely see each

other "at the school gates" as students are transported by bus each day. Systems have been set up to ensure that home/school links are as detailed and coordinated as possible. The Parental Partnership Coordinator organises parents' groups, including communication/behaviour groups and coffee mornings providing a programme of speakers, visits and activities. Newsletters are sent out so that everyone can keep up-to-date with curriculum developments and activities organised by staff and parents of the school. Home/school books are essential for day-to-day communication. Individual consultation evenings are held in the Spring Term. SNAPS (Special Needs Advice and Parents Support) is run from the school, serving the Local Authority and beyond, by two parents.

Admissions

Admissions to the school are made through the Special Needs Department of the Children and Young People's Service. Parents would need to contact them in order to refer their child.