



**The
Haven
School**
Wolston

'A place to belong'

SEND Policy

Control Sheet

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1. Introduction

This policy complies with the statutory requirements laid out in the [SEND Code of Practice 0-25 \(Sept 2014\)](#) and has been written with reference to the following guidance and documents:

[Equality Act 2010: advice for schools \(Feb 2013\)](#)

[Schools SEN Information Report Regulations \(2014\)](#)

[Statutory Guidance on Supporting pupils at school with medical conditions \(April 2014\)](#)

[The National Curriculum for England](#)

[The Haven School Wolston Safeguarding Policy](#)

[Teachers' Standards 2012](#)

The responsibility for the day to day operation of the Policy lies with the Headteacher who is responsible for supporting all staff in implementing it.

2. Philosophy and purpose

This Policy reflects the School values and philosophy in relation to Special Educational Needs. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on practice within the School. The Policy is also intended to support all young people in line with our vision of '*enhancing young lives for a brighter future*'.

3. Provision

The School caters for pupils with a wide range of difficulties and barriers from the age of 11-through to 16. The School also expects that a number of the pupils may also have associated disabilities secondary to their learning difficulties such as physical disabilities, sensory impairment/s, behavioural difficulties.

'We are committed to providing effective learning opportunities for all pupils and apply the principles of the Equality Act 2010 into our curriculum planning and teaching. Suitable and

challenging learning opportunities will be planned and delivered for all pupils with the aim of maximising achievement for each individual.'

Teachers will respond appropriately to pupils' diverse learning needs and be aware of their needs based on gender, special educational needs, disability, disadvantage (including those pupils who are eligible for the Pupil Premium grant) and pupils who are newly arrived and/or speak English as an additional language, for whom individualised assessments will be carried out, including for those who are newly arrived to the UK.

We are committed to the principle of equality of opportunity for all and this will be reflected in the curriculum, the assessment for learning opportunities offered, the quality of education provided and the achievement of all pupils.

4. Aims and objectives

The Policy aims to provide a stimulating and challenging opportunities for the development of the whole child and the acquisition of the appropriate skills for life.

In particular, we aim to: -

- Meet the individual special educational needs identified in each child's statement or Education, Health and Care Plan (EHCP).
- Regularly monitor and review the provision offered.
- Regularly monitor and review each pupil's individual needs.

5. Admissions

Request for admissions are received from the relevant local authority or direct from schools or occasionally parents on completion of a referral form highlighting that the pupil requires some form of additional support that cannot be met in mainstream. All pupils will undertake a 10-point assessment. It is expected that some pupils will have a statement of special educational needs and that some will require the work towards an EHCP.

A without prejudice visit to the School by the potential pupil and their parents, usually accompanied by a representative of the relevant local authority or school will be arranged.

This will include a review of the documentation relating to the pupil by the Headteacher and class teachers.

If parents, involved professionals and the School agree that a place is appropriate the relevant representative of the Local Authority and their office will be informed.

6. Identification, assessment and provision

Resources

Resources are allocated according to the principle of equality of opportunity, to ensure equal access to the curriculum for all pupils.

A review of staffing and class groupings in the summer term will consider the:

- Effectiveness of the current organisation and allocation of resources.
- Implications of the leavers and the new intake of pupils for pupil need.
- Available resources for and the dynamics of class groups.
- Personalised learning requirements to support all pupils.

Resources are allocated on the basis of pupil's statement needs, feedback from teachers/LSAs to the Headteacher, observations of pupil need, meetings with parents and individual pupil's

review meetings. School-wide developments and changes will be signposted in the School Development Plan.

Identification, assessment, monitoring and review procedures

Each pupil at The Haven School Wolston will have an ILP and/or EHCP. IEPs are reviewed each half term and EHCPs are formally reviewed each year in line with the guidelines of the current SEND Code of Practice. The statement can be reviewed more frequently at the request of anyone working with the child.

The EHCP and the Annual Review are used to inform the Individual Learning Plan, which is drawn up for every pupil in the School. The targets set in the ILP are monitored and reviewed half termly. Pupil progress is monitored closely with progress recorded usually through The Haven School Wolston progression documents. The School regularly and carefully reviews the quality of teaching and learning for all pupils in order to ensure progress is made by all.

7. Curriculum

The Haven School Wolston is committed to providing a broad, balanced and relevant curriculum for all pupils. The curriculum is centred around the statutory requirements of the National Curriculum, with all pupils accessing both core and foundation subjects delivered at an appropriate level and in a style suited to their individual needs and abilities.

Access to the National Curriculum is delivered through the use of an agreed programme of themes and schemes of work which deliver all aspects of relevant programmes of study.

The School will deliver a curriculum which is weighted towards the primary needs of the pupils as identified in their statements of Special Educational Needs or EHCP i.e. Cognition and Learning, Social, Emotional and Behaviour, Sensory and Physical, Speech, Language and Communication, Independence and Self-help. These correlate very closely with the six skill areas embedded within the National Curriculum core subjects. Concentration on these areas is reflected in the guidance given on the targets set in ILPs for all pupils.

All pupils have a personalised ILP and timetable. Classes within the school may be grouped according to age, year group and National Curriculum Key Stage, where appropriate.

8. Management of the Learning Environment

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to pupils' specific special educational needs. This will include:

- Whole class teaching.
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest, etc.).
- One to one teaching.
- Independent learning.
- Access to off-site curriculum provision.

Learning Support Assistants, specialist teachers, therapists and external agencies will be provided to advise and support children as outlined on their ILPs.

9. Supporting pupils with medical needs

School staff receive regular medical training as appropriate to meet the diverse health needs of the pupils. This is delivered by an external and appropriately accredited and competent organisation/individual on an annual basis and may include epilepsy, asthma, diabetes and administration of medication, as appropriate.

10. Professional development

The School uses INSET days for a wide variety of in-service training purposes engaging both internal expertise and that of other outside agencies. Professional development opportunities are available for all staff based upon their individual needs, their role, the priorities of the School Development Plan and the outcome of their annual professional development review cycle. Staff are encouraged to gain additional qualifications wherever possible and are supported to gain the National SENCO Award where appropriate.

11. External support and links

Support and advice is provided by educational psychologists, local author advisors and teachers, physiotherapists, speech therapists and teachers of the hearing, visually impaired MSI and ASD. The School also benefits from both formal and informal contacts with other special, PRU and mainstream schools in the local area and throughout the Midlands. This provides the School with good access to high quality professionals and support in the areas of Physiotherapy, Occupational Therapy, Speech and Language Therapy and Learning Disabilities Community Nursing. The School also liaises closely with Children's Social Care.

12. Parental involvement

Prior to pupil admission the Headteacher will hold a meeting with parents to gain a broader picture of the pupil's needs to ensure smooth transition into The Haven School Wolston. Parents are encouraged to be closely involved with all aspects of the education of their child through regular contact with the child's key worker and sharing of information through the Annual Review and the opportunity to complete an annual parental questionnaire but are also encouraged to express their opinion about the effectiveness of the provision at the School at all times.

The Annual Review is prepared each year and parents are invited into school to have a detailed discussion about their child's progress. Pupils will also be given the opportunity and indeed encouraged to make a contribution to the meeting and will also be helped to prepare for the meeting. Termly targets identified via the child's ILP are shared with parents and the School holds parent/carer days each term to give them the opportunity to discuss their child's progress.

In addition to the formal review procedures, parents can request a meeting with the Headteacher at any time to discuss the progress of their child.

13. Policy review

The School will monitor and review the implementation and impact of this Policy annually. This may occur earlier should there be a change in legislation, statutory guidance or an event or incident in the School which makes this necessary.