**SEND Policy**

The Haven School



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| **Approved by:** | Jane Spensley | **Date:** Oct 2019 |
| **Last reviewed on:** | Sept 2019 |
| **Next review due by: Oct 2020** |  |

**Context**

 The Haven School is an independent special school for young people who have an Education Health Care Plan (EHCP) for social, emotional and mental health difficulties. Our pupils may suffer from past and current trauma linked to attachment difficulties, abuse and/or domestic violence.  There may also be indications of ADHD and ASC. Some students may also have secondary needs in Cognition and Learning and Communication and Interaction.

**Mission statement and Aims**

The Haven School is a secondary special school, which will safeguard children and provide a secure and positive environment where both Students and Staff are given the opportunities to achieve their true potential. We aim to transform school into a positive experience where pupils can be successful academically and can learn skills that enable them to overcome barriers associated with anxiety, anger, low self-esteem and poor self-image. As a result of attending The Haven pupils will be able to move on successfully to further education, training or employment.

At the Haven School we aim to provide the following:

* An inclusive and stimulating curriculum
* Close liaison with Parents/Carers and other service providers
* Therapeutic support. In addition to teaching and support staff, we employ a clinical psychologist from CAMHS to provide support for pupils and parents and training for staff.
* A safe and secure learning environment
* Opportunities for success at every level
* Links with other external education providers to broaden the students learning experience

**Introduction**

The main purpose of the Special Educational Needs Policy is to recognise that the provision made for all of our Students, is adapted so that it is appropriate for each individual. All of our students receive a broad and balanced National Curriculum, which is differentiated to ensure that the student’s individual needs, and outcomes form their EHCP, can be met.

This policy should be read and used in conjunction with the school’s other policies.

**Staff Training**

Staff take part in regular training sessions and updates to ensure that they are up to date on current policies and procedures and to make sure we use the most appropriate strategies to support each student. We hold termly training sessions on a rotation basis. Some of the sessions we have held this academic year include: supporting young people with attachment difficulties, SAL strategies for the classroom and supporting students with literacy difficulties. We also meet weekly with our in house clinical psychologist to seek advice on individual students and to discuss strategies that have worked/not worked with certain students. Within this session, good practice is shared and is used to promote better outcomes for our students. In addition to this, we also have weekly teaching and learning briefings where we share a spectrum of Quality First teaching ideas.

**Work with the Local Community**

Our school is based within the grounds of a mainstream high school and has its own self-contained accommodation and entrance. Some lessons (for some students), take place in specialist accommodation within the mainstream school. students are therefore encouraged to work with Haven staff in the school which gives them exposure to a mainstream experience in a secure, supported way. When appropriate (and if the student and their family are in agreement), Students may experience some inclusion in this mainstream setting to enable them to access a wider range of subjects.

We also work within the local community participating in voluntary work and work experience and attend local events such as theatre performances and fund-raising events. This supports the development of the students confidence and social skills.

**Role of the Proprietor will:**

•Ensure that Staff receive appropriate training (needs of Students, career development, national strategies)

•Ensure that Staffing and funding are allocated in such a way as to maximise the benefits to all Students

•Ensure that Staff are involved in the development of school policy

•Ensure that school works closely with Parents/Carers

•Ensure that Students have input into their Student Support Passports and Learning Plans where appropriate

•Ensure that the school works closely with other agencies

## Annual Reviews

The needs of each Student are identified in their EHCP. These needs are reviewed regularly, but formally discussed on a yearly basis, when a suitable date can be arranged for all stakeholders to attend. Outcomes from the students reviews are used to form part of the termly targets set for students, on their Learning Plans which all staff use to plan their lessons.

The Annual Review will report on:

•Outcomes in the EHCP

•Progress made in Literacy and Numeracy

•Any additional difficulties experienced since the last review

•Any social or behavioural difficulties experienced

* Any Social care or Health needs

•Any modifications to curriculum

•Any amendments to the original EHCP

When writing an Annual Review Staff will follow the guidelines provided by the LA. Parents/Carers and Students are encouraged to express their opinions as part of the Review meeting. Where possible the EHC hub will be used to complete reviews.

**Student support Passports and Learning Plans**

Student Support Passports are written once a year but reviewed regularly and adapted to meet the changing needs of the students. Learning plans are written termly. The targets are written based on EHCP outcomes and gaps in students learning. Lesson planning is then based around these and targets which are reviewed and reset by Staff on a regular basis. Parents/Carers and Students can be involved in this process and new targets are shared with all.

**Dissemination and Review**

The policy will be disseminated widely both to Staff and Board of Governors through appropriate meetings.

The policy will be reviewed October 2020.