



SEND Policy

Policy Reviewed by:	Suzy Hollett (HR Manager)
Date:	01.08.2026
Policy Verified by:	Sara Llewellyn (School Leader-CEO)
Date:	08.08.2026
Date for Next Review:	01.09.2027

Legislation

This policy should be read alongside:

- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children 2026
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years
- Equality Act 2010
- Children and Families Act 2014
- The School's Child Protection and Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy
- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014)

Defining SEN, the 2014 Code of Practice says that: A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

This policy has been developed by our Senior Leadership Team through a self-assessment process of the following.

- Inclusion Values of the school.
- Learning environment and resources.
- Learners' attitudes, values, and behaviour.
- Personal development / impact on learning.
- Leadership and management.

The policy is reviewed in conjunction with the Senior Leadership team and the school governors of Maple Haven School.

Maple Haven School is an Independent Specialist School, where 100% of our pupils have Special Educational Needs (SEN) and an Education, Health, and Care Plan EHCP.

Our SEND policy considers the wide variety and specific needs our pupils have. Many of our pupils have combination of primary and secondary needs that impact on their learning and personal development. Needs range from physical disability, cognitive and learning difficulties, medical support, social and emotional and/or mental health difficulties, behaviour and learning difficulties and a high level of communication difficulties. Some pupils have additional diagnosed disabilities such as CHARGE syndrome, ASD, or PDA. Some of our pupils require high level medical support which requires specialist training that includes gastrostomy and tracheostomy care. Some pupils are also wheelchair users and/or walker assisted.

The school has a fully equipped medical and therapy room. We employ a two Therapy Assistants. We have regular visits from a range of consultants and close working relationships with a wide range of external agencies.

We have highly qualified British Sign Language trained staff and employ services of a visiting Teacher of the Deaf.

Maple Haven school is a small provision that has 5 classrooms and the capacity to support up to the maximum of 35 pupils. The school is wheelchair accessible, with disabled toilets and wet room/changing facilities.

Our small school setting allows for our senior leaders to deliver a whole team all-inclusive approach.

Staff are informed of changes, school focus areas and developments whilst working in a supported environment. Managers can promote strategies, values and inclusive practice on the 'shop floor' whilst working with their staff and our pupils.

Inclusion Values of the school

Our mission for all our pupils is to provide them with a high quality, inclusive, holistic, therapeutic, effective, and meaningful education within an inspirational setting. We strive to ensure children with disabilities can have an enriched and fulfilled education.

Our School Values reflect on the needs of our pupils to support their personal development to be able to engage, manage and participate in the world around them.

Our School Values:

Inclusion - *we embrace all people irrespective of age, race, gender, disability, beliefs and culture and they are respected and understood.*

Kindness - *we are good friends and citizens. Showing kindness brings people together and improves our quality of life within the school, at home and in the community.*

Perseverance - *we can achieve through perseverance no matter what my disabilities/difficulties.*

Thankfulness - *we are thankful for our school, our families and friends and the support we must achieve our life goals.*

Respect - *we are kind and polite, we treat everyone with respect and behave appropriately.*

1. We believe in providing a fully inclusive communication environment so that all pupils have a voice and have the resources and support they need to communicate.
2. We believe in equal opportunity and fair, favourable, and inclusive treatment for all.
3. We believe that all pupils can progress and have the right to live and work as independently as possible.
4. We believe that all pupils have the right to make decisions.
5. We treat and support every pupil as an individual.

There is a culture of mutual respect for all pupils and inclusive of their age or disabilities. Mixed groups of deaf and hearing and/or more able with less able, young pupils with older pupils promote an inclusive environment. Pupils are made aware of others making good or wrong choices. They are learning to accept each other's differences.

School culture days are being planned to promote different cultures, religions, law and British values. Good manners and time keeping is promoted and embedded by staff. PHSE curriculum tackles positive relationships to develop pupil's knowledge and awareness of acceptable and unacceptable behaviours.

SEND and Safeguarding

Maple Haven recognises that children and young people with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges and may be more vulnerable to abuse, neglect, exploitation and bullying than their peers. Children with SEND may experience communication barriers, difficulties in expressing concerns, increased dependency on adults, social isolation or reduced opportunities to develop protective friendships and relationships.

The school understands that behaviours, presentation, communication differences or changes in emotional wellbeing should not automatically be attributed to a pupil's disability, medical condition or additional needs. Staff will always remain professionally curious and consider whether such indicators may suggest that a pupil is experiencing abuse, neglect, exploitation, peer-on-peer abuse, online harm or other safeguarding concerns.

All staff receive safeguarding training which includes awareness of the additional vulnerabilities and barriers that may be experienced by pupils with SEND. Staff are expected to identify, record and report concerns promptly and in accordance with the school's Child Protection and Safeguarding Policy. Concerns relating to pupils with SEND will be managed in line with Keeping Children Safe in Education (KCSIE) 2026 and Working Together to Safeguard Children 2026.

The school is committed to ensuring that all pupils, regardless of their level of need, disability, communication style or cognitive ability, have access to trusted adults, appropriate communication methods and effective safeguarding support. Every pupil has the right to feel safe, be heard and be protected from harm

Mental Health

The school recognises that mental health difficulties can be both a consequence and indicator of safeguarding concerns. Staff will remain alert to changes in presentation, behaviour, attendance, emotional wellbeing or communication that may indicate a pupil requires additional support or safeguarding intervention.

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Learning environment and resources

- The school provides a high quality all-inclusive positive, communicative, and interactive environment.
- The school provides small class sizes with high level of specialist support to meet the needs of individual pupils.
- The school is completely wheelchairs accessible, height adjusted tables are available, specialist medical equipment including a medical room and a fully qualified nurse are on site including a full-time therapist assistant. The equipped therapy room supports daily therapy and/or behaviour support interventions.
- Timetables include specific 'added value' lesson such as deaf culture, piano and coding lessons to support cultural development.
- The school environment and ethos promote life values and inclusive practice for all. Values are embedded into daily school life and enhanced through discreet lesson, reward methods, assemblies, and group and community activities.
- Access to community resources supports pupils to participate and be valued members of society.
- Achievement and progress are celebrated and shared.

Learners attitudes, values and behaviour

- Pupils have their own 'pupil council' and the views of the pupil are sought and considered.
- Pupils know and are regularly exposed to and encourage demonstrating and participating in the act and meanings of our school values.
- Pupils are supported and encouraged to use reflective practice.
- Behaviour support plans are developed through an all-inclusive process. Pupils are supported to acquire self-regulation and/or self-interventions techniques such as movement breaks or using sensory methods or resources.
- Enrichment activities are planned and provided for to enhance and develop social skills, attitudes, and behaviour.
- Resources, staffing, and equipment are provided in accordance to meet individual needs. High level interventions support pupils to learn to self-regulate and manage their social, emotional, and mental health.
- All pupils have behaviour and attitude targets that are regularly reviewed and made meaningful to support their long-term goals and their participation within the school, home, and the community.

Personal development / impact on learning

- Our pupils have access to a broad, balanced, and relevant education that includes meaningful specialist interventions to support their own pathway progression to adulthood.
- Barriers to learning and accessibility are identified, and provision of support or resources are provided for.
- Lessons are differentiated, specialist equipment is provided, and learning resources developed to support good teaching and learning activities.
- Pupils make progress and achieve.

- Pupils develop life, social, emotional, and functional skills working towards their long-term outcomes. Pupils have values and are valued members of society.
- All-inclusive behavioural support plans provide consistency, resources, and interventions to reduce anxieties and helps pupils to learn and/or participate in techniques to self-regulate/manage their behaviour/sensory needs
- Communication is continually being developed through a wide range of methods and resources, giving pupil's access to essential life skills.

Leadership and management

- Senior leadership ensures the management and ethos of inclusive practice is across all areas of the school.
- Our curriculum provision is continually monitored to meet the changing needs of our pupils and to support their EHCP expected outcomes.
- Staff training reflects the medical needs for our pupils and the specialist support and resources require.
- Our home to school and school to home communication supports parents/carers to have a vital role to play in supporting their pupil's education, personal progress and development.
- The school has valued partnerships with a range of external agencies and specialist support to ensure all our pupils received the professional/specialist support for their individual needs.
- Barriers to learning and/or accessibility are identified and embedded into our future development plans from structural requirements, recruitment, acquiring specialist's equipment or educational resources.
- With the support of the Governors of Maple Haven School; the use and type of resources, curriculum planning, effectiveness and quality of school provision, pupil progress and participation, parents and pupil views and the identification of training needs and the use of outside agencies/support services will be monitored and evaluated regularly.

In addition, the School Leader/CEO will continually review its self-assessment report to respond to changing cohort of pupils and to plan future improvements.

The school provision is coordinated by the senior leadership team and works in collaboration with the local authority, parent/carers and other agencies to ensure our pupils receive the correct support, with the correct resources to give pupils access to a meaningful education.

The senior leader team work closely with their staff team and daily assess and monitor its provision. Daily briefings, regular team meetings and monitoring ensure good communication and high expectations of teaching and learning. Our school leader and the governors of Maple Haven ensure that the school meets its responsibilities under the Equality Act (2010) with the regard to reasonable adjustments and access arrangements.

Education Health and Care Plans (EHCP) review schedules ensure that those teaching or working with our pupils are informed of their individual needs and have resources in place to meet them. Should any changes be identified, the school will inform the local authority and will discuss and confirm if any amendments need arranging or to be provided. EHCP reviews incorporate the pupils and parent/carers views, teaching and support staff and all other agencies involved in supporting our pupils. Outcomes and pupil progress are regularly reviewed and monitored by the school. Support interventions and their impact are assessed to ensure pupils are not being disadvantaged and resources and provision do support inclusive and accessible practice.

Pupil provision plans included personal development and behaviour & attitudes targets. Pupil levels of progress is monitored through B-squared framework. Yearly progress and end of year reports inform parent/carers of their child's developments. Yearly EHCP and interim meetings are scheduled to gather and monitor pupils' provision and outcomes. Parent and pupils are fully engaged in the process and their views are valued and respected.

The school identifies and assess our provision regularly to continually support any changing needs of our cohort of pupils. The school makes every effort to make adaptations to the curriculum and enrichment opportunities to meet the needs of individual pupils.

The school has a strong focus on high aspirations and on improving pupil outcomes and personal development to support them to succeed in their education and make a successful transition into adulthood.

Lessons are differentiated, planned, and resourced to address specific areas of difficulty and to ensure that there are no barriers to learning. Our curriculum flexibility allows us to incorporate all levels and all curriculum subjects. Our curriculum follows 3 levels of assessment to meet the wide range of pupil learning levels and to ensure our more able pupils are being appropriately challenged.

1. Engagement Steps - informal curriculum
2. Progression Steps - semi-formal
3. Steps for Life - 14 plus

The school believes that technology is our pupil's future, and this will be a significant 'life skills and communication aid' support resource that our pupils will need in adulthood. The school has good technology resources where every classroom has an interactive whiteboard, additional laptops, and educational/communication programmes for pupils to use.

Additional specialist provision also includes a Sensory/therapy room, Speech and Language and physiotherapy interventions, Teacher of the Deaf, qualified nurses and equipped medical room. The school will also access more specialised provision such as CAMHS, CAT, Multi-sensory Impairment consultant, play, and art and music therapy.

Pupil and parent/carers views are valued and listened to. Our small school setting provides pupils and parent/carers full accessibility to senior management. All parent/carers can contact our school leader/CEO directly by phone and/or make an appointment and by e-mail. Daily teachers are available at handover and/or there is daily communication through e-mail or home books as requested. Teaching staff work closely with parent/carers to ensure they are fully involved in their child's education and personal development both positive and negative. This support encourages good communication and consistency from home to school and school to home. The school sends pupil and parent/carer questionnaires out annually, and there is a fortnightly pupil council. Pupils will also participate in their EHCP reviews by being supported, and parents/pupils are asked to complete Section A (My views, interests, and aspirations and those of my parents/carers) in advance of the meeting.

Article 29: The UN Convention on the Rights of the Child 'Education must develop every child's personality, talents, and abilities to the full. It must encourage the child's respect for their parents, their own and other cultures, and the environment.'