



SEND Policy

Policy Reviewed by:	Hayley Richardson-Byrne / Suzy Hollett
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Policy Verified by:	Senior Management Team
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Key Personnel	
Proprietor	Sara Llewellyn
Designated Safeguarding Lead (DSL)	Suzy Hollett
Deputy Headteacher	Natalie Lovelock
HR Manager	Hayley Richardson Byrne
Business Manager	Sophie Illingworth
IT Manager	Jamie Martin
Teaching Staff	Joe Ross Ryan Colvin

1. Policy Statement

At Maple Haven School, we are committed to providing an inclusive, ambitious and highly personalised education that enables every pupil to thrive, achieve and prepare for a successful future.

As a specialist independent SEND school, all pupils attending Maple Haven have an Education, Health and Care Plan (EHCP). We recognise that every pupil has unique strengths, interests, aspirations and support needs, and we are committed to ensuring that each pupil receives the provision, resources and opportunities necessary to achieve positive outcomes.

We believe that every pupil has the right to:

- Feel safe, valued and respected.
- Be heard and have their views considered.
- Access a broad, balanced and meaningful curriculum.
- Develop independence and confidence.
- Participate fully in school and community life.
- Receive the support they need to achieve their full potential.

Our provision is built upon the principles of inclusion, respect, kindness, perseverance and thankfulness. We are committed to removing barriers to learning through high-quality teaching, specialist support, therapeutic approaches, reasonable adjustments and strong partnerships with families and external professionals.

Communication is at the heart of everything we do. We strive to create an environment where all pupils can communicate effectively, develop meaningful relationships and actively participate in their education and wider school life.

Through high aspirations, personalised learning and a commitment to continuous improvement, we aim to prepare every pupil for adulthood, lifelong learning and meaningful participation in society.

2. Legislative Framework

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: 0-25 Years.
- Equality Act 2010.
- Children and Families Act 2014.
- The School's Safeguarding and Child Protection Policy.
- Supporting Pupils with Medical Conditions Policy.
- Accessibility Policy.
- Behaviour Policy.
- Teaching and Learning Policy.

This policy complies with the statutory requirements of the SEND Code of Practice (0-25 Years) and relevant equality and safeguarding legislation.

3. Definition of Special Educational Needs

A child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them.

A child of compulsory school age has SEND if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age in mainstream settings.

At Maple Haven, we recognise that many pupils may present with a combination of needs relating to:

- Cognition and learning.
- Communication and interaction.
- Social, emotional and mental health.
- Physical and sensory needs.
- Medical conditions.
- Neurodevelopmental differences.

Provision is personalised to meet each pupil's individual profile of strengths and needs.

4. Our Values

The work of Maple Haven School is guided by the following values:

Inclusion

We celebrate diversity and ensure every pupil is welcomed, valued and able to participate fully in school life.

Kindness

We promote empathy, understanding and positive relationships within school and the wider community.

Perseverance

We encourage pupils to develop resilience and recognise that progress may be achieved in different ways.

Thankfulness

We encourage appreciation for opportunities, achievements and the support of others.

Respect

We treat everyone with dignity, fairness and understanding.

5. Our Approach to SEND Provision

Maple Haven provides a specialist learning environment that:

- Delivers personalised learning based upon EHCP outcomes and individual needs.
- Promotes communication, interaction and participation.
- Supports emotional wellbeing and positive behaviour.
- Removes barriers to learning through reasonable adjustments.
- Encourages independence and preparation for adulthood.
- Provides access to specialist and therapeutic support.
- Values pupil voice and family engagement.
- Promotes inclusion, safeguarding and wellbeing.
- Celebrates achievement and personal success.
- Continuously reviews and develops provision to meet changing needs.

6. SEND and Safeguarding

Maple Haven recognises that children and young people with SEND may face additional safeguarding vulnerabilities and barriers to recognising, reporting or communicating concerns.

Some pupils may experience:

- Communication difficulties.
- Social isolation.
- Increased dependence on adults.
- Limited awareness of risk.
- Online vulnerabilities.
- Difficulties expressing worries or concerns.

Staff understand that safeguarding concerns may be communicated in a variety of ways, including through:

- Behaviour.
- Emotional presentation.
- Changes in engagement.
- Physical presentation.
- Play.
- Alternative communication methods.
- Non-verbal indicators.

All staff receive safeguarding training that includes awareness of the additional vulnerabilities experienced by pupils with SEND. Concerns will always be responded to in accordance with the school's Safeguarding and Child Protection Policy.

The school is committed to ensuring that every pupil, regardless of need, disability, communication style or level of understanding, has access to trusted adults, effective communication systems and appropriate safeguarding support. Every pupil has the right to feel safe, be heard and be protected from harm.

7. Mental Health and Wellbeing

Maple Haven recognises the importance of promoting positive mental health and emotional wellbeing.

Staff remain alert to changes in:

- Behaviour.
- Attendance.
- Communication.
- Emotional wellbeing.
- Social interaction.
- Engagement with learning.

Where concerns are identified, appropriate support and safeguarding interventions will be considered.

The school adopts a proactive and supportive approach to emotional wellbeing and works closely with families and external professionals where additional support is required.