

THE HAVEN

Operated by the Autistic Girls Network charity — 1196655 (England and Wales), SC054837 (Scotland)

SEND Policy

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Policy Statement and Purpose

The Haven is a trauma-informed, neurodivergent-affirming hybrid provision for learners aged 12–17. We are committed to inclusion and to ensuring that learners with Special Educational Needs and Disabilities (SEND) are supported to access education, make progress, and thrive.

We recognise that many of our learners join The Haven after experiencing barriers in other settings. This policy outlines how we identify, assess, and meet SEND within our online-first and hybrid provision, in line with the **Children and Families Act 2014**, the **SEND Code of Practice 2015**, the **Equality Act 2010**, and **KCSIE 2026**.

1. Scope

- Applies to all learners enrolled with The Haven, whether or not they have an Education, Health and Care Plan (EHCP).
- Covers all staff, contractors, and volunteers delivering The Haven provision.
- Applies across online sessions, hybrid learning, and off-site enrichment.

2. Roles and Responsibilities

- **SENCo:** the postholder is completing the government's National Professional Qualification for Special Educational Needs (NPQ SENCO) is responsible for implementing SEND provision and liaison with the LA. Responsibility for information-system security and GDPR compliance remains with the DPO.*

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- **DSL/Head:** Ensures SEND provision aligns with safeguarding and school improvement.
- **Staff:** Deliver high-quality, differentiated teaching; follow guidance from SENCo; identify emerging needs.
- **Parents/Carers:** Partners in planning and reviewing support.
- **Local Authorities:** Commissioning partners for learners with EHCPs.

3. Identification of SEND

A learner has SEND if they have a learning difficulty or disability that requires provision different from or additional to that normally available. The Haven recognises four broad areas of need (SEND Code of Practice):

- Communication and interaction.
- Cognition and learning.
- Social, emotional, and mental health (SEMH).
- Sensory and/or physical needs.

Identification methods include:

- Information from previous schools and LAs.
- Parent/carer or learner disclosure.
- Staff observation during online learning.
- Assessments (baseline, ongoing, or external professional reports).

4. Provision

- High-quality, differentiated teaching is the first step in meeting need.
- Learners with SEND receive individualised support plans, co-produced with learners, families, and (where relevant) LAs.
- Reasonable adjustments may include:
 - Flexible timetables.
 - Adjusted screen use and breaks.
 - Accessible digital tools.
 - Specialist teaching or 1:1 sessions.
- Learners with EHCPs have provision reviewed annually in line with statutory requirements.

5. Inclusion and Access

- The Haven's curriculum is accessible and flexible, tailored to learner strengths and interests.
- Learners with SEND are fully included in all aspects of school life, including online spaces, group learning, and enrichment activities.
- Barriers to participation are actively identified and addressed.

6. Partnership with Families

- Parents/carers are valued as co-educators.
- Regular communication through reviews, TutorCruncher updates, and wellbeing calls.
- Parent voice gathered through surveys and forums.

7. Partnership with External Agencies

- The Haven works collaboratively with Local Authorities, health professionals, and social care.
- Educational Psychologists and other specialists may be consulted to assess and support learners.
- Where The Haven cannot meet a learner's needs, the SENCo works with the family and LA to find appropriate provision.

8. Monitoring and Review

- SENCo monitors learner progress and provision termly.
- Governors review SEND provision annually.
- Policy reviewed annually, or sooner if statutory guidance changes.

9. Complaints

- Concerns about SEND provision should be raised with the SENCo in the first instance.
- If unresolved, they follow The Haven's Complaints Procedure v10.25 (5.8).

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