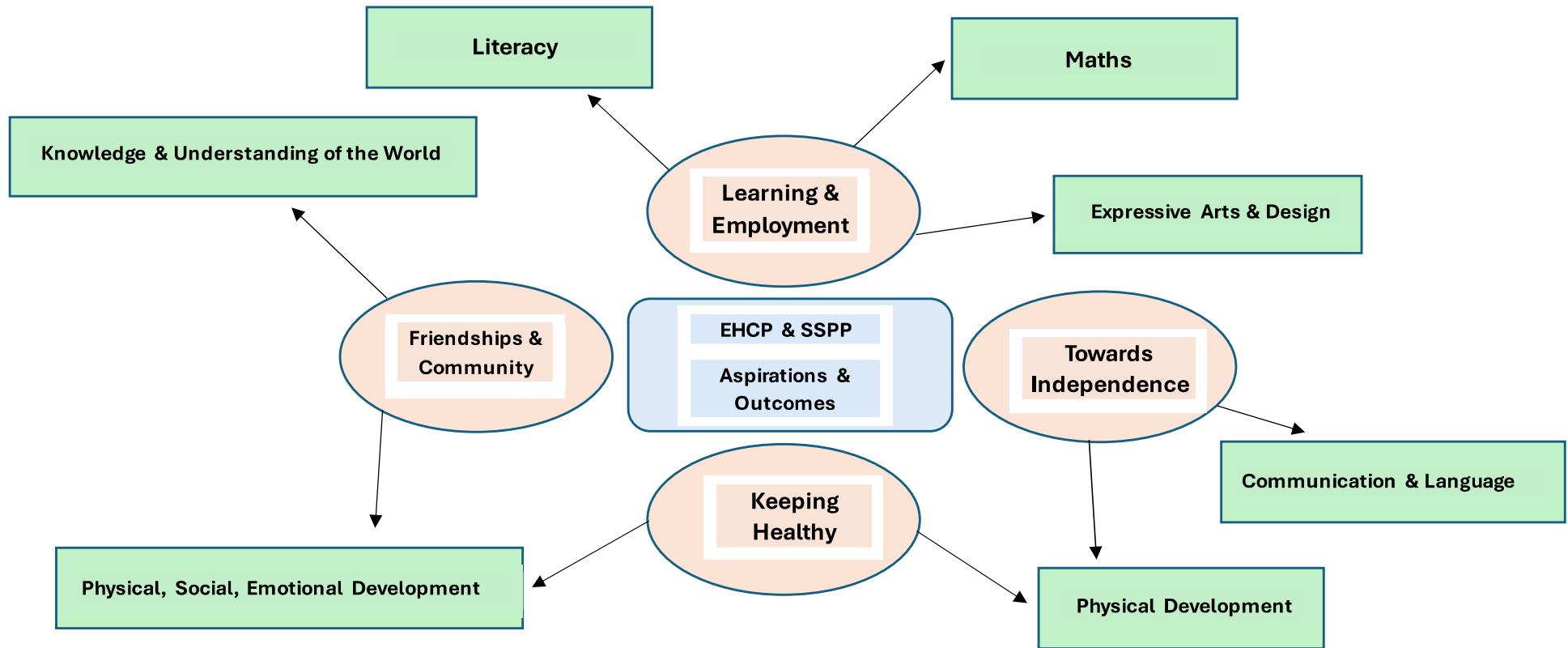










Hawkesley Church Primary Academy

'The Haven' – Provision Offer

Curriculum Map:



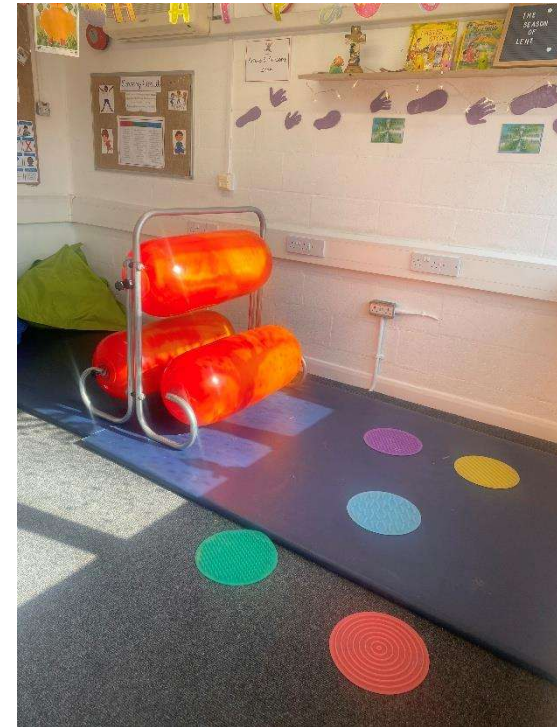
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	 All About Me	 Journeys	 Dinosaurs	 Growing & Changing	 Animals and their Babies	 Heroes & Adventurers

Intent

The SEND Code of Practice (DfE, 2014) states:

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to; achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.”

At Hawkesley Church Primary Academy, **equality** and **inclusion** are at the heart of our school, ensuring all children can **fulfil their potential** and ‘Let Your Light Shine’ (Matthew, 5:16). We are guided by our distinctively Christian values of LIGHT: Love, Integrity, Greatness, Honesty and Trust. By living out our 4 tenets: Same but Different, Greatness, Learning Community and The Golden Rule all children **belong** and are **empowered to thrive**.



By proactively identifying and addressing barriers to learning, we strive to support all students in achieving their best, regardless of individual needs. For students with special educational needs or disabilities (SEND), we are dedicated to taking every reasonable step to recognise and meet those needs. To help provide the support required for some children with more complex needs, ‘The Haven’ provides an alternative learning space to make rapid progress.

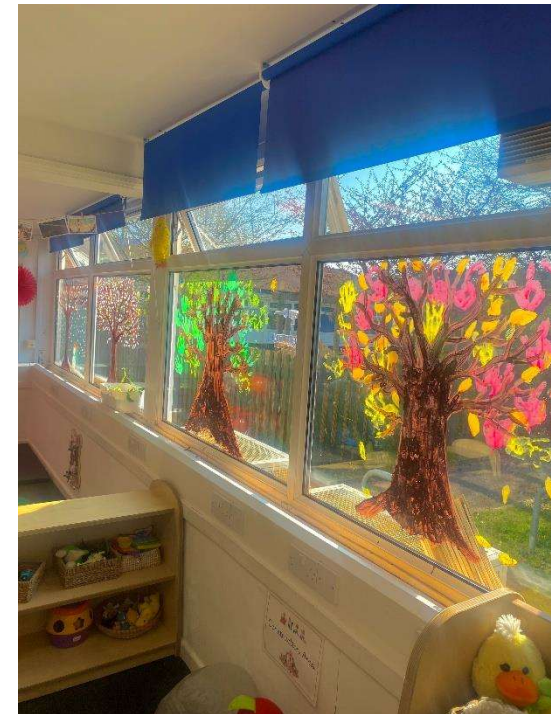
About 'The Haven'

'The Haven' is an integration classroom and learning hub, specially designed, resourced and staffed to support children with complex speech, language and communication needs. Many of its pupils have a diagnosis of ASD and/or are pre-verbal, developing their foundational interaction skills.

As the children's verbal communication is limited, parental involvement and communication is a central aspect of the provision offered. With a maximum of 7 pupils, teaching staff greet their pupils and their families twice a day, upon drop-off and collection. Regular observations in daily interactions which link with their individual progression targets are shared and recorded on Show Progress, an app which parents connect to view their child's progress in school. In addition to this, Class Dojo provides parents with regular updates on the class's experiences and any upcoming events. SEND parents evening take place termly, where targets and provision are reviewed, and parents can collaborate in shaping the support their child receives in school.

Re-integration & Transition-focused:

'The Haven' is a temporary provision, where pupils maintain a connection with their peers. 'The Haven' provides intensive tailored and specialist support, to enable learners to overcome the significant barriers which have prevented them from accessing their typical learning environment, or age-appropriate classroom.



All children are supported with the intention of either:

1. Pupils return to engaging with learning in their age-appropriate class at Hawkesley
2. Pupils transition to a special school or resource-base, following provision secured by the local authority as part of Section F on their EHCP.

All transitions, internal or external, are agreed between teaching staff, parents, SENDCo and school leaders. Transitions are carefully planned and occur gradually over an agreed (and regular reviewed) period. This is supporting the pupils, who typically struggle to cope with sudden change to daily routines and practices.

Entry & Exit Criteria – Access / Reintegration

It is carefully considered whether access to provision offered in ‘The Haven’ is appropriate for a child. A criterion must be met for both entry and exit. Please see the section listed ‘Impact’ (p12) for more details on this below.

Educational Visits & Experiences:

‘The Haven’ carefully considers educational experiences and visits, and where necessary, makes adaptations to ensure pupils continue to receive the experience on offer. This may include bringing visitors into their safe space, rather than making external visits, or requesting additional adult support.



Pupil Capacity & Staffing:

‘The Haven’ has a maximum capacity of 7 children, all who must meet the entry criteria (listed below), and have an EHCP/SSPP in place. The top-up funding provided by these plans helps secure and maintain the additional provision provided.

‘The Haven’ is led by an experienced SEND-qualified teacher and supported by a SEND-experienced teaching assistant. These staff are consistent; if any cover is required, careful consideration is made into which member of staff is best suited to support. All staff who work with pupils in The Haven must have a secure knowledge of the individual’s needs and provision.

Learning Environment & Resourcing:

‘The Haven’ is a dedicated learning space, which has been specially designed to mirror provision offered in SLCN specialist schools. It has been adapted to provide a low-stimuli space, prioritising sensory comfort. The room offers ample space yet is contained appropriately to increase the opportunity for teacher/peer interactions.

There are several different defined areas within The Haven: a sensory zone, time out zone, focus station, continuous provision, musical exploration and construction building.

Displays are used productively to enhance learning and provide augmentative/visual communication support for learners. There are dedicated area for focused work, continuous provision, sensory activities and creative tasks.

It is located centrally within the school, with swift access to school leaders, fire exits, outdoor provision and personal changing facilities. The classroom door is fitted with a dual-handle system to secure pupil safety.

The top-up funding provided by pupils EHCPs/SSPPs helps secure and maintain the additional provision listed above.



Implementation

EHCP / SSPP:

All pupils accessing 'The Haven' have an EHCP or an SSPP in place or are undergoing assessment for one. These plans not only provide top-up funding which is used to provide and maintain the provision in 'The Haven' but also provide an in-depth assessment of their needs, with a detailed breakdown of the individual provision and multi-agency involvement required to achieve their long-term (end of Key Stage) outcomes.

Autism Education Trust – Progression Framework:

The aspirations and outcomes listed in their formal plans (EHCPs/SSPPs) are then achieved in collaboration with the Autism Progression Framework. This enables practitioners to break down their long-term goals into manageable small steps. These targets are worked towards through daily interactions and are formally monitored monthly. Through intensive interaction interventions and regular daily 1:1 adult support in interactions/learning activities, rapid progress is made towards these targets – closing the gap and enabling learners to transition back to their age-appropriate class or onto an alternative/specialist provision.

Informal observations are recorded on Show Progress, an online version of the framework, where parents can view their daily engagements and progress towards their current targets.

The areas of learning, as listed within the Autism Progression Framework, are:

1. Communication and Interaction
2. Social Understanding and Relationships

3. Sensory Processing
4. Emotional Understanding and Self-Awareness
5. Learning and Engagement
6. Healthy Living

The Engagement Model

The engagement model for SEND is an assessment tool designed to support students with Special Educational Needs and Disabilities (SEND), particularly those with complex or profound learning disabilities. It helps educators assess how well these pupils are engaged in developing new skills and knowledge, and it is used alongside existing planning and assessment methods. The model is particularly beneficial for pupils working below the national curriculum level and not engaged in subject-specific study, allowing for a more tailored educational approach.

Pupils are assessed, through observation, in the areas of: exploration, realisation, anticipation, persistence and initiation.

Each pupil's engagement model profile is updated regularly, providing a detailed assessment of their abilities which help to set provisional targets.

Pre-Semi-Formal Learning Assessment Framework



Our assessment framework, which was designed by SSOS (Special Schools Outreach Service) provides practitioners precise small steps and matching provision that caters to the complex needs of our pupils in The Haven. It can be grouped into three categories: pre-learning, semi-formal learning and formal learning. This enables us to greater adapt provision and support for learners. Currently, we have 4 learners at the pre-learning level and 3 learners at semi-formal.

Multi-Agency Involvement

Dependent on need, pupils may require multi-agency involvement – where school collaborates with colleagues from other services. This enables school to provide specialist support, following expert advice that is tailored to the individual pupil. The services we may refer children to are: Communication & Autism Team (CAT), Speech & Language Therapy (SALT), Pupil and School Support (PSS), Educational Psychology (EP), Special Schools Outreach Services (SSOS), Beacon SEMH & Behaviour Support, Physical Disability Support Team (PDST), as well as any other services which may be appropriate for individual learners.

Daily Specialist Interventions:

Following support from specialist agencies (listed above), it may be advised that specialist interventions should be delivered to accelerate progress. Following best practice recommendations for Autistic/PMLD learners, a number of specialist interventions are delivered daily, either 1:1 or in small groups, in line with each child's EHCP and developmental profile, such as:

- **Intensive Interactions** – used to mirror children's expressive behaviour, building wider connection and developing alternative communication/understanding of one another.



- **Speech & Language individual interventions** with our resident SALT, who attends school 1 day a week.
- **Sensory Circuits** used regularly or when required to help regulate a child.
- **Sabotage / Role Play** scenarios or **Social Stories**, to help encourage the development of social skills and understanding of specific areas of need.
- **Attention Autism**, using ‘curiosity boxes’, ‘bucket time’ or ‘the attention builder’. These help the child to share joint attention with an adult, which is the foundational step in all learning.
- **TACPAC**, which allows students to communicate through music and touch and facilitates sensory alignment between the participants. This can help meet the sensory seeking nature of many learners and help them to manage their emotions in a safe and predictable routine.
- **TEACCH Task Boxes**, a structured approach to teaching that helps learners develop independent work and focused attention. They are designed to create a distraction-free environment, incorporating structure, routine and visual cues to support the child in directing their focus.



Total Communication Approach:

The Haven applies a total communication approach to help students with communication challenges and to express themselves effectively. This incorporates a variety of communication methods, including:

- Non-verbal Communication: Gestures, facial expressions, body language, signs and Makaton.

- Augmentative and Alternative Communication (AAC): Tools and visuals, such as communication boards, timetables and Now/Next boards.

Continuous Provision:

To maintain a close link to provision typically found in a mainstream school, pupils have access to a variety of continuous provision throughout the day. The resources have been carefully selected in line with the pupil's need and the classroom offer several different areas for the children to explore. The familiar set-up enables pupils to develop the skills required which will help them when they reintegrate back into their age-appropriate classrooms.



During the timetabled continuous provision, children are self-directed and can select which area or activity they wish to engage in. Teaching staff then make interactions, following their Autism Progression Framework targets and model to the children how to play/learn alongside others, until they eventually learn to share, take turns and collaborate with their peers. Teaching staff then engage in 1:1 interaction with children by modelling turn taking, sharing, parallel play and collaboration to work on their Autism Progression Framework targets.

Individualised, age-appropriate curriculum planning:

Planning is highly individualised and is designed to meet the needs of the learner and their respective EHCP through specialist interventions alongside the curriculum theme, which aligns with our EYFS.

Literacy is taught daily using visuals which allow students to work towards building sentences, whilst early maths skills are worked on 4-5 days a week and follows the Nursery White Rose Scheme, where applicable. The PKC Nursery

Curriculum provides topics that enable students to explore their world and community. Phonics is delivered on a 1:1 basis each day, with the session tailored to each individual's needs.

Each pupil, where appropriate, has regular opportunities to re-integrate with their class peers: collective worship, educational visits, break/lunch time or during continuous provision (indoor/outdoor). This is an important part of their preparation for reintegration – they must continue to feel connected to their age-appropriate class, peers and other members of staff – following the Read, Write, Inc Scheme.



Having assessed the pupils via the Pre/Semi/Formal SSOS framework, aligned with AET's Progression framework and Engagement Profiles, we are well-informed of each pupil's current ability level. We therefore adapt learning, throughout the curriculum, to their level wherever possible.

Although the group follow the same curriculum themes, taken from the Nursery PKC planning, this is heavily adapted for The Haven with personalised adaptations added in weekly planning to supplement this for the individuals. There is a highly personalised approach to all learning.

The children participate in a highly adapted PE lesson, once a week, aligning with the EYFS curriculum.

Sensory-based curriculum:

All pupils who access 'The Haven' either have a diagnosis of Autism (ASD) or are currently on the pathway. A sensory-based curriculum can offer several advantages for learners with autism, helping to create a more inclusive and effective learning environment. Some key benefits of a sensory-based curriculum are:

1. **Reduced Sensory Overload and Anxiety:** Sensory-based strategies can help minimise sensory overload, which is common among learners with autism. This can lead to reduced anxiety and a more comfortable learning experience.
2. **Enhanced Focus and Attention:** By addressing sensory sensitivities, pupils can better maintain focus and attention during lessons. This can improve their ability to absorb and retain information.
3. **Promoted Self-Regulation Skills:** Sensory activities can help pupils develop self-regulation skills, enabling them to manage their sensory needs and emotions more effectively.
4. **Increased Engagement in Learning Activities:** Tailoring the curriculum to meet sensory needs can boost engagement and participation in classroom activities, making learning more enjoyable and effective.
5. **Fostered Independence and Confidence:** Sensory-friendly environments can empower students to become more independent and confident in their abilities, fostering a positive attitude towards learning.
6. **Improved Social Interactions and Communication:** Sensory-based approaches can enhance social interactions and communication skills, helping pupils with autism to connect better with their peers and teachers.

Overall, a sensory-based curriculum can significantly enhance the educational experience for learners with autism, supporting their unique needs and promoting their overall development.

Use of Sign Language / Makaton:

Staff are developing their knowledge and expertise of Makaton. This is used to support communication with the children. We began with greetings and salutations, then added in emotions and now are introducing requests/actions. The introduction of Makaton has had a positive impact, and we are continuing to develop staff expertise to empower pupils.

Daily Timetable:

The daily structure for 'The Haven' remains consistent. It follows a repetitive and predictable routine, which enables pupils to predict/prepare for future events and ultimately feel safe and secure within school. Although there are occasionally incidents or absences which may impact this, the general security of the daily timetable provides learners with the assurance and sense of predictability which keeps anxiety levels to a minimum, reducing the likelihood of any dysregulation. Every transition, regardless of its place within a daily routine, are clearly communicated in different contexts alongside visual cues. To reduce anxiety, any anticipated or sudden changes to the timetable are repetitively communicated, as early-on as possible, to pupils.

Parental Partnership:

Regular, high-quality communication between Haven staff and parents/carers is a cornerstone of our provision. Parents can share daily updates at drop-off, as staff greet pupils at the classroom door. For Haven pupils, who often have limited communication skills, this partnership is essential to ensure the best care and to keep parents fully informed about their child's school day.

In line with whole-school systems, parents receive formal termly reports detailing their child's progress and work towards EHCP or SSPP targets. Additionally, a termly SEND Parents' Evening is held within The Haven, where parents collaborate with their child's teacher to review and develop the SEND Pupil Profile. Hosting this event in The Haven allows parents to bring their child along, recognising that childcare arrangements can be challenging and should never become a barrier to parental engagement.

Wider School Integration:

The Haven actively participates in whole-school events and celebrations wherever possible, including occasions such as Children in Need, school fayres, and discos. Staff carefully plan for these events, considering any adjustments needed to ensure pupils feel safe and included.

Each Haven pupil also takes part in **Family Time Fridays** and daily **Buddy Visits**. During these sessions, selected pupils from the wider school community visit The Haven to interact and play with their buddy for short, structured periods. Buddies are chosen based on suitability and receive an initial training session with the SENDCO, followed by ongoing live coaching and guidance from Haven staff. These interactions help foster friendships, inclusion, and a sense of belonging for Haven pupils.

We aim to bring **wider experiences** into school, such as the Animal Man, and plan **specific educational visits** for The Haven, such as to Atwell Farm.

Impact:

Through accessing the additional, specialist support provided in 'The Haven', pupils receive a tailored approach to their education. Through intensive interactions, personalised curriculum development and a multi-agency approach, accelerated progress is made towards their autism progression framework targets, which in-turn, make advancements towards achieving the long-term outcomes and aspirations listed in their EHCPs or SSPPs.

Entry & Exit Criteria:

Provision offered in 'The Haven' is only appropriate for some of the children in school (i.e.: those with complex needs). The criteria required for access to 'The Haven', is listed below:

Entry criteria: (at least 3 of the following)

1. Pupils who are pre-verbal and have significant SLC difficulties.
2. Pupils who demonstrate no/little understanding of danger and behave in a way that compromises their safety or the safety of others
3. Pupils who show signs of having complex and significant educational needs (e.g. Severe development delay, complex SLCN)
4. Pupils who show signs of being overwhelmed by their usual classroom environment (e.g. Screaming, difficulty regulating)
5. Pupils must have an EHCP/SSPP or be on the pathway to securing one in liaison with our SENDCo, Mr Sale.

How do we assess these criteria?

1. Review of EHCPs, SSPPs, and ITPs for unmet objectives and needs.
2. Monitoring of incidents recorded in CPOMS and Arbor, identifying patterns of significant behavioural, emotional, or social challenges linked with significant cognition and learning and / or communication and interaction needs.
3. Observations of learning and engagement across the curriculum, focusing on areas of significant difficulty.
4. Assessment of developmental milestones in communication, social interaction, and sensory processing.
5. Parental and pupil feedback to identify unaddressed needs or challenges.
6. Recommendations from external specialists or assessments (e.g., speech and language therapists, educational psychologists, CAT, PSS, OT).

Exit criteria:

Regular assessment, made through observation and interaction, provide precise feedback and data which help teaching staff to support learners to achieve their targets.

Once the learning/skill gaps have been addressed, pupils work towards re-integration into their age-appropriate class. The exit criteria for this are:

1. Fewer instances of dysregulation (*socially/emotionally ready to cope with demands of a mainstream classroom, ability to cope with increased numbers of children*)
2. Improved communication skills: can successfully communicate basic needs, requests and share moments of interaction/collaboration with their peers.
3. Ability to focus and maintain attention for a specified time (*in line with age-appropriate expectations*)
4. Positive relationships with staff and peers
5. Behave in a way that is safe and does not compromise the safety of self/others
6. Able to understand and follow key instructions to keep safe

How do we assess these criteria?

1. Achievement of targets outlined in ITPs, EHCPs, or SSPPs.
2. Evidence of good progress toward agreed outcomes in personal development, communication and interaction, academic learning, and emotional regulation.
3. Reduction in the frequency and severity of incidents recorded in CPOMS and Arbor.

4. Regular meeting of developmental or learning milestones, demonstrating readiness for more mainstream engagement.
5. Observations of sustained positive behaviour, engagement, and resilience in a variety of complex needs.
6. Input from staff, families, and, where appropriate, external professionals, on the child's ability to manage transitions effectively.
7. Successful participation in phased reintegration activities or lessons.
8. Termly formal SEND Reviews, with the SENDCO, to review progress towards data, consider attendance, transitions and adjustments to provision.

Re-integration & Transition:

For learners who await a change in placement type, either transferring to a specialist school or resource base, their time in 'The Haven' helps prepare and support them for their move.

Once re-integration, or transition occurs, the next steps for these are carefully planned and agreed between the team around the child.