



Lake Haven School

SEND Policy and Information Report 2026/27

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Approved by	Alexandra Marshall
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The SEN policy and information report should also set out the vision, values and broader aims of the school's arrangements for pupils with SEN and disabilities.

At Lake Haven School we pride ourselves in providing more than just an academic education to meet the needs of our children and their families. We recognise the importance of readiness to learn and how internal and external factors can impact upon a child's success and ability to engage in formal education systems. With this in mind, we have created a system of success which is underpinned by high expectations of all stakeholders; the ability to anticipate and prepare for challenges and an ethos that is embedded within the National Autistic Society.

The farm and lake setting provides a unique opportunity for the children to learn about the need to take responsibility for others as well as themselves. There is an emphasis on both indoor and outdoor learning, and on relating the two to each other.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

SEN - Special Educational Need

SEND - Special Educational Needs and/or Disabilities

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

Lake Haven School special educational needs are managed by Miss Flo Nattrass and can be contacted on: senco@lakehavenschool.co.uk or by calling the office: 01455 413344

They will:

- Work with the proprietor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provisions made to support individual pupils.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Proprietors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The Proprietors

The Proprietors will:

- Help to raise awareness of SEN issues at any stakeholder meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update all stakeholders on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The Headteacher

The headteacher will:

- Work with the SENCO and Proprietor to determine the strategic development of the SEN policy and provision in the school.

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Teacher/Tutor

Each teacher/tutor is responsible for:

- The progress and development of every pupil.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

5. SEN information report

New Government Legislation requires the School to publish a new report called the SEN Information Report (clause 65 of the new SEN Act).

Lake Haven School is a specialist independent provision for children aged 7-16 with primary needs within the Communication and Interaction element. Most of our children are Autistic (ASC) and struggle with severe anxiety issues relating to and from the ASC. Alongside the ASC needs identified, some children may have additional diagnoses such as EBSA (Emotional Based School Avoidance) or ADHD (attention deficit/ hyperactivity disorder), which may add to or exacerbate these anxiety needs. All pupils that will attend the provision have an Education, Health and Care Plan (EHCP). The school has a capacity of 40 pupils.

The school is set in a rural location with a smallholding, within 1 acre of Warwickshire countryside based on 83 acres of fishing lakes.

The aim of the school is to work to secure the best outcomes for the children and families and to enable them, if appropriate, to return to a mainstream or an area special school setting. We are hoping to reduce the anxiety allowing the children to

engage in an environment that supports their learning.

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties.
- EBSA - Emotional Based School Avoidance
- Cognition and learning, for example, dyslexia, dyspraxia.
- Sensory and/or physical needs, for example processing difficulties.
- ADHD - attention deficit/hyperactivity disorder

5.2 Identifying pupils with SEN and assessing their needs

At Lake Haven School, we appreciate that many of the children attending may have significant barriers to their learning due to a range of factors including their current needs and their previous experiences of the education system.

We have high expectations of each child accessing the provision and work hard to help them to make progress. If a child is making limited or no progress socially or academically, a meeting is held with necessary stakeholders including parents/carers, teachers and support staff to look at creating SMART targets which will help the child progress. If progress is still causing concern, we seek advice from appropriate professional agencies to help us to address the individual's barriers to learning. The Education, health care plan (EHCP) objectives are the basis around which further identification and assessment take place.

5.3 Consulting and involving pupils and parents

Each child has termly personalised targets - the new ones are shared and the old ones reviewed with parents and pupils at termly Pupil Review meetings. Parents and pupils have the opportunity to discuss this with the class teacher and make suggestions towards it.

Each child attending Lake Haven School has an Education, Health and Care Plan. This will be reviewed annually. Parents will be invited to formally record their views about

their child's progress on a 'Parents' View Form' which they can complete at the Annual Review Meeting.

Each pupil's voice is captured for this meeting also- filling out their own 'Pupil View Form' which is then added into their review document to share their views around their progress.

With the meetings we ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and challenges
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Pupils are consulted and involved in their own education, contributing to their own

Annual Reviews. Children complete Pupil Views and Feeling Safe Questionnaires which inform their Annual Reviews and the support they are offered within school surrounding their SEN.

5.5 Supporting pupils moving between phases and preparing for adulthood

We support our pupils and parents closely in the transition process. These transitions being when the pupils move from Key Stage 2 to Key Stage 3 and Key Stage 4 to a Post 16 provision.

The Transition Review meetings held when the child is in the autumn term of Year 8 or Year 9 involve meeting with parents and, where possible, a local authority SEN officer plus any other additional, external agencies involved previously with the child such as: Educational Psychologists, Autism Outreach etc. Within this meeting, the child's EHCP outcomes are reviewed and progress and areas for development established. It is also an opportunity to discuss appropriate future provisions.

The school's Family Support Lead (FSL) will then, if requested, support parents/carers when visiting provisions.

The SENCO, Head teacher, Proprietor and FSL will liaise with KS5/Post 16 provisions as appropriate to ensure the most appropriate provision is named and that the child is supported through the transition process.

Depending on the child's specific needs, support staff from Lake Haven School can support each child when visiting their named KS5/Post 16 provision or KS3 provision if this has changed. These vary in amount depending on the provision and the child's individual needs but we work hard to ensure that each child feels confident and secure about their impending move.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers/tutors are responsible and accountable for the progress and development of all the pupils in their class. There is an emphasis on social skills and peer interaction.

High quality teaching is our first step in responding to pupils who have SEN. This

will be differentiated for individual pupils.

Lake Haven follows the NCFE's Entry Level and Functional Skills curriculum for Maths, English and Science which sets out objectives that are achievable for our children and applicable to the everyday skills they will need. This curriculum is followed at a pace that is most suited to each individual child and every child will receive a certificate upon the completion of each level meaning they will experience success in more frequent increments.

We will also provide the following interventions:

- Emotional Literacy and pastoral input
- One to one intervention with outside agencies if required
- Fine motor skills and handwriting
- Twinkl Phonics & reading and spelling interventions
- Personalised interventions to meet each child's specific anxiety needs;
- Equine Therapy
- Forest School
- SALT for children with direct input requirements
- OT for children with direct input requirements.
- Monthly supervision with Educational Psychologists for our pastoral staff and SENCO.

Personalised Targets identify the short term, bespoke intervention for each child. Alongside this, they may take part in ongoing interventions such as: cooking, additional roles etc.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- High adult level of supervision, input and modelling of pro-social behaviours at ALL times.
- Increased opportunities for outdoor learning to facilitate conversations and discussions and develop emotional literacy.
- Adapting our resources and promoting a communication friendly

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environment. Use of communication symbols, alternative methods of recording and alternative evidencing of work.

- Use Pre-Key Stage Standards to assess Children's progress who are working below the overall standard of the National Curriculum assessments or our Functional Skills curriculum, but who are engaged in subject-specific study.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, not being heavily reliant on verbal instruction, use of direct instruction etc.

5.8 Additional support for learning

Lake Haven School prides itself on the school setting but with nurture group principles based outside, with animals and on a smaller scale. Where children are unable to access 'mainstream' classes, we have in place a higher adult ratio, a bespoke learning provision is provided aimed at meeting the needs of children who require a different approach and curriculum.

We endeavour to have no more than 6 children in each class, with a teacher/tutor leading and a high ratio of support staff to children. Support staff are trained in specific areas such as Forest Schools, Phonics, ASC, ADHD and PACE and their skill sets are utilised throughout school.

The teacher determines how support staff are used within the class setting to support individuals or small groups of children. The SENCO and Head teacher liaise with the Intervention Worker to determine who receives support and the desired outcomes.

We work with a range of agencies to provide support for our pupils including CAMHs, Educational Psychologists, GPs, Pediatricians, speech and language therapists, occupational therapists, social workers etc.

5.9 Expertise and training of staff

Our proprietor has 20 years of teaching across all ages within primary education and

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leading Lake Haven since it was established in 2023. Lake Haven's Headteacher (from August 2026) brings mainstream and specialist teaching experience and is a qualified SENCO with experience in leading school improvement for inclusion and training in trauma, attachment and neurodiversity. Lake Haven's Headteacher also has an MSc in Education and Leadership Management. Lake Haven's SENCO is also a fully qualified teacher with 8 years of teaching experience and an MSc in Child and Adolescent Mental Health.

All of the staff members whatever levels are trained thoroughly in ASC, ADHD, Managing Anxiety through the use of PACE, Anxiety, ODD, PDA, ARFID and attachment and trauma.

We have an onsite Sensory Integrated occupational therapist who visits twice weekly and a Speech and Language therapist who visits twice weekly. They oversee the universal provision that we offer at Lake Haven and work with our students that have any direct provision listed within their EHCP. Both therapists also deliver training to staff on key knowledge, principles and practises that can be embedded into the provision at Lake Haven.

In addition to our staff and therapists, we have Dr Peter D'Lima, Educational Psychologist, who supervises our pastoral staff and SENCO on a half termly basis.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for our pupils by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires and gaining pupil views
- Monitoring by the Headteacher and then the SENCO
- Holding annual reviews for all pupils

5.11 Enabling pupils with SEN to engage in enrichment & extra-curricular activities

All of our extra-curricular activities and school visits are available to all pupils if appropriate to their classes.

Children will have the opportunity to take part in Swimming and Horse Riding on a

rotating termly timetable, ensuring that each class will access these activities once a week for the duration of the half term.

Each week we have a session with a life skills focus in which the children have the opportunity to develop skills and knowledge in areas of life that the curriculum doesn't cover. Our aim is to ensure our children are prepared for their future and are able to function and socialise appropriately and safely, outside of Lake Haven.

Lake Haven has its own minibus that classes can use to visit places within the community and extend their development of the skills they are learning in our life skills curriculum. It strengthens their confidence in navigating the wider world and facilitates real life learning opportunities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Risk assessments are made to ensure that all children are safe to take part in the activities.

5.12 Support for improving emotional and social development

All of the children attending Lake Haven school benefit from its attachment awareness, nurturing ethos and Emotion Coaching approach due to their anxiety needs and additional needs they may have.

We provide support for pupils to improve their emotional and social development in the following ways:

- Within the class setting, opportunities are provided for modelling of pro-social behaviours.
- Opportunities for learning social skills are embedded within the daily routines and provision.
- Unstructured times are supported by consistent classroom staff to enable consistent approaches and consistent expectations, ensuring that every aspect of the school day provides learning opportunities.
- Emotion Coaching is a solution focussed approach that helps to develop each child's emotional intelligence and emotional literacy.
- Pupils are encouraged to help around school by caring for the animals and creating new toys and games for them and completing jobs in the classroom.
- A 'feeling safe' questionnaire provides an opportunity for the pupils to share

their views about feeling safe at Lake Haven School. It is important to note that staff are aware of and limit the impact of communication barriers and difficulties in managing and reporting the challenges they may experience. Alternative methods of recording and communicating their safety will be explored and evidenced.

We have a zero tolerance approach to bullying.

- Staff are trained and attuned to the indicators of possible abuse such as behaviour, mood and injury should not be assumed or attributed to a child's special educational need or disability without further exploration - please see safeguarding policy. Staff are knowledgeable that in some cases mental health problems can be an indicator that children have suffered or are at risk of suffering abuse, neglect or exploitation.
- Children with special educational needs and/or disabilities are more prone to child on child abuse/group isolation or bullying (including prejudice-based bullying) than other children.
- Staff will deliver a high level of supervision where children are NEVER alone. Where two or more children are in a withdrawal space such as the Sensory Room, an adult will always be present.
- Staff are vigilant in spotting and responding to child on child abuse. Staff understand the importance of challenging inappropriate behaviours between peers that are abusive.
- Staff are trained in and aware of the potential for children with special educational needs and/or disabilities or certain, medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges.

Our vision as a school is to improve the communication friendly environment that is offered, ensuring all children, regardless of their communication and speech and language needs have a voice.

5.13 Working with other agencies

Lake Haven School works closely with external agencies in order to ensure we

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endeavour to meet each child's needs and work towards achieving their outcomes. We liaise closely with a range of agencies including social care, CAMHs, Speech and Language Therapy services, Occupational Therapy Services, Educational Psychologists and Autism Outreach Services.

Effective working links are also maintained with:

- Community Health Service
- Children and Young People Services
- Family support and safeguarding
- Parent Partnership Service
- Youth Offending Service/ Youth Inclusion and Support Panel
- Early Help

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

5.15 Contact details of support services for parents of pupils with SEN

There are a range of services available for parents/carers of children attending Lake Haven School. These vary depending on the child's and family's specific needs. The Headteacher and SENCO will work closely with the parents and seek advice from necessary professionals/agencies to establish the most appropriate services and provide details of these.

Parents/carers will also be directed to the Local Authority's Local Offer (see below). We currently have children attending from seven local authorities: Leicestershire, Warwickshire, Northamptonshire, Coventry, Solihull, Lichfield and Staffordshire.

Our school website: www.lakehavenschool.co.uk has the contact details of services Parents/carers may find useful.

5.17 Contact details for raising concerns

Imogen Warwick - Head Teacher

Lake Haven School
Bazzard Road
Nuneaton
CV11 6QJ
01455 413344
07873 391863 (emergency DSL number)

5.18 The local authority local offer

Our contribution to the local offer is our SEN Information Report which can be found on our school website here: lakehavenschool.co.uk SEN

Our local authority's local offer is published here:

Warwickshire Local Offer: <https://www.warwickshire.gov.uk/send>

Leicestershire Local Offer: [Special educational needs and disability | Leicestershire County Council](#)

Stafford Local Offer: [Staffordshire Connects | Special Educational Needs and Disabilities Local Offer](#)

6. Details of support services for parents and carers made in accordance with Section 32 (Children and Families Act 2014)

Leicestershire Educational Psychologist Service: **0116 305 5100**

Warwickshire Educational Psychologist Service: **01926 742921**

Staffordshire Family Information Service: **01785 356921**

Coventry and Warwickshire's emotional well-being and mental health services for children and young people: **0300 200 2021**

Child and adolescent mental health services (CAHMS):

<https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/child-and-adolescent-mental-health-services-cahms/>

7. Monitoring arrangements

This policy and information report will be reviewed by the SENCO, Proprietor and Head Teacher annually. It will also be updated if any changes to the information are made during the year.

8. Links with other policies and documents

This policy links to our policies on:

- Behaviour Policy
- Curriculum Policy
- Equality policy and objectives accessibility plan
- Assessment Policy
- Safeguarding Policy



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