Westhaven School Inclusion strategy

Please note: The Inclusive Mainstream Fund applies primarily to mainstream settings and is intended to strengthen universal and targeted inclusive practice. It may benefit learners with EHCPs who are educated in mainstream schools, but it does not replace individual EHCP top-up funding. Special schools are not the primary recipient setting for the fund, although they may contribute to its aims through outreach, partnership working and support for mainstream inclusion. The DfE Inclusive Mainstream Fund guidance requires schools to embed inclusive practice in line with ***seven national principles.*** *Westhaven's strategy aligns with these principles through its leadership, curriculum, safeguarding, behaviour, co-production, accessibility and multi-agency practice.*

Westhaven School's vision for SEND inclusion

Westhaven School is committed to ensuring that every learner is known, valued, included and supported to achieve their full potential. As an all-through specialist school, our approach to inclusion recognises that learners may require highly personalised teaching, specialist support and carefully adapted environments to overcome barriers to learning, communication, participation and independence. Inclusion at Westhaven means ensuring that every learner has meaningful opportunities to learn, communicate, develop relationships, make choices, participate in their community and prepare for a fulfilling adult life.

Our approach is underpinned by an ambitious and personalised curriculum, exceptional safeguarding and wellbeing practice, strong partnerships with families and agencies, and a commitment to removing barriers wherever they occur. This strategy brings together Westhaven's curriculum values, statutory responsibilities and day-to-day practice so that inclusion is understood as a whole-school commitment and way of working, rather than an additional intervention or responsibility of particular individuals or teams.

The Westhaven curriculum provides the foundation for our inclusive approach. Its core values aim to develop learners who are ***safely independent, confident communicators, respectful citizens, resilient learners and inquisitive thinkers.*** These values form our school's golden threads for inclusion, connecting curriculum intent, statutory responsibilities and the lived experience of learners across the school. They ensure that

inclusion is embedded within everyday teaching, relationships, routines and opportunities, rather than being viewed as something separate from learning.

Our curriculum strands and pathways, including sensory-based, individualised, communication-focused and independence-focused provision, demonstrate how Westhaven responds to the diverse and complex needs of its learners. Through these approaches, barriers are anticipated and reduced, communication and emotional regulation are supported, and learners are enabled to develop the skills they need to participate as fully and independently as possible.

Inclusion at Westhaven extends beyond the classroom and beyond the school itself. We seek to develop learners' confidence, independence, relationships, wellbeing and participation in the wider community, while preparing them for the next stage of their lives. Through strong partnerships with families, health professionals, social care, education providers and community organisations, we work collectively to ensure that each learner's needs, aspirations and potential remain at the centre of decision-making.

Our ambition is not simply for learners to access education, but for every learner to experience belonging, make progress, develop their voice and independence, and participate meaningfully in school, family and community life.

Purpose and statutory alignment

This document is an important statutory and strategic reference point for Westhaven School because it shows how the school meets Department for Education (DfE) expectations for inclusive practice, SEND provision, safeguarding, equality and school improvement. It brings together the school's legal duties and operational practice so that leaders, governors and staff can demonstrate how barriers are anticipated, reasonable adjustments are made, learners and families are involved in decision-making, and provision is reviewed for impact.

The strategy supports compliance with statutory guidance and duties including the SEND Code of Practice, the Equality Act 2010, the Children and Families Act 2014, Keeping Children Safe in Education 2026, and wider Department for Education expectations for governance, curriculum, behaviour and attendance. It also provides evidence that inclusion is not dependent on individual practice alone, but is embedded through whole-school systems, leadership oversight, staff development, family partnership and continuous evaluation.

Understanding our learners and removing barriers

Westhaven School provides education for learners with a diverse range of special educational needs and disabilities, each presenting with their own individual strengths, interests, aspirations and barriers to learning and participation. The majority of learners have moderate learning difficulties, including needs relating to cognition and learning, and/or are autistic. Many learners have associated speech, language and communication needs, while some have additional medical, physical, sensory, social, emotional and mental health needs.

We recognise that a diagnosis or identified need does not in itself define a learner or determine what they can achieve. Our approach is therefore centred on understanding each learner as an individual and identifying the specific barriers that may affect their ability to communicate, learn, regulate, participate, develop relationships and become increasingly independent. This enables provision and support to be personalised around the learner rather than relying on a one-size-fits-all approach.

All learners at Westhaven have an Education, Health and Care Plan (EHCP), which provides the statutory framework for understanding their individual needs and the provision required to support them. EHCPs identify the outcomes that learners are working towards and the educational, health and care provision required to enable them to make progress towards these outcomes. These plans are central to our person-centred approach and inform curriculum planning, teaching, intervention, support and preparation for adulthood.

Where appropriate, learners also receive additional specialist support from a range of professionals, which may include Speech and Language Therapy (SaLT), Occupational Therapy (OT), physiotherapy, educational psychology, health professionals and other specialist services. We seek to integrate this expertise into learners' everyday experiences so that strategies and recommendations are consistently reflected in teaching, communication, regulation and wider school practice.

Our approach is based on identifying barriers early, understanding their impact and putting appropriate support in place. Barriers may arise from the learning environment, communication demands, sensory experiences, anxiety, emotional regulation, physical accessibility, social interaction or the way activities and information are presented. By identifying and addressing these barriers, we aim to ensure that learners can participate as fully as possible in school and wider community life.

We recognise that learners' needs may change over time and that the effectiveness of provision must be continually reviewed. We monitor the implementation and impact of EHCP Section F provision three times each year, alongside the statutory annual review

process. This provides regular opportunities to evaluate whether the provision identified in each learner's EHCP continues to meet their needs, is being implemented consistently and is supporting progress towards their identified outcomes.

Learner progress, engagement, wellbeing and emerging needs are considered through leadership and intervention meetings, where relevant learner data and professional information are reviewed. This enables the school to identify where learners may be making expected progress, where barriers remain, or where needs have changed and provision may need to be adapted.

Where concerns or emerging needs are identified, these are addressed through the school's graduated response, ensuring that support is proportionate, timely and responsive to the individual learner. This may include adjustments to classroom practice, changes to personalised provision, targeted intervention, increased monitoring, the involvement of relevant specialist professionals, or school specific audits. The impact of any changes is subsequently reviewed to ensure that provision is making a meaningful difference to the learner's outcomes.

A whole school approach to specialist inclusion

The SEND Code of Practice identifies that:

"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."

At Westhaven, we interpret this entitlement within the context of an all-through specialist school. Our approach is based on the belief that every learner can make progress, develop their strengths and increase their independence when teaching, communication, environments and support are appropriately adapted to their individual needs.

Inclusion is therefore not viewed as an additional intervention or the responsibility of individual staff members. It is embedded within our curriculum, teaching, relationships, environment, professional practice and partnership with families and other agencies.

Safeguarding and inclusion

KCSIE 2026 requires safeguarding to be understood as a whole-school responsibility; for Westhaven this means safeguarding is taught through the curriculum, visible in culture, embedded in daily routines and adapted for learners with communication, sensory, medical or social-emotional needs.

All staff have a shared responsibility for safeguarding and are trained to recognise and respond to indicators of concern, including changes in behaviour, communication, presentation or emotional wellbeing. Staff understand that learners may communicate distress or concerns in different ways and that a change in behaviour may be an important form of communication.

We use our personalised communication approaches to enable learners, wherever possible, to understand safety concepts, express their wishes and feelings, communicate when something is wrong and seek help from trusted adults. Safeguarding is reinforced through appropriate curriculum opportunities, including PSHE, relationships and health education, personal safety, online safety, independence and preparation for adulthood.

Our commitment to positive, respectful relationships ensures that learners know who they can trust and how to seek support. We promote appropriate boundaries, consent, self-advocacy and an understanding of safe and unsafe situations, adapting these concepts to the communication and developmental needs of each learner.

Safeguarding also informs the way we design and manage our environments, staffing and provision. We seek to balance learners' need for dignity, privacy, independence and choice with appropriate levels of supervision and support. Where learners have complex care, medical, physical or communication needs, we work closely with families and relevant professionals to ensure that safeguarding arrangements are appropriate, proportionate and consistently implemented.

High Expectations and a Culture of Inclusion

Westhaven provides a safe, healthy and supportive environment in which learners can learn, develop and thrive. We value and respect every learner, regardless of their ability, age, gender, religion, ethnicity, background or individual circumstances.

We maintain high expectations for all learners while recognising that progress and achievement will look different for each individual. Our curriculum and provision are designed to enable learners to develop academically, socially, emotionally, physically and personally, with a strong emphasis on communication, regulation, independence and preparation for adulthood.

Learners are supported to:

- develop confidence and positive self-esteem;
- build meaningful relationships and friendships;
- communicate their needs, preferences and choices;
- make decisions and develop self-advocacy;
- understand and respect others;

- participate in school and community life;
- develop increasing independence.
- Specialist and Personalised Teaching

All learners are entitled to a broad, balanced, meaningful and motivating curriculum which is adapted to their individual starting points, needs, interests and aspirations. Westhaven's curriculum pathways provide a framework for ensuring that learners are accessing the most appropriate learning experiences for their stage of development:

- Encounter & Explore
- Connect & Grow
- Aspire & Excel
- Engage & Respond
- Develop & Empower

Class teachers use detailed knowledge of individual learners to plan for their holistic development and to ensure that learning is appropriately challenging, accessible and relevant. Class structures and curriculum pathways are reviewed to ensure that learners are placed within the provision that best meets their current needs.

Our approach includes personalised learning, adaptive teaching, small-group learning, individualised intervention and specialist teaching where appropriate. Provision is reviewed regularly so that it remains responsive as learners develop and their needs change.

Universal offer

The universal offer is the **entitlement** for every learner at Westhaven. It provides the foundations for inclusive practice across the school and seeks to remove predictable barriers before targeted or individualised support is introduced. Through high-quality teaching, inclusive whole-school approaches, planned reasonable adjustments, embedded communication support, therapeutic awareness and a strong culture of belonging, we aim to ensure that every learner can access, participate in and benefit from their education.

At Westhaven, we recognise that inclusion is about participation, progress, independence and wellbeing, rather than physical placement alone. Barriers are anticipated and addressed proactively, with staff maintaining high expectations for every learner's communication, engagement, behaviour, learning and achievement.

Westhaven Universal Offer

Every learner is entitled to:

- A high-quality, ambitious and appropriately adapted curriculum that reflects their individual needs, strengths, interests and aspirations.
- Curriculum strands that provide appropriate levels of challenge and support, including sensory-based, communication-focused, individualised and independence-focused provision.
- High-quality teaching as the foundation of our universal offer, with approaches informed by evidence-informed practice, including explicit instruction, scaffolding, flexible grouping, cognitive and metacognitive strategies and carefully checked understanding.
- A communication-rich environment, with staff trained to use approaches from the Westhaven Communication Continuum and a range of communication methods embedded throughout the school day.
- Access to assistive technology and Augmentative and Alternative Communication (AAC), including both high- and low-tech approaches, to support communication, expression, choice-making and independence where appropriate.
- Planned reasonable adjustments that anticipate and reduce barriers associated with communication, sensory processing, mobility, medical needs, learning and the physical environment.
- Therapeutic awareness and integration, with advice and strategies from Speech and Language Therapy, Occupational Therapy, physiotherapy and creative therapies incorporated into curriculum delivery and everyday routines where appropriate.
- A strong focus on emotional regulation, sensory processing and wellbeing, supported through predictable routines, positive relationships, co-regulation and access to appropriate sensory and regulation opportunities.
- Sequenced learning that progressively develops communication, independence, emotional regulation and functional skills, enabling learners to apply and generalise these skills across classroom, school, home and community contexts.
- Opportunities for learner voice, choice, self-advocacy and decision-making, recognising that these are fundamental skills for independence and preparation for adulthood.
- A safe, respectful and nurturing environment in which every learner is valued, protected and supported to develop a sense of belonging.
- A broad range of enrichment, community and relationship-building opportunities, ensuring that learners can participate meaningfully beyond the classroom.
- Preparation for adulthood from the earliest stages, developing independence, communication, wellbeing, relationships, community participation,

employment-related skills and future pathways progressively throughout the learner journey.
- Person-centred curriculum planning, informed by the learner's EHCP, family views, learner voice, assessment information and professional advice.

The universal offer is continually reviewed to ensure that it remains effective for the needs of our learners. Where a learner continues to experience a significant barrier despite high-quality universal provision, the school uses its graduated response to identify whether additional targeted or specialist support is required.

In this way, the universal offer provides a strong foundation for all learners, while ensuring that additional provision is introduced where it is needed to remove individual barriers and enable learners to achieve their identified outcomes.

Westhaven Targeted Provision offer

Where a learner requires support beyond the universal offer, Westhaven provides targeted provision matched to their individual needs and identified barriers. Targeted support may be provided to an individual learner, a small group or a specific cohort where a commonly occurring need has been identified.

Targeted provision is designed to complement, rather than replace, high-quality universal provision. It is informed by assessment, observation, EHCP outcomes and, where appropriate, advice from specialist professionals. Provision is reviewed regularly to determine its impact and is adapted, extended or withdrawn in response to evidence of need and progress. Targeted support may include:

- Targeted communication support, including personalised AAC, visual communication systems, choice-making tools, communication partner approaches and **specific** Speech and Language Therapy programmes where appropriate.
- Targeted emotional regulation and sensory support, including individual regulation plans, personalised sensory strategies, structured sensory interventions and enhanced therapeutic input for learners who require additional support to engage safely and confidently.
- Targeted intervention programmes designed to address specific areas of need, such as communication, social understanding, emotional regulation, cognition and learning, independence or functional skills. These are carried out by our intervention and regulation staff team.
- Targeted attendance and engagement support where anxiety, health, transport, family circumstances or other barriers are affecting a learner's ability to attend or

participate. Support is developed collaboratively with families and relevant professionals.

- Multi-agency support, coordinated with health, social care, mental health services, therapy teams and other specialist services where a learner requires support beyond the school's universal offer.
- Personalised preparation for adulthood, including targeted independence programmes, community access, travel training where appropriate, work-related learning, careers support and transition planning.
- Targeted support for learners with English as an Additional Language (EAL), where required, including language development, visual and communication support, confidence building, peer interaction and recognition of the learner's existing language and cultural knowledge.

Monitoring Impact

The impact of targeted provision is monitored through the school's graduated response, using a combination of progress data, assessment information, observation, engagement measures, learner voice, family feedback and professional advice.

Intervention and leadership meetings provide opportunities to review the effectiveness of targeted support and consider whether the learner is making progress towards their identified outcomes. Where an intervention is not having the anticipated impact, the school considers whether the approach, intensity or type of support needs to change. This ensures that targeted provision remains purposeful, proportionate and responsive, with the focus always on removing barriers and improving outcomes rather than simply increasing the amount of support provided.

Where targeted provision does not sufficiently address a learner's needs, Westhaven may consider whether specialist or highly individualised provision is required as part of the graduated approach, this usually involves outreach or specialist external professionals.

Specialist Expertise and Multi-Disciplinary Working

Westhaven brings together educational and specialist expertise to ensure that provision reflects the complex and diverse needs of its learners. Our teams include specialist SEND teachers and highly skilled support staff, alongside therapists, parent support advisors and healthcare professionals. Where appropriate, we work closely with external professionals and agencies to ensure that educational, health and care needs are considered together. This may include input from:

- Speech and Language Therapy;
- Occupational Therapy;
- physiotherapy;

- educational psychology;
- health professionals;
- social care;
- specialist advisory services;
- careers and further education providers.

We seek to ensure that specialist advice is translated into practical strategies that can be embedded into everyday teaching and learning, rather than operating separately from the learner's educational experience.

Flexible and Responsive Staffing

Westhaven's relatively small class sizes and high staffing ratios enable class teams to develop a detailed understanding of individual learners and respond flexibly to changing needs. Classes have a maximum of 16 learners, with most classes having approximately 12. This enables staff to identify emerging needs and respond promptly through discussion with senior leaders, families and relevant professionals.

Where possible, we avoid allocating individual teaching assistants exclusively to particular learners. Instead, learners develop relationships with a range of trusted adults and support is shared across the class team. Where a learner requires a higher level of individual support, this is planned according to their assessed needs and reviewed regularly.

Developing Staff Expertise

A whole-school approach to inclusion requires a highly skilled and confident workforce. Westhaven therefore invests in staff development and creates opportunities for staff to learn from one another and from specialist professionals. Staff are encouraged to reflect on their practice, collaborate with colleagues and use evidence and professional advice to refine their approaches. Professional development is aligned with the needs of the current learner population and the strategic priorities of the school.

All Westhaven staff participate in an annual appraisal process, providing a structured opportunity to reflect on their practice, identify professional development priorities and set meaningful objectives linked to the needs of our learners and the strategic priorities of the school. Continuous Professional Development (CPD) is a high priority at Westhaven, with ongoing investment in developing staff knowledge, skills and specialist expertise. Westhaven School has mandatory training in safeguarding, in communication approaches, sensory needs, trauma-informed practice, behaviour and SEND legislation. This includes practical understanding of the SEND Code of Practice.

Partnership and Shared Responsibility

Effective specialist inclusion depends on strong relationships between learners, families, school staff and external professionals. Westhaven actively involves learners and families in decisions about provision and development wherever possible. We work collaboratively with governors, staff, families, health professionals, social care and other educational organisations to ensure that decisions are informed by a broad understanding of the learner's needs and aspirations. We also work in partnership with other schools and educational organisations to share expertise and contribute to the development of inclusive practice beyond Westhaven.

Communication, regulation and wellbeing

At Westhaven, we recognise that effective communication, emotional wellbeing and sensory regulation are fundamental to learners' ability to access learning, develop relationships, participate in their community and become increasingly independent. For many of our learners, difficulties with communication, sensory processing or emotional regulation can create significant barriers to learning and participation. Our approach therefore seeks to understand the individual learner, identify the underlying barriers and provide the appropriate strategies, environments and support to enable them to communicate and regulate successfully.

Communication for All

Westhaven is committed to a total communication approach, recognising that every learner has the right to communicate and that there is no single communication method that will meet the needs of every individual. Westhaven staff are trained and supported to use a range of approaches from our Communication Continuum, ensuring that all learners can access appropriate and effective communication support across all curriculum strands and throughout their school day.

We use a range of communication approaches according to individual need, which may include speech, signing, symbols, photographs, objects of reference, PECS, communication books and boards, visual supports, AAC and assistive technology. These approaches are embedded throughout the school day so that learners can communicate for real purposes, including expressing needs and preferences, making choices, developing relationships, participating in learning and advocating for themselves.

Staff work closely with families and speech and language professionals where appropriate to promote consistency across environments and support learners to generalise their communication skills beyond individual sessions.

Communication-Rich and Accessible Environments

We recognise that communication is not solely the responsibility of the learner. The environment and the adults within it have an important role in enabling successful communication. Every year we carry out a communication audit, and actions are reviewed termly.

Westhaven seeks to create communication-rich environments where learners have regular opportunities to understand information, express themselves and interact with others. Staff use appropriate visual, verbal and non-verbal communication strategies, adapting the presentation of information to individual needs.

We consider factors such as language, processing time, visual information, predictability and sensory demands when planning learning and routines. This helps reduce communication barriers and supports learners to understand what is happening, what is expected of them and how they can communicate their choices and needs.

Emotional Regulation and Sensory Processing

We recognise that sensory processing differences and difficulties with emotional regulation can significantly affect a learner's ability to engage, communicate and participate. Our approach focuses on understanding each learner's individual sensory profile and identifying the environmental factors, activities and strategies that help them to remain regulated and ready to learn. This may include sensory circuits, movement opportunities, sensory integration approaches, personalised sensory resources, adapted environments and access to appropriate regulation spaces.

Where appropriate, learners have access to sensory rooms and other regulation spaces within school. These provide an opportunity for learners to reduce sensory demands, recover from periods of heightened anxiety or sensory overload and develop strategies that support their return to learning and participation. Sensory provision is individualised. We do not assume that a particular sensory activity or resource will be beneficial for every learner. Instead, provision is informed by observation, assessment, learner preferences, family views and professional advice.

Developing Co-Regulation and Self-Regulation

We recognise that many learners require co-regulation before they are able to develop greater independence in self-regulation. Adults therefore play an important role in helping learners to recognise and manage their emotional and sensory states. Staff develop consistent, trusting relationships with learners and use predictable routines, appropriate communication and personalised regulation strategies to support them when they become anxious, overwhelmed or dysregulated.

Mental Health and Emotional Wellbeing

Learner wellbeing is central to our approach to inclusion. We recognise the relationship between communication, sensory processing, anxiety, emotional wellbeing and behaviour.

We seek to create a safe and respectful environment in which learners feel known, understood and valued. Staff develop positive relationships with learners and seek to identify changes in emotional wellbeing at an early stage. Learners are supported to develop emotional literacy and appropriate ways of expressing their feelings and needs, in class and through interventions. Depending on individual need, this may include approaches such as Zones of Regulation, Emotional Literacy, Social Thinking and other targeted interventions.

Where concerns about a learner's mental health or emotional wellbeing arise, Westhaven works with families and relevant professionals to identify appropriate support and ensure that the learner's needs are understood within the wider context of their life.

Positive Behaviour Support

Westhaven recognises that behaviour is often a form of communication and that behaviour that presents as challenging may indicate an unmet need or a barrier that has not yet been identified. Our approach is therefore positive, proactive and person-centred. We seek to understand what a learner's behaviour may be communicating, our staff team work to be 'curious not furious' and have 'connection before correction', our whole school staff approach to behaviour consists of being:

- Empathetic
- Consistent
- Nurturing
- Non-judgemental
- Professional
- Positive

Trauma-Informed and Relational Practice

Where appropriate to individual need, Westhaven adopts trauma-informed and relational approaches which recognise the importance of relationships, safety, trust and emotional connection in supporting learners to engage and regulate. Staff seek to understand each learner's experiences and recognise that previous experiences, changes in circumstances or difficulties outside school may affect how a learner presents and responds to adults, peers and their environment.

A consistent, respectful and relationship-based approach helps learners to develop a sense of safety and trust. At Westhaven we advocate using the PACE approach (playfulness, acceptance, curiosity and empathy)and EMR (establish, maintain, restore). Adults aim to respond to distress with curiosity and compassion, rather than viewing it simply as non-compliance or deliberate behaviour.
We strive to teach, model and practise communication and regulation skills throughout everyday life, enabling learners to become increasingly aware of their needs, communicate effectively, access appropriate support and participate as independently as possible.

Personalised Curriculum, Teaching and Learning

Westhaven's curriculum is organised into distinct learning strands to ensure that learners can access an ambitious, meaningful and appropriately challenging curriculum that reflects their individual needs, strengths, starting points and aspirations. Each strand has its own curriculum emphasis and approach to teaching and support, enabling the school to respond flexibly to the different profiles of learners across the school. The strands provide a framework for personalisation rather than fixed categories. Learners' needs and circumstances are regularly reviewed, and their curriculum pathway is adapted where appropriate to ensure that provision remains responsive and continues to support progress towards their EHCP outcomes.

The five curriculum strands are:



Encounter and Explore – Provides a highly personalised curriculum for learners with more complex and significant needs. Learning focuses on developing communication, engagement, sensory awareness, interaction, regulation and early independence, alongside progress towards individual EHCP outcomes.

Connect and Grow – Provides access to the National Curriculum at an appropriate academic level, alongside targeted support for communication, sensory processing, emotional regulation and other individual needs. The curriculum enables learners to develop their academic knowledge and skills while strengthening their ability to engage and participate successfully in learning.

Aspire and Excel – Supports learners who are developing greater independence in communication, self-advocacy and self-regulation. Learners continue to require the support and personalised provision identified within their EHCP, while being encouraged to take increasing ownership of their learning, choices, relationships and preparation for adulthood.

Engage and Respond – Provides a smaller, highly supportive curriculum pathway for learners whose social, emotional and mental health (SEMH) needs have become a more significant barrier to accessing learning. The focus is on building trusting relationships, emotional regulation, engagement, resilience and readiness to learn, while continuing to address individual cognitive and learning needs.
Develop and Empower – Provides Westhaven's Sixth Form pathway for learners who benefit from a smaller, specialist post-16 environment before moving into larger or less supported settings. The curriculum focuses on developing independence, communication, confidence, life skills, employability, community participation and preparation for the learner's next stage of adulthood.

Across all strands, Westhaven maintains high expectations and a commitment to progress. The curriculum is adapted not to limit what learners can achieve, but to remove barriers and provide the appropriate level of challenge, support and specialist teaching needed for each learner to succeed.

Reasonable Adjustments and Access Arrangements

Westhaven School is committed to ensuring that all learners can access education, communicate effectively and participate meaningfully in school and wider community life. In accordance with the Equality Act 2010, we take an anticipatory approach to identifying and reducing barriers experienced by learners with disabilities and SEND.

Our approach recognises that reasonable adjustments should be considered in advance, rather than only in response to a difficulty arising. Leaders and staff therefore consider the potential impact of the curriculum, communication systems, physical and sensory environment, routines, behaviour approaches, enrichment opportunities and assessment arrangements on individual learners and make appropriate adjustments to reduce disadvantage. Reasonable adjustments may include:

- Communication: adapting the way information is presented and providing appropriate communication systems, including visual supports, symbols, signing, AAC and assistive technology.
- Sensory needs: adapting lighting, noise levels, visual stimulation and access to sensory resources, quiet spaces and regulation areas.
- Physical and mobility needs: ensuring appropriate access, equipment, movement routes and adaptations to enable safe and meaningful participation.
- Medical and health needs: implementing individual healthcare plans and appropriate risk assessments, in partnership with families and relevant health professionals.

- Learning and assessment: adapting teaching, resources, activities and assessment arrangements to enable learners to demonstrate their knowledge, skills and understanding.
- Environment: providing accessible, predictable and appropriately adapted environments, including quiet spaces, sensory rooms, accessible signage and safe movement routes.
- Enrichment and community participation: planning trips, visits, activities, clubs and community experiences in advance to ensure that individual access requirements are identified and addressed.
- Transitions: making appropriate adjustments to support learners moving between activities, classes, phases, settings and into adulthood.

Examination Access Arrangements

For learners who may undertake formal examinations and assessments, Westhaven ensures that appropriate access arrangements and reasonable adjustments are identified, applied for and implemented in accordance with the requirements of the relevant awarding organisations and the Joint Council for Qualifications (JCQ), where applicable.

Access arrangements are based on the learner's normal way of working and are informed by their individual needs, assessment evidence, EHCP provision and ongoing classroom practice. Depending on individual need and the requirements of the qualification, arrangements may include additional time, supervised rest breaks, a reader, a scribe, use of a word processor or other approved arrangements.

Where required, the school undertakes appropriate assessment and evidence-gathering processes and ensures that arrangements are established well in advance of formal examinations. Learners are given opportunities to become familiar with any arrangements so that these are a consistent and supportive part of their assessment experience rather than something unfamiliar on the day of an examination. Our aim is to ensure that disability or SEND does not create an unnecessary barrier to a learner demonstrating their knowledge, skills and understanding through formal assessment, while maintaining the integrity and requirements of the qualification.

Preparing for Adulthood and Increasing Independence

At Westhaven, preparation for adulthood is embedded throughout the learner journey from the earliest stages of education. We recognise that preparing learners for adulthood is not something that begins in the Sixth Form; it is a progressive process through which learners develop the communication, independence, wellbeing, social, practical and vocational skills they will need to live fulfilling and meaningful lives.

Westhaven places a strong emphasis on developing learners' independence and ability to participate in everyday life. Through our Skills for Independence lessons, PSHE lessons and wider curriculum offer, learners are given regular opportunities to practise functional skills in meaningful contexts.

Communication for the future

Effective communication is fundamental to independence. Across all curriculum strands, learners are supported to develop the ability to communicate their needs, preferences, choices and aspirations.

The school's Communication Continuum enables staff to use appropriate communication approaches for each learner, including speech, signing, symbols, AAC and assistive technology. These approaches are embedded across the curriculum so that learners can increasingly communicate what they want, make informed choices and advocate for themselves. The ability to say ‘what I want, what I need, what I like, what I don't like and when I need help’ is an essential part of preparation for adulthood.

The Children and Families Act 2014 places importance on listening to children and young people and supporting their participation in decisions about their education. At Westhaven, learner voice is therefore an integral part of developing independence and self-advocacy. Learners have opportunities to influence their education and wider school experience through the School Council, assemblies, tutor time, curriculum evaluation, EHCP processes, intervention reviews and other pupil voice activities.

Employment and meaningful occupation

Preparation for employment and meaningful occupation is developed progressively through the curriculum. Learners are supported to recognise their strengths and interests and develop the skills required for future opportunities. For learners in Middle and Upper School and Sixth Form, this includes access to:

- careers education focusing on researching a range of different jobs and further education opportunities
- guidance from an independent careers advisor
- College / transition link programmes
- work-related learning
- internal and external work experience
- Employee encounters
- vocational experiences
- community-based learning

- development of employability and workplace skills

Where appropriate, learners are supported to identify future aspirations and develop an understanding of the pathways available to them beyond Westhaven.

Preparing for the Next Stage

As learners progress through Westhaven, their curriculum increasingly reflects their future aspirations and the skills they will require beyond school. Transition planning is person-centred and considers the learner's strengths, needs, preferences and aspirations. For learners approaching post-16 and adulthood, this includes developing an understanding of:

- future education and training
- employment and meaningful occupation
- independent or supported living
- community participation
- relationships
- health and wellbeing
- the support they may require as adults

Our Sixth Form, Develop and Empower, provides a specialist post-16 strand for learners who benefit from additional time and support before moving into larger or less supported post-16 environments. The curriculum places a strong emphasis on independence, community participation, employability, life skills and preparation for the learner's next stage.

Measuring Impact

Westhaven is committed to ensuring that our approach to SEND inclusion has a measurable and meaningful impact on learners' experiences, progress, wellbeing and preparation for adulthood. We recognise that effective inclusion is not simply about providing support, but about understanding whether that support is removing barriers, improving outcomes and enabling learners to participate more fully in school and community life.

Our approach to evaluation is informed by the principle of assess, plan, do, review. We use a combination of quantitative and qualitative information to understand what is working well, where barriers remain and where provision may need to change. This ensures that decision-making is evidence-informed, responsive to individual needs and focused on impact rather than simply measuring activity.

Understanding Barriers and Monitoring Impact

A range of information is used to build a holistic picture of each learner and to identify patterns across cohorts. This includes the curriculum assessment systems, attendance monitoring, safeguarding records, behaviour and regulation analysis, EHCP outcomes, curriculum assessment, intervention records, learner voice and family feedback, alongside professional advice and staff observations. This information is considered alongside the individual learner's strengths, interests, aspirations and starting points. We recognise that progress for learners with SEND is not always linear or captured through academic measures alone, all assessment at Westhaven is ipsative.

What We Measure

Westhaven evaluates impact across a broad range of outcomes, including:

- progress towards individual EHCP outcomes and personalised learning goals
- academic, cognitive and functional progress
- emotional wellbeing, regulation and resilience
- belonging
- attendance and patterns of engagement
- behaviour and regulation trends
- development of independence and life skills
- participation in enrichment, community and work-related opportunities
- progress towards Preparing for Adulthood outcomes
- learner voice, choice and sense of belonging
- family views and feedback
- safeguarding indicators and the effectiveness of safeguarding practice
- implementation and impact of identified EHCP provision
- the effectiveness of universal, targeted and specialist interventions
- feedback and advice from specialist and multi-agency professionals

Curriculum and assessment

Westhaven School carries out baseline assessment and regular data captures throughout the academic year to build a clear picture of each learner's starting point, progress and emerging needs. We recognise that, within a specialist setting, a single approach to assessment would not accurately reflect the diverse ways in which our learners learn, communicate, develop and demonstrate progress.

The way assessment information is gathered therefore reflects the learner's curriculum strand, individual needs, starting points and learning pathway. Different assessment approaches and measures are used where appropriate to ensure that progress is captured meaningfully. This may include curriculum-based assessment, observations,

work and learning evidence, personalised targets, EHCP outcomes, engagement information, communication and independence measures, and formal assessment where appropriate.

Assessment enables staff to understand what learners know and can do, identify strengths and barriers, measure progress and determine what each learner is ready to learn next.

Learner Progress Meetings

Learner Progress Meetings provide a key mechanism for bringing assessment and wider learner information together and ensuring that it leads to action. Progress meetings provide a structured opportunity for class teams and leaders to review individual learner progress, consider the effectiveness of current provision and identify priorities for the next stage of learning. Information considered may include:

- curriculum and assessment data
- progress towards EHCP outcomes and personalised targets
- communication and interaction
- engagement and participation
- attendance
- behaviour and regulation
- wellbeing
- independence and functional skills
- intervention impact
- preparation for adulthood
- learner and family views
- relevant therapy and professional advice.

These meetings enable staff to consider the whole learner, rather than focusing solely on academic attainment. Particular attention is given to learners who may not be making expected progress, whose engagement or attendance has changed, or where there is evidence that existing provision is no longer sufficiently reducing barriers.

Where concerns are identified, the team considers the underlying reasons. This may include changes in need, communication barriers, sensory or regulation difficulties, curriculum accessibility, attendance, health, relationships, environmental factors or the effectiveness of current teaching and intervention.

Reviewing EHCP Provision and Individual Outcomes

EHCP outcomes provide an important framework for understanding individual progress. We monitor the implementation and impact of Section F provision three times each year, alongside the statutory annual review process. This enables us to consider whether identified provision is:

- being implemented consistently
- appropriately matched to the learner's needs
- supporting progress towards identified outcomes
- reducing barriers to learning and participation
- continuing to reflect the learner's changing needs.

Where provision is not having the intended impact, we consider what needs to change. This may involve adapting classroom practice, modifying personalised provision, introducing or changing an intervention, seeking further specialist advice or reviewing whether the learner's needs and outcomes have changed.

Evaluating the Universal and Targeted Offer

Monitoring is used to evaluate the effectiveness of Westhaven's universal, targeted and specialist provision. For universal provision, this includes evaluating the extent to which high-quality teaching, communication support, reasonable adjustments, accessible environments, sensory and regulation approaches, therapeutic awareness and inclusive curriculum design are removing predictable barriers for learners.

Targeted and specialist provision is monitored to ensure that interventions and additional support have a clear purpose and intended outcome. Where provision is effective, this informs future practice and opportunities to generalise skills across different environments. Where impact is limited, provision is reviewed and adapted.

Impact is considered through measures such as participation, communication, confidence, engagement, attendance, independence and belonging, alongside progress towards identified outcomes.

Using Evidence to Drive Improvement

Information gathered through monitoring and evaluation is used to identify strengths, address barriers and establish priorities for improvement. We consider both individual learner needs and wider patterns across the school. Where monitoring identifies a recurring barrier affecting a number of learners, Westhaven may respond through changes to:

- curriculum design and teaching approaches

- communication systems and AAC provision
- sensory or environmental provision
- staffing or deployment
- professional development
- therapeutic support
- intervention programmes
- transition arrangements
- family support and partnership working
- preparation for adulthood provision.

The findings from monitoring and evaluation will inform the School Development and Improvement Plan, ensuring that identified priorities lead to clear actions, responsibilities and measures of success.

Conclusion

The implementation of this strategy will be embedded through the actions outlined in the Inclusion Action Plan below and evaluated using the measures detailed in the Measuring Impact section. Together, these ensure that inclusive practice is not only planned but evidenced through sustained improvements in participation, independence, and wellbeing. The combined approach reflects Westhaven's commitment to belonging, believing, and becoming — a culture where every learner is valued and empowered to thrive.

Action plan

Priority	Actions	Intended impact	Timescale	Lead
Develop a clear understanding of learner needs To support large and changing staff team	Create and implement a robust system to monitor learners needs are met (single page profile) to include interventions and risk assessments	Staff have consistent, accessible and up-to-date information about learner needs, provision, interventions and risk management, ensuring continuity and consistency of support across a large and changing staff team.	End of curriculum year 2026/2027	TC
Improve tracking across the school to measure	Develop a robust system for tracking	Clear evidence of how external professional	End of curriculum	TC

impact of our work with wider professionals	the impact of commissioned external professionals	input improves learner outcomes, informs future commissioning and ensures recommendations are consistently implemented and reviewed.	year 2026/2027	
To develop SEND Governor role and accountability	Provide governors with regular SEND updates, reports and have regular meetings with SEND Governor link.	Strengthened SEND governance, with governors having a clear understanding of provision, learner outcomes and priorities, enabling effective challenge, accountability and support for continuous improvement.	End of academic year 2027/2028	TC/ DD