



**St Saviour's School**  
Achieve • Respect • Cooperate

# St Saviour's School

## Additionally Resourced Provision

### (ARP) Policy



## **The Haven**

UNCRC: Article 23 If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

**Updated September 2025**

**Overview**

The policy supports effective leadership, management, and practice across the provision. The Headteacher and Teacher in Charge (TiC) share responsibility for ensuring that all staff understand and implement the policy, and that the wider school community is aware of their responsibilities under it.

## 1. Introduction and Principles

At St Saviour's School, we are committed to creating an inclusive environment where every pupil is valued, supported, and encouraged to achieve and be successful. The Haven plays a vital role in this commitment.

### Our Core Principles

The Haven aims to:

- Provide a learning and social environment that meets the identified needs of each pupil placed within the provision.
- Ensure that the needs of all pupils are effectively identified, assessed, and met.
- Clarify the expectations and responsibilities of all partners involved in each pupil's support.
- Define the roles of staff and ensure accountability for high-quality provision.
- Provide all pupils with access to a personalised curriculum that meets their present and future needs.
- Foster meaningful partnerships with parents and carers, recognising them as key contributors to their child's progress.
- Ensure that pupils' voices are heard and valued in decisions about their education.
- Safeguard and promote the well-being and safety of all pupils and staff.

We believe that all pupils should experience excellence and choice, regardless of need. We have high expectations for every learner, and we are committed to ensuring that each child feels a valued part of the school community.

We respect that pupils:

- Have diverse educational, social, and emotional needs and aspirations.
- Learn, communicate, and process information at different rates.
- Require a range of teaching and learning approaches and experiences.

## 2. Admission to The Haven

Pupils accessing The Haven have a range of social and communication needs, and may include those with a formal diagnosis of autism. All pupils are identified by external agencies as requiring a significant level of additional support and the vast majority have a Record of Need. Places are allocated and offered by the CYPES Inclusion team following a panel process.

Each pupil:

Has access to an appropriate, individualised curriculum, with teaching and learning approaches designed to meet their assessed needs.

- Will typically have a Record of Need (RoN) or equivalent documentation outlining their specific learning requirements.

From each pupil's RoN, an Individual Learning Plan (ILP) is developed. ILPs are:

- Monitored and reviewed half-termly.
- Updated in collaboration with pupils, parents/carers, and relevant professionals.
- Used to guide planning, provision, and assessment.

### **3. Roles and Responsibilities**

#### **Headteacher**

The Headteacher is responsible for ensuring that The Haven is effectively resourced and managed.

The Headteacher will:

- Provide line management for the TiC of The Haven.
- Ensure that all pupils supported by The Haven are positively included in the wider school community and have equal access to opportunities.
- Support the strategic development of The Haven and the professional role of the Teacher in Charge.
- Lead on monitoring and evaluation, as part of the updated Jersey School Review Framework.
- Where possible, provide additional budgetary support to maintain a high-quality learning environment, resources and opportunities.

#### **SENCo**

The SENCo works closely with the Teacher in Charge to:

- Ensure a coordinated approach to meeting pupils' needs.
- Support effective communication between The Haven, mainstream staff, and external agencies.
- Align The Haven's provision with the school's wider inclusion strategy.

#### **Teacher in Charge (TiC) of The Haven**

The Teacher in Charge is responsible for the day-to-day leadership and management of the provision and ensures that it meets the needs of all pupils effectively.

Responsibilities include:

- Implementing and overseeing the policy and action plan for The Haven.
- Leading inclusive practice across the school in conjunction with the SENCo.
- Coordinating provision and managing responses to pupils' individual needs.
- Advising and supporting colleagues across the school.

- Maintaining and updating records of all pupils, including reports from external agencies.
- Liaising with parents/carers and acting as a link with external professionals.
- Monitoring and evaluating ILPs and pupil progress, reporting findings as part of the school's pupil progress meeting procedure.

- Managing human and material resources effectively.
- Leading staff development and training to enhance understanding of autism and social communication needs.
- Updating each pupil's Record of Need through the annual review process and sharing amendments with all stakeholders.

The TiC and Headteacher meet regularly to review progress, discuss monitoring outcomes, and agree on actions for further development.

## **Senior Learning Support Assistants (SLSAs)**

SLSAs play a crucial role in supporting individual pupils.

They will:

- Deliver individualised programmes under the direction of the TiC.
- Provide targeted support in all aspects of the curriculum including delivering learning activities aligned with each pupil's ILP and RoN.
- Provide feedback on pupil progress and well-being.
- Support pupils during structured learning, unstructured times (e.g. lunch), and school visits.
- Under direction of the Tic or class teacher, manage and evaluate targeted learning activities and when required, write reports and records.
- Contribute to ILP reviews and annual reports.
- Work with parents and carers to develop strong relationships between home and school.
- Provide physical and emotional support, which may include personal care and social skills programmes where needed.
- Maintain and organise equipment and learning resources safely.
- Undertake training to enhance their professional skills and knowledge.

## **Class Teachers**

Class teachers remain responsible for the overall learning and progress of pupils from The Haven within their classes, where they are accessing at least some of the learning in line with their peers.

They will:

- Ensure pupils supported by The Haven are included in class activities as fully as possible.
- Liaise with the TiC to understand and meet pupils' specific needs.
- Maintain a structured, calm classroom environment, including use of visual timetables and other communication supports.
- Contribute to ILPs, reports, and annual reviews where appropriate.

- Provide clear planning and timetables to SLSAs and communicate regularly to support curriculum delivery.
- Promote social interaction, independence, and life skills.

## 4. Assessment and Monitoring

Assessment and monitoring are continuous processes involving the TiC, SENCo and where appropriate the class teacher.

Pupil progress is assessed in line with school policies and reflects participation across the full curriculum. To support this, The Haven uses:

- BSquared
- The Autism Education Trust (AET) Progression Framework
- The Jersey Primary Assessment Framework

These tools help break down learning into smaller, measurable steps, enabling detailed tracking of progress.

## 5. Review of Policy

This policy is reviewed every two years by the Teacher in Charge and Headteacher. Amendments are made in light of monitoring outcomes, evaluation findings, and changes in best practice.

The Headteacher reports the outcomes of reviews through the Jersey School Review Framework to the school's Senior Adviser, staff, and parents/carers.

**Next Review Due:** September 2027