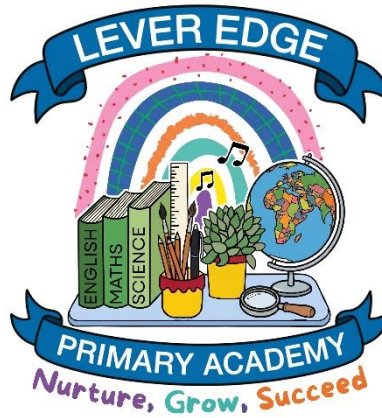




Lever Edge Primary Academy

The Haven Resource Provision Prospectus





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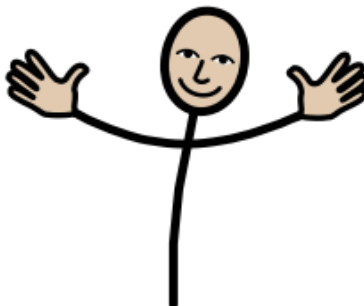
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Nurture Grow Succeed

A calm, inclusive and highly supportive learning environment where every child is known, valued and supported to flourish.

Welcome to The Haven!



As Headteacher, it is my pleasure to welcome you and your child to **The Haven**, our specialist SEND provision at Lever Edge Primary Academy.

At The Haven, we are committed to providing a nurturing, inclusive and highly supportive environment where every child feels safe, valued and able to thrive. Our aim is to ensure that all children are given the opportunities, encouragement and personalised support they need to develop confidence, independence and a love of learning.

We recognise that every child is unique, with their own strengths, interests and individual needs. Children accessing The Haven may require support in areas such as communication and interaction, cognition and learning, social, emotional and mental health development, sensory processing and independence. Through a personalised approach, we strive to provide the right support at the right time, enabling every child to achieve their full potential.

Relationships are at the heart of everything we do. We place a strong emphasis on communication, emotional regulation, wellbeing and developing positive connections. Our calm, structured and predictable environment helps children feel secure and ready to learn, while carefully adapted teaching, visual supports, sensory strategies, communication systems and targeted interventions ensure that learning is accessible and meaningful for every child.

Our dedicated team of teachers and teaching assistants work collaboratively to provide a consistent, caring and high-quality provision. We also work closely with the wider school team and a range of external professionals to ensure that children receive the support they need to flourish.

At The Haven, we believe that every achievement matters. Whether a child is developing their communication skills, building friendships, increasing their independence, managing emotions, engaging more confidently in learning or embracing new experiences, we

celebrate every success. It is these small steps, alongside the significant milestones, that help children grow in confidence and achieve more than they thought possible.

We also recognise the vital role that parents and carers play in their child's journey. We value the knowledge, insight and expertise you bring and believe that strong partnerships between home and school are essential. Through open communication, trust and collaboration, we will work together to support your child's development, wellbeing and success.

We are delighted to welcome you to The Haven and look forward to working alongside you and your child as part of our caring and supportive community.

Kelly James
Headteacher



The Inclusion Team

Headteacher



Kelly James

Deputy Head
Teacher



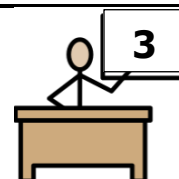
Melanie Tipping

SENCO



Gemma Cogley

Assistant Head



Carrie Wootton

Haven Lead
Teacher



Hannah Ingham

Haven 1 – 8 children KS1



Miss Becca
Class Teacher



Miss Ani
TA



Miss Katie
TA



Miss Jayne
TA

Haven 2 – 8 children KS2



Miss Alex
Class Teacher



Miss Kully
TA



Miss Monica
TA

School Vision and Mission Statement

School Vision - 'Nurture, Grow, Succeed'

At Lever Edge Primary Academy, it is our mission to nurture and raise the aspirations, achievements and life chances of all pupils, so that they are able to grow and develop into life-long learners and achieve their full potential, leading healthy, fulfilled lives, contributing positively to the community.

Our Philosophy: Equality, Inclusion and Belonging

At Lever Edge, we believe that every child is entitled to an education that recognises their individuality, strengths and needs. Our commitment to equality and inclusion sits at the heart of everything we do. We aim to remove barriers, celebrate diversity and ensure that all pupils feel seen, supported and valued.

We foster a culture where kindness, fairness and mutual respect guide our everyday interactions, and where pupils learn to understand and appreciate the differences within their community.

Inclusion is at the heart of everything we do. We are committed to ensuring that every child is welcomed, valued, respected and able to thrive within our school community. We believe that all children should have equitable access to high-quality education, support and opportunities, enabling them to achieve their full potential and develop a strong sense of belonging.



Our Curriculum and Inclusion Commitments

At **Lever Edge Primary Academy**, we believe every child has the right to achieve their full potential. Our curriculum is designed to remove barriers to learning, celebrate individuality and provide meaningful opportunities for all pupils to succeed. Our SEND provision is underpinned by five core Inclusion Commitments:

We Develop Independence

We equip pupils with the skills, strategies and confidence they need to become increasingly independent learners and active members of the school community.

We Build Resilience

We support pupils to develop perseverance, self-regulation and emotional resilience, enabling them to overcome challenges and embrace new experiences with confidence.

We Empower Confidence

We provide opportunities for every child to experience success, recognise their strengths and develop ambitious aspirations for the future.

We Foster Belonging

We create a culture where every child feels welcomed, valued, respected and represented, ensuring they can participate fully in all aspects of school life.

We Work in Partnership

We work collaboratively with families, staff, trustees, pupils and external professionals to ensure support is responsive, personalised and effective.

The Haven Curriculum

The Haven provides specialist provision for pupils with severe learning difficulties and highly complex needs who are working significantly below age-related expectations and key stage standards. We recognise that these pupils require a highly personalised and adapted curriculum that accurately reflects their individual needs, strengths and aspirations.

Learning is carefully planned around each child's Education, Health and Care Plan (EHCP), ensuring that outcomes are meaningful, relevant and ambitious. We take account of pupils' individual learning styles, interests and developmental needs, creating engaging experiences that motivate and inspire learning.

We believe that learning extends far beyond the classroom. Through stimulating indoor and outdoor environments, sensory experiences, play-based learning and real-life contexts, pupils are provided with rich opportunities to develop their understanding of the world and apply their skills in meaningful ways.

Our broad, balanced and sequential curriculum is designed to develop the knowledge, skills and cultural capital pupils need to maximise their independence, engage positively with their communities and enjoy happy, fulfilling lives.

Our Core Curriculum

Our ambitious curriculum extends beyond academic achievement and places equal importance on the development of the whole child. Learning is planned through four interconnected curriculum strands:

1. **Communication and Interaction**
2. **Independence and Life Skills**
3. **Academic Learning (Cognition and Learning)**
4. **Therapeutic Support**, delivered in partnership with Occupational Therapy, Physiotherapy, Speech and Language Therapy and School Nursing services

Each curriculum strand is carefully personalised to meet individual needs while providing meaningful opportunities for connected learning. Together, they prepare pupils for the next stage of their education and equip them with the skills, confidence and independence to flourish both in school and beyond.



Assessment and Celebrating Progress

At The Haven, we recognise that every child is unique and that progress looks different for every learner. We celebrate all achievements, understanding that the small steps children make each day are often the foundations for significant future success.

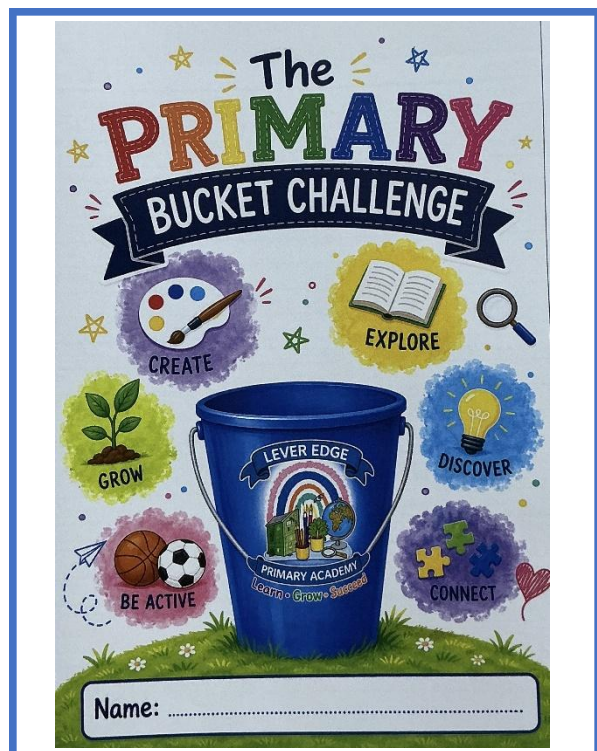
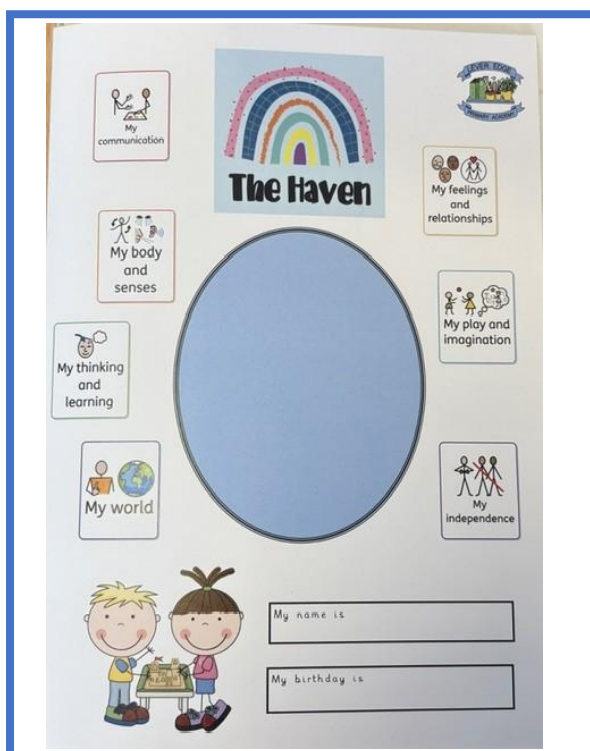
To ensure we develop a comprehensive understanding of each child's strengths, interests, needs and next steps, we use a range of personalised assessment approaches. Every pupil has an individual assessment booklet, which incorporates the Cherry Tree Branches

Curriculum alongside the Birth to Three Matters Framework, enabling us to carefully monitor and celebrate progress across all areas of development.

Each child also has a personalised Learning Journey, where observations, photographs and examples of learning are captured throughout the year. These provide a rich record of growth and achievement, helping families and staff to recognise and celebrate the progress children make over time.

In addition, pupils have their own Bucket List Booklet, which reflects the experiences, opportunities and personal goals that are meaningful to them. This ensures that learning extends beyond the classroom and supports the development of confidence, independence, wellbeing and enjoyment of life.

By bringing together these assessment tools, we build a holistic picture of every child as an individual. This enables us to identify strengths, understand barriers to learning, plan meaningful next steps and ensure that learning remains purposeful, ambitious and personalised. Most importantly, it allows us to celebrate each child's unique journey and recognise every success along the way.



Learning Environment and Specialist Provision

At The Haven, our learning environments are carefully designed to reflect the individual needs of our pupils. Classroom organisation, resources, learning spaces and timetables are tailored to support each child's communication, sensory, physical and learning needs, ensuring that every pupil can access learning successfully and achieve their full potential.

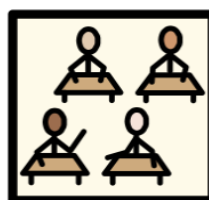
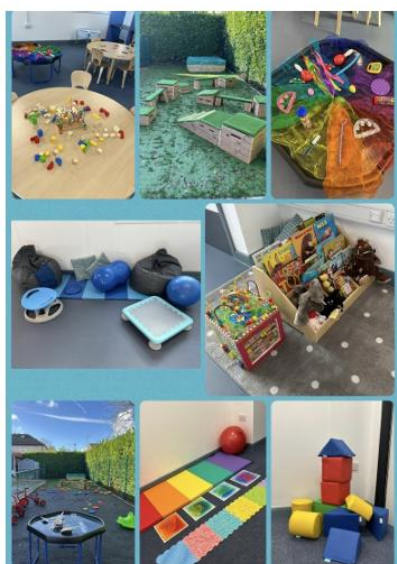
Our provision is informed by evidence-based practice and guidance from a range of specialists and professional organisations, including our Multi-Disciplinary Team (MDT), the National Autistic Society (NAS) and the PMLD Framework. This ensures that our environment and teaching approaches are responsive, purposeful and aligned with best practice.

A consistent Total Communication Approach is embedded throughout The Haven, with visual communication supports used across all learning environments to promote understanding, independence and engagement. Where appropriate, classrooms also include sensory resources, specialist equipment and structured learning spaces, including individual workstations for pupils who benefit from focused one-to-one learning. Children also have access to smaller group teaching areas, quiet spaces, continuous provision and stimulating outdoor learning environments.

Specialist pedagogical approaches, including Attention Autism, are embedded across the provision, supporting the development of communication, engagement, attention and interaction skills. Our staff carefully adapt learning experiences to meet individual needs while maintaining high aspirations for every pupil.

In addition to our dedicated Haven facilities, pupils benefit from access to the wider school environment, including our multi-sensory spaces, sports hall, outdoor play area and running track. We also provide opportunities for swimming, with a mobile swimming pool visiting school during the Autumn Term. These experiences enrich our curriculum and support the development of physical wellbeing, communication, independence and confidence.

Through high-quality environments, specialist resources and personalised approaches, we strive to ensure that every child feels safe, engaged and empowered to learn, grow and thrive.



Family Support & Professional Partnership

All pupils joining The Haven have an Education, Health and Care Plan (EHCP) which identifies their strengths, needs and the provision required to support their development. From the outset, we work closely with families and our highly skilled Multi-Disciplinary Team (MDT) to ensure that every child receives a personalised package of support that enables them to thrive.

Our MDT consists of both NHS and independent practitioners, including Speech and Language Therapists (SaLT), Occupational Therapists, Physiotherapists, Hearing and Vision Specialists, School Nursing Services and Education professionals. Together, they work collaboratively with school staff to develop and implement individualised therapy programmes that support the educational, health and care outcomes identified within each child's EHCP.

Therapeutic support is fully integrated into daily school life. Therapists work directly with pupils within their specialist areas while also providing guidance, coaching and training for our teaching and support staff. This collaborative approach ensures that therapeutic strategies are embedded throughout the school day, enabling children to practise and develop key skills consistently across different contexts.

Our classrooms are thoughtfully equipped to support therapeutic interventions and specialist teaching approaches. In addition, pupils have access to a range of dedicated specialist spaces that provide opportunities for targeted therapy, sensory regulation, physical development and personalised learning experiences.

By bringing together education, health and therapeutic expertise, we create a coordinated and holistic approach that places the child at the centre of everything we do. This enables us to meet complex needs effectively while supporting every pupil to make meaningful progress, develop greater independence and achieve their full potential.



Parental Support

At The Haven, we recognise and value that parents and carers know their child best. Your knowledge, experiences and insights are invaluable in helping us understand each child's strengths, interests and needs. We believe that strong partnerships between home and school are essential to ensuring the best possible outcomes for every child.

We are committed to working closely with families to develop, implement and review strategies that support children across a range of environments. Open, honest and ongoing communication is central to this partnership, enabling us to celebrate successes, address concerns promptly and work together towards shared goals.

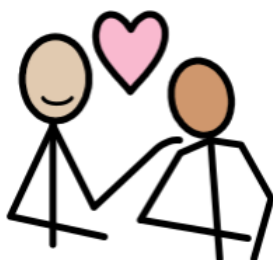
To support this, we communicate with families daily through our ClassDojo messaging platform, providing regular updates, sharing achievements and maintaining close home-school links. Parents and carers are able to message class teachers directly, ensuring that information can be shared quickly and effectively.

We also create regular opportunities for families to visit school, engage in learning activities and celebrate their child's achievements. By welcoming parents and carers into The Haven, we strengthen relationships and provide meaningful opportunities for families to be actively involved in their child's educational journey.

Together, we aim to create a supportive and collaborative community where children feel understood, valued and empowered to succeed. Through strong partnerships, shared understanding and a collective commitment to every child's wellbeing and development, we can help every learner flourish both in school and beyond.



Care and Safeguarding



At Lever Edge Primary Academy, the safety and wellbeing of every child is our highest priority. We are committed to creating a culture where all children feel safe, supported, valued and listened to, enabling them to thrive both academically and personally.

We operate rigorous safer recruitment procedures, and all staff undergo enhanced DBS checks and comprehensive pre-employment safeguarding checks before joining our school community. In addition, all staff receive regular safeguarding training in line with Keeping Children Safe in Education, ensuring they remain vigilant and fully informed about their responsibilities to protect children.

Our safeguarding team consists of fully trained Designated Safeguarding Leads (DSLs) who work closely with families, external agencies and professionals to promote the welfare, safety and wellbeing of all pupils. We recognise that effective safeguarding is built on strong partnerships and collaborative working, and we are committed to securing the best outcomes for every child.

At Lever Edge, safeguarding is everyone's responsibility. Every member of staff is accountable for maintaining a safe environment, recognising potential concerns and taking prompt action when required. Through robust procedures, high expectations and a shared commitment to protecting children, we ensure that safeguarding remains at the heart of everything we do.

We are fully committed to maintaining consistent and effective safeguarding practices that support children, families and staff, ensuring that every pupil is protected, nurtured and able to learn in a safe and caring environment.

Our Commitment - We believe that every child has the right to feel safe, be safe and flourish. Safeguarding is not simply a responsibility; it is a fundamental part of our culture and underpins everything we do at Lever Edge Primary Academy.



External Quality Assurance

The Haven is committed to reflective practice, partnership working and continuous improvement. Quality assurance supports us to evaluate the effectiveness of our provision and ensure that the support children receive remains responsive to their individual needs.

A culture of improvement

We value professional dialogue, evidence-informed practice and feedback from children, families, staff and external professionals



Uniform



School Day

A Typical Day in The Haven

Children arrive at school either via specialist transport or with their parents and carers. Our daily routines are carefully planned to provide a calm, structured and predictable environment where pupils feel safe, supported and ready to learn. Consistent routines, visual timetables and personalised support help children understand expectations and transition successfully throughout the day.

Whilst every child's timetable is personalised to reflect their individual needs, interests and therapeutic programmes, the example below provides an overview of how a typical day and week may be structured. Throughout the week, pupils access a balanced programme of academic learning, communication development, life skills, therapeutic support, sensory regulation, physical development, continuous provision and outdoor learning opportunities.

Our flexible approach ensures that learning opportunities can be adapted to respond to individual needs while maintaining high expectations and providing pupils with a broad, engaging and enriching curriculum.

Example Timetable

Haven 1 Timetable Autumn 1

	Monday	Tuesday	Wednesday	Thursday	Friday
09:20-09:45	Arrival Snack	Arrival Snack	Arrival Snack	Arrival Snack	Arrival Snack
09:45-10:00	Good morning routine – <u>self</u> registration, days, weather Attention Autism	Good morning routine – <u>self</u> registration, days, weather Attention Autism	Good morning routine – <u>self</u> registration, days, weather Attention Autism	Good morning routine – <u>self</u> registration, days, weather Attention Autism	Good morning routine – <u>self</u> registration, days, weather Attention Autism
10:00-10:15	Regulation	Regulation	Regulation	Regulation	Regulation
10:15-10:45	EHCP Group focus Cognition and Learning	EHCP Group focus SEMH	EHCP Group focus Cognition and Learning	EHCP Group focus SEMH	EHCP Group focus Revisit/generalise
10:45-11	Toileting Individual targets / provision				
11:00-11:30	Outdoor exploration				
11:30-12:00	Lunch				
12:00-12:30	Outdoor play				
12:30-12:45	Sensory story	Sensory story	Sensory story	Sensory story	Sensory story
12:45-1:00	Toileting Sensory story linked activity				
1:00-1:30	EHCP Group focus Communication	EHCP Group focus Sensory and Physical	EHCP Group focus Communication	EHCP Group focus Sensory and Physical	EHCP Group focus Revisit/generalise
1:30-1:45	Communication rich provision	Running track (1:30-2:00)	Social and emotional provision	Exploration and independence provision	Enrichment
1:45-2:00					
2:00-2:15	Art	Music teacher	Life skills	Music teacher	
2:15-2:30	Home time prep	Home time prep	Home time prep	Home time prep	Home time prep

Intensive interaction embedded throughout child-led provision, regulation and outdoor learning, with adults using responsive opportunities throughout the day.



Admissions to The Haven

The Haven is a specialist SEND Resource Provision within Lever Edge Primary Academy. It provides a highly personalised learning environment for children whose special educational needs require a greater level of specialist support than can ordinarily be provided within a mainstream classroom, whilst still benefiting from opportunities to be an active and valued part of the wider school community.

Children accessing a specialist resource provision in Bolton must have an Education, Health and Care Plan (EHCP). Admissions to The Haven are managed by Bolton Council's Special Educational Needs and Disabilities Assessment Service (SENDAS) through the statutory consultation process. Whilst parents and carers are encouraged to express their views and preferences regarding their child's education, the Local Authority is responsible for identifying and securing an appropriate placement.

A placement at The Haven will be considered when a child's identified needs and the provision specified within their EHCP indicate that a specialist resource provision is the most appropriate educational setting. As part of the consultation process, the Local Authority carefully considers a range of information, including the child's EHCP, professional reports, assessments and information provided by their current educational setting. This helps them to determine whether we can effectively meet the child's individual needs and provide the specialist provision required.

We understand that choosing the right educational placement is one of the most important decisions a family can make. We therefore work closely with parents and carers, current settings and relevant professionals to develop a thorough understanding of each child as an individual. This includes gaining insight into their strengths, interests, communication style, learning profile, sensory needs, emotional wellbeing, independence and support requirements.

Once a placement has been agreed, we carefully plan a personalised transition programme to ensure that children feel safe, secure and confident as they begin their journey with us. Transition arrangements are tailored to the needs of each child and may include visits to The Haven, opportunities to meet key adults, personalised transition booklets, photographs of familiar spaces and gradual introductions to classroom routines and expectations.

Following admission, we continue to work in close partnership with families and professionals to ensure that every child receives the support they need to thrive. Progress is monitored through ongoing assessment, regular communication and the annual review process for each child's EHCP. This enables us to continually evaluate provision and ensure that it remains responsive to changing needs and aspirations.

Our aim is that every child who joins The Haven feels welcomed, understood and valued from the very beginning. Through specialist support, meaningful relationships and high aspirations, we strive to help every pupil develop independence, build confidence, form

positive relationships and make exceptional progress in preparation for the next stage of their education and beyond.

Contact details:

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Email: office@lever-edge.bolton.sch.uk

Website: <https://www.leveredgeprimaryacademy.co.uk/>



Every child. Every strength. Every small step.

Welcome to The Haven.