



Haughton School SEN Information Report

The SEN information report will be updated annually to reflect changes and plans within school. This report states the current provision within Haughton School.

The kind of Special Educational Need for which provision is made at Haughton School

Haughton School is a maintained day special school for children aged rising 5 to 11 years. Children will be provided with an appropriately paced and differentiated curriculum.

The children's identified needs will be complex and significant in **at least two areas of need** as described in the SEND Code of Practice. These will be a **primary need of cognition and learning** (severe learning difficulties) and may also be communication and interaction (autistic spectrum disorder and/or speech and language difficulties) and/or associated emotional, social and mental wellbeing difficulties. In addition, children may have sensory or physical difficulties.

The admission arrangements for our children can be found on our website within the Admission Policy.

We are committed to high-quality educational provision for all of our children, which you will find detailed in our Curriculum Offer Policy.

The process for the identification and assessment of children for admission to our school

All children entering our school will have an Education Health & Care Plan (EHCP).

The provision for children at Haughton School and how it is evaluated

All children attending Haughton School will have an Education Health & Care Plan (EHCP).

At Haughton School, **every child is entitled to a curriculum that recognises their individuality, nurtures their strengths, and supports their next steps with dignity, ambition and care.** Our universal offer ensures that all learners experience a curriculum that is meaningful, engaging, and personalised, with their **EHCP at the heart of everything we do.**

We provide four interconnected learning pathways, **Topaz, Amethyst, Sapphire and Emerald** each designed to meet children exactly where they are in their development, while offering clear progression, continuity and aspiration. Across all pathways, our curriculum is built on shared principles:

- **Communication is central** to learning, relationships and independence.

- **Emotional wellbeing** is prioritised, so children feel safe, regulated and ready to learn.
- **Engagement and curiosity** drive progress, supported through rich, practical and multisensory experiences.
- **Independence and life skills** are woven throughout every stage of learning.
- **Play, exploration and meaningful experiences** underpin how children learn best.
- Providing regular, scaffolded opportunities for our children to **access enrichment activities** and **prepare for adulthood** in a way that is **meaningful and appropriate** to them.

Together, these principles ensure that every child is valued, every achievement is celebrated, and every pathway leads to a future filled with possibility.

How Our Pathways Work Together



Topaz Pathway - our “Doing Curriculum”

The Topaz Pathway supports learners in Years 1–6 who are at the earliest stages of development and may present with complex needs. Children follow a **non-subject specific, thematic curriculum** that prioritises:

- Regulation before expectation
- Connection before communication
- Engagement before task
- Early communication
- Social and emotional development
- Cognitive foundations for learning
- Engagement, exploration and sensory experiences

Learning is delivered through continuous provision, play, and multisensory approaches, enabling children to explore the world using their sensory and physical capabilities. Relationships with familiar adults are central, helping children develop trust, communication and confidence.



Amethyst Pathway - our “Doing & Responding Curriculum”

The Amethyst Pathway offers a **highly adapted National Curriculum** within a whole school thematic approach. It introduces early subject specific learning while maintaining flexibility and a strong focus on:

- Communication and cognition
- Emotional wellbeing and understanding of self
- Forming and sustaining relationships
- Repetition, overlearning and generalisation of skills
- Learning through play, functional activities and real-life experiences

Children access continuous provision and outdoor learning, with activities designed to build resilience, independence and readiness for future learning.



Sapphire Pathway - our “Doing, Responding & Interpreting Curriculum”

The Sapphire Pathway provides a more **subject specific curriculum**, including English, Maths, Science and the foundation subjects, delivered through engaging, practical themes. It focuses on:

- Developing key National Curriculum skills
- Building independence and life skills
- Strengthening communication and social understanding
- Consolidating and applying learning in meaningful contexts
- Consolidates and applies learning in real-world contexts
- Supports confident, independent learners



Emerald EYFS Pathway - *Doing and Exploring Curriculum*

- Our EYFS provision at Haughton School.
- The Emerald EYFS Pathway provides a nurturing and communication-focused environment where every child is supported to learn, grow and achieve their potential.
- Through play-based, multi-sensory learning, children develop their communication, independence, social skills and early academic abilities.
- A personalised approach, consistent routines and strong partnerships with families help children become happy, confident learners who are well prepared for their next pathway.

What Makes Haughton Special

- A curriculum shaped around your child
- Warm, nurturing relationships
- Multisensory, engaging learning
- A strong focus on wellbeing

Haughton is a caring, inclusive school community where every child is valued, supported and encouraged to flourish in their own way, with relationships between children, parents/carers, governors and school staff based on mutual trust and respect.

All staff have a responsibility to meet the needs of our children at Haughton School.

Staffing levels are enhanced so that children are usually taught in classes of up to 15 with a teacher and at least one Level 3 Teaching Assistant and appropriate number of additional teaching assistants to meet the needs of the class group.

The school receives a range of advice from external professionals to meet the needs of our children.

The training staff have undertaken in relation to the needs of our children

All staff have a detailed job description for each post within school. On entering the school, all staff have a detailed induction training programme tailored to their role in the school setting. We have ongoing training throughout the academic year which relates to the areas identified within the school development plan.

Examples of the training staff are provided with are; Inclusive Communication, Intensive Interaction, Enabling Environments, Functions of Behaviour, TEACCH,

Equipment and facilities provided to support our children

Haughton School is a single level building, fully accessible for all of our children.

Arrangements for consulting parents/carers of children at our school and involving them in the education of their child

At our school parents/carers are fully included in the process of working with their child in the following ways:

- Initial visits to the school
- Home visits by school staff
- Ongoing dialogue/meetings as required prior to child starting at our school
- Induction parent/carer evening
- Where appropriate – daily home/school books to share information and exchanging of messages
- Telephone conversations when needed
- Regular school newsletters
- Shared learning sessions where parents/carers are invited into school to share in the learning experiences of their child.
- Termly parent/carers/teacher meetings
- Annual Review meeting for EHC Plan
- End of Year Annual Report
- Coffee Mornings
- Parent/carer representation on the Governing Body
- Parent/carer Workshops and training

Arrangements for consulting children at our school and involving them in their education

On a daily basis there is ongoing dialogue between the staff in school and our children regarding their work. The curriculum is differentiated and personalised to enable all children to access the learning opportunities in our school.

The School Council and committees encourages children to provide opinions on and make decisions on aspects of school life that they would like to see change, using a range of inclusive communication methods.

The Annual Review process includes the views of children regarding their school experiences.

The monitoring and review cycle of teaching and learning includes staff gaining pupil voice with the children about their learning experience

Our Governing Body arrangements for dealing with complaints from parents/carers in relation to the provision made at our school

The process for all complaints is detailed on our school website.

How our Governing Body involves others – including Health, Social Care, Telford & Wrekin Local Authority and Voluntary Organisations, in meeting the needs of our children and in supporting our families

There are a range of professionals which work closely with our school to meet the individual needs of identified children who meet the criteria for involvement in their service.

The following employees of Shropshire and Telford Community Health Trust work with identified children within the school:

- School Nurse
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- CAMHS STW

Where required these professionals also support the training of staff within school. The following employees of Telford & Wrekin Local Authority Children's Specialist Services team work with identified children within the school:

- Sensory Inclusion Service
- Social Work Team
- Family Help Practitioners

Transport to school is organised by Telford & Wrekin Local Authority.

Our arrangements for supporting children transferring between phases of education

All transitions are planned throughout the school as children move from class to class and phase to phase. Towards the end of each academic year there are planned sessions where children visit their new class within school. At the end of Key Stage 2, there are planned induction days for our children to attend the schools they are transferring to for their secondary education.

Where required, additional transition arrangements are put in place for identified children.

If you have any questions relating to this information report, please contact:

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Information on Telford & Wrekin Local Authority Local Offer

[SEND - Local offer](#)