

All8 Sensory Support Special Educational Needs and Disabilities Policy



1. Purpose

1 The purpose of this policy is to ensure that the statutory requirements of the Children and Families Act of 2014 and the Special Educational Needs and Disability (SEND) 0 – 25 Code of Practice are in place at All8 Sensory Support. Beyond that, this policy exists in order to ensure that all learners who do have special educational needs and/or disabilities have those needs addressed efficiently and effectively.

1.2 This policy complies with the statutory requirements and guidance set out in the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years. It has been reviewed with reference to current statutory guidance and key documents, including:

- Equality Act 2010: advice for education settings
- SEND Code of Practice: 0 to 25 years, Department for Education and Department of Health and Social Care, last updated September 2024
- Special Educational Needs and Disability Regulations 2014
- Schools Special Educational Needs and Disability Information Report Regulations 2014
- Supporting pupils at school with medical conditions: statutory guidance
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, statutory guidance effective from 26 July 2026
- Children and Families Act 2014
- Reasonable adjustments for disabled learners
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- Keeping Children Safe in Education 2026 and the school's Safeguarding and Child Protection policy
- Accessibility Plan

1.3 All8 Sensory Support aims to:

- offer equal access to learners, according to their needs, across a broad and balanced curriculum;
- identify and meet the special educational needs of individual learners.
- inform all relevant parties of learners' needs.

- maximise learners' potential and raise confidence, expectations and self-esteem.
- ensure the Equalities Act 2010 duties for learners with disabilities are met.
- implement the graduated approach to meeting learners' needs using the Assess, Plan, Do and Review cycle, with learners and parents/carers involved wherever appropriate.

2. Content

2.1 This policy refers to the statutory definition of special educational needs. A child or young person has special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in schools.

2.2 Learners have additional educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them.

2.3 The SEND Code of Practice identifies four broad areas of educational need (AEN):

- Communication & interaction - Learners and young people with SEN may have difficulties in one or more of the areas of speech, language, and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.
- Cognition & learning - Learners and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts.
- Social, emotional, and mental health difficulties – For some learners, difficulties in their emotional and social development can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have undeveloped social skills and may struggle to make and sustain healthy relationships. These difficulties may have a direct impact on their ability to access learning.
- Sensory and/or physical needs - There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum or the physical environment.

2.5 Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

2.6 Children have Social Emotional Mental Health difficulties if they;

- may have problems of mood (anxiety or depression), problems of conduct (oppositional defiance and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained;
- have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour;
- may have a diagnosed mental health condition such as attachment disorder, Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, schizophrenia, bipolar disorder or an anxiety disorder;
- may have other recognised disorders or difficulties that require additional support to access learning safely and successfully.

3. The roles and responsibilities of the facilitator, DSL and teaching staff is outlined in Appendix 6.

4. Identification and assessment procedure:

4.1 Early Concerns

- the progress made by all learners is regularly monitored and reviewed. Initially, concerns raised by teachers, parents/carers or other agencies are addressed by appropriate differentiation in the session.

4.2 How learners are identified as SEND;

- School receives learner documentation or information from schools or other relevant agencies. This information is screened by the Managing Director (Alison Alderton).
- Parent/carers or outside agencies may highlight physical or sensory needs. External agencies for example CAMHS, who may identify any unmet social emotional mental health difficulties that directly impact on a learner's ability to learn.

5. How SEND learners are supported:

5.1 The SEND Register – All learners identified as SEND are placed on All8 Sensory Support's SEND register. These records are stored centrally. All learners on the SEND register have targets from their expected intervention outcomes, which identify their learning needs and provide strategies for how the facilitator or teacher can support them. These are saved in the learner's file.

5.2 The Wave Model is used to implement support for learners (Appendix 4). The Wave model is a stepped approach towards supporting learners on an individual basis. Each level of the model personalises the amount of support provided.

5.3 Learners identified on the SEND register:

- The facilitator will differentiate work and adapt or modify their teaching styles in order to support the learner for whom there is some concern.

5.4 SEND Support:

- A Learner Intervention Plan (LIP) will be put in place with specific strategies and targets. This is based on the graduated approach: assess, plan, do and review. The plan is organised by the Proprietor in discussion with the commissioner, parent/carers, learners and outside agencies where appropriate. The plan is available to relevant parties on request.

Date – 04.09.2026

Reviewed by – Alison Alderton

Next review due – 04.09.2027