

# 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 students who do have special educational needs and/or disabilities have those needs addressed efficiently and effectively.

1.2 This policy complies with the statutory requirement set out in the SEND Code of Practice 0 - 25 (2014), section 3.65, and has been written with reference to the following guidance and key documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (2014) • Schools SEND Information Report Regulations • Statutory guidance on 'supporting pupils at school with medical conditions' (2014) • Statutory exclusions guidance (2017) • Children and Families Act (2014)
- Reasonable adjustments for disabled pupils (2012):
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- Safeguarding and Child Protection policy
- Accessibility Plan

1.3 The school aims to:

- offer equal access to students, according to their needs, across a broad and balanced curriculum;
- identify and meet the special educational needs of individual students.
- inform all relevant parties of students' needs.
- maximise students' potential and raise confidence, expectations and self-esteem.
- ensure the Equalities Act 2010 duties for students with disabilities are met.
- to implement the graduated approach to meeting the needs of students using the Assess, Plan, Do and Review process (see Appendix 3)

## **2. Content**

2.1 This policy refers to the statutory definition of “special educational needs” i.e. “Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age within the area of the Local Authority” (SEND CODE OF Practice 2014).

2.2 Students 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 - Students 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 - Students 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 students, 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. This has a direct impact on their ability to access the school curriculum.
- 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.

2.4 The provision of all four areas of need are detailed in the Provision Map that is published alongside the SEND policy (see Appendix 2)

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 recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) attachment disorder, pervasive development disorder, an anxiety disorder, or, more rarely, schizophrenia or bipolar disorder;
- may have a diagnosed mental health condition such as attachment disorder, Post Traumatic Stress Disorder, high anxiety.

### **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 students 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 students are identified as SEND;**

- the provision receives partner school documentation or information from a previous provision. This information is screened by the Managing Director (Jen Chequer).
- parents/external agencies highlight a physical or sensory problems; external agencies, for example, CAMHS identify an unmet social and emotional mental health difficulties that directly impact on their ability to learn within the classroom.

#### **5. How SEND students are supported:**

5.1 The SEND Register – All students identified as SEND are placed on the provisions SEND register. These are stored centrally. All students on the SEND register have targets from their expected intervention outcomes which identifies their learning needs and provides strategies on how the facilitator/teacher can support them. These are saved in the student's file.

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

5.3 Students identified on the SEND register:

- The facilitator will differentiate work and adapt or modify their teaching styles in order to support the student 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/review. The plan is organised by the Proprietor in discussion with the commissioner, parents, students and outside agencies if appropriate. The plan is available to all on request.

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Reviewed by – Alison Alderton

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