



# SEN Policy

**September 2023**



## 1. Introduction

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The LA Guidance – ‘Children & Young People with SEN; Guidance – School Based Support’
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been coproduced with The Director and The Manager.

## 2. Contact

The main contact with regards to SEN is Martin Coy ( Manager and Deputy safeguarding Lead). If you are not happy with the response then contact Andrew Burlison (Director and Safeguarding Lead).

## 3. Long Term Aim of this Policy Objectives

1. To work within the guidance laid down in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provision for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice. 6
6. To provide support and advice for all staff working with SEND pupils.

## 3. Identification of SEN

**COMPANY NUMBER I038594I**

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching.



The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs. Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

#### **4. Supporting Pupils at School with Medical Conditions**

At World we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. 5 Some may also have SEN and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

#### **Policy Review**

This policy will be reviewed annually or in light of any changes in legislation and/or guidance.

This policy document will be reviewed in September 2024.

Signed by:

A handwritten signature in black ink, appearing to read 'AB Burlison', written over a light-colored background.

Andrew Burlison (Managing Director)

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