



Reviewed: Spring 2023

Review Frequency: Every 2 years

Approved by: Board of Trustees

1. Introduction

This policy demonstrates how Aspire Academies Trust makes provision for pupils with Special Educational Needs and/or Disabilities. This policy is written in line with the Aspire ethos and it takes into account current legislative requirements, guidance and responsibilities and complies with our funding agreement and articles of association.

2. Links with statutory legislation

- SEND code of practice 0-25 (2015)
- Equality Act 2010
- Part 3 of the Children and Families Act 2014
- Schools SEN Information Report Regulations 2014
- Statutory Guidance in Supporting Pupils at School with Medical Conditions April 2014
- Working Together to Safeguard Children (2018)

3. Links to other school policies

- SEND Information Report
- Admissions Policy
- Complaints Policy
- Teaching and Learning Policy
- Supporting Pupils with Medical Conditions Policy
- Accessibility Plan
- Behaviour Policy
- Exclusions Policy
- Restrictive Physical Interventions Policy. All schools are trained in the use of THRIVE and STEPs to support provision for all pupils.

4. Aim

All pupils are welcomed at Aspire Academies Trust whatever their abilities and needs. Aspire Academies Trust is committed to providing an appropriate and high quality education for all pupils. We believe that all pupils, including those identified as having Special Educational Needs and/or Disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life. We aim to raise the aspirations and expectations of all pupils, including those with SEND.

5. Objectives

Our Academies will:

- Ensure all pupils make progress and achieve their best
- Ensure all pupils have access to a broad, balanced and ambitious curriculum
- Aim to identify all pupils requiring SEND provision as early as possible in their school career
- Inform parents or carers when they are making special educational provision for a pupil

- Use their best endeavours to make sure that a pupil with SEND gets the support they need – which means doing everything they can to meet the pupil's SEND
- Have a regard to the views, wishes and feelings of the pupil and their parents
- Provide parents, and their child where appropriate, with the information and support necessary to enable them to participate as fully as possible in any decisions about SEND provision
- Develop and maintain partnership and high levels of engagement with parents, and provide regular feedback on their child's progress.
- Ensure that pupils with SEND engage in all activities of the school alongside pupils who do not have SEND
- Ensure we consider the 'whole pupil', identifying strengths and needs, and understanding all four broad areas of need when managing the provision for pupils with SEND.
- Where necessary, provide a personalised curriculum appropriate to the individual's needs and ability
- Work within the guidance provided in the SEND Code of Practice, 2015
- Provide support and advice for all staff working with SEND pupils

6. Definition of SEN

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

A child of compulsory school age or young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

7. Equality and inclusion

Many children and young people who have special educational needs may have a disability under the Equality Act 2010, that is '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. We will aim to support these pupils so that their needs are met and they are fully included in the life of the school.

The school complies with all relevant accessibility requirements, please see the Accessibility Plan on the school website for more details.

8. Pupils with medical conditions

Pupils with medical conditions are supported in school. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils. Some pupils with medical conditions may also have SEND and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

The school has regard to statutory guidance in 'Supporting pupils at school with medical conditions' (2014). Please refer to the Trust's Supporting Pupils with Medical Conditions Policy on the school website.

9. Roles and responsibilities

Provision for pupils with special educational needs and disabilities is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class and to be aware that these needs may be present in different learning and social situations inside and outside of the classroom. All staff are responsible for helping to meet each pupil's SEND and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Board of Trustees and Local Governing Boards, in co-operation with the Trust's Executive Principal and Academy Executive Principal / Principal, have a legal responsibility for monitoring the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The Trust's Executive Principal has responsibility for:

- The management of all aspects of the Trust's work including provision for pupils with SEND
- Informing the Board of Trustees of relevant SEND issues
- Working closely with the Executive Principals/Principals and SEND personnel within the Academies
- Ensuring the implementation and monitoring of this policy on the Trust as a whole

The Academy's Executive Principal / Principal has responsibility for:

- The management of all aspects of the Academy's work involving the provision for pupils with SEND
- Keeping the Local Advisory Body informed about SEND issues
- Working closely with the SEND personnel within the school
- Ensuring the implementation of this policy in the Academy as a whole

The Aspire Board of Trustees and Local Governing Board at Academy level will ensure that:

- All Governors are aware of their role and responsibilities with regard to the SEN Code of Practice
- An SEND Governor is appointed, where possible, and has an oversight of the school's provision for pupils with SEND and ensures that all governors are aware of SEND provision, including the

- deployment of funding, equipment and personnel
- SEND provision is an integral part of the academy improvement plan
- Provision is made for pupils with SEND
- Staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They have regard to the requirements of the SEN Code of Practice (2014) and subsequent statutory requirements
- They are informed about SEND issues so that they can play an integral role in the self-evaluation process
- They monitor appropriate staffing and funding arrangements and oversee the Trust's/Academy's work for pupils with SEND
- The quality of SEND provision is regularly monitored
- They, and the Trust/Academy as a whole, are involved in the development and monitoring of this policy.
- The Local Advisory Board has due regard to the Code of Practice when carrying out its duties towards all pupils with Special Educational Needs and Disabilities
- The Local Advisory Board is proactive in ensuring that provision for pupils with SEND is effective in supporting good progress and outcomes for the pupils.

The SENCo has responsibility for: *If the SENCo is called something different in your school, add the following and then delete this instruction* (Note: the role of the SENCo in XXXXXX Academy is carried out by the XXXXX)

The SENCo will hold the National Award for SEN Co-ordination and will be a member of the SLT.

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.

The SENCo provides professional guidance to colleagues and works closely with staff, parents and other agencies. The Academy's SENCo is aware of the provision in the Local Offer and will be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Helping staff to identify pupils with SEND
- Carrying out assessments and observations of pupils with specific learning problems
- Co-ordinating provision for pupils with SEND
- Liaising with the relevant teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- Being a key point of contact with external agencies, particularly the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Principal and Local Advisory Body to ensure that the Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

Class teachers are responsible for:

- Including pupils with SEND in the classroom, providing an appropriately scaffolded and/or personalised curriculum and ensuring they make good progress. Staff may need to define 'good progress' for individual pupils. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- Giving feedback to parents of pupils with SEND.
- Following this SEND Policy.

Role of the SEND Governor (Advisory)

The Academies have a Governor with the specific role of overseeing SEND.

They will:

- Meet regularly with the SENCo to monitor and discuss the school's arrangements for SEND provision
- Lead Governor monitoring of the SEND policy
- Help to raise awareness of SEND issues at Local Governing Board meetings
- Ensure that the Academy's notional SEND budget is appropriately allocated to support pupils with SEND
- Give up-to-date information to the Local Governing Board on the quality and effectiveness of SEND provision within the Academy
- Participate in the review the Academy's policy on provision for pupils with SEND
- Ensure that the school website publishes the school's SEND Information report in accordance with the Code of Practice (2014)

10. The school's approach to identification

A pupil is identified as having SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. All those involved with the pupil, including parents, teachers and other agencies, are responsible for identifying pupils with Special Educational Needs and Disabilities and, in collaboration with the SENCo, will seek to ensure that those pupils requiring different or additional support are identified as early as possible.

Early identification of SEND is supported by liaison with Children Centres, pre-school placements, previous schools, Nursery and Reception Baseline assessments and by regular assessments of pupil

progress which identify pupils making less than expected progress given their age and individual circumstances. Concerns about progress and the needs of pupils can be raised by the parent, class teacher, SENCo or Senior Leadership Team. Progress or attainment which is less than expected at any given age will not automatically mean a pupil is recorded as having SEND.

A Graduated Approach:

Every Teacher is a teacher of SEND

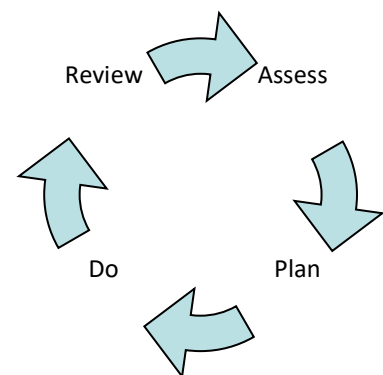
Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators are monitored to gauge their level of learning and possible difficulties.
- The first response to concerns about a pupil's attainment or progress should be **high quality teaching** targeted at their area of weakness. The child's class teacher will take steps to provide scaffolded and/or personalised learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice.
- Parents will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The pupil is recorded by the school as being under observation due to the concern raised but this does not automatically place the pupil on the school's SEND register. Progress and attainment which are less than expected do not necessarily mean that a pupil has SEND. Any concerns will be discussed with parents informally or during parent teacher consultations.
- At this stage it can be determined which level of provision the pupil will need going forward.
- Where a pupil's first language is not English, the school will seek to establish whether lack of progress is due to limitations in their command of English or if it arises from a special educational need. Difficulties related solely to limitations in English as an additional language are not SEND.
- If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.

11. SEND support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and to remove barriers to learning. The support provided consists of a four-part process: Assess, Plan, Do, Review.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the



most effective in supporting the pupil to achieve good progress and outcomes.

Assess

Assessment involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Parental views and concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular reviews to ensure that support and intervention is matched to the pupil's needs, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Types of special education need

The SEND Code of Practice 2015 states four broad areas of need:

- Communication and interaction
- Cognitive and learning
- Social, emotional and mental health
- Sensory/physical

Types of SEND may co-exist.

See Appendix 1 for a description of each area of need.

Plan

Planning will involve consultation between the pupil, parents, teacher, SENCo and any outside agencies to agree the adjustments, interventions and support that are required, the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support, interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and needs, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a pupil's progress will be made regularly. The review process evaluates the impact and quality of the support and interventions. It takes account of the views of the pupil and their parents.

The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

Parents are provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Review meetings are held termly for all pupils on the SEND register.

12. Education, health and care plans

Referral for an Education, Health and Care Plan

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment process so the Local Authority (LA) can determine whether it needs to make provision for the pupil in accordance with an Education Health Care Plan (EHCP). This assessment is usually requested by the school but can be initiated by a parent. The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood.

The decision to make a referral for an Education, Health and Care Plan through the school will be taken through discussions with parents, monitoring the progress of the child and/or advice from external professionals. The application for an EHCP will combine information from a variety of sources including parents, teachers, SENCo, social care and health professionals.

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Education, Health and Care Plans

- Following Statutory Assessment, an EHCP will be provided by Hertfordshire County Council if it is decided that the needs of a pupil are not being met by the support that is ordinarily available. Both staff in school and parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the EHCP if it differs from their preferred choice.
- Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

For further information about EHCPs, please see the SEND Code of Practice Chapter 9 or speak to the school's SENCO.

13. The school's approach to teaching pupils with SEND

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of parents and the needs of the pupil.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff to develop their knowledge are provided both in school and from external agencies.

The SENCo and Senior Leaders are responsible for:

- Keeping staff, (including after school activity club leaders), fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching.
- Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Ensuring in-class provision and support are deployed effectively to provide a curriculum that is scaffolded and/or personalised where necessary.
- Ensuring individual or small group tuition is available where it is felt that pupils would benefit from this provision.

14. The school's approach to involving parents and carers

The Trust believes that a close working relationship with parents is vital in order to ensure;

- Parental views and concerns are valued and considered
- Early and accurate identification and assessment of SEND leading to appropriate intervention, provision and outcomes
- Continuing social and academic progress of pupils with SEND to enable personal success
- Personal and academic targets are set and met effectively
- A pupil's strengths, difficulties, next steps and outcomes are clear and agreed

We offer regular meetings to share the progress of pupils with SEND. Parents may receive formal and informal communication about their child as and when necessary, through phone calls, letters, meetings and annual reports.

The SENCo provides support to teaching staff throughout the school in their communication and meeting with parents upon request. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to external agencies.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil (if relevant) will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

15. The school's approach to actively listening to pupils' views

All pupils have the right to be involved in making decisions and exercising choice. The Trust seeks to establish independent and reflective learners. Where applicable, we endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Self-review their progress and set new targets
- Attend review meetings/parents consultations to discuss progress

16. Record keeping, monitoring and data management

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the SENCo and SLT
- Reviews carried out by and on behalf of Aspire Academies Trust
- Analysis of pupil data for individual pupils and for cohorts
- Ongoing assessment of progress made by intervention groups
- Work sampling
- Feedback from staff, parents and students throughout the year
- Evidence generated from review meetings i.e. pupil interviews and parent comments when setting new targets or reviewing existing targets
- Attendance records
- Principal's report to governors
- Monitoring of procedures and practice by the SEND governor
- OFSTED inspections

SEND information will be kept in line with the Aspire Retentions Policy. The Trust collects and uses personal information (referred to in the Data Protection Act as personal data) about staff, pupils, parents and other individuals who come into contact with the Trust. This information is gathered in order to enable the provision of education and other associated functions. In addition, the school may be required by law to collect, use and share certain information. Please Refer to the Trust's Data Protection Policy.

17. Working together with others, including health and social care and outside specialists

The school works in partnership with the other schools within the Aspire Academies Trust and in the local area. This enables the building of a bank of joint resources and to share advice, training and development activities and expertise.

The school builds strong working relationships and links with external support services in order to fully support our SEND pupils and aid inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our Trust.

The school seeks advice from external agencies in the identification, assessment and provision of SEND support. The SENCo and class teachers are the designated persons responsible for liaising with

external professionals, this might include health, social care or support through Integrated Services for Learning. A full list can be found in the SEND Information Report on the school website. Parents will normally be invited to any meetings held concerning their child unless there are over-riding safeguarding issues.

18. Admission arrangements

No child will be refused admission to The Trust on the basis of his or her special educational need and/or disability. In line with the Equalities Act 2010, we will not discriminate against disabled pupils and we will take all reasonable steps to provide effective educational provision. Please refer to the information contained on our school website and Admissions Policy.

If it is considered necessary to adopt a reduced timetable for a pupil, based on need, schools must adhere to the correct guidance and procedures. Arrangements have to be agreed by all key parties. Hertfordshire County Council's 'GUIDANCE ON THE USE OF REDUCED TIMETABLES FOR PUPILS OF COMPULSORY SCHOOL AGE' (December 2021) must be followed.

19. Transition

Transition planning is in place for all pupils, including those with SEND who will be moving year group or key stage:

Pupils with EHCPs have next phase destinations and transition arrangements discussed at review meetings. A transition timeline will be produced, with specific responsibilities identified.

Pupils and parents are encouraged to consider all options for the next phase of education and the school involves outside agencies, as appropriate, to ensure information is comprehensive and easily accessible and understandable. Accompanied and additional visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise.

20. Children in specific circumstances

The SENCo will liaise with the Designated Teacher where a looked after pupil has SEND.

21. Training and expertise of staff

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development.

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND.

The SENCo attends relevant SEND courses, cluster SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

The SENCo, with the Senior Leadership Team, will regularly assess the SEND training needs of the staff. This may be done through performance management cycles and also on advice about current best practice from Educational Psychologists and outreach support.

Teachers and teaching assistants are offered training opportunities through a range of local agencies to support their work with specific pupils.

22. Safeguarding, including anti-bullying and e-safety

We are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying (including on-line bullying) or bereavement. Such events will not always lead to pupils having SEND but they can have an impact on wellbeing and sometimes this can be severe. We will ensure we make appropriate provision for a pupil's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties, we will consider whether the child might have SEND.

23. Funding and resources

Allocation of resources for vulnerable pupils, those with SEN or who are disabled

It is the responsibility of the Senior Leadership Team, including the SENCo, to agree how the allocation of resources, including teaching assistants, are used.

When pupils are assessed for an EHCP, as part of the process, they will also be assessed to determine if a level of funding is needed to meet their needs. This is known as Higher Needs Funding (HNF). Not all children who have an EHCP will be assessed as needing additional funding and parents are involved in the assessment process.

If the school identifies a need for funding where a pupil doesn't have an EHCP, the school can apply for Local Higher Needs Funding (LHNF.) This funding is for a maximum of three terms and can be applied for in circumstances where a short-term level of funding would support the child to make progress to the point where that level of intervention is no longer needed or whilst evidence is being gathered for an EHCP application and there is a need to provide resources additional to those normally available in school. The decision on whether funding is agreed is taken by an independent panel of professionals.

24. SEND information report

The Academy's Local Advisory Body ensures the annual publication of an information report on the school website about the implementation of the SEND Policy and the provision made for SEND at the school.

Information regarding our SEND Information Report can be found on each Academy's website.

25. Complaints process

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they should first speak to the class teacher. If they feel the matter is unresolved, an appointment can be made by them to speak to a member of the Senior Leadership Team who will be able to offer advice on formal procedures for complaint if necessary. If the matter remains unresolved, the complaint will be managed by the Principal and Local Advisory Body under the Complaints Policy.

If the complaint is about the way the school has been delivering the provision set out in Section F of a

child's Education, Health and Care Plan (EHCP), a parent may complain further to the Local Authority that maintains the child's EHCP. If the EHCP is maintained by Hertfordshire County Council, parents can send details of the complaint to:

Customer Service Team – Complaints

Postal Point: CH0118

Resources Department

County Hall

Hertford

SG13 8DF

Email: cs.complaints@hertfordshire.gov.uk

Appendix 1

Broad areas of need (SEND Code of Practice 2015)

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children

and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.