

THE GLEDDINGS PREPARATORY SCHOOL

Policy for Special Educational Needs, Learning Difficulties, Disabilities and Inclusion

This policy applies to all pupils in school, including Early Years Foundation Stage.

This policy takes account of the following documents and guidance:-

- The Independent School Standards Regulations (The Education (Independent School Standards) (England) Regulations 2010) (as amended in April 2014)
- The Independent Schools Commentary on the Regulatory Requirements September 2016
- Special Educational Needs and Disability Act (SENDA) 2001
- The Special Educational Needs and Disability Regulations
- Special Educational Needs - A Guide for Parents/Carers
- The Children and Families Act (DfE 2014)
- SEN Code of Practice for 0 to 25 years - statutory guidance July 2014 (updated Jan 2015)
- Statutory Framework for the Early Years Foundation Stage 2012
- Disability Rights Commission's Code of Practice for Schools (2006)
- Accessible Schools: Summary Guidance DFES (2002) (now DfE)
- Equality Act (2010)
- Data Protection Act 1998
- Supporting pupils at school with medical conditions DfE (Feb 2014)
- Reasonable adjustments for disabled pupils (2012) Equality and Human rights Commission
- The Education Act 1996 (as amended by SENDA 2001)
- Mental health and behaviour in schools DfE (March 2016)

This policy is to be read in conjunction with all other policies. Please cross refer to the following policies:

- Admissions
- Allergy
- Anti-Bullying (including Cyber and Homophobic bullying)
- Assessment, Reporting and Recording
- Asthma
- Behaviour and Discipline
- Child Protection and Safeguarding Children
- Children Learning English as an Additional Language
- Confidentiality
- Curriculum
- Diabetes
- Epilepsy
- Equal Opportunities
- Health and Safety including Out of School Activities and Visits
- Higher Ability Pupils (G&T) and Higher Achieving Pupils
- Partnership with Parents
- Physical Education Policy
- PSHEE
- Sex and Relationships Education
- SEN Information Report
- Teaching and Learning
- The SENDA Accessibility Plan

INTRODUCTION

The Gleddings Preparatory School welcomes all children who can benefit from the opportunities we offer and who can flourish in the caring environment we have established. Treating every child as an individual is very important and all pupils are welcome including those with special educational needs or physical disabilities provided we are able to make the adequate provision to meet their needs. At The Gleddings we value the

individuality of all our children and we are committed to giving all children every opportunity to achieve the highest standards. This policy has been written to help ensure that this happens for every child in our school, regardless of age, gender, ethnicity, attainment, disability or background.

Central to the inclusive ethos of the school is the determination to provide an environment and an experience in which learning and the growth of expertise can take place within a supportive, stimulating, happy and co-operative community. Respecting each child's unique personality, experiences, interests, strengths and weaknesses, we aim to maximise the development of our children. We are committed to the principle that early identification of children's needs combined with early intervention will enable them to fulfil their full potential - academically, socially, physically and emotionally and we endeavour to ensure that the views, wishes and feelings of both the child and their parents are considered to promote full participation in any decisions. Teachers are responsible for the progress and development of the pupils in their class and will monitor the children's progress and provide appropriate experiences and tasks in order to stimulate, challenge and remove barriers to learning. In doing so, teachers will identify both children of exceptional ability and children who display any difficulties in learning. We believe that all pupils should have access to a broad and balanced curriculum and our teachers set high expectations for every pupil whatever their prior attainment. The provision for the special educational needs of these children will be in line with the SEN Code of Practice (2014). We recognise that children have a right to express an opinion and to have that opinion taken into account in any matters affecting them from the early years and their views will be given due consideration according to their age, maturity and capability.

Definition of Special Educational Needs

We advise parents of children with any special educational needs, learning difficulties or disabilities to discuss their child's requirements with the Head teacher and SENCO before accepting a place at the school to ensure that adequate and effective provision can be made. Parents should provide a copy of any Educational Psychologists or medical reports if their child has already been diagnosed with any learning difficulties or disabilities.

Children with SEN include those who have difficulties with their Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and Physical Needs.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age.

Disabled children

Many children who have SEN may have a disability under the Equality Act 2010 i.e.

'...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'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but we recognise that there is a significant overlap between disabled children and those with SEN.

Whilst some children are admitted to the school with information in existence about their needs, more often these needs will become apparent as a child progresses through the school. Whenever possible, the needs of these children will be met by the class teachers and the support staff to ensure that they have access to the whole curriculum. Where learning difficulties are more complex, additional teaching support will be provided by our SENCO or by outside specialist agencies as appropriate. This can either be on a short term basis to help overcome specific difficulties or a programme of intervention over a longer period of time.

AIMS

1. To ensure equal opportunities for all children.
2. To ensure that the individual needs of all children are met to promote their educational and social development.
3. To promote a positive attitude to all children which values what each child brings to the school.
4. To raise and maintain self-esteem of the children with a strong focus on high aspirations and improving outcomes.

5. To provide an appropriate but stimulating learning environment with challenging experiences to motivate the children and extend their learning whilst affording them the opportunity to regularly experience success.
6. To ensure all children are fully included within the school community whatever their needs or disabilities.
7. To develop a sense of responsibility in children for their own learning and behaviour.
8. To promote close and supportive links between home, school and the community: involving parents and children in both reviewing and developing provision as well as the learning process.
9. To provide school staff and the school community with guidelines on how to achieve maximum levels of participation from all children in all aspects of school life.

RESPONSIBILITIES

Provision for children with special educational needs is a matter for everyone in the school. School leaders and teaching staff, including the SENCO, identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

Headteacher

The Headteacher is responsible for:

1. Regularly monitoring the SEN policy and procedures and regularly evaluating their implementation and effectiveness (including formally once per year).
2. Ensuring that a framework is in place which maintains regular assessment of pupils' work and progress.
3. Meeting with parents and pupils to discuss planned support and interventions.
4. Regularly review how expertise and resources are used to address SEN through the School Improvement Plan to ensure whole-school provision.

SENCO (The SENCO is Mrs Gina Choy)

The SENCO has day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual children with SEN including those with Education Health & Care Plans (EHC plans). The SENCO provides professional guidance to colleagues and works closely with staff, children, parents and carers and other agencies and is aware of the services provided under the local offer.

The role of the SENCO in early years provision:

- to be a qualified teacher
- to have the relevant qualification and experience to ensure that detailed implementation of support is available for children with SEN
- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the school's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the school
- liaising with professionals or agencies such as educational psychologists, health, social care and LA support services
- to provide advice and guidance to early years practitioners on the development of inclusive early learning environments
- to help make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to Form 1.
- to provide advice and practical support to the early years staff (Nursery and Lower 1) about approaches to identification, assessment and intervention within the SEN Code of Practice
- to develop and disseminate good practice
- to support the development and delivery of training
- to liaise with parents of children with SEN and inform and advise them of support services available
- to liaise with early years teachers to ensure there is a smooth transition into Form I

Additional responsibilities:

- to work closely with the head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- advise on a graduated approach to providing SEN support
- ensure that the records of all children with SEN are kept up to date
- inform staff of any change to requirements and providing advice which may be of benefit to their teaching and the children's learning.
- maintain the SEN, LDD, EAL and HAP registers
- monitor effectiveness of specific intervention programmes.
- work in partnership with parents to help them understand their child's specific learning needs and how they can be met.
- Support individual children who need SEN SUPPORT
- maintain the school SENDA Accessibility Plan.
- to liaise with other schools to ensure reasonable adjustments are in place and to plan a smooth transition
- ensure that Education Health and Care Plans are reviewed annually by the local authority.

Teachers

Teachers are responsible for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

As part of our duties under the Equality Act 2010 we will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage

Addressing Individual Requirements

In attempting to meet the needs of individual children, a range of teaching strategies and classroom management styles are used. These will be noted in the ILPs and their effectiveness considered at times of review. In general teachers will ensure that:

- activities are provided to encourage children to work at their own levels in groups or as individuals - neither so difficult as to frustrate or so easy as to bore; skills and knowledge will be introduced in small amounts and in logical order; concepts will be established slowly through the varied revisiting and practice of knowledge and skills.
- sensitivity will be shown towards children whose limitation in talking and listening, reading, writing and number work influence their learning in other areas of the curriculum; appropriate help will be given to overcome such weaknesses.
- tasks will be as stimulating as possible and a variety of good quality resources will be used including SMART boards and wipe boards.
- children with specific hearing or sight problems will be carefully positioned in the room and where necessary teaching staff will wear a microphone to support those who have hearing impairment.
- children will be made aware of expectations in terms of time, behaviour, work etc and be encouraged to share the responsibility for their progress.
- whenever possible progress will be celebrated/rewarded; one to one tuition will be provided where needed.
- where a child is covered by SEN and disability legislation, reasonable adjustments and access arrangements are considered as part of SEN planning and review.

Arrangements for co-ordinating the provision for children with Special Educational Needs

The Gleddings Preparatory School adheres to the following inclusive principles:

We aim to meet the needs of all our pupils by focusing on inclusive practices and removing any barriers to learning. Early identification of potential areas of difficulty ensures that lessons are planned to address these and thus remove barriers to pupil achievement. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school and there is flexibility in our approach in order to find the best provision for every child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning and recognising the needs of individual children will be a fundamental part of this process. However, we are not a specialist Independent school and rely on a range of external specialists to help us meet our children's needs.

Progress and Achievement

At The Gleddings we believe that all children are entitled to an education that enables them to make progress so that they can develop into confident adults who achieve their potential. We recognise the importance of quality teaching for children with SEN and disabilities and monitor the progress and development of pupils closely to promote early identification and assessment of pupils as having SEN. Class and subject teachers, supported by the Head teacher and Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We use a three wave model to ensure inclusive practice:

- Wave One: Effective inclusion of all pupils in high quality lessons.
- Wave Two: Small group interventions.
- Wave Three: Specific targeted intervention for pupils needing a level of support that is additional and different to that provided for the rest of the class.



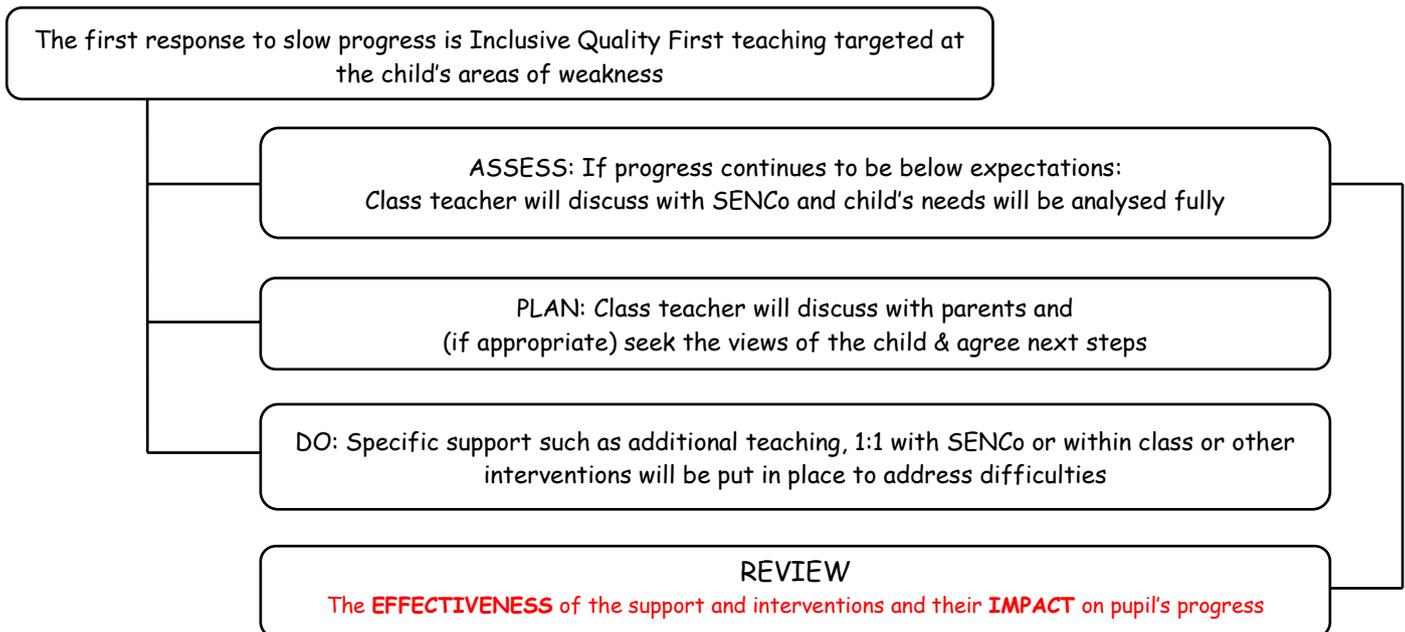
The needs of pupils with special educational needs are met through Wave 2 and 3 interventions. Wave 3 supports those children with very specific needs and this will be provided at one of two levels:

- SEN support
- Statement/EHC plan

Graduated Approach

Some children will benefit from specific support from the school or external experts such as an Educational Psychologist or a Speech and Language Therapist. The graduated response enables us to revisit, refine and revise provision as we develop an understanding of children's individual needs and what supports them in making good progress and securing good outcomes.

Where a pupil is identified as having SEN, action will be taken to remove barriers to learning and put effective special educational provision in place. This will take the form of a four-part cycle and is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.



SEN Support

A pupil has SEN where their learning difficulty or disability requires special educational provision, that is, provision different from or additional to that normally available to pupils of the same age. The child may be making less than expected progress given their age and individual circumstances and this can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers widens the attainment gap

All those who teach and support pupils with SEN have the highest aspirations for them and the individualised needs and the views of the pupil are kept at the heart of all strategies and approaches. Children will be educated in class with their peers unless there are valid reasons for removing them. A Learning Plan will be kept for every child receiving additional support which will enable us to set clear targets which can be monitored to ensure that expected outcomes are linked directly to the provision.

Education, Health and Care (EHC) Plans

The majority of children with SEN will have their needs met within school, however, for children with more complex needs an application will be made to the local authority for them to conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan if it considers that it may be necessary for special educational provision to be made for the child. Due to the independent status of the school we do not receive the LA support for children with learning difficulties or disabilities as do those who are in mainstream schools. However, we are in receipt of support from the local Health Authority and local agencies and we purchase the expertise of external consultants as and when this is appropriate. Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months and we will co-operate with the local authority in the review process and, as part of the review, we will convene and hold annual review meetings on their behalf.

Social Emotional and Mental Health needs

Social, emotional and mental health needs is a term used to describe a wide range of children who can present in a number of ways:

- challenging and disruptive
- being withdrawn or isolated
- lacking concentration
- as having immature social skills
- being hyperactive

These behaviours may reflect underlying mental health difficulties such as anxiety or depression or physical symptoms that are medically unexplained, whilst other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

Whether a child or young person is considered to have social emotional and mental health difficulties depends on the nature, frequency, persistence, severity and the abnormality of the difficulties and their cumulative effect on their behaviour and/or their emotional wellbeing compared with what might be expected of children or young people of the same age. If there are any concerns over a child's social emotional and mental health a plan will be agreed with parents to address the difficulties and to adopt strategies to meet the child's needs. If necessary, the SENCo will arrange for further assessment to find out the nature of the child's difficulties and to help provide strategies for teachers to use in the classroom and an Individual Learning Plan will be written and reviewed regularly with parents. Reasonable adjustment will be made where necessary. (See Behaviour & Discipline Policy)

N.B. All Staff members should be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe.

Use of data and record keeping

Our record keeping complies with the requirements of the Data Protection Act 1998 and our provision for pupils with SEN ensures that accurate and recent data is recorded to provide evidence of pupil progress as well as a rigorous approach to the monitoring and evaluation of any SEN support provided. Details of additional or different provision made under SEN support is recorded and this forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. Details of SEN, outcomes, teaching strategies and the involvement of specialists are also recorded as part of this overall approach and this is shared with parents in regular SEN support meetings or written reports which show the pupil's progress. We will use a provision map to record the provision that we make which is additional to and different from that which is offered through the school's curriculum. This will help our SENCO to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention and used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way we can contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff and it helps us to develop the use of interventions that are effective and to remove those which are less so.

DISABILITY

We will comply with the Equality Act 2010, which sets out the legal obligations that we have towards disabled children

The school remains committed to promoting equality for disabled pupils, staff and visitors to the school by ensuring that:

- we don't directly or indirectly discriminate against, harass or victimise disabled children
- ensuring that disabled pupils are not treated 'less favourably'
- we make reasonable adjustments including the provision of auxiliary aids and services, to ensure that disabled children are not significantly disadvantaged compared with their peers
- we publish accessibility plans to show how, overtime, we will increase access for disabled children to the curriculum, the physical environment and to information.
- we will publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, and the facilities provided to assist access of disabled children

Parents of children with physical disabilities are advised to discuss their requirements with the Head teacher and our SENCO before accepting a place at the school so that adequate provision can be made to meet the needs of their child. Parents should provide a copy of a medical report to help ensure all factors are considered in the decision making process.

Medical Conditions

We will support pupils with medical conditions and use Individual Healthcare Plans to specify the type and level of support required to meet the needs of such pupils.

Pupils on Entry to the School

Each pupil with a disability requires special consideration and we follow the provisions of the Equality Act 2010 for any pupil who meets the legal definition of disabled. If adjustments need to be put in place we will discuss these thoroughly with parents and their medical advisers before the child becomes a pupil at the school. We recognise that some disabled pupils may also require specialist support from our SENCO and non-teaching support staff and we will discuss this issue with parents before their child enrolls at the school.

Definition of Disability

The term includes disabled children, young people and adults, as pupils, employees, parents and carers. The definition of disability covers a broad spectrum of impairments including:

- cancer
- diabetes
- epilepsy
- HIV
- multiple sclerosis

- hearing or sight impairments
- mobility difficulties
- people with mental health conditions or learning difficulties/disabilities

Children with disabilities

A small number of pupils in our school have disabilities and consequently need additional resources or care. (See current SENDA Action Plan). At The Gleddings we are fully committed to providing an environment that allows these children full access to all areas of learning. This involves providing additional resources such as chairs and tables of suitable height, access to the toilet and washing facilities and a safe play area. Teachers of children with hearing impairment, for example, wear a microphone linked to the child's hearing aid. They take great care to face the child when they speak and also to check they have understood any instructions given in class or in assemblies. All classroom doors and the front door are wide enough for wheel chair access. Teachers modify teaching and learning as appropriate for these children, for example by providing extra time for them to complete activities or by adapting the resources available. In their planning teachers will ensure that they give children with disabilities the opportunities to develop skills in practical aspects of the curriculum.

Teachers will ensure that they:

- take account of children's pace of learning and the equipment they use;
- take account of the effort and concentration needed in oral work, or when using, for example visual aids;
- adapt or offer alternative activities in those subjects where children are unable or find it difficult to manipulate tools or equipment or use certain types of materials;
- allow opportunities for all children to take part in educational visits and other activities linked to their studies;
- include approaches that allow hearing - impaired children to learn about 'sound' in science and music, and visually - impaired children to learn about light in science and to use visual resources and images in art and design technology.
- use assessment techniques that reflect children's individual needs and abilities.

The promotion of equality for pupils with Special Educational Needs, Learning Difficulties or Disabilities

- we are committed to providing equal access for all children to the broad and balanced curriculum and there will be no discrimination against children with special educational, pastoral or medical needs at the point of Admission. Every opportunity will be taken to make children with such needs welcome to our school as long as their needs can be met.
- families of all children admitted to the school are made aware of our inclusive ethos.
- all school policies and procedures aim to promote inclusion of pupils with a range of learning needs.
- our Behaviour and Anti-bullying policies make it clear that all forms of bullying are unacceptable. Clear, prompt and decisive action will always be taken to deal with any incidents of bullying such as name calling or making fun of children who are different.
- opportunities for staff training for teaching and support staff will be included in the School Action Plan (SEDA), to increase awareness of disability, equality, supporting individual needs across the curriculum and for dealing with specific health issues.
- all children will be encouraged to work together and support one another.
- the achievement of all pupils will be recognised and celebrated.

We will take reasonable steps to ensure that pupils with Special Educational Needs, Learning Difficulties or Disabilities are not disadvantaged by:

- making provision for children who need medication during the school day e.g. inhalers, anti-epilepsy drugs, Ritalin, Insulin.
- making provision for children who may need physiotherapy during the school day e.g. those with muscular dystrophy, cystic fibrosis.
- making provision for children with hearing or visual impairment.
- agreeing individual Learning Plans with parents and planning additional support that children need and what impact we expect it to have and by when.
- ensuring staff who supervise playtimes facilitate inclusion of all pupils.

Physical Accessibility

Our SENDA Plan shows our commitment to increasing access for disabled pupils, parents and visitors. It shows how we are improving all aspects of the curriculum (including the physical environment) and how we are improving the delivery of written information for disabled pupils. The school has thorough monitoring procedures and is continually making adjustments to take account of the individual needs of the children and staff within the constraints imposed by an historic building.

Medical Facilities

We have a Health Manager (Mrs Choy) who is supported by a large number of staff qualified as Paediatric First Aiders. Our First Aid/Medical Room is available for children who become ill during the day or who need minor First Aid/Medical treatment. Children who become ill during the day are carefully supervised by an appropriate member of staff and parents are contacted immediately if necessary.

Children Learning English as an Additional Language (EAL)

See our EAL Policy

General Information

For any children included on the SEN, LDD, HAP, EAL register (regardless of ability or disability) regular meetings are held with parents and class teachers to review their Learning Plan. Care is taken to discuss the needs of the pupil with regard to the 'whole child' inside and outside of school. We pride ourselves on the very close relationships we establish with parents on a daily basis and family reviews can be held at very short notice if required.

All staff have a positive attitude towards children with special educational needs, learning difficulties or disabilities. As part of their professional development staff are required to attend appropriate courses to ensure their knowledge and skills enable them to meet the needs of the children they teach and if necessary guidance is sought from visiting specialists, therapists and external consultants

The normal complaints procedure applies to all our SEN, LDD, HAP and EAL provision. All complaints should be addressed to the Head teacher to be dealt with immediately. Consultation with the SENCO and staff members will happen promptly followed by a response to parents and any necessary action will be formally planned and put into action.

Transition Arrangements

As an Independent School, links with mainstream schools only exist on an informal basis. Nevertheless, when children transfer to Secondary School or other schools in the area the Head teacher or SENCO will liaise with the new school and any other relevant documentation will be forwarded to the destination school to ensure that their individual needs are met.

By putting the above procedures and measures into practice we aim to help all of our children to achieve to the very best of their ability.

SEN Information Report

We publish information on our website about the implementation of our policy for pupils with SEN and give an overview of the way in which we identify and meet the needs of our children with SEN.

This policy was reviewed by Gina Choy (SENCO) in September 2016

Signed:
Headteacher

Signed:
SENCO

Next Review Date: September 2017

Appendix 1

Broad areas of need

When reviewing and managing special educational provision there are four broad areas of need and support:

Communication and interaction

Children 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.

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

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.

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

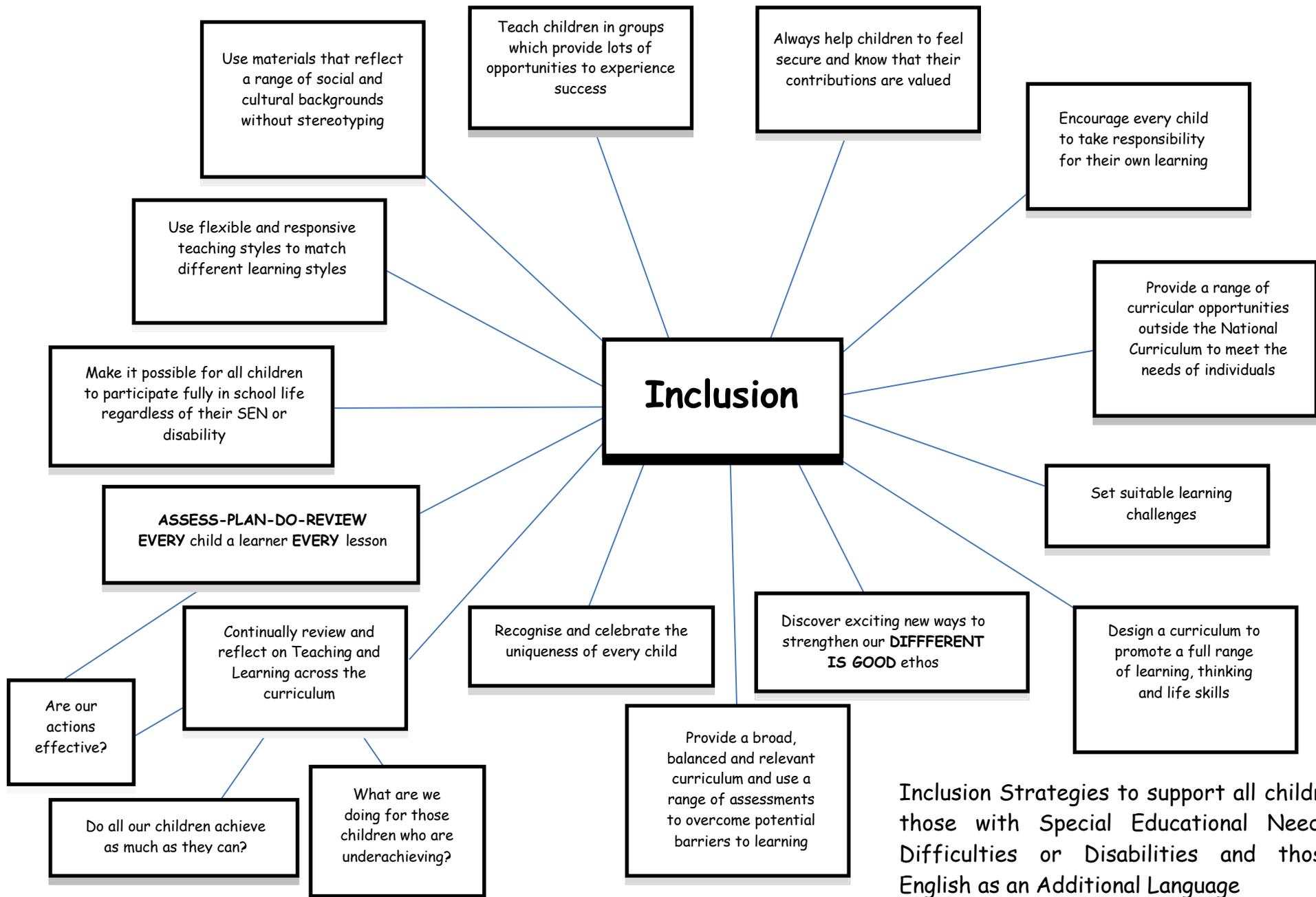
Social, emotional and mental health difficulties

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.

We have clear processes to support children, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

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. Children and young people with an MSI have a combination of vision and hearing difficulties.



Inclusion Strategies to support all children including those with Special Educational Needs, Learning Difficulties or Disabilities and those Learning English as an Additional Language