

# Whitehills Primary School



## **SPECIAL EDUCATIONAL** **NEEDS AND INCLUSION** **POLICY**

in compliance with

- **Statutory Document:** Special Educational Needs (Information) Regulations (*Clause 65*)
- **Statutory Document:** Special Educational Needs and Disability Code of Practice (*2014*)

*“Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging” Early Childhood Forum*

*“Inclusion teaches compassion, understanding and patience for children and gives special needs children self-esteem and friendships” Gloria Bass SENCO*

*“Inclusion is based on the belief that students of all abilities have the right to an education that is, meaningful, appropriate and equivalent to that of their peers” Nicole Eridics*



## SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

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## **1. Whitehills Primary School Inclusion Statement**

Our vision at Whitehills Primary School is to create a safe and stimulating learning environment where everyone is happy, excited, challenged and inspired to be a successful lifelong learner. We aim to do this by promoting a love of learning and igniting the children's intellectual curiosity.

We strive to be a fully inclusive school where the whole school community shares a belief in equality for all pupils and staff in line with the Equalities Act 2010. We believe inclusion is a sense of belonging, feeling respected, valued and seen for who we are as individuals. We aim to create a level of commitment from everyone for everyone where we intentionally plan for the success of all our pupils.

As an inclusive school, we believe that every child is unique and brings their own strengths, experiences and qualities to our school community. At Whitehills we aim to meet the needs of all pupils, including our pupils with special educational needs, through a rich and varied academic and social curriculum with regards to the National Curriculum guidelines 2014. We are fully committed to enabling all pupils to reach their full potential irrespective of their gender, age, ethnicity, religion, ability and social background.

This policy describes the way we meet the needs of children who experience barriers to their learning. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including academic ability, social, emotional and mental health, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be short or long term. Therefore, we aim to identify these needs at the earliest opportunity and provide teaching and learning contexts which enable every child to achieve his or her full potential.

Whitehills Primary School our focus is on ensuring we meet individual needs in the most effective, inclusive manner possible rather than a focus on the 'problem(s) with the child'.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been developed with reference to the following guidance and documents:

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *Equality Duty and Single Equality Policy*
- *Schools SEN Information Report*
- *Statutory Guidance on Supporting pupils at school with medical conditions December 2015*
- *The National Curriculum in England Key Stage 1 and 2 framework document Dec 2014*
- *Child Protection and Safeguarding Policy*
- *Keeping Children Safe in Education Sept 2020*
- *Working Together to Safeguard Children July 2018*
- *Relationship and Behaviour Policy*
- *Accessibility Plan*
- *Teachers Standards 2012*

## **2. Aims and objectives**

Whitehills Primary School is committed to providing appropriate and high-quality education for all the children in our school and recognise that *all our teachers are teachers of children with special educational needs*.

We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. We believe that all children should be fully included in all aspects of school life and equally valued within our school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Whitehills Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all children. We aim to promote a sense of community and belonging, and to offer engaging learning, social experiences and opportunities for enrichment to all ensuring that we will respond to our children in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all children, whatever their age, gender, ethnicity, impairment, attainment and background.

No child will be refused admission to our school on the basis of his or her special educational need, ethnicity or language need. As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. However, in line with the Equalities Act 2010, we aim to provide a wide range of different needs and we will take all reasonable steps to provide effective educational provision when budget, resources and availability of expertise allows. (*see Admission policy for the school, as agreed with the Local Authority*)

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

## **3. SEND Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

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.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners. All staff in school have a

responsibility for maximising achievement and opportunity of vulnerable children. All teachers are teachers of pupils with EAL.

<p><b>4. SEND - The Four Broad Areas of Need</b></p> <p>The SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions. Pupils will be identified by their primary area of need. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time</p> <p><b>The code states that:</b></p>		
<b>Cognition and Learning</b>	<b>Social, Emotional and Mental Health difficulties</b>	<b>Sensory and/or Physical Needs</b>
<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs, including:</p> <ul style="list-style-type: none"> <li>• moderate learning difficulties (MLD)</li> <li>• severe learning difficulties (SLD)</li> </ul> <p><i>Pupils' 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</i></p> <ul style="list-style-type: none"> <li>• profound and multiple learning difficulties (PMLD),</li> </ul> <p><i>Pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</i></p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as:</p> <ul style="list-style-type: none"> <li>• dyslexia</li> <li>• dyscalculia</li> <li>• developmental co-ordination disorder (dyspraxia)</li> </ul>	<p>Pupils' may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include:</p> <ul style="list-style-type: none"> <li>• becoming withdrawn or isolated</li> <li>• displaying challenging, disruptive or disturbing behaviour.</li> </ul> <p>These behaviours may reflect underlying mental health difficulties such as:</p> <ul style="list-style-type: none"> <li>• anxiety or depression</li> <li>• self-harming</li> <li>• eating disorders</li> <li>• physical symptoms that are medically unexplained.</li> </ul> <p>Other children and young people may have disorders such as:</p> <ul style="list-style-type: none"> <li>• attention deficit disorder</li> <li>• attention deficit hyperactive disorder</li> <li>• attachment disorder</li> </ul>	<p>Some pupils 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.</p> <p>Many children and young people with:</p> <ul style="list-style-type: none"> <li>• vision impairment (VI)</li> <li>• hearing impairment (HI)</li> <li>• a multi-sensory impairment (MSI)</li> </ul> <p><i>MSI have a combination of vision and hearing difficulties</i></p> <p>will require specialist support and/or equipment to access their learning, or rehabilitation support.</p> <p>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.</p>

## 5. The Graduated Approach to SEN Support

The 2015 Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. At this stage the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, expectations of progress and high quality and accurate formative assessment. For higher levels of need, more specialised assessments from external agencies and professionals may be sought. Once this process has been completed a child may receive more specialised support. This support does not replace inclusive quality-first

### Level of Need: Stage 2

#### Identification and Assessment

*Well-scaffolded, inclusive quality first teaching, including, where appropriate, the use of small group interventions.*

All vulnerable learners will be included on a detailed whole school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- *plan strategically to meet children's identified needs*
- *audit how well provision matches need*
- *cost provision effectively*
- *demonstrate to all staff how support is deployed*
- *inform parents, LA, external agencies about resource deployment*
- *maintain a provision map for all vulnerable learners*

### Level of Need: Stage 3

#### Identification and Assessment

*Where pupils have had access to well-scaffolded SEN support but have failed to make progress or their learning need has become such, that additional resources are required, they will have targeted support from an outside agency or professional.*

A very small number (but not all) of the children on the SEN register will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the child or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.

### Level of Need: Stage 4

#### Identification and Assessment

*Children with an Education Health and Care Plan will have access to all arrangements for children on the SEN Level of Need Stages and, in addition to this, will have an Annual Review of their Education Health and Care Plan.*

Our school will comply with all local arrangements and procedures when applying for:

- High Needs Funding;
- An Education Health and Care Plan

#### **Communication and Interaction**

Pupils 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.

Pupils 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.

<p><b>6. The Graduated Approach to SEN Support</b></p> <p>The Teachers' Standards (2012) clearly state that teachers should:</p> <ul style="list-style-type: none"> <li>• <i>adapt teaching to respond to the strengths and needs of all pupils</i></li> <li>• <i>have a clear understanding of the needs of all pupils, including those with SEN</i></li> <li>• <i>make accurate and productive use of assessment</i></li> </ul>			
<b>Level of Need: Stage 2</b>	<b>Level of Need: Stage 3</b>	<b>Level of Need: Stage 4</b>	<b>Level of Need: Stage 1</b>
<p><b>Small Group Intervention</b></p> <p>Teacher to plan small group intervention for children who can be expected to catch up with their peers as a result of a targeted 6 weeks evidence-based intervention, which might include:</p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Key Word Recognition and spelling (SNIP)</li> <li>• Identified target readers (for fluency)</li> <li>• Reading comprehension (for understanding)</li> <li>• Reading Inference for comprehension</li> <li>• Literacy Box</li> <li>• Handwriting (Fine Motor Skills)</li> <li>• 20 day challenges: number bonds, specific times tables, place value</li> <li>• Numicon</li> <li>• The Maths Box</li> <li>• SEMH: One Page Profile, Individual resources; Red Beast, How are you Feeling Today?</li> <li>• Time to Talk</li> <li>• Socially Speaking</li> <li>• Lego Therapy</li> <li>• Schools Enrichment Officer (NTFC)</li> </ul>	<p><b>Specifically targeted interventions and personalised support for individual children</b></p> <ul style="list-style-type: none"> <li>• Precision Teaching</li> <li>• Paired Reading</li> <li>• Key Word Recognition and spelling (SNIP)</li> <li>• SEMH: Protective behaviours, Kids Aid, School Nurse, CAMHs, Service 6</li> <li>• Access to specialised equipment, ie: pencil grips, writing slopes, laptops, coloured overlays, coloured writing books, visual time tables, communication visuals</li> <li>• Environment adaptations: painted steps, disabled toilets, sound fields, sensory room</li> <li>• Sensory Circuits</li> <li>• Drawing and Talking</li> <li>• Lego Therapy</li> <li>• Personal Support Plans</li> <li>• Access to outside agency support: <i>Educational Psychologist, Specialist Support Services, Occupational Therapists, Physiotherapists, Speech and Language, School Nursing Team, CAMHs, JOGO</i></li> <li>• Behaviour Support, Visual Impairment Team, Target Autism, Kids Aid, Hospital and Outreach, Teacher of the Deaf</li> </ul>	<p><b>Education and Health Care Plan High Needs Funding</b></p> <ul style="list-style-type: none"> <li>• Personal Support Plans</li> <li>• Access to outside agency support: Educational Psychologist, Educational Psychologist Assistant, Specialist Support Services, Occupational Therapists, Physiotherapists, Speech and Language, School Nursing Team, CAMHs, JOGO Behaviour Support, Visual Impairment Team, Target Autism, Kids Aid, Hospital and Outreach, Post Adoption Team, Teacher of the Deaf</li> </ul>	<p><b>Identification and Assessment</b></p> <p><i>Well-scaffolded, inclusive quality first teaching</i></p> <p>Children's needs should be identified and met as early as possible through:</p> <ul style="list-style-type: none"> <li>• <i>liaison with feeder nurseries</i></li> <li>• <i>transfer information and records from previous schools</i></li> <li>• <i>the sharing of information from outside agencies and professionals</i></li> <li>• <i>classroom-based assessment and monitoring arrangements</i></li> <li>• <i>the analysis of data</i></li> <li>• <i>following up parental concerns</i></li> </ul>

<b>Level of Need: Stage 1</b>	<p><b>Inclusive Quality First Teaching</b> We achieve this through each class teacher delivering IQFT for all children. They will oversee, plan and work with each child with SEND in their class to ensure that progress is made through:</p> <ul style="list-style-type: none"> <li>• a creative, engaging, and immersive curriculum that is sequenced progressively to build on pupils' knowledge and previous learning experiences.</li> <li>• appropriate learning challenges, matched to the National Curriculum guidelines</li> <li>• differentiated learning challenges through: extending or reducing challenges, varying the amount of adult or peer support given to complete the challenge</li> <li>• the way a learning challenge is delivered, completed and achieved. eg. visually (looking), practically (doing), orally (speaking), aurally (listening).</li> <li>• appropriate inclusive classroom environments</li> <li>• multi-sensory approach to learning challenges</li> <li>• visual aids to support language and concept development</li> <li>• talk partners and peer support</li> <li>• whole school approach to meta-cognition through learning goals</li> </ul>
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## 7. Supporting pupils' and families

Whitehills Primary School



### SPECIAL EDUCATIONAL NEEDS Information Report

- In compliance with
- Statutory Document: Special Educational Needs (Information) Regulations (Clause 65)
  - Statutory Document: Special Educational Needs and Disability Code of Practice (2014)

*"Inclusion is based on the belief that students of all abilities have the right to an education that is, meaningful, appropriate and equivalent to that of their peers" Nicole Ericols*

Please look the school's SEN Information Report which is published on the school's website for additional information and parental support.

[www.whitehillsprimary.northants.sch.uk](http://www.whitehillsprimary.northants.sch.uk)

At Whitehills Primary School we believe that a close working relationship with parents/carers is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- the continuation of personal, social, emotional and academic outcomes are set and met effectively.
- the continuation of personal, social, emotional and academic progress of children with SEND.

In cases where more frequent contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

The SENCO may also signpost parents of pupils with SEND to Northamptonshire's SEND Information Advice Support Service (IASS) where specific advice, guidance and support may be given.

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Parents/Carers are also encouraged to find out more about the local offer of support which is available for children and young people with special educational needs and/or a disability on living in Northamptonshire.

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/localoffer/Pages/default.aspx>



## 8. SEN Support: Assess, Plan, Do and Review

This support does not replace inclusive quality first teaching but should complement it and give the pupils' skills that they can then apply in learning.

### Assess

In identifying a child as needing SEN support the class teacher, working with the SENCo, will carry out an analysis of the pupil's needs to ensure that:

- support and intervention are matched to individual needs.
- barriers to learning are identified and overcome.
- there is a clear picture of where targeted support needs to be focused.

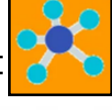


These should build information about the pupils' strengths, needs and progress.

### Plan

At this stage, the SENCO will hold meetings with staff, parents, pupils' and any specialists involved to plan intervention or individual support. Once a decision has been made about what additional provision is required, all teachers and support staff who work with the pupil will be made aware of:

- their individual needs.
- individual targets and expected outcomes.
- targeted support and any teaching strategies or approaches that are required.



Information will be recorded on class provision maps and/or personal support plan (PSP)



### Review

We review the effectiveness of provision through:

- monitoring progress made academically against national and age expectations.
- collecting formal and informal feedback from the teacher, parents/carer and pupil.
- evaluating impact and quality of the support and interventions.
- obtaining the views of the pupil and their parents/carers. which feeds into the analysis of their needs.



The SENCO and class teacher, will revise the individual progress and development, deciding on any changes to the outcomes and provision in consultation with parents/carers and the pupil themselves.

### Do

Support is put in place for an agreed period of time.



The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the child they work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

## 9. Roles and Responsibilities

### Role of the Governing Body

The Governing Body has due regard to the Code of Practice 2014 when carrying out its duties towards all children with special educational needs. It aims to meet these duties by:

- *securing the necessary provision for any pupil identified as having special education needs.*
- *ensures that all teachers are aware of the importance of providing for these children.*
- *identifying a Governor to have specific responsibility for the school's provision for children with SEND by meeting regularly with the SENCO and working together on strategic planning for children with special educational needs.*



### Role of the SEND Governor

Mr Harvie Hughes [h.hughes@whitehillsprimary.northants.sch.uk](mailto:h.hughes@whitehillsprimary.northants.sch.uk)

The SEND Governor will:

- *help to raise awareness of SEND issues at Governing Body meetings.*
- *ensures that all Governors are aware of the school's provision, including the funding, equipment and personnel.*
- *monitor the SEND provision within the school and update the Governing Body.*
- *assure the Governing Body that the school website publishes the SEN Information Report.*
- *reviews this policy annually and considers any amendments regarding SEN data and analysis work closely with the SENCO and Headteacher.*



### Role of the Head teacher

Mrs Natalie James [head@whitehills.northants-ecl.gov.uk](mailto:head@whitehills.northants-ecl.gov.uk)

The Head teacher will:

- *work with the SENCO, SEND Governor to determine the strategic development of the SEND policy and provision within school.*
- *have overall responsibility for the provision and progress of pupils with SEND.*



### Role of the Special Educational Needs Co-ordinator

Mrs Elaine Ayton [senco@whitehills.northants-ecl.gov.uk](mailto:senco@whitehills.northants-ecl.gov.uk)

The head teacher and the Governing Body have delegated the responsibility to the SENCO for:

- *to determine the strategic development of the SEND policy and provision in the school in order to raise the achievements and accelerate the progress of pupils with SEND.*
- *have day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual pupils with SEND.*
- *provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure pupils with SEND receive effective support and have access to inclusive first quality teaching (IFQT)*
- *advise on the graduated approach to providing SEND support.*
- *advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively and efficiently.*
- *work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements*
- *ensure that the records of all pupils with SEND are maintained and up to date.*
- *monitor the effectiveness of any special educational provision made and where necessary secure relevant services provision*
- *liaise with parents/carers, external agencies regularly to provide information on pupils' needs, provision and outcomes.*
- *prepare and review information required by law to be published in relation to special educational needs provision.*
- *overseeing the smooth running of transition arrangements and transition of information for Year 6 children identified within the provision map.*



## **Role of the Class teacher**

The Class teacher will:

- *take responsibility for ensuring the progress and development of every pupil in their class, including those with SEND.*
- *implement inclusive high-quality teaching in their classroom.*
- *work closely with any additional adults to assess, plan, do and review support and intervention for each pupil with SEND in their class.*
- *work with the SENCO to review each pupil's progress and development and decide on any changes to provision*
- *set high academic and behavioural expectations for all pupils in their class and support them in achieving them.*



## **Role of the Learning Support Assistant**

The Learning Support Assistant will:

- *work with the class teacher to support the progress and development of every pupil in their class, including those with SEND.*
- *support inclusive high quality teaching in their classroom.*
- *demonstrate and support high expectations for all pupils.*
- *deliver high quality interventions for identified pupils, keeping appropriate records.*
- *liaise with the class teacher and SENCO about any difficulties that arise delivering interventions.*
- *work with the SENCO to discuss pupils' progress and development and act on any changes to provision.*



## **Working in partnership with pupils and parents/carers**

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will ensure that:

- *everyone develops a good understanding of the pupil's areas of strength and difficulty.*
- *we consider where possible the parents'/carers' and pupils' views.*
- *everyone understands the agreed outcomes sought for the pupil.*
- *everyone is clear on what the next steps are.*
- *we will formally notify parents/carers when it is decided that a pupil will receive SEND support.*
- *parents and carers are aware of the Parent Partnership services available as part of the Local Offer.*

Parents/carers are also encouraged to work in partnership with the school to support their child's learning needs.



## **Role and Rights of Children**

At Whitehills Primary we recognise that all children have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all children by encouraging them to:

- *state their views about their own education and learning – One Page Profile*
- *identify their own needs within their learning*
- *self-review their progress and identify new targets (with support and when appropriate)*
- *(for some children with special educational needs) monitor their success at achieving the targets on their Personal Support Plan (PSP)*

## **10. Monitoring, Evaluation and Review of this policy**

The effectiveness of the SEND provision provided by the school will be undertaken annually by the Governing Body and reported to parents in the Annual Governors Report. The monitoring of pupil progress is vital and is undertaken in line with the school's monitoring policy cycle. A review of the Special Educational Needs policy is undertaken every year as it is recognised as a working document that is kept under constant review.

The Governing body has overall responsibility for educational provision for children with Special Educational Needs. There is a responsibility through the curriculum committee for individual governors to have responsibility for special educational needs.

The Head Teacher will have overall responsibility for the day to day running of the policy in terms of advice to staff, co-ordination of the provision and specialist teaching where appropriate.

Elaine Ayton (SENCO)  
Reviewed: May 2022



## **THE FOUR BROAD AREAS OF NEED**

### **Appendix**

The SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions:

1. **Communication and Interaction (C&I)**
2. **Cognition and Learning (C&L)**
3. **Social, Emotional and Mental Health (SEMH)**
4. **Physical and/or Sensory Needs (P&SN)**

## **10. Communication and Interaction**

### **Autistic Spectrum Disorder (ASD)**

ASD is a relatively new term that recognises there are a number of sub-groups within the spectrum of autism. Pupils with ASD find it difficult to:

- understand and use non-verbal and verbal communication
- understand social behaviour, which affects their ability to interact with children and adults
- think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.

Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.

Pupils with Asperger's syndrome should be recorded in this category. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism.

Further information can be found at: <https://www.autism.org.uk/advice-and-guidance>

### **Speech, Language and Communication Needs (SLCN)**

Children and young people may have a range of difficulties with speech and language, some of which may resolve as the child develops.

For some children, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.

The fact that a child or young person may understand and speak English as an additional language does not in itself constitute a speech and language difficulty. It is important to note, however, that different languages have different structures/phonologies (sound systems) which can sometimes cause initial short term difficulties.

Further information can be found at: [www.afasic.org.uk](http://www.afasic.org.uk)

## 11. Cognition and Learning

### **Attention Deficit Hyperactivity Disorder (ADHD)**

Attention Deficit Hyperactivity Disorder is a complex condition can seriously affect a child's concentration, behaviour and learning. A child with ADHD will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still.

This impacts on their learning as they can find it very hard to concentrate for the periods of time needed to complete tasks. Consequently, the work that they produce may not necessarily reflect their true ability.

Further information can be found at: [www.addiss.co.uk](http://www.addiss.co.uk)

### **Moderate Learning Difficulty (MLD)**

Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum.

Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Pupils' should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum.

### **Profound and Multiple Learning Difficulty (PMLD)**

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. Pupils are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language.

### **Severe Learning Difficulty (SLD)**

Pupils with Severe Learning Difficulties (SLD) have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.

Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations.

### **Specific Learning Difficulty (SpLD)**

A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); developmental co-ordination disorder (dyspraxia - co-ordination) and dysgraphia (writing)

### **Dyscalculia**

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Further information can be found at: <https://www.dyscalculia.org/>

### **Dysgraphia**

People with dysgraphia are affected by an extreme difficulty with fine motor skills and can have trouble organizing letters, numbers and words on a line or page. This can result partly from:

- visual-spatial difficulties: trouble processing what the eye sees
- language processing difficulty: trouble processing and making sense of what the ear hears.

Further information can be found at: <https://www.readandspell.com/strategies-for-dysgraphia>

### **Dyslexia**

Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Further information can be found at: <http://www.bdadyslexia.org.uk>  
<https://nbd.org.uk/>

### **Dyspraxia**

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc).

Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

Further information can be found at: <http://www.dyspraxiafoundation.org.uk>

## 12. Social, Emotional and Mental Emotional Health

Children with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs.

Some children may have emotional needs and/or social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other children or young people.

Social difficulties, in this context, occur when students have problems managing interactions with others in school effectively and appropriately. They may have difficulty making the necessary adjustments to conform to the expectations of others in a variety of settings. The process is known as socialisation. Either difficulty may impact substantially on the child's ability to learn.

### Adjustment Disorders

A child suffering from an Adjustment Disorder may have witnessed a stressful event or had a big change in their normal lifestyle. This could then have an adverse reaction on their emotional health and/or behaviour.

### Anxiety Disorders

A child suffering from an **Anxiety Disorder** may be prone to frequent panic attacks. Here the child may complain of physical symptoms such as headaches or stomach aches. The child may also display inappropriate emotional responses, such as outbursts of laughter or crying out of context.

### Obsessive-Compulsive Disorder ('OCD')

A child suffering from SEMH may also have an **Obsessive Compulsive Disorder (OCD)**. Here the child can display recurrent and persistent obsessions or compulsions. Behaviours may include repetitive hand washing, praying, counting, and repeating words silently.



### 13. Physical and/or Sensory Needs

#### Hearing Impairment (HI)

Pupils with an HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range.

For educational purposes, pupils are regarded as having an HI if they require hearing aids, adaptations to their environment and/or particular teaching strategies to access the concepts and language of the curriculum. Hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound.

A number of pupils with an HI also have an additional disability or learning difficulty. Some pupils with a significant loss communicate through sign instead of, or as well as, speech.

#### Visual Impairment (VI)

A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery.

The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments. They are defined as follows:

- *"Partially sighted" indicates some type of visual problem has resulted in a need for special education;*
- *"Low vision" generally refers to a severe visual impairment, not necessarily limited to distance vision. Low vision applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses. They use a combination of vision and other senses to learn, although they may require adaptations in lighting or the size of print, and, sometimes, Braille;*
- *"Legally blind" indicates that a person has less than 20/20 vision in the better eye or a very limited field of vision (20 degrees at its widest point); and*
- *Totally blind students learn via Braille or other non-visual media.*

#### Multi-Sensory Impairment (MSI)

Pupils with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities.

Pupils with MSI have much greater difficulty accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches that make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

#### Physical Disability (PD)

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEND.

For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean a pupil has an SEND. It depends on the impact the condition has on their educational needs.

There are a number of medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties.

Some pupils are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.

### **Medical Needs**

A medical diagnosis or a disability does not necessarily imply a special educational need (SEND). It may not be necessary for the child or young person with any particular diagnosis or medical condition to have any additional form or educational provision at any phase of education. It is the child's medical needs rather than a diagnosis that must be considered.

Some children may not require school-based SEND provision but they have medical conditions that, if not properly managed, could hinder their access to education.

Children and young people with medical conditions will include those with asthma, diabetes, arthritis, epilepsy, severe allergies, incontinence, eczema, cystic fibrosis, tracheotomy, colostomy and ileostomy.

In such cases, school staff will take into consideration the medical guidance available.