

**3b INCLUSION POLICY FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

*Our mission is to develop happy, confident and successful children  
who are well prepared for their future.*

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## INTRODUCTION

At Westbrook Hay Prep School we follow the Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (January 2015) which states: *'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'* (Code of Practice, January 2015, p15).

## AIMS

Westbrook Hay (the 'School') is committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision;
- not treating disabled pupils less favourably than their peers;
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education;
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities;
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (Published January 2015. Last updated April 2020);
- Equality Act 2010;
- Children and Families Act 2014 Part 3;
- Statutory framework for the early years' foundation stage (Published March 2014. Last updated September 2023).
- EHRC guidance 'Reasonable Adjustments For Disabled Pupils'.

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy and Accessibility Plan.

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either 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 early years providers;
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder,

semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

### **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

Pupils will 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 or the cultural background they are from. However, in order to cope with the academic and social demands of Westbrook Hay, pupils would greatly benefit from being fluent English speakers. The School may recommend that some pupils, whose first language at home is not English, receive individual tuition in English as an additional language.

### **DEFINITION OF DISABILITY**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Long term means that the impairment will have lasted or be likely to last for 12 months or more.

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN but there can be an overlap.

### **GOVERNOR AND STAFF RESPONSIBILITIES**

The governing body is responsible for determining school policy and provision for pupils with SEN and disabilities.

The Head Teacher is responsible for overseeing all aspects of the School's SEN provision and keeping the governing body fully informed of the implementation of the School's policy in practice.

The Interim Special Educational Needs Coordinator (SENCO)/ Head of Learning Support is Mrs Claire Pearson. In April 2024 this role will be fulfilled by Mrs Joanna Byron, who will be a member of the senior leadership team. Their responsibilities include:

- determining the strategic development of the SEN and disability policy and provision in the School, together with the Head Teacher and governing body;
- having overall day-to-day responsibility for the operation of the SEN and disability policy;
- coordinating specific provision for pupils with SEN and disabilities, including those who have EHC plans;
- ensuring all staff understand their responsibilities to pupils with SEN and/or disability and the School's approach to identifying and meeting SEN;
- ensuring that teachers are given any necessary information relating to a pupil's learning support needs and/or disabilities (if known) so that teaching practices are appropriate;
- ensuring parental insights are considered by the School to support their child's SEN and disability;
- liaising with the School's medical co-ordinator, external professionals and agencies, as appropriate;
- ensuring that the School keeps records of all pupils with SEN and/or disability up to date.

The School's Learning Support Department consists of one teacher who is specifically trained to support pupils with learning difficulties and a number of learning support staff who provide paid for 1:1 additional support to pupils who are identified as benefiting from additional provision.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

### **IDENTIFYING PUPILS WITH SEN AND DISABILITIES**

When deciding whether a pupil has a SEND, the Head of Learning Support/SENCO will carry out a number of individual screening assessments e.g. GL Dyslexic screening assessment, GL Dyscalculia screening assessment, Lucid- Recall (working memory) and the British Picture Vocabulary Scale (BPVS) etc which are selected on the age and difficulties displayed by the pupil. The outcomes from the assessments allow the teachers to have a better understanding of the pupil's learning profile. The baseline assessments are then used to create SMART targets for the pupil and information is shared with parents, teachers and the pupil.

Any decision on whether SEND provision is required must start with the desired outcomes, including the views of the pupil and the parents. This should then determine what support is needed. We may also draw on the knowledge of outside professionals and agencies.

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether pupils are making expected progress. Slow progress and low attainment do not necessarily mean that a pupil has SEN (and should not automatically lead to a pupil being recorded as having SEN).

However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request parents to obtain a formal assessment of their child (such as by an Educational Psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action.

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. These needs can be categorised in four key areas that may create barriers to learning:

- Communication and Interaction (SLCN);
- Cognition and Learning (MLD, SLD, PMLD, SpLD);
- Social, Emotional and Mental Health difficulties (SEMH);
- Sensory and/or Physical needs (VI, HI, MSI, PD).

(See **Appendix A** for further information)

## **SUPPORTING PUPILS WITH SEN AND DISABILITIES**

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Parents are informed/consulted through regular meetings with form teachers, Heads of Year and or the Head of Learning support. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

Arrangements for special educational provision and support are made through the School's graduated approach to SEN support: Assess - Plan - Do - Review:

### **ASSESS**

The form/subject teacher, working with the Head of Learning Support/SENCO will carry out an analysis of the pupil's needs so that support can be matched to the individual. This information will be based on Cognitive Ability Tests, internal assessments (PIRA, PUMA, verbal and Non- verbal reasoning) outcome of examinations, pupil progress reports, observations and behaviour. If not already done so, the School may, in consultation with parents, engage external agencies and professionals to help assess the pupil's needs and advise on any support needed. Any specialist advice received will be discussed with the pupil's parents.

As well as this, the views of the parents and pupils will be sought, considering, in relevant cases, advice from external support services. If it is decided the pupil does not require SEN support, their progress will be monitored and reviewed in line with the school's assessment cycle.

### **PLAN**

Where it is decided to provide SEN learning support, the Head of Learning Support/SENCO and Deputy Head Academic will agree in consultation with parents and the pupil to put in place reasonable adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on the School's information management system, SchoolBase. This will be reviewed every term. All staff working with the pupil will be made aware of their learning needs, the outcomes and the support strategies required. Each form group will keep an up to date termly provision map of the extra support and the Head of Learning Support/SENCO will track the individual's provisions.

### **DO**

The form/subject teacher remains responsible for working with the pupil on a daily basis. Where the interventions involve group or 1:1 teaching away from the main class teacher, they still retain responsibility for the learning of the pupil. Class teachers and the Head of Learning Support/SENCO will work alongside teaching assistants involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Head of Learning Support/SENCO will support the class teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. At times, the Head of Learning Support/SENCO may work 1:1 with pupils to support their learning.

### **REVIEW**

The effectiveness of any support and interventions and their impact on the pupil's progress will be reviewed once a term by the Head of Learning Support/SENCO with the pupil and the parents. This

impact, together with any views of parents and pupils, will feedback into the analysis of the pupil's needs and if they require greater support, with the consent of the parents, specialist advice may be sought. If despite taking relevant and purposeful action to identify, assess and meet the SEN of the pupil (including receiving support from specialists), the pupil has not made expected progress, the school, with parents, will consider requesting an Education, Health and Care (EHCP) needs assessment.

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. Subject teachers' regular assessment of pupils will help identify those who are making less than expected progress. Reviews of the quality of teaching should include teachers' understanding of strategies to support pupils.

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

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

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

#### **SEN Admissions for pupils without an EHCP**

Every pupil's skills and attainment will be assessed on entry to Westbrook Hay. At the same time, the School will consider whether a pupil has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made and whether the School is able to make those adjustments.

#### **WORKING IN PARTNERSHIP WITH PARENTS/CARERS**

Since pupils with SEN have different needs, the School recognises the importance of communicating closely with parents with regards to learning assessments for their child or children and related targets for improvement. The School shares targets with pupils and parents through email, face to face meetings, pupil Planner (where appropriate) with the aim of enabling improvements to be achieved.

If a parent does not engage in the process, the class teacher will endeavour to meet the pupil's needs in the normal differentiation used in class (Quality First Teaching-QFT), until the parent participates in their process.

The School's hope is that all parents will feel able to share any concerns about their child with the class/form teacher in order that a healthy partnership for the care of their child can be developed. The Head of Learning Support/SENCO, other pastoral staff, and tutors who are involved with their child are always happy to discuss any parental concerns.

#### **Reasonable adjustments**

Westbrook Hay is committed to treating all pupils fairly. In light of the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the School does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a pupil has understood instructions, or that they are seated where they are able to hear and concentrate.

Once any required adjustments have been identified, the School will consider whether they are reasonable adjustments for the School to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- the School's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

The School will discuss the proposed adjustments with parents and, where appropriate, the pupil, the SENCO/Head of Learning Support, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the pupil (where appropriate).

Parents can assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a pupil's access to educational provision and the other benefits, facilities and services the School provides, a disabled pupil is evidently still at a substantial disadvantage, the School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

If the parents feel that there are further particular adjustments the School could make, parents may write to or speak with their child's form teacher, in the first instance, or the SENCO/ Head of Learning Support. Parents are encouraged to provide copies of any medical or specialist reports as evidence of the adjustments required

### **RECORDING PROGRESS OF PUPILS WITH SEND**

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of a Pupil Learning Passports and an Individual Learning Plan (ILP). This is drawn up in consultation with the Head of Learning Support/SENCO, pupil's teachers, the pupil and their parents and kept on the School's Google learning support folder.

The pupil's Learning Passport and ILP contains key information such as:

#### **Learning Passport:**

- Date of when it was drawn up and by whom.
- The identified category of SEND.
- Background information e.g. dates, external professionals, reports and assessments.
- Identified barriers to learning.
- Ways for teachers to support the pupil.
- Inclusion strategies (including exam arrangements and the pupils Normal Way of Working - NWW).
- The additional or different provision of support in place.
- Involvement from any specialists or professionals.

#### **Individual Learning Plan:**

- Key members of staff involved with the pupil.
- Previous background information e.g. referrals, assessments and reports.
- Access, Plan, Do, Review.
- SMART targets.
- Progress and attainment levels.
- Teaching strategies.
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses etc.

These documents may be amended as and when circumstances change and at the request of the Head of Learning Support/SENCO, pupil, parent or teachers.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the pupil is encouraged to take ownership of it and to set their own targets.



### **EARLY YEARS PROVISION**

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEN provision in the EYFS provision is The Head of Learning Support (Interim Jan-April 2024, Mrs Claire Pearson). The designated teacher and the pupil's form teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

### **THE SCHOOL'S SEN PROVISION**

The School's SEN provision is categorised into different stages and these are called Wave 1, Wave 2, Wave 3 and Wave 4.

#### **Wave 1: Quality First Teaching (QFT): Class teacher, TAs and GAP students**

- All pupils being taught must have access to Wave 1 teaching and learning.
- We aim to provide high quality whole class teaching with carefully planned differentiation and strategies to ensure lessons are accessible to all pupils.
- Pupils are aware of their targets and they refer to them as part of the marking and feedback process.
- Pupils are grouped in a variety of different ways according to the task or subject. Ability grouping is used in addition to mixed ability and the pupils move across these groups in response to assessment. Tasks are differentiated and this is evident in the planning.
- Pupils with barriers to learning are identified and their needs known to those teaching them. Intervention is initiated as a result of assessment of progress and needs identified.

#### **Wave 2: CT and Head of Learning Support**

- Monitoring pupils who are making slow progress or lower attainment for their age-related expectation (ARE).
- Group interventions or Booster sessions are required as additional learning support.

#### **Wave 3: Head of Learning Support/SENCO, Assistant Head (Academic) and Heads of Year**

- This is for pupils who have been identified as having SEND through external support.
- HoLS/SENCO works with the pupil (if necessary\*\*) 1:1 to identify and work on SMART targets on a weekly basis for up to a term. Pupil Learning Passport and ILP is reviewed termly using 'The Graduated Approach' *\*\*This is up to the discretion of the HoLS and Deputy Head (Academic).*

#### **Wave 4: Paid Learning Support**

- This is for pupils who have previously had Wave 3 provision for up to a term but would benefit from further learning support after they have received 1:1 with the Head of Learning Support.
- At the end of the term, the pupil's SMART targets on their ILP's are reviewed and a discussion between the school and the pupil's parents happens as to whether they feel that additional learning support is required. If it is suggested as a favourable idea, the pupil's parents have the opportunity to decide whether they pay for Learning Support with one of the school's specialist Peri teachers *\*\*this is up to the parent's discretion\*\*.*

### **PUPILS WITH AN EDUCATION HEALTH CARE PLAN ('EHC PLAN')**

The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, where the pupil has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan will need to be charged to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act (2010).

The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

### **ADMISSIONS**

The School does not unlawfully discriminate in any way regarding entry. The School welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe inclusive environment in which to learn.

Where a prospective pupil is disabled, the School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered to make academic progress or that their health and safety, or those of other pupils or staff may be put at risk, we may not be able to offer a place at the School.

The School's Admissions Policy can be found on the School's website or a copy can be requested from the School Office. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and or/a disability.

### **WITHDRAWAL**

We reserve the right, following consultation with parents, to request or require the withdrawal of a pupil from the School if, in our opinion after making all reasonable adjustments the School is unable to meet the pupil's needs. In these circumstances the School will support the parent's in finding an alternative placement which will meet the pupil's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract.

Fees in lieu of notice will not be chargeable in these circumstances [● and the acceptance deposit returned].

### **ENTITLEMENTS TO ADDITIONAL TIME AND/OR SUPPORT IN EXTERNAL ASSESSMENTS**

Pupils who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Exam access arrangements allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment. These are strictly regulated by the Joint Council for Qualifications on behalf of the examination boards, under the remit of Ofqual, and are administered and applied by the School in accordance with the published guidance and requirements.

Parents should speak with the Head of Learning Support/SENCO and Deputy Head (Academic) with regard to any application for additional support as soon as reasonably practicable. The Head of Learning Support/SENCO and Deputy Head (Academic) will process applications for appropriate examination access in conjunction with the Head teacher.

### **BULLYING AND BEHAVIOURAL ISSUES**

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. They are taught through the curriculum, assemblies, PSHE, RSE, form time and the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour policies and school Values make it clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

### **THREE-YEAR ACCESSIBILITY PLAN**

In line with its duty under the Equality Act 2010 the School's three-year Accessibility Plan sets out how the School will;

- increase the extent to which disabled pupils can participate in the School's curriculum;
- improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

A copy of the School's Accessibility Plan can be provided upon request.

### **PARENTAL RESPONSIBILITY**

To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the School. Parents must provide the Head of Learning Support with copies of any reports or recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.

### **CONCERNS**

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by pupils themselves. Parents must notify their child's form teacher before considering escalation or the Head of Learning Support if their child's progress or behaviour gives cause for concern.

### **REVIEW**

The School will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEN and/or disabilities.

### **APPENDIX A**

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

##### **1. COMMUNICATION AND INTERACTION**

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.

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.

## **2. COGNITION AND LEARNING**

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

## **3. 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 hyperactivity disorder or attachment disorder.

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.

## **4. 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, 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

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.