

Esher Church School



Special Educational Needs and Disabilities (SEND) Policy

September 2024

Approved by:	Gilly Matthews (Chair of Governors)	Date: 1 st September 2024
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Last reviewed on:	1 st September 2024
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Next review due by:	1 st September 2025
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SENDCo : Mrs Pam Bal (NASENDCO) - pam.bal@esherchurchschool.org.uk

SEND Governor : Ms Cate Hamilton

INTRODUCTION

Esher Church school is a mainstream single academy where inclusivity promotes the well-being of all pupils. Every class teacher is a teacher of SEND (Special Educational Needs and Disability) and support pupils through a range of strategies and resources to meet their individual and personal needs. We believe that our values of wisdom, hope, dignity and community are at the heart and centre of inclusivity. We aim to ensure that diversity and equality are a key strength and are valued and promoted by the school and local community to enable all pupils to secure an education that prepares them for a successful future.

This policy is written to comply with the 2014 Children and Families Act, the 2015 SEND Code of Practice and the 2010 Equality Act. It should be read in conjunction with our Safeguarding, Anti-bullying, Behaviour and Child Protection policies which can all be found on our website.

It should be read alongside the school's SEND Information Report and Surrey's Local Offer <https://www.surreylocaloffer.org.uk>

OUR AIMS

- Offer children with SEND access to a broad, relevant and exciting curriculum that prepares them for a successful future and promotes successful life chances
- Create a safe learning environment where their views are heard and listened to
- Work collaboratively with parents to ensure best outcomes for their child
- Liaise with outside agencies to ensure pupils' needs are identified and met early on
- Ensure that pupils are placed in the correct interventions which are regularly assessed and reviewed
- Regularly monitor the quality of teaching (Quality First Teaching) to reduce the risk of underachievement
- Identify needs in Early Year Foundation Stage to ensure early intervention

OUR VALUES

Our values of **Courage, Respect and Resilience** underpin our ethos, which reflects a culture of kindness and trust. Every child is given the opportunity to grow spiritually and academically, and every teacher is a teacher of SEND, allowing every individual to flourish.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

At Esher Church School, we use the definition for SEND from the SEND Code of Practice 2015:

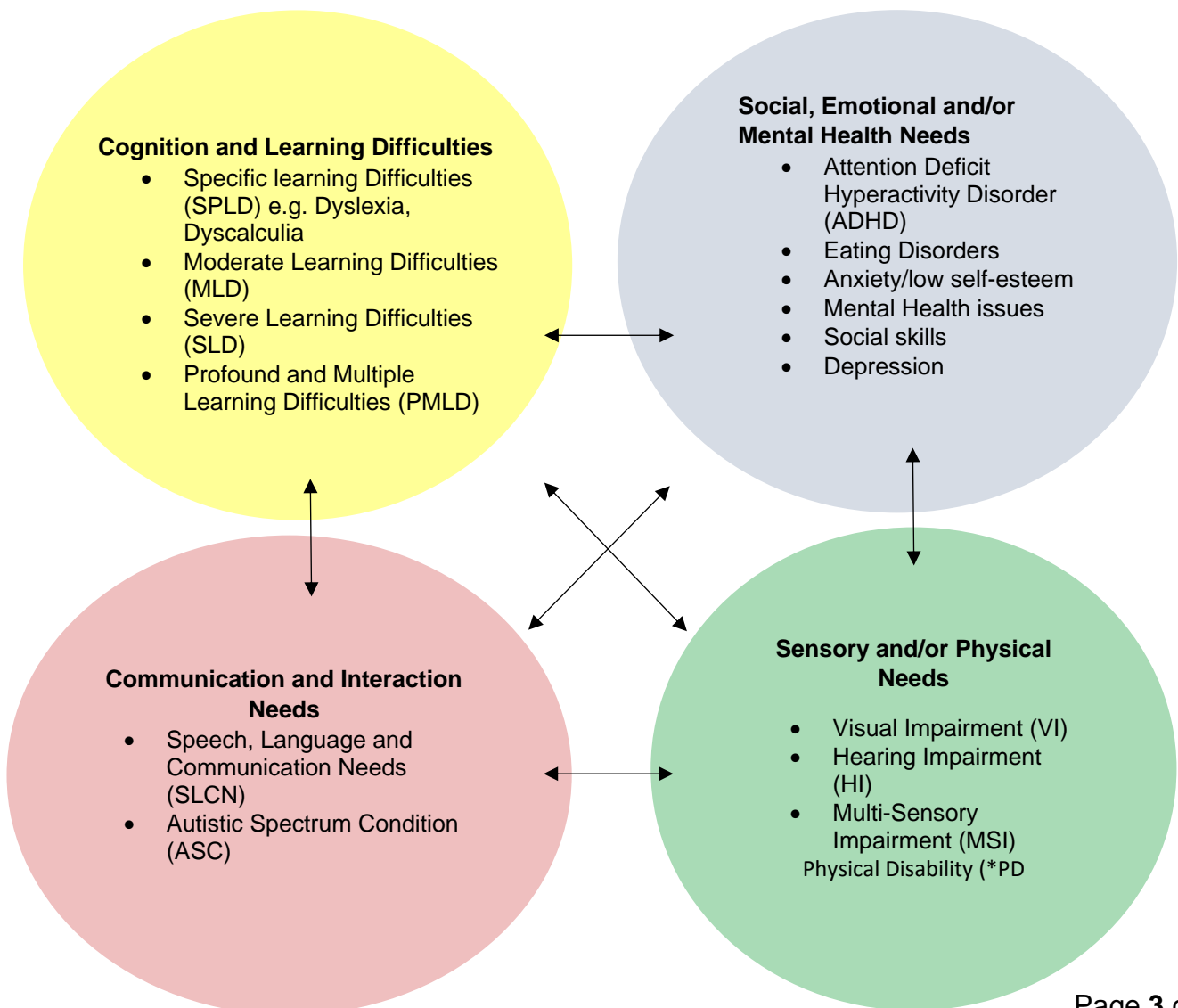
SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

DISABILITY: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day tasks.’

The Code of Practice 2015 describes SEND as falling under four broad categories of need (Appendix 2)

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Physical and sensory

This diagram shows how the four areas of need are categorised:



As children's needs are very individual so some pupils may have needs in different categories. However, it is their **main** need that is identified when they are placed on the SEND register.

SCREENING

When identifying needs, we use a range of screening and assessment tools depending on what is required. For some pupils, identifying the need can be more complex due to having a range of needs and may take a little longer. Making provision and then reviewing the impact of the provision is often part of the process. For some pupils, advice and support may be requested from professionals who may carry out further assessments to support identification.

MEDICAL NEEDS

Section 100 of the Children and Families Act 2014 stipulates the duty of governing bodies to make arrangements for supporting pupils with medical needs.

Esher Church School fully supports pupils with medical conditions so that they have full access to education, including school trips and Physical Education. The school works with health and social care professionals as well as parents to ensure medical needs are managed effectively to ensure inclusivity.

PUPILS WITH DISABILITIES

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

At Esher Church School, we are committed to our duty of care and to protecting pupils with a range of disabilities. We foster and promote equality of opportunity and aim to develop a culture where diversity is celebrated through a range of channels e.g a diverse curriculum, assemblies, PSHCE lessons, 'Awareness weeks' etc.

IDENTIFYING AND SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

At Esher Church School, early identification and assessment of need begins on entry no matter which term or year group they start in. If a teacher has initial concerns around progress, they must complete the 'Initial Concerns Form' (appendix 1) which will be used as a basis for a discussion with parents. It is to be shared with the SENDCo who can assist class teachers at meetings if required.

The school uses the graduated approach and responds to the cycle of Assess, Plan, Do, Review through the following:

Assess:

Before identifying a child as needing SEN support, the class teacher will (alongside the SENDCo) analyse the pupils needs through observation of behaviour, attainment and formal assessments. Assessment is ongoing and should also draw on the views and experience of parents and carers as well as taking into account the child's views. Teachers may use screening tools to support their judgements and request observations and support from the SENDCo. If needed, teachers can request support from outside professionals to help them inform their assessments or judgements. Marking of books, lesson observations and making comparisons to their peers will also inform any need they are concerned about.

Plan:

If there are concerns that a pupil is not making adequate progress in line with their peers, then parents must be notified. A decision by the class teacher and SENDCo to place the child in an intervention/s and make all staff who work with the pupil aware of the need. Any teaching strategies and approaches must be shared. The pupil may be given an Individual Support Plan (ISP) with targets and strategies and this plan is shared with parents. The pupil is also made aware of their targets to support them with their confidence and learning.

Do:

The class teacher has overall responsibility to ensure progress is made through monitoring and working with the child in lessons and ensuring that they are placed in appropriate interventions. It is also the class teacher's responsibility to monitor interventions and measure impact including where it has been delivered by a skilled Learning Support Assistant. The SENDCo should support the class teacher in further assessments of the child's needs and also ensure specific resources are available.

Review:

Once the impact of an intervention or the targets on an Individual Support Plan has been reviewed, the class teacher must share the review with parents and set new targets if appropriate. The level of support should be revised and a range of assessments used to make informed decisions.

ADDITIONAL SUPPORT

Additional support can take form through the following ways:

- An Individual Support Plan where personal targets are identified and delivered through QFT strategies or through specific interventions
- Focus groups within the lessons
- Working with an adult one to one either in or out of the classroom
- Small group work at a designated time in the day
- Checking in with a pupil to ensure understanding or questioning understanding
- Observing a pupil and either in class or out of class to monitor difficulties
- Offering specific equipment to aid learning such as fidget toys, wobble cushions, movement breaks
- Using visual aids such as now, next and then boards to help a child organise their learning

The above are just suggestions but support can take shape in different ways.

QUALITY FIRST TEACHING AND MONITORING OF SEND PROVISION

Through 'Quality First Teaching' class teachers offer a differentiated curriculum with suitable and appropriate deployment of support staff so that all children can access learning. Through a rich and varied curriculum, we provide children with a range of tools to enable them to learn which is outlined on the whole school provision map on our website.

To monitor the provision and quality of SEND across the school, the following actions are taken:

- The SENDCo works closely with the SEND Governor to ensure that the school has a positive and inclusive approach to SEND
- Pupil progress meetings are held termly with the Head teacher, Deputy Head teacher, Phase leader and SENDCo
- Regular SEND reviews are held through Pupil Care committee meetings and Full Governing Body meetings
- Training is integral to support teaching for class teachers and Learning Support Assistants with a timetable planned for key training needs. The training is either delivered by professionals or in-house
- Learning Walks and book scrutiny to monitor progress
- Review of SEND funding to ensure equal access for all children to resources and support
- School Self –evaluation to assesses SEND provision and areas for improvement
- Close record keeping to monitor progress of Individual Support Plans using the school's Provision Map portal
- Annual and general feedback from parents/carers and pupils
- External audits/OFSTED inspections
- Developing best practice through SENDCo networks and local partnerships
- Classroom observations by the Senior Leadership Team, the SENDCO and governors
- Close monitoring and reviewing of progress of specific intervention groups that are reviewed
- Scrutiny of planning to ensure differentiation to meet every child's needs
- Parent/teacher consultations and feedback
- Whole school pupil progress tracking termly assessments in Reading, Writing, GAPS and Maths
- Attendance and behaviour records
- Annual review meetings (for children with an EHCP)

ENGLISH AS AN ADDITIONAL LANGUAGE

The term EAL refers to pupils who speak a different language at home other than English.

EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country, but an English speaking school;
- Born abroad, but moved to the UK at some point before starting school;
- Born in the UK, but in a family where the main language is not English.

At Esher Church school we aim to:

- To give all pupils the opportunity to overcome any barrier to learning.
- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the School
- To implement appropriate strategies to ensure that EAL pupils are supported in accessing the full curriculum.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their potential.
- To encourage children to practise and extend their use of English.
- To encourage and enable parental support in improving children's language skills.

Classroom and school ethos

We aim to ensure that all pupils are enabled to have access to a broad, balanced and relevant curriculum. English is best learnt through the curriculum and EAL pupils are encouraged to play a full part in all learning opportunities both in and out of the classroom. Classrooms reflect a socially and culturally inclusive environment where all pupils feel valued and included

EAL learners make the best progress within a whole school context, where pupils are educated with their peers. The school structure, pastoral care and overall ethos aim to help EAL pupils integrate into the school whilst valuing diversity.

Children that enter the school with little or no English will be given the opportunity to complete assessments and school work in their home language, a program of support for a transition of languages will be implemented when children are secure in their new setting. Staff acknowledge the time it takes to become fluent in an additional language and the need to develop the breadth of language to increase their academic skills

Assessment

The pupil's needs should be identified during the admissions process where staff are informed when the child is inducted

- A meeting with the pupil's teachers and the parent/carer begins the process of ongoing evaluation to meet the individual needs. An interpreter will be sought where needed
- Lessons will be planned appropriately.
- The class teacher will keep a record of the pupil's progress and work collaboratively with the SENDCo to support learning
- Advice is sought from REMA (Race Equality and Minority Achievement) where necessary

Teaching and Learning

Staff can help pupils learning English as an additional language in a variety of ways:

- By planning differentiated work for EAL pupils if necessary and allowing the pupil to learn in their mother tongue to explore concepts
- Staff should have high expectations and use models and scaffolding to break learning down into achievable steps
- Set appropriate targets with challenges
- Using a range of resources such as visuals, bi-lingual texts, bi-lingual dictionaries, technology
- By setting appropriate expectations; encouraging pupils to contribute and give more than one-word answers.
- By monitoring progress carefully and ensuring that EAL pupils are set appropriate and challenging learning objectives.
- Recognising that EAL pupils may need more time to process answers.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another.
- Group children with learners who can support them with social skills to develop/model oral skills

Access and Support

- All pupils will follow the full school curriculum with adaptations made where needed
- EAL pupils may be supported through a Learning Support Assistant in the classroom.
- Working with parents to establish the best way to support their child, particularly if they have had trauma coming from a war-torn country

KEY ROLES AND RESPONSIBILITIES

The Head teacher has overall responsibility for all aspects of the school, including provision for SEND.

The SENDCo (Mrs P. Bal) is responsible for the co-ordination of specific provision made to support pupils with SEND through:

- Implementation of SEND policy and overseeing its day to day operation
- Maintain and update the school's SEND Information report on an annual basis and ensure this is available to parents via the school website and the school office if requested
- Working with the Head teacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Taking on the role of deputy designated safeguarding lead (in addition to Mr May) for child protection
- Maintaining the SEND register and ensuring that relevant information about SEND pupils is collected, recorded, updated and disseminated
- Managing support for pupils with Pupil Premium and overseeing progress for disadvantaged pupils
- Managing support for pupils with English as an Additional Language (EAL) and providing training where needed
- Liaison with class teachers, Learning Support Assistants (LSAs), the Senior Leadership Team and Governing Body to secure the best outcomes for each child
- Liaison with parents of children with SEND
- Liaison with external agencies and service providers as appropriate
- Monitoring progress of pupils with SEND and attending Pupil Progress meetings
- Identify training needs for staff on SEND issues and contributing to the professional development of staff
- Liaising with the selected secondary schools, nurseries and previous educational settings so that support is provided for pupils as they prepare to transfer and adjust to a new school environment
- Ensuring that ISPs are in place for all pupils on the SEND register and are reviewed regularly
- Making applications for an EHC plan by liaising with class teachers, parents and external agencies
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

The Governing Body has a statutory responsibility towards the pupils with SEND.

They are responsible for:

- Ensuring provision for all pupils with SEND
- Ensuring pupils with SEND access all activities and have equality of opportunity as far as possible
- Reporting to parents on the implementation of the SEND policy
- Having regard to the SEND Code of Practice when carrying out their duties to pupils with SEND
- Ensuring parents are notified of any decisions to support, or changes to a child's provision
- The deployment of funding and staff

Class teachers have responsibility for:

- Ensuring that the needs of all pupils in their class are met through Quality First Teaching and offering a differentiated curriculum and suitable deployment of assigned staff
- Familiarising themselves with pupils' records and information regarding their SEN or Disability
- Completing Individual Support Plans (a plan that sets out personalised targets which are set and reviewed termly) and contributing to the SEND Support Arrangements Plan (an application for an Educational and Health Care Plan which also considers the views of parents and the child)
- Analyse results of informal and formal assessments as well as teachers' knowledge of the pupil's previous progress and attainment
- Supporting pupils in meeting targets outlined in their Individual Support Plan
- Using advice and strategies suggested by outside agencies
- Informing the SENDCo of any concerns or any concerns expressed by parents
- Completing provision maps and analysing progress of the pupils

Learning support assistants who work both part-time and full-time have responsibility for:

- Being fully aware of the SEND policy and procedures for identifying and assessing pupils they support including those with an EHCP
- Supporting the teacher and giving feedback on interventions or any concerns where a pupil is struggling on aspects of their learning
- Ensuring they attend 3 INSET days per year for professional development linked to the school development plan
- Attending CPD during the school year and working closely with the SENDCo on training needs identified in their appraisals
- Deliver, review and assess interventions with the classteacher or SENDCo

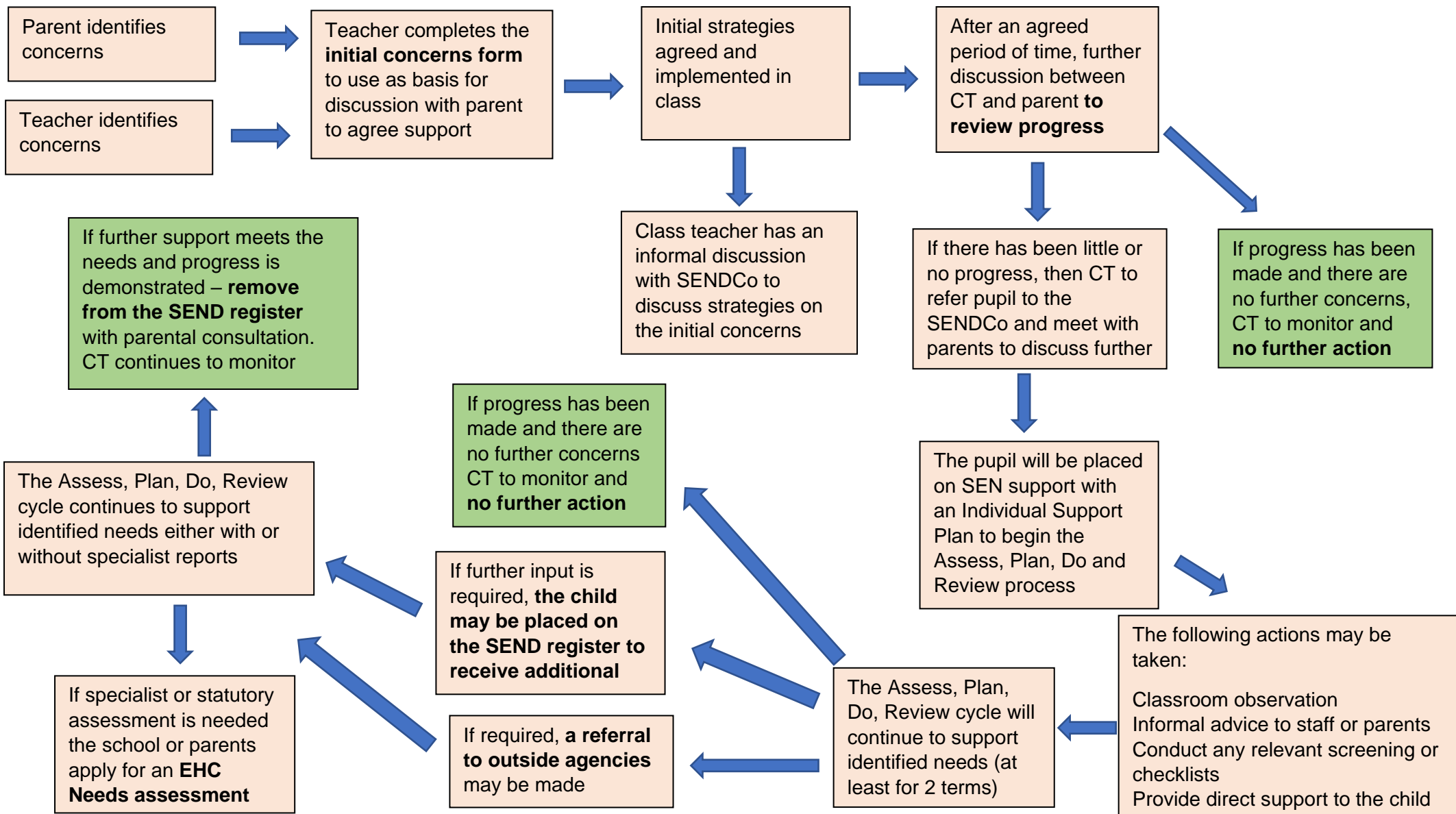
PLACING A CHILD ON THE SEND REGISTER

A child is placed on the SEND register if:

- tracking of attainment indicates continued lack of progress over time through an Individual Support Plan and the gap is taking longer to close. The child may be well below age related expectations in either one subject or a range of subjects
- a child is deemed to have SEND Specialist status where they require a professional assessment of need which could also be medical and advice is sought from a range of **outside agencies**
- there is a specific medical need in one of the four categories stated above e.g. visual impairment or a physical disability that requires specialist support **and is a barrier to the child's learning.** We work with medical practitioners, where needed, to ensure the safety and welfare of such pupils in our setting

Outside agencies

- STIPS (Specialist Teachers for Inclusive Practice)
- Online consultation with an EP (between school and EP only)
- Autism Outreach Team (Freemantles)
- Visual Impairment Team
- Inclusion team
- School nurse
- Primary Mental Health Worker
- Mindworks (previously known as CAMHS)
- Children's Single Point of Access (CSPA)
- Hearing Impairment Team
- Family Support Services



APPLYING FOR AN EHCP

Once a child has been assessed using a range of assessments and professional advice has been sought, a decision will be made as to whether a request ought to be submitted to the local authority for a statutory assessment. However, prior to this, the school must have already put in place **13 hours of support** per week (equating to at least £6,000) **before** an application can be made. This support must be evidenced on a costed provision map outlining all the interventions and costs the school has incurred to meet their personal needs. The child's Individual Support Plans are essential evidence to show that the school has continued to use the Assess, Plan, Do and Review criteria.

Once the school has enough evidence to highlight the severity of need and submits an application, the local authority may agree to formally assess the child. The local authority (Surrey) must respond within 6 weeks to the request for a statutory assessment with a decision whether to carry out the assessment or not. If the local authority agrees to carry out a statutory assessment, they must complete this process within 16 weeks and inform parents as to whether they will be issuing a draft EHC plan or not. Once the draft plan has been issued, parents will have 15 days to respond and agree to it. The EHC plan has to be finalised within 20 weeks from the initial request for statutory assessment. The funding received will be used to support the child's education.

Once an EHC plan has been finalised, the local authority must ensure that the specified education is secured. As a school, we aim to use all our resources available to meet the needs of these individual children. The Children and Families Act 2014 requires local authorities to review an EHC plan within 12 months of being issued at an Annual Review meeting. It is the responsibility of the school and the SENDCo to ensure that the Annual Review takes place with relevant parties attending. For children who are in transition groups (Year 1 and Year 5) the SENDCo of the child's new school will be invited to attend. The child is also invited to attend the meeting but this largely depends on their age and self-confidence, although their One Page Profile is shared at the meeting regardless. The One Page Profile captures the child's views, opinions and interests, as well as how they can be supported with their learning.

SUPPORTING PUPILS AND FAMILIES

We aim to have positive and supportive relationships with all stakeholders. The school operates an open door policy where parents are encouraged to request informal discussions or an organised meeting on request.

- If you wish to have further clarification or any advice regarding SEND that this policy has not covered, contact the SENDCo.
- The SENDCo is also available to meet with parents at Parent Evenings or Learning Review Days to discuss any concerns, although appointments must be made via the school office.
- The provision for SEND at Esher Church School is identified in our SEND Information Report, which can be found on our website:
<http://www.esherchurchschool.co.uk>
- The SENDCo will also signpost the child/families to relevant agencies who may be able to provide additional support for them. Surrey's local offer can be found on the link below:

COMPLAINTS PROCEDURE

If you have concerns or a complaint about your child's SEND provision, the following steps should be taken:

- Arrange to meet with the class teacher in the first instance
- If the matter remains unresolved then meet with the SENDCo or Mr Foley

Complaints will be dealt with in line with the school's complaints procedure (see school website)

REVIEWING THE SEND POLICY

The SENDCo and Governors review this Special Educational Needs and Disability Policy annually.

NEXT REVIEW: September 2025

Appendix 1

INITIAL CONCERNS FORM

NAME _____

DATE _____

What have we tried?

What have we learnt?

What are we pleased about?

What are we concerned about?

Based on what we know, what should we do next? (Discussion with parent/SENDCo and class teacher)

Appendix 2 – Four broad areas of need

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 difficulties (SEMHD)**
4. **Physical and/or Sensory Needs (P&SN)**

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 student 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 and this will be reflected in the pupils' ISP.

The code states that:

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

1. Communication and Interaction

Some of the aspects of difficulty included in this area are:

Autistic Spectrum Condition

ASC recognises there are a number of sub-groups within the spectrum of autism. Pupils with ASC 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 ASC 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: <http://www.autism.org.uk/about-autism>
- Local organisations offering information, advice and support for children and young people with ASC and their families include: www.burgessautistictrust.org.uk/

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 student 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

2. Cognition and Learning

Some of the aspects of difficulty included in this area are:

Attention deficit hyperactivity disorder (ADHD)

Attention Deficit Hyperactivity Disorder is a complex condition that 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

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

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. They

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. Their attainments are likely to remain in the early P-scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).

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. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the [National Curriculum](#)).

Specific Learning Difficulty (SpLD)

A pupil with a specific learning difficulty will 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); 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: <http://www.nclld.org/types-learningdisabilities/dyscalculia>

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: <http://dysgraphia.org.uk>

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>

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>

3. 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 pupils 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.

Some of the aspects of difficulty included in this area are:

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 EBD 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.

4. Sensory and/or Physical

Some of the aspects of difficulty included in this area:

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. A number of pupils with an HI also have an additional disability or learning difficulty. 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. 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 pupils 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 pupils 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 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 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 just needs to 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. In such cases, school staff will take into consideration the medical guidance available.