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Review Frequency: Annual

Introduction

This policy demonstrates how Aspire Academies Trust makes provision for pupils with Special Educational Needs and/or Disabilities. This policy is written in line with the Aspire ethos and current legislative requirements, guidance and responsibilities:

- SEND code of practice 0-25 (2014)
- Equality Act 2010
- Children and Families Act 2014
- Schools SEN Information Report Regulations 2014
- Statutory Guidance in Supporting Pupils at School with Medical Conditions April 2014

Links to other policies

SEN Information Report, Admissions Policy, Complaints Policy, Teaching and Learning Policy, Supporting Pupils with Medical Conditions Policy, Accessibility Plan.

Definition of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aim

All children are welcomed at Aspire Academies Trust whatever their abilities and needs. Aspire Academies Trust is committed to providing an appropriate and high quality education for all pupils. We believe that all children, including those identified as having Special Educational Needs

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have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We aim to raise the aspirations and expectations of all pupils, including those with SEN/D.

Information about the school's SEN provision

1. Objectives of the policy

Our Academies will:

- Ensure all pupils make progress and achieve their best
- Ensure all pupils have access to a broad and balanced curriculum
- Aim to identify all students requiring Special Educational Needs provision as early as possible in their school career
- Inform parents when they are making special educational provision for a child
- Use their best endeavours to make sure that a child with SEN gets the support they need – which means doing everything they can to meet children and young people's SEN
- Have a regard to the views, wishes and feelings of the child and the child's parents
- Provide parents, and their child where appropriate, with the information and support necessary to enable them to participate as fully as possible in any decisions about SEN provision
- Develop and maintain partnership and high levels of engagement with parents, and provide regular feedback on their child's progress.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- Operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs
- Where necessary, provide a differentiated curriculum appropriate to the individual's needs and ability
- Work within the guidance provided in the SEND Code of Practice, 2014
- Provide support and advice for all staff working with special educational needs pupils

2. Responsibility for the co-ordination of SEN provision

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

The Board of Trustees and Local Governing Bodies, in co-operation with the Executive Principal and Heads of School, have a legal responsibility

for monitoring the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The Executive Principal has responsibility for:

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

The Principal has responsibility for:

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

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

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

3. Arrangements for co-ordinating SEN provision

The SENCo holds details of all SEN Support records such as the SEN Register, provision maps, Individual Education Plans (IEPs), reports from external agencies and records of meetings with parents and copies are kept in individual class SEN files. The SEN register and provision maps are updated termly.

Role of the SENCo

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

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

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

The key responsibilities of the SENCO include:

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

- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Principal and Local Advisory Body to ensure that the Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

Class teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- Giving feedback to parents of pupils with SEND.

Role of the SEND Governor

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

They will:

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

4. Admission arrangements

No child will be refused admission to The Trust on the basis of his or her special educational need and/or disability. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Please refer to the information contained on our school website and Admissions policy.

5. Specialist SEN provision (See School Website for SEN Information Report/Offer and Accessibility Plan)

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The school does not have any specialist teachers but individual teachers and Teaching Assistants have experience of working with pupils with specific learning difficulties (SpLD), moderate learning difficulties, (MLD), on the autistic spectrum and with hearing impairment and have received appropriate training for this.

The school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions.

The school has access to the following services Speech and Language Therapy; Maple Grove SpLD Base: Autism Advisory Service; Hearing Impairment Team; Visual Impairment Team; DSPL, (Delivering Special Provision Locally); DESC, (Dacorum Education Support Centre); Extended Schools Partnership; Occupational Therapy

6. Facilities for pupils with SEN or who are disabled

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

7. Allocation of resources for vulnerable pupils, those with SEN or who are disabled (See School Website for information about Pupil Premium allocation)

It is the responsibility of the Senior Leadership Team, SENCo and governors to agree how the allocation of resources, including Teaching Assistants, are used.

For pupils with more complex needs, the school may bid for Exceptional Needs Funding (ENF) from the Local Authority to provide resources additional to those normally available in school.

Information about identification and assessment procedures for pupils with SEN

8. Identification, assessment, monitoring and review of pupil need and progress

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

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

Baseline assessments and by regular assessments of pupil progress which identify pupils making less than expected progress given their age and individual circumstances. Concerns about progress and the needs of pupils can be raised by the parent, class teacher, SENCo or SLT.

A Graduated Approach:

Every Teacher is a teacher of SEN

Quality First Teaching

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

SEND Support

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

- Assess
- Plan

- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

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

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

Types of Special Education Need

The SEND Code of Practice 2014 states four broad areas of need:

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

Types of SEN may co-exist.

Plan

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

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any

particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

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

Review

Reviews of a pupil's progress will be made regularly. The review process evaluates the impact and quality of the support and interventions. It takes account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

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

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

Supporting Pupils with Medical Conditions

Pupils with medical conditions are supported in school. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils. Some pupils with medical conditions may also have Special Educational Needs (SEN) and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school has regard to statutory guidance in 'Supporting pupils at school with medical conditions' (2014).

Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

Please refer to the Trust's Supporting Pupils with Medical Conditions Policy.

Referral for an Education, Health and Care Plan

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

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review meeting. The application for an EHC plan will combine information from a variety of sources including; Parents, Teachers, SENCo, Social Care and Health Professionals.

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

Education, Health and Care Plans (EHC Plan)

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

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

9. Access to a broad and balanced curriculum, information and associated services

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

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

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

Ensuring Access to the Curriculum for Pupils with SEN

The SENCo and Senior Leaders are responsible for:

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

10. Inclusion arrangements for pupils with SEN or who are disabled

The Principal, in conjunction with the Executive Principal, oversees the School's Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils.

Where appropriate, the school will seek advice from external support services about how to remove barriers and promote inclusion for individual pupils.

Where a behavioural incident warrants exclusion the Principal will consider the incident in line with the school's Exclusion Policy.

Involvement of Pupils

All pupils have the right to be involved in making decisions and exercising choice. The Trust seeks to establish independent and reflective learners. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Self-review their progress and set new targets

- Attend termly review meetings/parents consultations to discuss progress

11. Monitoring and evaluating the success of the provision

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

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

12. Reporting

The Academy's local advisory body ensures the publication of an information report on the school website about the implementation of the SEND policy and the provision made for SEND at the school. This report will be published by the local governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Information regarding our SEND Information Report can be found on each Academies website.

13. Complaints Procedure

Refer to the Trust's Complaints Policy on the school website

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

Principal, Local Advisory Body under the Complaints Policy.

Staffing policies and school partnerships

14. Staff training and professional development for SEND

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

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

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

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

Teachers and Teaching Assistants are offered training opportunities through a range of local agencies to support their work with specific students in their class (or at the school).

15. Links to support services and school to school support for SEN

Links with other schools

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

Links with Other Agencies and Voluntary Organisations

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

16. Working in partnership with parents

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

- Parental views are valued and considered
- Early and accurate identification and assessment of SEN leading to appropriate intervention, provision and outcomes
- Continuing social and academic progress of children with SEND to enable personal success
- Personal and academic targets are set and met effectively.

We offer regular meetings to share the progress of children with SEN. Parents may receive formal and informal communication about their child as and when necessary, through phone calls, letters, meetings and annual reports. The SENCo/Inclusion Manager provides support to teaching staff throughout the school in their communication and meeting with parents upon request. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership or Extended Schools services if specific advice, guidance and support is required.

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

The school's SEN link governor may be contacted at any time in relation to SEN matters.

17. Transition

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

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

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

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

18. Links with other agencies, schools and voluntary organisations

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The school invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENCo and Class Teachers are the designated persons responsible for liaising with the following: Hertfordshire Education Psychology Service• Behaviour Support Service• Social Services• Speech and Language Service• Language and Learning Support Service• Specialist Outreach Services• Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation. In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

19. Storing and Managing Information

SEN information will be kept for a minimum of 25 years.

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

The Policy will be reviewed annually.

Signed _____ [Name] (Principal) Date _____

Signed _____ [Name] (SENCo) Date _____

Signed _____ [Name] (SEN Governor) Date _____

Appendix 1

Broad areas of need (SEND Code of Practice 2015)

Communication and interaction

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

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

Cognition and learning

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

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

Social, emotional and mental health difficulties

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

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

Sensory and/or physical needs

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6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

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