



SEND Policy

Introduction

Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs. We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The main changes from the SEN Code of Practice (2001) are as follows:

- ✓ Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- ✓ Focuses on the participation of parents/carers, children and young people (CYP) in decision making
- ✓ Focuses on high aspirations and improving outcomes for children
- ✓ Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- ✓ Gives guidance on publishing Local Offer for support
- ✓ Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- ✓ For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)

- ✓ There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

Definition of 'SEND'

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

Xiii 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 him or her.

Xiv A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states children with '*...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Holywell Village First School believes that high-quality 'Ordinarily Available Provision' will ensure that we meet our statutory and moral duties to children with additional needs.

Ordinarily Available Provision

High Quality Teaching

Without exception, this must be available to all learners and provided within a positive and enabling environment. We are required to use our best endeavours to make all reasonable adjustments to meet learners' needs within the classroom. Some learners will require targeted interventions which compliment high quality teaching and are usually available within the classroom. This is called 'Ordinarily Available Provision' and can be considered under the following area headings:

Recognising Strengths

The Voice of The Learner

Aspirational Goals

The Physical and Sensory Environment

Personal Development

Curriculum

Staff Skills and Training

Professional Advice

Transitions

For further details on how Holywell Village First School adheres to the principles of Ordinarily Available Provision, please see [Appendix 1](#):

Broad Areas of Need

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

For further definition of the 4 broad areas of need see [Appendix 2](#)

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEN are taught and managed sensitively with a view to promoting their personal safety and wellbeing as well as inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.

- All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

When additional specialist advice and support, beyond what is offered in school, is necessary, we contact the appropriate external agencies and work closely with them to promote the child's well-being and development. Our SEND Information Report provides further information about the agencies we work with. http://www.holywell.northumberland.sch.uk/web/send_policy_and_report/686022

Identification of 'SEN'

A key principle under the Code is that there should be no delay in making any necessary SEN provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

"Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life".

Some children arrive at our school with identified SEN, in which case the SENCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents/carers will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents/carers, a child may be identified as having SEN and appropriate provision will be made.

If parents/carers have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they should make contact with the SENCO/ Head teacher following the school's agreed communication procedures.

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

SEN Support

Where a child is identified as having SEN we work in partnership with parents/carers to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents/carers are central to these discussions. At this point a profile of the child and a **'pupil passport and support plan'** will be co-produced with the child and parents/carers. The **'pupil passport and support plan'** will contain information that will be shared with all staff who are involved with the child, to ensure a school-wide awareness of planned support strategies. For many children, the ongoing use of a **'pupil passport and support plan'** will be sufficient to meet their needs. Staff will be aware of the recommended strategies and classroom based interventions required, along with regular reviews and amendments over time may lead to the desired outcome of 'readiness to learn' and improved progress.

The **'pupil passport and support plan'** is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed termly. Parents/carers are invited to discuss the plan; their child's progress and the support and targets. Class teachers and the SENCo are available for further discussion by appointment through the school office.

We adopt a graduated approach with four stages of action: assess, plan, do and review this means:

- **Assess** - in identifying a child as needing SEN support, the early years practitioner/ class teacher, working with the SENCO, the child (if appropriate), and the child's parents/carers, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents/carers, these professionals should liaise with the school to help inform the assessments.
- **Plan** - Where it is decided to provide additional / SEN support, and having formally notified the parents/carers, the practitioner / class teacher and the SENCO agree, in consultation with the parent/carer, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.
- **Do** - The early years practitioner/ class teacher remains responsible for working with the child on a daily basis. With support from the SENCO, they oversee the implementation of the interventions or programmes agreed as part of additional / SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENCO will support the practitioner /class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.
- **Review** - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the practitioner / class teacher and SENCO, taking into account the child's parents/carers and the child's views. This should give feedback into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents/carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times parents/carers are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent/carer as well as the school.

Our school's graduated approach to SEN

Level 1:

Quality First Teaching (QFT)

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, recorded on an **Initial Concerns** form, where their progress is carefully tracked and reviewed.

Level 2:

Additional School Intervention - **Pupil Passport and Support Plan**

Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage advice from other agencies may be sought.

Level 3:

High Need - **Pupil Passport and Support Plan**

Where a child continues to make less than expected progress, despite interventions, they receive highly personalized interventions to accelerate their progress and enable them to achieve their potential; when appropriate, specialist outside agencies support this. The SENCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

If support is having sufficient impact on the child's progress and this is still of significant concern, the school, after consultation with parents/carers and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents/carers can also request an EHC Needs Assessment. If the child requires an **Education Health Care Plan (EHCP)**, the targets and provision will be incorporated into the Pupil Passport and Support Plan. The EHCP will be reviewed annually.

To provide for children with an existing Education, Health and Care Plan the SENCo and class teacher will work with parents/carers and specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. At this point alternative provision may be considered by the team working with the child and their family.

Home School Partnership

- At Holywell Village First School we recognise that parents/carers know their children best. Parents/carers are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEN procedure.
- All parents/carers are invited to meet with their child's class teachers termly as well as receiving an annual report. Parents/carers of children identified as having SEN are also invited to a further

consultation once a term at which their child's progress, Passport and Support Plan detailing the additional support, interventions and targets are discussed and agreed.

- Parents/carers of pupils identified as requiring an intervention will be invited into school for a meeting/workshop which will explain how the intervention will work and how they can help their child.

Pupil Views

- Children's views matter to us.
- All children are aware of their termly targets and are encouraged to self-review against these. As part of the review process SEN pupils are also asked about; their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given by a member of staff who knows them best.

In order to ensure the most effective 'SEND' provision, the SENCo/head has the following procedures in place:

- Continuously available to advise and support members of staff with queries or concerns
- Weekly meetings with the deputy head and HLTA.
- Termly meeting with the Governor responsible for SEN.
- Half termly meetings with all Class Teachers to discuss children on the SEN register and their provision, as well as further meetings and discussion as required
- Pupil progress meetings each term
- Regular meetings with the Learning Support Assistants.
- Delivery of regular staff meetings and professional development time
- Attendance at locality based SENCo cluster meetings every half term

Staff Development:

The school is committed to providing training and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff understanding of strategies to identify and support pupils with 'SEND'.

Safeguarding

Holywell Village First School has designated a qualified teacher (Samantha Endacott) SEND coordinator (SENCO) who is responsible for the coordination of provision for students with SEND. The SENCO also provides guidance to colleagues, liaises with parents/carers and acts as a key point of contact for external agencies, including health and social care.

The SENCO is also the nominated child protection lead this ensures timely intervention when there are safeguarding concerns about a child with SEND (DfE, 2019a).

The SENCO also acts as the lead practitioner for multi-agency early help assessments. This might involve leading the assessment, coordinating support services and advocating for the child and family (DfE, 2018).

Some children and young people with SEND attending Holywell Village First School will have an Education, Health and Care plan (EHC plan) which details the education, health and social care support that will be provided to the child. Safeguarding concerns may be addressed through the EHC plan if appropriate.

Periods of Disrupted Education

Children with SEND will have their attainment and gaps in knowledge assessed in an appropriate way and have their plans amended in a timely manner.

During any periods of 'Periods of Disrupted Education':

- Pupils with EHCP plans or concerns which would escalate from SEN Support to COSA will receive weekly contact from the SENCO who is also the Designated Safeguarding Lead.
- Pupils at School Support COSA and EHCP will receive tailored work which works towards their targets from their class teacher on a weekly basis.
- S Brett will seek to provide IT support to any child who is disadvantaged due to lack of devices or connectivity in the home.
- S Brett will signpost any parents/carers experiencing difficulties in supporting their children during 'Periods of Disrupted Education' e.g. NSPCC, Early Help Hub.

Conclusion:

Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential. The partnership between home and school is highly valued and children's views are listened to.

Related policies

This policy should be read in conjunction with other school policies particularly:

- Admission Policy
- Emotion Regulation & Behaviour Policy
- Health and Safety Policy
- Looked After Children Policy
- Complaints Policy
- Single Equalities Plan
- Safeguarding and Child Protection Policy

A copy of this policy was agreed by the Governing Body

Date Completed: 8th September 2026

Reviewed: to be reviewed autumn 2027

Signed: _____ (Chair of Committee) Date: _____

Signed: _____ (Head teacher) Date: _____

Appendix 1 Ordinarily Available Provision

Recognising Strengths

We will recognise and celebrate the strengths, abilities and interests of all learners by:

- Ensuring that everyone shares high expectations, and is ambitious for all learners
- Making sure that all school policies reflect an inclusive ethos
- Accepting and celebrating difference, promoting inclusion within both school and the local community
- Getting to know and valuing all learners as individuals, planning what they need to support their learning
- Using effective and personalised reasonable adjustments
- Sharing information with parents and carers about progress and well-being

The Voice of The Learner

We will put the voice of the learner and their family at the centre of planning by:

- Ensuring the SEND Information report is on the school's website, and that is easy to read, co-produced with parents and carers
- Ensuring that parents and carers are aware of the Northumberland Local Offer (see 'further guidance' for a link) and know where to find information about it on the school's website
- Ensuring all parents/carers feel confident to approach school and know who to talk to about their child
- Encouraging all learners, along with parents/carers, are involved in making decisions about what is helpful and needed to support learning
- Encouraging learners and their parent(s)/carer(s) to share their aspirations
- Agreeing targets and outcomes with parent(s) / carer(s) and learners which are designed to help the learner achieve their aspirations
- Supporting learners to understand their targets and how they can achieve them
- Ensuring learners are on the school's SEN register and their parent(s) / carer(s) are invited to review progress, support and intervention at least three times each year
- Supporting learners to understand how they learn best and how they can develop independence, encouraging them to celebrate their achievements
- Involving learners and their parent(s)/carer(s) in planning and preparing for adulthood from the earliest age

Aspirational Goals

We will work together with learners and their families to agree and achieve aspirational goals which are important to them by:

- Working with individuals to understand what they want for the future, then planning how this can be supported
- Seeking the support of others if needed to help reach those goals
- Identifying and understanding any possible barriers to reaching goals, working together to remove them
- Knowing learners' starting points and assessing progress accurately, using this information to plan future support as needed
- Making sure that all aspects of the learner's development are thought about (ie. health and wellbeing as well as academic progress)
- Providing opportunities and support to learners for to help them measure their own progress
- Monitoring all interventions and assessing them for impact, making changes if something isn't working
- Providing regular, accessible and specific feedback
- Finding out from learners how they learn and achieve best, ensuring that this is their normal way of working wherever possible.

The Physical and Sensory Environment

Our aim is to be flexible to develop and deliver a physical and sensory environment that effectively meets the needs of all learners by:

Physical environment

- *Assessing the accessibility of the school environment and making reasonable adjustments to meet the needs of individual learners*
- *Ensuring there is a regularly reviewed accessibility plan and that this is shared on school's website*
- *Adjusting existing provision and seeking external advice if required in advance of new learners starting*
- *Ensuring all resources are easily accessible and well signposted to learners, promoting inclusion and independence*
- *Seeking information from learners and their families as to what adaptations and adjustments may need to be made*
- *Providing additional support and equipment as required*
- *Using assistive and augmentative communication (AAC) strategies to support alternatives to written recording when needed and to promote independence*
- *Considering texture, colour and font-type of texts presented to learners*

Sensory environment

- *Being aware and accepting of the sensory needs of individual learners, including, e.g. hyper- and hypo-sensitivities to external stimuli and the potential negative impact of clothing type or texture*
- *Accepting and supporting self-regulatory behaviour such as fidgeting or 'stimming'*
- *Creating learning environments which are structured, understandable, and predictable*
- *Fostering a calm, low arousal learning environment and wherever possible have a withdrawal space(s) for use when needed*
- *Removing or reducing sensory stimuli, including maintaining tidy, orderly classrooms, removing or reducing wall mounted reflective surfaces (e.g. laminated posters) and reducing the visual 'noise' of all displays*
- *Assessing when learners may benefit from the use of supportive sensory equipment as required*
- *Considering all sensory needs when creating seating plans and arranging movement breaks*
- *Considering the impact of any lighting in the room and adjusting this when it causes issue for learners*
- *Providing optimum listening conditions which absorb or minimise certain sounds*

Personal Development

We will ensure that there is a strong focus on effective provision which supports learners' personal development and promotes wellbeing by:

- *Having an ethos of acceptance, including a behaviour / relationships policy which is grounded in positive language and is sensitive to different and additional needs*
- *Taking a coordinated and evidence informed approach to mental health and wellbeing*
- *Recognising the prevalence of poor mental health in learners with SEND and the impact of unmet need on a learner's mental health*
- *Through a good whole school approach, providing strong preventative and reactive measures which promote good mental health, also ensuring that all staff understand SEND and are available to support in crisis situations*
- *Ensuring all learners know who they can talk to in school if they are worried or have a concern*
- *Educating all learners to be aware of, sensitive towards and accepting of difference*
- *Promoting a zero-tolerance approach to bullying*
- *Delivering a PSHE programme which supports the development of well-being and resilience (See PSHE Medium term planning)*
- *Seeking the opinions of learners and using their voice to inform effective individualised support for wellbeing*
- *Creating an environment where all learners feel they belong, are safe and are valued*
- *Supporting all learners to develop an understanding of their own emotions and of supportive strategies they can use when dysregulated or upset (see Emotion Self-Regulation and Behaviour Policy)*
- *Accepting and actively supporting needs-based and regulatory behaviours*

- Ensuring all staff are clear on processes for referring to external mental health support, across all parts of the 'need' scale and from services and teams across Education, Health and Social Care (e.g. Early Help Hubs, School Health, Primary Mental Health and CYPS)

Curriculum

We are flexible in developing and delivering a curriculum that effectively meets the needs of and responds to all learners through the following:

Developing a broad and balanced curriculum which recognises and promotes the need for a range of pathways and is aspirational for all learners by:

- Ensuring genuine access to all available curriculum subjects at all stages and for all learners
- Including all learners in all learning opportunities including extra-curricular activities and educational visits
- Successfully developing an ambitious curriculum which is designed to meet the needs of all learners and develops their knowledge and skills and ability to apply them
- Ensuring all learners are provided with opportunities to develop acceptance of different needs and disabilities
- Providing opportunities for learners with SEND to plan and co-produce resources to help raise awareness of difference
- Establishing high quality teaching across the school which is differentiated and personalised to meet individual needs

Inclusive lesson planning, using knowledge of each learner to inform practice, for example by:

- Encouraging independent learning (e.g. via pre-teaching, overlearning, scaffolding and appropriate differentiation)
- Modelling tasks to help learners understand what is expected
- Using a range of visual and auditory methods to show and explain planned outcomes and learning activities
- Planning the work of all adults in the classroom so that they are effectively supporting the learning of
- Breaking down tasks into small, manageable steps which are clearly explained and repeated as require
- Ensuring adaptations and additional support with homework are available when needed

Promoting reflection on curriculum planning and delivery with regards to positive impact on the progress of all learners by:

- Analysing and reporting assessment data with particular attention to the outcomes for learners with SEND, and using this to inform curriculum development
- Quality assuring strategies to ensure that they are supporting learning and are therefore good value for money
- Ensuring that teachers fully understand the progress of CYP through the assessments they use, meaning that they can forward plan what is needed to move to the next steps

Staff Skills and Training

We will ensure that staff are well trained in and supported to reflect on the effective teaching of learners with SEND by:

- Ensuring that there is a culture of inclusion and a focus on best practice for learners with SEND
- Prioritising the effective leadership of SEND provision
- Promoting the understanding that every teacher is a teacher of SEND with responsibility for the learners in their classes
- Embedding understanding and use of the graduated approach by all staff, having a whole school approach to Continued Professional Development around SEND
- Ensuring that school priorities clearly identify areas for development around inclusion
- Ensuring that all staff understand the importance of the voice of the learner and their parent(s) / carer(s)
- Providing an induction programme which includes information and training on how to fully include learners with SEND

- Supporting staff to understand that behaviour can be the result of an unmet need
- Ensuring all adults within classrooms are supported to develop learner skills, encourage progress towards achieving targets and promote independence
- Making sure that all staff understand any 'out of lesson' interventions and how those interventions support classroom learning and progress
- Encouraging all staff to regularly reflect and review their current teaching and learning strategies
- Regularly sharing effective supportive strategies across staff teams
- Encouraging peer support within a culture of coaching and reflections to inform and develop practice

Professional Advice

We will seek, record, share and implement advice from professionals by:

- Ensuring all staff know how to access extra support and advice from colleagues
- Making timely and appropriate referrals to external agencies for further advice and support, and making sure the learner and their parent(s)/carer(s) know why the support and advice is being sought
- Keeping clear records of all agencies and/or services involved in supporting a learner
- Sharing information with relevant staff teams
- Applying advice and recommendations from colleagues and external practitioners to inform and support what is in place for a learner in school

Transitions

We will work together to ensure effective transition between stages of learning and into adulthood by:

- Making sure that everyone works together to support transition; learner, school staff, parents/carers, outside agencies
- Planning support before, during and after a move between schools, or between years in school
- Sharing all information on necessary support for individual learners with a next setting
- Sharing detailed information about a learner with all relevant staff at transition points
- Planning learning and transition activities to support the learners understanding of transition (e.g. social stories)

Appendix 2 Broad areas of need From Code of Practice (0-25) 2014

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 hyperactivity 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

. 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.