

# ANNUAL REVIEW

## SEND Information Report 2019-2020

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- |   |                                  |
|---|----------------------------------|
| 1. Communication and Interaction                    | 2. Cognition and Learning        |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

<b>General School Details:</b>	
School Name:	Moorfield Primary School
School website address:	<a href="https://www.moorfieldprimary.co.uk/">https://www.moorfieldprimary.co.uk/</a>
Type of school:	Maintained Primary School
Description of school:	Maintained Primary School
Does our school have resource base? Yes or No  If Yes please provide a brief description.	no
Number on roll:	273
% of children at the school with SEND:	5 %
Date of last Ofsted:	May 2017
Awards that the school holds:	School Games Mark Gold
Accessibility information about the school:	<p>The school aims to:</p> <ul style="list-style-type: none"> <li>• increase the extent to which disabled children and young people can engage in the school curriculum</li> <li>• improve the physical environment of the school to increase disabled pupils' physical access to education and extra-curricular activities - access outside school by ramps and within school there are widened doors etc.</li> <li>• improve the delivery of information to disabled children and young people, using formats which give better access to information</li> <li>• continue to develop Nurture provision to increase motivation and greater social and emotional involvement in learning, helping pupils to achieve their personal best, feel more confident, happy and successful</li> <li>• Continue to use forest school type activities as research has proved that engaging with the outdoor environment has a significant impact on children's cognitive abilities and their social and emotional well-being; Using the outdoors as a learning tool will help us to take advantage of the outdoor learning environment that we already have and to make use of local green spaces to encourage outdoor activity.</li> </ul> <p>See Equality and Inclusion Action Plans.</p>

Please provide a web link to your school's Accessibility Strategy	<a href="https://www.moorfieldprimary.co.uk/statutory-documents/">https://www.moorfieldprimary.co.uk/statutory-documents/</a>		
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<p>The school operates the common system of having dedicated classrooms per class, so that teaching materials and equipment are generally located in one room. There are a number of additional teaching spaces fully equipped to deliver small group tuition / support/ intervention if necessary. We have an additional garden room that can be used to deliver nurture style support. The school has drawn up an accessibility plan and has already begun to implement that plan. Certain aspects of the plan cover issues of access, and where possible the school will make reasonable adjustments to improve physical access, but such matters will always be viewed in the light of budgetary considerations.</p> <p>Desty Training Emotional Literacy Support CAF training CHATTY BATS EYFS/ TALK BOOST KS1/LANGUAGE LEARNERS KS2 Boxall Profile training Asthma and allergy Training Administration of medicines All staff have received Mental Health and well-being training in July 2019 plus attachment training in the year of 2017/2018 Sharon Edwards whole school training Communication and language strategies Wellbeing Specialist expertise is secured though communication with the local authority SEND department and SEND specialists.</p>		
Documentation available:	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p>	<p>SEND Policy</p> <p>Safeguarding Policy</p> <p>Behaviour Policy</p> <p>Equality and Diversity</p> <p>Pupil Premium Information</p> <p>Complaints procedure</p>	<p>Y <a href="https://www.moorfieldprimary.co.uk/statutory-documents/">https://www.moorfieldprimary.co.uk/statutory-documents/</a></p> <p>Y <a href="https://www.moorfieldprimary.co.uk/parents/policies/">https://www.moorfieldprimary.co.uk/parents/policies/</a></p> <p>Y <a href="https://www.moorfieldprimary.co.uk/statutory-documents/">https://www.moorfieldprimary.co.uk/statutory-documents/</a></p> <p>Y <a href="https://www.moorfieldprimary.co.uk/parents/policies/">https://www.moorfieldprimary.co.uk/parents/policies/</a></p> <p>Y <a href="https://www.moorfieldprimary.co.uk/statutory-documents/">https://www.moorfieldprimary.co.uk/statutory-documents/</a></p> <p>Y <a href="https://www.moorfieldprimary.co.uk/statutory-documents/">https://www.moorfieldprimary.co.uk/statutory-documents/</a></p>

<b>Range of Provision and inclusion information:</b>	
<p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<p>The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:</p> <ol style="list-style-type: none"> <li><b>1. Communication and interaction</b></li> <li><b>2. Cognition and learning</b></li> <li><b>3. Social, emotional and mental health difficulties</b></li> <li><b>4. Sensory and/or physical needs.</b></li> </ol> <p>Provision is made for these four areas of need by</p> <ul style="list-style-type: none"> <li>• When pupils have identified SEND before they start here, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting.</li> </ul>

	<ul style="list-style-type: none"> <li>• If you tell us that you think your child has SEND we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child.</li> </ul> <p>If your child does not appear to be making the same level of progress as other children of their age we will undertake assessment in school and by using other professionals (e.g. Educational Psychologist; Medical – eye/hearing/Paediatrician; speech and language Screening; Occupational Health, Children and Adolescent Mental Health; Positive Behaviour Support Team) to identify possible barriers to their learning Parents and carers will be involved at all stages.</p> <ul style="list-style-type: none"> <li>• We are child and family centred so you will be involved in decision making about your child’s support</li> <li>• We look at the four areas of SEND ‘Communication and interaction’, ‘Cognition and Learning’, ‘Social emotional and mental health difficulties’ and ‘Sensory/Physical needs’. We look the see how children are developing in these areas and whether extra support is required in any of these areas. Working memory, Verbal and non-Verbal reasoning assessments also highlight if extra support is required.</li> <li>• When we assess SEND we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way.</li> <li>• We write SEND Support Plans or individual behaviour plans (IBP) with pupils and parents / carers, when pupils are involved with an external agency.</li> <li>• We use homework to consolidate and practise learning that is new and presents an achievable challenge. There is a homework club to support pupils.</li> <li>• A home school diary is used for two-way communication to support specific children.</li> <li>• We will share resources with parents and carers that have been tailored or recommended by profession support team. This ensures that children are having support from both home and school and that parents and teachers are working together in a partnership. Parents/Carers meetings keep you informed of your child’s progress during the year and give you the opportunity to make comments and/or suggestions to support your child’s learning.</li> </ul>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<ul style="list-style-type: none"> <li>• We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties.</li> <li>• We obtain support from local authority services and local special schools who provide outreach.</li> <li>• We access support from occupational therapy and physiotherapy for pupils who require this input and specific resources</li> <li>• We procure support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe a period of therapy is required</li> <li>• We hold multi-professional meetings with parents/carers</li> </ul>

	<p>and the pupil, where necessary, to review the child's progress. At these meetings the following types of discussions take place: what will be put into place in school to make teaching and learning more effective, targets for the pupil's achievement are agreed. We confirm how we will work together and what we each will do. We decide on a review date to explore how well the pupil is progressing, whether we are making a difference and the next steps that are required. This information is recorded in an individual SEND plan and where required filtered in to a Class Action Plan to ensure accountability.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> <li>● Specialist equipment to support the curriculum such as coloured overlays/ paper/ reading rulers, seating aids, concentration aids, ear defenders to support hearing sensitivity needs etc.</li> <li>● Individual work spaces</li> <li>● Access to ICT resources such as iPad, iPod, laptop, visualizer, digital cameras, Clicker 7 etc.</li> <li>● Prompt and reminder cards/ visual timetables for organisation</li> <li>● Symbols and visual prompts e.g. Rainbow Alphabet cards, high frequency word lists, number cards, etc.</li> <li>● Comic strip conversation/ social stories to aid understanding and interpretation of events</li> <li>● Task planners, mind maps etc.</li> <li>● ICT Clubs before and after school support children who do not have the facilities at home.</li> </ul>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> <li>● School has forged strong links with Brookfield School – a specialist school</li> <li>● There is an open partnership between the two schools for the seeking of advice, strategy and resources</li> <li>● there is a reciprocal visit strategy for pupils from both settings</li> <li>● All children have equal access to the full curriculum which is differentiated to suit individual needs</li> <li>● Use of whole school visual timetables in every classroom</li> <li>● TA designated for pupils with speech and language difficulties</li> <li>● Children are supported through targeted plans</li> <li>● IDL</li> <li>● Talkboost</li> <li>● BattyBats</li> <li>● ELSA support</li> <li>● DESTY</li> <li>● Boxall profile</li> </ul>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> <li>● Intervention from speech and language therapist Delivery of personal speech and language programme Halton SALT service and delivered by our designated SALT TA.</li> <li>● Support from TA within class or through interventions/ SALT plans (Small group or classroom based).</li> <li>● Screening and private SALT assessments</li> <li>● Talk boost intervention program ran by trained TA and/or SENCO – EYFS, KS1 and KS2 programmes</li> <li>● Support from specialist SALT TA for small group or</li> </ul>

	<p>individual</p> <ul style="list-style-type: none"> <li>• Range of language resources and programme materials recommended to school by SALT team.</li> </ul>
<p>Strategies to support the development of literacy (reading /writing).</p>	<ul style="list-style-type: none"> <li>• Consistent approach to the teaching of reading across the school :</li> <li>• Accelerated Reader Program</li> <li>• Reciprocal reading session KS 1- KS2 daily. This is to develop language, comprehension and discussions around texts as a lead into a topic.</li> <li>• Whole class guided reading sessions taught in ability sets</li> <li>• Target groups for intervention programmes aimed at developing reading / writing skills.</li> <li>• Daily phonics session for children and Read Write Inc Spelling.</li> <li>• From Yr1 -6 Children are taught in ability groups in English to enable staff to target need more effectively.</li> <li>• English taught using stimulating texts as a hook</li> <li>• Foundation subjects linked to texts</li> <li>• Love of reading promoted through exposure to high quality texts through story time, library time and use of texts to stimulate learning across the foundation subjects.</li> <li>• Whole school reading reward scheme</li> <li>• 1:1 reading program</li> <li>• Small group support in class for guided reading / writing</li> <li>• Daily Individual reading with TA/ teacher/ trained adult</li> <li>• Appropriate reading schemes for ‘struggling’ readers</li> </ul>
<p>Strategies to support the development of numeracy.</p>	<ul style="list-style-type: none"> <li>• Small group support in class through guided teaching</li> <li>• Additional intervention support by teacher / teaching assistant for group or 1:1 support before school or at the end of the school day</li> <li>• 1:1 tuition during other times in the day</li> <li>• Use of specialist maths resources online for reinforcement</li> <li>• Daily arithmetic lessons for all children.</li> <li>• From Yr1 -6 Children are taught in ability groups in maths to enable staff to target need more effectively.</li> <li>• Consistent approach to the teaching of maths EYFS – Number sense, KS1 and KS2 White Rose maths.</li> <li>• Second Year of North West Maths Hub 3 Maths Mastery training .</li> <li>• Use of concrete materials to support learning.</li> </ul>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> <li>• Personalised and differentiated curriculum</li> <li>• Small group support in class from classroom assistant or teacher</li> <li>• 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources</li> <li>• Specialist equipment</li> <li>• Individual plans (educational, behaviour, pastoral)</li> <li>• Time spent in a year group more appropriate to the needs of the child</li> <li>• School/year group/class provision mapping</li> <li>• Strategies put into place as provided or advised by</li> </ul>

	<p>professionals / specialist services / outreach.</p> <ul style="list-style-type: none"> <li>• Access to Nurture style activities</li> <li>• Bespoke support/interventions from a teacher on a one to one or in small groups</li> </ul>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> <li>• Observation in class, in small groups, 1:1 and on the playground</li> <li>• TA-led Intervention Group feedback</li> <li>• Target setting with the Head teacher – pupil progress meetings and class cation plans</li> <li>• IA SEND tracking system</li> <li>• Communication between class teacher and group teacher to ensure consistency</li> <li>• Boxall Profile</li> <li>• SEND Support Plan, targets and provision set with child and parents/ carers</li> <li>• CAF (Common Assessment Framework)</li> <li>• External professionals undertaking assessment</li> <li>• Regular review of targets with child and parents/carers. Reviewed 6 weekly and shared with parents termly.</li> <li>• Assessments: NVR/VR, NFER Progress in English and Maths, Sandwell Maths, National Curriculum Tests, reading ages, spelling ages etc., to measure progress.</li> </ul> <p>All children identified as having SEND are monitored on a daily basis as part of the school’s normal procedures. SEND Support Plans are monitored half termly and SMART targets (Specific, Measurable, Achievable, Realistic and Timed) are set in discussion with the child. The SENCO monitors progress of individuals on an informal basis through discussions with teaching staff, Teaching Assistants, children and parents/carers.</p>
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> <li>• Individual or differentiated success criteria</li> <li>• Visual prompts used such as ‘Now and Next’ task cards</li> <li>• Use of Visual timetables, individual timetables and checklists</li> <li>• Multisensory teaching approaches to make learning inclusive for all children.</li> <li>• Task mats/task planners so children have a step by step record of what they need to do.</li> <li>• Emotional Literacy Support</li> <li>• Growth mind set</li> </ul>
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> <li>• Named midday supervisor / teaching assistant at lunchtimes</li> <li>• Individual pastoral support plans which specify break and lunchtime provision where necessary</li> <li>• Yr. 6 Play leaders for KS1 at lunchtime</li> </ul> <p>Care Plans</p>
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> <li>• We signpost a breakfast and after school club</li> <li>• We offer a range of lunchtime, morning and after school activity / sports clubs for pupils of different ages</li> <li>• We signpost to Easter and Summer holiday clubs</li> </ul> <p>Military Style Education Commando Camp</p>
<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?</p>	<ul style="list-style-type: none"> <li>• All children are enabled to participate in school trips by:</li> </ul> <p>Risk Assessments being carried out for specific needs of each class; staff meeting with parents/ carers and adhering to care plans for children requiring medication; routes on trips are adapted to allow for wheel chairs/ severe asthma sufferers etc.; transport with accessibility requested if needed; higher</p>

	level of staff support, if required; referral to local authority partner agencies – Young Carers, Mayor’s Award etc.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> <li>• Planned support from TA</li> <li>• Bespoke teaching programme delivered by teacher</li> <li>• Meet and greet at the start of the day</li> <li>• Parental contact daily through home-school book</li> <li>• Parental contact session weekly</li> <li>• Referral to CAHMS</li> <li>• SEAL (Social, emotional aspect to learning) group.</li> <li>• Emotional Literacy Support</li> <li>• Individual pastoral support plan</li> <li>• Identified mentor</li> <li>• Positive reward system</li> <li>• Referral to counselling services such as Barnardo’s.</li> <li>• Use of Desty programme to support</li> <li>• Nurture style principles implemented</li> <li>• NSPCC deliver the Keeping Happy and Safe Assembly and workshops to Years 5 and 6 children biennially</li> </ul>
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> <li>• Use of the school’s Behaviour for Learning Policy</li> <li>• Individual Behaviour Plans</li> <li>• Restorative Justice approach</li> <li>• Daily behaviour record, if needed</li> <li>• Reward system</li> <li>• Support and intervention from outreach behaviour specialist</li> <li>• Individual pastoral support plan</li> <li>• Strategies in place for unstructured times of the day e.g., alternative location for break time</li> <li>• Referral to PBS ( Positive Behaviour Support Team)</li> <li>• Involvement of specialist services e.g. Educational Psychology service.</li> </ul>
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> <li>• SENCO co-ordinates transition of pupils with SEND</li> <li>• Transition from pre-school / nursery settings co-ordinated by SENCo and Foundation class teacher.</li> <li>• SENCo and Year 6 teacher to carry out transition meetings with staff from secondary schools.</li> <li>• SENCo and Foundation class teacher to carry out transition meetings with staff from pre-school / nursery settings.</li> <li>• Each class teacher meets with teacher of transition year group to discuss additional needs</li> <li>• Regular meetings with parents</li> <li>• Transition plans for individual children</li> <li>• Risk assessments completed</li> <li>• Close links with the Officer in Halton responsible for children with additional needs</li> <li>• Work with Halton SEND partnership</li> <li>• Social stories and visual prompts for pupils through Emotional Literacy Support</li> <li>• In school transition week to prepare for new class Longer term links with secondary schools to increase familiarity</li> </ul>
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> <li>• Intervention from physiotherapy / occupational therapy team</li> <li>• Assessment and individual programmes</li> </ul>

	<ul style="list-style-type: none"> <li>• Specialist resources e.g. Move and Sit cushions, pencil grips, tangle toys.</li> <li>• Delivery of planned intervention programme by skilled member of school staff</li> <li>• Movement for learning sessions in reception class – daily for 20 minutes at the end of the day (gross motor).</li> <li>• Physiotherapy exercise taught to develop gross motor, shoulder strength and ability to cross the midline with EYFS. All children with hypermobility encouraged to join.</li> <li>• Close liaison with School Nursing Service and other medical staff where required</li> <li>• Staff training for managing particular medical needs.</li> </ul> <p>Outreach support</p>
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child’s education.</p>	<ul style="list-style-type: none"> <li>• There is a termly Child-Parent/Carer- Teacher meeting</li> <li>• Parents/Carers are invited to assemblies, Collective Worship, celebrations in Church, concerts, performances etc.</li> <li>• Many parents/ carers volunteer to assist in school in a variety of ways, for example, reading with children, accompanying children on educational visits, transporting/supporting sports events.</li> <li>• Parents/carers can call into school from 8.20– 8.40am</li> <li>• The school signposts appropriate groups and organisations which are relevant for families’ needs.</li> <li>• The school works closely with the Local Authority’s Locality Team in Widnes which works with families and offers support. Pupils views are important to us, they are regularly canvassed and actioned</li> <li>• Each child has an identified key worker who they meet with and know to go to if they require support / advice.</li> <li>• The school has links with a number of youth organisations including Halton Speak Out.</li> <li>• The school can signpost behaviour management courses for parents and carers.</li> <li>• The school will signpost appropriate groups and organisations to you which are relevant for your family’s needs.</li> <li>• The views of parents / carers and children are sought during the Enhanced Provision and Statement review process annually.</li> <li>• The school’s SENCo make themselves available for meetings with parents on a regular basis – appointments can be arranged at the school reception desk. At Moorfield Primary School, it is recognised that parents/carers play a critical role in the education of their child. If any parent/carer has concerns or complaints regarding the education of their child, then the school staff investigates them promptly. If the matter cannot be resolved, then parents/carers have a right to make representation to the Head teacher and then to the Governing Body. Parents/carers also have access to the local independent Parent Partnership Scheme which can offer advice and information on all aspects of SEND. Further information on support services available to parents is available on the SEND Local Offer for Halton at: <a href="https://localoffer.haltonchildrenstrust.co.uk/">https://localoffer.haltonchildrenstrust.co.uk/</a></li> </ul>
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<ul style="list-style-type: none"> <li>• Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils’ needs through this (including additional support and equipment). The local authority may contribute if the cost of meeting an individual’s needs is more than £10,000 per</li> </ul>

	<p>year.</p> <ul style="list-style-type: none"> <li>• If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated through an Education and Health Care Plan.</li> <li>• TA's support children with identified needs – this may be 1:1 support but more often than not, a teaching assistant is used to support a group of children in a class or year group encouraging independence and resilience and ensuring that children do not become overly dependent on an adult</li> <li>• Specific resources and/ or external specialist support</li> </ul>
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<ul style="list-style-type: none"> <li>• Booster classes at KS2 where necessary</li> <li>• Coaching for Year 6 able pupils and those with SEND where necessary</li> <li>• Teaching Assistants in specific year groups for English and mathematics lessons</li> <li>• I Track and I A SEND to support the analysis of attainment and progress data and school self-evaluations</li> <li>• Extra-curricular opportunities provided by additional adults</li> <li>• Specific interventions delivered by support teacher/TA's</li> <li>• IPads</li> <li>• Additional classes before / after school</li> <li>• Additional staffing</li> <li>• Extra-curricular activities</li> <li>• School trips</li> <li>• Emotional literacy Support</li> <li>• Personal Education Plans</li> <li>• Links to Virtual School</li> </ul>
<p><b>SENCO name/contact:</b> Lesley Blundell 0151 424 3108</p>	
<p><b>Headteacher name/contact:</b> Kathryn Heyes 0151 424 3108</p>	
<p><b>ANNUAL REVIEW 2019-2020</b>  <b>Completed by:</b> Kirsten Lythgoe <b>Date:</b> 16.07.2019</p>	

**SEND Broad Areas of Need**

<b>Communication and Interaction</b>	
<b>6.28</b>	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.
<b>6.29</b>	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.

<b>Cognition and Learning</b>	
<b>6.30</b>	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.
<b>6.31</b>	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

<b>Social, Emotional and Mental Health difficulties</b>	
<b>6.32</b>	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.

<b>Sensory and/or Physical Needs</b>	
<b>6.34</b>	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).
<b>6.35</b>	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.