

## **SEN Information Report 2019/2020**

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs (SEN). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEN Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

### **Broad Areas of SEND**

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:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report.

<b>General School Details:</b>	
School Name:	Palace Fields Primary School
School website address:	<a href="http://www.palacefieldsprimary.org.uk">www.palacefieldsprimary.org.uk</a>
Type of school:	Primary
Description of school:	Palace Fields Primary School is an inclusive, mainstream primary school offering places for children between the ages of 3 and 11. The school is an academy operating within The Heath Multi Academy Trust.
Does our school have resource base? Yes or No  If Yes please provide a brief description.	Yes  The school currently has a 10 place Resource Base for children with Complex Cognition and Learning needs. Children are allocated places by the Local Authority.
Number on roll:	177
% of children at the school with SEND:	39/177 = 22%
Date of last Ofsted:	2 <sup>nd</sup> – 3 <sup>rd</sup> April 2019 (Good)

Awards that the school holds:	School Games – Gold Award Science Quality Mark (Bronze) Artsmark Silver Award																																
Accessibility information about the school:  Please insert a link to your school's Accessibility Strategy.	Wheelchair access, disabled toilet, shower facilities.  <a href="http://www.palacefieldsprimary.org.uk/serve_file/232926">http://www.palacefieldsprimary.org.uk/serve_file/232926</a>																																
Expertise and training of school based staff about SEN. (CPD details)	<p>We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:</p> <table border="1" data-bbox="438 757 1342 1704"> <thead> <tr> <th data-bbox="438 757 715 797">Initials of person</th> <th data-bbox="715 757 1043 797">Area of expertise</th> <th data-bbox="1043 757 1342 797">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="438 797 715 875">LS (HLTA)</td> <td data-bbox="715 797 1043 875">Read, Write, Inc. Tutoring</td> <td data-bbox="1043 797 1342 875"></td> </tr> <tr> <td data-bbox="438 875 715 954">All TA's</td> <td data-bbox="715 875 1043 954">Read, Write, Inc. training</td> <td data-bbox="1043 875 1342 954"></td> </tr> <tr> <td data-bbox="438 954 715 1032">LS (HLTA), JC</td> <td data-bbox="715 954 1043 1032">Reading – Reading Recovery</td> <td data-bbox="1043 954 1342 1032"></td> </tr> <tr> <td data-bbox="438 1032 715 1111">LS (HLTA), JC</td> <td data-bbox="715 1032 1043 1111">Reading - Inference Training</td> <td data-bbox="1043 1032 1342 1111"></td> </tr> <tr> <td data-bbox="438 1111 715 1346">JB, FD</td> <td data-bbox="715 1111 1043 1346">Speaking and Listening – Elklan Ascentis (AptEd) ommunication support for verbal pupils with ASD. From Theory into Practice.</td> <td data-bbox="1043 1111 1342 1346">Level 2 Award</td> </tr> <tr> <td data-bbox="438 1346 715 1503">JB, VT</td> <td data-bbox="715 1346 1043 1503">Maths Intervention, including First Class @ Number and Success @ Arithmetic</td> <td data-bbox="1043 1346 1342 1503"></td> </tr> <tr> <td data-bbox="438 1503 715 1626">VT</td> <td data-bbox="715 1503 1043 1626">Bereavement awareness for schools and the community</td> <td data-bbox="1043 1503 1342 1626"></td> </tr> <tr> <td data-bbox="438 1626 715 1666">VT, JP, EH</td> <td data-bbox="715 1626 1043 1666">Diabetes in schools</td> <td data-bbox="1043 1626 1342 1666"></td> </tr> <tr> <td data-bbox="438 1666 715 1704">VT</td> <td data-bbox="715 1666 1043 1704">Thrive</td> <td data-bbox="1043 1666 1342 1704"></td> </tr> </tbody> </table> <p data-bbox="438 1704 1398 1899">Staff are trained in Quality First Teaching strategies to support children with specific learning difficulties, writing person centred SEN support plans in line with changes to the SEN Code of Practice. Support plans are supported by provision maps to oversee all interventions and track progress. These are updated termly unless required sooner.</p> <p data-bbox="438 1939 1398 2042">All KS1 and KS2 teachers have been trained in Power Maths/Power Literacy – where children are grouped via their learning needs and teaching is focussed on children's next steps.</p>			Initials of person	Area of expertise	Level	LS (HLTA)	Read, Write, Inc. Tutoring		All TA's	Read, Write, Inc. training		LS (HLTA), JC	Reading – Reading Recovery		LS (HLTA), JC	Reading - Inference Training		JB, FD	Speaking and Listening – Elklan Ascentis (AptEd) ommunication support for verbal pupils with ASD. From Theory into Practice.	Level 2 Award	JB, VT	Maths Intervention, including First Class @ Number and Success @ Arithmetic		VT	Bereavement awareness for schools and the community		VT, JP, EH	Diabetes in schools		VT	Thrive	
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	<p>Palace Fields is committed to raising staff expertise in the area of SEN and disability and seeks to provide a comprehensive training programme for all staff so that they are equipped to meet the needs of all children they teach.</p>		
Documentation available:	Are the following documents available on the schools website?	SEN policy	yes
	<p>If yes please insert the link to the documents page.</p> <p><a href="http://www.palacefieldsprimary.org.uk/page/school-policies-/36327">http://www.palacefieldsprimary.org.uk/page/school-policies-/36327</a></p> <p><a href="http://www.palacefieldsprimary.org.uk/page/pupil-premium/36359">http://www.palacefieldsprimary.org.uk/page/pupil-premium/36359</a></p>	Safeguarding Policy	yes
		Behaviour Policy	yes
		Equality & Diversity	Yes
		Pupil Premium Information	yes
		Complaints procedure	yes
<b>Range of Provision and inclusion information:</b>			
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>At Palace Fields Primary, we believe in early identification of special educational needs. Every child's attainment will be assessed on entry to school so that the foundations during the child's pre-school years can be built on. If a child has already been identified as having a special educational need in their early years setting, then the class teacher and SENDCO will use this information to inform planning and support (See SEN Policy, 2019)</p> <p>Children may be identified by the following:</p> <ul style="list-style-type: none"> <li>• A child who is working below age related expectations despite receiving quality first teaching and appropriate rigorous intervention.</li> <li>• Concerns raised by a teacher and shared with the SENDCO</li> <li>• Consultation between class teachers and the leadership team during pupil progress meeting</li> <li>• Following an assessment completed by a specialist outside agency for example, Education and Child Psychology Service.</li> <li>• Parental requests for further assessment and investigation which leads to class teachers and the SENDCO identifying a SEN.</li> </ul>		
What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together. For	<p>A full list of our external partners who we work with can be found in our contribution to the Local Offer. <a href="https://localoffer.haltonchildrenstrust.co.uk/">https://localoffer.haltonchildrenstrust.co.uk/</a></p>		

<p>example health, social care, local authority support services and voluntary sector organisations.</p>	<p>Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.</p> <p>Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.</p> <p>Our approach involves: providing additional visits for children entering school to Nursery/Reception, planned transition visits and home visits for children new to the school. For children moving to secondary, we support by liaising with their new tutors and passing on all information both academic and pastoral. Children have the opportunity for extra transition days.</p> <p>Palace Fields Primary School is part of The Heath Multi Academy Trust and has close links with schools within the academy chain. This includes attendance at events hosted by The Heath, specialist teaching for dance and French and attendance for staff at training events.</p> <p>We closely monitor children’s destination data and ensure that the receiving school has all of the information they require to support the child in their new setting.</p> <p>Palace Fields Primary works closely with outside agencies and the Local Authority to ensure a coordinated approach in supporting children at the school. We aim to refer a child to services early.</p> <p>We work closely with health and education services including: Education and Child Psychology Service, Local Authority Specialist Teachers, Speech and Language Therapy Service, Woodview Child Development Centre, Paediatrics, Occupation and Physiotherapy Service, Attendance and Behaviour Service, Positive Behaviour Service, IWST and Social Care to ensure a coordinated and multi-agency approach to supporting children with SEN and additional needs.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>The school has an Accessibility Plan that details how we aim to make our building more accessible for children and visitors with physical disabilities. The school is on one floor, with ramp access to the EYFS</p>

	<p>department. Both playgrounds are split across two levels, though ramp access ensures both levels are accessible. There is wheelchair access to the main building, a disabled toilet and shower facilities.</p> <p>The school uses a range of approaches to ensure that all children can access the curriculum. Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• specialist equipment</li> <li>• individual workspaces</li> <li>• access to ICT resources eg IPAD</li> <li>• prompt and reminder cards for organisation</li> <li>• symbols and visual prompts</li> </ul>
<p>What strategies/programmes/resources are available to support speech &amp; language and communication including social skills?</p>	<p>All children in Nursery and Reception are assessed on entry using the WellComm Screening Toolkit. This enables us to assess where children have gaps in their speech and language skills. This screening also helps to inform any referrals to speech and language therapy service. Appropriate interventions are then planned in as part of whole class teaching and for individual and small group support. In addition to this, we provide small group Talk Time to help develop social skills and support children to develop their communication skills with their peers.</p> <p>Children who have been assessed by speech and language therapy service have a care plan and will receive regular, designated time with the specialist teaching assistant for Communication and Interaction.</p> <p>Children with Autism Spectrum Disorder or social communication difficulties may receive a tailored curriculum delivered in class.</p> <p>Children with ADHD may have personalised behaviour plans drawn up in line with the whole school behaviour policy in order to meet their individual needs.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>School operates a whole school approach to developing early reading skills. The Power Steps and Power Literacy models are used to teach children in groups based on reading fluency. As a result, all children are reading texts appropriate to their ability, daily. The work set is tailored to the next steps of the group ensuring rapid progress.</p> <p>The Power Steps groups will have phonics input built into their 'Power Steps' sessions to increase their</p>

	<p>phonological awareness and build reading fluency. This is then complimented by additional reading and writing activities.</p> <p>Palace Fields Primary also provides additional reading opportunities – with all children in EYFS/KS1 being heard read every day and KS2 children being heard at least once per week. Lower attainers in KS2 will be heard read daily.</p> <p>Palace Fields Primary delivers evidence based intervention programmes aimed at narrowing the gaps with their peers. These interventions are bespoke to the individual needs of the child and are reviewed regularly with parents. At times, interventions will be delivered by the class teacher to ensure that the children are receiving the highest quality intervention.</p>
<p>Strategies to support the development of numeracy.</p>	<p>In mathematics, the school is following the mastery approach, using the Power Maths model. Children are grouped via learning needs and teaching is targeted to meet the children’s next steps.</p> <p>All classes follow the concrete-visual-abstract approach to teaching, using resources such as Numicon to support children with SEN.</p> <p>Some support staff are trained in First Class @ Number and Success @ Arithmetic interventions for children in Key stages 1 and 2.</p> <p>Again, Palace Fields Primary delivers evidence based mathematics intervention programmes aimed at narrowing the gaps with their peers. These interventions are bespoke to the individual needs of the child and are reviewed regularly with parents.</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.</p>	<p>Underpinning ALL our provision in school is the graduated approach cycle of:</p> <p>Assess: This initial assessment described above will inform any SEN plan and will be updated on a regular basis. Teachers are expected to report on pupil progress on a half termly basis. In addition to this, children with SEN may receive additional assessments around their area of need formally twice a year and informally during intervention sessions on a more regular basis.</p> <p>Plan: When a child is placed on the SEN register, an SEN</p>

	<p>support plan which details adjustments to teaching and learning, what is additional to or different from that usually provided for children at our school is created. This plan will also provide short term outcomes that we expect the child to achieve as a result of the provision. This plan will be person centred and it is our expectation that it will be written by the class teacher together with parents and carers and the child. The SENDCO may also be involved in this process. In addition to this, teacher planning will also detail adjustments to teaching and learning that is tailored and differentiated to meet the needs of every pupil. Provision maps are also created for SEN children which include the baseline assessment for an intervention and an exit assessment to track progress. These are updated half-termly if required.</p> <p>Power Literacy and Power Maths groups are based on individual’s learning needs and so teaching in Literacy and Maths is always ability appropriate – providing challenge that is appropriate for the group.</p> <p>Class teachers maintain responsibility for every child in their class. Class teachers have high expectations for every child, including those with SEN. As part of their SEN provision it may be that a child needs to receive additional support or intervention which is not normally afforded to all children. In this instance, details of any intervention or specialist provision provided outside of the main classroom teaching will be provided to the class teacher and opportunities made for specialist teachers and teaching assistants to share this information with the class teacher. It is the expectation that the same or similar strategies are deployed in their mainstream class teaching so that techniques become familiar for children. Any teacher or teaching assistant working with a child on SEN support will be aware of advice and strategies provided by professionals so that they can be deployed consistently.</p>
<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</p>	<p>Children have a unique insight into their strengths and difficulties. They will be encouraged to contribute to the assessment of their needs, review of their provision and planning any future changes. Person centred planning approaches are central to the school’s ethos for supporting children with SEN to achieve good outcomes.</p>

<p>extended or increased and how we evaluate their overall effectiveness.</p>	<p>Involving parents and learners in the dialogue is central to our approach and we do this through regular reviews such as termly SEN support plan reviews and annual enhanced provision reviews (as appropriate).</p> <p>The school monitors the attainment and progress of all learners carefully and seeks to address any areas of weakness quickly. The progress of all vulnerable groups will be discussed at half termly pupil progress meetings with the Principal. The impact of interventions is monitored by the SENDCO and actions taken as required to ensure continued progress.</p>
<p>Strategies/support to develop independent learning.</p>	<p>All children at Palace Fields are being taught how to become independent learners. For children with SEN this is further supported through strategies such as:-</p> <ul style="list-style-type: none"> <li>• individual timetables and checklists</li> <li>• “chunking” of activities</li> <li>• individual success criteria</li> <li>• visual prompts</li> <li>• pastoral support plan targets</li> </ul>
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<p>Palace Fields Primary aims to provide a safe, nurturing learning environment for all children and promote positive mental health and wellbeing. We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by children and staff.</p> <p>We take every opportunity to include pupils socially during break and lunch and have a number of activities running in the playground to ensure that all ages can mix and socialise during their break.</p> <p>All children in school have access to a PSHCE curriculum to support their personal, social and emotional wellbeing.</p> <p>For children who require additional support during unstructured times, pastoral support plans are put in place.</p>
<p>Extended school provision available; before and after school, holidays etc.</p>	<p>Children have access to a range of after-school clubs each half-term. These include: craft, music and sports clubs. Clubs are open to all children.</p>
<p>How will we support pupils to be included in activities outside</p>	<p>We aim for all children to be included on school trips and residential stays. We will work with parents to</p>

<p>the classroom (including school trips) working alongside their peers who do not have SEN?</p>	<p>ensure that any necessary adaptations have been made and ensure that trips are successful.</p> <p>A risk assessment is carried out before hand to ensure that everyone’s health and safety will not be compromised. In the unlikely event that an activity is unsafe for a child to take part for whatever reason, an alternative activity, which will cover the same curriculum area, will be provided in school.</p>
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>Palace Fields Primary aims to provide a safe, nurturing learning environment for all children and promote positive mental health and wellbeing. We believe that all behaviour is a form of communication and have a positive approach to behaviour management. We have a clear Behaviour Policy that is followed by children and staff.</p> <p>In addition to this a range of strategies are used as and when appropriate including:</p> <ul style="list-style-type: none"> <li>• Home school communication book</li> <li>• Pastoral support plans</li> <li>• Named key workers</li> <li>• Nature groups</li> </ul> <p>The school has recently invested in the Thrive Approach, which supports the view that behaviour is communication and that all children need to feel valued, involved and appreciated. Using Thrive online will allow us to track improvements in social and emotional development and provide suitable intervention for them. This will be included in the child’s SEN support plan and shared with parents.</p> <p>The school will also refer a child to Barnardo’s and CAMHS if it is necessary to meet the needs of a child with social, emotional and mental health needs.</p>
<p>What strategies can be put in place to support behaviour management?</p>	<p>Palace Fields Primary aims to provide a safe, nurturing learning environment for all children and promote positive mental health and wellbeing. We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by children and staff. When required for certain children, the SENDCO and teacher may create an individual behaviour plan that relates to the school policy however allows time for the child to regulate their emotions. These are discussed with the parents/carers as well as the child.</p>

	<p>The school will also seek the advice and recommendations from the Attendance and Behaviour Service and Positive Behaviour Support Team to provide further individual advice and support.</p>												
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<p>For children entering Reception class or Nursery, we carry out transition and home visits.</p> <p>For children moving to secondary we support children by working closely with transition co-ordinators to ensure a smooth move. Where necessary we will access support to provide additional transition support for vulnerable children.</p> <p>We closely monitor children’s destination data and ensure that the receiving school has all of the information they require to support the child in their new setting.</p>												
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<p>The school follows the advice and recommendations from external agencies and ensures that strategies are acted upon by any adult working with the child.</p> <p>Palace Fields Primary aims to refer a child early to Woodview CDC if there are any concerns about their sensory needs or physical development. We also seek specialist advice from the specialist teachers from within the local authority to ensure that necessary adaptations have been made.</p> <p>For children with medical needs, close liaison with medical staff takes place as required. Staff training takes place for managing any particular needs as required.</p>												
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child’s education.</p>	<p>Involving parents and learners in the dialogue is central to our approach and we do this through:</p> <table border="1" data-bbox="659 1615 1391 2056"> <thead> <tr> <th>Action/Event</th> <th>Who’s involved</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>SEN support plan review</td> <td>Parents and carers of children who are SEN support, class teacher, SENDCO may be involved</td> <td>Six times a year* please note that some of these reviews may coincide with termly parents evenings but a longer appointment will be provided to allow for a full discussion</td> </tr> <tr> <td>Enhanced provision review</td> <td>Parents and carers of children who are in receipt of enhanced provision</td> <td>Once a year</td> </tr> <tr> <td>Parents evenings</td> <td>Parents and carers of all children</td> <td>Twice a year</td> </tr> </tbody> </table>	Action/Event	Who’s involved	Frequency	SEN support plan review	Parents and carers of children who are SEN support, class teacher, SENDCO may be involved	Six times a year* please note that some of these reviews may coincide with termly parents evenings but a longer appointment will be provided to allow for a full discussion	Enhanced provision review	Parents and carers of children who are in receipt of enhanced provision	Once a year	Parents evenings	Parents and carers of all children	Twice a year
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	Celebration assembly	Any parent	Weekly
	<p>Palace Fields Primary is committed to promoting and developing parental engagement and independent advocacy for parents. This includes making parents aware of support services that are available through the Local Offer and helping parents to access SEND Partnership.</p>		
How additional funding for SEN is used within the school with individual pupils.	<p>For children with allocated additional funding, Teaching Assistants are deployed to support them in line with the Local Authority allocated support hours.</p> <p>Palace Fields Primary continues to develop a specialist model where teaching assistants develop their own area of expertise to support children with particular areas of need. These teaching assistants will then be allocated to provide 1:1 and small group teaching support for children with SEN.</p>		
Arrangements for supporting pupils who are looked after by the local authority and have SEN. Including examples of how pupil premium is used within the school.	<p>When a child is looked after by the local authority, they will be supported with a personal education plan (PEP) which outlines the provision and support allocated to them. This will be reviewed with the child, their carers and the social worker, annually. The school may apply for additional pupil premium funding to ensure that they receive the right support necessary. In addition, we attend and contribute to an annual looked after review.</p> <p>The school monitors the attainment and progress of all learners carefully and seeks to address any areas of weakness quickly. This includes monitoring children who are looked after by the local authority. The progress of all vulnerable groups will be discussed at half termly pupil progress meetings with the Principal.</p>		
<b>SENDCO name/contact</b>	Lynne Everett lynneeverett@palacefieldsschoo.co.uk		
<b>Principal's name/contact</b>	Paul Holloway head@palacefieldsschool.co.uk		
Completed by:	Lynne Everett	Date: 18 <sup>th</sup> September 2019	

### **Version Control**

<b>Area of Document Updated:</b>	<b>Updated By:</b>	<b>Date:</b>
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## **Appendix A**

### **Broad areas of SEND taken from *SEND Code of Practice 0-25 effective September 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 hyperactive disorder or attachment disorder.

## **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.