

# ANNUAL REVIEW

## SEND Information Report 2020 - 2021

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:	Our Lady of Perpetual Succour Primary School
School website address:	www.olpsprimary.co.uk
Type of school:	Mainstream Catholic Voluntary Aided Primary School ages 4 -11
Description of school:	<p>The school is a smaller than average primary school. The proportion of pupils known to be eligible for free school meals is in line with the national average. The percentage of pupils with special educational needs and/or disabilities is slightly below the national average; however, the percentage of children on educational health care plans (EHCP) is much lower than the national average. We welcome open dialogue with parents/carers. If you have any concerns, please discuss with the class teacher in the first instance then SENCO (Mrs Heston) or Head Teacher. Your concerns will be investigated and you will be involved at all stages. If you have concerns about your child's language, motor skills or emotional health, school can refer to a health professional. Please obtain an up to date hearing and eyesight test so that any problems in those areas can be addressed as quickly as possible.</p>
Does our school have resource base? Yes or No  If Yes please provide a brief description.	No
Number on roll:	209
% of children at the school with SEND:	8.6%
Date of last Ofsted:	September 2019 Section 48 – November 2018

Awards that the school holds:	Healthy Schools, Five Ways to Well Being, Active Kids Silver, Eco School Bronze, Reading Quality Mark Silver accreditation, PE Games Gold Award, Money Sense Accreditation, Primary Science Quality Mark.		
Accessibility information about the school:	The school is on one floor: school office, Head teacher's office, staff room, 2 meeting rooms, school hall, 7 classrooms, 1 ICT suite, 4x boy's toilets, 4x girl's toilets, 2 staff toilets, library, ELSA room, resource/ intervention room, school kitchen off the main hall. The entrance to the school has disabled access and there are 2 disabled use toilets off the reception area.		
Please provide a web link to your school's Accessibility Strategy	<a href="https://www.olpsprimary.co.uk/website/send/231385">https://www.olpsprimary.co.uk/website/send/231385</a>		
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<ul style="list-style-type: none"> <li>• SENDCo National Award for SEN Co-ordination (Edge Hill University)</li> <li>• ELSA – Emotional Literacy Support Assistants</li> <li>• SEND training- half termly meetings</li> <li>• Regular Educational Psychologist Consultations.</li> <li>• Boxall Profile training</li> <li>• Hearing impairment training</li> <li>• CAF Training</li> <li>• Reading and writing training. (Read Write Inc.)</li> <li>• Maths No Problem training</li> <li>• Precision teaching training – SAFMEDS (support staff)</li> <li>• Asthma and allergy training</li> <li>• Attachment disorder training</li> <li>• First aid training</li> <li>• One Page Profile training</li> <li>• Growth Mindset training - SENCo February 2019</li> <li>• Ask don't tell – developing independent thinking skills Halton Educational Psychology Team SENCo</li> <li>• Growth Mindset training (All staff)</li> <li>• Mental Health First Aid training (SENDCo and Headteacher)</li> <li>• Diabetes training</li> <li>• Developmental trauma</li> <li>• Dyslexia friendly school training – all staff June 2018</li> <li>• Clicker 7 training – all support staff and SENCo January 2019</li> <li>• Autism Awareness training (Stacey Holleron) – all staff June 2018</li> <li>• CBT training with CAMHS</li> <li>• Educare courses – All staff</li> <li>• Introduction to SEND for NQT</li> <li>• Bereavement training</li> </ul>		
Documentation available:	Are the following documents available on the schools website?  If yes please insert the link to the	SEND Policy	Yes  <a href="https://www.olpsprimary.co.uk/website/send/231385">https://www.olpsprimary.co.uk/website/send/231385</a>
		Safeguarding Policy	Yes <a href="https://www.olpsprimary.co.uk/website/policies/231682">https://www.olpsprimary.co.uk/website/policies/231682</a>
		Behaviour	Yes

documents page.	Policy	<a href="https://www.olpsprimary.co.uk/website/policies/231682">https://www.olpsprimary.co.uk/website/policies/231682</a>
	Equality and Diversity	Yes <a href="https://www.olpsprimary.co.uk/website/equality_duty/419951">https://www.olpsprimary.co.uk/website/equality_duty/419951</a>
	Pupil Premium Information	Yes <a href="https://www.olpsprimary.co.uk/website/pupil_premium/231361">https://www.olpsprimary.co.uk/website/pupil_premium/231361</a>
	Complaints procedure	Yes <a href="https://www.olpsprimary.co.uk/website/policies/231682">https://www.olpsprimary.co.uk/website/policies/231682</a>

Range of Provision and inclusion information:	
<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 area of need as follows:</p> <ul style="list-style-type: none"> <li>• <b>Communication and Interaction</b></li> <li>• <b>Cognition and learning</b></li> <li>• <b>Social, Emotional and mental health difficulties</b></li> <li>• <b>Sensory and/or physical needs.</b></li> </ul> <p>Provision is made for these four areas by:</p> <ul style="list-style-type: none"> <li>• When pupils have identified SEND before they start at Our Lady's, we work with the people who already know them and use the information they already have available to identify what their SEND will be in our school setting.</li> <li>• If you tell us, 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 following our SEND policy.</li> <li>• If your child does not appear to be making the same progress as other children of their age, we will undertake assessments in school and identify possible barriers to their learning.</li> <li>• If despite interventions progress is still not evident then we will approach other</li> </ul>

	<p>professionals e.g. Educational Psychologists at Group consultation.</p> <ul style="list-style-type: none"> <li>• Parents and Carers will be involved at all stages. We are child and family centred so you will be involved in all decision-making about your child's support.</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 will continue to write School Support Plans (SSP) with pupils, parents / carers. We will inform parents about any interventions your child is accessing.</li> <li>• We use homework to repeat and practise activities that are new and present an achievable challenge.</li> <li>• Parents/Carers meetings keep you informed of your child's progress during the year and give you opportunity to make 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>• Educational Psychologist</li> <li>• Specialist teachers within Halton</li> <li>• Speech and Language Therapy Service - Chatterbug</li> <li>• Occupational Therapist – OT- and Physiotherapist</li> <li>• School Nurse</li> <li>• Diabetic Nurse</li> <li>• Visual and Hearing impairment team</li> <li>• Health Visitor</li> <li>• Woodview Child Development Centre</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Primary and Specialist Family Support Workers</li> <li>• Social Workers</li> <li>• EWO support service</li> <li>• NSPCC</li> <li>• Local Police Service</li> <li>• iCART</li> </ul>
<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, Clicker 7, Hearing aid microphones, ear defenders to support hearing sensitivity needs etc.</li> <li>• Individual work spaces</li> <li>• Access to ICT resources such as iPad, laptop, visualizer, digital cameras, dictaphone etc.</li> <li>• Prompt and reminder cards/ visual timetables for organisation, now and next boards</li> </ul>

	<ul style="list-style-type: none"> <li>• Symbols and visual prompts e.g. word mats, high frequency word lists, number cards, etc.</li> <li>• Social stories to aid understanding and interpretation of events</li> <li>• Small room for ELSA group work</li> <li>• Task planners, mind maps etc</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>• All staff have had training to support pupils with autism and social communication difficulties.</li> <li>• All staff use visual timetables and are mindful of the use of ambiguous language.</li> <li>• Staff use social stories when appropriate to aid understanding and interpretation of events.</li> <li>• Communication friendly displays</li> <li>• Training for staff</li> <li>• Access to range of resources for use with TA provided by Chatterbug</li> </ul>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> <li>• All children's speech and language skills are assessed when they enter the school's Early Year's Foundation Stage. If your child is identified as benefitting from additional support, you will be consulted and small group intervention will be proposed e.g. Talkboost.</li> <li>• If no progress is evident, school, in consultation with parents/carers may suggest a referral to obtain further professional advice from Chatterbug.</li> </ul> <p>School staff work very closely with outside agencies and ensure that any recommended individual programme for a child is carried out in school.</p> <ul style="list-style-type: none"> <li>• Interventions from speech therapists.</li> <li>• Support from TA within class</li> <li>• Assistance from TA for small group or individual work</li> <li>• Range of language resources and programme materials available for use with TA</li> <li>• Use of visual timetables, social stories, workstations, now and next boards, choice cards etc. to aid children with social and communication difficulties.</li> <li>• Staff modelling accurate speech</li> <li>• Simplified instructions from teachers</li> </ul>
<p>Strategies to support the development of literacy (reading /writing).</p>	<ul style="list-style-type: none"> <li>• Small group phonic support – using Read Write Inc. programme</li> <li>• Handwriting support using Letterjoin</li> <li>• Small group support in class for guided</li> </ul>

	<p>reading / writing.</p> <ul style="list-style-type: none"> <li>• Individual daily reading with the teaching assistant / teacher.</li> <li>• Withdrawal into target groups for intervention programmes aimed at developing reading/writing skills.</li> <li>• Precision teaching</li> <li>• Beat Dyslexia programme</li> <li>• Clicker 7</li> <li>• Pobble 365</li> <li>• In Year 6 children are taught in 2 ability groups for English to enable staff to target need more effectively.</li> <li>• Extra-curricular reading clubs</li> <li>• Extra-curricular writing clubs</li> <li>• APLS</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 via TA and or teacher support.</li> <li>• Withdrawal in a small group for specific maths intervention – pre-teach or post teach activities.</li> <li>• Withdrawal by teaching assistant for 1:1 support with basic skills.</li> <li>• In Year 6 children are taught in 2 ability groups for maths to enable staff to target need more effectively.</li> <li>• Use of ‘Maths - No Problem!’ scheme.</li> <li>• Use of TT rockstars for daily practice</li> <li>• Provision of resources to support the ‘Concrete’ stage of CPA (Concrete, Pictorial, Abstract) approach to teaching mastery in mathematics.</li> <li>• APLS</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>• Time spent in a year group more appropriate to the needs of the child.</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>• The use of personalised support plans.</li> <li>• Quality resources to enhance the curriculum access.</li> <li>• Strategies put into place as provided by professionals.</li> <li>• Varied teaching for different learning styles.</li> <li>• Targeted questioning</li> </ul>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including</p>	<p>In addition to the two parents’ evenings, if a child is receiving additional support over and above that which is provided for all pupils through good</p>

<p>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>	<p>teaching (Quality First Teaching QFT), you will be invited into school at least once a term to discuss the additional support given and review its effectiveness towards your child's outcomes. The additional support will be recorded on SSP (School Support Education Plan). You and your child will be involved in the setting of outcomes, how we intend to support your child to meet those outcomes and planning of additional support. At the end of the period you will be invited to review your child's progress and be involved in the next round of planning. Progress towards outcomes may be assessed by:</p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Target setting</li> <li>• Review of books</li> <li>• Discussions with child</li> <li>• Reviews by professionals/outside agencies</li> <li>• Discussions with parents/carers. Some of these meetings could involve outside agencies and you are most welcome to bring people with you.</li> <li>• Information Advice and Support Service can offer advice as well as attend meetings with parents.</li> <li>• NFER Progress in English and maths, National Curriculum tests etc.</li> </ul> <p>Other ways parents may be kept informed as to how their child is doing are:</p> <ul style="list-style-type: none"> <li>• Home school diaries</li> <li>• Phone calls from the class teacher/SENCO</li> <li>• Notes from staff in reading records</li> <li>• Certificates, stickers and other rewards</li> <li>• Informal discussions with class teacher/SENCO</li> <li>• Sharing of reports from professionals</li> <li>• Additional requests from parents to discuss their child's progress with key members of staff.</li> </ul>
<p>Strategies/support to develop independent learning.</p>	<p>Our Lady's puts a great emphasis on encouraging the children to become independent learners to help prepare them for the future. Children are encouraged to 'give it a go' under the premise that we all make mistakes and that's okay. Some examples of strategies used to support children include:</p> <ul style="list-style-type: none"> <li>• Acknowledging the challenge and rewarding the effort</li> <li>• Self-assessment</li> <li>• Peer assessment</li> <li>• Visual aids/prompts e.g. visual</li> </ul>

	<p>timetables.</p> <ul style="list-style-type: none"> <li>• Individual success criteria</li> <li>• Personal development targets</li> <li>• Growth Mindset approach</li> <li>• High expectations of pupils</li> <li>• Verbal feedback</li> <li>• PSHE education</li> <li>• Pastoral support</li> </ul>
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> <li>• Named mid-day supervisor</li> <li>• Playtime buddy system</li> <li>• School support plans which specify break and lunchtime provision.</li> <li>• Year 6 play leaders</li> <li>• Lunchtime clubs</li> </ul>
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> <li>• Breakfast club and after school club is provided by First Steps Nursery, located on the school site.</li> <li>• The school is also part of the National Breakfast Programme funded until March 31<sup>st</sup>.</li> <li>• The school also runs a range after school clubs throughout the year.</li> </ul>
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>Our Lady's has an experienced team of 6 Teaching Assistants (TA) and 1 Higher Level Teaching Assistant (HLTA). We effectively use this resource to help support and enable children to access trips and residential visits. All staff are fully trained in the needs of the children and they put in place individual programmes to ensure each child can benefit and enjoy any outside classroom activities. If additional equipment is required, the school will make the best endeavours to obtain it. We aim to fully include all children. If required, risk assessments are carried out for children and only if the activity would put the child or others at risk would alternative arrangements be sought. In exceptional circumstances a parent may be asked to attend the trip if it is necessary to ensure the child is safe. (E.g. medical cases).</p>
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<p>Our Lady's has a strong ethos of nurturing and pastoral care where all parties are treated as part of its family. Parents/carers are encouraged to contact school should they have any concerns regarding their child/children as soon as possible to help us plan support. Strategies to promote wellbeing and self-esteem include:</p> <ul style="list-style-type: none"> <li>• Emotional health and wellbeing week- we achieved the Five Great Ways to Wellbeing award</li> <li>• Circle time in class</li> <li>• PHSE programme – Coram/Scarf use of the Life Education Unit.</li> </ul>



	<ul style="list-style-type: none"> <li>• Character strength cards</li> <li>• Growth mindset approach</li> <li>• ELSA groups</li> <li>• Robust safeguarding procedures with all staff having had recent training.</li> <li>• Regular monitoring of the Behaviour Policy and how it contributes to children's increased self esteem</li> <li>• School Council</li> <li>• Planned support from teaching assistant</li> <li>• Referrals and advice from EP and CAMHS and Family Workers and Social Workers. (if/when needed)</li> <li>• Meet and greet at the start of the day for individual children</li> <li>• Regular parental contact in person or through a home school diary</li> <li>• Close links with the school nurse.</li> <li>• Individual support plans</li> <li>• PSHE curriculum – SCARF programme</li> <li>• Fit4Life programme</li> <li>• Healthitude programme</li> <li>• NSPCC</li> <li>• School librarians</li> </ul>
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> <li>• Use of the school's new Behaviour for Learning Policy</li> <li>• Personal behaviour plans in place if needed</li> <li>• Daily behaviour record if needed</li> <li>• Time-out support</li> <li>• Reward system, support and interventions.</li> <li>• Strategies in place for unstructured times of the day e.g. alternative location for break time – indoor – outdoor provision, supervised by staff members.</li> <li>• Regular staff training and support</li> <li>• Support if needed from behaviour specialist team</li> <li>• Involvement of specialist services eg. Educational Psychologist service, CAMHS etc.</li> </ul>
<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>We recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible Our Lady's adopts the following procedures:</p> <p>Transfer in:</p> <ul style="list-style-type: none"> <li>• Contact with the child's previous school and parents/carers to ensure all relevant information and reports have been received</li> <li>• Implementation of a School Support</li> </ul>

	<p>Plan if required in consultation with child, parents/carers and other parties involved and preparation of resources</p> <ul style="list-style-type: none"> <li>• All general school information to be given to parents/carers before their child comes to school</li> <li>• A programme of extra visits arranged for the child before they start</li> <li>• Use of a social story</li> <li>• Initial additional support in unstructured times and for as long as necessary e.g. play time buddies</li> <li>• Risk assessments carried out if needed</li> <li>• Training of staff if needed</li> </ul> <p>Transfer out:</p> <ul style="list-style-type: none"> <li>• Meetings held, to share information, with new school, parents/carers and other professionals as necessary</li> <li>• All necessary paperwork passed on to new school including a pupil profile summarising child's strengths and areas of need plus successful strategies used</li> <li>• Member of Our Lady's staff to go with the child on a planned programme of extra visits if considered useful for the child</li> <li>• Close links with feeder high schools including SEND meetings to discuss needs</li> <li>• School to ensure that parents/carers are aware of and can access transfer days/meetings that are available to all parents and children.</li> <li>• Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</li> </ul>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> <li>• Intervention from physiotherapy/ occupational therapy team</li> <li>• Assessment and individual programmes</li> <li>• Specialist resources</li> <li>• Delivery of planned intervention programme by specified member of school staff.</li> <li>• Close liaison with medical staff where required e.g. school nurse</li> <li>• Staff training for managing particular medical needs</li> </ul>
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<p>At Our Lady's we believe that a good home-school partnership is one of the keys to successful learning. We will help you support your child's learning by:</p> <ul style="list-style-type: none"> <li>• Sharing our curriculum intent and whole</li> </ul>

	<p>school curriculum with parents via the school website</p> <ul style="list-style-type: none"> <li>• Being available to discuss your child when they need to and getting back to them in good time</li> <li>• Ensuring they are involved in the planning and review of your child's School Support Plan</li> <li>• Ensuring parents know what interventions their child is accessing and why.</li> <li>• Explaining where possible, the content of professional's reports</li> <li>• Giving advice regarding referrals to outside agencies that may be able to help them and their child</li> <li>• Setting appropriately challenging homework and discussing strategies for supporting learning at home (most of this will now be completed online)</li> <li>• Providing home school diaries where appropriate</li> <li>• Sharing curriculum topics and if appropriate providing additional homework based on the intervention support being carried out in school</li> <li>• Parents/Carers are invited to assemblies, collective worships, concerts, coffee mornings etc. (Currently we are unable to host them due to Covid 19)</li> <li>• Many parents volunteer to assist in school a variety of ways e.g. reading with children, accompanying children on educational visits, transporting/supporting sport 9 events. (Covid 19 restrictions currently in place)</li> <li>• We offer a range of family learning opportunities with the Halton Family Learning Team. (Covid 19 restrictions currently in place)</li> <li>• Pupils and parents views are very important to us, they are regularly canvassed and actioned.</li> </ul>
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<p>In common with all maintained schools in Halton, Our Lady's is allocated funding for all pupils including those with SEND and we meet pupil's needs through this (including additional support and equipment). This budget is allocated on an individual child's needs basis following the assessment, plan, do and review of progress cycle and advice provided by outside agencies.</p> <p>In some cases, the child's needs will be such that an application to the authority will be made for an</p>

	<p>Education and Health Care Plan which will involve statutory assessment.</p> <p>Teaching Assistants are employed to support children with identified needs – this may be 1:1 support but more often than not, a teaching assistant is available 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.</p> <p>Parents and children will be involved at all stages together with any professionals involved.</p>
<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>• Discussing these children at Group Consultation with Educational Psychologists.</li> <li>• Work with SEND partnership</li> <li>• Use of social stories and visual prompts</li> <li>• Specific interventions e.g. ELSA group</li> <li>• Teaching assistants in classes or groups to support</li> <li>• School trips to enhance their learning and the curriculum</li> <li>• Identified specific resources</li> <li>• PEP meetings</li> <li>• Additional transition work</li> </ul>
<p><b>SENCO name/contact: Alison Heston</b></p>	
<p><b>Headteacher name/contact: Pamela McGuffie</b></p>	
<p><b>ANNUAL REVIEW 2020-2021</b>  <b>Completed by: Alison Heston    Date: August 2020</b></p>	

## SEND Broad Areas of Need

### **Communication and Interaction**

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.

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**

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.

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**

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**

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

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.