

## **SEN Information Report**

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 SENd 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:	All Saints Upton C.E Primary School
School website address:	<a href="http://www.allsaintsupton.halton.sch.uk">www.allsaintsupton.halton.sch.uk</a>
Type of school:	Voluntary Controlled Primary School
Description of school:	At All Saints Upton C.E. Primary School we encourage and enjoy achievement together in a stimulating and safe environment. We acknowledge effort, celebrate achievement and value the work and effort of all our pupils. We set standards and raise expectations in an environment where every child can value their work and be proud of their achievements.
Does our school have resource base? Yes or No  If Yes please provide a brief description.	No
Number on roll:	207
% of children at the school with SEND:	12%

Date of last Ofsted:	March 2020		
Awards that the school holds:	School Games Silver Award Primary Science Quality Mark Healthy Schools Halton Schools Sport Partnership		
Accessibility information about the school:	<p>At All Saints Upton C.E. Primary School we make sure that a child with SEND receives the support they need. Following the code of practice we help children with SEND: <b>“...engage in the activities of school alongside pupils who do not have SEN.”</b></p> <p>All saints Upton is a new school building. It shares the site with Upton Pre School which offers families a “Breakfast” and “After School Club” and Upton Children’s centre which is open during the school holidays. All classrooms open out on to the playground facilitating easy access both into and out of the school building. We have 3 “disabled” toilets: by the main reception and office, beside the school hall and within the EYFS setting. We have extensive grounds comprising of an outdoor classroom ‘The learning Wood’, two playing fields, each with its own “trim trail”, and two separate playgrounds for both Key Stage 1 and Key Stage 2. These have recently been enhanced with Maths, English and PE marked play equipment as well as a musical garden and an outdoor theatre. Adjoining each “pair” of key stage 1 classrooms we have 3 small rooms used for short small group interventions, therapy sessions from e.g. S.L.T. and 1:1 counselling outside the classroom. In addition we have access to a “meeting room” for multi professional meetings and SEN reviews, private discussions with families and training sessions for staff, plus a “medical room” which is used to complete medical reviews. We also have a room designated for intervention groups to build emotional resilience.</p>		
Documentation available:	Are the following documents available on the school’s website?	SEN policy	✓
		Safeguarding Policy	✓
		Behaviour Policy	✓
		Equality & Diversity	✓
		Pupil Premium Information	✓
		Complaints procedure	✓
<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 Code of Practice outlines 4 broad areas of need in SEND:</p> <ul style="list-style-type: none"> <li>- <b>Communication and interaction (speech, language and communication needs –SCLN)</b></li> <li>- <b>Cognition and learning ( where learning occurs at a slower pace than the child’s peers)</b></li> <li>- <b>Social, emotional and mental health difficulties</b></li> <li>- <b>Sensory and/physical needs</b></li> </ul> <p>Before transition to our school we meet with parents to talk about any concerns they may have. We will also discuss to their child’s previous setting with regards to possible SEND needs, so that we can use any relevant and up to date information available, to identify the type of support their child will need in our school.</p> <p>As stated in the code of practice 2015:  <b>“Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.”</b></p> <p>If parents tell us that they think their child has additional needs or SEND, we will discuss this with them and carry out assessments. We will share what we find and agree next steps about how we can support their child.</p> <p>If a child does not appear to be making the same level of progress as other children of their age, after consulting with parents, we will offer targeted support and accompanying resources and information so that parents can also be involved in the practise of small interventions to help support their child at home. If after a further period of consolidation and assessments school still have concerns, we may, with parental permission, also seek advice from other professionals from the Local Authority to help identify possible barriers to their child’s learning. Parents and carers as well as the child, will be involved at all stages. In the code of practice this is referred to as a four part cycle: <b>“assess, plan, do and review”</b>. A record of the outcomes, action and support agreed to through discussion, will be given to the family, as well as appropriate school staff.</p> <p>When we are assessing SEND, we discuss with the family if their child’s understanding and behaviour</p>
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	<p>are the same at school and at home. We will always work with the family so that we can all help the child in the same way and provide a consistent approach. Sometimes school will write a "Pupil Support Plan" (I.E.P.) or an individual behaviour plan (I.B.P.) with pupils and parents/carers. These are to help target a small number of "learning steps" which we can then measure in school over the period of 6-12 weeks. In addition we may also draw up a "person centred plan" in which we collect all the information about your child to make sure we identify all their strengths as well as all the areas we need to focus on together. You and your child will be at the centre of these plans and involved at all times.</p>
<p>What extra support we bring in to help us meet SEN: specialist services, external expertise &amp; how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>We have support from specialist teachers/support staff to help children at our school access the curriculum, and additional input for specific needs e.g. speech, language and communication, behaviour related difficulties, autism spectrum conditions, moderate/severe learning difficulties and physical disability.</p> <p>We have access to extra advice and support from the local authority which provides a wide range of services e.g. outreach teachers to observe and help plan interventions, behaviour specialists and educational psychologists.</p> <p>We access support from: occupational therapy, physiotherapy and speech and language therapy through a referral, if a child needs this input, and specific resources.</p> <p>When a number of support agencies are involved with a child we will hold "multi-professional" meetings so that both the parent/carer and child can be involved in discussions about their support needs. At these meetings we will discuss:</p> <p>What supports are being used?</p> <p>What targets do we have to measure effective learning?</p> <p>Set a review date to explore how well the pupil is doing. This will follow the: <b>"assess, plan, do, review"</b> model from the code of practice already alluded to in this policy.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>We aim to provide a stimulating and supportive learning environment for all our children, providing a variety of resources to support every child's learning. We tailor our support for a child with SEND to ensure that we have appropriate resources in place. We follow the code of practice to ensure we provide high</p>

	<p>quality teaching, differentiated for individual pupils, (which is the first step in responding to pupils who may have SEN). We use assessments, effective teaching approaches, appropriate equipment, strategies and interventions in order to support a child's progress.</p> <p>Resources we have used recently are:</p> <ol style="list-style-type: none"> <li>1. individual workstations</li> <li>2. use of "sit and move" cushions</li> <li>3. "ear defenders" to aid concentration.</li> <li>4. "time out" areas where for a short time, a child who is having difficulty settling /sustaining an activity can withdraw and refocus/calm</li> <li>5. use of "posture packs" to encourage a good writing/reading posture</li> <li>6. Coloured overlays to help children with visual perception/disturbance difficulties to be able to read more comfortably</li> <li>7. "Comic strip conversations" to help children with communication difficulties to talk about worries/upsets</li> <li>8. Nurture / Lunchtime club to help children who have difficulties managing their behaviour in the playground.</li> <li>9. Visual timetables to help children understand and prepare for the many different activities and transitions during a school day</li> <li>10. Prompt cards, task planners and symbols to help a child with organisational difficulties</li> <li>11. ICT resources such as lap tops/ I Pads.</li> <li>12. "Social stories" to help explain difficult situations to a child and for them to learn strategies to help them understand and interpret it.</li> <li>13. Speech recorders "Talking Tins" to help children with word finding/ memory recall difficulties</li> </ol>
<p>What strategies/programmes/ resources are available to support speech &amp; language and</p>	<ol style="list-style-type: none"> <li>1. Interventions from the Speech and Language Therapist delivering therapy in school.</li> </ol>

<p>communication including social skills?</p>	<ol style="list-style-type: none"> <li>2. Reinforcement of SLT intervention by daily practise with the child in class.</li> <li>3. Support from the teaching assistant within the class to embed the SLT intervention plan.</li> <li>4. We use a range of language resources and programme materials from which to draw on.</li> <li>5. Use of visual timetables for children who need to know the structure of the school day and be able to anticipate “what comes next” in school.</li> <li>6. For children with social and communication difficulties we use “choice cards” to build in rewards for the completion of tasks. Similarly for children who do not understand social rules and structures both within the classroom as well as in the playground, “social stories” are written, to help make the rules explicit.</li> <li>7. The use of workstations for children needing a more individual space in which to work can be created to help with concentration, and “time out” periods in which to regain calm before returning to the class, are all used to good effect.</li> <li>8. We are well supported by outreach teachers from “Brookfields” school who regularly come in to observe, advise, and help draw up action plans with staff and family for children with social communication difficulties. They meet with parents and teachers to discuss any concerns and offer advice and support to ensure that good provision and planning are made for the child. If we have concerns about a child’s language and understanding we will always keep parents/carers informed so that we can work together to support the child.</li> </ol>
<p>Strategies to support the development of literacy (reading /writing).</p>	<ol style="list-style-type: none"> <li>1. Small group support in class for guided reading/writing.</li> <li>2. Lexia Programme</li> <li>3. Individual daily reading practise.</li> <li>4. Withdrawal intervention group</li> <li>5. Precision teaching (SAFMEDS)</li> </ol>

	<ol style="list-style-type: none"> <li>6. Phonological Awareness Training (P.A.T.)</li> <li>7. “Toe by toe” reading programme.</li> <li>8. “Firm Foundations in Phonics”.</li> <li>9. Peer tutoring at the start of each day.</li> <li>10. First class writing.</li> </ol>
Strategies to support the development of numeracy.	<ol style="list-style-type: none"> <li>1. Small group support in class through guided teaching.</li> <li>2. Third Space Online Learning</li> <li>3. Withdrawal in a small group for “catch up” maths activities using specific programmes such as “First Class Number”</li> <li>4. Resources such as “Numicon”</li> <li>5. Daily practise using the maths programme “The Power of Two”.</li> <li>6. Peer tutoring at the start of each day</li> <li>7. 1:1 tuition before school</li> <li>8. Use of specialist maths resources online for reinforcement</li> </ol>
How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.	<ol style="list-style-type: none"> <li>1. Personalised and differentiated curriculum</li> <li>2. Small group support in class /small group withdrawal support</li> <li>3. 1:1 support in class from a Teaching Assistant to facilitate access or modify resources.</li> <li>4. Specialist equipment</li> <li>5. Individual plans</li> <li>6. Provision map</li> <li>7. Strategies introduced by professionals/specialist services/outreach.</li> </ol>
<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).</p> <p>What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>At All Saints Upton C.E. Primary School we use a variety of measures:</p> <p>Observations</p> <p>Target setting and pupil progress meetings</p> <p>Individual plan, targets, assessment and review (assess/plan/do/review)</p> <p>External professionals to undertake observations, proffer advice and assessments.</p> <ol style="list-style-type: none"> <li>1. Regular reviews and updates of targets with child/parent/carers.</li> <li>2. Assertive mentoring</li> </ol> <p>We aim to meet regularly with, and listen to parents, at least 3 times of year, not only to discuss the</p>

	activities and support being given to the child with SEN but also to identify what the responsibilities of the parent, the pupil and the school are. In this way we can provide a consistent and transparent approach in order to support the needs of the child.
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> <li>- Use of personalised timetables and checklists</li> <li>- Visual prompts e.g. photographic evidence of work previously completed to enable children to use as a guide to recap/refresh what they have been learning</li> <li>- Individual/personalised success criteria</li> <li>- Personal development targets/goals</li> </ul>
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> <li>- Teaching assistant responsible for personal care of named pupils.</li> <li>- Named midday supervisor at lunchtime for named child.</li> <li>- Teaching assistant support for named pupils at lunchtimes/playtimes.</li> <li>- Teaching assistant support for lunch club for named pupils at unstructured times.</li> </ul>
Extended school provision available; before and after school, holidays etc.	At All Saints, we offer a range of before and after school clubs. We also offer several residential trips.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEN?	We aim to enable all children to access all activities outside of the classroom, including school trips. Relevant adult supervision is deployed where necessary and when visiting external premises accessibility is taken into account.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> <li>- Throughout the school we follow a mindfulness program daily as well as a full PSHE curriculum which helps to build resilience and empathy as well as developing a wider vocabulary with which to express and understand our emotions. In addition, we also provide a small group intervention called Silver SEAL for small groups of children from year 2 – 6, who need more opportunities to understand and practise the activities designed to help children express their emotions in different situations. In EYFS(reception) and year 1 we have a comparable small group intervention more appropriate to the developmental age of the children called Ginger Bear.</li> <li>- For children who have experienced significant change in their lives, or a bereavement, we offer a</li> </ul>

small group intervention called “Seasons for Growth” which follows a programme of activities to help children from year 2 to process and understand difficulties they may have experienced in the past and build up resilience and confidence to deal with the future.

We also offer Nurture provision through break and lunch club and set Nurture intervention groups.

- For individual children who have difficulties controlling anger and emotional behaviour we have a range of strategies and interventions. We use software called “Em. Wave” which demonstrates to a child how to become more aware of the physical signs of anger and intense emotion in their body such as increased heart rate and quicker shallower breathing. Through practise we show how we can gain control again through calming techniques.

Understanding and recognising the “triggers” that fuel a child’s anger /emotion and being able to “read” the signs helps us as teachers employ strategies to reduce the frequency and severity of a child’s behaviour causing concern. Time out to calm down, rewards and consequences for inappropriate behaviour as well as peer support are used to good effect.

- In order to encourage a calm transition from home to school, although school starts at 8.55 am, we allow a “staggered” entry in to school where children can settle calmly at the beginning of the school day.

Children can come into school from 8.45am. Staff are present to meet and greet them at the door and are available for any quick messages from parents that need to be given before the beginning of the day or to arrange a longer more private meeting at the end of the day.

- For some children we offer a home-school book so that we can regularly communicate with parents about how a child’s school day has been. For others struggling with confidence, we have a “celebration” book to help children feel more positive about themselves and what they can achieve.

What strategies can be put in place to support behaviour management?

- Our behaviour policy underpins how we deal with and support behaviour management
- When a child struggles to manage their behaviour in school we will always keep parents informed. It is essential that your child feels supported by a team of people - family as well as school staff - all of whom understand and respect each other and all of whom adopt a consistent approach together. We may write a "person centred plan" or a "behaviour plan" to ensure that we understand what triggers are causing behavioural issues for your child in school and what realistic targets we can put in place for your child to achieve.
- Consequences and rewards are used in equal measure to help your child learn the boundaries and structures we all need to work within to maintain a happy balance and from which we can reach our potential.
- Daily feedback to parents either after school or by phone ensures that everyone is working to the same end, to help your child feel in control of their behaviour and an important part of our school community.
- In the event of concerns about a child's ability to understand the impact their behaviour has on their capacity to learn, we can discuss with the family the need for a referral for outreach support . We can draw on expertise in this area from the local authority to use both in school and also for the family/carers to access at home from the "Attendance, and Behaviour Support Team".
- Some children may find unstructured times of the day such as playtimes quite challenging. We encourage children to play with a variety of equipment which fosters cooperative and imaginative play. We have a high ratio of staff to pupils out in the playground "on duty" at playtime, so that we can be with the children and support play opportunities. Many staff lead in promoting different activities on the yard/field with the children and as a result more positive play skills are learnt.

	<p>- At lunchtimes, some children who need to have the lunch break “chunked” into shorter periods, are supervised doing different activities, sometimes inside and sometimes outside. Some children have had a designated mid- day assistant again to assist outside after lunch to try to ensure that their time with their peers is as enjoyable as possible. At Key stage 2 we have a shortened lunch break -12.20 – 1.00pm followed by 15mins break later in the afternoon.</p> <p>- All staff are trained in “Team Teach”. This is a positive handling and a holistic approach to behaviour management, involving policy guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, defusion and de-escalation. Restraint is only a small part of the framework.</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>- Before a child enters our reception class parents/carers will have had the opportunity to have visited school, meeting the staff informally for a tour of the building and a short introduction to life at All Saints Upton. This is an important opportunity for parents to discuss any concerns about their child having SEN. The class teacher and nursery nurse will visit the home so that the child can once again meet school in their own familiar setting. In the last half term prior to starting we invite each child in to school to have a short visit where they can try some activities and meet their new class mates. We endeavour to make their induction period in their first term as positive and nurturing as we can. This is a time when we can begin to assess and identify if there are any barriers to learning, if less than expected progress is being made and if additional provision and support is needed. In the reception class children start on a part time basis for 3 weeks when they start school. The school day is gradually increased to full time over this period. We have found this to be of great benefit to the children ensuring that transition into school runs as smoothly as possible. For our new starters to the reception class</p>

	<p>we also try to visit them in their previous “setting”-nursery/ pre -school etc. This gives school an opportunity to meet with the child’s key worker and helps us to prepare thoroughly for the introduction of your child to our school.</p> <p>- Similarly, when our year 6 children are preparing for their transition to high school we meet with their new school’s staff to give as complete a picture as possible of each child’s learning style and needs. For some children it will be appropriate to arrange a private tour of their new school and an introduction to key staff supporting them. For others we will organise a longer transition period so that your child will visit and stay for a sample of lessons with different teachers. This helps to reassure children that the transition is manageable. Before leaving our school, some of our year 6 may contribute to a “pen portrait” of themselves, which will detail for all their new teachers what their learning style, strengths and needs are. Going to high school is a big but also an exciting step for our children, and we aim to make it as smooth and positive as possible. We are always ready to discuss with parents/carers if there are any worries or concerns they may have around transition. To this end, we work closely with Halton’s “transition lead”, who can help us support families needing further reassurance. We also use “photo voice” provided by the local authority to help children who may need a more significant amount of support around transition to come to terms with change and new horizons.</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<p>In the “Children and Families Act 2014 schools are obliged to make <b>“...arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils”</b></p> <p>If we are concerned about a child’s coordination, developmental or sensory needs we can, with the</p>

	<p>consent of the family/carers, make a referral and access assessments, advice and therapy for your child. As teachers we value the advice and support which the Woodview Child Development Clinic provides to our school. Children follow exercise programmes in school, provided by the occupational therapists to help with coordination and fine and gross motor skills. Often on the advice of these professionals we purchase additional equipment to support our children such as “sit and move” cushions, posture packs, special pencil grips and weighted blankets. Children who have been referred are regularly reviewed and assessed by Woodview. Access to support with sleep routines, behaviour concerns, as well as medical needs can all be accessed through a school, or G.P. referral to Woodview. Their nursing staff help draw up “health care plans” for our children who have medical needs, often offering additional training to our staff in the use of best practise for particular new procedures.</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>- Pupils’ views are very important to us. We try and put each child at the centre of our planning to meet their needs and involve them through listening to what they have to say. We aim to involve parents in their child’s learning providing opportunities to share activities in school to support parents’ understanding of topics taught. Teachers regularly show parents what they need to know in order to help their child learn more effectively. Workshops, or after school presentations are offered to parents so that we can share our expertise and involve you as much as possible in your child’s learning. Theme/topic projects help parents /carers and their children to get involved at home so that they can have a rich learning environment.</li> <li>- The school works closely with Halton’s Early Help team who are available to help both school and parents, offering advice and expertise to help ensure parents and carers feel supported.</li> <li>- Having Upton Children’s Centre on our shared site is an invaluable resource which offers many training opportunities for our parents. They provide a full programme of activities available for all ages. Positive parenting and behaviour management classes, baby massage, access to the sensory room and crèche</li> </ul>

	<p>facilities are all readily available to help meet your child's needs.</p> <ul style="list-style-type: none"> <li>- We have close links with so many agencies and groups working with children and young families in Halton and are happy to talk to parents/carers about the SEN supports that are available.</li> </ul>
<p>How additional funding for SEN is used within the school with individual pupils.</p>	<p>Schools receive funding for all pupils including those with special educational needs and disabilities. This is used to meet children's needs</p> <p>The Local Authority may contribute if the cost of meeting an individual's needs is more than £10,000 per year.</p> <p>If an assessment of SEND identifies something significantly different to what is usually available, additional funding will be allocated by the Local Authority.</p> <p>We use our funding allocations for SEND to maximise the supports and interventions which we offer, prioritising children early so that they can build on strong foundations and reach their potential.</p>
<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>	<ul style="list-style-type: none"> <li>- We use our "pupil premium" to provide targeted interventions and "catch up" programmes to help our children make excellent progress.</li> <li>- Equipment and new technology is procured and used to engage and enhance learning.</li> <li>- Generous staffing levels ensure we provide small group interventions.</li> <li>- For our most vulnerable children we provide consolidation and extension groups to ensure excellent progress is made and confidence boosted.</li> <li>- We offer additional classes before school for our older children to recap strategies and key skills.</li> </ul> <p>All Saints Upton has an experienced team of highly professional staff. All our teachers are graduates with either B.ED or PGCE teaching qualifications. We are very fortunate to have a dedicated team of experienced and highly committed Teaching Assistants who not only provide 1:1 support for children with SEND but also support the teachers' work in the classroom and provide additional intervention both within and outside the classroom. All our staff access good quality training as well as visiting other schools to see best practise. We aim to share our expertise, with everybody on the staff being held in equal value as part of a team.</p>

<b>SENCO name</b>		Mrs Anita Lawson	
<b>Headteacher name/contact</b>		Mrs Elizabeth Boyden	
Completed by:	Anita Lawson	Date: Sept 2020	

**Version Control**

<b>Area of Document Updated:</b>	<b>Updated By:</b>	<b>Date:</b>

## **Appendix A**

### **Broad areas of SEND taken from *SEND Code of Practice 0-25 2015***

#### **Communication and interaction**

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

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

#### **Cognition and Learning**

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

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

#### **Social, emotional and mental health difficulties**

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

## **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.