

Haydock High School



Special Educational Needs and Disabilities (SEND) Policy

Policy Review Guidance	
Statutory	Yes
Review Cycle	Annually
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Member of Staff Responsible	SENCO
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Haydock High School

SEND Policy

Section 1

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Rationale

Young people with Special Educational Needs and Disabilities (SEND) can experience significant barriers to learning which hinder their progress. From September 2014, a new Code of Practice outlined significant changes to how schools and other bodies support young people with SEND. This policy outlines how Haydock High School is implementing these changes as part of our ethos of inclusion for all.

This policy complies with statutory requirements laid out in the SEND Code of Practice 0-25years (January 2015) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with medical conditions April 2014
- Safeguarding Policy
- Moderate learning difficulties – Specialist Resource Provision Policy
- Accessibility Plan
- Teachers’ Standards 2012

The policy has been created by the school’s SEND department in liaison with appropriate school staff, governors and parents.

This is an inclusive school and there are high expectations for the achievement of SEND students.

The school has a regard for the Code of Practice 2015 in that:

- It sees that all students are entitled to an education that enables them to make progress
- All students have access to a broad and balanced curriculum
- Teachers are expected to set high expectations for every student, whatever their prior attainment
- Teachers are expected to use appropriate assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset.
- Students with SEND are able to study the full National Curriculum
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- The school regards high quality teaching, differentiated for individual students, as the first step in responding to students who have or may have SEND

- The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement

Section 2: Aim

For all students to receive an appropriate education, one that is appropriate to their needs, promoting high standards and the fulfilment of potential.

This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

The quality of teaching for students with SEND, and the progress made by students, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

Objectives

This policy should:

1. Identify and provide for students who have special educational needs and additional needs
2. Work within the guidance provided in the SEND Code of Practice (2015)
3. Support the operation of a 'whole student, whole school' approach to the management and support of special needs
4. Provide a SENCO who will ensure a clear vision for the school by developing a robust response to new legislation
5. Provide support and advice for all staff

Definition of Special Education Needs (SEN)

The SEN Code of Practice (DfES, 2014) states students have a learning difficulty if they

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions.

A child under compulsory school age has special education needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

(Clause 20 Children and Families Bill 2014)

Section 3: Identifying Special Educational Needs

A student has SEND when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.

Student skills are assessed on entry and information from their previous setting also helps inform teaching staff.

Subject teachers, supported by the senior and extended leadership team, will make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

Teacher assessment will include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Responses

- Where progress continues to be less than expected, the SENCO, working with other key members of staff, should assess whether the young person might have SEND.

This will include:

- Evidence of high quality teaching targeted at areas of weakness – all teachers are teachers of students with Special Educational Needs.
- Informal evidence gathering
- Extra teaching or other rigorous interventions designed to secure better progress, where required.
- Monitoring student response to support
- Involving parents and carers

Broad areas of need

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to consider the action the school needs to take rather than fitting a student into a category. At Haydock High School, the needs of the whole young person are considered, not just the special educational needs.

There are some problems which may impact on progress and attainment but which are not SEND. These are:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty under current Disability Equality legislation but these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Student Premium Grant
- Being a Looked After Child
- Being a young person of Servicemen/women

Section 4: The Graduated Approach to SEND support in Haydock High School

Responses

The role of subject teachers is to provide high quality teaching for all students, as the Code of Practice states: *'High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot*

compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement.'

The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

In recording student needs on a central register, the criteria for entering a student will include:

- Previous support such as information from primary school and outside agencies
- Evidence of little progress despite quality first teaching from subject teachers
- Considering individual student progress in school, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

Where a student is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle of **Assess Plan Do Review** through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. It is at this stage that a young person will be placed on the SEND register.

The four part cycle:

Assess

The subject teacher working with the SENCO should assess where a young person is not making adequate progress, despite high quality teaching targeted at an area of weakness.

They should draw on evidence from a clear analysis of the student's need such as:

- The subject teacher's assessment and experience of the student
- Information regarding student progress, attainment and behaviour
- The student's development in comparison to peers
- The views and experience of parents
- The student's own views
- Advice from external support services when available

Once SEND has been established, a pen portrait will be created in order to provide teaching and support staff with guidance advice and strategies to assist with the learning of pupils.

Plan

Targets and objectives will be identified and agreed with the student, parents and teachers. Additional provision, where appropriate, will be incorporated into the plan. The plan will clearly outline interventions to be undertaken and the personnel involved. There will be clear, measurable outcomes. These will be recorded on the Student's Pen Portrait Profile, Group/Individual Learning Plans if applicable.

Do

Interventions will be implemented by the relevant staff.

Review

Reviews will evaluate the effectiveness of the support given and the impact on the student's progress. Assessment Information will be gathered, measured against desired outcomes and written into the Student's Pen Portrait to monitor impact. Adjustments may be made following the review. Progress will be formally reviewed every term.

Where a student has a statement or Educational Health and Care Plan (EHCP), a statutory annual review meeting will take place.

A Person Centred Approach

Young people with special education needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. At Haydock High School, students will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, their review and transition processes. Their views will be sought at every stage and we shall encourage them to take responsibility for their own learning.

Section 5: Managing Students' Needs on the SEND Register

- Appropriate Local Authority documentation will be initiated for all students placed on the new (Code of Practice 2015) SEND register.
- The tracking document (Pen Portrait) will determine desired outcomes, summarise SEND, Additional Needs, main areas of strength and main areas of difficulty. It will incorporate the voice of the young person, recent outside agency advice, suggested teaching strategies, provision map information and any relevant tracking information, such as reading and spelling ages. SMART targets will be written into the document and they will link with the desired outcomes. There will be termly evaluations in order to monitor progress and decide on next steps.
- Administrative staff will keep it updated at the direction of the SENCO and Key Stage Leaders.
- It will be reviewed at least termly, although interim assessments will be monitored when published half-termly.
- By completing the Local Authority's paperwork from an early stage, the school will ensure that the authority has the evidence required to make further recommendations, either financially or through other resources in order to improve outcomes.
- The level of provision will be decided according to the progress a student makes. The school will use existing resources in a targeted way initially. If a young person fails to make progress, the Local Authority's advice will be sought. The school will ensure that it works closely with the Local Authority and links with the Local Offer which is available on the authority's web site. The Local Offer incorporates links to outside agencies.
- Systems for working with outside agencies are in place. Joint working with other professionals may include advice and support from:
 - Specialist support/therapies
 - Clinical treatment
 - Delivery of medications
 - Speech and Language Therapy
 - Child and Adolescent Mental Health Service
 - Occupational Therapy
 - Physiotherapy
 - School health
 - Specialist equipment and wheelchairs
 - Language and Social Communication (LASCs)
 - School Nurse

- Educational Psychologist Service
 - Behaviour Improvement Team
- A SEND information report is available on the school web site so that parents are able to see how the school will support the children.

Section 6: Criteria for exiting the SEN Register SEN Register

- a) **Places on the SEN register are not fixed or permanent.** Where a student is making good progress in line with their peers then their place on the register will be reviewed and there will be a staged approach to removal from the register
- b) A register review will take place termly. Senior teachers, parents and the students themselves will be consulted.
- c) For students who have an additional need which is not currently a barrier to learning will be placed on the Additional Needs Register

Both registers are maintained by the SENDCo and SEND admin staff.

Education and Health Care Plan (EHCP)

For a very few number of students the help given by schools through School Based Support may not be sufficient to enable the student to make adequate progress. The school, in consultation with the parents and any external agencies already involved, will consider whether to ask the Local Authority to initiate an assessment for an EHCP. Where a request for assessment is made to the Local Authority, the student will have demonstrated significant cause for concern and the school will provide written evidence to the Local Authority detailing:

- The school's action through School Based Support
- Records of regular reviews and their outcomes
- The student's health including the student's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the student
- Involvement of other professionals and
- Any involvement by the social services or education welfare service.

~~Students who currently have a Statement of Special Educational Needs will be transferred to an EHC plan in line with the Local Authority's transition arrangements. These students will receive the same level of support as outlined above. Remove as all students now transferred~~

Section 7: Supporting Students and Families

- The Local Authority publish The Local Offer with details of support available for families.
- The school is required to produce a SEND Information Report and this links directly to The Local Offer. Details of the report can be found on the school's web site under 'About Us'.

- Local Authority and NHS agencies will support the family and include those mentioned above as outside agencies
- The school will ensure that access arrangements are put in place for those students who meet exam board criteria. Reasonable adjustments are made for students with a disability which prevents or hinders them from being able to sit examinations in the same way as the majority of students. The Exam Officer works closely with SENCO to ensure appropriate support is in place. Such arrangements can only be put in place if they reflect the normal way of working for a young person as part of their provision.
- There are close links with partner primary schools. Enhanced transition is offered to those students who require additional support.
- The SENCO or other SEN staff working with the SEND Department are available to attend Year 6 review meetings in order to prepare for SEND students entering the school.
- Students are provided with additional support during the Options process at the end of Key Stage 3.
- There is an effective careers pathways programme and an employed careers advisor who offers valuable Information, Advice and Guidance for post sixteen and adult education.
- ~~The school counsellor is professionally trained and qualified and works to support the emotional/behavioural needs of students for whom there is a concern.~~ *No school counsellor, remove*

Partnership with Parents

The school believes that parents hold key information and have a critical role to play in their children's education. For this reason we actively seek to work with parents of pupils with SEN. All teachers, the SENCO, pastoral and other staff have an important role in developing positive and constructive relationships with parents. We recognise that some parents require both practical help and emotional support if they are to play a key role in the education of their children. For this reason we seek to develop partnerships with local parent support groups, external agencies and voluntary organisations.

The school works in partnership with parents of pupils in accordance with guidance in the 2015 SEN Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child.
- If a decision is being considered to move a pupil on to SEN support then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child.
- Parent's/carer's view will be sought when a pupil's support plan is drawn up and suggestions as to how these can be supported at home will be given.
- Parents are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, parent's comments are sought prior to the review report being drafted and incorporated into the final report.

Consulting Young People with SEND

- Children's views will be sought and taken into account during the review process and at other key times throughout the year, i.e. at SEN review and meeting with their keyworker.

Parents are encouraged to discuss any problem or concerns with school, with the child's teacher initially. Most problems can be resolved in this way. But if this does not happen, parents may raise concerns with the SENCO or Pastoral Head of Year as appropriate. We aim to respond to emails and phone calls within 24 hours.

Section 8: Monitoring and Evaluation of SEND

The school is able to monitor the success of its provision by looking closely at a number of factors including:

- Accessibility of classrooms for disabled students by adapting timetables and rooming.
- Arrangements to ensure accessibility and safety for all.
- Inclusion in PE through the provision of a differentiated PE curriculum
- The progress of SEND students academically and socially through internal and external assessment, and monitoring behaviour and attendance.
- The use of the form tutor and pastoral system to monitor student well-being.
- Evaluating the management of any safeguarding concerns, where appropriate.
- SENCO attends departmental Collaborative planning meetings to address SEND issues and concerns
- Regular whole-school SEND reviews.
- Regular meetings with the SEND governor
- Support staff being made aware of the specific requirements of students. Learning Support Assistants attend a range of training opportunities provided by the local authority and other external agencies.
- The SENCO ensures that LSAs receive specific SEN training from an outside agency at least once per academic year.
- Termly planning and consultation meetings with the Inclusion Officer, Educational Psychologist
- Fortnightly SEND review meetings with the SLT link (Assistant Headteacher – Mr Karl Wright)

Section 9: Training and Resources

- The school is funded for SEND by the Local Authority following the updated national system used for mainstream schools:
Element 1: core education, place led funding from the Education Funding Agency for all students attending school
Element 2: Additional Support driven by proxy indicators such as local deprivation and prior attainment decided by the Education Funding Agency
Element 3: Top-up funding from the Local Authority to meet the individual needs of High Need students placed in the school.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice.
- The SENCO works closely with the Local Authority and attends meetings and training in order to keep up to date with local and national SEND updates.

Evaluating the Success of the SEN Policy

The success of Haydock High School's SEN provision is evaluated through:

- The monitoring of classroom practice by the SENCO, Heads of Departments and Senior Leadership.

- The progress made by SEND students in terms of target grades in core and other subjects.
- The performance of SEND students in nationally accredited tests and examinations.
- The analysis of pupil tracking and testing data for both individual pupils and cohorts.
- The monitoring of policy and practice by the SEND Governor.
- Comments from parents and pupils.
- External evaluation by Ofsted inspections.
- Parental involvement, especially attendance at reviews.
- Information will be collated in order to self-evaluate the success of the department, building on success and looking for areas for improvement and innovation.

Appendix 1

SEN Areas of Need

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

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

The code states that:

“Many pupils and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.”

Cognition and Learning

Some of the aspects of difficulty included in this area are:

Attention deficit hyperactivity disorder (ADHD)

Attention Deficit Hyperactivity Disorder is a complex condition can seriously affect a pupil’s concentration, behaviour and learning. A pupil with ADHD will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still. This impacts on their learning as they can find it very hard to concentrate for the periods of time needed to complete tasks. Consequently, the work that they produce may not necessarily reflect their true ability. Further information can be found at: www.addiss.co.uk

Moderate Learning Difficulty (MLD)

Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum.

They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Profound and Multiple Learning Difficulty (PMLD)

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities,

sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P-scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).

Severe Learning Difficulty (SLD)

Pupils with Severe Learning Difficulties (SLD) have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum.

They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).

Specific Learning Difficulty (SpLD)

“A pupil or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).” (2013 SEN Code of Practice)

Dyscalculia

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Dysgraphia

People with dysgraphia are affected by an extreme difficulty with fine motor skills and can have trouble organizing letters, numbers and words on a line or page. This can result partly from:

- Visual-spatial difficulties: trouble processing what the eye sees
- Language processing difficulty: trouble processing and making sense of what the ear hears.

Dyslexia

Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Further information can be found at: <http://www.bdadyslexia.org.uk>

Dyspraxia

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be

immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

Further information can be found at: <http://www.dyspraxiafoundation.org.uk>

Communication and Interaction

Some of the aspects of difficulty included in this area are:

Autistic Spectrum Disorder (ASD)

Pupils with ASD find it difficult to:

- understand and use non-verbal and verbal communication
- understand social behaviour, which affects their ability to interact with children and adults
- think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.

Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.

Pupils with Asperger's syndrome should be recorded in this category. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism.

- Further information can be found at: <http://www.autism.org.uk/about-autism>
- Local organisations offering information, advice and support for children and young people with ASD and their families include: <http://sthelens.gov.uk/autism>

Speech, Language and Communication Needs (SLCN)

Pupils and young people may have a range of difficulties with speech and language, some of which may resolve as the student develops.

For some pupils, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.

The fact that a child or young person may understand and speak English as an additional language does not in itself constitute a speech and language difficulty. It is important to note, however, that different languages have different structures/phonologies (sound systems) which can sometimes cause initial short term difficulties.

Further information can be found at: <http://www.bridgewater.nhs.uk/sthelens/childrens-speech-and-language/>

Social, Emotional and Mental Emotional Health

Pupils with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs.

Some pupils may have emotional needs and/or social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other children or young people.

Social difficulties, in this context, occur when students have problems managing interactions with others in school effectively and appropriately. They may have difficulty making the necessary adjustments to conform to the expectations of others in a variety of settings. The process is known as socialisation. Either difficulty may impact substantially on the child's ability to learn.

Some of the aspects of difficulty included in this area are:

Adjustment Disorders

A pupil suffering from an Adjustment Disorder may have witnessed a stressful event or had a big change in their normal lifestyle. This could then have an adverse reaction on their emotional health and/or behaviour.

Anxiety Disorders

A pupil suffering from an Anxiety Disorder may be prone to frequent panic attacks. The pupil may complain of physical symptoms such as headaches or stomach aches. The child may also display inappropriate emotional responses, such as outbursts of laughter or crying out of context.

Obsessive-Compulsive Disorder ('OCD')

A pupil suffering from EBD may also have an Obsessive Compulsive Disorder (OCD). Here the pupil can display recurrent and persistent obsessions or compulsions. Behaviours may include repetitive hand washing, praying, counting, and repeating words silently.

Sensory and/or Physical

Some of the aspects of difficulty included in this area:

Hearing Impairment (HI)

Pupils with an HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range.

For educational purposes, pupils are regarded as having an HI if they require hearing aids, adaptations to their environment and/or particular teaching strategies to access the concepts and language of the curriculum. A number of pupils with an HI also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss communicate through sign instead of, or as well as, speech.

Visual Impairment (VI)

A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery.

The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments. They are defined as follows:

- "Partially sighted" indicates some type of visual problem has resulted in a need for special education;
- "Low vision" generally refers to a severe visual impairment, not necessarily limited to distance vision. Low vision applies to all individuals with sight who are unable to read the

newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses. They use a combination of vision and other senses to learn, although they may require adaptations in lighting or the size of print, and, sometimes, Braille;

- "Legally blind" indicates that a person has less than 20/20 vision in the better eye or a very limited field of vision (20 degrees at its widest point); and
- Totally blind students learn via Braille or other non-visual media.

Multi-Sensory Impairment (MSI)

Pupils with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities. Pupils with MSI have much greater difficulty accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches that make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

Physical Disability (PD)

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEN. For others, the impact on their education may be severe.

In the same way, a medical diagnosis does not necessarily mean a pupil has an SEN. It depends on the impact the condition has on their educational needs.

There are a number of medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties.

Some pupils are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.

Medical Needs

A medical diagnosis or a disability does not necessarily imply a special educational need (SEND). It may not be necessary for the pupil or young person with any particular diagnosis or medical condition to have any additional form or educational provision at any phase of education. It is the child's medical needs rather than a diagnosis that must be considered.

Some pupils may not require school-based SEN provision but they have medical conditions that, if not properly managed, could hinder their access to education.

Pupils and young people with medical conditions will include those with Asthma, Diabetes, Arthritis, Epilepsy, severe allergies, Incontinence, Eczema, Cystic fibrosis Tracheotomy, Colostomy and Ileostomy.

In such cases, school staff will take into consideration the medical guidance available.