


# Policy for Special Educational Needs and Disabilities (SEND)

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| **This policy was adopted by Governors at the meeting held on :** | 23/10/2020 |
| **Signed (Chair of Governors):** | Gustav MacLeod |
| **Governing Body minute ref:** | 11 |
| **Date of Review:** | October 2021 |

## Vision

'A small school with a big heart!' **- a Christ centred community where each person can become who God intended them to be.**

**This is founded in the commandments:**

**Luke 10:27**

'Love the Lord your God with all your heart and all your soul and all your strength and all your mind;' and 'Love your neighbour as yourself.'

**Mission**

- We endeavour to develop the potential of each and every child to achieve life in all its fullness, through an engaging, enquiry based curriculum of the highest quality.
- To live well together with community and church, so that all can flourish.
- To foster curiosity and delight in learning; developing confidence, resilience and wisdom.
- As a small school, to know, value and support each person as a unique individual of inherent worth.
- To develop and nurture the spirituality of each person and to encourage, in all a desire to serve others.
- To open our hearts to others so each may grow in their knowledge of themselves, and their value as a global citizen.

**Ethos**

As a school with a strong Christian ethos we embrace children of all abilities and needs. Provision for children with SEND is the responsibility of the whole school and we expect that every member of staff accepts and embraces this responsibility.

- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are also supported by specialist staff.
- We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided
- We recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

**Aims and Objectives**

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum.

**Introduction**

Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with (e.g. communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs). We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

**COMPLIANCE**

This policy has due regard to all relevant legislation including, but not limited to, the following:

Children and Families Act 2014
Health and Social Care Act 2012
Equality Act 2010
Equality Act 2010 (Disability) Regulations 2010

Education Act 1996
Education Act 2002
Mental Capacity Act 2005
Children Act 1989
Special Educational Needs and Disability (Amendment) Regulations 2015
Special Educational Needs (Personal Budgets) Regulations 2014
Special Educational Needs and Disability (Detained Persons) Regulations 2015
Local Government Act 1974
Disabled Persons (Services, Consultation and Representation) Act 1986
Data Protection Act 2018
The General Data Protection Regulation 2018

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
DfE (2017) 'Supporting pupils at school with medical conditions'
**[Updated]** DfE (2020) 'Keeping children safe in education'
DfE (2018) 'Working together to safeguard children'
DfE (2018) 'Mental health and wellbeing provision in schools'
DfE (2015) 'School admissions code'

**Responsible Persons**

The SENCo at Ellingham school is Diane Lakey, the Headteacher. She is also the Designated Safeguarding lead and person responsible for post or currently Looked After Children.

**Definitions**
For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
The school reviews how well equipped we are to provide support across the following areas:
Communication and interaction

Cognition and learning
Social, emotional and mental health difficulties
Sensory and physical needs

**Communication and Interaction**

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCo will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

**Cognition and Learning**

Pupils with learning difficulties may require support – the school will offer learning support in line with its curriculum and teaching and learning policies.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCo will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) 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 (SEMH) difficulties**

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement The Thrive Approach to support pupils with these difficulties.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

**Sensory or Physical Needs**

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:
A tendency to set fires
A tendency to steal
A tendency to commit physical or sexual abuse towards others
Exhibitionism
Voyeurism

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCo will ensure that their support needs are being met.

**Identification of 'SEN'**

A key principle under the Code is that there should be no delay in making any necessary SEN provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties.

The Code states that:

"Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life".

Some children arrive at our school with identified SEN, in which case the SENCo will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents or carers will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school the child (if appropriate) and the child's parents, a child may be identified as having SEN and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENCo, who is our Headteacher. A 'Report of Initial Concerns' form will be completed by the SENCo.

Many children may be subject to this period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations.

**Specialist Provision**

In line with the Disability Discrimination Act, we have ramped access into the school via the 'green mesh gate' and through the yard to the EYFS access door. We have one disabled access toilet inside the main entrance and one will be built in our new external Hall, also accessible by ramp.

**SEN Support**

Where a child is identified as having SEN, we work in partnership with parents or carers to establish the support the child needs. Once a child's needs have been discussed by relevant parties, they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents are central to these discussions and a 'Pupil Profile' form will be completed by all parties, when a pupil is placed onto the SEN Register. This will be reviewed at least each term with them.

'Pupil Passport' and/or Intervention and Support Plan is written. This is aimed at removing barriers to learning and putting effective special provision in place that is implemented and reviewed at least termly. Parents are invited to discuss this plan; their child's progress and the support and targets. Class teachers and the SENCo are available for further discussion by appointment through the school office.

We adopt a graduated approach with four stages of action: assess, plan, do and review this means:

**Assess** - in identifying a child as needing SEN support, the class teacher, working with the SENCo, the child (if appropriate), and the child's parents, carries out an analysis of the child's needs. This assessment draws on the teacher's assessment and experience of the child, their previous progress and attainment, as well as any other available (rate of progress, attainment, and behaviour etc.). This assessment should be reviewed regularly. In some cases, outside professionals from health or social services may already be involved with the child. With the agreement of the parents, these professionals should liaise with the school to help inform the assessments.

**Plan** - Where it is decided to provide SEN support, and having formally notified the parents, the class teacher and the SENCO agree, in consultation with the parent, the desired outcomes. Interventions and/or support are put in place, the expected impact on progress, development or behaviour, and a clear date for review recorded. All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.This should also be recorded on the school's information system.

**Do** - The class teacher remains responsible for working with the child on a daily basis. With support from the SENCo, they oversee the implementation of the interventions or programmes agreed as part of SEN support. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the child. The SENCo should support the class teacher in assessing the impact of the action taken, in problem solving and advising on the effective implementation of support.

**Review** - The effectiveness, impact and quality of the support / interventions is reviewed, in line with the agreed date, by the class teacher and SENCo, taking into account the child's parents/carers and the child's views. This should feedback into the analysis of the child's needs. They revise the support in light of the child's progress and development, deciding any changes to the support and outcomes. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited. At agreed times parents or carers are engaged with the setting, contributing their insights to assessment and planning. Intended outcomes are shared and reviewed with the child (if appropriate) and parent/carer as well as the school.

**Roles and Responsibilities**

The governing body will be responsible for:

- Communicating with pupils with SEND and their parents when drawing up policies that affect them.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENCo and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.

- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equalities Policy
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's Accessibility Plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor to oversee the school's arrangements for SEND.

The Headteacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCo has sufficient time and resources to carry out their functions.
- Providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the governing board in appointing a designated teacher for LAC.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's appraisal arrangements.

- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the school's Confidentiality Policy.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCo is provided with training, with an emphasis on mental health, on an annual basis.

The SENCo will be responsible for:

- Collaborating with the governing body, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.

- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Drawing up a one-page profile of a pupil with SEND.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCo.

- Keeping the headteacher up-to-date with any changes in behaviour, academic developments and causes of concern.

**Early Years Inclusion Toolkit**

For children in EYFS, we work in partnership with parents and carers to remove or help counter underachievement. We use the Northumberland Inclusion Toolkit to facilitate this and help identify and support any children showing signs of having additional needs. Staff initially complete the Inclusion Pathway which has the following steps:

1) Staff identify and share concerns about a child;
2) Staff make notes and observations and record strategies tried;
3) Discussions are held with parents or carers;
4) The Inclusion Wheel is completed.

The wheel is completed with input from parents/carers; the outer wheel shows summary assessments and the inner wheel states what home and school have agreed to do in order to support the child. The wheel is then reviewed.

**Our School's Graduated Approach to SEN**

**Level 1:**
**Quality First Teaching (QFT)**

Children receive inclusive quality first teaching (QFT) which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully monitored with tracking and reviewing.

**Level 2:**
**Additional School Intervention**

Continued or increased concern may lead to children receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group or one-to-one teaching. The SENCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage support from other agencies may be sought. Pupils will have their own Pupil Passport, identifying strengths, needs and provision.

**Level 3:**
**High Need**

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this. The SENCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

**Home School Partnership**

At our school we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEN procedure.

All parents and /or carers are invited to meet termly with their child's class teachers as well as receiving an annual report.

Parents of children identified as having SEN are also invited to a further consultation once a term at which their child's progress. Pupils, parents/carers and staff will contribute to an individual Pupil Profile, Pupil Passport and/or an Intervention and Support Plan -detailing the additional support, interventions and targets ~~are~~ that are agreed.

Parents and carers are encouraged to attend a range of curriculum information events, PTA events and social activities and celebrations of success.

**Pupil Views**

Children's views matter to us:

- All children are aware of their half-termly targets and are encouraged to self-review against these. As part of the review process, SEN pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive. Their contributions form part of their Pupil Profiles and Passports and feed into their targets.
- For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support and interventions they are given.

In order to ensure the most effective 'SEND' provision, the SENCo has the following procedures in place:

- Weekly meetings with the teaching staff, including EYFS.
- Termly meeting with the Governor responsible for SEN.
- Half termly meetings with all Class Teachers to discuss children on the SEN register and their provision, as well as further meetings and discussion as required.
- Pupil progress meetings
- Regular meetings with the Learning Support Assistants.

**Staff Development:**

The school is committed to providing continued professional development and staff training, and SEN is a regular part of this. We monitor, review and develop all teachers and support staffs' understanding of strategies to identify and support pupils with 'SEND'.
Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO, as well as external agencies, where appropriate.
Training will cover both the mental and physical needs of pupils with SEND.
The training offered will be delivered to ensure equality, diversity, understanding and tolerance.
Mental health will be a key consideration for all training that the SENCo participates in, along with any training that staff are given.
During staff induction, all staff will receive SEND training.
Training will cover the following:

- Identifying SEND in pupils
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Restraining techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development, including use of The Thrive Approach

**Promoting Mental Health and Wellbeing**
The school will implement a Social, Emotional and Mental Health Policy.
The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn.
Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

Where appropriate, the school will support parents in the management and development of their child, e.g. through The Thrive Approach.
When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can. A referral to a child psychologist will be available where a pupil requires such services.
For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.

All schools must comply with the statutory duty of caring for pupils with medical needs:

- Providing professional mental health recommendations, e.g. CYPS, regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.
- The school will also consider whether disruptive behaviour is a manifestation of SEMH needs.
- The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

**Safeguarding**

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCo

**Conclusion**:
Our intention is to provide the opportunity for all children, including those with SEND, to progress towards achieving their full potential, so all can flourish. The partnership between home and school is highly valued and children's views are listened to.

Related policies
This policy should be read in conjunction with other school policies particularly:

- Admission Policy
- Behaviour Policy
- Health and Safety Policy
- Equalities Policy
- Complaints Policy
- Confidentiality Policy
- Supporting Pupils with Medical Conditions

**Appendix 1 Broad areas of Need** From Code of Practice (0-25) 2014

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

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

**Cognition and learning**

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

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

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

**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 rehabilitation 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.