

**ST. BEDE’S CATHOLIC JUNIOR SCHOOL**

*celebrates life and learning*

**SEND 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 board’s or the proprietor’s policy for pupils with Special Educational Needs and/ or Disabilities (SEND). 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 for which provision is made:**

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:	St. Bede’s Catholic Junior School
School website address:	<a href="http://www.stbedesjuniorschool.co.uk">www.stbedesjuniorschool.co.uk</a>
Halton Local Offer website:	<a href="http://localoffer.haltonchildrenstrust.co.uk/">http://localoffer.haltonchildrenstrust.co.uk/</a> Please refer to this website address for contact details of local authority and external agency SEND support.
Type of school:	Voluntary Aided
Description of school:	Catholic Junior School

Does our school have resource base? Yes or No  If Yes please provide a brief description.	No
Number on roll:	305
% of children at the school with SEND:	42
Date of last Ofsted:	Section 5 -12 <sup>th</sup> / 13 <sup>th</sup> September 2007 Section 48 -22 <sup>nd</sup> October 2014
Awards that the school holds:	Inclusion Quality Mark – Centre of Excellence, Investors in People, ICT Mark, Halton Healthy Schools Award, International Schools Award, Artsmark Gold, Primary Science Quality Mark-gilt, Primary Quality Mark, Fairtrade: Fair Achiever Sainsbury’s Gold School Games Kite Mark, Sport England Activemark, Association of Physical Education (AfPE) Quality Mark, History Quality Mark, Maths No Problem Accredited School,
Accessibility information about the school:	The school aims to: <ul style="list-style-type: none"> <li>• increase the extent to which disabled children and young people can engage in the school curriculum</li> <li>• improve the physical environment of the school to increase disabled pupils’ physical access to education and extra-curricular activities - access outside school by ramps and within school there is a chair lift/ widened doors etc. Incorporate a sensory ‘Peace Garden’ into the outdoor learning environment.</li> <li>• improve the delivery of information to disabled children and young</li> </ul>

	<p>people, using formats which give better access to information</p> <ul style="list-style-type: none"> <li>• continue to develop Nurture provision to increase motivation and greater social and emotional involvement in learning, helping pupils to achieve their personal best, feel more confident, happy and successful</li> <li>• become a Forest School as research has proved that engaging with the outdoor environment has a significant impact on children’s cognitive abilities and their social and emotional well-being; Forest Schools will help us to take advantage of the outdoor learning environment that we already have and to make use of local green spaces to encourage outdoor activity</li> <li>• increase family engagement in the outdoors by equipping them with the relevant skills to allow them to take advantage of the local environment and therefore, develop their social and emotional well-being.</li> </ul> <p>See Equality and Inclusion Action Plans.</p>
<p>Expertise and training of school based staff about SEND. (CPD details)</p>	<p>SENDCo: National Award for SEN Co-ordination.  SENDCo: Nurture Group Network Certification.  SENDCo: Forest Schools Level 3 Leader Training; teaching staff completed Forest Skills Training.  SENDCo: ELSA (Emotional Literacy Support Assistant).</p> <p>Additional expertise and training includes:</p> <ul style="list-style-type: none"> <li>• Speech, language and communication/ vocabulary acquisition</li> <li>• Attachment theory</li> <li>• Nurture Group theory and practice</li> <li>• ASC basic awareness</li> <li>• Sensory Processing Difficulty training</li> <li>• Boxall Profile training</li> <li>• BAAT ARTiculate training</li> <li>• Play therapy</li> <li>• Dyslexia awareness</li> <li>• Precision Teaching training</li> <li>• Managing intervention for impact</li> <li>• What works for low attaining and disadvantaged pupils</li> <li>• Introduction to SEND for NQTs</li> <li>• Positive Handling</li> <li>• CAF Training</li> <li>• Asthma and allergy training</li> </ul>

	<ul style="list-style-type: none"> <li>• First aid training</li> <li>• Defibrillator training</li> <li>• Allergy training</li> <li>• Diabetes training</li> <li>• Restorative Practice</li> <li>• Desty Mentor training</li> <li>• Cognitive Behavioural Therapy (CBT) techniques</li> <li>• Maths No Problem training</li> </ul> <p>Specialist expertise is secured through communication with the local authorities SEN department and SEND department specialists.</p>
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Documentation available:	All statutory documentation is available on the schools website, including:  <a href="http://stbedesjuniorschool.co.uk/page/parentcarer/26318">http://stbedesjuniorschool.co.uk/page/parentcarer/26318</a>	SEND Policy	Y
		Safeguarding Policy	Y
		Behaviour For Learning Policy	Y
		Equality Statement	Y
		Pupil and PE Premium Information	Y
		Complaints Policy	Y
		Accessibility Plan	Y

**Range of Provision and inclusion information:**

How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents/ carers in planning to meet them.	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:
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**1. Communication and interaction**

**2. Cognition and learning**

**3. Social, emotional and mental health difficulties**

**4. Sensory and/or physical needs.**

Provision is made for these four areas of need by:

- When pupils have an identified SEND before admission, we work with the staff from the pupils' current school, parents/carers and outside agencies, who already know them, and use the information they already have available to identify what their SEND will be in our school setting
- If you tell us you think your child has SEND we shall discuss this with you and investigate. We shall share with you what we find out and agree next steps with you as to how we can all support your child
- If your child does not appear to be making the same rate of progress as other children of their age we shall undertake assessment in school and identify possible barriers to his/her learning. On occasions we engage other professionals too. Parents/carers are involved at all stages
- We are child and family centred therefore you will be involved in all decision making about your child's support
- When we assess SEND we discuss if understanding and behaviour are the same in school and at home; we take this into account and work with you so that we are all helping your child in the same way – the School's Family Support Worker can make home visits to support you in getting your child into school, if this is a barrier
- We write SENS Support Plans (SSPs) and/ or Wellbeing Support Plans (WSPs) with pupils and parents/carers, when pupils are involved with an external agency
- We use homework to consolidate and practise learning that is new and present an achievable challenge. There is a Homework Club in every year group to support pupils
- The Home -School Diary is used for two way communication, including recording specific targets
- Parents/ Carers meetings keep you informed of your child's progress during the year and give you opportunity to make comments and/ or suggestions

<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>to support your child's learning.</p> <ul style="list-style-type: none"> <li>• We have support from specialist teachers and support staff for accessing the curriculum and additional input for specific needs e.g., speech, language and communication provided by Chatterbug, visual and hearing impairment, occupational therapy, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties, attachment difficulties</li> <li>• We obtain support from Local Authority services and local special schools which provide outreach</li> <li>• We access support from occupational therapy and physiotherapy for pupils who require this input and specific resources</li> <li>• We procure support from specialist and professional agencies to train our staff; advise on strategies and programmes and we will make referrals for assessment if we believe a period of therapy is required</li> <li>• We hold multi-professional meetings with parents/carers and the pupil, where necessary, to review the child's progress. At these meetings the following types of discussions take place: what will be put into place in school to make teaching and learning more effective, targets for the pupil's achievement are agreed. We confirm how we will work together and what we each will do. We decide on a review date to explore how well the pupil is progressing, whether we are making a difference and the next steps that are required. This information is recorded in an Individual Inclusion Plan and Class Provision Map to ensure accountability.</li> </ul>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> <li>• Specialist equipment to support the curriculum such as coloured overlays/ paper/ reading rulers, seating aids, concentration aids, ear defenders to support hearing sensitivity needs etc.</li> <li>• Individual work spaces</li> <li>• Access to ICT resources such as iPad, iPod, laptop, visualizer, digital cameras, Clicker 7 etc.</li> <li>• Prompt and reminder cards/ visual timetables for organisation</li> <li>• Symbols and visual prompts e.g. Rainbow Alphabet cards, high frequency word lists, number cards, etc.</li> <li>• Comic strip conversation/ social stories to aid</li> </ul>

	<p>understanding and interpretation of events</p> <ul style="list-style-type: none"> <li>• Task planners, mind maps etc.</li> <li>• ICT Clubs before and after school support children who do not have the facilities at home.</li> </ul>
<p>What strategies/programmes/ resources are available to support speech and language and communication including social skills?</p>	<ul style="list-style-type: none"> <li>• Intervention from speech and language therapist: Chatterbug</li> <li>• Delivery of personal speech and language programme</li> <li>• Training for staff provided by Chatterbug</li> <li>• Assistance from TA for small group or individual work, support from TA within class</li> <li>• Range of language resources and programme materials available for use with TA provided by Chatterbug</li> <li>• Chatterbug</li> <li>• Use of visual timetables, social stories, workstations, choice cards etc to aid children with social and communication difficulties</li> <li>• Access to Nurture Group to support speech, language and communication needs, if appropriate</li> <li>• Communication friendly displays.</li> </ul>
<p>Strategies to support the development of literacy (reading /writing).</p>	<ul style="list-style-type: none"> <li>• Small group support in class for guided reading / writing and maths</li> <li>• Regular intervention groups with teacher outside of curriculum time</li> <li>• Individual daily/ weekly reading with TA /teacher/ volunteer helpers; Y5 reading buddies for Y3 readers</li> <li>• Reading schemes for ‘struggling and/or reluctant’ readers, for example, Project X Code</li> <li>• Withdrawal into target groups for intervention</li> <li>• Programmes aimed at developing reading / writing skills – Phonics, Toe by Toe, Lifeboats, Precision Teaching, Pre-tutoring, Indirect Dyslexia Learning (IDL) computer program, Clicker 7, Pobble, Letterjoin</li> <li>• In all year groups the children are taught in ability groups in English to enable staff to target need more effectively.</li> <li>• Extra-curricular reading clubs</li> <li>• Individual tuition after school for reading.</li> </ul>

<p>Strategies to support the development of mathematics.</p>	<ul style="list-style-type: none"> <li>• Small group support in class through guided teaching</li> <li>• Withdrawal in a small group for ‘catch up’ mathematics activities using specific programmes such as Level 2C Mathematics Programme</li> <li>• Intervention programme – ‘On-Track’ (from Rising Stars) led by Teaching Assistants (who have undergone training on ‘Teaching for Mastery’ in mathematics)</li> <li>• Withdrawal by TA for 1:1 support</li> <li>• 1:1 tuition for pre-tutoring or at the end of the school day for consolidation</li> <li>• Use of ‘I Am Learning’ and ‘DoodleMaths’ mathematics resource online for reinforcement. Every child has a subscription to access these in school and at home</li> <li>• Use of ‘Maths – No Problem!’ Scheme</li> <li>• In all year groups the children are taught in ability groups in mathematics to enable staff to target need more effectively.</li> <li>• Daily practise of Times Tables through use of printed booklets at the beginning of each lesson</li> <li>• Daily practise of the Four Operations, through the use of the website, ‘MyMiniMaths.co.uk’ at the beginning of every lesson</li> <li>• Provision of a variety of manipulatives to support the ‘Concrete’ stage of the CPA (Concrete, Pictorial, Abstract) approach to teaching mastery in mathematics</li> <li>• Separate Notebook (to record methods whilst attempting to solve problems) and Journal ( to record the reasoning processes and explanations as to how and why methods used were successful or not)</li> </ul>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> <li>• Personalised and differentiated curriculum</li> <li>• Small group support in class from TA or teacher</li> <li>• 1:1 support in the classroom from a TA to facilitate access through support or modified resources</li> <li>• Specialist equipment</li> <li>• Individual plans (educational, behaviour, pastoral, wellbeing)</li> <li>• Individual/ school / year group / class provision</li> </ul>



	<p>mapping</p> <ul style="list-style-type: none"> <li>• Strategies put into place as provided by professionals / specialist services / outreach</li> <li>• Varied teaching catering for different learning styles</li> <li>• Differentiated feedback strategies</li> <li>• Targeted questioning</li> <li>• Access to Nurture Group</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Observation in class, in small groups, 1:1 and on the playground</li> <li>• TA-led Intervention Group feedback</li> <li>• Target setting with the Headteacher</li> <li>• Communication between class teacher and group teacher to ensure consistency</li> <li>• Boxall Profile to track SEMH needs</li> <li>• Individual Inclusion Plan (IIP) targets and provision set with child and parents/ carers</li> <li>• Class / individual provision map – consultation with child and parents/ carers</li> <li>• Individual Pastoral Support Plans – consultation with child and parents/ carers</li> <li>• CAF (Common Assessment Framework)</li> <li>• External professionals undertaking assessment</li> <li>• Regular review of targets with child and parents/carers</li> <li>• Assessments: NVR/VR, NFER Progress in English and Progress in Maths, National Curriculum Tests, reading ages, spelling ages etc., to measure progress.</li> <li>• All children identified as having SEND are monitored on a daily basis as part of the school's normal procedures. IIPs are monitored termly and SMART targets (Specific, Measurable, Achievable, Realistic and Timed) are set in discussion with the child. The SENCO monitors progress of individuals on an informal basis through discussions with teaching staff, Teaching Assistants, children and parents/carers.</li> </ul>
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> <li>• Use of individual timetables and checklists</li> <li>• 'Chunking' of activities – task planners, mind maps</li> </ul>

	<p>etc.</p> <ul style="list-style-type: none"> <li>• Individual success criteria and personal learning targets</li> <li>• Visual prompts</li> <li>• Verbal feedback</li> <li>• Access to ‘Help’ stations (pens, pencils, rulers, scissors etc)</li> <li>• Labelled areas for storage of equipment</li> <li>• Buddy system</li> <li>• Self and peer marking (use of purple pen of progress)</li> <li>• Prefects to support specific children</li> <li>• High expectations of pupils</li> <li>• Future aspirations encouraged and supported</li> <li>• PSHE Education, Silver SEAL groups, 1:1 pastoral support with Family Support Worker, Independent Travel Training (Y6), transition support groups.</li> </ul>
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> <li>• Named Midday Supervisor at lunchtimes</li> <li>• High staff to pupil ratio at break-times</li> <li>• Lunchtime clubs</li> <li>• Individual Pastoral Support Plans which specify break and lunchtime provision</li> <li>• Year 6 Play Leaders</li> <li>• Sports Coach leading activities during all break times</li> <li>• Support staff employed who are responsible for personal care of named pupils</li> <li>• Toilet prefects.</li> </ul>
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> <li>• We offer a range of lunchtime and after school extra-curricular activity / sports clubs for pupils of different ages</li> <li>• A range of opportunities available for more able children and extended through links with the high schools</li> <li>• Mastery Approach to teaching and learning, specifically homework projects to develop mastery skills – support given in school to enable everyone to take part</li> <li>• The Village Care Club Ltd., although a private</li> </ul>

	company, operates on site and offers before and after school care.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	<ul style="list-style-type: none"> <li>• All children are enabled to participate in school trips by: Risk Assessments being carried out for specific needs of each class; staff meeting with parents/ carers and adhering to care plans for children requiring medication; routes on trips are adapted to allow for wheel chairs/ severe asthma sufferers etc; transport with accessibility requested if needed; higher level of staff support, if required; referral to local authority partner agencies – Young Carers, Mayor’s Award etc.</li> </ul>
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> <li>• Full-time Family Support Worker</li> <li>• Planned support from TAs</li> <li>• Meet and greet at start of day</li> <li>• Parental contact daily through Home - School Diary</li> <li>• Referral to CAMHS (Child and Adult Mental Health Service)</li> <li>• Educational Psychology Service Group Consultation process</li> <li>• Nurture groups in place</li> <li>• Forest School sessions</li> <li>• ELSA (Emotional Literacy Support assistant) sessions</li> <li>• Individual Pastoral Support Plans</li> <li>• SEAL (Social, Emotional Aspect of Learning) Groups</li> <li>• Rainbows Programme annually to support children experiencing a loss in their lives</li> <li>• The Healthitude Programme is delivered annually in Year 6 to promote health and emotional wellbeing</li> <li>• NSPCC deliver the ‘Keeping Happy and Safe’ Assembly and workshops to Years 5 and 6 children biennially.</li> </ul>
What strategies we have in place to support behaviour management (SEND related).	<ul style="list-style-type: none"> <li>• Use of the school’s Behaviour for Learning Policy</li> <li>• Individual Behaviour Plans</li> <li>• Social skills / behaviour group using Silver SEAL</li> </ul>

	<p>programme</p> <ul style="list-style-type: none"> <li>• Regular staff training and support</li> <li>• Nurture Approach throughout school</li> <li>• Restorative Justice approach</li> <li>• Daily behaviour record, if needed</li> <li>• Reward system/regular praise</li> <li>• Support and intervention from outreach behaviour specialist</li> <li>• Individual Pastoral Support Plan</li> <li>• Strategies in place for unstructured times of the day e.g., alternative location for break time, sports coach, lunchtime clubs etc.</li> <li>• Referral to PBS (Positive Behaviour Support Team)</li> <li>• Key worker identified</li> <li>• Full-time Family Support Worker</li> <li>• Involvement of specialist services, eg., Educational Psychology service, CAMHS etc.</li> </ul>
<p>How we support pupils in their transition into our school and when they leave us and in preparing for adulthood.</p>	<ul style="list-style-type: none"> <li>• SENCO co-ordinates transition of pupils with SEND</li> <li>• Year 2 teachers meet with Year 3 staff to discuss additional needs</li> <li>• Year 6 teachers meet with Year 7 staff to discuss additional needs</li> <li>• Regular meetings with parents/carers</li> <li>• Transition plans for individual children</li> <li>• Risk assessments completed</li> <li>• Close links with the Officer in Halton responsible for children with additional needs</li> <li>• Work with Halton SEND Partnership</li> <li>• Social stories and visual prompts for pupils</li> <li>• Work through aspects of PSHE Education related to managing and preparing for change</li> <li>• Programme of preparatory visits for Year 2 and Year 6 pupils</li> <li>• Family Support Worker meeting with Y7 mentors</li> <li>• Longer term links/ projects with high schools to increase familiarity.</li> </ul>

<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> <li>• Intervention from physiotherapy / occupational therapy team</li> <li>• Assessment and individual programmes</li> <li>• Specialist resources</li> <li>• Delivery of planned intervention programme by skilled member of school staff</li> <li>• Close liaison with School Nursing Service and other medical staff where required</li> <li>• Staff training for managing particular medical needs</li> <li>• Outreach support.</li> </ul>
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> <li>• At the beginning of the academic year all parents / carers are invited to join their child's class teacher for a curriculum meeting where the teachers discuss the outline of their class's learning for the year</li> <li>• There is a termly Child – Parent / Carer – Teacher meeting</li> <li>• Parents / carers are invited to assemblies, Collective Worship, celebrations in Church, concerts, performances, Children's University Graduations, coffee mornings etc.</li> <li>• Many parents / carers volunteer to assist in school in a variety of ways, for example, reading with children, accompanying children on educational visits, transporting / supporting sports events</li> <li>• Work undertaken in school is sent home on a regular basis in 'Sharing Learning' books</li> <li>• For parents/carers we offer a range of family learning opportunities and we work in conjunction with the Halton Family Learning Team to deliver these programmes</li> <li>• The school has consulted parents/carers on the Behaviour for Learning Policy and staff are always willing to offer advice</li> <li>• Parents/carers can call in to school any morning from 8.30 am and Tuesday-Friday evenings by appointment</li> <li>• The school signposts appropriate groups and organisations which are relevant for families' needs</li> <li>• The school works closely with the Local Authority's Locality Team in Widnes which works with families</li> </ul>

	<p>and offers support</p> <ul style="list-style-type: none"> <li>• Pupils’ views are very important to us, they are regularly canvassed and actioned</li> <li>• If required by a child, a key worker is identified who they meet with and know to go to if they require support / advice</li> <li>• Full-time Family Support worker employed.</li> </ul> <p>At St Bede’s Catholic Junior School it is recognised that parents/carers play a critical role in the education of their child. If any parent/carer has concerns or complaints regarding the education of their child then the school staff investigates them promptly. If the matter cannot be resolved then parents/carers have a right to make representation to the Headteacher and then to the Governing Body. Parents/carers also have access to the local independent Parent Partnership Scheme which can offer advice and information on all aspects of SEND.</p> <p>Further information on support services available to parents is available on the SEND Local Offer for Halton at:</p> <p><a href="https://localoffer.haltonchildrenstrust.co.uk/">https://localoffer.haltonchildrenstrust.co.uk/</a></p>
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<ul style="list-style-type: none"> <li>• Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupils’ needs through this (including additional support and equipment).</li> <li>• If the assessment of a pupil’s needs identifies something that is significantly different to what is usually available, there will be additional funding allocated possibly through an Education and Health Care Plan</li> <li>• Teaching Assistants/ Support Worker are employed to support children with identified needs – this may be 1:1 support but more often than not, a teaching assistant is available to support a group of children in a class or year group encouraging independence and resilience and ensuring that children do not become overly dependent on an adult</li> <li>• Specific resources and/ or external specialist support may be purchased to support a child’s needs.</li> </ul>
<p>Arrangements for supporting pupils who are looked after by the Local Authority and have SEND. Including examples of how pupil premium is used</p>	<ul style="list-style-type: none"> <li>• Booster classes in Year 6</li> <li>• Coaching for Year 6 able pupils and those with SEND</li> <li>• Teaching Assistants deployed in groups for English</li> </ul>

within the school.	<p>and mathematics lessons where specific need is identified</p> <ul style="list-style-type: none"> <li>• Teaching Assistants deliver Rainbows Programme, Silver SEAL and specific interventions</li> <li>• Target Tracker to support the analysis of attainment and progress data and school self-evaluations</li> <li>• ICT to support learning, for example, iPads, IDL, Pobble, Doodle Maths, Clicker 7, I Am Learning etc.</li> <li>• Children's University: innovative programme of high quality learning opportunities outside school hours, rewarding participants, encouraging engagement and learning and raising aspirations</li> <li>• Extra-curricular opportunities provided by additional adults</li> <li>• Key Worker for looked after children to ensure support is appropriate.</li> </ul>		
<b>SENCO name/contact</b>	Stephenie Lloyd-Green slloydgreen@stbedesjuniorschool.co.uk		
<b>Headteacher name/contact</b>	Faith Tiernan head.stbedesjunior@halton.gov.uk		
Completed by:	S. Lloyd-Green	Date: October 2018	

**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 effective September 2014**

#### **Communication and interaction**

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

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

#### **Cognition and Learning**

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

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

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

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



## **Sensory and/or physical needs**

**6.34** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

**6.35** Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.