



ELMHURST

ELMHURST SCHOOL Special Educational Needs Policy

This policy applies to all pupils in the school, including those in the EYFS



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Every teacher is a teacher of every child or young person, including those with SEND.

School Setting

Elmhurst School is a non-selective independent school for boys of the age of 3 to 11 years.

School beliefs

At Elmhurst School, we believe that all pupils are entitled to high-quality, well-planned and well-organised teaching, which will enable them to participate in a broad and balanced curriculum and to be part of the social life of the school.

Reviewed by: B.Thomas, Assistant Head (Academic), July 2023

Next Review August 2024

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Special Educational Needs and Disabilities Policy

Compliance

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

- Keeping Children Safe in Education 2023
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

We are aware that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. The school's Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

The Equality Act (2010) sets out the legal obligations that schools and early years providers have towards disabled children. In line with this act, we are committed to not directly, or indirectly discriminate against, harass or victimise disabled children. We will make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with peers.

We are aware of the non-statutory documents Mental health and behaviour in schools (March 2015) and Counselling in schools: a blueprint for the future (March 2015) and are considering guidance found in these in order to support children who suffer from, or are at risk of developing mental health problems.

This policy was created by the school's SLT and SENDCo, and shared with staff, parents and carers of pupils with SEND. We sought to co-produce this policy in the spirit of current reform.

Special Educational Provision

The Equality Act 2010 retains the previous definition of disability:

'A physical or mental impairment which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities.'

This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

At Elmhurst School, we endeavour to secure special educational provision for pupils for whom this is required, that is **'additional to and different from'** that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice:

- Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical
- (Code of Practice September 2014) (See Appendices for definitions)

At Elmhurst School, we believe that a pupil has special educational needs if the pupil has:

- A learning difficulty or disability which calls for special educational provision to be made.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

At Elmhurst School, we recognise that some children are recognised as having a 'special educational need' due to giftedness or talents in a particular area of the curriculum, and provision will be adapted to meet these needs. (See Gifted and Talented Policy).

Aims and Objectives

At Elmhurst School, we aim to:

- Identify and provide for all pupils who have SEND
- Work within the guidance provided in the SEND Code of Practice, 2014
- Operate a 'whole-pupil, whole-school' approach to the management and provision of support for special educational needs and disabilities
- To employ a Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- To provide support and advice for all staff working with SEND pupils
- To create an environment that meets the needs of each child to engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parents/carers and pupil's views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's SEND through reasonable adjustments to enable all children to have full access to the school curriculum
- To work in cooperation and productive partnerships with outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Whole School Graduated Approach to SEND Support

At Elmhurst School, we take a whole-school approach to the provision for pupils with SEND through assessing, planning, delivering, reviewing and recording of information, to ensure that all children achieve their potential.

1. Identification of Needs

At Elmhurst School, it is the role of the class teacher in the first instance, to identify any pupil who may have SEND and proactively alert the SENDCo of any concerns.

'Slow progress and low attainment do not necessarily mean the child has SEN. The class teacher working with the SENDCo should assess whether the child has SEN'.

SEN CODE 0-25(2014).

The class teacher will work with the support of the SENDCo to accurately assess the pupil's needs. (See Assessment Policy.)

2. Analysis of Needs

Assessment is an integral part of teaching and learning, and outlined in the school's Assessment Policy. Ongoing assessment identifies what has been learned and next steps. This then informs decisions around how the curriculum should be adapted to meet individual needs. If the attainment or progress of a pupil is less than expected (see

appendices for definition), arrangements for appropriate screening and support will be made through the school's graduated approach to SEND.

Raising a Concern - Procedure

- **Plan:** The class teacher, in collaboration with the SENDCo, will assess and analyse the pupil's needs and determine whether the pupil should be placed on the SEND register for additional monitoring.
- **Plan:** If a child's needs are in addition to quality-first provision, the SENDCo will meet with the parent/carer and class teacher to discuss concerns and whether the child should be placed on the school's SEND register.
- **Plan:** An Individual Education Plan (IEP) is created by the SENDCo in collaboration with the class teacher. The class teacher is responsible for determining and implementing specific and achievable targets and strategies to achieve them within the IEP. This is overseen and guided by the SENDCo. The SENDCo and class teacher will meet with parents to agree and review targets in the IEP termly.
- **Plan:** The SENDCo will manage and oversee any interventions, and ensure effective support is in place.
- **Do:** The class teacher will remain responsible for working with and regularly monitoring the pupil's needs. The SENDCo will oversee support and advise the teacher on ongoing assessment and implementation of support.
- **Review:** The effectiveness of the support and its impact on the pupil's progress is reviewed at least termly by class teacher and SENDCo. The SENDCo will also meet with the parents / carers termly, and the views of the pupil and their parents/carers will be considered. The support is revised in light of the pupil's progress and development in consultation with the teacher(s), pupil and parents / carers.

Any concerns relating to a pupil's behaviour will be described as an underlying response to a need, which we will be able to recognise and identify clearly. (See Bullying Policy.)

Storage and Managing Information

The school will record the steps taken to meet the needs of individual pupils in an IEP, reviewed termly. The SENDCo is responsible for ensuring that records are kept and available when needed. These are available to share with parents/ carers on request.

IEP targets should be:

- SMART – specific; measurable; achievable; realistic; timely
- Only three or four in number
- Linked to the specific area of need for the child: communication and interaction; cognition and learning (e.g. reading, writing or maths); social, mental and emotional health; sensory / physical

Relevant staff have access to individual information via the school system.

SEN Register and Educational Reports

The SEND register is managed by the SENDCo and is available for reference on the Google Drive. Reports written by other professionals are kept on Google Drive. The SENDCo will ensure that all staff are familiar with the SEN Register and the identified strategies for learning in relation to the pupils they teach.

The Role of The SENDCo at Elmhurst School

Responsibilities include:

- Compiling and managing the SEND Register
- Overseeing the day-to-day implementation of the school's SEND policy.
- Co-ordinating provision for pupils with SEND, (including those with an EHC plan or statement, as detailed in the section below)
- Overseeing the records of all pupils with SEND
- Developing effective ways of overcoming barriers to learning
- Ensuring that IEPs are produced, completed and reviewed each term

- Reading / summarising / disseminating information regarding educational reports
- Liaising with teaching staff, as well as the co-ordinator for Early Years and SLT
- Liaising with secondary educational establishments to discuss transition
- Advising / liaising /managing the deployment of LSAs
- Screening visiting pupils, reviewing the identification procedure, monitoring progress and record keeping
- Organising / attending review meetings
- Liaising with external agencies
- Managing and developing the effective use of the school's resources
- Identifying, ordering and utilising the resources available from external agencies
- Contributing to the development of curriculum policies to ensure that the effective provision for pupils with SEND is considered
- Supporting and advising teachers in planning appropriate programmes of work
- Analysing data, monitoring progress and providing additional support to SEND pupils
- Continuing professional development for staff
- Liaising, advising and supporting parents/ carers of pupils with SEND
- In consultation with the SLT, reviewing the quality of teaching, including contributing to and supporting teachers' understanding of strategies to identify and support pupils with SEND, through appropriate training.

Training and Resources

The school deploys its Learning Support Assistants (LSAs), as appropriate, according to the needs of the pupils. The school will prioritise LSAs to help with the continuous provision necessary in EYFS. Whilst reasonable adjustments to cater for the needs of every pupil are made by the school, the deployment of LSAs are made within the school's current budget. The school reserves the right to charge parents for Learning Support, should the pupil have needs beyond that of reasonable deployment of LSAs that the school has in its employ. Additionally, some parents will be charged for the necessary licence or registration for programs or programmes that they require to meet their learning needs e.g. such as Lexia licence.

Educational Psychology assessment and Speech and Language Therapy is by private arrangement between the parent and professional, following referral by the SENDCo. Some parents may access NHS Speech and Language Therapy, or make their own arrangements with professionals. The SENDCo and class teacher liaise with professionals working with individual pupils and attend training sessions offered by NHS speech therapy services relevant to individual pupils at the school e.g. stammer workshops offered by Croydon Speech and Language services.

How are the training needs of staff identified and planned?

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking on a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends Bellevue network meetings, and Croydon Early Years SENDCo Forum in order to keep up to date with local and national updates in SEND.

The school has worked with Place 2 Be on developing systems for supporting children's mental health, and 2 staff have attended training sessions at Place 2 Be <https://www.place2be.org.uk/> (Nov '19- Feb 2020) The staff also attended online training at the Anna Freud Centre. (August 2020)

8 staff have completed a level 2 distance course in Mental Health; children and young people.
The SENDCo is a member of [Nasen.org.uk](https://www.nasen.org.uk)

Support Services

Support Services are welcomed to support a child with SEND, if the child:

- continues to make little or no progress in specific areas over a long period
- continues working at national curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills

- has emotional or behavioural difficulties which regularly and substantially interfere with the child's learning or that of their peers
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- despite having received intervention, the child continues to fall behind the level of the peer group

Croydon Local Offer <https://www.croydon.gov.uk/education/special-educational-needs>

Valuing parents/ carers

Elmhurst School values collaboration with parents and carers, and seeks to gain as much information as possible about the child from home. All discussions are dealt with confidentially and in a sensitive manner. In partnership with parents/ carers, pupils with SEND will be encouraged to contribute to the assessment of their needs, the review and the transition process.

At all stages of the SEND assessment process, the school keeps parents/ carers fully informed and involved. We encourage parents/ carers to make an active contribution to their child's education and meet termly to share progress in addition to regular parent consultation meetings.

The SENDCo will ensure records are kept of any communication with parents/ carers, and all notes and action plans arising from these meetings are kept securely in order to maintain confidentiality.

Arrangements for learning support and SEND pupils moving schools

In consultation with parents/ carers, the SENDCo will notify the next school about a pupil's learning support or SEND records, including the provision that has been made and achievement against targets.

Considering the Pupil's Views and Opinions

At Elmhurst School, the pupil's views will be sought whenever possible, by asking, listening and observation. A judgement is made and discussed with colleagues and parents/ carers. We accept that a pupil's perceptions and experiences are invaluable and, as a school, we also recognise the need to consult parents/ carers and other colleagues for further information.

Provision for pupils with EHC Plans

In accordance with the school's admissions policy, Bellevue School admits children who will benefit from the education offered and who will contribute to and benefit from the ethos and activities of our school community. In respect of an application for a place for a pupil with SEND, including a pupil with an EHC plan or statement, the school will have regard to these criteria and also to whether, given its limited facilities for pupils with SEND, the school can make reasonable adjustments to cater adequately for such a pupil. Similarly, the school will not refuse admission for a child with SEND on the grounds that they do not have an EHC plan, but will make a judgement with regard to the criteria above and whether appropriate reasonable adjustments can be made. This may include supporting parents/ carers in the application for a statutory assessment for an EHC plan.

The school acknowledges its responsibility, within the bounds of reasonable adjustment, to identify, assess and make appropriate provision for children with SEND, whether or not they have an EHC plan. Accordingly, where assessment determines that a pupil's individual needs may be best served by a statutory assessment for an EHC plan, the SENDCo will inform parents/ carers and will assist them in the necessary preparations and application for such an assessment. The school will meet its duty to respond to any request from the local authority for information relating to a statutory assessment, within 6 weeks of receipt.

Where a pupil at the school has an EHC plan, the school will ensure:

- Cooperation with the local authority in undertaking the annual review of the plan, including the presentation of relevant information on the evaluation of learning and progress. Any advice and information gathered will be sent to all those invited to an annual review meeting at least two weeks prior to the meeting. The school will prepare and send a report of the meeting to everyone invited within two weeks of the meeting and will enable the local authority to undertake a review of a pupil's EHC plan at least 7 months before transfer to another phase of education.
- Co-ordination by the SENDCo of the specific provision made to support individual children who have EHC plans, together with the monitoring and review of its efficacy.
- Facilitation by the SENDCo of additional staff training as required to meet the terms of the plan
- Provision of information by the SENDCo to ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and the arrangements in place to meet them.
- Co-operation, as appropriate, with health and social care providers to meet the terms of the plan.
- Preparation, where a pupil wholly or partly funded by a local authority is registered at the school, of an annual account of income received and expenditure incurred by the school in respect of that pupil, for the local authority and, on request, the Secretary of State.

Through its evaluation procedures, the school will seek to identify improvements in outcomes. This will include, as appropriate, consultation with pupils and their parents/ carers, taking into account:

- Prevention.
- Early identification/recognition.
- How pupils and their families will be able to access services.
- How transitions between life stages and settings will be managed, including from Early Years to primary education.
- How provision and support services will enable pupils to prepare for their future adult life.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents/ carers with the exception of disclosure:

- To the SEN and Disability Tribunal when parents/ carers appeal and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To ISI or Ofsted inspection teams as part of their inspections of schools and local authorities.
- To the Headteacher (or equivalent position) of the institution at which the pupil is intending to start secondary/higher education.

Pupils with English as an Additional Language

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children. Their ability to participate in the full curriculum may be in advance of their communication skills in English. The school will work to achieve the following for EAL pupils:

- To give all pupils the opportunity to overcome any barriers to learning and assessment.
- To welcome and value the cultural, linguist and educational experiences that pupils with EAL bring to the school
- To enable pupils to develop an understanding of and respect for British culture.
- To implement school-wide strategies to ensure that EAL pupils are supported in taking part in all activities.
- To help EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfil their academic potential.
- To encourage and enable parental support in improving children's attainment.
- To ensure learning environments are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities as appropriate.

- To identify the child's strengths and acknowledge the time it takes to become fluent in an additional language.
- To ensure that, in conducting broader assessments of children's ability and progress, any limited proficiency in English will not be a barrier to understanding their wider abilities.

For the majority of their time at school, our EAL pupils will be integrated in all the same classes as our native speaking English pupils. Everyone in the school is, therefore, responsible for helping our EAL children become more fluent in English. During lessons teachers will:

- Show differentiated work in their planning.
- Have high expectations, expect pupils to contribute and to give full responses to open questions.
- Recognise that EAL children are as able as any other children and so they should be set appropriate and challenging learning objectives, with their progress monitored closely.
- Recognise that EAL pupils need more time to consider responses.
- Allow children to use their mother tongue to explore concepts.
- Give newly arrived children time to absorb English. (There is a recognised 'silent period' when children understand more English than they use; this passes if their self-confidence is maintained.)
- Use groups to ensure that EAL children hear effective models of English.
- Use collaborative, group activities.
- Provide a range of books that highlight the different ways in which English is used, and in which both language and content are suitably matched to the age and maturity of the child.
- Provide phonic software and audio books as appropriate.
- Ensure that there are many opportunities for talking to both adults and peers.

Other Considerations

When organising trips and carrying out disciplinary procedures, the specific needs of pupils are always considered so that individual pupils can participate fully in the event. Risk assessments for these trips are kept on the Google Drive and where necessary an individual risk assessment may be written for a child. Where parents alert the school to SEND prior to entry, this is accounted for during familiarisation procedures. (See Educational Visits Policy.)

Disability Discrimination Act

Whilst we acknowledge that not all children with a disability have a special educational need, we have regard for the Disability Discrimination Act (1995) and will make **reasonable adjustments** to include all children and their families. The School has a three-year disability access plan, as required.

RSE

The RSE guidance makes specific reference to the teaching of RSE to children with SEND as they may be particularly vulnerable to exploitation, abuse or discrimination. The school has considered how to deliver RSE for children with SEND. (See RSE Policy and Child Protection Policy.)

Pupils with Medical Conditions

Elmhurst School for Boys recognises that pupils at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education. The medical co-ordinator oversees First Aid and medical needs. Staff receive regular training in paediatric first aid certificates, anaphylaxis and epi-pen training. The First Aid policy, which can be found on the Google Drive and in the First Aid room, contains the relevant information for dealing with pupils with Medical conditions. (See Educational Visits Policy and Curriculum Policy.)

Admissions

Our inclusive approach is reflected in our Equal Opportunities and Admissions Policy, available on the school website.

Monitoring progress and attainment

We will monitor outcomes for pupils with identified SEND by:

- Using age-standardised testing in core subjects (e.g. GL Assessment) to compare progress over time
- Comparing their attainment in core subjects against their CAT4 learning potential assessment data
- Comparing the progress of pupils with SEND against their peers

- Reviewing their progress in relation to their individual targets
- Taking account of all factors that may affect progress
- Evaluating (at least termly) the effectiveness of support and interventions to ensure quality
- Ensuring effective deployment of resources to ensure the needs of all pupils are met

(See Assessment Policy.)

Accessibility including the Physical Environment

At Elmhurst School for Boys, high-quality teaching incorporating differentiation for individual pupils is the first step in responding to pupils' learning needs. Details of differentiation are provided in planning. Planning is monitored half-termly by the Maths and English leaders, and by the SENDCo. Feedback is provided half-termly following monitoring. SEND provision is recorded on a whole-school provision map.

Pupils with SEND will have an Individual Education Plan (IEP). IEPs will be discussed and agreed with parents or carers, who will receive a copy of the plan. Teachers:

- Provide appropriate support for children who need help with communication, language and literacy e.g. through grouping and use of appropriate learning materials
- Plan engaging experiences
- Develop children's understanding of others and relationships with peers
- Plan for children's full participation in learning, including physical and practical activities
- Help children to regulate their emotions and to take part in learning effectively and safely
- Use a range of effective materials and equipment to support children's learning
- Deploy other adults to work with individuals or small groups of children when appropriate
- Liaise with the SENDCo to ensure the needs of all children are met
- Use specific intervention materials (see appendix)

Physical Environment

Elmhurst School for Boys has a commitment to providing specialist equipment should it be needed. If it is clear that a particular resource poses a threat to a pupil, these are removed. Currently, there is disabled toilet and access to it on the ground floor of Number 48. There is also disabled access to the Early Years unit. There is a shower available for use in the First Aid room.

Procedures for Resolving Complaints about SEND Provision

This follows the school Complaints Procedure, as published on the school's website.

Bullying

At Elmhurst School, steps are taken to ensure and mitigate the risk of bullying of vulnerable learners. Teachers refer any pastoral concerns to the Assistant Head (Pastoral) or DSL in the case of any safeguarding concern. A log of concerns is kept using My Concern. (See Anti-Bullying Policy and Child Protection Policy.) Parents are made aware by the Assistant Head (Pastoral) of any concerns related to bullying. Teachers undertake regular training to remain informed of latest safeguarding guidance, including Keeping Children Safe in Education 2023, which states:

"Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. The school's child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children."

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and

- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND are referred to the designated safeguarding lead (or a deputy) and the SENDCo.

We consider extra pastoral support and attention for children with SEND, and ensure appropriate support for communication is in place.

Criteria for Exiting the SEND Register/Record

At Elmhurst School, if a child has made sufficient progress for it no longer be deemed necessary for them to be on the SEND Register, then a meeting will take place involving the class teacher, SENDCo and parents / carers.

Appendix 1

A) Broad areas of need as set out in the SEND Code of Practice 2014:

Communication and interaction

Pupils 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 pupil 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.

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

Cognition and learning

Support for learning difficulties may be required when pupils 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 pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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

Social, emotional and mental health difficulties

Pupils 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 pupils and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or physical needs

Some pupils 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 pupils 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. Pupils and young people with an MSI have a combination of vision and hearing difficulties.

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

B) Other considerations

Other considerations need to be taken into account as these may also impact on the progress and attainment of our pupils;

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Pupil
- Being a pupil of Serviceman/woman

C) Adequate progress

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the pupil and his peers from widening
- Closes the attainment gap between the pupil and his peers
- Shows an increased rate of progress than previously
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

Appendix 2

Further Advice:

Advice, information and training (extracted from Annex 2 of the SEND Code 2014)

The following organisations provide advice, information and training on specific impairments:

- The Autism Education Trust for children and young people on the Autism Spectrum (www.autismeducationtrust.org.uk)
- The Communications Trust for speech, language and communication difficulties (www.thecommunicationtrust.org.uk)
- The Dyslexia SpLD Trust on dyslexia and literacy difficulties (www.the-dyslexia-spld-trust.org.uk)
- The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment (www.natsip.org.uk)
- Each of these organisations is working with funding from the Department for Education to support the reforms to the SEN system.
- MindEd (www.minded.org.uk) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.
- The SEN Gateway (www.sendgateway.org.uk) enables access to a broad range of materials and support services across the range of SEN.
- Early Support provides a range of information materials to families and professionals (www.ncb.org.uk/earlysupport).

Further information:

- Supporting Pupils at School with Medical Conditions.
- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) for information, advice and support for parents and carers of children and young people with SEND.
- IAS service (councilfordisabledchildren.org.uk)
- Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people