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# SEN INCLUSION POLICY

## 2023/2025

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Hartlebury Church of England (Voluntary Controlled) Primary School



*Through love, we recognise everyone*

*as a **unique** child known to God.*

*We will walk with you on*

*your **journey** to reach your*

***full potential.***

SB2022/2023 - VERSION 1 – 09.01.2023

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**Next review date: January 2025**

# **Hartlebury Church of England (Voluntary Controlled) Primary School**

## **Contents Page**

### **Page 1**

- Contents Page

### **Page 2**

- Introduction

### **Page 3**

- Areas of Special Educational Need and Support

### **Page 4**

- Worcestershire's SEND Local Offer and SEND Graduated Response – An Overview
- The identification of pupils with SEND

### **Page 5**

- Early Identification
- Monitoring/Review
- Interventions

### **Page 6**

- SEN Support
- Early Health Care (EHC) Plans

### **Pages 7 and 8**

- SEND Roles and Responsibilities

### **Page 9**

- Arrangements for handling complaints from parents of children with special educational needs
- Partner Agencies and Specialist Support

### **Page 10**

- Useful References and Contacts
- Worcestershire's SEND Local Offer

## **Appendix 1: Areas of Special Educational Need and Support**

## Hartlebury Church of England (Voluntary Controlled) Primary School

### Special Educational Needs/Inclusion Policy

#### Introduction

As a Church of England School, this policy has been formulated in consultation with the staff and governors. Our attitudes and responses to inclusion are based on the Christian values of compassion, respect and forgiveness. We believe that school should be a place where all children feel happy, secure and valued. We recognise that children have a wide and varied range of skills, talents and abilities and will endeavour to encourage the growth of all of these and help children to reach their full potential.

At Hartlebury Church of England (Voluntary Controlled) Primary School we believe that **all** children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and become confident young children
- become confident young children with a growing ability to communicate their own views

Our provision for pupils with Special Educational Needs (SEN) is underpinned by our school vision:



At its heart is a commitment to working with both parents and children and valuing their views and opinions.

In this policy we refer to children with an identification of special educational needs. 'The Special educational needs and disability code of practice: 0 to 25 years' (DFE 2015) states that:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).
- Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.
- We use this exact definition here at Hartlebury and within this policy document. This policy also reflects Worcestershire Local Education Authority's guidance on supporting children's needs. We make explicit reference to Worcestershire County Council's 'SEND Local Offer' and Worcestershire's 'SEND Graduated Response'.

### **Areas of Special Educational Need and Support**

'The Special educational needs and disability code of practice: 0 to 25 years' (DFE 2015), states that there are generally four broad areas of special educational needs and support:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Mental and Emotional Health*
- *Sensory, Physical and Medical Needs*

***A detailed description of each of these four broad areas can be found as an appendix to this policy.***

Children and young people may have difficulties that fit clearly into one of these areas; others will have needs that span two or more areas. In other cases, the precise nature of need may not be clear at the outset and detailed individual assessments of the child or young person and their situation will need to be made at the earliest opportunity to accurately assess their needs.

### **Worcestershire's SEND Local Offer and SEND Graduated Response – An Overview**

At Hartlebury CofE Primary School, we follow the guidance from Worcestershire's SEND Graduated Response, which forms part of the statutory SEND Local Offer. The Local Offer provides information about provision families can expect to be available across education, health and social care for children and young people who have Special Educational Need (SEN) or are disabled.

Where a child or young person is identified as having Special Educational Needs, schools and settings should act to remove barriers to child or young person's learning and put effective special educational provision in place. This is called SEN support. Support should take the form of a four-part cycle involving the parent and carers and the child or young person. By taking this approach, earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person's needs and of what support will help to secure good progress and good outcomes for them. This approach is known as the Graduated Response. e. It draws on more detailed approaches, more frequent reviews and increasingly specialist expertise in successive cycles in order to match interventions to the SEN of children and young people. (CoP Para 6.44).

**Websites:** Worcestershire's SEND Local Offer:

[https://www.worcestershire.gov.uk/info/20416/send\\_local\\_offer](https://www.worcestershire.gov.uk/info/20416/send_local_offer)

Worcestershire's SEND Graduated Response:

<https://www.worcestershire.gov.uk/graduatedresponse>

### **SEND Provision at Hartlebury Church of England (Voluntary Controlled) Primary School**

#### **The identification of pupils with SEND**

At Hartlebury Church of England (Voluntary Controlled) Primary School, we use Worcestershire's 'SEND Graduated Response' approach in our identification of Special Educational Needs and Disabilities (SEND). The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made. If the child's difficulties prove less responsive to the initial arrangement made then an early start will have been made in considering the additional provision that may be needed to support the child's progress.

In identifying whether a child has special educational needs, we consider concerns that are raised and information gathered from a range of sources. We look carefully at the pupil's progress, alongside national data and expectations of progress. As part of our rigorous whole school-tracking procedures, we look at formative and summative assessments, to identify those pupils who require specific interventions to accelerate their progress and to help them to achieve their full potential.

We recognise the expectations of teachers to provide high quality first teaching for all pupils and ensure that they make a full and clear analysis of the child's needs where a concern is raised.

Where a child has joined our school from a previous setting with an identification of SEND, we will liaise with that setting to provide as smooth a transition as possible and continuation of support at the appropriate level, with guidance from specialist agencies where appropriate.

Where children have higher or more complex needs, the SENDCo has arrangements in place to draw on more specialised support, advice and assessments from external agencies and professionals.

In all cases, the school will work in close partnership with parents to address and take seriously their concerns for their child's education and plan for agreed outcomes and next steps.

### **Early Identification**

Identification of special educational needs can be raised in the following ways:

- Parent/Carer concern
- Teacher/Teaching Assistant observation
- Assessment/Whole School Tracking/Pupil Progress data
- Previous setting information
- External agency information
- The pupil's progress will be tracked through SENDCo recording systems.

### **Monitoring/Review**

- Class teachers and the SENDCo will monitor progress over 1- 2 terms through specific personalised target setting, removal of barriers to learning and high quality first teaching (normal entitlement) provision.
- Parents will be invited to termly (and more frequently if necessary), review meetings.
- The SENDCo, Class Teacher and assigned Teaching Assistant will discuss the impact of interventions or provision and implement appropriate adjustments where necessary.
- The SENDCo will use the school's tracking system to identify children who are being monitored.

### **Interventions**

Following the period of monitoring, if pupil needs have not been met or only partially met, the SENDCo and class teacher will discuss the appropriateness of enhanced provision and intervention. Through this identification of need process, the appropriate specific, additional and time-limited intervention will be delivered by a competent, trained staff member. The impact of this intervention will be regularly reviewed and monitored against the desired outcomes and targets. The class teacher should liaise closely at this stage with the staff member delivering the programme, the SENDCo and the pupil's parents. Class teachers will also create Provision Maps for each intervention, with entry and exit data, success criteria, resources and timescales.

The outcome of every programme is accelerated progress. Needs of pupils are well met when the assessment of the intervention provides evidence of a narrowing of the attainment gap or needs having positively been addressed. At this point a child may return to the Monitoring/Review Stage of the school's graduated approach.

If needs have been partially met on review, it may be necessary to adapt or alter provisions as necessary, or provide further training for staff.

If pupils continue to make little or no progress over a term and there is evidence that the child is falling progressively behind the majority of their peers, the class teacher, parents/carers and SENDCo will liaise (often with outside agencies) and plan provision for the child at SEN Support and the child will be placed on the school's Special Educational Needs Register. In exceptional cases, identification of SEN may be accelerated.

- The SENDCo will use the school's tracking system to identify children who are receiving interventions and collect and store Provision Maps.

### **SEN Support**

Where children have complex or severe needs, a formal identification of SEND will be made and the child will be placed on the school's Special Educational Needs Register. In exceptional cases, identification of SEND may be accelerated. At SEN Support, pupils require personalised programmes and strategies and these will be detailed on an Individual Provision Map, reviewed formally on a termly basis with parents. The school will seek advice from our Educational Psychologist and other appropriate external and specialist agencies. These agencies will provide input with targets, training and strategies, with further diagnostic assessments made where necessary. Pupils will have access to skilled and competent TA support and class teachers will have termly (or more frequent as necessary) review of progress meetings with pupils, TAs and the SENDCo. For children identified as having SEND, the schools have adopted the four stages of action approach ('Assess, Plan, Do, And Review'), to ensure that interventions are successfully matched to children making good progress in securing planned outcomes.

We recognise that there are some children with SEND that may make accelerated progress over time. Following reviews with parents, practitioners and appropriate specialist agencies, they consequently may cease to be identified as having SEND.

It is understood that in some cases, special educational needs are severe, complex and lifelong and further cycles of the 'Asses, Plan, Do, Review' process and additional or more frequent specialist support agency advice and support or an alternative provision or setting may be required. As such, in some cases, a request for an Education, Health Care Plan Assessment may be made if the specific and essential criteria are met.

- The SENDCo maintains a register of all children who are identified as having SEND and collects and stores securely Individual Provision Maps, reports and other relevant data and information.

### **Early Health Care (EHC) Plans**

Where a pupil continues to make little or no progress, is not developing as expected or is not responding to action being taken, the school can call upon external professionals to advise and assist further. These agencies may help in identifying those pupils whose need for long term support is such that an EHC Plan might be required. A request for an Integrated Assessment for an EHC Plan will only be made where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from the resources normally available to their setting. This resource consists of AWPU and Notional SEND funding. The school will need to demonstrate that the pupils we are putting forward for statutory assessment have the severe or complex needs that require provision significantly outside and beyond the descriptors for ordinarily available provision and which cannot be met from resources allocated as part of the mainstream schools' delegated budget share.

An EHC Plan outlines the funding support that a pupil will receive from the Local Education Authority and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for the pupil. The additional adult may be used to support a pupil with whole class learning, run individual programmes or run small groups including the pupil.

EHC plans must and will be reviewed annually, with the full involvement of pupils, their parents and key teaching staff and specialist agencies.

## **SEND Roles and Responsibilities**

### **Class Teachers**

At Hartlebury, we believe that all staff are responsible for meeting the needs of pupils, helping them to meet their potential and achieve good outcomes. Class teachers must ensure that the school's SEND Policy is followed in their classroom. Class teachers are responsible for checking on the progress of children and identifying, planning and delivering any additional help pupils may need at Waves 1 and 2 (this could be things like targeted work, additional support).

The class teacher should notify the Special Educational Needs Coordinator, of any concerns they have regarding a pupil's needs and progress, following proformas and procedure. Class Teachers should also write Individual Provision Maps (IPMs), and share and review these with parents at least once each term, also planning for the next term. The class teacher should also ensure that all staff working with pupils are helped to deliver the planned work/programme, so that pupils can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

### **Teaching Assistants**

The school has highly skilled and trained Teaching Assistants who lead programmes or support children's needs within each wave of intervention. As part of their continuing professional development, our Teaching Assistants undertake regular training with external agencies and specialists, in the areas in which particular needs arise. We currently have TAs trained in supporting children with autism and other neurodiversity needs, cognitive difficulties, speech and language difficulties and children with emotional and social needs. Our TAs work closely with class teachers and professionals from outside agencies to ensure that pupil needs are addressed, planned for, reviewed and most effectively met.

### **Special Educational Needs Coordinator (SENDCo)**

The school has a Special Needs Coordinator (who is also Head of School), Mrs Sophie Bartlett ([sgp12@hartlebury.worcs.sch.uk](mailto:sgp12@hartlebury.worcs.sch.uk)), who has the day-to-day responsibility for the operation of SEND policy and coordination of a consistent, high quality and specific provision made to support individual pupils with SEND, including those with EHC plans.

Mrs Bartlett is also responsible for ensuring that parents are:

- involved in supporting their child's learning.
- kept informed about the support their child is getting.
- involved in reviewing how their child is doing.
- liaising with external agencies and specialists who may be coming into school to help support pupil learning e.g. Speech and Language Therapy, Educational Psychology etc...
- updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- leading Annual Reviews for Statements and Education Health Care Plans.



### **Executive Headteacher/Head of School**

Caroline Unitt, the Executive Headteacher and Sophie Bartlett, Head of School are also responsible for:

- the day to day management of all aspects of the school, this includes the support for children with SEND.
- ensuring that the SENDCo and class teachers are meeting your child's needs.
- working with the relevant governors to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.

### **Governors**

Holly Baraks our SEND Governors is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

### **Accessibility**

- The building is accessible to children with physical disability via ramps to the front and rear of the school.
- Key areas of the school are fully accessible to children and adults with disabilities.
- The school has toilet facilities for those with physical disabilities.
- Apparatus and equipment used within school is accessible to all children regardless of their needs.
- After school provision and extra-curricular activities are inclusive and accessible to all children including those with SEND. Where a child has severe or complex needs that require 1:1 support, parents or carers may be asked to accompany their child.
- Children with SEND are represented on all school councils and where there is pupil interest, in all school clubs.
- Activities and educational off-site visits may be differentiated to support children with all levels of ability, including those with Sensory or physical difficulties.

### **Transition**

At Hartlebury, transitions between phases are clearly planned for and embedded within our practice.

- If your child is moving child to another school:
  - We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon and as securely as possible.

- When moving classes in school:
  - Where appropriate, children will receive additional transition arrangements and will be supported by a TA in making a passport for their new class. The passport will be highly personalised and made by the child.
  - The passport will include any key information that the child feels that they will need to enable a positive transition e.g. seating plan, routines, photos of key staff.
  - The child and their parents will be able to take the passport home over the holidays to refer to.
  - Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All IPMs will be shared with the new teacher.
- In Early Years/Year R
  - The class teacher and teaching assistants will make a home visit and work closely with the child's pre-school setting (if appropriate) to ensure the best possible provision for starting education at our school.
- In Year 6:
  - The Year 6 Teacher and Head of School/SENDCo will discuss the specific needs of your child with the SENDCo and key specialist support staff of their secondary school.
  - Children will do focused learning about aspects of transition to support their understanding of the changes ahead.
  - Children will visit their new school on several occasions and in some cases staff from the new school will visit children in this school.

#### **Arrangements for handling complaints from parents of children with special educational needs**

- In the first instance, please contact the SENDCo to outline your complaint. If you feel that your complaint has not been resolved satisfactorily you will be signposted to contact either the Executive Headteacher, Mrs Caroline Unitt, our Chair of Governors, Mrs Carolyn Gumbley or our SEND Governor, Mrs Holly Baraks.
- Hereford and Worcestershire SENDIASS aim to represent the needs, views and opinions of parents or carers and children and young people to ensure their voice is heard. Please contact this service (details below) should you wish to seek impartial advice.

#### **Partner Agencies and Specialist Support**

At Hartlebury, we work with a range of agencies to provide the best possible outcomes for our pupils:

- Educational Psychology
- Learning Support Specialist
- Speech and Language Therapy Service
- Complex Communication Team
- Worcestershire Children's First
- Kemp Hospice
- Worcestershire's Early Help Offer
- CAMHS/Reach4Wellbeing
- Early Years Inclusion Team
- Occupational therapy
- School Nursing Team/NHS Starting Well
- Community Paediatrics

### **Useful References and Contacts**

Sophie Bartlett: Head of School/SENDCo at Hartlebury Church of England (Voluntary Controlled) Primary School: [sgp12@hartlebury.worcs.sch.uk](mailto:sgp12@hartlebury.worcs.sch.uk)

Hartlebury Church of England (Voluntary Controlled) Primary School - 01299 250312 or email [office@hartlebury.worcs.sch.uk](mailto:office@hartlebury.worcs.sch.uk)

### **Worcestershire's SEND Local Offer**

#### **Information and advice for children and young adults with disabilities and learning needs**

The Local Offer provides information about provision families can expect to be available across education, health and social care for children and young people who have Special Educational Need (SEN) or are disabled, including those who do not have Education, Health and Care (EHC) plans. Parents, carers and young people can find out about resources, services, support, activities and events here.

Every Local Authority has to work with children and young people, parent carers and professionals to make sure that everything that's included on the Local Offer website makes sense and is helpful and relevant. This is an on-going process so things will change again over time as needed. If you want to send your thoughts and feedback on the Local Offer please email [localoffer@worcschildrenfirst.org.uk](mailto:localoffer@worcschildrenfirst.org.uk)

**Website:** <https://www.worcestershire.gov.uk/sendlocaloffer>

### **Worcestershire's SEND Graduated Response**

**Website:** <https://www.worcestershire.gov.uk/graduatedresponse>

### **Worcestershire's SEND Services**

If you have any questions about Education, Health and Care Plans you can contact Worcestershire County Council's SEND Services:

Call the helpline: 01905 845579

Email: [sen@worcschildrenfirst.org.uk](mailto:sen@worcschildrenfirst.org.uk)

### **Special Educational Needs – SENDIASS**

The SEND Information, Advice and Support Service covers Herefordshire and Worcestershire.

HW SENDIASS has a dedicated team of advisors offering legally-based and easily accessible information and advice about special educational needs and disabilities (SEND).

They support parents, carers, children and young people with SEND and their service is impartial and confidential.

#### **Herefordshire**

Tel: 01432 260955

Email: [sendias@herefordshire.gov.uk](mailto:sendias@herefordshire.gov.uk)

#### **Worcestershire**

Tel: 01905 768153

Email: [sendiass@worcestershire.gov.uk](mailto:sendiass@worcestershire.gov.uk)

**Website:** <https://www.hwsendiass.co.uk/>

## **Appendix 1**

### **Areas of Special Educational Need and Support**

'The Special educational needs and disability code of practice: 0 to 25 years' (DFE 2015), states that there are generally four broad areas of special educational needs and support:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Mental and Emotional Health*
- *Sensory, Physical and Medical Needs*

Children and young people may have difficulties that fit clearly into one of these areas; others will have needs that span two or more areas. In other cases, the precise nature of need may not be clear at the outset and detailed individual assessments of the child or young person and their situation will need to be made at the earliest opportunity to accurately assess their needs.

<b><i>Communication and Interaction as defined in SEND Local Offer Worcestershire – The Graduated Response within Worcestershire</i></b>
<p><b>The Autism Spectrum</b></p> <p>Autism is a term used to describe a neurological difference in brain development that has a marked effect on how a person develops. There are four areas of difference that are particularly important for staff in schools and educational settings to understand and pay attention to because most students with autism will have individual educational needs to be met in these areas.</p> <p>Students on the autism spectrum will have different levels of support needs in relation to:</p> <ul style="list-style-type: none"><li>● Understanding the social interactive style and emotional expression of staff and peers – just as it is difficult for staff and peers to understand the social interactive style and emotional expression of students on the autism spectrum.</li><li>● Understanding and using communication and language - both verbal and non-verbal (e.g. gesture, facial expression, tone of voice).</li><li>● Differences in how information is processed can lead to a strict adherence to routines and rules and/or difficulties in planning and personal memory.</li><li>● Students on the autism spectrum have difficulties in predicting what will happen when a familiar timetable or activity is changed. Conversely, such styles of processing can lead to strengths and abilities in a number of areas (often related to factual memory or areas of interest and motivation).</li><li>● Differences in the way sensory information is processed, often leading to over sensitivities (often to external stimuli such as lighting, smells, or sounds), and under-sensitivities (often not noticing internal feelings such as pain, body awareness and hunger, until they become overwhelming).</li></ul> <p>It should be noted that sensory sensitivities can lead to extreme levels of stress and anxiety in unfamiliar or over</p> <ul style="list-style-type: none"><li>● stimulating environments' (taken from the AET National Autism Standards, 2012). Some of the characteristic difficulties' students may experience include:</li><li>● Difficulties in understanding social situations and responding to normal environmental cues.</li></ul>

- Difficulty in intuitively sensing other people's feelings and intentions.
- Inappropriate or limited social initiative and problems with establishing and maintaining reciprocal relationships.
- Rigidity of thinking and a tendency to follow personal agendas which are not easily amenable to adult direction with an absence of awareness of the thoughts, needs or emotions of others.
- Difficulty with open-ended or unstructured situations and with change.
- High susceptibility to anxiety and stress.
- Limitations in expressive or creative activities extending to obsessive interests or repetitive activities.
- Impaired use of language, either expressive or receptive, which may include odd intonation, literal interpretations and idiosyncratic phrases and may extend to more bizarre expressive forms and limited expression, reducing the potential for effective two-way communication. Good vocabulary may lead others to overestimate the true level of understanding.

For all students on the autism spectrum, the expectations associated with change that may require contact with more people in a wider range of social settings, may compound their existing difficulties and make their special needs more complex.

### **Speech, Language and Communication Needs (SLCN)**

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 (CoP 6.28) Speech, language and communication skills underpin all learning development and children and young people with SLCN may present with social, emotional and mental health needs. They will need substantial support to ensure that they are provided with appropriate access to the curriculum and participation in school life. Speech refers to:

- sounds used accurately to build up words
- processing speech sounds
- speaking fluently (without too many hesitations or repetitions of words or sounds)

Language refers to:

- speaking (expressive language), using words to convey meaning
- understanding (receptive language), processing and making sense of what people say

Communication refers to:

- the way in which people use language to interact – speaking and listening
- using language for different purposes and situations, for example to question, to clarify, to describe, to debate
- non-verbal communication, for example eye contact, turn-taking, gestures and body language

The range of needs will encompass children and young people with speech and language delay, impairments or disorders. They may also apply to some children and young people with learning difficulties. The range will include those for whom language and communication difficulties are the result of a sensory or physical impairment. English as an Additional Language (EAL) is not considered to be a special educational need. However, some children with EAL may have additional needs which will require additional support or intervention.

***Cognition and Learning as defined in SEND Local Offer Worcestershire –  
The Graduated Response within Worcestershire***

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

**Moderate Learning Difficulties (MLD)**

The majority of students with learning difficulties will be identified early in their school careers. In most cases, they will have difficulty acquiring basic numeracy and literacy skills and may have commensurate speech and language difficulties. They may well find it hard to deal with abstract ideas and to generalise from experience. Some may also have poor social skills and may show signs of social, emotional and mental health difficulties. Students subject to curriculum enhancement through targeted initiatives such as Early Literacy Support, Additional Literacy Support or Catch-Up should not be categorised as having general learning difficulties, unless there is evidence of indicators as outlined below in their profiles of attainment.

- Resources needing to be deployed which are additional to or different from those normally available to students in the school, through a differentiated curriculum.
- Consistently evident problems with memory and reasoning skills.
- Consistently evident problems with processing, organising and coordinating spoken and written language to aid cognition.
- Consistently evident problems with sequencing and organising the steps needed to complete tasks.
- Consistently evident problems with problem solving and developing concepts.
- Consistently evident problems with fine and gross motor co-ordination, which significantly limit access to the curriculum.
- Consistently evident problems with abstract thinking, understanding ideas, concepts and experiences (when information cannot be gained through first hand sensory or physical experiences).

**Specific Learning Difficulty (SpLD)**

Specific Learning Difficulty is the overall term used to describe a developmental condition that causes problems when using words (dyslexia) and problems using symbols (dyscalculia) and some other developmental problems (e.g. dyspraxia).

Dyslexia is the most common type of specific learning difficulty that students are likely to experience with about 10% of the population having some form of dyslexia. "Dyslexia is present when fluent and accurate word identification (reading) and/or spelling do not develop or do so very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis of a staged assessment through teaching." (British Psychological Society, 2000: Dyslexia, Literacy and Psychological Assessment.) Short-term memory, mathematics, concentration, personal organisation and speaking may be affected. Dyslexia is biological in origin and tends to run in families, but environmental factors may also contribute to it. Its cause has not been fully confirmed but the effect is to create neurological anomalies in the brain. The effects of dyslexia can largely be compensated for specialist support and the use of compensatory strategies. SEND Local Offer Worcestershire - The Graduated Response within Worcestershire 58 Students with dyslexia have to work hard to overcome their difficulties and consequently tire more quickly than other students. This needs to be considered in the pace of lessons and in differentiating tasks. Students with specific learning difficulties fail to acquire levels of skills in some subjects commensurate with their performance in others, despite good attendance and health, satisfactory attitudes to learning and sound teaching. They may find difficulties particularly frustrating. Low self-esteem, poor concentration and behavioural difficulties can arise as a consequence. Other aspects of the development of these students may be in line with the majority of children their age. It is, however, possible for dyslexia to be present alongside other learning disorders creating different and inter-related complexities of special need.

***Social, mental and emotional health as defined in SEND Local Offer Worcestershire –  
The Graduated Response within Worcestershire***

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 hyperactivity disorder or attachment disorder (CoP 6.32) A number of children/young people will be subject to social, emotional, and mental health difficulties at some point during their school career which interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other children/young people. Social difficulties, in this context, occur when children/young people have problems managing interaction with others in school effectively and appropriately. They may have difficulty making the necessary adjustments to conform to the expectations of others in a variety of settings. The process is known as socialisation. Either difficulty may impact substantially on a child/young person's ability to learn. In some cases, these difficulties may be closely associated with the wider disadvantages experienced by child/young person from socially deprived home backgrounds. They may be compounded by the child/ young person's previous inability to form a satisfactory attachment to a primary care-giver in their early years. In others they may reflect a child/young person's exposure to rapid, unassimilated change or trauma, for example, children from refugee or asylum-seeking families. Use of the phrase is therefore meant to have a specific connotation to help determine the extent and nature of the child/young person's special educational needs. It should not be applied as a blanket term to include in the SEN framework all those:

- Whose behaviour may more loosely be described as anti-social or disaffected
- Who are in the care of the LA

Children/young people presenting with social, emotional, and mental health difficulties may act unpredictably, usually in an extreme fashion in a variety of social, personal or physical settings. Severely withdrawn or passive behaviour may be as significant an indicator as aggressive or very strange or age inappropriate behaviour. It is important to realise that even the most difficult to understand behaviour serves legitimate functions for children/young people. These functions may include any or all of the following:

- The initiation of social interaction
- Gaining things or events
- Avoiding things or events
- Expressing emotion.

***Sensory, Physical and Medical Needs as defined in SEND Local Offer Worcestershire –  
The Graduated Response within Worcestershire***

**Medical Needs**

A medical diagnosis or a disability does not necessarily imply a special educational need SEN although it can present as a significant barrier to learning, achievement and participation. It may not be necessary for the student with any particular diagnosis or medical condition to need any form of additional educational provision at any phase of education. It is the impact of a student's medical needs rather than a diagnostic label a medical diagnosis gives that must be considered when determining provision. All students should continue to have access to as much education as their medical condition permits, to maintain the momentum of their education. Some students may not require school-based SEN provision, but they have medical conditions that, if not properly managed, could hinder their access to education. The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support children/young people with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such children/young people. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with the healthcare plan.

Children with medical conditions will include those with Asthma, Diabetes, Arthritis, Epilepsy, severe allergies, Incontinence, Eczema, Cystic Fibrosis, Tracheotomy, Colostomy, Ileostomy and Chronic Fatigue Syndrome/ ME.

**Physical Difficulties**

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. 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. The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support children/young people with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such children/young people. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions' (CoP 6.11).



**Hearing Impairment**

Hearing impairment can have a significant impact on a child's educational development in some cases resulting in learning delay and reduced curricular access. This will require careful monitoring by schools and external professionals. HI spans a range from mild to profound. It can be temporary or permanent. Most children with HI will have been diagnosed at the pre-school stage and will have accessed some level of support from the education support services and Health colleagues. It is possible for some children to acquire hearing loss later in life through accident or illness, a genetic condition or unknown. A significant proportion of children/young people have some degree of hearing difficulty at some time. Temporary hearing loss in the early years is usually caused by the condition known as "glue ear". Such hearing losses fluctuate and may be mild to moderate in degree. They can compound other learning difficulties. A long-term conductive loss in both ears can have an impact on education. Permanent hearing losses are usually bilateral and sensori-neural in origin. They will usually be moderate, severe or profound and may give rise to severe and complex communication difficulties. A permanent loss in one ear and a temporary loss in the other may also cause significant hearing impairment.

**Visual Impairment**

Vision impairment can have a significant impact on a child's psychological, social/ emotional development and mobility in some cases resulting in learning delay and reduced curricular access. This will require careful monitoring by schools and external professionals, parents and carers. VI spans a range from mild partial sight to total blindness. It is usually permanent. Most children with VI will have been diagnosed at the pre-school stage and will have accessed some level of support from education support services and Health colleagues. It is possible for some children to acquire visual loss later in life through accident, illness or degenerative conditions. Visual difficulties take many forms, with widely differing implications for a student's education. They range from relatively minor and remediable conditions to total blindness. Some students are born blind: others lose their sight, partially or completely, as a result of accident or illness. In some cases VI, is one aspect of a multiple disability.