Oak Hill Academy
West London
an Aspirations Academy

SEND POLICY

2026-2027

Vision Statement

At Oak Hill Academy, we want our children to fulfil their aspirations and achieve their full potential in both their learning and for their future.

Our aim is to nurture children to become responsible, considerate and resilient members of our society, who will be well-equipped for the increasing challenges of life in our 21st century world.

All members of our Oak Hill family are valued and respected as individuals and belong to our school community.

Our staff are heroes for our children, who care about the whole child and their mental health and wellbeing. They instil a sense of purpose, leadership, the ability to problem-solve and to make responsible decisions.

At Oak Hill, we provide a secure and stimulating environment, which promotes independence, self-esteem, health and wellbeing.

Fun and excitement and curiosity and creativity are at the heart of all we do!

We nurture the whole child, providing opportunities for each individual to discover and develop their unique talents, strengths and abilities.

Our children leave Oak Hill with the confidence to embrace new challenges and have a sense of accomplishment and pride in their achievements.

INSPIRE, IGNITE AND CHALLENGE!



Written by: Assistant Principal for Inclusion and SENCO: Mrs Megan Cronin

Update: September 2026 Review: September 2027

This Special Educational Needs and Disability Policy is a key document to support inclusive practices in our school. The school's Special Educational Needs Coordinator (SENCO) in consultation with the SEND Governor, Senior Leadership Team (SLT), staff and parents of pupils with SEND, created this Policy.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with special educational needs and/or disabilities (SEND) can achieve their full potential and best possible learning outcomes and engage successfully in all aspects of the wider school community

As part of the Governing Body's policy review schedule, this policy will be reviewed annually and read in conjunction with the school's other policies. It should also be read in conjunction with the school's SEN Information Report, which is available on the school website. The next review date for this SEND policy is **September 2027.**

COMPLIANCE

This policy complies with the statutory requirement laid out in the *Special educational needs and disability code of practice: 0 to 25 years* (DfE, 2015):

Special educational needs and disability code of practice: 0 to 25 years

The following documents and guidance were referred to when writing this policy:

The Special Educational Needs and Disability Regulations (DfE 2014)	http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf
The Equality Act 2010 and Schools (DfE 2014)	The Equality Act 2010 and schools May 2014
Schools SEN Information Report Regulations 2014	http://www.legislation.gov.uk/uksi/2014/1530/part/3/crossheading/sen-information-report/made
Statutory Guidance on Supporting pupils at school with medical conditions (DfE 2014)	Supporting pupils at school with medical conditions

Copies of this policy can be found on the schools website: **http://www.oakhill-aspirations.org.** Additional paper copies are available from the school office.

DEFINITIONS OF SEN AND DISABILITY

The Code of Practice (DfE 2014, pp15-16) defines SEND and disability as follows:
Special Educational Needs (SEND)

A child or young person has SEND 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.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is **'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.** This definition provides a relatively low threshold and includes more than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

KEY PERSONNEL

Special Educational Needs and/or Disabilities Coordinator

Our Special Educational Needs Coordinator (SENDCO) takes overall responsibility for overseeing the operation of this policy and coordinating specific provision for pupils receiving SEND support, as set out in paragraphs 6.84-6.94 of the Special Educational Needs and Disability Code of Practice.

Oak Hill's Assistant Principal for Inclusion and SENDCO is Mrs Cronin

They can be contacted through:

Telephone: 020 8890 4560
Email: senco@oakhill-aspirations.org

OTHER KEY PERSONNEL

Role	Person Responsible
Aspirations Academies Trust Safeguarding Lead / Governor	Mrs Mandy Lancy- West London Regional CEO
Designated Safeguarding Leads	Mrs Megan Cronin- Assistant Principal for Inclusion Miss Laura Taylor- Principal Miss Honesty Darkes- Vice Principal Mrs Jane Cooper- Behaviour Learning Mentor
Pupil Premium / LAC Lead	Mrs Megan Cronin- Assistant Principal for Inclusion

Welfare	Mrs Jane Cooper- Senior Welfare Officer
Oak Hill Academy Senior Leadership Team	Miss Laura Taylor- Principal Miss Honesty Darkes- Vice Principal Mrs Megan Cronin- Assistant Principal and SENCO

CLASS TEACHERS

In addition to the above, it is each class teacher's responsibility to:

- Act as the first port of call for parents of children with SEND
- Write Individual Education Plans for each SEND child by the class teacher and review them termly, in conjunction with the child and their parent(s)/guardian(s)
- Be involved in the development of the school's SEND policy
- Ensure they are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND
- Read the children's SEND files and, where possible, act on the recommendations made by the SENCO and/or outside agencies
- Ensure that children with SEND are fully included in the school's planning and assessment cycle
- Provide appropriately differentiated work for each child and ensure that all children in their class, including those with SEND, have the best possible access to a broad and balanced curriculum
- Endeavour to provide an SEND-friendly learning environment
- Be proactive in seeking professional development opportunities to further their knowledge and skills relating to special educational needs.

OAK HILL ACADEMY WEST LONDON

Oak Hill Academy West London (OHAWL) is a 4-form entry junior school, which shares a site with Feltham Hill Infant School. OHAWL converted to academy status in April 2014. The school buildings are on two levels, the latter is accessible via a lift. An outside ramp at the Oak Hill Reception enables disabled access to and from the school. Another outside ramp provides access from one classroom on the ground floor directly onto the car park, as well as disabled access directly onto the playground via the Oak door into the main corridor of the school. There is a large disabled toilet at the end of the Year 3 corridor, another at the end of the year 4 corridor opposite the lift and one in the school dining hall.

SCHOOL AIMS AND IMPLEMENTATION

At OHAWL we believe that all children, regardless of need, are entitled to the best possible educational provision and outcomes. It is our aim that every single one of our children leaves us with increased confidence, resilience and skills to tackle the next stage of their education effectively. This is achieved by providing a curriculum that is balanced and broadly based; it promotes the spiritual, moral, cultural, mental and physical development of all children and prepares them for the opportunities, responsibilities and experiences of later life in modern Britain. At Oak Hill Academy West London (OHAWL), we want our children to fulfil their aspirations and achieve

their full potential in learning and life skills in order to become responsible and confident members of our society.

The school works towards these aims by valuing all members of our OHAWL 'family' as individuals and promoting a sense of belonging. Our skills and talents are nurtured, developed and celebrated. All of our staff are Heroes for our children and instil a sense of leadership and the ability to make responsible decisions.

'The ability to dream about the future, while being inspired in the present to reach those dreams', **Dr. Russel J. Qualia**

OBJECTIVES

It is intended that the OHAWL SEND policy provides a clear framework to ensure that the following objectives are met:

- Oak Hill Academy will operate a "whole pupil, whole school" approach to the management of, and provision for, support for SEND.
- All staff will clearly understand their responsibilities regarding children with SEND, thereby sharing a common vision and understanding.
- Children with SEND will have their needs identified as early and as accurately as possible.
- Wherever possible, all children will have full access to a broad and balanced curriculum, which has been appropriately differentiated to meet their individual needs.
- Children with SEND will enjoy the same expectations regarding their progress as their peers.
- Staff will receive adequate training and support to ensure that they are able to identify, assess and make appropriate provision for children with SEND.
- Parent and pupil voice will be sought and listened to in relation to the school's best efforts to make appropriate provision for children with SEND.
- School will work within the guidance provided in the Code of Practice.

PARTNERSHIP WITH PARENTS/CARERS AND CHILDREN

At Oak Hill, we firmly believe in developing a strong partnership with parents and that this will enable children with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

Early identification of a need is helped with parents and teachers sharing concerns about a child's progress. Often their unique knowledge of their child can help pinpoint areas of strength that can be exploited in planning a learning programme.

Parental co-operation in supporting the school's work and supplementing it at home can make an enormous difference to the child's progress. It gives the child a great sense of security and further aids the development of skills and concepts.

Within the structure of the Code of Practice, the parents are formally invited to come and discuss shared concerns about their child and their child's targets and to set measurable objectives to be achieved in a given time span. Through the whole process, parents/carers are kept informed and progress is reviewed. If it is decided

that the child needs provision in addition to what can normally be provided, parents/carers will be guided through the formal stages of obtaining an Education, Health and Care Plan.

Oak Hill recognise that all children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their progress through the use of layered targets.

We endeavour to fully involve all children by encouraging them to:

- State their views about their education and learning;
- Identify their own needs and learn about learning;
- Share in individual target setting across the curriculum, so that they know what their targets are and why they have them.

CATEGORIES OF NEED

The Code of Practice (paragraphs 6.28-6.35) identifies four broad categories of need, which give an overview of the range of needs that the school plans for (See Appendix A). These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Physical and Sensory

Social, Mental and Emotional Health have replaced the category of Behaviour, Emotional and Social Difficulties, which existed in the 2001 Code of Practice, in recognition of the fact that behavioural difficulties are the result of underlying needs, not needs in and of themselves.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At OHAWL we identify the needs of children by considering the needs of the whole child, which will include not just the child's special educational needs.

The following are not special educational needs but may impact on a child's progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being eligible for the Pupil Premium
- Being a Looked After Child
- Being a child of armed forces personnel.



YEAR 3

On entry to Year 3, all children are assessed in a variety of areas including, phonological awareness, reading (decoding and comprehension), writing and

maths. Where there are indicators of difficulty, some children undergo further assessment, for example, in phonics and/or language.

To support teachers in their assessments, all children will be assessed. This provides a rounded profile of pupil ability to support teachers in providing the right level of challenge and make informed decisions about children's progress.

Throughout their first term at OHAWL teachers work to form an accurate picture of each child's needs, which may or may not include SEND. This is done with reference to:

- Information provided by pupils' previous educational settings, including SEND Support.
- Arrangements made to support children (where SEND difficulties have already been identified).
- Data from the school's Year 3 assessments.
- Information provided by parents.
- Ongoing observation of each child.
- Outside agency reports

Children who join the school other than at the beginning of year 3, or those who begin to give cause for concern during their time with us, are closely monitored by their class teachers and discussed with the SENCO.

SEND SUPPORT - A GRADUATED APPROACH

Quality First Teaching

High-quality teaching in the classroom is the first step in responding to children who may or may not have SEND, teaching that is differentiated for individual children. Additional intervention and support cannot compensate for a lack of high-quality everyday teaching. At OHAWL teachers recognise that they are responsible and accountable for the progress and development of all of the children in their class, including where children access support from teaching assistants or other (sometimes specialist) staff. The school's Senior Leadership Team (SLT) regularly and carefully review the quality of teaching of all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the special educational needs most frequently encountered.

EARLY INTERVENTION

Once SEND difficulties are identified and when possible, parents are contacted and invited to meet with the child's class teacher. This initial meeting is to ensure that the family and the school have a clear and concise picture of any possible barriers to learning or well-being a child might have. In consultation with the parents and children, the class teacher then agrees, the adjustments, interventions and support to be put in place, both at home and at school, as well as the expected impact on progress, development or behaviour. A date is then set for review. This is the start of the ASSESS-PLAN-DO-REVIEW cycle, by which the school ensures that children's needs are met.

SEN PROVISION

WHAT DOES ADDITIONAL SUPPORT MEAN?

SEN Support can take many forms. This could include:

- A special learning programme for the child.
- Additional help from a teacher or classroom assistant.
- Making or changing materials, equipment and resources.
- Working with the child in small groups.
- Observing the child in class or at break and keeping records.
- Supporting a child to take part in class activities.
- Making sure that the child is becoming more confident in their abilities by encouraging them to self-scaffold.
- Support the child in social situations including break time.
- Supporting the child with physical or personal care difficulties, such as: eating, getting around school safely, toileting or dressing.
- Using Zones of Regulations when they need to regulate their emotions.
- Use the nurture room when a movement break or time out of class is required.

SEND REGISTER

If it is deemed that by the time of the first review a child has made little or no progress and their SEND difficulties are significant, discussions with the SENCO and the child's parents will take place. A decision will be made to place the child on the SEND register, which is maintained by the SENCO.

MANAGING PUPIL NEEDS ON THE SEND REGISTER

In consultation with the child and his or her family (individually or separately) the class teacher will review the progress of the child at least termly. The responsibility of these reviews lies with the SENCO and SLT, but it is the core expectation that class teachers hold the responsibility for evidencing progress. Children receiving additional help as a result of their SEND difficulties are regarded as being on *SEND Support* and have an individual education plan (IEP).

There is sometimes the expectation that additional help will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. However, this may not be the most appropriate support. A more appropriate approach might be to provide different learning materials or special equipment, to introduce some group or individual support, to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness or to undertake staff development and training to introduce more effective strategies.

ENGAGING ADDITIONAL SUPPORT / SPECIALIST SERVICES

Where a child continues to make less than expected progress due to SEND, despite the use of evidence-based approach and well matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies. The child may be referred for assessment/advice to Hounslow's school support services (e.g. Educational Psychology, Learning and Language Support, Behaviour Support, Race Equality and Minority Support, Physical and Sensory Support), to Social Care and/or to Health (e.g. Speech and Language Therapy, Occupational Therapy, CAMHS). Once parental consent has been obtained,

referrals are made by the SENCO. However, it must be made clear that each of these agencies operates its own threshold criteria and school has no control over whether or not the agency will accept and act upon referrals; school also has no control over the various services waiting lists.

At any point where a specialist is involved, wherever possible, parents/carers will be involved in the process.

EDUCATION, HEALTH AND CARE PLANS (EHCP)

In a few cases the children with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where children are making inadequate progress given their age, starting point and particular circumstances, it may be appropriate to consider whether an Education, Health and Care Plan (EHCP) is required. This is likely to be the case for children who present with numerous special educational needs of an interrelated and continuing nature and who require more highly specialised and personalised arrangements in order to achieve their outcomes.

Where this is the case the SENCO, in consultation and agreement with parents and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC plan)

Full details of the EHCP process can be found on London Borough of Hounslow's local offer website: https://www.hounslow.gov.uk/send-local-offer

The EHC plan will be reviewed annually. Any additional support offered will continue to be reviewed termly, taking into account the views and contributions of parents, children and external agencies.

MEETING THE NEEDS OF CHILDREN WITH MEDICAL CONDITIONS

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC). The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- produced through collaboration with parents, pupil as appropriate, and health professionals
- shared with all relevant staff
- reviewed at least termly or sooner to reflect changing needs and support

Where a pupil with a medical condition also has a disability or SEND the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, on-going training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of children with medical conditions are set out in a separate policy. OHAWL always uses the information on the DfE's web site regarding medical administration and each pupil is treated as an individual as his or her medical needs are different. https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

CRITERIA FOR EXITING THE SEND REGISTER

When, as part of the review process outlined in 4.3 and 4.4, school and parents agree that a child has made sufficient progress to no longer be considered as having special educational needs, their names will be removed from the SEND register. Their SEND file (including any SEND Support Arrangements) will, however, be retained by the SENCO.

SUPPORTING CHILDREN AND FAMILIES

Admission Arrangements

OHAWL is a school that has a highly inclusive ethos and warmly welcomes applications for places from all children, for whom it is the nearest school, including those with Special Educational Needs or Disabilities (SEND). Further details can be found in the school's admissions policy.

HOUNSLOW'S LOCAL OFFER

The London Borough of Hounslow's local offer can be found on its designated website: https://www.hounslow.gov.uk/send-local-offer this site holds a great deal of information relating to education, health and care services on offer within the local authority area. The links on the page offer access to many documents that outline the county's processes and systems all relating to SEND.

Access Arrangements

The Department of Education publishes guidance for teachers and head teachers each year. This guidance offers advice about making and using arrangements so that children with specific needs can take part in the KS2 tests. Our school fully adheres to the published guidance. Parents may be interested to look at the 2025 key stage 2:access arrangements guidance-seehttps://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements.

Transition Arrangements

Arrangements to support children with SEND moving into the school or moving to a different school. OHAWL is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO.

For children joining the school in any of our classes, the SENCO will make every possible opportunity to seek information about the nature and level of needs for children identified with SEND and the provision that has already been offered to overcome these barriers.

In the summer term of the academic year previous to children's entry to our school, the SENCO, and year 3 teachers gather transfer information from each of our feeder schools, including details of all SEND. Depending on the size and profile of the incoming cohort, the SENCO, Home School Link Worker and members of the year 3 teaching team may visit the feeder schools in order to get a clear picture of the level of need. Where incoming children are known to have significant needs, their parents are also invited to make an appointment, additional to their child's induction interview, with the SENCO and Home School Link Worker. An information meeting is also held each June for the parents of all year 2 children who are transferring to OHAWL in the following September.

For children moving to secondary school or to a different school, the SENCO will make contact with the new school to share relevant information. The SENCO will attend the Transition to Secondary School meetings in the summer term to share information with the relevant Secondary School. Where the child has significant needs or has an EHCP, there will be a formal transition meeting where parents, children, representatives from the new school and other key professionals will meet to ensure there is continuity in the range and level of support offered. If considered necessary children may also attend additional visits to their new secondary school to support a successful transition.

Monitoring and Evaluation of SEND

OHAWL has rigorous monitoring arrangements in place for reviewing and continually improving provision for **all** children. These include formal observations, weekly "drop-ins" by senior staff, work sampling etc. Annual questionnaires for both staff and parents and children are carefully analysed and key findings are explored and acted upon where necessary. The Parents Forum meets termly with the Principal where issues are discussed. The School Parliament also meets regularly, with pupil representatives from every class expressing the views of all children.

Governors have every opportunity to see the work of the school in action; the majority of Regional Board meetings take place during the school day. The designated governor for SEND visits once per term to monitor the provision.

At the end of each term, via our pupil progress meetings, class teachers and SLMT review the impact of the additional provision against expected outcomes for each individual child. A judgement is then made by the SENCO, in collaboration with the teaching teams, as to the effectiveness of the intervention as a whole. If, for example, only 2 out of 6 children receiving a particular intervention made progress, that intervention would not be regarded as being sufficiently effective and alternative provision would be put in place.

TRAINING AND RESOURCES

Training

At OHAWL continued professional development is actively encouraged. When starting at the school all new staff complete an induction programme that includes a meeting with senior leaders and the SENCO. There is a programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the children with a range of SEND within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for children with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individuals or groups of children with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting children with SEND.

The SENCO attends the local authority and academy SENCO briefing sessions to keep abreast of local and national policy and initiatives to enhance SEND provision. He is also an active member of the local cluster network.

Monitoring and Review
The SLT will monitor the effectiveness of this policy on a regular basis. The Principal and Inclusion Manager will report to the governing body on the effectiveness of the policy at least annually and, if necessary, make recommendations for further improvements.

STORING AND MANAGING INFORMATION

The provision made for children with SEND is recorded and kept up-to-date by class teachers via individual class APAP timetables. All SEND documentation is carefully monitored by the SENCO and stored in line with the School's GDPR Policy.

Dealing with Complaints

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the SENCO as required. Should parents feel that the class teacher and SENCO have not adequately dealt with their concerns, they should then contact the Principal. At any point, parents may contact the school's SEND Governor, Mrs Lancy, via the school office. The school's Complaints Policy can be found on the school website; paper copies can be requested via the school office.

Bullying

At OHAWL we have high expectations of behaviour and bullying or other intolerant behaviour is regarded as completely unacceptable. All children participate in Wellness lessons, which aim to develop them socially and emotionally. All children at OHAWL, whether they have SEND needs or not, are encouraged to report any incidents of bullying to any member of school staff whom they feel comfortable talking to. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying. The school's Behaviour Policy is available on request.

APPENDIX A – CATEGORIES OF NEED (as outlined in the Code of Practice, paragraphs 6.28-6.35)

Communication and Interaction

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.

Children and young people who have been diagnosed with Autism Spectrum Condition (ASC) 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 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.

Social, Emotional and Mental Health Difficulties

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.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other children. The Department for Education publishes guidance on managing children's mental health and behaviour difficulties in schools.

Sensory and/or Physical Needs

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.

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 SENCO attends the local authority and academy SENCO briefing sessions to keep abreast of local and national policy and initiatives to enhance SEND provision. She is also an active member of the local SEND cluster network and mainstream inclusion partnership.

This policy should be read alongside the Mental Health and Wellbeing Policy.