

Special Educational Needs and Disabilities Policy

Approved by:	Governing Body	**Date:**	October 2026
Last reviewed on:	October 2026		
Next review due by:	September 2027		

In adherence with the Local Authority, Linton Primary School has a duty to ensure appropriate educational special provision is provided to a learner with a special educational need and/or disability (SEND) if they have a learning difficulty or disability. Wherever possible, the needs of those learners identified with SEND are met in mainstream schools, which are inclusive, with the learner at the centre of their education.
The school uses its best endeavours to secure the special educational provision called for by pupils' SEN (Children and Families Act 2014, section 66). It also fulfils the Equality Act 2010 duties to make reasonable adjustments, avoid disability discrimination and consider the public sector equality duty. This policy should be read alongside the annually updated SEN Information Report, Accessibility Plan and the local authority's Local Offer.

Linton Primary's Statement of Intent

At Linton Primary School we are 'intentionally inclusive'. Every learner is unique; we celebrate diversity and interests, aiming to make a positive difference to enable everyone to fulfil their potential at Linton, and beyond, into adulthood. The individuality of every learner is valued and celebrated regardless of race, culture or religious beliefs, or abilities or needs. Staff are committed to providing a broad, balanced and aspirational curriculum, where learners have access to the right support with barriers to learning removed to meet the individual needs of all our learners. Staff work closely with professionals from education, health and care services, and with the learners themselves and their parents/carers to ensure they are central to any decision-making, thereby nurturing successful citizens of the future.

Linton Primary School now offers two Specialist Support Bases (SSB). Admissions, placement, curriculum access, reintegration and transition arrangements will be agreed with Northumberland Local Authority and reviewed on an individual basis.
Placement within one of our bases does not remove the school's SEND, safeguarding, equality or EHCP duties.
Transitions will be planned early and co-produced with pupils (where appropriate), families and receiving settings. For pupils with EHCPs, statutory transfer review deadlines must be met by the local authority, and Linton Primary School will supply information promptly. Transition planning will include reasonable adjustments, accessible communication, sensory and emotional regulation needs, and continuity of specified provision.
All staff at Linton Primary will follow the current Keeping Children Safe in Education and school Child Protection and Safeguarding policy. Additional communication needs, intimate care, transport, peer relationships, online safety and behaviour that may communicate distress must be considered in individual safeguarding arrangements; staff must not attribute signs of abuse automatically to disability or SEND.

Our Specialist Support Bases provide bespoke support for children of primary age, who, due to SEMH needs and/or communication and interaction difficulties, find larger classes too challenging. Children are taught in small classes and in an environment developed to support their learning. Staff in the SSB are aspirational and ensure that the curriculum offer is personalised, broad and balanced, and responsive to their individual needs. Children access mainstream lessons, Forest School and whole school events, when appropriate, as the base is very much part of Linton life.

This SEND Policy outlines the framework for the School to meet its duty, obligation and principal equality values to provide a high-quality education. Through quality-first teaching, Linton aims to remove potential barriers to all its learners, including those with SEND, providing the right support through Ordinarily Available Provision (OAP)* , at the right time to meet the needs of learners. This will enable learners to fulfil their potential and thrive, leading happy, healthy and productive adult lives.

- The term Ordinarily Available Provision comes from the Code of Practice (DfE, 2015) and refers to the support that mainstream schools or settings should be able to provide for a child or young person through their internal funding and resource arrangements.

Through successful implementation of this policy, the School aims to continue to:

- promote inclusion;
- eliminate discrimination;
- promote equal opportunities; and
- foster good relationships between learners with and without SEND.

We will:

- identify learners' needs as early as possible;
- collaborate with the Local Authority, health and social care services (external professionals/specialists) to provide high-quality support to meet the needs of learners, including those with SEND;
- involve learners and parents/carers in decision-making to give them greater choice and control over support, and informing them of their child's progress;
- create an environment where learners feel safe and listened to;
- provide inclusive quality-first teaching for all learners so that staff understand everyday support and adaptations, effectively utilising and adapting support and resources, and funding where agreed upon, through OAP; and prepare learners for adulthood, independent living and employment.

Definition of SEND

For children of compulsory school age, the statutory definition is a learning difficulty or disability which calls for special educational provision. A child has a learning difficulty or disability if they have significantly greater difficulty in learning than most others of the same age, or a disability which prevents or hinders use of facilities of a kind generally provided for others of the same age in mainstream schools. For children below compulsory school age, the definition in section 20 of the Children and Families Act 2014 applies. A diagnosis is not a prerequisite for SEN Support.

The Code of Practice (2015) notes that a learner is defined as having SEND if they have:

- a significantly greater difficulty in learning than most others of the same age;

and/or

- a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act (2010), a disability is a physical or mental impairment which has a long-term (at least 12 months) and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The Code of Practice identifies four broad areas of need:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties; and
- Sensory and/or physical needs.

Roles and Responsibilities
The governing body and headteacher must ensure there is a designated SENCO who meets applicable statutory qualification and role requirements; confirm current postholders and contact details before approval. Governors should monitor provision, accessibility, pupil outcomes and the publication of the SEN Information Report. The class teacher retains day-to-day responsibility for progress and provision, including when teaching assistants or specialists deliver support.

The designated staff in school are as follows.

Carrie Hodgson: Headteacher, Designated Safeguarding Lead (DSL), responsible for Looked After Children (LAC), responsible for Pupil Premium, Mental Health Lead
carrie.hodgson@linton.northumberland.sch.uk

Kirstie Reynolds, Assistant Headteacher, Deputy Designated Safeguarding Lead (DDSL), SENCo with responsibility for leadership of Early Years and Key Stage One.
Kirstie.reynolds@linton.northumberland.sch.uk

Andrew Preston, Senior Teacher, Deputy Designated Safeguarding Lead (DDSL), SENCo with responsibility for leadership of Key Stage Two.
Andrew.preston@linton.northumberland.sch.uk

Anne Wheat: Governor responsible for SEND
admin@linton.northumberland.sch.uk

Specific Responsibilities

Linton Primary School must use its best endeavours to deliver special educational provision specified in section F of an EHCP and work with the local authority, which has the statutory duty to secure that provision under section 42 of the Children and Families Act 2014. EHCPs must be reviewed at least every 12 months; for children under five, reviews should be considered every six months. Linton Primary School will cooperate fully with the local authority's review process, including transfer-phase planning and sharing evidence of progress and provision.

The SENCOs is responsible for:
- working alongside teachers to liaise with parents/carers of learners with SEND (both those with and without an Education, Health and Care Plan (EHCP)), keeping them. informed about the provision being made, progress and, when required, ensuring a planned and smooth transition between phases;
- liaising with other professionals such as early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies as required to ensure an integrated (multi-agency) approach;
- supporting teachers in the assessment of a learner's strengths and weaknesses, and advising on effective implementation of support as recommended by other professionals;
- co-ordinating provision made to support SEND learners, advising on the graduated approach;
- providing support and organising relevant training and Continuing Professional Development (CPD) for staff so they are able to deliver the necessary programmes and targeted interventions; and
- collaborating with the Governing Body and Headteacher on the provision for SEND to ensure that Linton meets its responsibilities under the Equality Act (2010) and determining the strategic development of the SEND provision in the School.

Teachers are responsible and accountable for adapting teaching to respond to the strengths and needs of all learners (Teachers' Standards, 2012). This includes, but is not limited to:
- planning and reviewing support for learners identified with SEND in collaboration

with parents, the SENCO and, where appropriate, the learner;
- setting high expectations for every learner, aiming to teach a full curriculum whatever a learner's prior progress;
- planning lessons to address potential areas of difficulty to ensure that there are no barriers to every learner achieving their potential;
- being accountable for the progress and development of the learners in their class;

and

- being aware of the needs, support provided and outcomes sought to SEND learners.

Identifying and Responding to SEND

In accordance with Code of Practice (2015), there should be no delay in identifying and responding to SEND. Early identification and effective provision improve long-term outcomes for learners and helps them prepare for adulthood. Central to SEND at Linton is inclusive, quality-first teaching. Identifying, assessing, planning and reviewing is part of quality-first teaching, where learners can access provision to aid their development and progress.

Early Years learners with SEND

Within the early years, provision provided follows the Early Years Foundation Stage framework, providing learners with the support and care required to make the best start in life. The progress and development of learners is continually assessed. Any delay in learning and/or development in a learner, may or may not indicate a learner has SEND 4 . Staff at Linton recognise emerging difficulties learners may experience and respond early as its early identification and any subsequent action is essential to future progress and improved outcomes.

Initial Concerns

Support and reasonable adjustments will not be withheld pending a diagnosis, completion of Assess–Plan–Do–Review cycles (Graduated Approach) or an external assessment. Where SEN is identified, parents must be formally informed and involved in planning. Linton Primary School will consult with parents of pupils receiving SEN Support at least three times each year, with pupil views sought in accessible ways (SEND Code of Practice, paragraph 6.65).

To secure the best outcomes for learners, a range of information is used to identify whether a learner requires additional support: staff, parents/carers or the learner (if appropriate) can raise initial concerns regarding progress or wider needs such as social, emotional and/or wellbeing;
screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills;
whole school tracking of outcomes indicates lack of expected rate of progress; and
observation of the learner indicates that they have additional needs.
These concerns are noted on an Initial Concerns document developed with the support of the person/persons raising the concern, the class teacher, phase leader and/or the Special Education Needs Coordinator (SENCO).
Collaboration, communication and co-production are central to SEND. A period of monitoring and reviewing commences - two cycles of Assess, Plan, Do, Review (ADPR – Graduated Approach). These will be used as a monitoring and supportive approach but will not be treated as a mandatory waiting period activity before identifying SEN, requesting specialist advice or considering an EHC Needs Assessment.
The length of a cycle will be pre-determined and agreed by staff, parents/carers and other professionals (when involved). This process includes an analysis of the learner's progress (against school and national data) and personalised provision through targeted support and/or intervention is planned for and delivered in school. Following this, the Initial Concerns document is reviewed with relevant staff, parents/carers and the learner (if appropriate) and it may be agreed that no further personalised provision through support/intervention is required.

* Learners are not supported by individual members of staff as we aim to promote independence, not reliance. All support will be determined by individual needs and any legally specified EHCP provision. Promoting independence will not be used to refuse or limit dedicated adult support where

necessary; the deployment of staff will under ongoing review to balance safety, access, outcomes and independence.
* Learners with SEND do not have a named person who supports them throughout the day.
* The Code of Practice notes that a delay in learning and development or difficult or withdrawn behaviour in the early years does not necessarily indicate that a learner has SEND.

Alternatively, the learner may continue to make less than expected progress with concerns ongoing, or require long-term support/intervention/reasonable adjustments for their needs, despite personalised provision as noted on the Initial Concerns document. In these instances, the School will continue monitoring and reviewing through:
a Personalised Support Plan (PSP), or
a Passport, if the learner is identified as having SEND 6 (using the definition of SEND from

In addition to a Passport, for learners in the Early Years, staff also record information about a learner's progress using the Local Authority's School Readiness Passport.

The following are not SEND but may impact on progress and attainment:
attendance and punctuality;
health and welfare;
English as an Additional Language (EAL);
qualification for Pupil Premium (PP);

The Code of Practice above) and is placed on the School SEND register.
The PSP and Passport aim: first, to remove barriers to learning; second, to put in place an effective provision through Ordinarily Available Provision to support the learner to make good progress; and third, enables staff to monitor the effectiveness of support and interventions on a learner's progress.
Each PSP and Passport is developed through a dialogue with the learner, parents/carers, teachers, teaching assistants and other professionals (when involved), and identifies features of additional support and/or access arrangements provided to meet a learner's needs.

SEND Support
Where a learner is identified with SEND, we work in partnership with parents/carers, who are encouraged to share their knowledge of the learner and him/herself to give all parties involved the confidence that their views and contributions are valued and will be acted upon. Linton Primary School may also seek more specialist advice or guidance beyond what is offered from Northumberland County Council's Inclusive Education Services. We work together in partnership with all those involved, keeping the learner at the centre of the process thereby supporting best possible outcomes. Successful involvement from all those involved leads to a successful partnership.
For those learners who arrive at Linton Primary School and are already identified with SEND, the class teacher and/or SENCO will liaise with the previous school, nursery or setting to develop a Passport to ensure a smooth transition and continuity of provision.

The Graduated Approach
The graduated approach is Assess, Plan, Do, Review (APDR). Reviews should record identified needs, pupil and parent views, measurable outcomes, provision, impact and next steps. SEN Support is needs-led and should be adjusted promptly where evidence indicates that current provision is insufficient.
As outlined in the Code of Practice, Linton Primary School follows the graduated approach of a four part cycle (APDR) where decisions and actions are revisited, refined and revised which are
being a Looked After Child (LAC);
being a child of service personnel; or
behaviour (any concerns relating to a child's behaviour may be due to an underlying response to a particular need which should be investigated).
Linton Primary School welcomes learners with known SEND, as well as identifying and providing for those not previously identified as having SEND noted on the learner's PSP or Passport. This approach is embedded in whole school practice
For all learners; every teacher is responsible for adapting teaching to respond to the

strengths and needs of all learners (Teachers' Standards, 2012).
The graduated approach
enables staff to develop an understanding of what a learner's needs are and what support should be put in place to reduce/remove barriers so that they can make good progress.
In summary, the graduated approach following the APDR model is:

- Assess: identify a learner as needing SEND support. The class teacher, SENCO, learner (if appropriate) and the learner's parents/carers will assess and establish the learner's needs. This assessment draws on the teacher's assessment and experience of the learner, their previous progress, and any other information such as behaviour, views of parents/carers and the learner him/herself and advice from specialists.
- Plan: after discussions with parents/carers, support and intervention will be put in place with expected impact on progress, development and behaviour identified with a clear date for review. All staff who work with the learner are made aware of their needs, the outcomes sought, the support and intervention provided and any teaching strategies or approaches required. This is recorded on the PSP or Passport which also notes APDR cycles to support the learner's needs.
- Do: the class teacher is responsible for working with the learner on a daily basis and assessing the impact of support and intervention and how these can be linked to classroom teaching. The SENCO oversees the implementation of interventions and further assessments of the learner's strengths and weaknesses, advising on effective implementation of support.
- Review: the effectiveness, impact and quality of the support and intervention is reviewed regularly, by staff who teach the learner, to ensure they are matched to the learner's need and that barriers to learning are overcome. This feeds back into the analysis of the learner's needs. Support and outcomes are revised in light of the learner's progress and development, and any necessary revisions/amendments are made to the PSP or Passport. Parents/carers are provided with clear information about the impact of the support and interventions provided, enabling them to be involved in planning the next steps.

Consideration of Statutory Assessment (COSA)
An EHC needs assessment may be requested by parents, a young person over compulsory school age or the school; the local authority decides whether the statutory test in section 36(8) of the Children and Families Act 2014 is met. A fixed number of support cycles, diagnosis, or exhaustion of a school's notional £6,000 SEN funding is not a legal prerequisite. The local authority normally has six weeks to decide whether to assess and, subject to statutory exceptions, the overall process to issue a final EHCP should take no more than 20 weeks. Parents must be informed of relevant appeal and mediation rights by the local authority.

Appendix 2 shows a flowchart of this Graduated Approach. For further information see:
https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/ChildFamilies/SEND/Final-GA--po9Parents-June-2018-2.pdf

If a learner has been receiving SEND Support and progress is still not being made or the learner is showing a level of SEND that cannot be reasonably resourced by the School, then the School, in consultation with parents/carers (or learner), can request that the Local Authority carries out an Education, Health and Care needs assessment. This request is a Consideration of Statutory Assessment (COSA) which collates information such as:
difficulties the learner is experiencing;

How Linton Primary School supports the learner and its impact
Any supporting evidence (PSP, Passport, reports from other professionals); and
parent/carer/learner's views.
COSA forms are submitted to Northumberland County Council's SEND Commissioning Panel.
If the application is unsuccessful, the School will consider and implement any recommendations of feedback from the SEND Commissioning Panel on the Passport about how the learner's targets can be met through the School's existing provision.
If the application is successful, parents/carers are informed and the process explained. A proposed support plan is drawn up by a named caseworker and everyone involved is asked

for their views. The amended proposed support plan is discussed again at the SEND Commissioning Panel and a decision is then made whether an EHCP needs to be issued. 10
Education, Health and Care Plan (EHCP)
An EHCP helps to, … raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions (Code of Practice, 2015).
If an EHCP is issued, the documentation states the kind of support that the learner needs and how that support will be provided. Parents/carers and learners will be involved in discussions about how the School can best implement the plan's provisions to help the learner thrive in their education, and will discern the expected impact of the provision on the learner's progress.
The EHCP is a legal document that identifies the learner's specific needs, where they will receive their education, and additional support required to help them learn. The EHCP is reviewed yearly (or bi-annually if the learner is in the Early Years Foundation Stage) and
Currently, a notional budget of up to £6,000 per learner, within the School's overall budget, is allocated towards the costs of providing provision for learners with SEND. This fulfils the School's duty to use its 'best
endeavours' to secure special educational provision for learners with SEND.
(Clarification: the £6,000 figure is a funding convention, not a cap on the school's statutory duties or an eligibility threshold for EHC assessment.)

For further information see:
https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-
draft-Mainstream-School-Local-Offer-June-2018-1.pdf

The EHCP review involves parents/carers, professionals and (if appropriate) the learner. These meetings (usually held in school) outline the individual/small group support needed. It has long- and short-term goals that outline provision for a learner's needs to secure the best possible outcomes to prepare them for adulthood.

Safeguarding
Learners with SEND are at a greater risk of abuse and maltreatment. At Linton Primary School, staff are aware of learners identified with SEND who may:
have the potential to be disproportionately impacted by behaviours such as bullying;
face additional risks online, e.g. from online bullying, grooming and radicalisation; or
be at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.
Furthermore, staff are aware that there are additional barriers to recognising abuse and neglect in this group of learners. These barriers include, though are not limited to:
assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the learner's condition without further exploration;
these learners being more prone to peer group isolation or bullying (including prejudice-based bullying) than other learners;
the potential for learners with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in managing or reporting these challenges.
The Headteacher and governing board will ensure that the School's Child Protection and Safeguarding Policy recognise that additional barriers can exist when identifying abuse.
Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the Designated Safeguarding Lead in collaboration with the SENCO.

Transition
We recognise transition can be difficult for a learner with SEND and we take steps to ensure that transition between stages of learning and into adulthood is as smooth as possible by:
ensuring everybody works together to support the transition: learner,

parents/carers, school staff, outside professionals;
sharing all information, such as a learner's PSP, Passport and/or any reports from outside professionals, necessary to support the learner; and
sharing detailed information about a learner with all relevant staff at transition points.

At Linton Primary School, we will ensure that learners are supported to make a smooth transition to higher education, by engaging with secondary schools, as necessary, to help plan for any transitions and to ensure learners are supported successfully in preparation for adulthood.

Staff Development
Linton Primary School is committed to providing regular training for staff development. SEND is a frequent part of this training with staff having accredited qualifications in a range of SEND areas. Regular monitoring, reviewing and development of staff's understanding of SEND, and strategies used to support learners with SEND, underpins our commitment to providing for all learners.

Promoting mental health and wellbeing
At Linton Primary School we promote resilience, confidence and the ability to learn in subjects across the curriculum, encouraging positive behaviour, social development and high self-esteem. Staff in the School are trained to encourage and support pupils suffering with Social, Emotional and Mental Health (SEMH) difficulties.
When in-school support and/or intervention is not appropriate, referrals to external professionals will be submitted.
The School will continue to support the learner as best it can, following all advice and recommendations given.
For learners with more complex problems, additional in-school support will include:

- supporting the learner's teacher, to help them understand and support the learner's behaviour;
- providing professional mental health recommendations, e.g. regarding websites for further support;
- individual work with the learner delivered by mental health specialists;
- an Individual Health Plan (all schools must comply with the statutory duty of caring for pupils with medical needs); and
- family support and/or therapy upon the recommendation of mental health professionals.

If you have any concerns, please let us know. We want to work with you in the best interests of your child. If after discussion you are unhappy, you can complain, following the school's agreed complaints procedures.
Initially an attempt will be made to resolve a complaint about SEND provision at school level. The procedure is that the class teacher/phase leader/SENCO attempts to resolve matters, then, if required, the Headteacher/Chair of Governors becomes involved. For further information, please refer to the School's Complaints Procedure.

Legal Framework

This policy has due regard to all relevant legislation laid out in the SEND Code of Practice 0-25 (2015), including, but not limited to, the following documentation:
Legislation

- Children and Families Act 2014
- Equality Act 2010
- Education Act 1996
- Education Act 2002
- Children Act 1989
- Children Act 2004
- Special Educational Needs and Disability Regulations 2014, as amended
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)

Statutory guidance

- DfE and Department of Health (2015) – Special Educational Needs and Disability Code of Practice: 0 to 25 years
- DfE (2026) – Keeping Children Safe in Education
- DfE (2026) – Working Together to Safeguard Children
- DfE – Supporting Pupils at School with Medical Conditions (statutory guidance)
- DfE – Statutory Framework for the Early Years Foundation Stage, where applicable

Additional guidance

- Current Department for Education guidance on mental health and behaviour in schools
- Northumberland County Council SEND guidance, including the Local Offer and ordinarily available provision arrangements

The school will review this policy in response to changes in legislation, statutory guidance or school provision, and in accordance with the school's agreed policy review cycle.

This SEND Policy reflects the Department for Education, SEND Code of Practice: 0-25 years
The SEN Information Report must be published on the school website and updated at least annually, including SEN provision, accessibility and arrangements for involving pupils and families. The school's Accessibility Plan must be maintained and reviewed under the Equality Act 2010. The governing body will approve this policy in accordance with its scheme of delegation and record its approval date; names and role-holders should be verified at each review.

The SEND Policy is reviewed by the Headteacher (Carrie Hodgson), in conjunction with Kirstie Reynolds and Andrew Preston (SENCOs) and in consultation with the governing board. Any changes will be communicated to all members of staff who are required to familiarise themselves with the policy as part of their induction programme.

Appendix 1: Broad areas of need (Code of Practice, 2015)
Communication and interaction
6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Cognition and learning
6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties (SEMH)
6.32 Children and young people may experience a wide range of social and emotional

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

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

6.34

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

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

Appendix 2

Key
EY – Early Years
QFT – Quality-First Teaching
CYP – Children and Young Person
EHA – Early Health Assessment

Headteacher:	C Hodgson
Date:	September 2026
Chair of Governors:	J Brown
Date:	October 2026