



Special Educational Needs and Disability Policy

Approved by Governing Body on: 1st March 2023

Review Date: Spring Term 2024

BARLEY LANE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Introduction

Our guiding principle is one of Inclusion and we aim to provide high quality teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

This SEND policy details how we ensure that the needs of all our pupils with special educational needs are met.

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice 2015. This policy conforms with the requirements for publishing the SEND Information Report as set out in Chapter 6 of the SEND Code of Practice.

Further information on Model School Arrangements for supporting pupils with SEND can also be found in the school's Local Offer which can be accessed via the FIND website: <http://find.redbridge.gov.uk> Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parent/carers on SEND services available within Redbridge and neighbouring boroughs.

Principles

- We value all children in our school as individuals.
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils. SEND is seen as a whole staff responsibility
- Additional intervention and support cannot compensate for high quality teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

Aims

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through high quality Teaching high quality teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.

- To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Definition of 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 educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institution.

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The needs of these pupils are explained in our Ethnic Minority Achievement/English as an Additional Language policy.

Identification and assessment of pupils with special educational needs

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore, we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through high quality teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional, practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENCO to assess whether the child has SEND. The SENCO will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good

understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Special educational needs can be categorised under four broad areas:

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

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.

SEND Support

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support. High quality teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four-part cycle of 'assess–plan–do–review' as recommended in the SEND Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

Some pupils will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEND pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

Education, Health and Care Plans

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

How Barley Lane Primary School adapts the curriculum and learning environment for pupils with SEND

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCO, outreach teachers and professionals from other external agencies for advice as needed. E.g. SEATSS Specialist Education and Training Support Service provide support to children and their teachers.

Additional support for learning available to pupils with SEND

The SENCO ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school.

Some interventions are delivered by trained Learning and Teaching Assistants (LTAs) under the direction of the teacher and/or the SENCO. We also have a part time SEN teacher who supports teachers with early identification of children with SEND in the early years. Other interventions are delivered by teachers. The school-based speech and language therapist works closely with school staff to ensure that we address the needs of our pupils with language and communication needs effectively.

Some pupils are supported in class for part of the school day by a LTA, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. LTAs understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

Support for pupils with social, emotional and mental health difficulties

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate. Barley Lane Primary School has a Pastoral Support Manager who works closely with LTAs and teachers advising on strategies and modelling best practice interventions. Within the pastoral team we have 2 ELSAs, Emotional Literacy Support Assistants, to support children with gaps in their emotional and social development.

Specialist provision, equipment and facilities

If a child needs specialist equipment due to physical or medical needs, the SENCO will liaise with the relevant professionals to secure the equipment needed and any training for staff. e.g. physiotherapy, occupational therapy, SEATSS Outreach, SERC.

The school has disabled toilets all located on the ground level and has one room that can be used to address children's medical needs e.g. physiotherapy and/or injections that need to be given.

How Barley Lane Primary School evaluates the effectiveness of its provision for pupils with SEND

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of education offered to children with SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually and the Governing Body will report on the implementation of the policy annually.

How Barley Lane Primary School assesses and reviews the progress of pupils with SEND

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND. Pupil progress conferences are held termly, attended by the parent, class teacher and SENCO, at which action is planned to address any lack of progress identified.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of SEND pupils in relation to the outcomes in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Individual Education Plan. These shorter-term targets are reviewed at least termly. We involve the child and family fully in the planning and review process.

The SEND register and Record Keeping Arrangements

The SENCO maintain a central electronic register that details all children who have been identified as having SEND. This register is updated on an on going basis and details any external agencies the child is working with or has worked with in the past. Every class has an electronic file on the shared drive. These folders have specific sections for each child in that class who has SEND support or an EHC Plan. The IEPs (Individual Education Plan) belonging to the children can be found within these pages. Where appropriate, these are annotated each time an adult works with a child on their IEP target. These are working documents and changes can be made as appropriate. Additionally informal notes are kept on each child, along with any external reports and copies of samples of work the teacher or additional adults feel are of significant importance with regard to monitoring the child's progress. Electronic SEND records for reach child are maintained by the school and the school's own internal electronic network. At such a time when the child leaves our school, these records are then passed onto the transfer school via secure email.

Admissions

Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

Roles and responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. However, some key individuals and groups have particular areas of responsibility:

Governing Body

- to ensure that the necessary provision is made for any pupil who has special educational needs
- to consult the local authority and the governing bodies of other schools when it is in the interests of co-ordinated special educational provision in the area as a whole
- to ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- to ensure that pupils' needs are made known to all who are likely to teach them
- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- to review the SEND policy annually with the SENCO and to report annually on the allocation of available resources and the success of the policy in meeting
- to appoint a member of the Governing Body to have special responsibility for SEND within the school who will meet regularly with the SENCO and conduct visits to the school on a planned programme.

The Headteacher – Mr Michael Henry

- to manage all aspects of the school's work, including provision for pupils with SEND
- to keep the governing body fully informed
- to work closely with the school's SENCO
- to seek out and share best practice with the LA and other schools

The Special Educational Needs Co-ordinator – Mrs Sabrina Pierson

Mrs Sabrina Pierson is in school full time. Her key responsibilities include:

- to work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND
- to oversee the day-to-day operation of the school's SEND policy
- to coordinate and develop high quality provision to meet the needs of pupils with SEND
- to work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND
- to liaise with the relevant Designated Teacher where looked after pupils has SEND
- to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that pupils make smooth transitions between school placements

- to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of pupils with SEND in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- to ensure that the records of pupils with SEND are maintained and kept up to date
- to support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs
- to coordinate the effective deployment of Learning & Teaching Assistants, providing support and training as needed
- to contribute to the in-service professional development of staff in relation to SEND

Teachers

- to provide quality first teaching for all the pupils in their class
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers
- to work with the SENCO to monitor the effectiveness of interventions and the progress made by pupils with SEND

Learning and Teaching Assistants

- to support pupils with their learning under the direction of the class teacher and/or the SENCO, implementing strategies recommended by the teacher, SENCO or professionals from external agencies
- to develop the independence of the pupils with whom they work
- to provide feedback to the teacher and/or the SENCO on the progress of the pupils with whom they work to inform planning and review

Arrangements for training and staff development

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support is given to Early Career Teachers and other new members of staff.

Arrangements for partnership with parents

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns, their first port of call should be the class teacher.

Parents of any pupil identified with SEND may contact the Parents in Partnership Service of Redbridge for independent support and advice on 0208 708 8922 or email rias@redbridge.gov.uk

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views.

Storing and managing information

See School's Data Protection Policy, available on the school website.

Links with other mainstream schools and special schools

Advanced planning for pupils in Year 5 and Year 6 is essential to allow a smooth transition to secondary school. The SENCO will liaise with the SENCO of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Barley Lane Primary School has good links with local special schools through the outreach services.

Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENCO works closely with the Educational Psychologist assigned to the school and meets at the beginning of each term to prioritise visits in the school for the term.

Other agencies and outreach services that the school works with include:

- SEATSS Specialist Education and Training Support Service

- Speech and language therapy service
- Occupational therapy service
- Physiotherapy service
- CAMHS (Child and Adolescent Mental Health Service), now known as 'EWMHS' (Emotional Wellbeing & Mental Health Service)

- Redbridge Child Development Centre
- Virtual School for Children Looked After
- Social Care Services

Complaints procedures

The schools' complaint procedures are set out in the school Complaints Policy, available on the website.

If you have a query or complaint regarding your child and their special educational need, please initially talk to the class teacher and then the year group leader. This query will then be discussed and resolved or passed on to the SENCO. If you feel this issue has not been dealt with sufficiently or you still need further advice, please inform the Headteacher or Governing Body.

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

Barley Lane Primary School's Local Offer

Further information on Model School's arrangements for supporting pupils with SEND can be found in the school's Local Offer which can be accessed via the FIND website: <https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=1>. Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighbouring boroughs.

Legislation and guidance relevant to this policy

Children and Families Act 2014, Part 3
 SEND code of practice: 0 to 25 years 2015
 Early years: guide to the 0 to 25 SEND code of practice 2014
 Equality Act 2010
 Education Act 2011

Related school policies

Equality Information and Objectives Policy
 Accessibility Plan
 Supporting Children with Medical Conditions Policy
 Health and Safety Policy
 First Aid Policy

Appendix 1 SEND Classifications

SEND Classifications at Barley lane Primary School, we work collaboratively with external experts' to ensure that children's SEND is diagnosed accurately. We only record a child has having a specific type of learning need, once this has been verified by an expert in the relevant field.

A. COGNITION AND LEARNING NEEDS

Specific Learning Difficulty (SpLD)

Specific learning difficulties is an umbrella term which indicates that pupils display differences across their learning. Pupils with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with short-term memory, with organisational skills and with co-ordination. Pupils with SpLD cover the whole ability range and the severity of their impairment varies widely.

Specific learning difficulties include:

Dyslexia

Pupils with dyslexia may learn readily in some areas of the curriculum but have a marked and persistent difficulty in acquiring accuracy or fluency in learning to read, write and spell. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Dyscalculia

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Dyspraxia

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position.

Moderate Learning Difficulty (MLD)

Pupils with moderate learning difficulties will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self esteem, low levels of concentration and under-developed social skills.

Severe Learning Difficulty (SLD)

Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills. Their attainments may be within the pre key stage standards (1-6) for much of their school careers (that is below level 1 of the National Curriculum).

B. SOCIAL, MENTAL AND EMOTIONAL HEALTH DIFFICULTIES

Social, Emotional and Mental Health Difficulties

Pupils with behavioural, emotional and social difficulties cover the full range of ability and a continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum. They may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, have immature social skills or present challenging behaviours.

Pupils with a range of difficulties, including emotional disorders such as depression and eating disorders; conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's, should be recorded as SEMH if additional or different educational arrangements are being made to support them. Where the only additional provision is routine medicine, pupils should not be recorded as having SEND.

C. COMMUNICATION AND INTERACTION NEEDS

Speech, Language and Communication Needs (SLCN)

Pupils with speech, language and communication needs cover the whole ability range. Pupils with SLCN may have difficulty in understanding and/or making others understand information conveyed through spoken language. Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible. Pupils with language impairments find it hard to understand and/or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say.

Please note that pupils whose first language is not English should not be recorded as SLCN unless they also have a special educational need in this area.

Autistic Spectrum Disorder (ASD)

Pupils with autistic spectrum disorder cover the full range of ability and the severity of their impairment varies widely. Some pupils may also have learning disabilities or other difficulties, making identification difficult. ASD recognises that there are a number of sub-groups within the spectrum of autism.

Pupils with ASD find it difficult to:

- understand and use non-verbal and verbal communication
- understand social behaviour - which affects their ability to interact with children and adults
- think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities
- these pupils share the same impairments but have higher intellectual abilities although their language development is different from other pupils with autism
- process sensory information

D. SENSORY AND/OR PHYSICAL NEEDS

Visual Impairment (VI)

Visual impairment refers to a range of difficulties from partial sight through to blindness. Pupils with visual impairments cover the whole ability range. For educational purposes, a pupil is considered to be VI if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum. There is support from vision impairment services from specialist teachers.

Hearing Impairment (HI)

Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum. Staff are deaf aware and have the support of teachers of the deaf through the outreach service.

Multi-Sensory Impairment (MSI)

Pupils should only be recorded as MSI if it is the pupil's primary or secondary SEND and they have had an appropriate assessment. Pupils with multi-Sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deaf blind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities. Pupils should only be recorded as MSI if their Sensory impairment is their greatest need.

Physical Disability (PD)

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. Similarly, a medical diagnosis does not necessarily mean that a pupil has SEND. It depends on the impact the condition has on their educational needs. (See SEND Code of Practice, chapter 7).

There are a number of medical conditions associated with physical disability, which can impact on mobility, such as cerebral palsy, spina bifida and muscular dystrophy. Pupils with physical disabilities may also have associated Sensory impairments, neurological problems or learning difficulties. The school makes reasonable adjustments to remove all barriers to learning and to ensure support for all areas of need.