

BRENTSIDE HIGH SCHOOL

LEARNING AND ACHIEVING TOGETHER

Special Educational Needs and Disabilities (SEND) Policy

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1. Aims and Objectives

Our Special Educational Needs and Disabilities (SEND) policy aims to:

Make sure our school fully implements national legislation and guidance regarding students with SEND.

Brentside High School will:

- Support and make provision for students with SEND.
- Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND.
- Help students with SEND fulfil their aspirations and achieve their best.
- Help students with SEND become confident individuals living fulfilling lives.
- Help students with SEND make a successful transition into adulthood.
- Communicate with, and involve, students with SEND and their parents/carers in discussions and decisions about support and provision for the student.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.
- Make sure the SEND policy is understood and implemented consistently by all staff.

2. Vision and Values

At Brentside High School, we value every student equally and will give all students access to a broad and balanced curriculum promoting their intellectual, cultural, aesthetic, moral, spiritual and physical development. We are committed to making sure all our students have the chance to thrive and support them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied.

3. Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND.
- The [Special Educational Needs and Disability Regulations 2014](#), which sets out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report.
- The [Equality Act 2010](#) (Section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities.

- The [Public Sector Equality Duty](#) (Section 149 of the Equality Act 2010), which sets out the schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The [School governance regulations](#) which sets out governors' responsibilities for students with SEND.
- The School Admissions Code, which sets out the school's obligation to admit all students whose EHC plan names the school, and its duty to not disadvantage unfairly children with a disability or with SEND.

4. Inclusion and Equal Opportunities

At our school, we strive to create an inclusive teaching environment offering all students, no matter their needs, a broad, balanced, and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

A partnership should operate between school and parents/carers, in which the experience and insight of parents/carers are valued by Brentside High School.

The child's views should be considered when identifying, assessing and providing for their SEND.

There must be a whole school approach towards raising achievement and the methodology must be consistent with school aims.

5. Definitions

5.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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.

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The four areas of need

The needs of students with SEND are grouped into four broad areas. Students can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia. • Moderate learning difficulties. • Severe learning difficulties. • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health (SEMH)	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties, such as anxiety, depression or an eating disorder. • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Suffered adverse childhood experiences. <p>These needs can manifest in many ways, for example, as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment. • A physical impairment. <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and Responsibilities

6.1 The SENCo

The **SENCo** at our school is **Mr Sandelson** – p.sandelson@brentsidehigh.ealing.sch.uk.

The **Deputy SENCo** at our school is **Miss Weedy** – l.weedy@brentsidehigh.ealing.sch.uk.

The SENCo will:

- Inform any parents/carers that their child may have SEND and then liaise with them about the student's needs and any provision made.
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents/carers, and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual students.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned.
- When a student moves to a different school or institution, make sure that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all students with SEND up to date and accurate.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

6.1A The social, emotional and mental health (SEMH) lead

The **SEMH lead** is **Ms Karen Giles** – k.giles@brentsidehigh.ealing.sch.uk and will:

- Be a point of contact for external agencies, especially the LA and its support services, and work with external agencies to ensure that appropriate provision is provided for students with SEMH.
- Work closely with the SENCo for the co-ordination of the SEMH provision made to support individual students with SEND, including those who have EHC plans.
- Lead and direct the mentors in school to best support the needs of the students referred to them.

6.2 The governing body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every student with SEND gets the support they need.
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND.
- Inform parents/carers when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any students with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents/carers on their child's progress.
- Record accurately and keep up to date the provision made for students with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report.

- Publish information about the arrangements for the admission of disabled students, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENCo for the school and that they key responsibilities of the role are set out and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of students with SEND.
- Make sure that all students from Year 8 until Year 13 are provided with independent careers advice – [Brentside High School Provider Policy](#).

6.3 The SEND link governor

The SEND link governor is Angela Dodwell.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board of this.
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school.

6.4 The headteacher

The headteacher will:

- Work with the SENCo and SEND link governor to determine the strategic development of the SEND policy and provision in the school.
- Work with the SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress.
- Have responsibility for monitoring the school's national SEND budget and any additional funding allocated by the LA to support individual students.
- Make sure that the SENCo has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of students on the SEND register.
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review.

- With the SENCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the SENCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA reviewing the provision that is available locally and developing the local offer.
- With the SENCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach.
- The progress and development of every student in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Working with the SENCo to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEND information report.
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent/carer, the student and the school.
 - Listen to the parents/carers' concerns and agree their aspirations for the student.

6.6 Parents or carers

Parents/carers should inform the school if they have any concerns about their child's progress or development.

Parents/carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEND support outside school and any changes in the student's needs.

- Given the opportunity to share their concerns, and with school staff, agree their aspirations for the student.
- Given an annual report on the student's progress.
- The school will consider the views of the parent/carer in any decisions made about the student's SEND support provided.

6.7 The students

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Attending review meetings.
- Giving feedback on the effectiveness of interventions.

The student's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND Information Report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The SEND information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our Approach to SEND Support

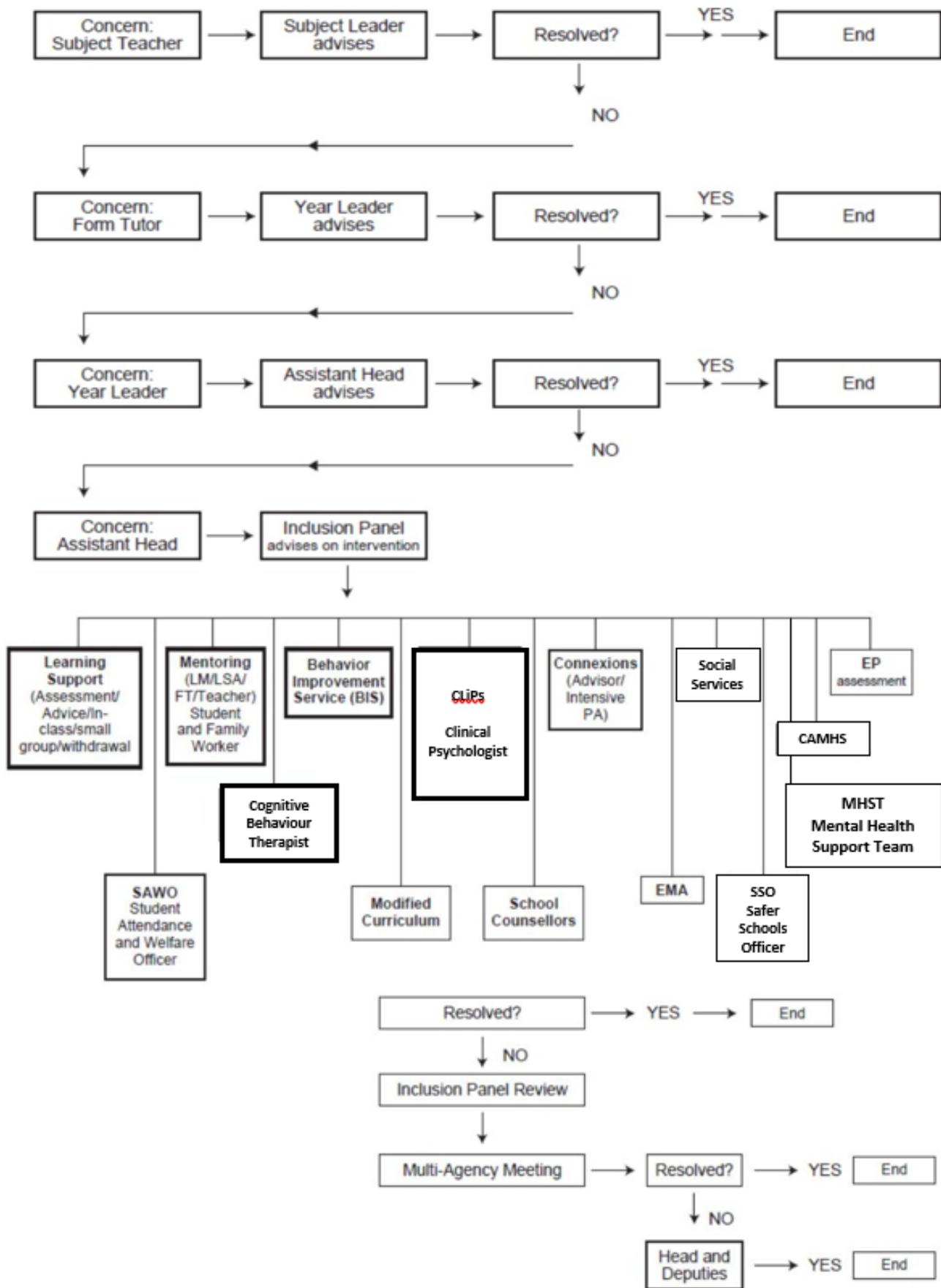
8.1 Identifying students with SEND and assessing their needs

The needs of all children with SEND need to be addressed and provision made by the most appropriate agency.

The governing body has a statutory duty to use its best endeavours within the resources available in the exercise of its functions in relation to the school.

Brentside High School SEND referral process

The diagram below displays the process of managing a student referral at Brentside High School and the staff involved:



Identification of students with SEND is based on documentation provided by the parents/carers, the previous school, Key Stage 2 data, spelling and reading tests, MIDYIS/CATs data and teacher observation. Further assessments may be required as a student progresses through the school to identify and/or address new concerns.

If a student is identified as having a disability, the school will explore what reasonable adjustments may need to be made.

Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better their previous rate of progress.
- Fails to close the attainment gap between them and their peers.

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, quality-first teaching. If progress does not improve, the teacher will raise the issue using the above referral structure.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the school and their previous setting has already identified that they have SEND or they are known to external agencies or have an EHC plan, then the school will request relevant information so support can be put in place as early as possible.

8.2 Consulting and involving students and parents/carers

The school recognises that a student and their parents/carers are central to all decisions made about their special educational provision.

When we are aiming to identify whether a student needs special educational provision, we will have an early discussion with the student and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account any concerns the parents/carers have.
- Everyone understands the agreed outcomes sought for the student.

- Everyone is clear on what the next steps are.

We will formally notify parents/carers if it is decided that a student will receive special educational provision.

8.3 The graduated approach to SEND support

Once a student has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of the graduated approach as shown below:



1. Assess

The student's class teacher and then SENCo will carry out a clear analysis of the student's needs. The views of the student and their parents/carers will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's needs. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the student, the teacher and the SENCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS, which is accessible to staff.

Parents/carers will be aware of the planned support and interventions any may be asked to reinforce or contribute to progress at home.

3. Do

The student's subject teacher retains overall responsibility for their progress.

Where the plan involves an intervention group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The Learning Support department will support the teacher in further assessing the student's strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

All students at Brentside High School have targets that are set and reviewed termly.

Students with SEND will have targets relating to their individual need. Students need to be fully engaged in their own target setting.

Information regarding:

- The strategies to be used.
- The provision put in place.
- When the plan is to be reviewed.
- Success/exit criteria.

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will regularly evaluate the impact and quality of the support and interventions, using data and through the feedback from students, parents/carers and staff. The outcomes and support will be revised following the review of the student's progress and development, in consultation with the student and their parents/carers.

8.4 Levels of support

School-based SEND provision

Students receiving SEND provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

Education, Health and Care (EHC) plan

Students who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document describing the student's needs, the provision that will be put in place, and the outcomes sought.

Students with EHC plans should be fully engaged in the annual review process in line with the requirements of the SEND code of practice.

Inclusion Panels

Inclusion panels are held once a fortnight for each year group to discuss the provision for students causing concern. The panel consists of a Deputy Headteacher, Key Stage Assistant Headteacher, the SENCo, a Year Leader and the pastoral support worker, called a Student and Family Education (SAFE) Worker.

Links with other schools

In addition to links with feeder primary schools, we aim to develop our links with other schools, including special schools, as necessary, e.g., special link with John Chilton.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Termly reviews.
- Monitoring by the SENCo/Deputy SENCo.
- Holding annual reviews for students with EHC plans.
- Getting feedback from the student and their parents/carers.

9. Expertise and Training of Staff

Training will regularly be provided to teaching and support staff during INSET and Bitesize training sessions and department meeting time. The SENCo works with the Curriculum Leadership Team (CLT) and staff to provide training on meeting the needs of students with SEND. The headteacher and the SENCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with External Professional Agencies

The school recognises that it won't be able to meet all the needs of every student. Whenever necessary, the school will work with external support services such as:

- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- GPs or paediatricians
- Child and Adolescent Mental Health Services (CAMHS)
- Education welfare officers
- Social services
- Other support services

11. Admission and Accessibility Arrangements

[Brentside High School's admissions policy](#)

11.1 Admission arrangements

Students are admitted to the school in line with the School's Admission Policy.

- Students with an EHC plan should be visited at their primary school by a Learning Support team member before secondary transfer.
- A member of Learning Support or the Year Team should discuss the needs of all students with SEND transferring to Brentside High School with the primary SENCo or class teacher.
- Wherever possible, Learning Support staff should attend the annual review of students with an EHC plan in their final year of primary school.

11.2 Accessibility arrangements

Brentside High School's modern buildings, which opened in 2004 and 2017, include lifts, wide corridors and flat outdoor spaces; these offer accessibility to the school facilities for disabled students. To further support disabled students, we can offer early starts/ends to lessons to facilitate movement around the school.

12. Complaints about SEND Provisions

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCo. We will try to resolve the complaint informally, in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy – [Brentside High School complaints policy](#).

If the parent/carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, [Ealing SEN appeals](#).

13. Monitoring and Evaluation Arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether we are meeting our objectives in Section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term.
- Students' progress and attainment once they have been identified as having SEND.
- Whether students with SEND feel safe, valued and included in the school community.

- Comments and feedback from students and their parents/carers.

14. Links with Other Policies and Documents

This policy links to the following documents can be found using this link [Brentside High School's Policies and Documents](#).

- SEND information report
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding/child protection policy
- Complaints policy

15. Glossary of Terms – Key SEND Terminology

This selection is by no means exhaustive; however, the aim is to provide information on some of the most frequently used terminology within the area of Supportive Education and Inclusion.

Annual review

An EHC plan must be reviewed at least once a year. The review considers the child's progress towards targets based on the objectives of the EHC plan and agrees new targets for the following year. As well as involved professionals, parents/carers are invited to the review and they may bring a friend or advisor with them. The review is normally held at the school.

Attention deficit hyperactivity disorder (ADHD)

This term has emerged from attempts to clarify and define symptoms previously known as hyperactivity. If lack of attention is more evident than overactivity, then the term attention deficit disorder (ADD) is used. Treatments include modifications to the diet, medication and/or behaviour therapy.

With ADHD, the behaviour of a child may be inappropriate; it may hinder learning and can lead to learning difficulties, and it can hinder the learning of others in a class.

Autism

A central difficulty for autistic students is their difficulty making sense of other people's thoughts, beliefs and feelings. Consequently, autistic students often have difficulties with social understanding. However, autistic students are as varied as other students in their strengths and weaknesses and the school will try to encourage the former and address the latter as much as it can. We also support the students to slowly increase their own understanding of self-managing in the context of school and beyond.

Social, emotional and mental health (SEMH)

The code of practice recognises that students with SEMH difficulties can have learning difficulties. SEMH may arise from features of the school setting or may be made worse by these. SEMH may also be associated with other learning difficulties.

SEMH can be understood from various perspectives. From an educational viewpoint, SEMH are on a continuum above occasional naughtiness or moodiness and below what would be considered mental illness. Children with SEMH may tend to be withdrawn, depressive, anxious, aggressive or self-injurious. They may be excessively anxious, phobic, or demonstrate obsessive and compulsive behaviours.

Deciding whether a child has SEMH is influenced by the 'nature, persistence, severity, abnormality or cumulative effect' of the behaviour in comparison with what is usually expected for a child of the same age (circular 9/94 Department of Education, 1994).

Code of practice

The SEND code of practice provides advice to schools on carrying out their statutory duties to identify, assess and make provision for children's SEND.

Speech, language and communication needs

Most children with SEND have strengths and difficulties in one, some or all areas of speech, communication and interaction. The range of difficulties will encompass children and young people with speech and language delay, impairments or difficulties, specific learning difficulties such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum.

Dyslexia

Dyslexic students tend to have significant difficulties in reading, writing or spelling, which are not reflective of their general intellectual ability. While oracy may be well developed, difficulty may be experienced in acquiring literacy skills. A child's frustration at this discrepancy may lead to withdrawn or disruptive behaviour, or poor concentration.

Disability

The definition is set out in Section 6 of the Equality Act 2010. It says you're disabled if:

- You have a physical or mental impairment.
- Your impairment has a substantial and long-term adverse effect on your ability to do normal day-to-day activities.

Inclusive education

The aim of inclusion is to encourage schools to reconsider their structure, teaching approaches, student grouping and use of support so that they respond to the needs of all students.

It is distinguished from integration in that integration assumes that the school system remains the same but that extra arrangements are made to provide for students with SEND.

Learning difficulties

A child has a learning difficulty if:

- They have a significantly greater difficulty in learning than the majority of children of their age or have a disability which either prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the LA.

Therefore, a learning difficulty is relative to the learning of the children of the same age. It also relates to the resources available to all children.

Moderate learning difficulties (MLD)

For a child with MLD, the general level of academic attainment is significantly below that of peers, although not as far below as that for students with severe learning difficulties or profound and multiple learning difficulties. There may be difficulty acquiring basic literacy and numeracy skills, speech and language difficulties and poorly developed personal and social skills. Emotional and behavioural difficulties may be evident.

Physical needs

Physical impairments may arise from physical, neurological, or metabolic causes that only require appropriate access to educational facilities and equipment. Others may lead to more complex learning and social needs.

Speech and language difficulties

Children who have speech and language difficulties come from all socio-economic backgrounds. Three times as many boys as girls have communication difficulties. Delay in developing speech and language can be due to intermittent hearing loss or lack of stimulation in early life.

A language problem can take many forms and show itself in many different ways. For example, poor memory, finding the correct work to use, understanding everything that is said, coping with time, organising themselves.

Special educational provision

Educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local education authority (LEA), other than special schools, in this area.