



**Barton Clough Primary School**

**Special Educational Needs**

<b>Date</b>	<b>Review Date</b>	<b>Special Needs Co-ordinator (SENDCO)</b>	<b>Nominated Governor</b>
<b>November 2020</b>	<b>November 2022</b>	<b>Jess Bennion Zoe Mitchell (SSC)</b>	<b>Sue Smith</b>

We believe this policy relates to the following legislation:

- Children Act 1989
- Education Act 1996
- Academy Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Special Educational Needs and Disability Act 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Academy Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- Academy Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at Academy with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Academies and Proprietors of Academies in England (DfE)

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

We have a duty to provide appropriate SEND provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children



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and young people, to support medical conditions and to inform parents and young people if SEND provision is made for them.'

We believe it is our responsibility to publish all details of the SEND provision that we have available in our school SEND Information Report and to work with the Local Authority in compiling and reviewing the Local Offer.

We believe that... 'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them'.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age:  
or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in Academy's within the area of the local education authority
- are under compulsory academy age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

Special educational provision is '*additional to, or otherwise different from, the educational provision made generally for children of their age in academy's maintained by the local authority, other than special academy's, in the area.*' (Education Act 1996)

When organising additional support it is very important that we provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We will ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of SEND issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom and within interventions.

We are aware that depending upon their age and understanding we must discuss with pupils with SEND any decision that might affect them.

It is our intent to provide every child with the best education possible. Our objective in setting out Barton Clough Primary's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the academy.

We cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning



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- social, emotional and mental health
- sensory and/or physical and medical conditions

The academy has full provision for pupils who are disabled.

We wish to work closely with the Academy Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as an academy community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims and Objectives**

Barton Clough Primary Academy aim:

- To have due regard to the Special Educational Needs and Disability Code of Practice.
- To identify pupils with special educational needs and disabilities as early as possible and ensure that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To have high ambitions and expectations for pupils with special educational needs and disabilities.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in academy life.
- To work with other primary schools and academy's as well as the Local Authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be the Special Needs Co-ordinator;
- responsibility for ensuring the Special Needs Co-ordinator will hold a 'National Award in Special Educational Needs Co-ordination';



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- responsibility for ensuring the Special Needs Co-ordinator is allocated time to undertake the demanding role of SENDCO;
- delegated powers and responsibilities to the Head of School to ensure all academy personnel and visitors to the academy are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- responsibility for ensuring pupils with SEND have access to all activities;
- responsibility for ensuring pupils with SEND have access to all academy facilities;
- due regard to comply with the SEN Code of Practice when undertaking its responsibilities;
- responsibility for having in place an admissions policy;
- responsibility for admitting any child whose Education, Health and Care Plan names the academy;
- responsibility for publishing a SEN information report;
- responsibility for having in place an accessibility plan outlining what improvements need to be made to the academy facilities so that disabled pupils can access the curriculum;
- responsibility for regularly reviewing funding for resources;
- responsibility for ensuring that the academy complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the Academy Council in the development, approval, implementation and review of this policy;
- make effective use of relevant research and information to improve this policy;
- nominated a link governor to visit the academy regularly, to liaise with the Head of School and the SENDCO and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Head of School**

The Head of School will:

- ensure all academy personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective;
- work closely with the SENDCO, the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
- ensure that all relevant academy personnel receive the appropriate information regarding the special needs provision for pupils with SEND;
- inform parents when SEND provision has been made for their child;
- be responsible for supervising the statutory assessment, EHC and annual review process for pupils with SEND;
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to;



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- monitor the quality of teaching for pupils with SEND;
- monitor the progress made by pupils with SEND;
- agree with the Local Authority the academy's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
- publish SEN information report on the academy's website updating stakeholders of how the academy's offer is administered;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by checking to see if:
  - pupils with SEND are making sufficient progress appropriate to their ability
  - academy personnel have high expectations of pupils with SEND
  - appropriate provision is in place
  - differentiation and quality first teaching is put into practice
  - the pupil tracking system is effective
- annually report to the Governing Body on the success and development of this policy

### **Role of the Local Authority**

The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.'

### **Role of the Special Needs Co-ordinator (SENDCO)**

The SENDCO and Wellbeing Team will:

- have or be working towards the 'National Award for Special Educational Needs Co-ordination' qualification;
- ensure the detailed implementation of support for children with SEND;
- ensure the implementation of this policy;
- ensure all academy personnel understand their responsibilities to children with SEND;
- work with the Head of School to oversee the day to day provision for pupils with SEND within the academy including those with education, health and care (EHC) plans;
- identify the barriers to learning and what special educational needs provision that a pupil requires;
- provide advice and teaching strategies to teachers and support staff;
- inform parents of their child's special educational needs;
- provide awareness training for parents;
- arrange meetings for parents with the external agencies;
- organise in-house and external support for a pupil with SEND;
- monitor this support;



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- assist teachers in keeping parents up to date with the special educational needs provision for their child;
- ensure pupils with SEND have full access to the curriculum;
- ensure pupils with SEND are included in all academy activities and events;
- ensure pupils with SEND take part in extra-curricular activities;
- arrange for key workers to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have;
- lead the development of SEND throughout the academy;
- arrange in-service training for academy personnel and governors;
- help select, train, organise and manage a team of learning support assistants (LSAs) including the Wellbeing Team;
- prepare and keep up to date pupil provision maps;
- undertake classroom observations;
- ensure differentiated teaching methods are being used;
- track the progress of children with SEND;
- maintain records of all children with SEND;
- use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention;
- keep up to date with new developments and resources;
- make effective use of relevant research and information to improve this policy;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- provide information for the SEN Information Report;
- review and monitor;
- annually report to the Governing Body on the success and development of SEND

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Head of School and the SENDCO;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the academy is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

### **Role of Class Teachers**

Class teachers must:

- have high expectations of pupils with SEND;
- be aware of the academy's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- work closely with the SENDCO and Wellbeing Team;



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- be well informed of the special needs and medical conditions of the pupils that they teach;
- implement any advice and teaching strategies given by the SENDCO;
- provide high quality teaching for all pupils;
- deliver the individual programme for each SEND pupil;
- include pupils with SEND in all class activities;
- ensure their planning includes differentiation;
- set challenging targets;
- track and monitor the progress of all pupils;
- inform the SENCO of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- undertake appropriate training on induction;
- identify any additional training needs they require;

### **Role of Teaching Assistants (TAs) and Learning Support Assistants (LSAs)**

Teaching assistants and Learning Support Assistants will:

- work closely with the SENDCO, Wellbeing Team and class teachers;
- provide support for individual or groups of pupils with SEND;
- provide in- class and out of class catch up literacy and numeracy support for pupils;
- assist in the preparation of lessons;
- monitor pupils progress;
- provide feedback to teachers and the SENDCO/Wellbeing team where required;
- attend appropriate training;
- suggest training needs

### **Role of External Agencies**

External agencies may provide support teachers who will:

- be line managed by the SENDCO;
- work closely with the SENDCO, class teachers, Wellbeing Team and TAs/LSAs;
- work with pupils who have an EHC plan to meet the outcomes of their plan;
- develop planning for teachers, TAs and LSAs;
- undertake pupil assessment;
- keep up to date pupil records;
- develop support materials;
- provide in-house training on specific topics;
- meet regularly with the SENDCO, teaching staff and parents

### **Role and Rights of Parents**

We encourage parents:





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- to work closely with the academy in order to develop a partnership that will support special educational needs pupils (see Partnerships)
- to be aware of their child's targets and their progress towards them;
- to take part in the review of individual provision maps (child on a page document);
- to attend and take part in annual reviews (if your child has an EHC plan)

## **Role and Rights of Pupils**

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs;
- setting learning targets;
- the annual review

## **Graduated approach**

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this academy is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the academy's concerns and to work in partnership with them to establish the support the child needs.

We will adopt a graduated approach coordinated by the SENDCO and Wellbeing Team, and using the following four stages of action: **Assess, Plan, Do and Review.**

Parents will be kept well informed of and involved in all four stages.

### **Assess**

- Working with the SENDCO/Wellbeing Team and the child's parents an analysis of the child's needs will be undertaken by the class teacher when trying to identify what SEND support is required.
- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment will take place if there is no improvement in the child's progress.
- This will be organised by the SENDCO with the agreement of the parents.

### **Plan**

- When it has been decided to provide SEND support all parties will decide:
  - the expected outcomes
  - what interventions and support that is required
  - the expected impact on progress, development or behaviour





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➤ on a review date

- Plans will take into account the views of the child.
- Parents will reinforce the provision by contributing to progress at home.

### **Do**

- The SENDCO and Wellbeing Team oversees the implementation of the interventions as part of the agreed SEND support.
- Class teacher supported by the SENDCO and Wellbeing Team assesses the child's response to the action taken.
- The SENDCO and Wellbeing Team offers continuous advice on the effective implementation of support.

### **Review**

- The effectiveness of the support and its impact on the child's progress is discussed at the review meeting which is attended by the class teacher and the child's parents – the SENDCO will also attend reviews for a child with an EHC Plan. A member of the Wellbeing Team may attend a review meeting for a child with multi-agency support.
- The views of the child are also taken into consideration at this meeting.
- In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.
- A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress.
- All parties will agree to any specialist involvement if a child continues to make less than expected progress.
- An Education, Health and Care assessment may be requested if a child continues not to make the expected progress despite the amount of support and intervention that has been given (see appendix 1 for classification of SEND)
- If a child has an Education, Health Care Plan the Local Authority must undertake a review annually.
- Detailed records will be maintained by the SENDCO and Wellbeing Team which will be available to the child's parents.

### **Medical Conditions**

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. We are aware that individual healthcare plans will state the type and level of support required to meet their medical needs.

### **Record Keeping**

Accurate and up to date records will be kept that provide:



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- evidence tracking data of pupil progress
- evidence of outcomes and planned next steps
- details of additional support or different provision made under SEND support
- details of the involvement of specialists
- evidence of involvement with parents
- evidence that shows a rigorous approach to the monitoring and evaluation of any SEND support provided

### **Range of Provision**

The academy aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with class teachers and/or learning support assistants;
- withdrawal support either individually or in small groups with class teachers, TA's or LSAs

### **Inclusion**

Every effort will be made to include pupils with SEND into all academy activities and we will monitor the number of extra-curricular activities that they take part in.

### **Partnerships**

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and academy as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs and disabilities will benefit from the academy's close working relationship with the numerous external support agencies, which offer advice and support.

We feel that the provision for special educational needs and disabilities in this academy will benefit from the close links we have with other schools and academies by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

### **Admissions**

We will:

- treat all applications equally and we will not discriminate against pupils with SEND;
- admit those children with special educational needs and disabilities but who do not have an education, health and care plan;
- not refuse admission to children with special educational needs and disabilities if we feel that we can provide the necessary support

### **Curriculum**



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The academy aims to provide for pupils: -

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs

### **Celebration of Achievements**

We will regularly celebrate the achievements of all children not just in literacy and numeracy but in all curriculum areas and in all aspects of academy life.

### **Complaints Procedure**

Parents who have a grievance or complaint about the nature or amount of special needs support that their child receives are encouraged to ask for a mutually convenient meeting with the academy in order to resolve the issue. This meeting would initially be with the class teacher and SENDCo.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain academies about the special educational provision made for their child.' (SEN Code of Practice)

### **SEN Information Report**

Annually we will publish information about the implementation of the policy for pupils with SEND which will be set out in clear and straightforward language and easily accessible to parents and young people. The information must include:

- the kinds of SEND that are provided for (see appendix 2)
- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO
- arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for consulting young people with SEND and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of the assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which should include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEND
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND



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- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEND
- how children and young people with SEND are enabled to engage in activities available with children and young people in the academy who do not have SEND
- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
- how the academy involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
- arrangements for handling complaints from parents of children and young people with SEND about the provision made at the academy
- arrangements for supporting children and young people who are looked after by the Local Authority and have SEND
- details of the academy's contribution to the Local Offer including information on where the Local Authority's Local Offer is published
- details of the broad and balanced curriculum provided in the Academy
- admission arrangements for disabled pupils
- accessibility plans

(Special Educational Needs and Disability Code of Practice: 0 to 25 Years)

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the Academy website
- meetings with parents such as introductory, parent-teacher consultations, annual reviews
- academy events
- meetings with academy personnel
- Head of School reports to the Governing Body

### **Training**

All academy personnel and governors:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - the SEN Code of Practice
  - the graduated approach
  - inclusion
  - differentiation
  - pupil tracking
  - working with pupils with SEND



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- Safeguarding and Child Protection
- intervention programmes

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Awareness training will be provided by the SENDCO, Wellbeing Team and by support teachers on specific topics and concerns.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this academy.

### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Head of School and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

### **Linked Policies**

▪ Curriculum	▪ Teaching and Learning
▪ Complaints Procedure	▪ Assessment
▪ Behaviour	▪ Disability Equality Scheme and Disability Accessibility Plan for Pupils
▪ Safeguarding and Child Protection	▪ Inclusion
▪ Admissions	▪ Looked After Children

<b>Head of School:</b>		<b>Date:</b>	November 2020
<b>Chair of Governing Body:</b>		<b>Date:</b>	November 2020



## Appendix 1

### Classification of SEND Provision

1. **SEN Support** is established when a child is identified as needing interventions that are additional to or different from those proved as part of the school's differentiated curriculum and strategies. The child's needs may be such that the school needs to seek advice and support from external support services.

2. **Request for statutory assessment.** Such a request may be made by school or parents, for only a very few pupils who have failed to make adequate progress through Additional SEN Support Education. If an Education Health and Care Plan (EHCP) is issued following the assessment process, this is a legal document describing the child's needs and the provision needed to meet those needs. The EHCP is reviewed on an annual basis and can be reviewed more frequently if there are concerns or the child's special educational needs (SEND) appear to have changed.

3. **Access to Learning Plan/Individual behavior/education plans.** Pupils receiving support at Additional SEND Support or via an EHCP should have a record of the support they need on an Access to learning Plan (ALP/IEP/IBP). This includes an overview of their needs, strategies, interventions, desired outcomes and termly evaluations. (The 2014 SEN Code of Practice removes the need for IEPs, ALP's and provision plans facilitate continued monitoring of progress).



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### **Appendix 2**

#### **Broad areas of need – SEND Code of Practice 2014**

##### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum Condition are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

##### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a





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wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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

### **Social, Emotional and Mental Health Difficulties**

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

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

### **Sensory and/or physical needs**

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

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.



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