



# Tomlinscote School

## Special Educational Needs and Disability Policy

<b>Policy Type:</b>	Mandatory
<b>Approved By:</b>	Academy Quality Council
<b>Effective From:</b>	March 2024
<b>Revision Date:</b>	December 2024

## Introduction

This policy has been written for the Prospect Trust, Academy Quality Council, staff and parents of Tomlinscote School by the school's SENDCo (Head of Learning Support), to fulfil the requirements laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- i. Surrey Graduated Response and Profile of need (June 2020)
- ii. Equality Act 2010: advice for schools DfES (February 2013)
- iii. Special Educational Needs and Disability Code of Practice 0 – 25 (September 2015)
- iv. Schools SEN Information Report Regulations (April 2014)
- v. Statutory Guidance on Supporting pupils at School with Medical Conditions (September 2013)
- vi. The National Curriculum in England Key Stage 3 and 4 Framework Document (2014)
- vii. The Right Provision at the Right Time; Surrey County Council (April 2014)
- viii. Teachers Standards (2012)
- ix. Tomlinscote School Safeguarding Policy
- x. Tomlinscote School Accessibility Plan
- xi. Keeping children safe in Education (2023)

This policy was originally created in partnership with the:

- SEND Councillor and AQC (Academy Quality Council)
- The Principal and Senior Leadership Team
- The SENDCo (Head of Learning Support)

The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (2015).

## Section 1: The Co-ordination of SEND

### Key Roles and Responsibilities (see Appendix One)

#### The Role of the Academy Quality Council (AQC)

The Academy Quality Council is responsible for:

- i. Making sure that the SEND Policy is fully implemented and is regularly reviewed;
- ii. Making sure appropriate funding for the delivery of the SEND Policy is provided;

#### The Role of the Principal:

The Principal is responsible for:

- i. Ensuring that the AQC are fully informed about SEND provision within the school;
- ii. Providing an oversight of the implementation of the SEND Policy;

#### The Role of SENDCo (Head of Learning Support)

The role of the Head of Learning Support (SENDCo) is to co-ordinate the school's strategy for SEND and support staff in delivering a differentiated response to the continuum of students' needs. The Head of Learning Support is responsible for:

- i. Managing the day-to-day operation of the school's SEND policy;
- ii. Co-ordinating provision for students with special educational needs;
- iii. Liaising with the parent(s)/carer(s) of students with special educational needs;
- iv. Maintaining the records of all students with special educational needs;
- v. Liaising with the Senior Leadership Team, Heads of Year and Form Tutors
- vi. Working with the Principal and AQC to advise on the strategic development of the SEND Policy;
- vii. Liaising with and advising Heads of Faculty/Department and Teaching staff;
- viii. Managing the SEND Teachers and Learning Support staff;
- ix. Contributing to the continuing professional development of staff;
- x. Liaising with partner schools over new admissions and with local Colleges over 16+ progression;
- xi. Liaising with external agencies including the Local Authority's Multi-Professional Team, health services and voluntary bodies.

### **The Role of Teachers**

Teachers are responsible for:

- i. Planning and delivering Quality First Teaching in the classroom;
- ii. Ensuring differentiation is used to support all students in the class to access the learning and make progress in line with their potential;
- iii. Liaising and working closely with the Head of Learning Support to ensure students with SEND and disabilities are fully supported in achieving their potential;
- iv. Implementing school procedures to identify and provide support for students with SEND and disabilities;

### **Section 2: Aims and Objectives**

The Policy is in keeping with the school's aims, its Learning and Teaching policies and its policies on equal opportunities and inclusion. The school is committed to a policy of inclusion in which the teaching, learning, achievements, attitudes and well-being of all students are important, including those students identified with special educational needs and disabilities. The management and deployment of the school's resources are designed to ensure that all students' needs are met. Every teacher is considered to be a teacher of SEND and the school aims to meet the needs of all students, including those with special educational needs.

### **Our Aims**

At Tomlinscote School all students, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. The school aims to raise the aspirations and expectations for all students with SEND and remove barriers to learning, ensuring that all students have the opportunity to reach their potential.

- We expect that all students with SEND will meet or exceed the high expectations set for them based upon their age and starting points;
- We will use our best endeavours to give students with SEND the best support that they need;
- Where appropriate, ambitious educational and wider outcomes will be set for them together with parents/carers and the student;
- We aim to instil a sense of self-belief and confidence which will enable students to feel safe, be healthy, enjoy and achieve and make a positive contribution within the community and society;
- We want all students to become confident, independent individuals who will be able to make a successful transition on to the next phase of their education and into adulthood.

## **Our Objectives**

- To ensure that all students with SEND have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs;
- To operate a whole school approach to the management and provision of support for special educational needs and disabilities;
- To ensure early identification, assessment and provision for any student who may have SEND, through a Graduated Response and using the Surrey Profile of Need;
- To enable all staff to play a part in identifying students' SEND and to take responsibility for recognising and addressing their individual needs through learning and teaching;
- To help every student with SEND realise his/her full potential and to contribute to his/her well-being;
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which also develops our practice within the guidance set out in the SEND Code of Practice (July 2014).
- To ensure the SEND department has effective and regular communication with parents/carers to enable good practice and policies relating to students with SEND.

## **Section 3: A Graduated Approach to SEND Support**

### **Identification of Students with SEND (See Appendix Two)**

At Tomlinscote School we will identify the needs of each student by considering the needs of the whole student as these are broader than the special educational needs and disabilities, of the student. This in turn will lead to the setting out of arrangements that we will put in place to address those needs.

The school will identify those in need of support by:

- Following an 'assess, plan, do and review' model;
- Focusing on the areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Physical and Sensory Needs
- Consultation with the student's former teacher(s) and/or the SENDCo of their previous school;
- Examination of school records;
- Admission interviews with parents/carers and the student;
- Detailed observations during their first term at Tomlinscote School;
- Monitoring of progress, consultation with Form Tutors and subject teachers; Observation and feedback from support staff and external agencies.

In line with new government legislation as set out in the New Code of Practice (2015) and Surrey County Council (The Right Provision at the Right Time, April 2014), the school makes a judgement about the appropriate stage of each student on the SEND Register. Parents are encouraged to seek advice from the School or Local Authority for further information.

### **Revised SEND Coding (Code of Practice 2015)**

- i. The Code of Practice (2015) advocates that the majority of students identified as having SEND will have their needs met through High Quality Teaching, adapted lessons with differentiated teaching, so all students can make progress.
- ii. Statements of Special Educational Needs have now been replaced with Education, Health and Care plans.
- iii. All new successful applications for Statutory Assessment will result in an Education, Health and Care plan being granted.

## A Graduated Approach

### The Profile of Need highlights four Levels of Need as a guide:

- **Universal-** Support and access to services that enable all children and their families to be healthy, stay safe, enjoy life and achieve their full potential. This includes everything you do in an early settings for all children.
- **School SEND Support-** In line with the Code of Practice, the majority of children with SEND will have their needs met through school or college provision which adapts to meet individual need.
- **Specialist SEND Support-** Where a child continues to make less than expected progress, despite evidence- based support and interventions highlighted in School SEND Support, you should consider making referrals and seeking specialist support from multi-agency professionals.
- **Statutory Assessment-** Where, despite relevant and purposeful action has been taken to identify, assess and meet the SEND of the child, the child has not made expected progress with the involvement of multi-agency professionals, the school or parents can consider requesting a statutory assessment.

Tomlinscote School will use these levels alongside our identification and reviewing process to determine the amount of support needed for students to make progress in line with their peers

In line with the SEND Code of Practice (2015) recommendations, Tomlinscote School follow 'The SEND Profiles of Need, Graduated Response June 2020 Version 2'. This details the 'Assess, Plan, Do, Review' framework to support the educational provision for students in identifying areas of need and levels of provision.



### Assess

'In identifying a child as needing SEND support, the class or subject teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs.' *Code of Practice 2015 (6:45)*

We will ensure that we regularly assess all student needs so that each child's progress and development is carefully tracked in comparison to both their peer and to national expectations. We will listen to the views and experience of parents/carers and the student. In some cases, we will draw on the assessments and guidance from other education professionals and from health and social care services where appropriate.

**Plan** *'Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. Code of Practice 2015 (6:48)*

Where SEND Support is required the teacher and SENDCo will put together a plan outlining interventions and support which will be put in place for the student including a date when this will be reviewed. Targets for the student will be shared with him/her using accessible language. All staff who work with the student will be made aware of the plan.

**Do**

*'The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should 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 SENDCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.'*  
Code of Practice 2015 (6:52)

The Subject Teacher will liaise closely with Learning Support Assistants or specialist staff who provide support set out in the plan and monitor the progress being made. When appropriate the SENDCo will advise the staff of strategies and guidance on how to meet the needs of these students. It is the responsibility of the SENDCo to coordinate the provision and interventions of students with identified SEND.

**Review**

*'The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.'* Code of Practice 2015 (6:53)

The plan, including the impact of the support and interventions, will be reviewed by a specified date. This will inform the planning of next steps for a further period or where successful, the removal of the student from SEND Support.

For students with an EHCP the Local Authority must review the plan at least annually.

Parents/Carers are encouraged to contact the SENDCo should they have any questions and/or seek further information regarding this process.

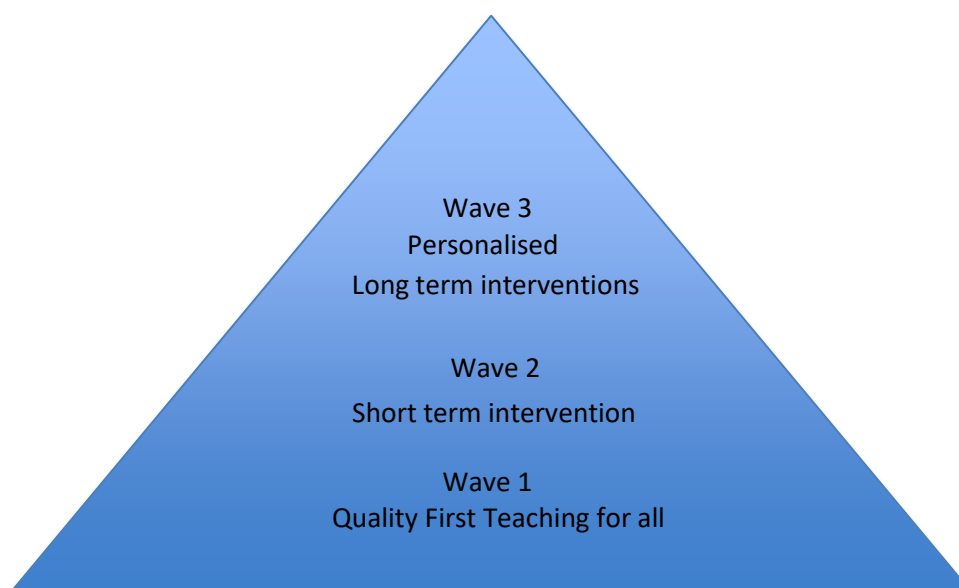
**High Level Need**

When students are identified as needing further support to meet their educational needs, the school may need to co-ordinate a response in conjunction with various external agencies and professionals such as educational psychologists, speech and language therapists, behaviour support and CAMHs. After careful consideration and assessment, if it is agreed that a statutory assessment should be applied for this should be co-ordinated through the SENDCo. For further information, please contact the SENDCo.

## Section 4: Managing the needs of students on The SEND Register

### Identification and Review of Student Needs

#### Tomlinscote's Three Wave Approach to SEND:



1. Every teacher is considered a teacher of SEND and teachers have the overall responsible for student progress within their subject.
2. It is the SENDCo's responsibility to ensure teachers have the knowledge and skills to meet the needs of the students in their classrooms.
3. The monitoring of progress of students with SEND is a shared responsibility between class teachers and the SENDCo.
4. Every student on the SEND register has an individualised Student Learning Profile to help teachers identify their SEND and understand how to meet their needs.
5. School Action and School Action Plus have been replaced by a single code called SEND Support. This is displayed as a 'K Support' on SEND documentation.
6. Students with SEND are initially identified during the Primary Transfer Process. During the first half term data is collected to inform a judgement by the SENDCo about their SEND level of need. This data includes Key Stage 2 assessment data, assessment data from the school's assessment periods and feedback from teachers and Heads of Year.
7. Students in Years 8-11 are monitored using data from periodic assessment and this is used by the SENDCo, in conjunction with teacher feedback and observations to judge SEND level.
8. Identification of students with SEND also takes place by teachers who subsequently inform the SENDCo. The SENDCo is then able to look in detail at individual student's cases to make a decision, or refer to external professionals for advice.
9. Students who have been identified as potentially having a SEND need by a teacher, other professional or parent/carer may be assessed using standardised tests. These supplement existing curriculum data and can inform the SENDCo of SEND needs. The SENDCo may also approach other professionals such as Educational Psychologists, Occupational

Therapists, Speech and Language Therapists and outreach support to assist in determining a student's needs.

10. The needs of students with an EHCP are regularly monitored and are reviewed more formally through the Annual Review Meeting process.

### **Student One Page Profiles**

If a student is placed on the SEND register, the school creates an individual Student One Page Profile. This document forms part of the 'SEND Support Arrangements' document which replaced Individual Education Plans in September 2014, which now follows the 'assess, plan, do and review' model as stated in the Code of Practice (2015). The SENDCo, staff and parents are expected to contribute to these documents with the sole aim of ensuring barriers to learning are minimised as much as possible in order for the student to make appropriate levels of progress. These documents are to be reviewed on a regular basis with regard to expected levels of academic progress. It is the responsibility of the SENDCo to oversee the review process and ensure appropriate levels of feedback are shared with relevant parties.

### **SEND Support Plan /Surrey SEND Support Arrangements**

Where a student's needs exceed the support arrangements and interventions at Wave 1 and Wave 2 and where there is the involvement of external agencies, it may be considered necessary to provide a complete Student Profile. The Surrey SEND Arrangements would then support the application for an Education Health Care Plan (EHCP).

### **Curriculum Arrangements**

All SEND students are taught in mainstream classes and in addition may be supported by a SEND teacher or Learning Support Assistant according to the provision in their EHCP.

SEND students are sometimes withdrawn from mainstream lessons to be taught in small intervention groups by a SEND teacher or a Learning Support Assistant. Their literacy and/or numeracy skills and achievement may be addressed by appropriate personalised programmes designed by the Learning Support Department. All SEND students take part in the school's standard curriculum. All SEND students have equal access and are integrated into all school activities.

Coin Centre students will have regular sessions with the Speech and Language Therapist employed by Surrey County Council. Students are integrated into the mainstream school and will have a personalised timetable to ensure they are able to gain additional support, where required to maximise their potential. Students may be taught in small withdrawal groups for Maths and English at KS3.

### **Relationship with External Agencies**

Where necessary, the school will refer a child to an external specialist after consultation with parents. The school has regular contact with health professionals. We may also contact specialist medical services, Surrey Children's Services or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the parents' permission. Regular liaison is maintained with the following external agencies:

- Educational Psychology Service
- STIP Team (Specialist Teachers for Inclusive Practice)
- The Advisory Service for Hearing Impairment
- The Advisory Service for Visual Impairment
- Physical and Sensory Support
- Inclusion Welfare Officer
- Access to Education
- Child Adolescent Mental Health Service
- Children's Services



## **Section 5: Supporting Parents/Carers and Young People**

### **Safeguarding students with SEND (additional needs):**

Inline with 'Keeping Children Safe in Education' (September 2023) Tomlinscote School, ensure that the Safeguarding Policy reflects the understanding that 'additional barriers can exist when recognising abuse and neglect in children with special educational needs or disabilities (SEND)'. We also understand and recognise that 'certain medical or physical health conditions can face additional safeguarding challenges both online and offline'

These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

*Keeping Children Safe in Education (Sept 2023).*

As a school, we put measures in place to support students' safety through a combination of Education, in the mainstream classroom or small groups/1-1, advice sought through appropriate outside agencies, mentoring and/or interventions specifically tailored to the students' needs as well informing students within PSHE, Year Assemblies and Guest Speakers.

### **Surrey County Council's Local Offer**

The Code of Practice (2015) states that Local Authorities are required to produce a Local Offer detailing the SEND provision that is available within their county and make this document available to all stakeholders. You can find a copy of this document here:

[Surrey Local Offer](#)

### **Tomlinscote School's response to The Local Authorities 14 Questions**

The Code of Practice (2015) states that Local Authorities are required to produce a Local Offer detailing what SEND provision is available within their county and make this document accessible to all stakeholders. As part of this requirement, Surrey County Council have asked schools to produce a response to 14 questions relating to different aspects of the identification of SEND within individual schools. These responses offer additional detail on a range of SEND related topics including statutory responsibilities regarding accessibility arrangements. Tomlinscote School's response is available to view on the school's website. For further information, please contact the SENDCo.

### **Admissions**

By law, the school must admit any student who has an Education, Health & Care plan (EHCP) which names Tomlinscote School. If the school receives an application for a student who does not have an EHCP but who has, or is likely to have, special educational needs, the application will be treated

in the same way as all other applications. The school will adopt a positive and inclusive approach to its consideration of each application and will seek to plan for individual needs in consultation with the parent(s)/ carer(s) and the applicant's present school.

## **Transition**

Tomlinscote School recognises the importance of key transition times at set points during a child's/young person's educational career. Networks are set up with different schools. For SEND pupils with an EHCP, this is completed within an Annual Review meeting. The SENDCo contributes to this process in conjunction with feedback from subject staff. Tomlinscote School is committed to supporting SEND pupils and their families during these transitional times and encourages parents to contact the school with any concerns relating to this.

## **Examinations**

Tomlinscote School upholds the statutory guidance as set out by the Joint Council for Qualifications (JCQ) when assessing students for Exam Access Arrangements (EAA) for examinations. Exam Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Exam Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ approval.

Exam Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements. How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment. There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment. For further information, please contact the SENDCo or visit <http://www.jcq.org.uk>.

## **Parent Partnership**

Our aim is to develop a partnership where professionals and parents work together in the best interests of the child. Tomlinscote School recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the young person are also taken into consideration. Parents are informed when the school considers that a student's needs are significant enough for them to be placed on the SEND register. The SENDCo attends all Parents' Evenings and is available then for consultation with or without an appointment.

## **Storing and Managing Information**

Documents about students on the SEND register are kept in locked SEND files in the Learning Support Department. Some documents are held on the computer and are linked into SIMS (school information monitoring system). By law SEND documents have to be stored until a student reaches the age of 25. These are held within a locked archive.

## **Section 6: Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be appropriately supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have an EHCP, which brings together health, and social care needs in conjunction with their special educational provision, where the SEND Code of Practice is followed.

## **Section 7: Training and Development**

Tomlinscote is committed to the development of its staff team in relation to the development of skills and knowledge surrounding SEND.

ECT's and new staff are required to attend training sessions, including specific training focused around SEND where appropriate.

A member of the Senior Leadership Team holds responsibility for the identification of staff training and development. It is expected that the SENDCo contributes to this when required or sources an external professional to deliver the training requirement.

The school's SENDCo regularly attends the Local Authorities network meetings to keep up to date with local and national updates in SEND.

## **Section 8: Dealing with Complaints**

### **Complaints Procedure**

If a complaint arises concerning a student's special educational needs or disabilities, parents/carers should first write to the SENDCo setting out briefly the matter of their complaint. A meeting will be offered with the intention of resolving the issue. If, after meeting with the SENDCo, the parent/carer remains dissatisfied with the response, they should contact the Principal, Mr Major, to request a further meeting.

## **Section 9: Bullying**

### **Bullying Statement**

Tomlinscote School is committed to:

- i. Providing a caring, friendly and safe environment where no type of bullying is tolerated.
- ii. Providing a programme of education where all students are encouraged to develop respect for themselves and others.
- iii. Providing guidelines for staff which are clear and consistent.
- iv. Implementing a structured discipline system and developing a system which supports both the victim and the bully.
- v. Work with parents and external agencies where necessary to overcome the difficulties. Recognising that bullying is serious and will be dealt with fairly by all adults in the School.

### **Anti-Bullying Policy**

For further information, please proceed via the school's website: home page/about us/policies or follow the link below. [Policies](#)

## Section 10: Reviewing the SEND Policy

In line with all school policies the SEND Policy will be kept under regular review by the Head of Learning Support (SENDCo) who will have responsibility for leading the review when appropriate. The review process should include involvement with various stakeholders including the AQC, SLT, teaching staff, parents/carers and students.

In the current climate of SEND reforms and changes in legislation, the SEND Policy will be reviewed annually unless legislation requires it to be updated ahead of December 2023.

### Appendix One

#### The Co-ordination of SEND

#### Key Roles and Responsibilities

<b>Head of Learning Support (SENDCo)</b>	Georgina Gill (maternity leave from March 2024)
<b>Acting Head of Learning Support (SENDCo)</b>	Claire Hobbs
<b>Contact Details</b>	<a href="mailto:chobbs@tomlinscoteschool.com">chobbs@tomlinscoteschool.com</a> 01276 709050
<b>Qualifications for G.Gill</b>	Special Educational Needs and Disabilities National Postgraduate Award for SENDCos. Kingston University (2017-2018)  Postgraduate Education Diploma University of Reading (2005-06)  Joint Honours Degree, Bachelor of Science University of the West of England (2005)
<b>Member of Senior Leadership Team with SEND responsibility</b>	Rob Major
<b>SEND Academy Quality Councillor:</b>	Rebecca Davis
<b>Safeguarding Officer</b>	Helen Rushby
<b>Member of Staff with responsibility for Pupil Premium</b>	Paul Henry
<b>Medical Officer</b>	Lisa Elliott

## Appendix Two

### Section 3: Special Educational Needs and Disabilities

#### Definition of SEND

Tomlinscote School use the definition for SEND and disability from the SEND Code of Practice (2015). This states:

#### Special Educational Needs and Disabilities (SEND)

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England. (SEND Code of Practice, 2015)*

#### Disability

*Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for other of the same age in mainstream schools or mainstream post-16 institutions" (SEND Code of Practice, 2015)*

In addition, educational settings should examine carefully all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or Disability. Difficulties related solely to learning English as an additional language are not considered SEND.

#### Areas of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (September 2015) identifies four broad areas of need. These areas of need are summarised below:

- i. Communication and interaction
- ii. Cognition and learning
- iii. Social, emotional and mental health
- iv. Sensory and/or physical

**Communication and Interaction:** includes children and young people who experience difficulties in speech, language and communication with others. This may range from difficulty understanding instructions or lacking the ability to understanding or using social rules of communication. The profile for every child with communication and interaction needs is different and it will constantly change with individual's development and time. Recognised needs within this area include speech, language and communication needs (SLCN) and needs relation to Autistic Spectrum Disorder (ASD), including Asperger's Syndrome.

**Cognition and Learning:** includes learning difficulties which result in children and young people progressing at a slower rate to their peers, even with appropriate differentiation. Recognised needs within this area are hugely varied including moderate learning difficulties (MLD) and specific learning difficulties (SpLD) including a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional & Mental Health:** children and young people may experience a wide range of social and emotional difficulties throughout childhood which manifest themselves in many ways. This may result in a young person becoming withdrawn or isolated, displaying challenging behaviour, experiencing anxiety or depression, self-harming or other physical symptoms that are medically unexplained. Other recognised needs within this area include attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**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. Children and young people with a physical disability (PD) may require additional ongoing support and equipment to access all the opportunities available. Other recognised needs within this area include vision impairment (VI), hearing impairment (HI) and a multi-sensory impairment (MSI).

### **Other Factors with Impact on Progress and Attainment**

At Tomlinscote School we recognise other non-SEND related factors that may impact on progress and attainment including:

- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Receipt of Pupil Premium Grant