St Agatha's Catholic Primary School

Policy	SEND Policy
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Governor Committee	C & A
Statutory Policy	Yes

1. Introduction

1.1 St Agatha's Catholic Primary School is an inclusive, mainstream school that values the abilities and achievements of all our children, and we are committed to providing the best possible environment for learning for all children.

1.2 The school believes that all children thrive in an environment in which they are happy, challenged and secure: secure in the knowledge they are safe and cared for; challenged to achieve their best; and happy in the knowledge they are each appreciated for their individuality and their achievements.

1.3 We have high expectations of all our children in every aspect of school life. We endeavour to enable all children at St Agatha's to achieve their full potential in each stage of their development to become confident individuals, living fulfilling lives and successfully transitioning into adulthood.

1.4 This school provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs offering Quality First Teaching (QFT) to children with a variety of needs. For the majority of children, QFT will be sufficient in enabling them to meet curriculum expectation. However, if a child's 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 the child and their peers;
- Widens the attainment gap;

Or if there is a need to make additional progress with wider development or social needs, the school is required to offer particular provision for the child, as they may have Special Educational Needs and Disabilities or Disability (SEND).

1.5 A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her to enable them to participate effectively in curriculum and assessment activities. This is additional support to that given to other children of the same age and often involves intervention or assessment from outside specialist agencies.

1.6 Children may have SEND either throughout their school life or at any time during their school life. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.
We recognise that a proportion of the school population may have SEND at some period in their education. These needs may exist for all or part of the child's school life.

2 Aims and objectives

2.1 The aims and objectives of this policy are:

- to reach high levels of achievement for all children;
- to be an inclusive school;
- to create an environment that meets the special educational needs and disabilities of each child;
- to ensure that the special educational needs and disabilities of children are identified, assessed and provided for as early as possible;

- to ensure full entitlement and access for SEND children to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem;
- to work in partnership with children, parents/carers and other agencies to share a common vision and understanding;
- to achieve a level of staff expertise to meet children's needs.

3 Curriculum Access and Provision

3.1 All children have an entitlement to a broad and balanced curriculum. We therefore support children who have SEND in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

3.2 Teachers set high expectations for every child, whatever their prior attainment and they use appropriate assessment to set targets which are deliberately ambitious.

3.3 Quality First Teaching (QFT), differentiated for individual pupils, is the first 'wave' in responding to pupils who have or may have SEND. (Code of Practice C.O.P 6.34 https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) Quality First Teaching is differentiated and personalised and meets the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. The school uses their best endeavours to ensure that such provision is made for those who need it.

3.4 Where children are identified as having SEND, the school takes action to remove barriers to learning and put effective special educational provision in place. The school provides for these additional needs in a variety of ways:

- lessons are planned to address potential areas of difficulty and to remove barriers to children's achievement;
- teachers use a range of strategies to meet children's special educational needs and disabilities: lessons have clear learning objectives; steps to success; appropriate differentiation of work; activities and outcomes reflect individual learning needs; make use of formative and summative assessment to inform the next stage of learning;
- in class support within a small group
- occasional small group withdrawal with TA with specific outcomes planned by/with class teacher;
- individual class support / individual withdrawal for specialist provision where appropriate;
- reasonable adjustment to the learning environment;
- provision of alternative learning materials/special equipment;
- access to specialist teaching, Educational Psychology Service or other support services for advice on strategies, equipment, or staff training.

3.5 The provision for children is related specifically to their needs. The school, in conjunction with parents/carers and the child, decide on the most suitable provision for each individual child who has Special Educational Needs and Disabilities. A whole school provision map, Edukey, records the needs of children with SEND and their provision.

3.6 Where there are SEND training needs identified, teachers and teaching assistants are involved in either whole school staff training or specific individual training. The SEND training is led either by members of staff or by SEND outside specialists.

3.7 Children must not be regarded as having a learning difficulty solely because their language, or form of home language, is different from the language in which they will be taught.

3.8 All clubs, trips and activities offered are available to children with SEND. For some children 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

4 Definition of Special educational needs and disabilities (SEND)

4.1 The *Special Educational Needs and Disabilities Code of Practice 2015* states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

4.2 The *Special Educational Needs and Disabilities Code of Practice 2015* states that SEND is generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

(Refer to 'Appendix A' below, or St. Agatha's Information Report here St Agatha's Catholic Primary School - SEND Information for further information about each category)

5 Identification of Special educational needs and disabilities (SEND)

5.1 Despite high quality targeted Quality First Teaching (QFT) and additional, time-limited small group (wave 2) intervention, some children may continue to make insufficient progress. At this point, the child is likely to require further, highly personalised provision that is additional to, or different from, that made for other children of the same age. The school Special Needs and Disabilities Co-ordinator (SENDCO- Mrs Laws) will become involved at this point and following consultation with the parents/carers, child and class teacher may identify the child as requiring 'SEN Support' due to their SEND.

5.2 At St Agatha's, we recognise the importance of early identification, assessment and provision for any child who requires SEN Support related to their learning, or other areas. We manage this through applying the 'graduated approach' – an 'assess, plan, do, review'

cycle which is revisited in increasing detail, in order to identify the best way of securing good progress for the child and which takes into account their individual learning needs.

5.3 If the child makes good progress using this additional and different intervention, but would not be able to maintain this good progress without it, we will continue to identify the child as having a special educational need and requiring 'SEN Support'. If the child is able to maintain good progress without the additional and different resources, parents, carers and key school staff will discuss whether the child remains on the SEND register, or transfers to the monitoring register.

5.4 Below are some of the ways we may identify children with special educational needs and disabilities:

- analysis of data including entry profiles, Foundation Stage Profile, SATs, Cognitive Ability Tests (CATs), reading ages, termly and annual pupil assessments, in-house standardised assessments;
- tracking individual pupil progress over time;
- following up parental concerns;
- class teacher has identified that a child has a significantly greater difficulty in learning (or any other area, such as motor skills) than the majority of children of the same age;
- additional, time-limited small group provision has had little impact on progress;
- information from previous schools;
- information from other services.

6 Graduated Approach to Special Educational Needs and Disabilities (SEND)

6.1 The school adopts a 'three-wave' model of intervention to identify the level of support a child is receiving, whether they have been identified as having SEND, or not. Below is a table showing the different types of support for both categories:

The Three 'Waves' of Support:
Wave 1: Inclusive Quality First Teaching for all pupils
Wave 2: Quality First Teaching plus: time-limited, additional, small group intervention to enable children to work at age-related expectations or above
Wave 3: Quality First Teaching plus: additional, highly personalised more specialist intervention that is often one to one. This will often be designed following external agency advice

6.2 The school adopts the levels of intervention as described in the *SEND Code of Practice (2015)*. The Code of Practice advocates a 'graduated response' to meeting children's needs. When children are identified as having SEND, the school will intervene through 'SEND Support' as described below:

SEND Support

6.3 Where a child is identified as having SEND, the school works with parents/carers and the child to remove barriers to learning and put effective special educational provision in place. The school collaborates with the parents/carers to ensure there is a shared understanding of the child's needs and the provision that will best support them. Should the circumstance arise that school disagrees with parents/carers about whether a child should receive SEND support or not, the ultimate decision lays with the headteacher and SENDCO. Please see our complaints policy/procedures document on our website here - St Agatha's Catholic Primary School - Administration Policies should you have concerns or a complaint relating to this.

6.4 Teachers are responsible and accountable for the progress and development of the children in their class, even where children access support from teaching assistants or specialist staff. Where a child is not making adequate progress, teachers, the Special Educational Needs and Disabilities Coordinator (SENDCO) and parents/carers will collaborate on problem-solving, planning support and teaching strategies for the individual pupil. (SEND Code of Practice 2015)

6.5 This SEND support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the 'graduated approach'.

6.6 If the school decides, after consultation with parents/carers, that a child requires additional support to make progress, the teachers, in collaboration with the SENDCO and parents/carers, will have input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes, which may be delivered by the teacher or teaching assistant. Parents/carers are consulted on planned support and interventions and, where appropriate, parental involvement is encouraged to reinforce or contribute to progress at home.

6.7 When a child has been identified as having SEND and special educational provision is being made for him or her, where appropriate, the child will be consulted about and involved in the arrangements made for them as part of person-centred planning.

6.8 Parents/carers are involved in termly reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

6.9 At times it may be necessary to consult with outside agencies to receive more specialised expertise to advise or train staff and consult with teachers and parents/carers on developing further strategies to support the child. Parents' consent is needed before external agencies can visit a child or a referral is made. Any advice given will be shared with parents.

Pupil Passport and Learning Support Plan (LSP)

6.10 When a child is receiving 'SEN Support' and is placed on the SEND register, a Pupil Passport and a Learning Support Plan (LSP) is drawn up. The LSP includes information about:

- areas of need;
- areas of strength of the child, interests and how they learn best;
- Quality First Teaching strategies to remove barriers to the child's learning;
- assessment levels;

- end of key stage outcomes;
- SMART targets (Specific, Measurable, Attainable, Realistic, Timely) including targets from other professionals, such as speech & language;
- type of support and name of lead adult;
- dates and frequency of support;
- possible parental involvement;
- next steps.

6.11 The writing, implementation and evaluation of the LSP is the class teacher's responsibility and should be carried out in conjunction with the child and their parents/carers. The LSP is reviewed by the class teacher, shared with the SENDCO, support staff and parents/carers three times a year. This is shared through the parent/teacher consultations in the Autumn and Spring Term. The SENDCO is available for consultation regarding the child's SEN Pathway, at these times, should parents wish to make an appointment. In the Sumer Term, parents receive a School Report, plus their final years Learning Support Plans (LSP), which has been reviewed by the class teacher and SENDCO collaboratively, involving discussions of what has worked well for the pupil and what could be improved.

6.12 The child is consulted and involved at an appropriate level in developing and discussing the LSP. All children must be aware of their targets and what they need to do to make progress.

Learning Support Plan Reviews

6.13 Class teachers will meet parents/carers in the Autumn and Sprin terms and invite the support staff and the child (where appropriate).

The review focuses on:

- reviewing progress made by the child against their individualised targets and whether the child continues to need a plan of support or needs to remain on the SEND register;
- agreeing new targets, if necessary;
- parental feedback.

The SENDCO is available, should parents wish to make an appointment for:

- Discussion of whether the child continues to need a plan of support or needs to remain on the SEND register;
- sharing any updated information and advice, including from outside agencies;
- any next steps, including whether the child needs to be referred the Local Authority for an EHCP.

Education Health Care Plans (EHCP)

6.14 In applying the 'graduated response', SEND support will be adapted depending on how effective it has been in achieving the agreed outcomes. If a child has not made adequate progress, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the school or parents/carers may consider it necessary to request an Education, Health and Care needs assessment in order to secure further funding for additional support for the child. At this point, the local authority decides whether it is necessary for it to make further provision through an EHC plan. To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEND support. In the unlikely event that the school do not support a parent/carer request for an EHCP, the parent/carer can apply for a needs assessment themselves using form NA4 which can be found under Appendix 2 on the local offer:

https://www.afcinfo.org.uk/pages/localoffer/information-and-advice/assessment-and-education-health-and-careplanning/golden-binder-needs-assessment-education-health-and-care-plans-ehcpprocesses-guidance-forms-and-templates. Parents can start the process of an EHCP as well as the school.

6.15 The purpose of an EHCP is to make special educational provision to meet the SEND needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the needs assessment to:

- establish and record the views, interests and aspirations of the parents/carers and child or young person;
- provide a full description of the child or young person's special educational needs and disabilities and any health and social care needs;
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations;
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

6.16 An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child's needs without an EHC plan.

6.17 Formal reviews of the EHC plan take place annually and the child will always be invited to this as part of person-centred planning. If a child's SEND changes, the local authority will hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate.

7. Evaluating Effectiveness of Progress and Provision

7.1 Regular monitoring and reviewing will focus on the extent to which planned targets towards end of key stage outcomes have been achieved. The views of the child, parents/carers and class teachers will be taken into account. The review information from Learning Support Plans, SENDCO tracking and summative and formative assessment information from the child's class teacher will show whether adequate progress is being made.

7.2 The SEND Code of Practice (2015) describes adequate progress as:

- similar to that of children of the same age who had the same starting point
- matching or improving on the child's previous rate of progress
- that which allows the attainment gap to close between the child and children of the same age

7.3 For children with an Education, Health and Care Plan (EHCP) there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. Parents are invited to this and are asked to contribute.

7.4 Every child in the school has their progress tracked regularly. In addition to this, children with SEND who access interventions have group or individual notes to inform targets and to measure steps of progress.

7.5 If these notes do not show adequate progress is being made, the learning support plan and planned outcomes will be reviewed and adjusted.

8 Transition

8.1 To support all children with transition (within our school, as well as from and to other educational settings), the school ensures that all relevant information is passed on to the new teacher/school and relevant staff.

8.2 The school also provides opportunities for all children to be familiar with their new setting and teacher. For children with SEND, who may need further support with transition, plans are made to ensure a smooth transition, such as extra visits to the new classroom/setting, extra visits to the new teacher/teaching assistant, or photographs to enable familiarisation. This is organised in conjunction with parents/carers and the child.

9. Management of Special educational needs and disabilities (SEND) within School

9.1 The head teacher and the governing body have delegated the responsibility for the day-to-day implementation of the policy to the Inclusion Manager and SENDCO.

9.2 There is a link governor responsible for SEND, Tom Hoyle.

9.3 Teaching assistants support the work of teachers and play a role in ensuring identified targets and outcomes are achieved. They may be asked to work with children with SEND in specific groups or they may be assigned to work with individual children, with specific guidance from the class teacher.

9.4 In line with the recommendations stated in the *SEND Code of Practice 2015*, the SENDCo:

- has an important role to play with the head teacher and governing body, in determining the strategic development of SEND policy and provision in the school, together with the Assistant Head Teacher for Inclusion and Pastoral Care;
- has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans;
- provides professional guidance to colleagues and works closely with staff, parents/carers and other agencies;
- is aware of the provision in the Local Offer and works closely with professionals in providing a supportive role to families to ensure that children with SEND receive appropriate support and high-quality teaching;
- manages a range of resources, including support staff, to enable appropriate provision to be made for children with special educational needs and disabilities;
- identifies staff training needs and organises the relevant training.

10 Partnership with Parents/Carers

10.1 The school works closely with parents/carers in the support of those children with SEND. We encourage an active partnership through on-going dialogue with parents/carers as they have much to contribute.

10.2 Early discussion with the child and their parents/carers, provides an opportunity for information gathering to share and to develop a good understanding of the:

- child's areas of strength and difficulty;
- parent/carer concerns;
- agreed outcomes sought for the child;
- next steps.

10.3 Parents/carers have a responsibility to communicate effectively with professionals to support their children's education. In working with school, they should:

- communicate regularly with the school and alert us to any concerns they have about their child's learning or provision;
- fulfil their obligations under home-school agreements which set out expectations of both sides.

10.4 We have meetings in the Autumn and Spring terms to share the progress of children with SEND with their parents/carers. Permission is sought from parents/carers prior to involving any outside agencies and we share any decision making regarding the education of SEND children with their parents/carers directly and with complete transparency.

10.5 Parents/carers of children with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the child and the child themselves as part of person-centred planning.

10.6 Coffee mornings will be held at school to enable parents of SEND to connect, share experiences and seek advice.

11 Funding

11.1 School's receive funding for children receiving SEN Support. This funding is used to help make special educational provision to meet the needs of children with SEND and it helps to ensure there are sufficient resources and interventions for these children. The support offered is matched to needs of individual children with SEND and is evidenced-based. The amount of support required for each child to make good progress will be different in each case.

11.2 In very few cases a very high level of resource is required. In this case, the school will request 'top up' funding from the Local Authority where the child lives. Top-up funding is sourced following a Local Authority needs assessment and the issue of an EHC plan.

11.3 The Head teacher has the final say in the use of the personal budget within the school. (C.O.P 3.38)

12 School Involvement with Main Outside Agencies

12.1

Educational Psychology Service (EPS)

• consult with teachers • meet with parents/carers • may attend annual reviews • observe child in class and/or play • advise teachers • train staff • complete one-to-one work/assessments with children
Occupational Therapy Service (OT)
• consult with teachers • meet with parents/carers • may attend annual reviews • observe child in class and/or play • advise teachers • train staff • complete one-to-one work/assessments with children • may provide written report with targets for Learning Support Plans
Speech and Language Service (SALT)
○ consult with teachers ○ meet with parents/carers ○ may attend annual reviews ○ observe child in class and/or play ○ advise teachers ○ train staff ○ one-to-one work with children ○ may provide written report with targets for Learning Support Plans

12.2 The school liaises with other external agencies to support the needs of individual children.

12.3 External agencies have long waiting lists. Input from external agencies can take between 10-18 months.

13 Local Offer

From September 2014, the school is required to publish details of the provision it offers to compliment the Kingston LA Local Offer. This can be found in the Information Report on our school website here St Agatha's Catholic Primary School - SEND Information. The local authority's offer is published at https://www.afcinfo.org.uk/local_offer

Below are details of Wave 3 provision which can be available:

Communication and Interaction	Cognition and Learning	Sensory and/or Physical Needs	Social, Emotional and Mental Health
Attention to Autism; Social Stories; Social Skills group; Language for Thinking; Think Social! School Start Sound Awareness group; School Start Language group; Pre-teaching; Colourful Semantics; Narrative group; Socially Thinking; Communication Cookbook; Black Sheep Programme; Lego Therapy.	Nessy Reading and Spelling; Targeted phonics and reading groups; Specific Literacy Support – One to-One specialist teaching; Pre-teaching: Post teaching: Memory Magic.	Fine motor skills OT box; One-to-one OT programmes run by TA; One-to-One teaching from attached Hearing/Vision Impaired teacher: Sensory room Time: Sensory Circuits.	One-to-One Emotional Literacy Support from a trained ELSA; Individualised behaviour plan; Zones of Regulation; Nurture time; MHST 1-1 therapy support from an outside professional: Play Therapy from a trained therapist.

This extra provision is offered based on the needs of the children as and when this need arises. The school may also vary the list of offered provision if and when necessary. This extra provision is not exclusive to those children with SEND, but for all children who experience a need in a particular area.

14. Principles Underlying the Code

14. 1 The 0-25 SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEND or disabilities. These include:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents/carers to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

More information on the principles that underpin the Children and Families Act and the guidance is given in Chapter 1, Principles, in the 0-25 SEND Code of Practice (2015).

15 Legislation and Regulations

15.1 This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice (2015)

The SEND Code of Practice has been published here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

- The Special Educational Needs and Disabilities and Disability Regulations 2014
- The Special Educational Needs and Disabilities (Personal Budgets and Direct Payments) Regulations; Section 49
- The Order setting out transitional arrangements; Section 137
- The Equality Act 2010

Relevant legislation

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- Children and young people with special educational needs and disabilities but no EHC plan: Section 29
- Children with SEND in maintained nurseries and mainstream schools; Section 35
- Using best endeavours to secure special educational provision: Section 66
- SEND co-ordinators: Section 67
- Informing parents/carers and young people: Section 68
- SEND information report: Section 69
- Duty to support pupils with medical conditions: Section 100
- The Equality Act 2010

Regulations: The Special Educational Needs and Disabilities and Disability Regulations 2014

16 Appendix A

Broad Areas of Need

Communication and interaction

16.1 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.

16.2 Children and young people with ASC, 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

16.3 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

16.4 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

16.5 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.

16.6 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. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

16.7 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 multisensory 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. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind

Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

16.8 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.

17 Appendix B

Statutory timescales for EHC needs assessment and EHC plan development

