

# St. Sebastian's R.C. Primary School



## SEND Policy

<b>Names and Designation of Policy Author(s)</b>	Miss Platt, SENDCo	<b>Is this a Statutory Document?</b>	
		Yes	
<b>Approved by:</b>	FGB		
<b>Date Approved</b>	March 2023	<b>Is this to be published publicly on the school website?</b>	Yes
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<b>Target audience</b>	Staff, parents, governors		
<b>Links to other strategies, policies, procedures etc.</b>	Safeguarding Policy, Admissions Policy, Pupil Equality, Equity, Diversity and Inclusion Policy, Supporting Pupils with Medical Conditions Policy, Accessibility Policy, Anti-Bullying Policy, Complaints Procedures Policy, Cared for Children Policy, Suspension and Exclusion Policy, SEMH Policy, Behaviour Policy, Data Protection Policy, EYFS Framework		

## **Mission Statement**

As we walk in the ways of the Lord, we will:

- Keep Christ at the heart of all we do.
- Love learning and grow our gifts and talents
- Make lasting memories full of joy
- Understand our special place in the family of God
- Open our arms in love to all
- Live life to the full

## **SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY**

In accordance with the SEN and Disability Code of Practice:

*'A child has a Special Educational Need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'*

Under the Equality Act 2010, a disability is *'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.'*

For the purposes of this policy, a child is defined as having SEND, if he or she has:

- a significantly greater difficulty in learning than most others of the same age.
- a disability or health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream settings.
- special educational provision that is additional to or different from that made generally for other children of the same age by the mainstream setting.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

## **POLICY STATEMENT**

The designated teacher responsible for the day-to-day coordination of SEND is Jannine Platt (SENCO/Deputy Headteacher). The named link governor is Zoe Ogden.

At St. Sebastian's, we believe that all pupils are entitled to a high-quality, broad and balanced curriculum that enables them to fulfil their potential and become confident individuals living fulfilling lives. Adaptations to teaching and learning may be required for some pupils with special educational needs or disabilities. Others may require an educational provision that is additional to or different from the core provision. We aim to use our best endeavours to meet needs, eliminate discrimination and promote equal opportunities for all. Due to the limitations of the building, there is currently no facility for wheelchair users to gain access to the upper level of the school.

The purpose of this policy is to outline our approach to delivering the best possible education for those who may have SEND and to make clear the expectations of those involved in the process. We aim to ensure that the following principles underpin our practice:

- high quality first teaching adapted to the needs of all learners and enhanced with suitable targeted provision as necessary,
- early identification, assessment and intervention to support pupils' needs and improve long term outcomes for pupils,
- a focus on inclusive practice, removing barriers to learning, providing scaffolds to attain age related outcomes and promoting independence,
- a safe and secure learning environment for all with reasonable adjustments made where possible,
- a person-centred approach, involvement of pupils and their parents in the process and in decision making,
- collaboration between services to provide support,
- successful preparation for the next stage of education and responsible citizenship,
- fulfilment of our statutory duties,
- promotion of disability equality and equality of opportunity towards individual disabled pupils, making reasonable adjustments to ensure they are not at a substantial disadvantage compared to peers.

Each child is unique, has the right to be regarded as having equal value and worth and to fulfil their potential irrespective of ability. In carrying out this commitment, we are also fulfilling our role as Catholic educators, strongly rooted in fundamental Christian values.

## Objectives

Our school is required to address the SEND of the pupils we support. Therefore, we will:

Objective	Monitoring systems
Identify, assess, plan and deliver provision to meet needs of pupils experiencing difficulties in learning.	Monitor assessment outcomes. Monitor use of scaffolds/adaptations in the classroom and evidence based targeted interventions. Monitor learning plans to establish if goals are attainable, progress is made, confidence and motivation are sustained. Manage and monitor the transition process to new year groups. Analyse CPOMS incidents related to SEND pupils, identify and address common concerns.
Monitor and review rates of progress and evolving needs of individual learners. Report on progress.	Pupil progress meetings. Keep record of SEND children involved in targeted interventions. Gather data on targets met following interventions, including cost and softer indicators of achievement. Summarise progress. Report to the headteacher/governors on SEND in school.
Manage the efficient use of resources and provide support to staff to meet the SEN of pupils.	Action plan set for year with built in suggested areas of development for staff. Maintain record of INSET, staff development, discussions, meetings held. Drop ins to view practical suggestions being implemented.
Promote access to a broad and balanced curriculum.	Following discussions with headteacher/staff regarding reasonable adjustments and personalised learning strategies, review implementation in classroom. Drop ins to share good practice of adaptive teaching/ appropriate scaffolds/resources to aid learning. Quality first teaching monitoring programme involving headteacher and subject leaders. Collation of evidence for pupils who may need access arrangements.

Establish genuine opportunities for partnership with parents.	Inform parents when making special educational provision for their child and when reviewing progress, decision making and setting suitable targets on learning plans each term. Gather feedback from staff. Maintain record of meetings held, complaints/letters of support.
Collaborate with external agencies.	Maintain record when seeking appropriate expertise, support and advice from education, health and social care as required for staff, pupils and parents. Monitor implementation of recommendations. Keep record of funds used for purchase of external expertise, service level agreements, training.
Evaluate effectiveness and impact of provision.	Use internal screens and OTrack reporting system to measure progress from starting points of SEND pupils in context of school and against national expectations. Use costed provision tool to evaluate effectiveness of provision.
Review, prepare and publish important information about the school and our implementation of relevant policies.	Review accessibility plans, admission arrangements, SEN information report and other relevant documentation yearly.

## Identifying Special Educational Needs and Disabilities

The class teacher is at the forefront of identification of special needs and assumes immediate responsibility for raising initial concerns with the SENDCO and identifying pupils making less than expected progress over time. Specific assessment tools may be used to further clarify concerns. Early Years teachers will be alert to emerging difficulties and will liaise closely with parents to gain background information on child development before making informed responses.

'Less than expected progress' can be characterised by progress which:

- is significantly slower than that of peers starting from the same baseline.
- does not match or better the pupil's previous rate of progress.
- fails to close the attainment gap between the pupil and their peers, despite intervention.
- widens the attainment gap.

The school identifies, manages and reviews SEND provision across four broad areas of need. These being:

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

*\*Appendix A provides detailed definitions of areas of need.*

The school also takes into account what is not SEND but may impact on progress and attainment, i.e., attendance and punctuality, child protection factors.

We are aware that there may be pupils for whom English is not their first language and appreciate that having EAL is not equated to having learning difficulties. However, when pupils with EAL make slow progress, staff will consider the home, culture and community context and explore whether any difficulties are due to limitations in their command of English or whether they arise from SEND.

### Approach to SEND Support

Once a pupil has been identified with SEND, the pupil will be recorded as 'K' on the SEND register along with the correct category of need. The school will employ a graduated approach to meeting needs in the form of a four-part cycle – **assess, plan, do and review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of needs and what enables the pupil to make good progress and secure good outcomes.

- **Assess:** establishing a clear assessment of the pupil's needs. Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals, with parental consent.
- **Plan:** agreeing the adaptations, scaffolds, supports and interventions to be put in place as well as the expected impact on progress, development or behaviour, along with a clear date for review of the learning plan. One-page profiles for those complex pupils will also be agreed on with relevant staff.
- **Do:** implementing the agreed adaptations and interventions.
- **Review:** analysing the effectiveness of the adaptations, support and interventions and their impact on the pupil's progress in line with the agreed review date.

With adaptations and the additional targeted intervention, progress would be expected:

- to be similar to that of peers starting from the same baseline or standardised score  
or
- to be showing improved rate of progress  
or
- to be narrowing the attainment gap between the child and their peers.

Upon review, a pupil may have made sufficient progress to be removed from the register and monitored in class. Other pupils may remain on the register at 'K' and the cycle will continue. Levels of support and resources allocated to pupils at 'K' fall into Bands A, B and C - C being the greatest cost of resource for those who do not have an Education, Health and Care Plan.

Where, despite targeted recommendations from outside agencies being acted upon during the above cycle, a pupil does not make adequate progress, then all involved will consider whether a request for an Education, Health and Care needs assessment by the local authority is needed. The local authority SEND Panel will then determine whether to proceed with a formal assessment and if so, gather evidence from all professionals to form an EHC Plan. This can take up to 20 weeks from the initial request.

The EHC Plan will specify the type of need and targeted support the child requires. The school is then bound to place the necessary resources to meet the targets set out in the Plan and continue the review cycle with parents and professionals.

## **Reviewing EHC Plans**

The school will ensure:

- annual review meetings take place and those invited are given adequate notice, at minimum two weeks.
- advice and updates are sought prior to the review and shared with all those invited at least two weeks in advance of the meeting.
- pupil and parental views are heard and acknowledged and will support from an advocate is facilitated where necessary.
- a summary is submitted to the LA and all parties, setting out recommendations and proposed amendments as discussed within two weeks of the meeting.
- parents understand that they have the right to appeal decisions made regarding the EHC plan.
- where cared for children are concerned, the annual review should be combined with one of the PEP reviews.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC Plan, at least six months after an initial assessment. Thereafter, the headteacher can make a request as and when necessary.

## **Roles and Responsibilities**

The SENDCO will be responsible for:

- reporting to the headteacher and governing board on the strategic development of the SEND policy and provision in school.
- alongside the headteacher and link governor, ensure that responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements are met.
- the day-to-day operation of the SEND policy and coordination of specific provision to support individual pupils, including those 'cared for/looked after children'.
- ensuring the Assess-Plan-Do-Review cycle takes place, supporting staff, monitoring individual learning plans, the effectiveness of interventions as well as, analysing assessment records to measure individual progress and make comparisons with national standards.
- liaising with the headteacher regarding deployment of the delegated budget and other resources to meet need effectively.
- liaising with parents, early years providers, other schools, services and being a key point of contact for relevant professionals.
- being familiar with the provision in the Local Offer and the Salford Thrive Toolkit.
- ensuring a smooth transition to other providers when moving schools or transferring to high school placements.
- maintaining up to date records, in line with the school's data protection policy.

Teachers will be responsible for:

- understanding the needs of pupils with SEND, setting high expectations and delivering suitable provision.
- using appropriate assessment to set targets which are deliberately ambitious.
- creating learning plans and reviewing adaptive teaching and support on a graduated basis in collaboration with parents, pupils and the SENDCO.



- keeping the SENDCO, headteacher and other relevant adults up to date with changes in behaviour, academic developments and causes of concern.
- facilitating access to the full curriculum and addressing potential areas of difficulty to ensure pupils with SEND progress to know more, remember more, achieve and make progress.

The headteacher is ultimately responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive, enriching experience for all pupils, including pupils with SEND.

The headteacher will ensure:

- the school holds ambitious expectations for all pupils with SEND.
- culture and practices to enable pupils with SEND to access the curriculum and learn effectively are established and sustained.
- that staff work effectively in partnership with parents, carers and professionals, identifying and understanding the additional needs and SEND of pupils, developing learning plans, providing support and adaptation where appropriate.
- statutory duties with regard to the SEND code of practice are fulfilled.
- the SENDCO has sufficient time, resources and administrative support to carry out their functions and fulfil their responsibilities.
- regular review of the quality of teaching for pupils at risk of underachievement.
- the day-to-day policies and procedures do not directly or indirectly discriminate against pupils with SEND but maintain a culture of high expectations of all.

The Governing Board will be responsible for ensuring that:

- this policy is implemented fairly and consistently across the school.
- the school meets its duties in relation to supporting pupils with SEND.
- ensuring that there is a qualified teacher designated as SENDCO.

### **Involvement of Parents and Pupils**

The school recognise parents as partners in the education of their child and crucial to the effectiveness of provision and appropriate target setting. Therefore, communication will be consistently maintained and targets reviewed together three times per year. Translators may be arranged, as necessary.

When reviewing learning plans, school staff will ensure:

- parents and pupils with SEND are given time to express their needs, what they have done, their interests and what outcomes they are seeking in the future.
- the pupil's strengths and capabilities are highlighted.
- that the pupil is seen as an individual and not allow their SEND to become a label.
- information is easy and clear to understand with ordinary language.
- parents are given time to discuss and agree overall approaches with relevant professionals.

## Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to their next phase of education. We will ensure that we help pupils with SEND to be included in social groups, develop friendships and encourage them to participate fully in the activities of the whole school and any wider community activity.

## Safeguarding

The school recognises children with SEND may be at a greater risk of abuse and maltreatment and will ensure that staff are aware that they

- have the potential to be disproportionately impacted by behaviours such as bullying.
- may face additional risks online, e.g., from online bullying, grooming and radicalisation.
- are at greater risk of abuse, including, child on child abuse, neglect and sexual violence/harassment.

The school is aware that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- communication difficulties in managing or reporting these challenges.

The school's Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's physical intervention policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

The designated member of staff with responsibility for safeguarding is Mrs Caroline Doyle.

## Admissions

Arrangements for the fair admission of pupils with SEND are set out in the school's Admissions Policy, found on the school website. The school will meet its duties set under the DfE's 'School Admissions Code' by:

- admitting a child that has named the school in their EHC Plan.
- not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- not refusing admission of children who have SEND but do not have an EHC Plan.
- not discriminating against or disadvantaging applicants with SEND.

The school also abides by the LA's In Year Fair Access Protocol, as ratified by the Governing Body, placing vulnerable children in schools.



## **Transferring Schools**

St. Sebastian's maintains close links with the high schools to facilitate a carefully planned transition. For those pupils with EHC Plans, the SENDCO invites representatives from the relevant feeder school or specialist setting to a Y5 Transfer Review meeting and liaison continues until the pupil leaves in Y6.

The SENDCO and Year 6 teacher also meet in the final summer term with the secondary Head of Year to share up to date information of all pupils, including those on the SEND register. Selected pupils may have a Y6-Y7 Transition Plan drawn up to enable a smooth transition.

Transition meetings and visits may also be arranged for pupils with SEND, who are moving to another school at any point in their education. All relevant information is forwarded to the educational setting the pupil will be attending.

## **Confidentiality**

The school will keep confidential and not disclose any EHC plan without the consent of the pupil's parents/carers, except for specified purposes or in the interests of the pupils, such as disclosure:

- to a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
- on the order of any court for any criminal proceedings.
- for the purposes of investigations of maladministration under the Local Government Act 1974.
- to enable any authority to perform duties arising from the Disabled Persons Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- to Ofsted inspection teams as part of their inspections of schools and LAs.
- to any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in higher education.
- to the Headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will always adhere to pupil confidentiality policy.

## **Use of Data and Record Keeping**

All information about pupils will be kept in accordance with the school's system on the management of records and data protection.

The school's records will:

- record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g., through the use of provision maps.
- include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- be kept securely so that unauthorised persons do not have access, so far as is reasonably practicable.

The school will keep data on the levels and types of need and make this available to the LA and Ofsted.

## **Funding**

The school's SEND budget funding allocation is devoted to:

- employing skilled support staff (majority Level 3) and teaching staff to provide specific early intervention and subtle targeted support across the curriculum for the benefit of pupils identified with SEND.
- buying in professional advice and time (e.g., Educational Psychology),
- purchasing specific resources as required, including those that improve accessibility for all children,
- supporting the role of the SENCO and staff through training and relevant professional development.

The deployment of teaching assistants is modified termly by the headteacher in respect of progress and the changing SEND cohorts.

## **Staff Training and Improving Practice**

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and training plan. The SENDCO and headteacher regularly assess staff competencies and ensure that appropriate CPD provision is in place. The SENDCO regularly attends cluster meetings to keep abreast of new developments.

Review meetings also highlight further training or resource implications to meet the needs of specific pupils.

## **Managing Complaints**

The school's Complaints Procedure Policy can be found on the school website.

The Headteacher, staff and governors are committed to maintaining positive partnerships with parents and carers and resolving disagreements. Parents are recommended to ensure that they raise the matter with the following staff members in the order outlined:

1. The class teacher
2. The SENDCO, Miss J Platt
3. The Headteacher, Mrs C Doyle.

The SIASS – Salford Information, Advice and Support Service can provide information on the school's responsibilities and give advice to parents on how best to resolve their complaint. They will, however, expect that the issues will have been raised with the school in the first instance.

Under the SEND Code of Practice, parents have a right of appeal against certain decisions of the LA about how their child's special educational needs are to be met.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place. Where necessary, the headteacher will make the relevant parties aware of the Disagreement Resolution Service and that Ofsted can consider complaints relating to whole school SEND, including Early Years provision.

The school will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

### **Joint commissioning, planning and delivery**

The school will

- work closely with local education, health and social care services to ensure pupils get the right support.
- assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision,
- draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs,
- plan, deliver and monitor services against how well outcomes have been met.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

### **Local Offer**

The school's Governing Board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is

- collaborative – the school will cooperate with those providing services.
- Accessible - structured in such a way that relates to pupils' and parents' needs and is well signposted and publicised.
- comprehensive - parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it.
- includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- sharing up to date information.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

The school's SEND Information report will be prepared and published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special Educational Needs and Disabilities Code of Practice: 0 to 25 years'.

## Equality

The Governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

This policy, its implementation and effectiveness will be reviewed annually by the SENDCO and Headteacher and communicated to all relevant stakeholders. The views of parents of pupils with SEND and the pupils themselves will be considered. St. Sebastian's Governing Body will review this policy every three years.

This policy has been written with due regard to all relevant legislation and guidance, including, but not limited to, the following:

- Equality Act 2010 and (Disability) Regulations
- Children Act 1989
- Education Act 2002
- Children and Families Act 2014
- Health and Care Act 2022
- Mental Capacity Act 2005
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Education Needs and Disability (Detained Persons) Regulations 2015
- DfE SEND Code of Practice 0 -25 years (2015)
- DfE Supporting pupils at school with medical conditions, 2015
- DfE Working Together to Safeguard Children, 2018
- DfE Mental health and wellbeing provision in schools, 2018
- DfE School Admissions Code, 2021
- DfE Keeping Children Safe in Education, 2022
- Equality and Human Rights Commission (EHRC) Reasonable adjustments for disabled pupils, 2015

## **Appendix A Categories of need**

### **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want to or they cannot understand 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 ASD, including Asperger's Syndrome and Autism, 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 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 may experience a wide range of social and emotional difficulties which manifest themselves in many ways, including becoming withdrawn or isolated, or 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 may be medically unexplained. The school's Social, Emotional and Mental Health Policy is to be implemented to support pupils with these difficulties.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The school has 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 or physical needs**

Impairments that prevent or hinder children from using school facilities, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND. The school will ensure staff understand that:

- some conditions can be age-related and can fluctuate over time.
- a pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability: a tendency to set fires, a tendency to steal, a tendency to commit physical or sexual abuse towards others, exhibitionism or voyeurism. The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCO will ensure that their support needs are being met.