



Leatherhead Trinity School and Nursery School Special Educational Needs and Disability Policy

Status: Statutory	Responsible Manager: Head of Inclusion / Head of COIN (Anna Gattey/Sian Elston) Miranda Masters (Covering maternity leave)
Review Period: Annually	Responsible Governor: SEND Governor (Lucy Oakhill and Rosemary Deacon)
GB Ratification: May 2024	Next Review Date: May 2025

Leatherhead Trinity School and Nursery School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

We see every teacher and practitioner as a teacher of all children, including those with SEND.

Definition of SEND

At Leatherhead Trinity School and Nursery School we use the definitions for SEND and for disability from the SEND Code of Practice (2015).

SEND: A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014). (p.16)

Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that 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.’ (p.16)

This policy was created in partnership with a range of stakeholders. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (January 2015).

The policy is made available to parents in a number of ways:

- The school website under policies

- A hard copy on request at the school office

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (January 2015) 3.66 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2018
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- The EYFS Statutory Framework December 2023
- The National Curriculum in England Key Stage 1 and 2 framework document 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2011, updated December 2021
- Leatherhead Trinity School and Nursery Primary School SEN Information Report (available on our website)
- SEND Code of Practice 0 – 25 (July 2014)
- Working Together to Safeguard Children (2023)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

Aims and Objectives

At Leatherhead Trinity School and Nursery School, all children, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and in school and feel that they are a valued member of the wider school community.

- We believe that every child matters and is unique and understand not all children follow the same pattern of development.
- They have a right to a personalised learning experience, which will enable them to fulfil their potential and confident individuals living fulfilling lives.
- We offer a broad and balanced framework and curriculum for learning, which is tailored to children's individual needs.
- Some children may need greater support for a short or longer periods of time to overcome barriers to learning.
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child.
- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We will use our best endeavours to give pupils with SEND the support they need.
- We want all children to be confident individuals who are able to make a successful transition on to the next phase of education and into adulthood.
- We value and actively encourage the support and expertise of our parents and other professionals, promoting integrated working for the child and family.

We aim

- To ensure clear processes for identifying, assessing, planning, providing and reviewing for pupils who have SEND with children and their parents/carers at the centre.
- To develop effective whole school provision management of universal, targeted and specialist support for pupils with SEND.
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice (January 2015).

2. Key Roles and Responsibilities

2:1 The Role of the Governing Body

The SEND Governor will work with and support the Headteacher and staff of Leatherhead Trinity School and Nursery School to secure the necessary and most appropriate provision for any child identified as having SEND. They will ensure that all school staff are aware of the importance of providing for these children. In order to do this, they will consult the LA and other bodies, when appropriate.

2:2 Head Teacher

It is the Headteacher's responsibility to implement the School's SEND Policy and to ensure that its entire staff (teaching and non-teaching) are aware of the policy and trained to implement it. They will report or may delegate others to report to the governors about the success of the SEND provision and to inform the Governing Body of how the funding allocated to support special educational needs and disabilities has been employed.

The Headteacher line manages the Head of Inclusion and Head of COIN.

2:3 Head of Inclusion

The role of SENCO is undertaken by the Head of Inclusion

The Head of Inclusion has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCP plans. Part of the role of the SENCO is to co-ordinate arrangements with the class teachers regarding those pupils with SEND and disabilities.

The Head of Inclusion:

- Undertakes the role of the SENCO and champions SEND on the SLT.
- Manages the day-to-day operation of the policy within the school setting.
- Co-ordinates the provision for, and manages the responses to, children's SEND, including managing a range of resources, human and material, linked to children with special educational needs.
- Supports and advises colleagues (teaching and non-teaching) on the management of and provision for children with SEND.
- Acts as the link with parents and as link with and other support agencies and the parents and such agencies, where appropriate.
- Maintains the school's resources and a range of teaching materials to enable appropriate provision to be made.
- Monitors and evaluate the SEND provision of the school and report to the Governing Body.

Fundamental in this is the maintenance of the school's SEND register and provision map which contributes to, and allows for, management and organisation of the records of all school pupils with SEND. This requires the management of the school-based assessment and completion of the documentation required by outside agencies and the LA.

2:4 Head of Communications and Interaction Needs Centre (COIN Centre)

The Head of the Communication and Interaction Needs Centre (COIN):

- Co-ordinates the support the children receive in their mainstream class.
- Liaises with the Local Authorities, Speech and Language Therapists and other professionals to ensure the children receive high quality support.
- Monitors and evaluate the special educational needs provision of the Centre and report to the Governing Body.
- Will regularly liaise with the Head of Inclusion Manager on SEND issues.
- Supports and advises colleagues (teaching and non-teaching) on the management of and provision for children in the COIN unit.

- Will work in line with the Service Level agreement for the COIN unit.
- Monitors and evaluate the COIN provision of the school and report to the Governing Body.

2:5 Nurture Group Leader

Working in liaison with the Head of Inclusion, the Nurture Group Leader works to identify and provide additional support for children within the school with Social, Emotional and Mental Health needs (SEMH), particularly those who express these needs through behaviour which impacts on their or others' learning. Through a combination of withdrawal groups, one to one teaching and counselling sessions and the establishment of individual behaviour plans and systems, the Nurture Group Leader and their staff work to support these children to enable them to access the school curriculum. The Nurture Group Leader is responsible for the maintenance of these children's SEND records and liaison with parents, where appropriate. The Nurture Group Leader, in conjunction with the Head of Inclusion, is responsible for the monitoring the progress (both academic and SEMH) of children who have ever attended the nurture class.

2:6 Teachers and Staff

All teaching staff retain the responsibility for the learning and development of all the children within their class or group, including those with special educational needs and/or disabilities.

Teaching staff:

- Are responsible for ensuring that these children access a full, broad and rich curriculum and that their learning, play and social development needs are met through a challenging and exciting learning environment and appropriately differentiated learning experiences.
- Are responsible for ensuring that the children have access to any appropriate additional resources they require to enable them to access the curriculum.
- Need to liaise with the Head of Inclusion and Head of COIN, where appropriate, to seek advice, support or guidance for the management, learning and development of children with SEND.
- Need to liaise with, take, and follow the advice of outside agencies for management of children with SEND when appropriate. This advice, in addition to their own professional judgements based on their knowledge of the children and their needs, and the information supplied by formative and summative assessments, should feed into the writing of 'Individual Support Plans'.
- Teachers are responsible for writing, evaluating and reviewing 'Individual Support Plans' and/or Play Plans for every child on the SEND register at least once a term.
- Are responsible for directing and deployment of any additional staff, including Learning Support Assistants (LSAs) working within their class to support the learning and development of children with SEND. In liaison with the Head of Inclusion they should provide their staff with appropriate programmes of work and activities for intervention groups to support those with SEND and ensure that the records of such intervention are kept and recorded on the school's provision map.

2:7 Additional staff, including Learning Support Assistants (LSAs)

LSAs are responsible for much of the day-to-day support of children with SEND. As such, they have a vital role in supporting these children. It is essential that they read, understand and follow the lead staff's plans and liaise closely with them to provide thoughtful and constructive feedback about the learning and progress of the children they work with so that complaints will be rare. They are directed and managed by the class teachers, Head of COIN and Head of Inclusion. COIN LSAs are responsible for ensuring the provision for children within the COIN centre is met and liaising with external therapists such as Speech and Language and Occupational Therapy to review targets and provide intervention and support as required under the guidance of the Head of COIN.

2:8 Parents

At Leatherhead Trinity School and Nursery, we work in partnership with parents to support their children's learning and development. This is particularly important for those with special educational needs and/or disabilities. We value the support of parents and the opportunity to work with them to help their children meet their potential.

2:9 Other professionals

Leatherhead Trinity School and Nursery School is committed to integrated service provision for children and families. We work with a wide variety of different agencies and professionals to ensure positive outcomes for children.

The school works closely with the Early Education Special Needs Advisors in Surrey for support and advice and seeks funding for those children who may need additional adult support.

3. Identification of Needs

The SEND Code of Practice (January 2015) identifies four areas of need (p. 97-98)

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

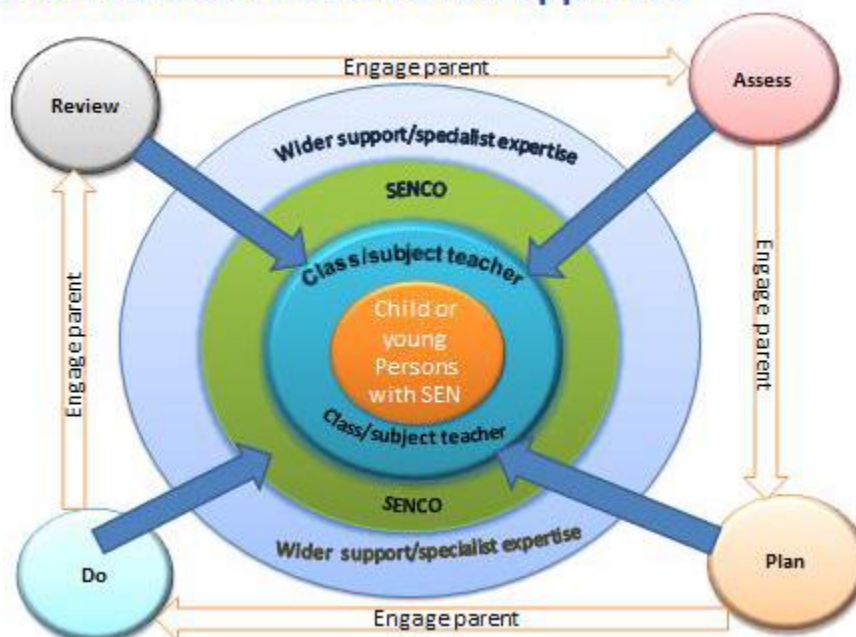
At Leatherhead Trinity and Nursery School, we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs and/or disabilities of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs:

- Children may have special educational needs either throughout, or at any time during, their time at Leatherhead Trinity School and Nursery School.
- Teaching staff take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in learning and assessment activities.
- Children must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

A Graduated Approach to SEND Support

At Leatherhead Trinity School and Nursery School, we use a Graduate Approach to identify and manage pupils with SEND and disability.

The new vision: A whole school approach



We are committed to quality first teaching and believe that this is the right and entitlement of all children. We are aware that additional intervention and support cannot compensate for a lack of good quality teaching.

Teaching staff have the first responsibility for the identification of SEND. "In identifying a child as needing SEND support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs" (6.45 COP) They need to work in liaison with the Head of Inclusion and/or Head of COIN to consider and gather information from within the School about the pupil's progress, development and needs based on their age and starting points and against national data and expectations of progress.

Staff respond to children's needs by:

- Valuing all children equally and recognising what each individual brings to the setting, starting from where the child is and what they 'can do', recognising and celebrating their strengths.
- Planning for and providing an Early Years Foundation Stage and primary curriculum which considers the individual needs of the children and makes it accessible to them, taking into account their home background and culture.
- Recognising that some children will need additional support, strategies and resources to ensure that they can access the whole curriculum.
- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and take part in learning

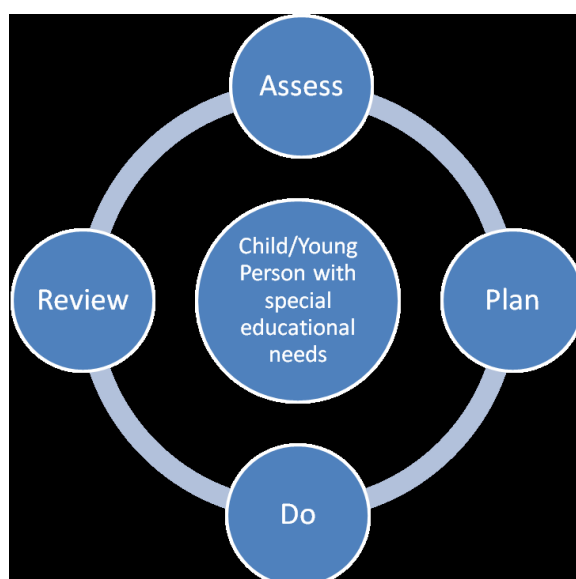
Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.
- Have an entitlement to rich, broad, challenging and exciting curriculum and differentiated teaching that enables them to access this curriculum.

The teacher's role is:

- To provide differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to pupils who may have SEND.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- To monitor pupils' progress termly and use this tracking to identify individual and group pupil needs and the most appropriate interventions to support their learning. This information is additionally monitored and evaluated through the school's provision mapping and children's individual 'Individual Support Plans' and SEND Pathway and/ or ECHP when appropriate.
- To review year group provision map at least termly and to analyse the impact of interventions in relation to impact on learning and progress and value for money.

We follow the cycle of:



Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. This will include:

- accurate formative assessment
- internal staff moderation of progress
- provision management outcomes and any specific assessments e.g. reading

Where pupils have higher levels of need and have not made progress in response to additional interventions or provision. The Head of Inclusion/ Head of COIN will liaise and work in partnership with other specialist professionals and agencies to assess the child's need e.g. EPs, PSS, REMA.

We will listen to the views and experience of parents/carers and the pupil.

Plan: "Where it is decided to provide a pupil with SEND support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the Head of Inclusion/ Head of COIN should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review" (6.48 COP)

Where SEND Support is required the teacher and Head of Inclusion/ Head of COIN with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning

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 Head of Inclusion/ Head of COIN 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" (6.52 COP)

The class or subject teacher is responsible for working with the pupil on a daily basis. She/he will liaise closely with LSAs or specialist staff who provide support set out in the plan and monitor the progress being made. The Head of Inclusion/Head of COIN will provide support, guidance and advice for the teacher.

SEND support can take many forms. This could include:

- a special learning programme for a child
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- adaptations to the environment
- working with a child in a small group
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- Interventions both within and outside of the classroom environment

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" (6.53 COP)

This support is monitored and evaluated through the child's 'Individual Support Plans', which are reviewed and evaluated, at least termly, and linked with costed provision maps. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support. The plan and the review are shared with parents and parents are encouraged to provide feedback on their child's plan.

Staff are provided with INSET and training to develop their understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Full details of the support offered by Leatherhead Trinity School and Nursery School can be found in the SEND Information Report on the [School Website](#).

Those children in need of additional support, who do not have an EHCP or statement, are recorded on the SEND register as SEND Support (K code on SIMS). The school also has a monitoring list for children who are not yet requiring SEND Support or who have needs which are being met through quality first teaching and are flourishing academically.

Annual Review meetings

- All pupils with an EHCP will have their plan reviewed the plan at least annually.
- Parents, families, children and young people will be involved in this process and the annual review meeting which will review the progress made by the child.
- We will involve the child through their One Page Profile and where appropriate will ask the child to attend some of the meeting.
- This process is a part of the partnership between home and school and parental involvement is a key element of this process.

Applying for additional support

If regular evaluation and a rigorous use of the Assess, Plan, Do and Review process shows that a child is struggling to make the expected progress either in their language, academic, social or emotional development or that they have additional physical or medical needs, the school may apply for additional support through the EHCP process. The information for this will be gathered and evaluated by the Head of Inclusion/ Head of COIN in liaison with the parents, teachers/ centre staff and other professionals.

Parents have the right, at any time, to request an assessment for an EHCP. If such a parental request is made, the school will comply fully with all requests for information and contribute to all the requested assessments.

4. Monitoring and Evaluation

Each pupil is an individual and will have their own programme to meet their needs which will be the primary responsibilities of their class teacher/ key worker, in consultation with the Head of Inclusion and other staff within Leatherhead Trinity School and Nursery and multi-agency staff from including from Surrey and NHS services.

The Head of Inclusion/Head of COIN monitors the movement of children within the SEND system within the organisation. The Head of Inclusion/Head of COIN provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The Head of Inclusion/Head of COIN monitors the provision of SEND within the centre providing feedback to stakeholders.

The Head of Inclusion/Head of COIN is involved in supporting teachers involved in drawing up 'Individual Support Plans' for children. CPD will be provided to all staff to ensure targets are SMART and personalised to each child. The Head of Inclusion/Head of COIN and the Headteacher hold regular meetings to review the work of the school in this area.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head of Inclusion reports the outcome of the review to the full Governing Body.

5. Concerns and Complaint

We recognise the sensitive nature of SEND and therefore have outlined a specific complaints procedure with regard to the provision of children with additional needs.

At Leatherhead Trinity School and Nursery School we endeavour to build strong relationships with parents and hope that complaints will be rare. We hope and encourage parents with any concerns about the provision to discuss them quickly and at an appropriate time with the child's teacher, Key Person, or other staff member who knows the family well. Staff members should listen to parents' concerns and views and work together to find a solution. However, if this has not resolved any concerns, parents should discuss their concerns with the Head of Inclusion/ Head of COIN

Further to this discussion, if a resolution is not found, parents should write a letter of complaint to the Head of Inclusion, Head of COIN or Headteacher, outlining their concerns. Parents can also contact the school governors and should address any concerns to The Chair of Governors, it is hoped that resolution can be found before these steps are needed to be made. Other professionals may be asked to be involved if they can be of help in finding a solution to the problem. Parents are informed of the 'Surrey Parent Partnership' support group at www.surreyparentpartnership.org.uk, [email them](mailto:) or on 01737 737300.

6. Record Keeping

The Head of Inclusion/Head of COIN is responsible for ensuring that the School's SEND registers are kept up to date. The School's office staff are responsible for maintaining the electronic SEND register in accordance with best practice and data protection issues.

Teachers have responsibility for maintaining up to date SEND records for their class containing current 'Individual Support Plans', reviewed past 'Individual Support Plans', advice from outside agencies and EHCP information and reviews. This information is stored using an online platform 'Provision Map'.

Further information can be found on

- Leatherhead Trinity School and Nursery School website under SEND
- the Surrey Local offer site <https://www.surreylocaloffer.org.uk/>
- school's admission arrangements
- by contacting the Head of Inclusion/Head of COIN

7. Transition

We work to make the move from one setting to another as smooth and anxiety-free as possible for both child and parent. Any time of change can potentially be a difficult time for children and their families. It is our role to be a proactive part in transition to ensure children and families' experiences are positive and have a beneficial effect. We hope that all parents and children will have a sense of belonging to the school and have built strong relationships of trust; parents will often turn to the practitioners and teachers as equal partners to share their concerns around transition time. A positive partnership between home and setting enables everyone to work together and support one another through this time of change.

7:1 Transfer for children with additional needs

For children with SEND the transfer within the School or to another setting or school will need to be planned carefully to allow all those involved to be fully aware of the child's needs and the provision which needs to be in place for that child. Transition arrangements must be agreed and implemented. Responsibility for this will be shared between Leatherhead Trinity School and Nursery School, the receiving setting and the parents to ensure the process is effective. Central to this process is the right of the child to have his/her needs met with continuity and progression.

7:2 Transfer of records

Information relating to the child's SEND is recorded on SEND forms and 'Individual Support Plans', as required by the Code of Practice. These records are passed onto the child's new setting/ school. Any additional information is attached; these would include speech therapy reports, referral and involvement of other services and any relevant medical reports or information which is vital for the wellbeing of the child.

Throughout this process, confidentiality must be maintained. There must be close liaison with parents so they are fully aware of and agree to information being shared.

8. Consultation

Leatherhead Trinity School and Nursery School provides information of our policy for special educational needs and disabilities, and the arrangements made for these children in our organisation in our different prospectuses. A named governor takes a special interest in special needs and disabilities and is willing to talk to parents.

We take account of the wishes, feelings and knowledge of parents at all stages. We have regular review meetings to share the progress of special needs children with their parents. We inform them of any outside intervention, and we share the results of this intervention through either meetings and/or written reports. We give parents opportunities to be part of the SEND Pathway writing process and they receive their own copy. Whenever possible and appropriate, we will seek the views of the child including through their personal profile.

Appendix 1: Staffing

- Head of Inclusion: Anna Gattey
- Head of the COIN Centre: Sian Elston (Until October 2023) Then Miranda Masters (Maternity Cover)
- SEND Governor: Lucy Oakhill/ Rosemary Deacon
- Learning Support Assistants line manager : Anna Gattey/ Sian Elston
- Designated Teacher with specific Safeguarding responsibility: Anna Gattey/ Elizabeth Killin / Laura Cox / Hannah Gray / Sarah Harrison
- Staff responsible for managing PP/CLA funding: Hannah Gray / Anna Gattey
- Member of staff responsible for managing the schools' responsibility for meeting the medical needs of pupils: Hannah Gray

Appendix 2: Broad areas of need definitions

Communication and interaction Needs

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

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

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools

Sensory and/or physical needs

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

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.