



Hinchingsbrooke School



*Inspiring excellence
Fulfilling potential
Developing character*

SEND HANDBOOK 2020-21



Edition 1 – September 2020

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Staff List

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3. Transition

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SEND Code of Practice

The SEND code of practice published April 2014 (SEND14) made some significant changes to how we manage, identify and support pupils with Special Educational Needs.

The term 'Additional Need – coded K' replaced both 'school action' & 'school action plus' under SEND14. 'Statements' have been replaced with Education and Health Care plans, linking NHS, social care and education within a single plan. EHCPs cover birth to age 25.

The four **areas of need** are;

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The needs of pupils under these four areas are explained at the end of the handbook.

All teachers are teachers of SEND and this is seen as a whole school responsibility requiring a whole school response. It is our aim that the overwhelming majority of needs will be met by access to quality first teaching

Basecamp (and The Haven)

Base Camp provides support for students with SEND. As well as offering specialist SEND support for individual students and teachers, Basecamp is welcoming space for students to meet up at breaks. Basecamp and The Haven offer a nurturing place to sit and be quiet, chat with friends or to join in activities with one of the on-duty Teaching Assistants.

The Basecamp Learning Support Department offers students: Literacy and Maths Intervention; Spelling Programme (Dyslexia); Reading Intervention (1:1); In class support; Catch-up; Life Skills; Individual support where necessary; Support on Trips/Residential; Support in exams; Testing; access to Learning Mentors and Key Workers.



Identification and Assessment of Additional Need

We ensure that every child in Year 7 is screened at the start of the school year. This screening includes analysing Cognitive Attainment Tests, Access Reading Tests Data, Lucid Screening and Key Stage 2 SATS results. If it is felt that further testing is required parents will be contacted and a referral made to the Director of SEND or SENDCo for further investigation. This investigation will initially involve reviewing past records, consultation with teachers and/or parents/carers and could include classroom observations. The SENDCo will then review these findings and decide on next steps. If further investigation is required, the SENDCo may decide to request further testing or make a referral to an external professional such as a Speech and Language Therapist or Educational Psychologist.

If the SENDCo authorises further investigation the following is a sample of the tests that may be used;

- Wide Range Intelligence Test (WRIT)
- Wide Range Achievement Test 5 (WRAT4)
- Grey's Oral Reading Test 5 (GORT 5)
- Comprehensive Test of Phonological Processing (CTOPP)
- Test of Word Reading Efficiency (TOWRE)
- British Picture Vocabulary Scale (BPVS)
- Detailed Assessment of Speed of Handwriting (DASH)
- Test of Memory and Learning (TOMAL)

Academic Achievement Battery (AAB)
Autism Spectrum Rating Scales (ASRS)
A range of assessments are used to identify need.

All students are screened to check for dyslexia and basic literacy skills by the SEND Team. This takes place in Year 7 and in Year 9 to check for exam access arrangements.

Transition



We view the transition from Primary to Secondary school as a significant event for the children concerned and we try to make this process as smooth as possible for students and parents/carers, while ensuring it is informative for all colleagues. Prospective students and parents/carers are encouraged to introduce themselves at the school's intake evening. The Department also welcome meeting parents/carers and students at other times of the year, particularly to discuss the nature of individual special needs. A member of the Department will attend Year 5/6 Transition/Annual Reviews when invited by the Primary schools, in

addition to 'ad-hoc' visits and meetings by request. During the summer term all the main feeder Primary schools are visited by the SENDCo and/or the Assistant SENDCo. All intake students are discussed, and information gathered particularly regarding those students with identified SEND. In September all staff are issued with notes and relevant pen portraits for the Year 7 students with SEND. Students for whom it is expected that transition could be problematic are invited to take part in enhanced transition.

Referrals

Individual students may be referred to the Department for assessment of learning or other difficulties by any member of the school staff, other professionals or by parents/carers at any time during the year. A referral form is completed outlining the issue, systems/support currently in place and actions taken are recorded. Referral Forms can be found on SharePoint to download and complete before emailing to Alex Scott, Assistant SENDCo.

Sharing SEND Information

Our view is that it is essential that all teaching staff are fully appraised of the needs and abilities of the students in the groups they teach. To this end a summary of students' needs are compiled and entered onto Bromcom. Bromcom indicates which students are a 'K' – additional support and those with an EHCP (Education, Health & Care Plan) as well as indicating individual's exam access needs. All staff are encouraged to refer to Bromcom where they can find copies of individual student's pen portraits when getting to know their classes. We also welcome discussion with and comments from staff about students. SEND students in all year groups are monitored throughout the year and pen portraits/data is updated in the light of student progress and changing needs, as needed.

We aim to offer students who have an EHCP as inclusive an experience as possible throughout their school life. Students with an EHCP are identified to staff by their entry on Bromcom. Staff teaching students with an EHCP will be issued with appropriate information outlining need. All students with an EHCP are encouraged to participate in, and supported through the broad and balanced, and appropriate curriculum on offer for all students and to take part in other curricular activities offered by the school. Year 8 students with an EHCP and their parents/carers will be offered advice from the Department regarding KS4 options. Senior Staff will be alerted to the students' needs regarding suitable curriculum choices for Key Stage 4 courses.



Information, guidance and support for departmental staff: A key part of the provision to support students with SEND, or additional needs in school is provided by ensuring teaching staff have up to date and relevant information on student need. This ensures they can adapt the provision or resources in place. This is provided via Bromcom, our management information system. Students who have SEND needs, an EHCP, or Exam Access Arrangements have a flag on their records that show this.

- ✓ Disadvantaged student
- ✓ Education and Health Care Plan
- ✓ Exam Access Arrangements in place
- ✓ EpiPen User
- ✓ SEND Support Code K
- ✓ Serious Medical Condition
- ✓ Pen Portrait in place

Within Bromcom there is also the capacity to print reports that give an overview of SEND needs for a year group, a class or a tutor group. This enables staff to plan for a teaching group with the needs of the students specifically in mind.

Disadvantaged - FSM LAC	▼
Education Health Care Plan	E
Exam Access Arrangement	A
EpiPen User	▼
SEN Support Code K	K
Serious medical condition	▼
Pen Portrait	▼

The Spectrum of Needs

We have approximately 205 pupils within SEND support, encompassing a wide range of different needs. Of these, 45 have an EHCP and 160 have additional needs. We understand that every child is an individual, with his or her own unique range of needs that we need to support. If you require any information about a particular student, please see Bromcom entry. If you require any further information, please do not hesitate to contact the SEND Team. Either Simon Parker or Alex Scott in the first instance. Students with EHCPs and many of those listed as additional need have key workers. Key workers are happy to go through individual pupils' needs and support plans, as they are very knowledgeable about the students they support and have the advantage of seeing a range of strategies being implemented throughout the school.

Pen Portraits (PP)

We regard pen portraits as unique, student centred documents which indicate targets that are different from those which, in some cases, form part of the teachers normal differentiated planning. The pen portrait will encompass targets that are set to help bring about long term objectives, including those outlined on a student's EHCP.

The pen portrait is seen as a process through which the student is guided and supported to consider their educational journey. This document will include both academic and well-being outcomes. Pen portraits are produced for 'K' students and those with an EHCP. These documents are shared with parents/carers as well as teaching staff.

Monitoring and Reviewing Progress Monitoring progress is an important a function of the Department as encouraging progress.

Annual Reviews (AR)

These are convened according to when the EHCP was issued. It normally takes place annually following that date. All teaching and other staff involved with the student concerned are involved in the review process. Comments from staff are summarised before the AR meeting. Appropriate teachers (eg Head of Year, Form Tutor), supporting TAs, and any relevant outside agencies involved with the student will be invited. Parents/Carers and the student are expected to attend. Annual Review documentation is word processed and circulated to the relevant parties in advance of the meeting. SENDCo and Assistant SENDCos may be linked with students with EHCP and some high priority students at 'K'. They may observe in class support to gain an overview, liaise closely with the student's Key Worker, may work on a one-to-one with the student, will attend Annual Reviews and will communicate with parents/carers as required.



Testing

A great deal of testing already takes place within the school system. Some students may be re-assessed for Access Arrangements during the year. Other progress tests and psychological assessments may be used when necessary.

Learning Support (in and out of class)

We aim to maximise student progress by ensuring that a wide range of SEND students' lessons are supported in the classroom. The inclusion of students is inherent in our practice of providing in-class support by a team of TAs. In some cases, it may be more beneficial to withdraw students for individual and/or group work. The 'In Class Support Timetable' is formulated by the SENDCo and Assistant SENDCos, with the support of the Administrative Assistant, and is updated regularly according to identified needs.

TA support is allocated where it will be most effective for SEND students and to give a balance across subjects, teachers and year groups and recognise, where possible, TAs skills and attributes. Priorities will be drawn up according to the level of student need and in the light of any requirements written in the student's EHCP. The overriding aim of In-Class Support is that it is student focussed, should maximise progress and encourage independent learning. In-Class Support will be allocated to classes in order to provide as much continuity as possible. Support may be moved to other classes should priorities change.

Nurture Provision



The aim of the Nurture provision at Hinchingsbrooke School is to support students who are working significantly behind in relation to cognition and learning needs.

As a part of the support for higher needs students, we operate a Nurture provision in KS3. This is split into two distinct groupings which are called *Nurture* and *Nurture Light*.

The Nurture provision is in place for 20 of our most high needs students from Year 7 and 8, many of whom have Education and Health Care Plans (EHCPs) and the focus is on 'catch up' of the core skills. The students tend to generally still work at predominately lower Primary levels and do not have secure basic Literacy or Numeracy skills. This provision is run by specialist teachers who work specifically with the group to support their needs via a tailored provision.

The Nurture Light provision is in place for the next wave of SEND students who need extended support across the curriculum because they do not have secure basic skills. This group is reduced in size (maximum 20) and has extended support from the SEND TA Team. The curriculum for this group is adapted by departmental staff to ensure that basic skills are fully met.

Literacy Support

Accelerated Reader (AR)



All of Year 7 will be given the opportunity to take part in the AR scheme. This involves undertaking a Star Reader adaptive reading comprehension quiz which will generate a Reading Age (RA) and Zone of Proximal Development (ZDP) score. This ZDP score will highlight the level of challenge appropriate for the student, which will be indicated by a colour code on many of the books in the Learning Resource Centre (LRC). Students choose an appropriate book, read it and then complete a quiz to check comprehension. Students RA and ZDP can be updated on a regular basis by retesting and during the year it is hoped that through regular reading and quizzing RA will improve.

Other year groups which are not actively taking part in AR can still use their RA (by using the NGRT scores) and the colour-coding on books in the LRC to select appropriate texts to read.

Lexonik

Lexonik delivers a rapid impact on literacy. Additional benefits include greater vocabulary understanding, comprehension, spelling. Lexonik enables students to gain critical decoding and vocabulary skills. Each child takes a pre and post WRAT test thus enabling us to track progress.



The teaching programme consists of one-hour blocks over six weeks, the course is delivered by a trained HLTA or TA.

Taught in small groups with a 4:1 student-teacher ratio.

- small intensive, targeted group work
- repetition and reinforcement
- encouragement of active recall
- speaking and listening activities
- lively energetic teaching at a rapid pace
- multi-sensory activities so that students experience hearing, saying and doing within the same activity

The scheme claims an average reading age gain of 23 months in six weeks. At HBK 2019/20 the average reading gain of the Y7 students who took part was +32.64 months' growth.

PiXL Speed Reading

In Year 11 those students who do not qualify for exam access arrangements but whose scores may still be of a concern will be offered the opportunity to practice, 'speed reading' a PiXL intervention. Students will be offered sessions during tutor time 1:1 with a member of support staff. An initial speed calculation will be made and after several sessions the same text test will be repeated to establish what reading gain has been achieved.

All children are screened upon entry to Hinchingsbrooke and during specific time frames according to the year group with CAT4, NGRT, Lucid (dyslexia screening) and Exact exam access. The data gives us a starting point to establish and identify students for Wave 1, 2 or 3 teaching. Further screening for interventions like Lexonik can begin, using the whole year group data. Our Director of SEND, Rebecca Bierton may also carry out more detailed screening to establish whether exam access may be granted, or other needs may be more thoroughly investigated.

Numeracy Support

Success@Arithmetic

This is a light touch calculation-based intervention for learners in Key Stage 2 and Key Stage 3 who have difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills. It helps them to make faster progress and to catch up with their peers through a mastery approach.

Success@Arithmetic

- provides targeted use of the Pupil Premium
- supports the new National Curriculum for Mathematics
- promote mathematical thinking and understanding
- develops secure and fluent calculation methods through carefully staged progression
- promotes a mastery approach
- develops the mathematical subject knowledge of both teachers and teaching assistants
- provides detailed evidence of progress and impact

Times Tables Rock Stars



This is an online, or on paper, programme for practising times tables. The online version is used predominantly, and students practise all their times tables, though some students ask for specific times tables to focus on. It is based on speed per question, and students get a rock status, which is anything from Wannabe (over 10 seconds a question) to Rock Hero (under 1 second a question). The aim is for students to improve their speed as they practice more. Improvements were seen with the average improved by 0.67 seconds a question. Regular access has a direct impact on results with students improving their speed

average by 1.4 seconds a question. Most students enjoy it, they have an avatar and by answering questions correctly they earn coins, which they can use to change their avatar's appearance. Sometimes they are asked to go on it as part of homework or other times they use it if they have a lesson in one of the IT rooms.

Tutor Group Interventions

The interventions in tutor time are either one to one sessions or small group sessions (up to about 4 students). Students meet with a member of Teaching Assistant Team instead of attending tutor time and they either do some numeracy work or work on what they are looking at in class. If they are happy with

the topics being covered in class, they will receive some pre teaching of the next topic. The students seen are students that SEND have suggested additional support, these are students across the year groups, with and without EHCPs.

Study Skills

Individual sessions and/or group interventions are offered as appropriate. These are delivered by a member of the SEND Team.

Social Skills

Students requiring help with social skills have access to break activities in Basecamp (The Haven). Intervention groups are run for targeted groups/students.

GCSE Options

Students are supported with making their option choices. A conversation with a specialist member of senior staff who understands their needs takes place to facilitate this choice as well as a range of open evenings/workshop events/assemblies/tutor time sessions etc. A range of levels of programmes are now available such as ASDAN which have no exams in them, and 'bespoke' curriculums are considered where appropriate.

Access Arrangements

Arrangements for GCSE exams are put in place at the start of Year 10, continuing into Year 11, and may continue to Years 12 and 13. These most commonly consist of additional time for written examinations in the line with current regulations; however other special arrangements may be applied for according to students' needs. Confirmation is sent to parents/carers by letter. This is done in conjunction with the Examinations Manager.

Staff can access those students who require Access Arrangements through Bromcom. Departments will be encouraged to ensure that students are entered for courses and exams at an appropriate level at GCSE or other Entry-Level Award Level. Student's 'usual' practice in supporting their needs is taken into account from Year 7; therefore, some students will have exam access arrangements in place from the beginning of their secondary education. For example, if a student requires to access a laptop for lesson, there is an expectation that they will have access to a laptop in their assessments/exams.

Teaching Assistant (TA) Roles

Teachers take the time to explain to Teaching Assistants what they expect a student's outcomes to be and the type of support that would be most beneficial. This can take place in person, or via email communication with the Teaching Assistant.

Teaching Assistants also run interventions that focus on areas of SEND need, this includes, but is not limited to, support for social communication for students with ASD, support with fine and gross motor skills for dyspraxic students and support with reading, spelling, exam preparation or typing for dyslexic students. Interventions

are outcome focused and have baseline and exit assessment as well as clear targets set. All interventions that take place will be compiled into our SEND 'provision map' so that they can be collated and analysed at an individual, group and school level. This ensures a robust and 'value for money' approach to all support that is provided.



Key Workers: All EHCP and higher-level SEND (K) students will have a Key Worker from the SEND Team, usually a Teaching Assistant, allocated to them. The role of the TA is to provide additional pastoral and needs focused support to the student. They are an 'advocate' for that student and usually know them very well. Teachers are welcome to make contact with student's Key Workers for advice, guidance or a professional discussion on how to best support that student within the classroom.

TA support in the classroom can offer support in a number of ways:

Supporting the Students

- Developing an understanding of the specific needs of the SEND students
- Establishing a supportive relationship with students and developing methods of promoting and reinforcing their self-esteem
- Helping students to learn as effectively as possible in both group situations and on their own
- Clarifying and explaining instructions
- Ensuring the students are able to use the materials and equipment needed
- Motivating and encouraging students when necessary
- Assisting them in weak areas such as literacy, behaviour and presentation skills etc
- Helping students to stay on task
- Helping students organise and complete their homework during after-school homework club

Supporting the Teacher

- Liaising with the class teacher to support differentiated learning activities
- Contributing to the maintenance of students' records
- Providing feedback about students to the class teacher to enable them to adjust/recognise 'what works' with specific students

Supporting the School

- Contributing to established links between home and school
- Liaising with other members of the team to support SEND students
- Attending relevant CPD training
- Being aware of and following established school procedures

OFSTED Guidelines for Teaching Pupils with SEND

Intent

Leader take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life



The school has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs

Learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

Implementation

Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise

Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. **They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.**

Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts

Impact

Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

Although these features are true for good teaching generally, they are particularly true for the teaching of disabled children and young people and those with Special Educational Needs.

Children and young people learn best when:

- They look to the teacher for their main learning and to the support staff for support
- Assessment is secure, continuous and acted upon
- Teachers plan opportunities for pupils to collaborate, work things out for themselves and apply what they have learnt to different situations
- Teachers' subject knowledge is good
- Teachers understand pupils' needs and how to help them
- Lesson structures are clear and familiar but allow for adaptation and flexibility
- All aspects of a lesson are well thought out and any adaptations needed are made without fuss to ensure that everyone in class has access
- Teachers present information in different ways to ensure all children and young people understand
- Teachers adjust the pace of the lesson to reflect how children and young people are learning
- The staff clearly understand the difference between ensuring that children and young people are learning and keeping them occupied
- Respect for individuals is reflected in high expectations for their achievement
- The effectiveness of specific types of support is understood and the right support put in place at the right time

SEND AREAS OF NEED

1. Communication and Interaction

Communication and interaction refers to a child or young person's ability to use and understand verbal and non-verbal communication techniques to show their understanding, explain their needs and reason in different situations. Communication happens when one person sends a message to another person either verbally or non-verbally. Interaction happens when two people respond to one another – a two-way communication. A child or young person who has



difficulties with communication and interaction may receive support or intervention for:

Speech, Language and Communication Needs (SLCN)

Learners with speech, language and communication needs 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. Learners with SLCN may find it difficult to:

- Express themselves verbally using words or sentences
- Understand words that are spoken to them or follow instructions
- Play and interact with their peers in a social setting
- Develop relationships with their peers as easily as their peers
- Follow classroom routines which could then manifest into disruptive behaviour
- Develop literacy skills (speech, language or communication) at a similar rate as their peers
- Develop confidence and self-esteem

Autistic Spectrum Condition (ASC)

ASC is a broad term used to describe a number of conditions including Autism and Asperger's Syndrome. Learners with ASC may find it difficult to:

- Interact with adults and their peers socially
- Use and understand non-verbal behaviours such as: eye contact, facial expressions, body language and gestures
- Understand the emotions and feelings of others
- Express an interest in their peers or instigate conversations
- Develop language skills and often repeat words or phrases spoken by others
- Adapt to changes in routine
- Express their own discomfort or satisfaction; they often show this by flapping their hands, twisting or flicking their fingers when they are angry or upset

2. Cognition and Learning

The Special Educational Needs and Disability Code of Practice: for 0-25 years (2014) states that cognition and learning refers to the support for learning difficulties when learners cognitively develop at a slower pace than their peers, even with appropriate differentiation.

Learners with cognition and learning needs may find it difficult to:

- Understand basic concepts
- Acquire basic skills in Reading, Writing and Maths resulting in a lack of confidence to use and develop the skills they do have
- Apply logical reasoning to social and academic situations
- Solve problems
- Develop communication and social skills expected of their age which can lead to immature social and emotional understanding
- Develop fine and gross motor skills
- Organise themselves
- Remember facts, numbers, timetables, grammatical rules etc.
- Socialise with their peers of the same age Cognition and learning difficulties cover a wide range of needs, including:



Moderate Learning Difficulty (MLD)

MLD is the term used to describe learners whose academic attainment is significantly lower than that of their peers. Generally, these children will have difficulty acquiring basic skills in Maths and English and often find it difficult to remember and apply what has been taught. Other difficulties may include associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills. Further information can be found at: <https://www.goodschoolsguide.co.uk/archive/special-education-needs/moderate-learning-difficulties>

Profound and Multiple Learning Difficulty (PMLD)

PMLD refers to a learner with one or multiple profound learning disabilities. These learners usually require support with daily activities, such as feeding, washing, dressing and communication. The specific support that is required will always depend on the way in which the different learning disabilities impact the individual. Learners with profound and multiple learning disabilities often have additional physical, sensory, mental or mobility problems that mean that they may need additional support. For a learner with profound and multiple learning disabilities, the amount of support that is required may stay at this level throughout their lives, whereas those with mild or moderate learning disabilities may require different levels of support as they progress through their school career.



Severe Learning Difficulty (SLD)

SLD would be identified at birth or in early childhood. Learners with SLD could; have little or no speech, find it difficult to learn new skills including walking; require support with daily tasks such as dressing, washing, eating and keeping safe and would require life-long support.

Specific Learning Difficulty (SpLD)

SpLD is the term used for learners who have difficulties with particular aspects of learning, such as:

Dyslexia

Dyslexia is a specific learning difficulty which affects 1 in every 10 people. It is not categorised as a learning disability as it does not necessarily impact on learner intelligence. Learners with dyslexia may read and write at a slower pace, confuse the order of letters in words, confuse similar letters, for example b and d, find it difficult to follow sequences of instructions and have poor organisational skills.

Dyscalculia

Dyscalculia is usually perceived of as a specific learning difficulty for mathematics or, more appropriately, arithmetic. Learners with dyscalculia often have difficulties memorising arithmetic facts and struggle with basic mathematical concepts such as counting.

Further information can be found at: <http://www.aboutdyscalculia.org/symptoms.html> - Dyspraxia affects fine and gross motor coordination and can occur in both children and adults. Learners may present with difficulties with self-care, writing, typing, riding a bike and play although dyspraxia does not directly affect learner attainment.

3. Social, Emotional and Mental Health Difficulties (SEMH)

Social, Emotional and Mental Health needs (SEMH) is an overarching term for learners who show difficulties in one or more of the following: managing their emotions, social interaction or mental health. Learners with SEMH needs may find it difficult to:

- Participate in group work or social situations
- Discuss their feelings
- Understand the feelings of others
- Show empathy or excitement when engaging in a conversation with their peers
- Follow instructions
- Concentrate for long periods of time
- Work independently due to lack of self-confidence
- Understand their role within the class or group Social, emotional and mental health covers a wide range of needs, including:

Adjustment Disorders

A learner suffering from an adjustment disorder may have witnessed a stressful event or had a significant change in their life such as, moving school, parental separation or a bereavement. This could then have an adverse effect on their emotional health or behaviour.

Anxiety Disorders

Learners suffering from an anxiety disorder may be prone to frequent panic attacks. The learner may complain of physical symptoms such as headaches or stomach aches and may also give inappropriate emotional responses, such as outbursts of laughter or crying out of context.

Obsessive Compulsive Disorder (OCD)

OCD is an anxiety related condition where a learner might experience frequent, intrusive and unwelcome obsessional thoughts which manifest themselves in repetitive compulsions, impulses or urges.

4. Sensory and/or Physical Needs

Some learners require special educational provision because they have a physical or sensory disability which inhibits their ability to use one or more of their senses, or physical movement.

Physical and sensory needs cover a wide range of impairments, including:

Hearing Impairment

Hearing impairment refers to a range of hearing conditions from those with a mild hearing loss to those who are profoundly deaf. In school, learners are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment or particular teaching strategies to access the curriculum. For some learners, hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale.

There are four categories of hearing loss: mild, moderate, severe and profound.

Visual Impairment

A visual impairment is a problem with a learner's eyesight that cannot be corrected by wearing glasses or surgery. The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments.

Multi-Sensory Impairments (MSI)

Learners with MSI usually have a combination of both visual and hearing impairment and often require access to specialist equipment and support to fully access the school curriculum.

