

SEND Information Report 2025 - 2026

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the [Special Educational Needs and/or Disability Code of Practice and Regulations 2015, Regulation 51, Schedule 1.](#)

General School Details:	
School Name:	St Bertelines CE Primary School
School website address:	www.stbertelines.org.uk
Type of school:	Church of England (Aided) Primary School
Description of school:	Our school has a Foundation Stage of 31 children, which are catered for in 1 Reception class and a Reception/Yr1 class. In addition to this, there are 7 classes throughout the school. Currently we do not have a pre-school. There is wrap around care provision for families of the school which is outsourced/ commissioned. We are here to educate, nurture and care for our children within a Christian atmosphere. We place the child and the family at the centre of our work and hope to join with parents in providing a safe, ordered, stimulating education from the age of 4 to 11 years.
Does our school have a resource base? Yes or No	No
If Yes please provide a brief description.	
Number on roll:	257
% of children at the school with SEND:	21%
Date of last Ofsted:	October 2024
Awards that the school holds:	
Accessibility information about the school:	Please see Accessibility Plans on our website
Please provide a web link to your school's Accessibility Strategy	https://www.stbertelines.org.uk/page/send-policies/139853
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	All class teachers at St Berteline's Primary School have gained a teaching qualification at degree level. Our teaching assistants have all gained at the least, teaching assistant level 2 qualifications. Some TA's hold teaching qualifications. The SENDCo, Liz Tudor has gained the National award for SENDCO in 2017. All members of staff have opportunities for CPD linked to SEND and receive regular training. This academic year relevant staff have been involved in the following training: Working Together (Safeguarding) Social Stories Makaton Assessment of SEND Intensive Interactions Sensory Processing Personal Learning Plans SENCO workshops EP cluster consultations.

	Specialist teacher consultations. One page profiles Specific Learning Difficulties (Dyslexia) Attachment and Trauma Nurture Network group training IDL implementation and understanding results Team Teach Counselling Writing Provision Maps and One Page Profiles Medical Care plans – applying these CPOMS – recording SEND Quality First teaching Down Syndrome Cheshire Transition SEND Services Information mornings. Specialist expertise for children requiring additional SEND support is secured through the SENDCO who uses local authority recognised agencies such as OT, Physiotherapy, Specialist Teachers, Orthoptics, Educational Psychologists and Paediatrics. The amount of input from these agencies can differ through the year depending on the needs of the pupils.
--	---

School Policies/Procedures: Add website links to each individual policy below or explain where policies can be accessed by parents/carers

SEND Policy	St Berteline's C of E Primary School: SEND Policies (stbertelines.org.uk)
Safeguarding Policy	St Berteline's C of E Primary School: Safeguarding (stbertelines.org.uk)
Behaviour Policy	St Berteline's C of E Primary School: Behaviour (stbertelines.org.uk)
Equality and Diversity	St Berteline's C of E Primary School: Policies (stbertelines.org.uk)
Pupil Premium Information	St Berteline's C of E Primary School: Pupil Premium (stbertelines.org.uk)
School Complaints Policy/Procedure	St Berteline's C of E Primary School: Policies (stbertelines.org.uk)

Range of Provision and inclusion information:

How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	We recognise that some of our children have a wider range of needs than others and these can be summarised into one or more of the following categories. (Appendix A) 1. Cognition and Learning 2. Communication and Interaction 3. Social, Emotional and Mental Health Difficulties. 4. Sensory and Physical Needs Pupils may be identified as having SEND if their development in one or more of the four SEND categories is noticeably different when compared to their peers and/or a child does not appear to be making the same level of progress as other children of their age. All of our children's needs are considered on an individual basis and if
--	---

Range of Provision and inclusion information:	
	appropriate we will seek professional advice in order to identify possible barriers to their learning. In addition to this; additional support through adapted work, equipment and an additional member of staff may be deployed. Our staff members have a wide range of skills which they bring to our teaching team. All staff members use these skills to support the identification of pupils with SEND. When pupils have been identified with SEND before they join us at St Berteline's, we work with the people who already know them and use the information they already have available to identify what their specific needs will be in our school setting. If a parent/carer tells us they think their child has SEND we will discuss this with them and investigate. We will share with them what we find out and agree on next steps with them as to how we can all help their child. We are a child and family centred school so parents and children are involved in the process to work out what is the best step forward to support the child in school. A child's understanding and behaviour are discussed with parents and staff to see if the same behaviour/difficulties are presented at home and school. All staff are trained in effective ways to seek individual voice through non leading conversations and a variety of strategies such as; Good day/Bad day, Important to me and three houses representing different feelings. The SENDCO collates all of the information and coordinates the next steps for the child. Before a child is put on the SEND register, they will be added to the school's Cause for Concern list. This is discussed with parents. When children are receiving extra provision beyond Quality First teaching, they are added to the Class Provision Map which is shared with parents on a termly basis. These provision maps outline what additional support the child receives and uses SMART targets to track children's progress. These are used to inform planning and delivery of additional interventions and support for individual and small group activities within the classroom. Advice from outside agencies and intervention programs will be added to here. For example Speech and Language and OT exercises. Sometimes it is considered appropriate for a child to have an Educational Health Care Plan (EHCP). Advice will be sought from the Local Authority for the best way forward for the child

Range of Provision and inclusion information:

alongside parents and school. With this EHCP may come additional funding if deemed appropriate to help meet the needs of the child. If a child obtains an EHCP they will continue to be educated at St Bertelina's Primary school unless the Local Authority alongside parents decide on another school which would be more appropriate to meet that individual child's needs. This can be another mainstream school or a specialist school/base.

5. If a child has an EHCP a Personal Learning Plan is written for them. It uses SMART targets derived from the Outcomes on the EHCP. Advice from other specialists are sought and approaches and interventions are then put in place for the child. Examples of other specialists may be Specialist teachers, OT, Physiotherapists, and Paediatrics. This plan is reviewed every term and discussed with parents. Each child with an EHCP has a One Page Profile which is reviewed with the child. This contains the child's voice and opinions about their learning and experience at school.

For pupils with a medical condition, an Individual Health and Care Plan (IHCP) will be written for that child.

Parents/Carers and outside agencies are involved in this in order to meet the child's medical needs effectively in school. If additional equipment is needed this is also written on the plan. Staff training on different medical needs is provided as and when appropriate.

St Bertelina's actively encourages Parental and family involvement in their child's education. Some of the other ways parents can be involved is:

Weekly family worship

Coffee mornings – Themed short workshops/drop ins eg Mental health and Wellbeing, ADDvanced Solutions

Stay and Play/Stay and Read (KS1)

Parents afternoons

Grandparents' afternoons

Parent's evenings

Weekly drop ins for Teacher/parent communication.

SENDCO 'Drop in' sessions at parents' evenings

Workshops such as 'Reading with your child'

Signposting to Local Authority events such as Drop ins for certain specialist services and training how to help your child with for example sensory processing.

Signposting parents to SENDIASS (SEND Information Advice and Support Service) for support and guidance.

Signposting parents to ADDvanced Solutions Community Network for support and training, CHAPs (Cheshire Autism Practical support), SEND Parents Carers Forum, Nurture Parenting courses for example.

Sharing a Useful Contacts sheet to parents of groups (such as the above) to contact. Provided links on the website and in Newsletters.

Range of Provision and inclusion information:	
	Parents are encouraged to initially speak to the class teacher regarding any concerns by seeing them at the end of the day or telephoning school.
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.	● The Governing body is committed to meeting the needs of pupils with SEND and supporting families of such pupils. This is done by involving other bodies such as health, social services, local authority support services and voluntary organisations. ● We access various external agencies in order to help children access the curriculum and provide additional input for specific needs; speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties, social and emotional difficulties, mental/ physical health and medical issues. ● We are able to access support from local authority services and local specialist schools who provide outreach. ● Support can be requested from occupational therapy and physiotherapy for pupils who require this input and specific resources. ● We use the LA's Educational and Child Psychology service for our pupils in school and we attend the EP group consultations for support. We receive support from specialist and professional agencies, e.g. Speech and Language therapists who come in to school to work with children and to train our staff and to advise on strategies and programmes. We are also able to refer pupils for a period of speech therapy if required. We refer and use the Specialist teacher provision for needs such as Cognition and Learning, Vision impairment, and hearing, Autism and complex needs. ● We have TAs who deliver Speech Language across EYFS and KS1 programs across the school in line with Wellcomm and SALT plans. Specific adult supervision and support is given to children with specific sensory diet needs where possible. ● We support pupils and families with various issues. We provide a specialist counsellor who supports children and their families in our school as and when needed and we have access to, and use the support from CAMHs.

Range of Provision and inclusion information:	
	● We have strong links with the Contact and Referral Team (iCART) who will provide support and guidance to schools for families who are experiencing a range of difficulties. We refer families into Early Help and hold Multi Agency Meetings (MAP) with parents, outside agencies and the pupil where necessary, in order to support the family more and to review the child's progress. At these meetings the following types of discussions will take place; what will be put into place in school to make teaching and learning more effective; agree targets for pupil's achievement; agree how we will work together and what we each will do; agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability.
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	● Specialist equipment and resources are bought and provided for children in order to support them to access their learning. ● Examples of equipment and resources that are used maybe specific to a condition such as dyscalculia (concrete resources), dyspraxia (small and large motor skill equipment) Visual Stress (overlays, different coloured paper), dyslexia (toe by toe, word games, alternative approaches to spelling -SNIP programme, multi sensory approach, IDL online learning), sensory needs (sensory box, large equipment, weight snakes, wobble cushions) ● Quiet corners within the classroom to be calm/ areas to access such as the Den (Sensory room) and Snug. ● Access to IT resources such as iPads and laptops with specific learning apps. ● Prompt and reminder cards for organisation are frequently used ● We use a variety of symbols and visual prompts ● Various after school and home work clubs to support learning in and outside the school and the wider curriculum. ● Nurturing groups. ● A TA has had training linked to Bereavement. TAs provide OT carrying out personalised OT and sensory therapy programmes . ● School Counsellor – Once a week for children/families in need of support.

Range of Provision and inclusion information:	
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	● Support from SENDCO/specialist TA for small groups or individuals identified with specific needs ● A range of language resources, such as social stories, Time to Talk, What Next? and Emotions & Feelings games for use in and outside the classroom. ● Flexibility to allow children to have 'downtime' from the busy classroom/playground if necessary. For example; Quiet corner in a classroom, lego time, the Den for sensory needs, The Courtyard for sensory needs with TA out of the classroom. ● Strong links with LA specialist teacher for autism and communication difficulties ● Visual prompts and timetables – clear structure/routine and preparation for when this changes. ● Regular Home/school contact through informal meetings, telephone and contact book. ● Regular "check ups" with children – have a 'go to' person.
What strategies/programmes/resources are available for speech and language difficulties?	● Intervention from speech and language therapists. During the year we have visits from Speech Language who have worked with staff to advise on Speech Language issues. ● Delivery of personal speech and language programmes and social skills activities ● Support from classroom assistants within class or through interventions. ● Staff training on SALT strategies to implement within the classroom. One member of staff is trained in ELKLAN and Mutism. ● We have recently started using the WELLCOMM screening and toolkit for EYFS and KS1. We have a WELLCOMM Champion in school.
Strategies to support the development of literacy (reading /writing).	● Small group support in class for guided reading and writing. ● Individual daily reading with an adult. ● Reading schemes designed for struggling readers and comprehension. ● Withdrawal into target groups or 1:1 sessions for intervention programmes aimed at developing reading / writing skills, such as Toe by Toe, Stride Ahead and IDL as a teaching programme and a screening tool. ● Opportunities to use a variety of software linked to reading schemes.

Range of Provision and inclusion information:	
	Specialist teacher advice from the LA for individual children and training.
Strategies to support the development of numeracy.	● Small group support in class through guided teaching ● Withdrawal in a small group for 'catch up' maths activities using specific programmes and resources such as Numicon. Use of adapted year group books using the Power Up maths scheme and Maths for Life Scheme. ● Withdrawal by teaching assistant for 1:1 support, including Power of 2 and Plus 1. ● Dyscalculia screening and resource books/equipment to aid learning. ● Use of specialist maths resources online for reinforcement (IDL) ● Year 6 booster sessions carried out to prepare for SATs Specialist teacher advice from the LA for individual children and use of the Halton Toolkits.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	● Personalised and adapted curriculum within a person centred approach. Regular discussions with child, parents, staff and outside agencies. One page profile in order to ensure the child's 'voice' is heard. ● Quality first teaching. ● Identify and notice a child's strengths/ interests and use these to adapt the curriculum where necessary. ● Identification of prime mode of learning, e.g. auditory, visual and kinaesthetic ● Provision maps for each class to record and monitor children's provision and the impact it has. ● Small group support in class from classroom assistant or teacher ● 1:1 support in the classroom from one of our teaching assistants where necessary to facilitate access through support, modified resources or adaptation of tasks and 'down time' from the classroom environment. This leads to enabling and equipping the child for independent learning. ● Specialist equipment. ● Personal Learning Plans (educational, behavioural, pastoral) ● Time spent in a year group more appropriate to the needs of the child, if felt this would be beneficial. ● Carefully organised diagonal classes to ensure needs are met appropriately.

Range of Provision and inclusion information:	
	Strategies put into place as provided by professionals / specialist services / outreach/ training.
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	● All pupil's progress is monitored and tracked through observations and formative and summative assessments, personalised support plans, provision maps and One Page Profiles. (Child's Voice) Target setting is carried out termly both within class and during termly pupil progress meetings. In addition to school's termly assessments some SEND children are assessed using the assessment tool B squared in order to track small steps of progress for SEND children working below expected levels in English and Maths. Children are tracked with concrete and observation assessment termly and progress recorded. Soft data is also used to track children with for example, emotional needs. ● This could be through observation, discussions professionally and with family or using a resource such as the Boxall Profile and Autism Progression Framework. ● Regular reviews of class Provision Maps – these are used as working documents. Each child with SEND receiving additional provision/interventions is tracked on these documents. Individual provision/ interventions/ targets are shared and discussed with parents at parent's evenings and throughout the term if necessary, depending on the individual and circumstance. If appropriate targets are shared and discussed with children – personalised approach. ● Personal Learning Plans for children with EHCPs - targets and reviews ● Through target setting and evaluations at MAP meetings ● Through EP consultation groups where strategies are suggested, implemented and reviewed for individual children. ● External professionals undertaking assessment ● Regular review of targets with child – age appropriate. ● Termly meetings between class teachers and SENDCo to discuss progress and next steps.
Strategies/support to develop independent learning.	● Use of individual timetables and checklists ● Visual instructions ● 'Chunking' of activities ● Individual success criteria

Range of Provision and inclusion information:	
	• Visual prompts, such as 'Now and Next' cards and visual Timetables • Use of task plans and Red/green tasks • Use of Talking tins • Peer support • Social stories to outline expectations. • Short achievable tasks without an adult to start independence – use of timers. • Photograph of whiteboard/flipchart on ipad next to child when copying • Use of laptops for writing • Individual workstations to reduce excess stimuli and distractions
Support /supervision at unstructured times of the day including personal care arrangements.	• Named midday supervisor at lunchtimes • Personal Learning Plans which specify break and lunchtime provision • Strategies in place for unstructured times of the day e.g. alternative location for break or lunch times • Provision for personal care • Playtime buddy system • Playleader activities • Specific skills/ games taught in small groups to play on the playground.
Extended school provision available; before and after school, holidays etc.	• We offer a range of lunchtime and after school activity / sports clubs for all pupils of different ages and abilities • All children have the opportunity to go on a residential experience every year from year 2 onwards • School passes on any information about holiday activities offered by the Local Authority to relevant children and their families.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	• Up-to-date risk assessments • Meeting with parents/carers for extra information in order to ensure the child's needs are met outside the school environment. • Ensure specialist equipment is taken if needed. Eg wheelchair and that accessibility is available. • Additional TA/adult support • Good preparation, including preparing children for change in routine. Familiarisation of the environment before going. • Ensure suitable access and staff from residential are aware of the additional needs of the child if appropriate. • Encourage peer support. • Young Carers awareness – on the website, signposted and targeted assemblies to enhance awareness.
Strategies used to reduce anxiety, prevent bullying, promote emotional	• Church school ethos runs through the school into all areas of well being– being active, giving, connecting, learning and taking notice. Christian Distinctiveness

Range of Provision and inclusion information:	
wellbeing and develop self-esteem including mentoring.	and values are the foundation of the school celebrating individuality, gifts and helping one another. • Daily worship focussing on Christian values, well being, diversity and celebration. • Heart Smart programme - Use of a common language across the school teaching and learning about well being. • Well being Week in school. • Training staff - Trauma and attachment, Nurture Network meetings and training. • Regulate, Relate, Reason approach. • Emotion coaching used. • Sensory diets/ awareness in place. Safe, quiet spaces to use in school. SEAL resources, feelings & emotion and social skills activities/ books/interventions, Zones of Regulation, 1:1 time for nurture. • Planned support with teaching assistant/ significant adult. • Trained ELSA in school. • Individualised approaches for children such as, 'Meet and greet' at the start of day, access to The Snug for calming activities, 1:1 time for interventions/sharing books specifically aimed at anxiety/growth mindset/ positives book shared at home and school etc. • Parental contact through home-school book and regular parental contact sessions/ phone calls if and when appropriate • Implement recommended strategies from current campaigns, e.g. Anti-bullying week, E-safety week • Strong links with local police who support and talk to children. • Pupil voice -Child friendly safeguarding leaflet produced by the school council, post-box to write concerns to Headteacher • Referral to counselling services. We have a counsellor in school once a week for children to access. • Contact with the Mental health Support Team. • One member of staff trained in Mental Health First Aid. • Identified adult to provide support / mentoring Children with SEND are supported to prepare their One Page Profiles which are updated at least twice a year
What strategies can be put in place to support behaviour management?	• Use of the school's behaviour policy • Training staff - Trauma and attachment, Team Teach – positive behaviour strategies. De- escalation • Regulate, Relate, Reason approach • Sensory diets/ awareness in place. Safe, quiet spaces to use in school. Use of sensory room. • Close work with family. • If appropriate, individual behaviour plans are put in place • Use of STAR charts to identify needs and triggers. • Use of Boxall profile resource.

Range of Provision and inclusion information:	
	• Social skills / behaviour group using social skills programmes • Support and intervention from outreach behaviour specialist – use of the Educational Psychologist services. • Strategies in place for unstructured times of the day e.g. alternative location for break or lunch times • Referral to Attendance and Behaviour service • Key worker identified • Encourage a feeling of responsibility • Use of a Positives Book which is shared between home and school, to celebrate positives. Reward system – individualised. • Access to School Counsellor
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	• Y6 teacher and SENDCo coordinate Transition to secondary schools, meeting with staff from secondary schools, identifying vulnerable pupils. • Additional supported visits are made, if required • Secondary transfer evening in school for Y5s, Y6s and their parents / carers • Regular meetings with parents, encouraging them to visit schools in Y5 • Transition plans, including photos, transition booklets, One Page profiles for individual children • Risk assessments completed • Work with SENDIASS (Parent Partnership) and ADDvanced Solutions and Assessment Coordinator for children with an EHCP. • Social stories and visual prompts for pupils • Work through PSHCE on managing and preparing for change • Programme of visits • Longer term links with secondary schools to increase familiarity – ICT, Music lessons for example. • Home visits from reception staff to meet new children and parents / carers • Parents / carers meetings in school prior to children starting school • We have similar Transition plans for moving from pre-school to Foundation Stage and to every class, if required such as extra reading time with the new class teacher and individual visits on Inset days in September. • Transition evenings for EYFS to Y1 and Y2 to Y3 Pupils take photos and Transition booklets are made, with pupil's help, at every stage
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	• Referrals and interventions from physiotherapy / occupational therapy team • Assessment and individual programmes • Specialist resources, including pencil grips, Move and Sit cushions, sloping writing boards, posture packs, specialist chair and weighted items

Range of Provision and inclusion information:	
	• Delivery of planned intervention programmes by skilled members of school staff. • Close liaison with medical staff where required • Regular staff training for managing particular medical needs, e.g. diabetes, Continence and VI. • Up to date care plans in place • TA works with individual children on OT exercises
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	• Pupils' views are very important to us and we use various resources to collect pupils' wishes and feelings. • Children with SEND are supported/ listened to when preparing their One Page Profiles, which are updated at least once a each year or more regularly if necessary. • Parents/ carers are encouraged to share their views through telephoning/talking to the class teacher as a first port of call. SENDco available to support with concerns/questions. • Staff make themselves available for meetings with parents / carers and initiate conversations about the child if needed. • Support readily available for parents / carers of terminally ill children • Support readily available for terminally ill children and their peers • We hold regular events for parents / carers in school, including Dads' reading afternoon, Mums' games morning and Grandparents' afternoon. • The school will signpost appropriate groups and organisations to parents / carers which are relevant for family needs, for example ADDvanced Solutions, CHAPs and specific training for parents such as Triple P, Nurture Parenting or YORK training for Parents/Carer's with Autism. • A 'Useful Contacts' sheet is available and given to parents with organisations and wider services for parents to contact – this information is also on the website. For example services and contacts such as Young carers, Short Breaks, SENDIASS, Parenting Programmes, School Nursing Team, Down Syndrome Cheshire, CHAPs. • Regular coffee mornings are held (every half term) for Parents/ Carers with SEND. Different Outside agencies are invited to attend such as ADDvanced Solutions, Halton Healthwise, SEND Parents and Carer's Forum. • Parents signposted to Halton Local Offer for information/ support. (Halton family Hub)
How additional funding for SEND is used within the school with individual pupils.	• Schools receive funding for all pupils, including those with special educational needs and disabilities and, through this, they meet pupils' needs for additional support and equipment. • Additional classroom support • Specific resources

Range of Provision and inclusion information:	
	• Specific training for staff • Currently if the assessment of a pupil's needs identifies something that is significantly different from what is usually available, the school will discuss the needs with LA specialist teachers and seek advice. If appropriate, school alongside parents, will apply for an Education, Health and Care Plan.
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	• Close links with the local authority Virtual Head • Good relationship with foster carers and social workers • Positive PEP meetings. • Examples of Pupil Premium usage: • TA support for academic and social activities • Encouragement for involvement in outside school activities • Financial support if needed for residential, activities • Children access specific workshops in school, for example Artists/musicians, linked to their identified needs and interests. Or outside school such as Mental Health Well being workshops. • Support with essential equipment needed for school such as books, paper, uniform. • Purchasing screening tools
SENCO name/contact: Liz Tudor 01928 719847 liz.tudor@stbertelines.co.uk Halton Local Offer – https://www.haltonfamilyhubs.co.uk/	
Headteacher name/contact: : Sheridan Moss 01928 719847 head.stbertelines@haltonlearning.net	
ANNUAL REVIEW 2025-2026 Completed by: __Liz Tudor __Date: __23.09. 2025	

SEND Broad Areas of Need

Communication and Interaction

6.28	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.
6.29	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

6.30	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.
6.31	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

6.32	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.
-------------	---

Sensory and/or Physical Needs

6.34	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 (see the References section under Chapter 6 for a link).
6.35	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.

