



Walsall Council

Children's Services - Education

The Walsall Education Local Offer for Mainstream Providers

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The Local Offer

As part of the Government's reforms of special educational needs and disability (SEND), local authorities are required to publish a local offer showing the support available to disabled children and young people and those with SEND and their families/ carers.

All Children and Young People are entitled to an education that enables them to make progress so that they:-

- achieve their best
- become confident individuals living fulfilling lives and
- make a successful transition into adulthood, whether into employment, further or high education or training

Overarching Principles

Schools need to take a prompt and proactive approach to identifying and addressing the needs of children and young people with special educational needs and disabilities from the start and to developing staff skill and expertise at every level of the school ~ strategic, policy, management and classroom level. Effective whole school action can reduce both physical barriers and curriculum access barriers and can help promote emotional health and wellbeing. A commitment to having a well trained SENCo who is a member of the Leadership Team , can influence appropriate decision making and inform on staff training needs, is vital in enabling schools to deliver an effective whole school approach which is based on a culture that children and young people with SEND are everyone's responsibility.

A whole school approach includes:

- A commitment to providing effective intervention which ensures good progress from the learner's starting point
- Safeguarding, including effective e~Safety, anti bullying strategies, and interventions
- Behaviour support
- Effective pupil voice in place that has impact, especially in planning transition across all phases
- Engagement with multi agency processes including initiating these processes where appropriate to increase inclusion
- Effective and evaluated action to increase involvement of parents in the support provided to their child/children
- Whole school and targeted training focused on meeting the needs of children with SEND
- Effective record and tracking systems in place to measure impact of support provided and progress of pupils
- Building independence for individual learners
- Enabling individual children and young people to make effective transition and progress through education, training and learning

In adopting a whole school approach it is important to note that reasonable adjustments and differentiated approaches are not mutually exclusive and the strategies and approaches laid out in this document are not exhaustive. A whole school approach will also mean that the school is in a position to demonstrate that all children within the school are making the requisite progress that Ofsted will seek to measure when they carry out inspection.

A whole school approach should include consideration of the use of nurture groups, an evidence based approach to supporting pupils with SEND in the form of emotional, social and behavioural difficulties in an inclusive manner. This approach can address barriers to learning which may arise from these difficulties in an inclusive and supportive manner via short term and focused intervention.

Early Years (0-5): Four guiding principles shape practice in early years settings and are set out in the Statutory Framework for the Early Years Foundation Stage. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities. Ongoing assessment is an integral part of the learning and development process.

Between the age of 2 and 3 years, practitioners must review the child's progress, identifying the child's strengths and any areas where progress is less than expected and provide a short written summary for the parents/carers. Any significant emerging concerns identified special educational need or disability must result in a targeted plan, developed by the practitioner, to support the child's future learning and development. This should include other professionals, e.g. SENCO, as appropriate.

Post-16(19-24* SEND): All providers will be expected to apply the principles of the DfE paper 'Study Programmes for 16-19 year olds' June 2012. This is an inclusive approach which applies to all students including those with SEND, including those with the most learning difficulties and disabilities. The paper sets out proposals to ensure all students study coherent, well thought out programmes which offer them breadth and depth and do not limit their options for future study or work.

****Study programmes apply to 19-24 year old students with a learning difficulty assessment or an Educational and Health care Plan who are still in Further Education***

For descriptors (Profiles) of the different physical, sensory, behavioural, communication, and learning needs that children and young people with SEND may experience see Appendix A

Teaching and Staffing

Teachers and other staff must have high expectations of children and young people with SEND and the skills to ensure they learn. This means that all teaching and support staff need to have access to an ongoing programme of training and support to enable them to identify the specific needs of each pupil. Plans which overcome a range of barriers to learning, including managing challenging behaviours, and which enable staff to deliver effective teaching leading to better outcomes including learners making good progress should be in place. Performance management will effectively identify professional development needs and opportunities. The availability of SENCo time to enable these practitioners to fulfil their responsibilities and effectively influence practice is essential and forms part of the SENCo's ongoing monitoring and leadership role. Strategies to support teachers, teaching and the sharing of good practice include team teaching, modelling, shadowing etc. Leadership Team monitoring should identify good practice for sharing and areas for development. This always leads to positive action.

Leadership Team responsibility includes ensuring that the following are available:

- Class or subject teachers who are responsible for working with each pupil on a daily basis delivering individualised or group learning
- Additional support to enable participation in unstructured times of the day as required
- Access to small group, in class teacher or TA support that can be used flexibly to support learning and understanding and to secure progress
- A SENCo with responsibility for monitoring, reviewing and evaluating the implementation and impact of strategies, teaching and resources, adjusting the teaching and support as appropriate in order to support learning and progress
- In the EYFS phase the SENCo should have a role to play in monitoring the EY Profiles, using the evidence and information to identify needs and appropriate interventions
- Tracking of progress by classroom teacher and SENCo which feeds in to the whole school development
- Advice by specialist teachers, educational psychologists and/or SALT on teaching strategies or provision and use of equipment
- Agreement for additional time for the learner to complete tasks with advice and support of SENCo
- Agreement to additional support, reasonable adjustment and access to additional resources required for successful task completion
- Appropriate questioning to secure learner understanding
- Ensuring effective feedback to learners on how to further improve their work and meet their individual learning targets
- Active engagement of the learner in reviewing and monitoring progress
- Access to extra curricular activities with appropriate support
- Liaising with parents/carers and sharing interventions and strategies
- Transitions plans are in place between key stages and between year groups as appropriate

Early Years (0-5): Schools and settings are expected to meet the needs of all children through a range of practice which is additional and differentiated to meet the child's needs, and builds on the 2 Year Old progress check (if available)

Post-16(19-24 SEND): Schools, colleges and other training providers will be expected to identify a member of teaching/tutorial staff with overall responsibility for putting together and overseeing an individual's study programme.

****Study programmes apply to 19-24 year old students with a learning difficulty assessment or an Educational and Health care Plan who are still in Further Education***

Assessment and Intervention Planning

Teachers have to be confident in identifying the most effective way of ensuring that the child or young person has the support they need to ensure they learn and make good progress. Under current Ofsted requirements schools are expected to have robust systems for tracking and monitoring achievements for all children and particular groupings such as SEND. Therefore teachers will plan support to help every child or young person progress well. This planning will differentiate between the needs of children with SEND and those who may simply be struggling with learning and need access to a range of school based catch up services. Leadership Team has responsibility to ensure all staff are appropriately trained and are confident in identifying need and agreeing appropriate interventions.

In order for this to happen effective assessment and intervention planning should result in the closing of any gap between the needs of children with SEND and their peers and the development of their independent learning. This includes ensuring the following:

- That Assessment for Learning principles are employed
- Use of previous records and base line assessments e.g. KS1 will use early years outcomes
- Systematic monitoring of pupil progress regarding the effectiveness of interventions and making any necessary changes
- Use of externally validated resources e.g. RAISE ONLINE, Progression Materials, Performance Matters, EYFS,
- 2 Year Progress check etc to identify areas of development and good practice
- That IEP targets are SMART, include consultation, advice and assessment from external agencies as appropriate and are reviewed termly with the pupil, their parent/carers and other agencies (as appropriate)

The impact of the above strategies should result in an assessment of the needs of individual pupils which focuses on the reasons for any inadequate progress. This should include consideration of classroom environment, learning styles, analysis of strengths and weaknesses, progress in relation to time, peers starting at a similar level, age related expectations, emotional wellbeing and attitude to learning. Ensuring that transition planning, across all phases, is pupil/person centred will ensure that impact of specific interventions is sustained.

Children and young people are expected to make the following progress:

- A child in KS1 should make at least 8APS progress across years 1 and 2
- A child in KS2 should make at least 3APS across the year ~ or 1APS a term
- Children should make 3 levels of progress between KS2 and 4 from their starting point

Children who do not make the expected progress must be identified and appropriate interventions put into place to support progress. Schools must remember that Ofsted are looking for accelerated progress. Information is provided via SID to assist schools with this work and guidance is provided in Progression Materials which includes progress charts for children working at P levels.

Early Years (0-5): Schools and settings are required to deliver learning which adheres to the four guiding principals set out in the Statutory Framework for the Early Years Foundation Stage. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

Practitioners must review the child's progress, identifying the child's strengths and any areas where progress is less than expected and any significant emerging concerns identified special educational need or disability must result in a targeted plan, developed by the practitioner, to support the child's future learning and development. This should include other professionals, e.g. SENCO, as appropriate.

Post-16 (19-24 SEND): Arrangements for provision and assessment of Level 2 English, mathematics in most cases, or appropriate adjustments according to the level of study programme and individual needs.

****Study programmes apply to 19-24 year old students with a learning difficulty assessment or an Educational and Health care Plan who are still in Further Education***

Access to the Curriculum

Having high aspirations for children and young people, taking a whole school approach to remove any barriers to curriculum access while ensuring that the curriculum remains appropriately challenging and relevant requires a range of approaches. Children and young people with SEN and those with a disability should have access to a broad balanced and suitably modified curriculum that is effectively differentiated in all areas, including the effective use of assessment for learning and in particular questioning and self assessment.

At the Early Years Foundation Stage the seven areas of learning and development must shape the educational programmes delivered in early years settings, including opportunities to develop choice making and turn taking.

This includes adopting the following to ensure full curriculum access as appropriate to each pupil:

- Partner work including self and peer assessment
- Use of a differentiated curriculum
- Specialist teaching, including HI and VI provision
- SENCo support
- Booster groups
- Pragmatics groups
- Direct instruction
- Precision teaching
- Writing and/or numeracy focus groups
- SALT programmes
- Small group teaching
- Small group work, including short term specific focus groups
- 1:1 sessions, use of Learning Mentors, peer tutoring
- Differentiated or pupil specific workstations
- Pre teaching, including target specific
- Timetabled ICT support programmes
- Additional time to complete SAT's
- Corrective and paired reading
- Modification of resources
- Wave 2 and 3 interventions
- Opportunities for independent learning

This is not an exhaustive list

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- Children develop and learn in different ways and at different rates

The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities. Ongoing assessment is an integral part of the learning and development process and practitioners must review the child's progress, identifying the child's strengths and any areas where progress is less than expected. Any significant emerging concerns identified special educational need or disability must result in a targeted plan, developed by the practitioner, to support the child's future learning and development. This should include other professionals, e.g. SENCO, as appropriate.

Secondary Specific: schools and providers should consider use of specific subject area teaching assistant and resources, off site provision, additional time to complete coursework, ASDAN and work experience as appropriate

Post-16 (19-24 SEND): all students will have a study programme which Ofsted will be monitoring on inspection. Study Programmes will include:

- Progress to a level higher than prior attainment
- Qualifications which are stretching rather than easy to pass
- Qualifications of good/suitable size and level of rigour that will enable genuine progression to meaningful employment, training or higher levels of education
- Programmes will enable all to achieve English and mathematics GCSE A*-C or where this is appropriate to take English or maths provision that will lead to significant progress towards this.
- All students will participate in value-added non-qualification activity and work experience, whenever appropriate.

These expectations are intended to be broad and flexible enough to meet the needs and interests of all full and part time students, irrespective of the field they wish to pursue or ability, including Learners with Learning difficulties and Disabilities.

N.B. Most substantial academic programmes at level3 (e.g. A level programmes) currently meet these criteria, provided the young person has already achieved a grade c in English and maths.

The requirement for young people to achieve – or work towards- at least a grade C in English and maths is part of a broader ambition to increase significantly the number of young people continuing to study maths post-16 by 2021. While it is not formally part of the Study Programme, schools and colleges should encourage young people to continue with their study of maths once they have achieved a level 2 qualification, in light of the value placed on mathematical ability by employers and higher education institutions.

This also applies to vocational qualifications

Employability skills are important at all levels

Study Programmes should lead to an ambitious positive destination for all.

****Study programmes apply to 19-24 year old students with a learning difficulty assessment or an Educational and Health care Plan who are still in Further Education***

Resources

Providing a differentiated, challenging, aspirational and supportive curriculum includes providing access to a range of specific resources as detailed on the schools current provision map.

This includes, but is not limited to:

- A range of Quality First Teaching and Wave 1 resources to include Inclusion Development Programmes, Circle Time
- A range of Wave 2 resources to include RML Freshstart, Springboard, Talking Partners, Beat Dyslexia, ABC Behaviour Charts, Social Use of Language programmes
- A range of evidence based Wave 3 resources to include Wave 3 Maths, Toe by Toe, Alpha 2 Omega, provision of or access to specialist equipment e.g. laptop, specialist seating, ICT programmes including Wordshark, Numbershark and Clicker

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The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities. Ongoing assessment is an integral part of the learning and development process. Inclusion Development Programmes for Early Years, Behaviour Management charts and access to specialist equipment should all be.

All settings delivering early years, nursery and reception learning could consider the Toy Library as an additional resource.

Secondary Specific

- Progress units

Post-16(19-24 SEND): the co-ordination of vocationally relevant work experience for all students, particularly those with SEND is critical and required to ensure that young people with SEND are supported into the world of work. Appropriate links should therefore be developed and maintained with employers to support the development and delivery of relevant study programmes.

****Study programmes apply to 19-24 year old students with a learning difficulty assessment or an Educational and Health care Plan who are still in Further Education***

Pastoral Care and Emotional Well Being

Removing barriers and providing an inclusive, welcoming and supportive environment which enables children and young people to flourish and reach their maximum potential will require all schools to address the specific pastoral and well being needs of children and young people with SEND.

Supporting the Pastoral Care and Emotional Well Being of children and young people is lead by a whole school approach which articulates clear policies particularly in relation to behaviour management, anti bullying and inclusion. Specific strategies might include SEAL or SEAD, the identification of safe areas and strong partnership working with parents and carers. Recognition of the link between positive behaviour management and academic progress will support the pupil in making good progress. Headteacher or senior leadership engagement at this level will be important.

At a group level consideration should be given to social skills groups, which might include friendship groups, nurture groups and lunchtime groups, peer mentors or buddies and anger management work.

At an individual level specific interventions and strategies could include Circle of Friends, anger management programmes, use of time out and/or designated spaces.

Active involvements of parents and carers through the home school liaison mechanisms will increase as the child or young person's level of needs are identified. Developing effective multi agency links and a partnership approach will be essential in ensuring the needs of individuals are met.

Early Years: specific consideration to attachment and nurturing as a whole school approach and the use of SEAD should be considered.

Secondary Specific: access to IAG should be provided and consideration of person centred transition planning for young people with SEND from Year 9 onwards.

Post-16(19-24 SEND): schools, colleges and other training providers will be expected to identify a member of teaching/tutorial staff with overall responsibility for putting together and overseeing an individual's study programme.

Co-ordination of vocationally relevant work experience for all students, particularly those with SEND is essential if this group of young people are to be appropriately supported into the world of work. Appropriate links should therefore be developed and maintained with employers to support the development and delivery of relevant study programmes.

Next Steps

The classroom in particular is a complex environment which has a major effect on both pupils and teachers and schools vary widely in the extent to which they successfully help children to overcome their difficulties and make good progress.

If, despite the application of a combination of the interventions described in this document the school is unable to support the child or young person to make good progress from their starting point consideration should be given to moving to the High Needs process.

Appendix A - SEN Profiles

COMMUNICATION AND INTERACTION:

Speech and Language

The ability to communicate with good speech and language skills is an essential life skill for all children and young people if they are to reach their full potential; it underpins a child's social, emotional and educational development. Some children will need additional support to develop these skills and many children with SEN have strengths and difficulties in one, some, or all areas of speech, language and communication. Speech language and communication have a significant impact on the ability of children and young people to understand and achieve in all subjects as they underpin the basic skills of literacy, mathematics, personal learning and thinking skills. Language development is generally associated with early years education and although this is critical phase in developing these skills, both language and communication skills continue to develop throughout the teenage years.

The range of speech, language and communication skills difficulties experienced by children and young people will include those with a formally diagnosed speech and language delay or disorder e.g. a stammer and those who may experience learning difficulties or demonstrate Autistic Spectrum features. These difficulties maybe exhibited through:

- Difficulties in understanding the meaning of language
- Difficulties in articulation and phonology
- Difficulties with expressive language, putting words into meaningful sentences and/or forming structured sentences appropriate to the child's age and development
- Difficulty with vocabulary acquisition
- Difficulties with listening and attention skills

As a consequence children and young people with a speech, language and communication difficulty may face difficulties in social interaction with peers, pragmatic skills and social communication. In addition they will face difficulties in accessing the curriculum which will in turn impede their ability to learn ensure at least satisfactory and preferable good progress from the learner's starting point.

Communication Needs: Autistic Spectrum

Autistic spectrum conditions are characterised by a triad of impairments in social relationships, social communication and imaginative thought. They may show themselves in the following ways:

- Difficulties in attuning to social situations and responding to normal environmental cues; evidence of emerging personal agendas which are increasingly not amenable to adult direction
- A tendency to withdraw from social situations and an increasing passivity and absence of initiative
- Repressed, reduced or inappropriate social interactions extending to highly egocentric behaviour with an absence of awareness of the needs or emotions of others
- Impaired use of language, either expressive or receptive; this may include odd intonation, literal interpretations and idiosyncratic phrases and may extend to more bizarre expressive forms and limited expression, reducing the potential for two-way communication
- Limitation in expressive or creative peer activity extending to obsessive interests or repetitive activities

As a result these children face a substantial barrier to learning, significant difficulties in accessing the curriculum and may therefore perform at a level substantially below that of their peer group. Children and young people on the autistic spectrum are present across the continuum of ability and will require specialist support and assistance to access the curriculum. Without such help they will be unable to make good progress in line with their peers.

Physical Medical and Sensory Needs

Pupils with motor disabilities and severe medical problems are most frequently identified at the pre-school stage. Exceptions to this would be pupils experiencing severe trauma, possibly as the result of an accident or illness, leading to long term disability. The causes of these difficulties are wide ranging and may arise from:

- Physical, neurological or metabolic causes such as cerebral palsy, achondroplasia, or spina bifida
- Severe trauma, perhaps as a result of an accident, amputation or serious illness
- Degenerative conditions, like muscular dystrophy (Duchene)
- Moderate or severe gross motor and/or fine motor dysfunction in conjunction with other learning difficulties e.g. dyspraxia and autistic spectrum disorders
- Moderate or severe difficulties with fine and/or gross motor movements without any specific attributable causes

Physical disabilities arising from this wide spectrum of need may show themselves in the following ways:

- Difficulties in accessing the physical environment of the school
- Difficulties in accessing educational facilities and equipment
- Difficulties in accessing whole school and class activities, including assessments
- Difficulty in accessing practical lessons safely e.g. Technology, Sciences
- Difficulties in accessing all areas of the curriculum especially practical subjects such as Physical Education and Technology
- Difficulties in accessing information and communication technology
- Difficulty in achieving independent self-care skills
- Difficulties in communicating through speech and other forms of language
- Emotional stress
- Physical fatigue
- Physical difficulties with associated complex learning and social needs
- Physical need with associated multi-sensory difficulties

This group of children and young people are likely to need additional support in the form of human resource to support them in school and in their learning. This could include, but is not restricted to:

- Support to aid safe curriculum access and response
- Support to enable/support safe access to school life
- Support to achieve equal access (where feasible) and maintain adequate progress through the allocation of additional resources/individual specialised equipment and/or a structured personalised curriculum
- Support to meet primary care needs, including feeding/continence management
- Support to enable the child to participate with peers in response to challenges in the school environment

Children and young people with physical disabilities span the entire continuum of ability. They do not necessarily have cognitive learning difficulties. Many, however, do need specialist help in order to access the curriculum as without such help they will be unable to make adequate progress. The key test of how far the child's learning needs are being met is whether they are making adequate progress.

Medical Needs

A medical diagnosis or a disability does not necessarily imply special educational needs. Some medical conditions will affect a child's progress and performance intermittently, others on a continuous basis throughout a child's school career. It may not be necessary for a child or young person with any particular diagnosis of a medical condition to need any form of additional educational provision or support at any phase of education. It is the impact of the medical diagnosis upon the child's educational needs that must be considered. Some pupils may not require school-based SEND provision but they have medical conditions that, if not properly managed, could hinder their access to education.

Medical conditions may have a significant impact on a child's experiences and the way he or she functions in school. There are a number of medical conditions which can affect children, such as congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, sickle cell anaemia, diabetes, renal failure, rheumatoid disorders, leukaemia or childhood cancer. A child may also be involved in a serious road accident resulting in a head injury (acquired brain injury). The impact may be direct in that the condition may affect cognitive or physical disabilities, behaviour or the emotional state. The impact may also be indirect, perhaps disrupting access to education through unwanted effects of treatments or through the psychological effects that serious or chronic illness or disability can have on a child and the family.

Through their commitment to identifying and removing barriers to a child or young person's learning and ensuring a culture in which children and young people with SEND are everyone's responsibility within the school, schools can ensure that children with medical needs do make progress.

Sensory Needs: Visual Impairment

Children and young people with visual impairment span the entire continuum of ability. They do not necessarily have cognitive learning difficulties; they do, however, need specialist help in order to access the curriculum. Without such help they will be unable to make good progress. Children with a visual impairment will include children who have:

- A defect in the field of vision e.g. tunnel vision or loss of central vision
- A deteriorating eye condition
- Significantly reduced visual acuity (6/18 or worse) in both eyes which cannot be corrected by glasses

The key test of how far the child's learning needs are being met is whether they are making good progress in line with their peers.

Sensory Needs: Hearing Impairment

Children and young people with a significant degree of hearing impairment may require a bilingual learning environment where they can learn and socialise with both deaf and hearing peers using both British Sign Language and English. These children will typically have a diagnosis of permanent, severe and profound hearing loss (a loss of 71dB or greater).

Some children may have a moderate hearing loss (loss of between 41dB's and 70dB's) and have additional needs, e.g. they cannot follow classroom talk, fully understand verbal instruction, understand taped materials, participate in specific classroom activities e.g. group discussion. For both groups of children their hearing difficulties significantly affect their understanding and processing of the spoken word resulting in a significant delay in their receptive and expressive language. These delays severely limit the child's participation in classroom activities, and their social communication and interaction with their peers. These language and communication difficulties can lead to frustration, emotional and/or behavioural difficulties. The child's difficulty means that they are unable to follow classroom routine and maintain attention without a high level of structure and adult support. Presentation of these difficulties can include:

- Apparently persistently ignoring and/or misunderstanding instructions
- Difficulties in understanding or responding to verbal cues
- Difficulties in communicating through spoken language/interactions with peers and adults
- Difficulties with language-related topics and in understanding new/complex concepts
- Frustrations and anxieties arising from a difficulty to communicate, leading to associated behavioural difficulties and peer relationships
- A tendency to rely on peers, observing behaviour and activities to cue into expected responses
- A tendency to withdraw from social situations and an increasing passivity and absence of initiative
- Increasing use of additional strategies to facilitate communication
- Requires additional systems to support all aspects of communication, for example, BSL, additional audiological equipment

Children and young people with hearing impairment span the entire continuum of ability. They do not necessarily have cognitive learning difficulties; they do, however, need specialist help in order to access the curriculum. Without such help they will be unable to make good progress in line with their peers.

Social, Emotional and Mental Health Difficulties

Social, Emotional and Mental Health Difficulties are evidenced by behaviour and responses exhibited by children. It's the nature, frequency, persistence, severity and cumulative effect of behaviour responses, in context, compared with expectations for a child of the age concerned that help us determine whether or not a child/ young person is to be judged as having mental health difficulties. However, children with social, emotional and mental health difficulties have special educational needs. They have 'learning difficulties' because they are facing barriers which cause them to have significantly greater difficulty in learning than most of their peers. These factors affect their achievement and sometimes that of others. They are persistent (if not necessarily permanent) and constitute learning difficulties. They may be multiple and may manifest themselves in many different forms and levels of severity. They may become apparent through withdrawn, passive, depressive, aggressive or self-injurious tendencies. Passivity can be just as much an indicator of an emotional or behavioural difficulty as overtly bad conduct, but can be often overlooked or not taken seriously. Many children with social, emotional and mental health difficulties are unable to trust or to form relationships with peers or adults.

The reasons why children develop social, emotional and mental health difficulties may have single point of origin or a number of causes. These may be associated with school, family or other environments or physical or sensory impairments. Children with emotional and behavioural difficulties cover the range of ability found in schools, but generally behave unusually or in an extreme fashion to a variety of social, personal, emotional or physical circumstances. Their behaviour may present in a number of different ways, including:

- At a personal level e.g. through low self-image, anxiety, depression or withdrawal; or through resentment, vindictiveness or defiance
- In a verbal way e.g. the child may be silent or may threaten, or interrupt, argue or swear a great deal
- In a nonverbal way e.g. through clinginess, truancy, failure to observe rules, disruptiveness, destructiveness, aggression or violence
- At a work skills level e.g. through an inability or unwillingness to work without direct supervision, to concentrate, to complete tasks or to follow instructions

These behaviours and responses affect their achievement and sometimes that of others. For some children their cognitive learning difficulties will have caused or aggravated their emotional and behavioural difficulties, often accompanied by a significant loss of self-esteem. For other children their emotional and behavioural difficulties may have given rise to their cognitive learning difficulties, by impeding access to the curriculum through e.g., the aggression, depression or hyperactivity they have displayed. Some children may be bright but frustrated or suffering from serious emotional difficulties.

The classroom in particular is a complex environment which has a major effect on the behaviour and responses of both teachers and pupils. There is a substantial body of evidence which shows that schools in general have a significant effect on children's behaviour and responses and schools can make the situation better or worse depending on how they respond. Appropriate action may ensure that difficult emotional responses and behaviour are kept within manageable limits, or even be prevented from developing in the first place. Without an appropriate response, children and young people will be unable to make good progress in line with their peers.

Cognition and Learning

Children who demonstrate features of moderate, severe or profound learning difficulties will have difficulty in processing information, acquiring effective literacy and numeracy skills, have communication difficulties, have difficulties with problem solving and concept acquisition, have memory problems and reasoning difficulties. They may also experience physical co-ordination difficulties.