



BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

SEND POLICY

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Prepared By	A Treblow – SENDCO
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Introduction:

At Beis Yaakov High School we embrace social, emotional and academic inclusion. We have a commitment to creating an environment where everyone can flourish, progress and reach their true potential , academically , in their Jewish life and in British Society.

Objectives of the Policy:

To provide an education that enables all children and young people (YP) to make progress so that they:

- achieve the best possible outcomes
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

To ensure all students are able to make adequate progress which:

- is similar to that of peers starting from the same baseline
- matches or betters the YP's previous rate of progress;
- diminishes the difference between the YP and their peers;
- shows the impact of the intervention used

To comply with the legal obligations of the Equality Act 2010 so:

- Disabled children and young people are not discriminated against, harassed or victimised.
- Reasonable adjustments are made, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- Eliminating discrimination, promoting equality of opportunity and fostering good relations between disabled and non-disabled children and young people.

To achieve our objectives we will:

- ensure decisions are informed by the insights of the young people themselves and those of their parents/carers
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the impact of the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development and
- ensure that the approaches used are based on the best possible evidence and are diminishing the difference between the YP and their peers.

Definition of Special Educational Needs and Disability (SEND):

The SEND Code of Practice (2014) for 0 to 25 years states that:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition:

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

(a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”

SEND Code of Practice (2014:4)

Four Categories for Special Educational Needs and Provision:

1. Communication and Interaction

2. Cognition and Learning

3. Social, Mental and Emotional Health

4. Sensory and/or Physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. For further information about each of the broad areas, please refer to **Appendix 1**.

SEND Provision at Beis Yaakov High School:

Our SEND department supports the following areas:

- Kodesh
- Physical
- Literacy
- Numeracy
- Extra curricular activities
- Skills and talents
- Curriculum
- HUB interventions room
- Emotional and Mental Health
- English as an Additional Language (EAL)
- Speech therapy
- Social, Communication and Organisational skills

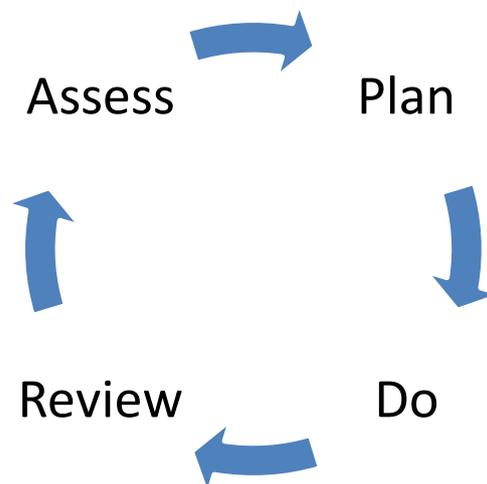
- Transition to adulthood
- Life skills
- Unit awards

Criteria for SEND Action:

We identify required actions for SEND students in terms of rates of progress to be achieved and access to learning. When young people have a significant difference in terms of their actual progress or access to learning and when this difference can be ascribed to an identifiable *learning* need (as stated in the SEND definition above), the young person will be targeted by the SEND department so that they are able to make greater progress with additional support.

Graduated Response

There is a Graduated Response to a child's SEND needs which takes the form of a cycle:



Initially, there will be 'Quality First Teaching' which the subject teacher with the help of TAs provides every day. This includes interventions and strategies within the classroom. Teachers are required to provide 'differentiation' which means having different expectations and using different resources and methods for groups of young people and individuals.

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching."

**SEND Code of
Practice (2014:88)**

If over time, a YP is still not making adequate progress despite quality first teaching, after trying various forms of differentiation and there being an absence of obvious barriers to learning, e.g. very poor attendance, she may need provision that is additional to or different from the provision usually available.

"...the class teacher, working with the SENDCO, should assess whether the child has SEND. While informally gathering evidence, (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress."

SEND Code of Practice (2014:84)

At this stage, the child will be considered to be receiving SEND support and therefore to have SEND. Parents will be informed of this.

Important: Defining a child or young person as having SEND does not mean that they will automatically be placed on the SEND list (see below). It may be the case that, should they not meet criteria for this, they will be monitored and that, should their progress dictate, they will be placed on the list at some future point. Equally, if a registered student who has received SEND support becomes able to make the expected progress without further SEND support, the student will be removed from the SEND list.

SEND List

- **Level M: Monitoring**
- **Level K: SEND Support**
- **Level E: EHCP**

The SEND List comprises these categories. The highest category of need is represented by students who have an Education, Health and Social Care Plan (EHCP) .

These students require additional resources, provided either out of the school's own funding (EHCP Level E) or via a combination of school's funding plus 'top-up' funding provided by the Local Authority (EHCP Level E).

Some students will have additional needs that require extra support but this support will be at a level below that of an EHCP. These students will be identified as having 'Additional SEND Support' (ASS) and they form the second category of students whom we place on the SEND list.

Students in this category have a Pupil Profile Sheet (PPS) which is drawn up, reviewed and monitored on a regular basis.

Note: In addition to the two categories above that appear on the list, we also have identified groups of children who may require extra support but who do not appear on the list (SEND Level K).

Pupils at Level M and Level K will receive targeted support either in class or on a 1:1 or in small groups from their teachers and teaching assistants or school mentors. This applies to support within the Kodesh department as well.

Intervention and Support

The BYHS SEND Department and all BYHS staff operate with the following aim:

- To ensure that all students can access school life and the school curriculum regardless of additional need.

Within this remit the department seeks to provide support in the following ways:

- By supporting teaching colleagues as they deliver Quality First Teaching.
- By providing discrete interventions for students who are on the SEND list to support students in terms of their progress.
- By providing medical/physical support where the need arises
- By providing support as appropriate (e.g. EAL intervention, curriculum withdrawal both in 1-1 lessons and small groups).
- By providing a safe and secure environment for those with learning and mental health needs
- By providing a completely differentiated programme for those who are not able to access mainstream education, and to include these young people as fully as possible in school life and activities

The Curriculum and the Learning Environment:

'All students should have access to a broad and balanced curriculum. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEND and disabilities will be able to study the full national curriculum.'

SEND Code of Practice (2014)

Our teachers are responsible and accountable for the progress and development of the students in their class, including where students access

support from teaching assistants (TAs) or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

We will regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. *The majority of our students can make progress through such teaching.*

At BYHS we offer a broad curriculum including both National curriculum and Jewish and Hebrew studies. This allows flexibility for students who experience a range of additional needs to progress and flourish within the context of the orthodox Jewish community and British society. Flexibility exists in terms of the opportunity for students to have a bespoke curriculum, which may mean a reduction in the number of subjects taken, in order for students to cope better with the demands of their subjects.

Specific interventions are provided by the SEND team, which may require students to be withdrawn from certain lessons to receive the interventions, such as Literacy or Numeracy as well as Rashi and Kodesh skills. It also enables them to learn in the Hub in order to prepare for lessons or review them in a supportive classroom environment.

SEND Interventions Hub

From September 2019 a new SEND Hub has been established to provide a fixed place for 1-1 and small group lessons and to support those who need a place to study and work if they are withdrawn from a lesson. This room is staffed throughout the school week by experienced TAs and YP can access support, either 1-1 or in a group according to their need.

As well as support in Jewish studies and National Curriculum subjects, Hub interventions include art, gardening, social skills and life skills. Many YP work towards AQA unit awards, as part of their learning. This gives a sense of achievement while setting manageable and attainable goals.

Activities in Addition to the Curriculum:

At BYHS we operate a policy of inclusion in relation to extra-curricular activities and we strive to ensure that activities are accessible for all. We also operate a number of extra-curricular opportunities that are designed specifically for students who experience various forms of additional need.

All YP in the school participate in lunchtime clubs, school shows, outings including overnight and out of town outings as well as numerous other activities where a risk assessment ensures their safety. We make additional arrangements e.g. the use of a wheelchair, taxis and so on.

Support for Improving the Emotional and Social Development of Young people with SEND:

At BYHS we recognise the need to provide support for students who experience social and emotional difficulties as well as spiritual and religious challenges. Support for students operates both at a general and more targeted level. At a general level we address social, emotional and spiritual issues through the normal operation of our Year Team system and we liaise closely with the pastoral care department in the school. At a targeted level (and for those students who experience specific needs), we offer internal support from Learning Mentors, Social skills mentors and School Counsellor and Educational Psychologist.

Involving Specialists:

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, we will consider involving specialists from outside agencies. School is committed to multi-agency working in the best interests of all YP in the school.

BYHS may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. We will aim to involve a specialist where a YP continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of students of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The YP's parents/carers will be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents/carers and teaching staff supporting the child in the same way as other SEND support.

Where assessment indicates that support from specialist services is required generally an "Early Intervention" form will be completed leading to regular meetings of all agencies concerned.

This helps to ensure that all those helping the YP know where to target their support as it is important that children and young people receive help as quickly as possible and make use of all services that are available. Agencies that we liaise with include for example:- Learning Support Service, Youth Support Services, HYM(Healthy Young Minds Bury) , CAMHS in Salford and Manchester, local GP practices, Social services and the Police.

Parents can be directed to Salford LA local offer: <https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/> and pupils from Bury/Manchester can access their local offer: <https://theburydirectory.co.uk/send-local-offer> and <https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer>

Process of Referral and Intervention:

Our teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from TAs or specialist staff. Where a student is not making adequate progress, the SENDCO, teachers and parents/carers must, where appropriate, collaborate on problem-solving, planning support and teaching strategies for individual students.

Identification, Information Gathering and Review:

The identification of SEND is built into the overall approach to monitoring the progress and development of all our students. At BYHS, we carry out a detailed individual assessment of each young person and their situation at the earliest opportunity to make an accurate assessment of their needs. Assessment consists of:

- Cognitive Ability Tests (CATs)
- Personalised oral and written kodesh assessments.
- Key Stage 2 Assessments and close liaison with our feeder schools
- Informal reports / observations from primary school teachers / parents / carers, etc.

For those YP who fall below the average level the SEND department run alternative tests including:

- Diagnostic Reading Analysis
- Specialised testing. E.g. screening for dyslexia, dyscalculia etc
- Working memory test
- Handwriting Assessment
- WRAT assessment

In addition to the above, teachers, supported by the Heads of Faculty, make regular assessments of progress for all students and student progress is regularly recorded. Where students are not making adequate progress given their age and baseline information, they will initially receive additional support from their teacher.

Adequate progress is progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the young person's previous rate of progress;
- diminishes the difference between the YP and their peers;
- Prevents the differential growing wider.

At this initial stage of identification, teachers may suspect that a student has SEN. While gathering further evidence (including the views of the YP and their parents/carers) teachers will put general teaching support in place, where required. The student's response to such support can help to identify their particular needs.

Where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the SENDCO, working with the subject teachers, will assess whether the child has a significant learning difficulty. Where this is the case, then a decision will be made about the level of SEND support that is required to support the student.

Determining the Level of Support Required:

After Identification and Information Gathering, a decision whether to take the referral further will be made.

Step 1: Consult with referrers

Step 2: Consult with teachers and other internal staff

Step 3: Consult with young person and their parents/carers

Step 4: Consult with Outside Agencies

Step 5: Decision: The student has SEN and will be placed on the list, or not.

Step 6: Decision: If the student has SEN but not at a level sufficient for the SEND list, the SEND team will work with teachers to organise support within the classroom, administered by the teachers.

Step 7: If the student has SEN, a decision as to what level of support is required will be made.

Step 8: Inform parents/carers of the outcome

Step 9: For EHCP Students: Consultation with outside agencies and parents/carers to agree the EHCP.

Person Centred Planning:

A key element of the 2014 legislation is to ensure that YP and their families and carers are central in the process of creating a plan for their education. At BYHS, we will ensure that this is the case by adopting a Person Centred Planning approach to the creation of plans.

This means that we consult carefully with our YP as well as gathering the views of parents/carers. Due to the nature of the school being part of a very close-knit community, this is easily accomplished by both formal meetings in school with all interested parties and informally with girls during the school day.

Student Consultation:

Young people who are placed (or are in the process of being placed) on the SEND list will participate in Person-Centred Planning. The aim of this discussion is for the student to represent her own views about her needs and about her experiences in school. The aim will always be to enable the student to best communicate her views and feelings about her educational experiences with regard to what works well, what she finds problematic and what barriers she feels that she faces. The process will also include the setting of targets with the YP.

Progress and Monitoring:

For a YP with an EHCP, an IEP is written twice per year and it is reviewed termly. Changes are made as appropriate in consultation with the girls and her parents. This may take place at the Annual review and at the end of each term.

Girls with ASS are reviewed termly in school and the impact of interventions is assessed. If it is thought that any changes need to be made the YP and their parents are consulted. TAs set targets with their students each half term and these are reviewed both with the student and teachers each half term as well.

Use of Data and Record Keeping:

We record details of additional or different provision made under SEND support. This forms part of regular discussions with parents/carers about the child's progress, expected impact of the support and planned next steps. We ensure that we have accurate information to evidence the SEND support that has been provided over the YP's time in the school. Our records are in compliance with the school GDPR policy.

Specific Responsibility for Co-ordination of SEND:

The SENDCO, Mrs A Treblow, is responsible for the co-ordination of SEND provision within the school. Mrs C Stamler is the assistant SENDCO. SEND related issues are represented by the Head teacher: working with the Senior Leadership Team and the Governing Body. Provision for students with SEND is a matter for the school as a whole. The named Governor for SEND is Mr E Roitenbarg.

Role of the Special Education Needs Co-Coordinator:

The SENDCO:

- Liaises with the Head teacher to determine the strategic development of the SEND policy and provision for students with SEND
- Oversees the day to day operation of the school's SEND policy
- Advises on the graduated approach to providing SEND support
- Advises on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Advises on the requirements of the SEND department
- Liaises with potential next providers of education to ensure a student and their parents/ carers are informed about options and a smooth transition is planned
- Work with the Head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Oversees the records of all students on the SEND list
- Liaises with and advises fellow teachers and classroom support staff and provide effective ways of disseminating and collecting student information to staff
- Manages support staff
- Co-ordinates provision and resources for students with SEND
- Monitors and regularly reviews the progress of students with SEND to ensure they are correctly placed on the SEND list
- Monitors the impact of interventions on YP
- Liaises with primary schools, special schools, and Seminaries in relation to transition planning and transfer documentation to receiving schools and Seminaries
- Liaises with parents/carers/carers of students with SEND
- Contributes to the in-service training of staff
- Liaises with external agencies, including the Special Education Support Service, Health and Social Services and voluntary bodies
- Develops effective ways of overcoming barriers to learning through analysis and assessment of need
- Monitors the quality of provision to ensure it meets the needs of students with SEND.
- Ensures effective deployment of SEND staff
- Ensures that the School's Local Offer is appropriate

Transition Arrangements for Students with SEND:

Transition information is arranged when SEND staff make visits to primary schools. In the case of students with additional needs, direct communication

between parents / carers / primary colleagues and BYHS's SENDCO (or other SEND staff) takes place. SENDCOs are usually present at Annual reviews in year 6 for pupils with an EHCP and there is close liaison between the feeder schools and our high school. It is expected that the primary schools will transfer all documentation by the end of the summer term.

During year 10 and 11 a YP with SEND will meet with the school careers advisor and possibly with Bury or Salford connexions to advise them of options they have on leaving school after year 11

Admission Arrangements:

BYHS will admit students with already identified SEND as well as identifying and providing for those not previously recognised as having SEND.

Facilities for students with SEND:

The school is working with students with physical disabilities and their parents/carers to enable them to participate in school life as fully as possible. The School has full wheelchair access and all other facilities for those who are disabled and an induction loop. The school has a defibrillator and staff trained to use it. Students with physical disabilities also have a PEP.

Complaints Procedure:

The school aims to be sensitive to the needs of the students and their parents/carers. The SENDCO welcomes meeting with parents / carers at mutually agreed times to discuss the needs of their children and the school's provision for them, including aspects such as health, progress, behaviour at home and at school; factors contributing to difficulties students may be facing and further steps the school might take.

Informal complaints may be made through the YP's Year Team. Complaints will be acknowledged and a response given or a meeting arranged for further discussion as soon as possible.

If complaints are not resolved at this level, the Head teacher will receive and investigate complaints and seek to resolve problems. If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors.

The Governing Body deals with the matter through their agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State or the Beth Din

Appendix 1:

Further Information about the Four Areas of Special Educational Need and Disability:

1 Communication and Interaction:

Children and young people with SEND may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary. It may be a combination of these problems.

For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy. Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication.

Children and young people with an Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions. Interventions will need to take account of their individual sensory needs and requirements. Seeking the insights of parents/carers, carers and young people themselves about their particular difficulties can be especially important to achieve this.

2 Cognition and Learning:

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. This may be through small group work on social skills, through peer group support and through regular and positive feedback on their progress.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.

Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.

3 Social, mental and Emotional Health:

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Schools, colleges and early year's providers should identify clear processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other students. Many schools and colleges offer pastoral support, which may include access to counselling sessions, to help their students and students with emotional, social or mental health difficulties. This should be described in their published SEND policy and schools should ensure a solid evidence base for any interventions offered. Staff may need training and support to understand the nature and extent of problems that require more specialist intervention.

Where more specialist provision is required, schools, colleges and early year's providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS). This might include schools and colleges commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a 'triage' service to identify and provide for children and young people who require specialist provision very quickly. Where needs are less urgent, this service can signpost them to appropriate sources of support whether provided by CAMHS or other services.

4 Sensory and/or Physical Needs:

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. The Department publishes guidance on these duties and further details can be found later in this section.

Some children and young people require special educational provision. It is this group that should be identified as having a SEND.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much

more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Disabled Children and Young People:

Many disabled children and young people also have a SEND. Where this is the case, access arrangements and other adjustments should be considered as part of SEND planning and review. However it may be that the steps to ensure access to mainstream education and related opportunities are sufficient to mean that special education provision does not need to be made. The specific duties that schools, early year's providers, post-16 institutions and local authorities have towards disabled children and adults are included in the Equality Act 2010 the key elements are as follows:

- They **must not** discriminate against, harass or victimise disabled children and young people;
- They **must** make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory: adjustments must be planned and put in place in advance, to prevent that disadvantage.

The duties on schools cover discrimination in admissions; the provision of education and other benefits, facilities and services; exclusions and any other detriment. Schools are required to make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Schools **must** also publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access, for disabled students, to the curriculum, the physical environment and to information. Plans and strategies **must** be reviewed and revised every three years.

Governing bodies and proprietors **must** also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible.

Further Education Institutions, local authorities and maintained schools, maintained nursery schools and academies and free schools are covered by the public sector equality duty and must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

The Department publishes detailed guidance for schools on their duties under the Equality Act 2010 which is available on the Department's website.

The Equality and Human Rights Commission also provides technical guidance for school and FE institutions and guidance on reasonable adjustments.