



# **St Peter & St Paul**

CofE Primary School

## **Special Educational Needs and Disability Policy 2017 -18**

(This policy has been drafted having regard for the school's Christian ethos.)

	Date	Signed
Agreed by Staff:	Autumn 2017	Mr Mark Carlyle Head Teacher
Agreed by Gover- nors:	November 2017	Mrs N Ford Chair of Governors
Lead:	SEND Leads	
Review date:	December 2018	

### **Our School Mission Statement**

We see it as our mission to grow the whole child - intellectually, emotionally, physically, socially and spiritually. To provide them, within a Christian environment, with every learning opportunity possible and to empower them to be the leaders of tomorrow.

## Special Educational Needs and Disability Policy

***‘Identifying children’s support needs early is vital if they are to thrive, and enables parents and professionals to put the right approach in place quickly.’***

(Support and Aspiration: A New Approach to Special Educational Needs and Disability)

### **Rationale:**

At St Peter and St Paul Primary School we aim to enable all children to achieve their full potential and to be included fully in our exciting and stimulating school life.

The school believes that with appropriate provision every child with Special Education and Disability Needs can be helped to achieve his/her maximum potential.

### **Definition of Special Educational and Disability Needs (SEND)**

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

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the above points or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. (taken from section 20 of the Children and Families Act 2014)

### **Aims:**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Needs Code of Practice 2015

We will achieve this by:

- Identifying pupils with SEND as early as possible and ensuring that all of their needs are met;

- Maximising the opportunities for pupils with SEND to join in with all of the activities of the school;
- Ensuring that all learners have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities;
- Encouraging learners to develop confidence and to recognise value in their own contributions to their learning thus giving them high self-esteem;
- Ensuring regular and effective communication between parents and the school;
- Encouraging pupils to express their views and to be fully involved in their learning;
- Ensuring that parents are informed of their child's special educational and disability needs and the school's local offer, a copy of which is attached to this policy as Appendix A, which describes the services and provision that are available both to those families in Suffolk that have an Education, Health and Care (EHC) Plan and those who do not have a plan, but still experience some form of special educational and/or disability need.
- Promoting an effective partnership with outside agencies where appropriate;
- Setting high expectations for every pupil, regardless of their prior attainment.

### **Objectives:**

The objectives of SEND provision at the school are to:

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes providing them with guidance and support to better understand SEND procedures and practices, providing regular reports on their child's progress and encouraging and facilitating their parental participation.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

- Provide a school environment where pupils are safe and feel free to voice their needs.

### **Responsibility for the Co-ordination of SEND Provision:**

The school ensures that at all times there is a Special Educational Needs Co-ordinator (SENCO) who is a specifically trained teacher, or someone in the process of training, who has responsibility for the co-ordination of SEND provision.

Key responsibilities of the SENCO, supported by the Head Teacher include:

- Overseeing the day to day operation of the SEND policy in line with the Assess, Plan, Do, Review strategy; details of which can be found in Appendix B of this policy.
- Liasing with and advising teachers on matters related to SEND provision
- Co-ordinating provision for pupils with special educational needs
- Ensuring that the records on all pupils with special educational needs are kept current and updated regularly
- Liasing with parent/carers of pupils with special educational needs
- Contributing to the in-service training of staff
- Liasing with external agencies and where necessary referring the child for an Education, Health and Care Plan. Details of this process can be found in Appendix C to this policy.
- Determining the Strategic development of SEND policy and provision in school

### **SEND Provision:**

Individual targets are set for all SEND pupils using intervention records and are monitored and reviewed every term. These targets and the results are shared with both children and parents.

Details of all intervention timetables, provision maps and records of specific targeted interventions for individual pupils are kept in SEND files in a secure location.

It is the responsibility of all staff to:

- Consult the SENCO and identify next steps if they perceive a child to require Special Educational Needs classification and/or an intervention strategy;

- Ensure they are aware of individual pupils special needs and how these needs are being met;
- Make regular assessments of progress of all SEND pupils and if inadequate, discuss with the SENCO the results to ascertain if additional support is required;
- Provide appropriate evidence based interventions;
- Maintain appropriate records and pass on a child's SEND file as they progress through the school;
- Ensure supply staff are aware of a child's individual needs;
- Meet regularly with the parents to discuss concerns/progress;
- Discuss needs of the children on transfer to another school;
- Implement recommendations in reports from outside agencies within the classroom learning environment

All staff can access:

- St Peter and St Paul Primary School SEND Policy;
- A copy of the full SEND Register;
- Information on individual pupils' special educational and disability needs, including action plans, targets and copies of their intervention records;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities through discussion with the SENCO;
- Guidance on identification of SEND pupils (The Broad Areas of Need as outlined in the Code of Practice – 'SEND Support and Pupils with Education, Health and Care Plans' are attached to this policy as Appendix D);
- Information and resources available through Suffolk's SEND Local Offer

### **In Service Training (CPD):**

The school endeavours at all times to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Information is gathered every year to help the school identify what specific training is required.

The training may be provided in a number of ways including the following:

- In-house training

- Mentoring
- Observation of others' practice
- Visits to/links with other schools
- Training arranged through the Family of Schools
- Attendance at externally provided training events
- Participation in accredited training opportunities

The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

### **Inclusion of Pupils with SEND:**

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents so that other arrangements can be made.

The main principles of inclusion are:

- To provide a choice for parents and pupils, which takes into account their views
- To promote the idea that, with the right training, strategies and support, nearly all pupils can be included in mainstream schools/classrooms
- To ensure that the interests of all pupils are safeguarded and their views always taken into account
- To ensure that all pupils are included in all aspects of school life and have full access to an appropriate curriculum
- To ensure that the education of all pupils affords them the opportunity to make the most of their own potential.
- To ensure that all schools seek actively to remove all barriers to learning and ensure full participation in every area of school life.

We endeavour at all times to meet the needs of all our pupils in a positive and practical way, remembering that inclusion is not just about placement but about the delivery of the curriculum to all pupils.

### **Facilities for Pupils with SEND:**

Reasonable adjustments have been made to the school building to aid access for pupils with disabilities.

The main school building is wheel chair accessible, having two lifts to access stairs within the building. An accessible toilet is also available. In addition, dyslexia-friendly classrooms are available. The Nursery is in a separate building and is also wheel chair accessible.

## **Allocation of Resources for Pupils with SEND:**

Funding is administered and monitored by the Local Authority, who will determine whether the level and complexity of need meets the banding threshold for each child using an audit of case studies submitted every October/November. Funding will be allocated accordingly each term in arrears.

The Head Teacher makes informed decisions as to the allocation of staffing and funding across the school for all pupils, including those with SEND. The SEND department will receive an annual budget which the SENCO will allocate accordingly.

## **Transitions:**

All children have a planned transition during their final year at St Peter and St Paul Primary School before going to further education. This may include:

- Transition days / evenings
- Visits for activity events

Children with SEND will visit their future school more frequently and will have teaching assistant support.

Staff from both schools will meet and discuss all the children, with special emphasis on SEND children and the support they have been receiving and will require in their new school.

Parents are invited to a meeting during the last term and a member of staff from St Peter and St Paul Primary School is available to support them.

The SENCOs from both schools will meet to discuss individual support that the child/ren have been receiving.

Detailed information will accompany the child's transition and staff from feeder schools are offered the opportunity to visit the children in our setting.

## **Working in Partnership with Parents:**

St Peter and St Paul Primary School believes that a close working relationship with parents is vital in order to ensure;

- early and accurate identification and assessment of SEND leading to the correct intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

Parent/carers are kept up to date with their child's progress through termly meetings, formal reports and informal interactions.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parent/carers and the pupil will always be consulted with regards to future provision.

Parent/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

If a parent feels that they would like additional information, support, advice or guidance on special educational needs, above that provided by the school, the school is happy to provide contact details for Parent Partnership Services who, in addition to providing information, can also provide an independent parental supporter for any parents who would like one.

### **The Health Service and Social Care:**

Many pupils with SEND have support from or involvement with Health and/or Social Services. These pupils are helped best when all professionals work closely together.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

### **Links with Other Agencies and Voluntary Organisations:**

The school continues to build strong working relationships and links with external support services in order to fully support SEND pupils and aid school inclusion.

Suffolk has a range of Support Services that the school can call upon to obtain advice, support and training on SEND.

In addition, external agencies and voluntary organisations can also often offer support parents. In our school we:

- Provide information for contact points
- Provide initial contact for Sure Start support groups e.g. behaviour strategy
- Work with the children's centre to provide courses for parent/carers within school hours

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency and designated member of staff.

Parent/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

### **Evaluating the Success of Provision:**

There is an evaluation carried out annually of the effectiveness of the school SEND provision and policy. This evaluation is carried out by the SENCO, Head Teacher, class teachers and the SEND governor. Information is gathered from different sources such as child and parent/carer surveys/ teacher and staff surveys/parents evenings/ consultation evening and feedback forms. Evidence collected will help inform school development and improvement planning.

### **Role of the Governing Body:**

It is the Governing Body's responsibility to oversee the effectiveness of the school's SEND Policy. It is also the Governing Body's responsibility pursuant to Section 69 of the Children and Families Act 2014 to ensure that the results of the annual evaluation on the effectiveness of the school's SEND provision and policy are collated and published.

### **Complaints Procedure:**

The school is always very happy to talk to parents and to listen to any concerns you may have. If you have any worries or concerns about the school or how it is providing for your child, you should talk, in the first instance, to your child's class teacher or to the SENCO.

If however you feel that your concerns are not being appropriately responded to, please feel free to contact the Deputy Head Teacher or Head Teacher for an appointment to discuss your concerns.

The school also has a formal complaints procedure. To obtain a copy of this procedure, please contact the school office.

### **Links to other Policies:**

This policy should be read in conjunction with other school policies including but not limited to the school Admissions Policy, Single School Equality Policy and Accessibility Plan.

### **Period of Review:**

This policy will be reviewed on an annual basis.

## Appendix A - St. Peter and St. Paul CEVAP School Local Offer

### What is the school's approach to teaching children with SEN?

- All teachers are teachers of SEN
- Reports from outside agencies shared with staff
- Differentiated classroom teaching
- Teaching Assistants to support learning within some classes
- Smaller groups for group teaching in core subjects
- SEN pupils needs are identified and differentiation recorded
- Specific interventions by trained staff
- One to one support given when necessary
- Pupil progress meetings each term
- Lesson observations and learning walks each term by the SENDCO and governors
- Regular staff training on SEN support strategies
- Regular contact by class teacher with parents to share successes and concerns
- Dyslexia-friendly classrooms
- SEN pupils identified on the tracking system

### What activities can my child be involved in?

- Wide range of extra-curricular activities offered in line with the Equality Act
- Club lists sent home each term for all pupils and available for viewing on the school website
- Nurture Group
- Regular educational trips and residential visits for all pupils (some additional funding available to families)

### How is my child involved in their education?

- Creating one page profiles
- Setting their own targets, with help if necessary
- Regular use of self-assessment
- Pupils consulted about the support they receive
- Pupil voice within Support Plans
- Mentoring sessions with class teacher
- Pupils involved in Annual Reviews, where possible
- School Council
- Meetings around progress and support
- Person Centred Reviews
- Listening to children and taking their concerns seriously

### How does the school involve other professionals?

- Through a referral process :
- An Educational Psychologist can give advice and complete assessments
  - A Speech and Language Therapists can train staff and offer advice
  - Occupational Therapy advice and training can be obtained
  - The County Inclusive Services can work with some pupils
  - Behaviour Support Professionals
  - Multiagency meetings can be arranged such as : CAF / TAC / TAF
- Other services include:
- Drop in sessions with the School Nurse Team, who also provide training with medical needs and care plans
  - Local Authority support sought when required
  - Looked After Children Support Services are involved with some pupils
  - High school SENDCO at transition into year 7
  - Outreach Support from specialist teachers/support staff / specialist schools

### Who can I contact if I have a concern about my child's progress?

- Contact the class teacher initially
- Contact the SENDCO to voice your concerns
- If you still feel your concern has not been listened to, then contact the Head Teacher or Governing Body
- SENDIASS/The Parent Partnership offer free, impartial advice
- The Senior Special Needs Officer can also offer guidance on more serious concerns

### What is the expertise and training of staff?

- SENDCO is a qualified teacher who is studying for the National SENDCO Award qualification
- All class teachers are trained to support children with a wide range of needs
- SENDCO attends regular training opportunities, such as network meetings to keep up to date with SEN practices
- Teaching assistants receive regular training within school and through courses
- SENDCO refers to outside agencies when additional expertise is required
- SEN consultations requested with the SEN Advisor when additional advice required

For more information about SEN at St Peter & St Paul CEVAP School please read our SEND policy on our website.

- How is progress assessed and reviewed?**
- Teachers monitoring progress through out lessons
  - End of unit assessments
  - Pupils progress meetings
  - Subject levels analysed each half term
  - Support and intervention Plans reviewed each term
  - Standardised Spelling and Reading tests twice a Year
  - Annual Review meetings
  - Pre and post intervention assessments carried out to analyse effectiveness of interventions

- What are the transfer and transition arrangements?**
- Close links with our local upper schools
  - Use of Pupil Passports
  - Transition Annual Reviews
  - SEN transfer meetings for parents and pupils
  - Transfer Days
  - Additional visits arranged for vulnerable pupils and their parents
  - Support from outside agencies to support transition
  - One page profiles
  - Extra-curricular activities hosted by the transfer school
  - Meetings between the SENDCOs to share information

- Who is the SENDCO and how can I contact them?**
- Kathy Brooke is the SENDCO
  - Contact the school on: 01379 870497
  - Email the SENDCO: [k.brooke@eyepriimarysuffolk.org](mailto:k.brooke@eyepriimarysuffolk.org)

- What support is there for my child's emotional and social development?**
- Each child's class teacher is responsible for their well-being
  - "Safe spaces" around the school for those who need them
  - Regular monitoring and rewarding of attendance
  - Lessons focussing on the effects of Bullying and e-safety information
  - Social skills and self-esteem interventions
  - Pastoral support system
  - Nurture group
  - Extra-curricular clubs

- What kinds of SEN are provided for?**
- 4 Areas of Need: (Cognition and Learning; Communication and Interaction; Physical and Sensory and Social, emotional and mental health)
  - A range of diagnosed conditions: (including: Cerebral Palsy ; Hyper mobility; Dyslexia; Dyspraxia; Speech and Language and Global delay, Down Syndrome)

- How can I get involved and support my child?**
- Introductory days / evenings in the Nursery
  - Meetings with class teachers
  - Annual Review meetings
  - Pupil Progress meetings
  - Shared events throughout the year
  - Parent Teacher Association
  - Informal phone and email conversations
  - Parents evenings
  - Intervention plan target meetings
  - Attending Reading, Writing and Maths cafe's throughout the year
  - Helping on school visits

- How is the effectiveness of provision evaluated?**
- SEN information report reviewed annually with parents
  - SEN policy reviewed annually with parents, staff and governors
  - SEN pupils identified on the tracking system and progress is analysed each half term any child where little or no progress being made despite interventions and support are discussed and referrals / provision made
  - Annual SEN report to governors which analyses SEN progress
  - Regular meetings with SEN governor, with them acting as a critical friend
  - Pupil progress meetings with staff using standardised assessment and teacher assessment combined
  - Use of Raise Online data to compare SEN performance within the cluster, locally and nationally
  - Pupil perception interviews
  - Meetings with parents raising concerns as required
  - Provision Maps and intervention timetables to analyse cost-effectiveness of support and interventions

- How is the curriculum and learning environment adapted?**
- All staff aware of pupils needs
  - Subject leaders ensure appropriate resources for their subjects
  - Interactive white boards and use of I-pads as access tools
  - Advice in reports by other professionals adhered to.

## **Assess, Plan, Do, Review Strategy**

The strategy consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support is deemed necessary, staff who are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Assess - Quality First Teaching**

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

- The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through careful monitoring and observation it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

- The child will be formally registered on the SEND record, at the discretion of the teacher and SENCO, when differentiated work has been provided and the child is still seen as not progressing by the school. An individual plan will then be put in place for the child and the parents informed.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual needs and progress being made.

## **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. An intervention record is created, (or added to if the child has already been on one), after consultation with the child and a discussion will take place with the class teacher and/or SENCO and parent and put in place, when an agreement of the target/s has been reached and all parties agreed their role in the achievement of these targets.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought, using copies of the Support plan and/or intervention record.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

## **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class/subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## Appendix C

### Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process that is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan.

If, following statutory assessment, it is decided that the child's needs are not being met by the support that is ordinarily available, an EHC Plan will be provided by Suffolk County Council. The school and the child's parents will be involved in developing and producing the plan.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Parents have the right to appeal against both a decision not to initiate a statutory assessment leading to an EHC Plan and against the content of the EHC plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Further information about EHC Plans can found via the Suffolk County Council SEND Local Offer, by speaking to the Local Authority Special Needs Officer or by contacting the Parent Partnership Service on:

## Appendix D

### Guidance on Identification of SEND Pupils – Broad Areas of Need (Code of Practice - SEND Support and Pupils with Education, Health and Care Plans)

#### a) Communication and Interaction

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.

Children and young people with Autism Spectrum Disorder, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction.

#### b) Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### c) Social, emotional and mental health difficulties

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

#### d) Sensory and/or physical needs

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

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.

e) Disabled children and young people

Many children and young people who have SEND may have a disability under the Equality Act 2010 that is “a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

## Document History

Version	Date	Comments
Issue 1	September 2014	Prepared by SENDco. in line with County guidance
Issue 2	November 2015	Reviewed by Virtual Support Manager - SEND Local Offer amended in line with current practice
Issue 3	November 2016	Reviewed to ensure compliance with the 2014 Code of Practice
Issue 4	November 2017	Reviewed to ensure compliance with the new Suffolk Strategy and the Guidance Paper about the 2015 Code of Practice.