



Central Region
Schools Trust

Founded by the RSA

Special Educational Needs Information Report

**How we support children with special
education needs and disabilities.**



Oldbury Park Primary

We Believe in Best

Welcome to the Oldbury Park Primary
School SEND Information report.

This report can be looked through page by
page or use the 'quick links' on slide 4 and 5
to find answers to a specific question.



Oldbury Park Primary
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Who's Who

At Oldbury Park Primary School, we have a strong team of people to support the needs of children with special needs:

Ben Irving - Principal



Sarah Davies - Vice Principal, Access & Inclusion & Mental Health Leader



Esther Miller - SENDCo/MAB Leader



Emily Colborne - SEND Governor



Tim Williams - Assistant Vice Principal & Trauma Informed Schools Leader and attendance Leader



Who's Who

We also have an outstanding team of support staff:

Sharon McFee - Pastoral Leader Ks2 & Thrive Practitioner



Vicky Davies - Pastoral Leader EYFS/KS1 & Thrive Practitioner



Kelly Matthews - Thrive Practitioner



Julia Ricketts - Trauma Informed Schools Practitioner



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Areas of Special Educational needs



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There are 4 key areas of need as set out in the SEND Code of Practice (2014). They are:

Click on each area for a definition.

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental Health](#)

[Sensory and Physical](#)

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What should I do if I think my child has Special Educational needs?

- In the first instance, speak with your child's class teacher. They will be able to talk through your concerns. They will be able to implement an initial support strategy and monitor the progress of your child and seek further support as required.
- In addition to the class teacher, you can also speak with Miss Esther Miller, the school's Special Educational Needs and Disabilities Coordinator (SENDCo). Miss Miller will work with you, your child's class teacher and liaise with external professionals, if necessary, to support your child.

Telephone: 01905 424878

Email: SENDCO@oldburypark.worcs.sch.uk

Website: www.oldburypark.worcs.sch.uk

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How does the school know if a child needs extra help?

At Oldbury Park Primary School, we take into account the following things when deciding if a child has special educational needs:

- Information from you and your child
- Teacher assessments
- Observations of your child
- Processes such as Language Link and the Dyslexia pathways.
- In-school tracking and moderation
- Information from external agencies

For further information please see the school's Special Educational Needs and/or Disability (SEND) policy; which is available on our website or from the school office.

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How will school help me support my child's learning?

1 of 2

- The class teacher, will develop an initial support plan with you. This will be monitored over an agreed amount of time. If further support is required, the SENDCo will discuss your child's needs with you and their class teacher to decide together what support would be appropriate.
- Different children require different amounts and types of support for them to achieve their full potential and this will be discussed with you. The support that your child requires may be formalised in an Individual Provision Map (IPM). These will be reviewed termly at half terms.
- If necessary, the SENDCo and class teacher will work closely with a range of external professionals, to ensure that the type of support your child receives is tailored to their specific needs. Any referral will be discussed with you prior to being made.

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How will school help me support my child's learning?

2 of 2

- At Oldbury Park, we have a dedicated team of Achievement Assistants and part of their role, along with the teacher, is to deliver support programs and interventions designed to meet the needs of groups of children or individuals. These are led by your child's class teacher and closely monitored by the SENDCo.
- In addition to this, your child's class teacher can offer practical ways that you can use to support your child at home. If your child is receiving SEND Support, they will have an Individual Provision Map (IPM) with targets attached. Your child's class teacher will suggest ways in which you can support your child at home. These will be discussed with you and your child on a termly basis and at parents' evenings.
- School offers a variety of other ways to help you support your child including:
 - Homework including online resources.
 - Reading workshops.
 - Specific target work may be sent if appropriate.
 - Family Front Door.
 - Links and information via the school website.
 - Informal discussions with school staff and external agencies

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We believe working in partnership is very important and you are kept fully informed about your child's progress through:

- Parents evenings
- Individual Provision Map review meetings
- Parents/teacher discussions, phone calls, drop-in meetings.
- Reading diaries.
- Additional communication methods (where appropriate)
- Annual school report.

How will both school and I know how my child is doing?

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How will the curriculum be matched to my child's needs?

- ▶ **The school provides Quality First Teaching for all pupils as the most important part of its provision. This includes:**
 - A curriculum adjusted to the needs of the pupils and remove barrier to learning.
 - Pupil involvement and engagement with their learning.
 - High levels of interaction and appropriate questioning.
 - Appropriate use of scaffolding, modeling and explaining.
 - Regular opportunities for pupils to talk both individually and in groups.
 - An expectation that pupils will accept responsibility for their own learning and work independently.
 - Regular use of encouragement and authentic praise to engage and motivate.
- ▶ **In addition to this, pupils' needs may be met using:**
 - Short term specific interventions
 - Pre-teaching key skills and vocabulary
 - Swift support to address misconceptions in learning
 - Smaller class sizes or group work
 - Adaptations to the learning environment e.g. using specialist equipment such as writing slopes or wobble cushions
 - Using IT equipment to support alternative types of recording

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How are the school's resources allocated and matched to children's special educational needs?

The school receives a set amount of funding to provide support for pupils with additional needs. This funding is allocated in the best possible way to meet the children's individual needs – this may involve the purchasing of resources, for additional staffing in your child's class or for providing support from an external provider e.g. for play based therapies or specialist counselling.

Our finances are monitored regularly, and we use resources to support the whole school aims as well as individual pupil needs. We seek to ensure value for money, so interventions are costed and evaluated.

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How will the school decide the type of support my child will receive?



At Oldbury Park Primary School, we use a number of strategies to support your child in their learning. A comprehensive outline of this can be found on our website in the Adaptive Teaching document. Teachers will make decisions about the type of support that is appropriate based on several factors. These include:

Knowing your child

- Parent meetings
- Pupil conferencing

Assessments

- Termly assessments
- Teacher judgements
- Cross school moderation

External advice

- Reports from professional experts
- Medical advice

School has access to and can purchase support from a variety of external agencies where it is needed.

These include:

- Learning Support Team (LST)
- Speech and Language Therapy (SaLT)
- Education Psychologist (EP)
- Behaviour Support Team (BST)
- Complex Communication Needs Team (CCN)
- Visual/Hearing Impairment Support Team
- Pastoral Support
- Early Intervention Family Support
- School Nurse
- Family Front Door
- Early Years Inclusion Team

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How does the school judge whether the support has had an impact?

Your child's progress will be assessed half termly using formal assessments and class teacher judgements. Numerical targets will be set annually and your child's progress towards these will be assessed termly. The progress of your child will be monitored by the Senior Management Team (SLT) through termly pupil progress meetings.

Children with an IPM will have their targets reviewed on a termly basis. Class teachers will share and review targets with you and your child at a time that is mutually convenient.

Your child will be removed from the Inclusion register when they have made progress and the learning gap has been reduced. However, they will be closely monitored to ensure that progress continues.

The SENDCO reports termly to the Governing Body on the provision, the impact and the progress of SEND children within the school.



What support will there be for my child's overall wellbeing?



All children are encouraged to play a full and active part in school life at Oldbury Park Primary School.

Additional arrangements will be made, where possible, to allow active participation in after-school clubs, leisure and cultural activities and school visits.

Our Early Intervention Family Support Worker and can work with families to offer Family Support.

The school uses the Thrive Approach to support the children's emotional wellbeing and to promote values such as perseverance and resilience. In addition to this, the school also has Trauma Informed Schools practitioners, who support children who have experienced early childhood trauma.

The school offers wrap around care each morning and afternoon for children from Reception to Year 6. This is provided through Victoria House and further information can be obtained from the school office.

How will my child be included in activities outside the classroom including school trips?



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As part of our inclusive culture, our SEND policy and Hearts and Minds offer, we promote the involvement of all learners in all aspects of the curriculum both in school and on school visits. In addition to this, we actively seek opportunities to promote all aspects of the curriculum for learners with additional needs, such as participation in the Worcester University Inclusion Festival.

All children regardless of their needs are given the opportunity to take part in a range of activities both in the classroom and on school visits, unless deemed unsafe. Risk assessments are carried out which will take into account the needs of all pupils attending the event, either learning, physical, social or emotional. As parents, you may be consulted to make these assessments and plans to minimise any potential risks. Additional support may need to be put in place to accommodate these needs. This may include:

- Additional adults
- Specialist equipment
- Ensuring that adults with specialist training are in attendance e.g. for medical needs such as diabetes
- Adjusting the outcomes of the visit or activity to meet the needs of the child

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What training have the staff supporting SEND had or what are they having?

1 of 2



Staff delivering SEND support programs are supported by the school's SENDCO, class teachers and a range of external professionals e.g. Speech and Language Therapists, Learning Support Teachers and Educational Psychologists etc.

SEND training for teaching staff and Teaching Assistants is planned into the school calendar where teaching staff receive up to date information regarding the SEND Code of Practice and how to ensure this is implemented through the Graduated Response in their classroom. For more information on the Graduated Response please see the school website.

The school has invested in SEND Continuous Professional Development for Teachers and Achievement Assistants to support in all aspects of the curriculum and specific need types, such as Autism, Speech and Language Needs, Dyslexia, Attachment, Speaking and Listening.

Staff have received Positive Physical Intervention training to safely support children, who are demonstrating unsafe behaviours. These incidents are always recorded, discussed with parents and are very rare.

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What training have the staff supporting SEND had or what are they having?

2 of 2

Staff will receive annual Safeguarding training, which will include training around the vulnerability of some pupils with additional needs. Attention is drawn to section 199 of the Keeping Children Safe in Education document as outlined below:

Children with special educational needs and disabilities or health issues 199. Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

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The school site is on one level. The school provides physical aids to support children where necessary. The school has ramped access and two disabled toilets. If a child enters school with a particular health need, then the school will attempt to ensure that these needs are met and record this support within an Individual Healthcare Plan.

Where necessary, the school will liaise with external agencies to ensure that all children with physical impairments are supported and have the correct equipment, e.g. Physical Outreach Team or Visual/Hearing Impairment Team.

Children with a physical disability may need to have a Personal Emergency Evacuation Plan (PEEP) to ensure that they can be safely exited from the building in the case of an emergency. These are reviewed annually or when there is a significant change of need.

Please see the Accessibility Policy for more information.

How accessible
is the school
both indoors and
outdoors?



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How are parents involved in the school?

How can I get involved?

- ▶ Parents are encouraged to play an active role in school life and there are several ways this can be achieved:
 - Volunteering in school activities
 - Becoming a member of the Community, Teacher Association (CTA)
 - Parent governors
 - Parent Forum and parental questionnaires
 - Shared learning days – for the children to share their learning with you
 - Parent workshops
 - Attending class and celebration assemblies

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How do children contribute their views about their support and who can help them?

- ▶ We aim to meet this in the following ways:
 - IPM reviews
 - Pupil Leadership Team
 - Eco council
 - Learning conversations
 - Pupil voice conversations

- ▶ Children receiving SEND support will evaluate their learning as part of the termly review process; they will also contribute to the next steps in their learning. They will be supported in this by a member of school staff. Each term the SENDCO holds 'pupil voice' meetings whereby children with SEND have the opportunity to discuss their support with the SENDCo.



What specialist services are available or can be accessed by the school?

School has access to and purchased support from a variety of external agencies.

These include:

- Learning Support Team (LST)
- Speech and Language Therapy (SaLT)
- Education Psychologist (EP)
- Behaviour Support Team (BST)
- Visual/Hearing Impairment Support Team
- Complex Communication Needs Team (CCN)
- Pastoral Support
- Early Intervention Family Support
- School Nurse
- Family Front Door
- Early Years Inclusion Team

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We understand that any transition can be difficult for a child, and we therefore have transition arrangements that apply for ALL children.

Transition meetings are held between current and future teachers, year groups and schools.

Children visit their new class during the whole school transition day(s). Children transferring between schools will have additional transition meetings between teachers and SENDCos. Where it is deemed beneficial, additional visits will be arranged for your child.

In addition to this school may offer pictorial transition booklets and additional visits for an activity or Storytime.

How will the school prepare and support my child when transferring classes or schools?

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Who can I contact for further information or to complain about SEN issues?

- The first point of contact should be with your child's class teacher.
- You can then book a meeting to discuss your concerns with the SENDCO or attend the Drop-In service.
- Any concerns regarding the provision of SEND should be made to the Vice Principal once the above meetings have been held.
- If you feel your concerns have not been addressed, in keeping with school policy, a complaint about the organisation, management and provision for SEND must be made in writing to the Chair of Governors. A copy of the complaints procedure is available at the school office.
- You may also discuss your concerns with a representative from SENDIASS (Special Educational Needs and Disability Information and Support Service) or with your child's caseworker where an EHCP is in place.

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School Contact details:

Telephone:

01905 424878

Email:

office@oldburypark.worcs.sch.uk

emiller@oldburypark.worcs.sch.uk

Website: www.oldburypark.worcs.sch

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The Local Offer

You can access further information about what Worcester can offer to help and support your child by visiting Worcestershire's Local Offer, which can be found on the Worcester County Council SEND Team website.

Click on the logo to access the Worcestershire Local Offer and support from SENDIASS:

Worcester City

Contact this team if your child is in year 8 or below:

- Pre 14 Worcester City and Malvern
- Tel: [01905 843009](tel:01905843009)
- Email: Sendpre14WorcesterMalvern@worcestershire.gov.uk 

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General support and SEND information



SENDIASS Herefordshire and Worcestershire - The Special Educational Needs and Disabilities (SEND) Information, Advice and Support Service (IASS) covering Herefordshire and Worcestershire.

[Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)



Health services for children and young people with SEND

Links to the relevant information on NHS websites, to help you understand who all the different professionals are.

[Health services for children and young people with SEND | Worcestershire County Council](#)

SEND Local Offer provides information about provision families can expect to be available across education, health and social care for children and young people who have a Special Educational Need (SEN) or are disabled, including those who do not have Education, Health and Care (EHC) plans.

[SEND Local Offer | Worcestershire County Council](#)



The virtual family hub has been developed to give you a range of different types of resources to help to support you and your family.

[Virtual Family Hub | Worcestershire County Council](#)



Activities, advice and personal stories about parenting and special educational needs and disabilities to help you support your family.

[SEND tips and advice - BBC Parents' Toolkit - BBC Bitesize](#)

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ADHD



Herefordshire and Worcestershire
Health and Care
NHS Trust

[I think my child might have ADHD | Herefordshire and Worcestershire Health and Care NHS Trust \(hacw.nhs.uk\)](https://www.hacw.nhs.uk)

HelpGuide.org

ADHD Parenting Tips - Learn what you can do to manage their behaviour and deal with common ADHD challenges.

[ADHD Parenting Tips - HelpGuide.org](https://www.helpguide.org/parenting-tips)

YOUNGmINDS
fighting for young people's mental health

Young Minds is the UK's leading charity fighting for children and young people's mental health.

[ADHD Support For Your Child | Parents Advice Guide | YoungMinds](https://www.youngminds.org.uk/adhd-support)

UKAP
THE UK ADHD PARTNERSHIP
Building better futures for children with ADHD

UKAP recognises ADHD as a complex but treatable condition, which can have a profound impact on individuals, families and society.

[ADHD - What is it? | The UK ADHD Partnership](https://www.ukap.org/adhd-what-is-it)

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Autism



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This guide can help if you or someone you care about is autistic or might be autistic.

[Autism - NHS \(www.nhs.uk\)](https://www.nhs.uk)



The National Autistic Society is here to help the 700,000 autistic people in the UK and their families. Be it running specialist schools, campaigning for improved rights or training companies on being more autism-friendly, they are dedicated to transforming lives and changing attitudes.

[Family support \(autism.org.uk\)](https://autism.org.uk)



Autism West Midlands is the leading charity in the West Midlands for people on the autism spectrum. They use their expertise to enrich the lives of autistic people and those who love and care for them. Their passionate, expert staff and volunteers work across all age groups and abilities, providing direct support.

[Family Information Downloads | Autism West Midlands](#)

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Dyslexia



The British Dyslexia Association can help if your child is, or may be, dyslexic, providing information, resources and training to help you to ensure that your child is able to reach their full potential.

[Child - British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk)



This guide can help if you think your child may have dyslexia.

[Dyslexia - NHS \(www.nhs.uk\)](http://www.nhs.uk)



The Dyslexia-SpLD Trust aims to ensure that in order for children with Dyslexia SpLD to succeed in school there is:

- ☐ A focus on high quality teaching practices by all teachers
- ☐ Access to specialist teachers and resources
- ☐ Early intervention and early action for those at greatest risk of failing
- ☐ Acceptance of the importance of Dyslexia/SpLD as a major contributor to educational under achievement and a strong risk factor for limited life opportunities

[The Dyslexia-SpLD Trust - Home](http://www.dyslexia-spld.org.uk)

Please note that at Oak Hill we are unable to test children for dyslexia.

Dyspraxia – Developmental Coordination Disorder



[Developmental co-ordination disorder \(dyspraxia\) in children - Treatment - NHS](#)

[Dyspraxia Information, Support & Training for Parents & Teachers](#)



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Parenting support for Parent Carers



The Starting Well Partnership supports parents, families, children and young people across Worcestershire. We have 6 teams working out of our Family Hubs located in districts across the county. Families in each of the districts are supported by Health Visitors, Parenting Support Workers, Community Nursery Nurses, School Health Nurses, Health Care Assistants, Volunteer Coordinators, Community Health Connectors, Business Support Officers and Administrators. They provide support, advice and clinics from our Family Hubs, community spaces, schools and GP surgeries.

[Services to support Children, Young People and Families within Worcestershire. | Starting Well \(startingwellworcs.nhs.uk\)](https://www.startingwellworcs.nhs.uk)



Harmony at Home is Worcestershire's approach to the Reducing Parental Conflict (RPC) initiative in partnership with the Department for Work and Pensions (DWP) and organisations from our multi-agency Reference group.

[Harmony at Home | Worcestershire County Council](https://www.worcestershire.gov.uk/harmony-at-home)

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Physical and sensory needs



Herefordshire and Worcestershire
Health and Care
NHS Trust

The Paediatric Occupational Therapy Service provides assessment and intervention for children and young people with significant difficulties participating in and completing daily occupations at home, in an education placement, and in the community.

[Worcestershire Children's Occupational Therapy \(Paediatric\) Service | Herefordshire and Worcestershire Health and Care NHS Trust \(hacw.nhs.uk\)](#)

[Worcestershire Children's Therapy Services - YouTube](#)



Sensory impairment and physical disabilities visual Impairment, visual impairment, deafness or hearing loss, deafblindness, physical disabilities.
[Multi-Sensory Impairment | Worcestershire County Council](#)

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Social, emotional and mental health needs



Advice, tips and information on supporting students and their wellbeing.

[Social, emotional and mental health | Worcestershire County Council](#)



Anna Freud is a world leading mental health charity for children and families. They work in collaboration with children and young people, their families and communities and mental health professionals to transform children and families' mental health.

[For families | Anna Freud](#)



Melo is a service from the charity Onside. They support both parents and children with a range of social, emotional and mental health challenges through a bespoke programme designed with you to support you and your child. More information and self referrals available via the link.

[Melo :: Onside, Worcestershire & Herefordshire](#)

[5 - 11 Years | School Mental Health \(hacw.nhs.uk\)](#)

[Signposting Resources | Herefordshire and Worcestershire](#)



CAMHS CAMHS provides mental health services to children, young people and families across Herefordshire and Worcestershire.



Happy Maps provide support, advice and information on young people's mental health, all in one place, from preschool to young adults. For Parents, Young People and Professionals.

[Home - HappyMaps: Help and Resources for Children's Mental Health](#)

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Speech, language and communication needs



**Herefordshire and Worcestershire
Health and Care**
NHS Trust

Children's Speech and Language Therapy Resources

[Resources for Children's Speech and Language | Herefordshire and
Worcestershire Health and Care NHS Trust \(hacw.nhs.uk\)](https://www.hacw.nhs.uk/childrens-speech-and-language-therapy-resources)



Speech and Language Therapy Facebook page

[Worcestershire Speech and Language Therapy | Facebook](https://www.facebook.com/Worcestershire-Speech-and-Language-Therapy)



The Communication Trust - for 1.9 million children in the UK, learning to talk and understand words feels like an impossible hurdle. They give children and young people the skills they need so they aren't left behind, waiting to be understood.

[Help for families - Speech and Language UK: Changing young lives \(ican.org.uk\)](https://www.ican.org.uk/help-for-families)

BBC Information about speech and language difficulties

[Speech and language difficulties - CBeebies - BBC](https://www.bbc.com/health/child-development/speech-language-difficulties)

Your words build their world

Tiny Happy People can help you develop your child's language and communication skills, so they get the best start in life. Their ideas and activities are easy to build into your daily routine. They're quick and inspiring, but they're also based on expert advice and evidence, and are proven to help your child's development.

[What is Tiny Happy People? - BBC Tiny Happy People](https://www.bbc.com/health/child-development/tiny-happy-people)

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Supporting families facing difficulties, trauma, loss and bereavement



The Primrose family support team can support a child who has experienced the bereavement of a special person, or if someone in the family is living with a life limiting illness.

[Children & Young People - Primrose Hospice | Family Support Service](#)



Touchstones is a small, local charity with one very simple aim – to be there for any bereaved child and young person in Northeast Worcestershire.

[Home - Touchstones Support \(touchstones-support.org.uk\)](http://touchstones-support.org.uk)



The Worcestershire Young Carers Team offers opportunities for young people to take a break from their care role, meet other Young Carers and have fun. Giving them vital respite breaks helps our young people to build their confidence and get involved in fun activities. A Young Carer is a person aged between 6 and 17 who supports a family member at home beyond what is typical for their age.

[Worcestershire Young Carers | YSS](#)



Sibs exists to support people who grow up with or have grown up with a disabled brother or sister. It is the only UK charity representing the needs of over half a million young siblings and over one and a half million adult siblings.

[About Sibs - Sibs](#)



Beacon House is passionate about developing freely available resources so that knowledge about the healing of trauma and adversity is in the hands of those who need it.

[Resources \(beaconhouse.org.uk\)](http://beaconhouse.org.uk)

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Communication and Interaction

- Pupils 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 or they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language, or social communication at different times of their lives.

Pupils with Autistic Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

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Cognition and Learning



- Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation, adjustments and/or adaptations.

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 pupils 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, dysgraphia, and dyspraxia.

Social, Emotional and Mental Health



- Pupils 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 pupils may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Sensory and Physical



- Impairments which prevent or hinder pupils from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multisensory impairment, diabetes, epilepsy, and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND.

These conditions can be age-related and can fluctuate over time. A pupil with a disability or medical need is only covered by the definition of SEND if they require special educational provision (additional and/or different provision to their peers relevant to their starting point).