



ANNUAL REVIEW

SEND Information Report 2020-2021

This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014.

SEND Broad Areas of Need (Appendix A provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- | | |
|---|----------------------------------|
| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

Childcare Provider Details:	
Setting/Provider Name:	Early Learners Nursery Ltd
Website Address:	https://www.earlylearnersnurseries.co.uk/widnes
Type of Provision: (i.e. Pre-school, Nursery, Childminder, After School)	Early years for 0–5-year-olds Breakfast, After-school and Holiday club for 5–11-year-olds
Number on Roll:	125 Nursery Children
% of Children with SEND:	6.56 %
Date of last Ofsted:	03/08/2018

Please see 'Helpful hints for responding to the questions' at the end of this report form.

Range of Provision and inclusion information
1. How are Special Educational Needs defined? <ul style="list-style-type: none"> A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (SEND Code of Practice 2014) A learning difficulty is a significantly greater difficulty in learning than the majority of children of the same age. A disability is a disability that prevents or hinders a child from taking advantage of the facilities generally available. Special educational provision is provision that is additional to or different from that which is normally available.
2. How does the setting know if my child will need extra help?
<p>Here at Early Learners, we provide an environment in which all children with Special Education</p>

Needs and Disabilities (SEND) are supported to reach their full potential. We have due regard for the Special Education Needs and Disability Code of Practice (2014), and ensure our provision is inclusive to all children with special educational needs. We follow the safeguarding & welfare requirements of the EYFS Framework & the learning & development requirements.

We use the Early Years Graduated Approach system for identifying, assessing & responding to children's special educational needs with four stages of action: assess, plan, do, review, which enables us to identify need at the earliest point, and then make effective provision, using a range of SEND strategies which will improve long-term outcomes for children.

When the setting identifies a child as having SEN to establish the support needed & to ensure the child reaches their full potential, we:

- have good communication, listen & and understand when parent's express concerns about their child's development.
- work in partnership with the parents & they are consulted on all the decisions that affect their child and have a vital role to play in their child's education.
- listen and address any concerns raised by children themselves.
- access support from specialist & professional agencies who provide strategies & SEN support plans.
- provide additional training to staff.
- make referrals for assessment if we believe support is required.

Please see our SEND policy: which staff are required to follow and this is reviewed and updated regularly.

<https://www.earlylearnersnurseries.co.uk/policies-procedures-1>

All practitioners are qualified within Early Years and have a good knowledge and understanding of the EYFS. We designate a member of staff to be the Special Educational Needs Coordinator (S.E.N.C.O) who is identified to parents.

The Key Person has an important role in early identification and will work closely with the child's family & will liaise with the settings SENDCO if there are any significant concerns regarding a child's progress, development delay and where some additional support might be needed.

Parents are asked to complete an All About Me on their child's learning profile on Learning Book. A Baseline Assessment is completed through observations by the Key Person to monitor the child's progress. The parents/ carers are invited to attend a meeting after 6 weeks of starting nursery to discuss how their child is settling. Parents know and understand their child best and the participation of parents is vital to ensure that all those involved with their child are working towards shared and agreed outcomes for their child. This is the child's starting point, allows us to pick up on any areas of concern as well as putting next steps in place ready for the next term.

A Summative Assessment is then completed termly. This allows staff to see if the child is developing at a steady rate, if a child is developing above or below their recommended age bracket and can also show any regression there may be. Staff write a summary of the term, if any outside agencies are involved, and how parents can help at home with their child's learning. All assessments are added to the child's Learning Book profile where parents can also add their comments. Where assessment indicates that support from specialist services is required, we seek further advice from the local authority or specialist services.

Other assessments that may be completed are 2 Year Progress Checks. These can be completed at the age of 2 years and 5 years. Again, these checks highlight any concerns that potentially need to be addressed. Staff then liaise with the Community Health Professional to discuss the 2 Year Progress Check they have completed. When a child is registered parents sign and provide permission and consent to acknowledge information sharing in line with ICO (Information Commissioners Office). At the point where the form is completed by our Early Years Professional the parent signs again.

3. Who is the best person to talk to if I think my child may have special educational needs?

Arrange a meeting with the Nurse Manager/ SENDCO who will discuss and assess your child's needs with you and decide what help to give. If your child is struggling with learning the nursery can offer extra support to meet your child's needs. Your child's Key Person will plan & observe specific activities regularly to support your child.

Our SENCO's role:

- Ensures all practitioners understand their responsibilities to children with SEN
- Monitors the settings approach to identifying and meeting SEN.
- Advises and supports colleagues.
- Ensures parents are closely involved throughout and that their insights inform action taken by the setting.

Liaises with professionals or agencies beyond the setting.

4. How will the staff support my child?

- We use a keyperson system.
- Complete regular observations, and assessments & record.
- Provide appropriate intervention & support.
Complete a risk assessment if needed for the room or child.
Our SENCO will complete, and use SEND support plans, EHCP, EHAT plans should we feel this is necessary.
- Baseline, Summative and 2 Year Progress Check assessments
- Professional services attend our setting to work with the children and give guidance and share strategies with our staff team.
- Provide feedback to the parent from a professional visit.

We have structure and routines in place to provide consistency and use the same welcome songs at morning and afternoon registration, tidy up song, mealtimes, nappy times etc to provide the child with familiar routines when they transition into another classroom.

Staff will provide small group activities to support children and time spent in groups will be appropriate to meet the child's needs.

5. How will your setting be matched to my child's needs?

- All practitioners are qualified within Early Years and have a good knowledge and understanding of the EYFS. They are trained to develop a stimulating environment that will help your child to thrive, based on a curriculum specially designed for children under five.
- The Key Person will support your child's needs and use their skills & knowledge. Additional training will be sought if required.
- Using a graduated approach, we identify, assess, and respond to children's Special Education Needs and consider their level of ability.
- Staff will work closely with other professionals and welcome outside agencies to come into the setting to assess your child, discuss current SEND plans, concerns, or assessments, determine any additional support or resources that are required and apply for funding from the Local Authority should we think this is needed. Example SEND Inclusion Fund / Disability Access Fund.

As an Early Years provider we assess each case on an individual basis and consider how best to use our available funds, workforce and environments to support children achieve their potential outcome.

6. How will both you and I know how my child is doing and how will you help me to support my child's learning?

- A designated member of staff (key person) will support your child in nursery, observing how they play and socialise, how they meet their developmental milestones and whether they need extra support.
- We ensure that parents are informed at all stages of the assessment, planning & review of their child's education.
- S.E.N support plans with achievable targets and progress are reviewed with the parents/ carers and their views & the child's views are valued. Intended outcomes for the next plan are agreed & to support your child's development home activities are discussed.
- A Summative Assessment is completed termly and a parent meeting is held to discuss your child's learning where observations, tracking and assessments are shared and discussed, and planning for the following term.
- Any Baseline, Summative and 2 Year Progress Check assessments completed on Learning Book (A digital Learning Journey) are assessable for parents on their child's profile online.
- We encourage parents to be involved with their child's learning by asking them to add any new interests, activities, and days out on their child's online profile so we can talk to the child about them, do activities based on these things and convert these into observations.
- Planning is displayed in the classrooms which is accessible to parents.
- Staff can direct and guide parents on where or when they can access independent advice & support from other agencies.
- We offer stay and play sessions to allow parents to get involved and play in their child's learning environment.
- An online notification system is used to communicate effectively with parents. Daily notifications are sent in the morning and afternoon to parents.
- Parents have plenty of options to effectively communicate such as telephone, notification system via Nursery in a Box, email or verbally when a child is picked up or dropped off. Parents who use English as an additional language may want to use a notification as they can translate it to the language they speak.

7. What support will there be for my child overall wellbeing?

- We aim to provide a homely welcoming family atmosphere where your child can play and learn with others in a happy safe and secure environment.
- Our Practitioners are trained to develop a stimulating environment that will help your child to thrive, support self-confidence and self- esteem.
- Our policies and procedures are essential in helping our teams provide high standards of childcare. These processes are at the heart of our practice and ensure our provision provides support to ensure your child's wellbeing.
- Health Care Plans are completed for children with additional medical needs in partnership with the parents.
- Paediatric First Aid Training is provided to all staff.
- We ensure that where medicines are necessary to maintain the health of the child, they are given correctly and in accordance with legal requirements.
- The health and safety of children is paramount. We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.
- Risk Assessments are completed when required. Hazards identified & existing controls in place and further actions recognised.
- We have a Designated Safeguarding Lead and all staff attend Safeguarding, Child Protection and Prevent Duty training.

Early Learners Nurseries have created an environment where babies and children can play learn, eat, and rest. There will be opportunities to be creative to do artwork, listen to stories and dance to music, and there is an outside area to get some fresh air and take the learning environment outside, taking opportunities to explore, discover, climb and run. Children will also be able to enjoy free play, where they can choose what they would like to do. Your little one will have plenty of opportunities to socialise with other children & join in activities.

<p>We are very proud of our nursery and are committed to excellence.</p> <p>Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. At our setting British values are promoted through our policies and teaching and a culture of meaningful experiences and opportunities to explore, observe and find out about people, places, technology and the environment to provide a rich, diverse and positive experience.</p>
<p>8. What specialist services and expertise are available at or accessed by your setting?</p> <p>Specialist support/ services to support your child include:</p> <ul style="list-style-type: none"> • Community Health Professionals - Health visitors • Children's Social Care • Early Years Support • Educational psychologists • Family support workers • Hearing /Visually Impairment Team • Paediatric Occupational Therapy • Paediatric Physiotherapy • Portage Service • Speech & Language Therapy (Chatterbugs) • Woodview Child Development Centre (CDC) provides a range of services including Child development Team & Diagnostic Services <p>Our Special Educational Needs Co-ordinator (S.E.N.C.O) is responsible for co-ordinating the nursery's special educational needs provision.</p>
<p>9. What training are the staff supporting children with SEN and Disabilities had or are having? Please comment specifically in relation to training of staff supporting children with autism and include dates.</p> <p>Staff training includes:</p> <ul style="list-style-type: none"> • SEND diploma online course Year 2020 • Language & Communication • SEN basic awareness course • Portage Training • Makaton. • Autism Awareness (April 2021) • ChatterBugs – Provide strategies, printable resources, videos to support staff for individual children's needs. • S.E.N.D.C.O provides regular advice & support for our staff. • We monitor and review our policy, practice and provision and, if necessary, make adjustments. • All staff now have access to online course via Flick to support with their continuous training. <p>We currently do not have any children with Autism within the setting. Our staff are provided with training for a particular need if required from outside agencies.</p>
<p>10. How will my child be included in activities outside the setting including trips?</p> <p>We ensure our provision is inclusive to all children with special educational needs. See: Childcare Policy 3.7 Valuing diversity and promoting equality. Children benefit from being taken outside of the premises on visits or trips to local parks, or other suitable venues, for activities which enhance their learning experiences. We ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures as laid out in our Safety Policy – 5.3</p> <p>Outings & Visits. Parent consent is sought prior to activities outside the setting. Risk assessments</p>

are carried out and any specific requirements are planned for. Any written outing risk assessments are made available for parents to see. Parents who accompany us on outings are responsible for their own child only.
11. How accessible is the setting?
Our setting is wheelchair accessible, Our access ramps are compliant with DDA regulations. All our nursery classrooms are based on the ground floor. Our provision areas are not fixed into place within the rooms giving the opportunity to rearrange the classroom if needed to enable movement around the room. We use visual aids and timetables to help children understand our routines and help with communication and language. Toilet facilities are accessible.
11a. Please provide a web link to your Accessibility Policy:
Email: https://www.earlylearnersnurseries.co.uk/widnes Parents – Policies and Procedures – Section 3 Childcare – 3.1Admissions & Registrations We ensure that our inclusive admissions practice ensures equality of access to children and families from all sections of the local community. We aim to ensure that everyone is treated equally and has access to the setting through open, fair and clearly communicated procedures.
12. How will the setting support children with autism and social communication difficulties?
<p>We identify the specific needs of children with special educational needs at the earliest opportunity. Our setting considers the child's strengths & interests when planning activities, assess the nature of the difficulties so that we have an understanding why a child behaves in a certain way and which strategies are likely to be helpful and support the child.</p> <p>In partnership with parents and advice/ support from relevant agencies we/ or agencies can make referrals to meet children's individual needs. Example: Advice/ Care plans with targets and activities specified by Speech Language Therapy are implemented.</p> <p>We monitor practice and provision and if necessary make adjustments to our environment such as:</p> <ul style="list-style-type: none"> • Provide an area with a range of tactile, sensory and visual resources that children can use for calming, regulating and self-soothing. Provide dens. • Introduce picture timetables. Line drawings, cue cards and object / picture schedules. <p>We also use strategies that will support Communication development for the child in a number of ways and incorporate them into everyday practice to promote interaction, gain attention and encourage reaction which will promote positive child experience, progress & outcomes. i.e.</p> <ul style="list-style-type: none"> • Provide high interest objects e.g., balloons, bubbles to gain attention, interaction and response. • Use sign language in group session singing and provide music in the environment. Staff implement strategies in supporting children with communication difficulties which includes: • Praise & reward and communicate about the child's activity. • Interact with the child at eye level – face to face. • To help the child make choices follow the child's lead. <p>Introduce resources such as:</p> <ul style="list-style-type: none"> • Communication books where the child can point to the photos to promote conversation. • Picture Exchange Communication System (PECS) <p>Our staff have experience in supporting children with communication difficulties and global development delay.</p>
13. How will the setting prepare and support my child to in their transition into your setting

and when they leave?

We recommend you come and take part in a private tour, to do this please complete the 'visit us' section on our website. We are happy to show you our lovely setting and introduce you to are team. You will also get a chance to ask any questions you may have.

Please see our Childcare Policy - 3.1 Admissions & Registrations.

- We offer settling in sessions for every new child at Early Learners prior to them starting. The parents are invited to attend for the first session. The key person will establish the child's routine, interests and needs. Additional taster sessions enable the child to explore, play and for staff to build a relationship, offer reassurance and guidance if required.
- Taster sessions are organised as children progress through nursery to ensure there is a smooth transition with their new keyperson. A Transition Form is completed.

When children with special educational needs are leaving to go to school or other settings we liaise with their families and with other professionals regarding their transition & transfer arrangements. When a child leaves to go to school their Teacher will come and visit us and the child in the setting. We communicate the child's interests, needs, and learning and development. Our Early Years Teacher/ Pre- School Supervisor will talk to the children about their new school and show them pictures on a one to one or in a group discussion with their peers.

14. How are the resources allocated and matched to my child's Special Educational Needs and disabilities?

Our delegated budget includes training and developing of our staff, including any training requirements for special educational needs. All areas of the nursery are well resourced, additional resources are purchased dependant on the individual child's needs. Classrooms are adapted to suit the needs of children when required.

DAF Funding has been claimed in the past and was used to:

- Buy sensory toys that supported two children we had in the setting.
- Additional support to work alongside the two children in a smaller group to better support them with their individual needs. Support plans were already set up and with staff knowledge and observations to establish what could support the children the best and where their needs were most. At present we do not receive any special educational needs funding, but we will apply for funding if required.

15. How is the decision made about what type and how much support my child will receive?

Our SENCO works closely with the Manager and other colleagues for the day to day operation of supporting Children with Special Educational Needs & for co-ordinating provision for children with SEN. We ensure staff have an awareness of our Supporting Children with Special Needs Policy and the procedures for identifying assessing and making provision for children with SEN.

- We use a system of planning, implementing, monitoring evaluating and reviewing action plans to support children.
- We will ensure children are appropriately involved in the graduated approach, taking into account the levels of ability. We have systems in place for supporting children and keeping records, which is based on a continuous cycle of assess, plan, do & review and this is frequently updated to ensure children progress.
- A meeting with the parents will be scheduled to discuss the support required for their child and the process for applying .
- There are systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF) or for example Early Help Assessment.
- Resources are provided (human & financial) to implement our Supporting Children with

<p>Special Educational Needs Policy</p> <p>We will raise awareness of any specialism the setting has to offer.</p>															
<p>16. How are parents currently involved in your setting?</p> <p>We ensure that our inclusive admissions practice ensures equality of access and opportunities. Here at Early Learners parent partnership is important to us and we get parents involved in their child's education and curriculum by building positive relationships:</p> <ul style="list-style-type: none"> • Parents are involved at the child's induction and provide valuable information regarding their child. • Information regarding nursery is accessible in digital, written and spoken form. • Parents complete the registration on-line via Nursery in a Box and have their own personal ParentAdmin account. Easy to read advice cards are available to support parents/ carers. • Parents complete an 'All About Me' • Planning is displayed in the classrooms. • Staff can direct and guide parents on where or when they can access additional support with other agencies or Children's Centres. • Stay and play sessions allow parents to get involved and play in their child's learning environment. • Parents are involved with their child's learning by adding new interests, activities, and days out to their child's online profile. Staff create activities based on these experiences which promote conversation. The activities are recorded through observations. • The child's Summative Assessment is discussed at termly parent's meetings to discuss their child's learning where observations, tracking and assessments are shared and future planning for the following term. <p>We use an online notification system to communicate effectively with parents. Daily notifications are sent in the morning and afternoon to tell the parents what activities their child has participated in, the menu of the day etc.</p>															
<p>17. Who can I contact for further information?</p> <p>Early Learners Nursery Widnes Email: widnes@e-l-n.co.uk Telephone: 0151 424 2987 HBC Local Offer website address: www.halton.gov.uk/localoffer</p>															
<p>Telephone: 0151 424 2987 Email: widnes@e-l-n.co.uk Website: https://www.earlylearnersnurseries.co.uk/widnes Facebook page: Early Learners Nursery - Widnes</p>															
<p>18. Are the following documents available for guidance on the following, either on your setting website, if appropriate or on request (please tick)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">SEND Policy</td> <td style="width: 10%; text-align: center;">√</td> <td style="width: 33%;">Equality and Diversity</td> <td style="width: 10%; text-align: center;">√</td> </tr> <tr> <td>Safeguarding Policy</td> <td style="text-align: center;">√</td> <td>Complaints/Compliments procedure</td> <td style="text-align: center;">√</td> </tr> <tr> <td>Behaviour</td> <td style="text-align: center;">√</td> <td></td> <td></td> </tr> </table>				SEND Policy	√	Equality and Diversity	√	Safeguarding Policy	√	Complaints/Compliments procedure	√	Behaviour	√		
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Behaviour	√														
<p>19. Please list any experience you/your staff have had working with children with SEND, e.g. ADHD, Cerebral Palsy, Tracheotomy Care, etc.</p> <p>Staff have had experience with Global Development Delay, Down Syndrome, Autism, Speech & Language delay, ADHD. Asthma, and all forms of medical needs including all allergies and intolerances.</p>															
<p>ANNUAL REVIEW 2020-2021</p> <p>Completed by: <u>Jean McCann</u> Date: 07/05/2020</p>															

Helpful Hints

1. How are Special Educational Needs defined? <i>A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (SEND Code of Practice 2014)</i>
2. How does the setting know if my child will need extra help? <i>What is the policy? Assessment process? How do you involve the children and parents? Early Years Foundation Stage (EYFS), assessments, reports, development check, other professionals (i.e. Health Visitors) trained staff.</i>
3. Who is the best person to talk to if I think my child may have special educational needs? <i>Who oversees or plans the education programme? Who will be working with the child and how often? What will be their roles? Who will explain this to the parents? How does the setting know how effective its arrangements for children with special educational needs are?</i>
4. How will the staff support my child? <i>Work with the child, how and when to liaise and involve parents, working with other professionals, Policies, ongoing assessments, Education plan</i>
5. How will your setting be matched to my child's needs? <i>EYFS, other professionals, other resources?</i>
6. How will both you and I know how my child is doing and how will you help me to support my child's learning? <i>How will they be kept informed? How will it be recorded discussions, observations, diaries, communication book, photo's informal chats, meetings, other professionals</i>
7. What support will there be for my child overall wellbeing? <i>Childs safety and security emotionally and physical. Self-confidence, self- esteem. Policies, risk assessments, first aid trained, medication, safeguarding,</i>
8. What specialist services and expertise are available at or accessed by your setting? <i>Other professionals, Therapists, Social Workers, Paediatricians, SENCO, Early Years Support</i>
9. What training have staff supporting children with SEND had or are having? <i>e.g. Disability Matters e-Learning, Mindfulness, Sleep and Relaxation, Speech and Language etc. Please comment specifically on training in relation to autism and whether this has been whole staff. Please also include dates of training and who has provided it.</i>
10. How will my child be included in activities outside the setting including trips? <i>Risk assessed, parents information, inclusion policy</i>
11. How accessible is the setting? <i>Wheelchair accessible, Steps, ramp, lift, toilet facilities. Provide web link to your policy</i>
12. How will the setting support children with autism and social communication difficulties? <i>Please include the sorts of support and adaptations made for children with autism and social communication difficulties e.g. access to appropriate visual support, referrals to relevant outside agencies etc.</i>
13. How will the setting prepare and support my child to in their transition in to your setting and when they leave? <i>Policy in terms of settling in new starters, prospectus, meetings with parents and child, liaise with new provider</i>
14. How are the resources allocated and matched to my child's Special Educational Needs and disabilities? <i>Provide details</i>
15. How is the decision made about what type and how much support my child will receive? <i>Provide details</i>
16. How are parents currently involved in your setting? <i>Provide details</i>
17. Who can I contact for further information? <i>Provide details</i>
<i>Include HBC Local Offer website address – www.halton.gov.uk/localoffer</i>

18. Are the following documents available for guidance on the following, either on your setting website, if appropriate or on request (please tick)			
SEND Policy		Equality and Diversity	
Safeguarding Policy		Complaints/Compliments procedure	
Behaviour			
17. Please list any experience you/your staff have had working with children with SEND, for example: ADHD, Cerebral Palsy, Tracheotomy Care, etc. <i>We have had children attending our setting in the past/present who have had severe allergies, learning difficulties, hearing impairments, encephalitis and asthma.</i>			

Appendix A:

SEND Broad Areas of Need

Communication and Interaction	
6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning	
6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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

Sensory and/or Physical Needs	
6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.