



# Chalkwell Hall Infant School's Local Offer

Updated: September 2021



Southend schools are committed to meeting the needs of all pupils including those with Special Educational Needs and Disabilities. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

The SEND Code of Practice encompasses the following four broad areas:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, emotional and mental health difficulties*
- *Sensory and/or physical needs*

In addition to these four broad areas of need, Chalkwell Hall Infant School, have also included *Medical Needs* as part of our Local Offer.

The range of support developed will be tailored to individual needs, following a thorough assessment by school staff or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation. Our School Offer provides details of the resources, interventions etc. that are available at Chalkwell Hall Infant School to support children with SEND or barriers to learning as and when appropriate. Due to the ever changing needs of our children, there may be additional support available that has not been covered here in this document. If you would like further information about what we offer at our school, then please do not hesitate to contact our SENCo directly ([katie.stevens@chalkwellhallinfants.co.uk](mailto:katie.stevens@chalkwellhallinfants.co.uk))

Some children need increased support to access learning because:

- They have a significantly greater difficulty in learning than the majority of children of the same age
- They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

At Chalkwell Hall Infant School, we will try to ensure that all barriers to equal access are removed or overcome. We monitor and track the progress of all children so that the support provided is as effective as possible using the Assess-Plan-Do-Review cycle. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

**Admissions:** Pupils with SEN are allocated places in two separate and distinct ways.

- Those pupils with Education, Health and Care Plans (EHCPs) have a separate admissions procedure overseen by the SEN team at Southend-on-Sea Borough Council.
- Those pupils who have SEN/D but do not have a statement or EHCP are admitted via the normal school admission criteria.

**At Chalkwell Hall Infants the priority for all children is quality first teaching by a qualified teacher. Learning may then be enhanced by consolidation facilitated by an HLTA and/or an LSA.**

**All provision is adapted and improved through the assess, plan, do, review cycle to ensure the needs of the learner is met and barriers to learning are removed and/or supported.**

**Wave 1:** All children receive high quality, inclusive teaching and care. The provision is based on building strong relationships with pupils and their families to ensure quality first teaching is adapted to suit the needs of the individual.

**Wave 2:** Some children receive short term support delivered in addition to quality first teaching. These quality interventions are specific to needs, time-limited and additional to the day's learning.

**Wave 3:** Highly personalised or specialist provision for a small number of children with additional needs. Often we may seek further advice and support from outside agencies.



## Communication and Interaction

### These include:

#### Speech, Language and Communication Needs:

- Developmental Language Delay
- Developmental Language Disorder
- Phonological/Severe Pronunciation
- Problems Expressive Language Difficulties
- Receptive Language/Language Comprehension Difficulties
- Social Communication/Semantics and Pragmatics Difficulties

#### Disorders on the Autistic Continuum:

- Autism
- Asperger's Syndrome
- Semantic/Pragmatic Disorder
- Impaired Imagination

### Provision Available:

	<b>Support (level of need determines whether the support is Wave 1,2, or 3)</b>	<b>Criteria (Can include some or a combination of the difficulties listed)</b>
<b>Wave 1</b>	Class Visual timetable or First/Next board Learning Partners Some extra explanations Modelling of speech articulation Visual mapping, visual resources available Emphasis is on <u>quality first teaching</u> and in class differentiation	Some mild difficulty with accepting when things are happening or being concerned about when things are happening. May have difficulty processing explanations/instructions and need things repeated. May have some mild difficulty with the articulation of some sounds.

<p><b>Wave 2</b></p>	<p>Routine hearing and eye tests to be requested (Hearing through referral to school nurse, eye-sight via parents to the optician).</p> <p>Individual visual timetable or First/Next board          Developing listening skills          Developing positive play skills          Learning mentor Support          Social stories          Use of Makaton to support everyday instructions</p> <p style="text-align: center;"><b><u>Interventions Programmes Examples</u></b></p> <p>SULP (Social Use of Language Programme) – Learning Mentor          ELKLAN programme          Talk Boost – programme to develop speaking/language skills          Speech and language skill building group          Lego Therapy          Barrier Games</p> <p style="text-align: center;"><b><u>Outside Agencies</u></b></p> <p>Speech and Language Service Assessment via EHFA (Early Help Family Support Assessment) to be completed in school with the Learning Mentor with the class teacher          Language Assessment by an Advanced Skills Language Teacher via school referral</p>	<p>Language skills which are below the age expectation</p> <p>Finds new social situations and play difficult</p> <p>Difficulties picking up on social cues – body language, emotions of others</p> <p>Imagination s skills which are below the age expectation</p> <p>May have some speech articulation difficulties          Difficulty with grammar, use of vocabulary, memory issues.</p>
<p><b>Wave 3</b></p>	<p style="text-align: center;"><b><u>ISP (Individual Support Plan)</u></b></p> <p>Screens completed by SENCo to identify specific needs/possibility of an underlying difficulty e.g. BPVS, Renfrew Action Picture Test, Boxall</p> <p>Discussion will take place with parents and children will be recognised as needing <b>SEN Support</b> and placed on the school <b>SEND</b> (Special educational needs and disability ) Register. An ISP will be drawn up with parental involvement. This will then be reviewed formerly termly, with parents being kept closely informed about their child’s progress throughout.</p> <p style="text-align: center;"><b><u>Personalised or Specialist Provision</u></b></p> <p>1:1 social skills          PECS (Picture Exchange Communication System)          Calm and safe environment for calming down          Key LSA/Learning mentor          Colourful Semantics          Zones of Regulation</p> <p style="text-align: center;"><b><u>Outside Agencies</u></b></p> <p>Health Assessment via GP referral          Educational Psychologist input          Outreach behaviour support (St Christopher’s, Victory Park, Sutton House)          Outreach specialist support for ASD, ADD, ADHD (St Christopher’s)          Outreach speech and language support (Fairways)          Individualised speech and language programmes provided by Speech and Language Therapy Service</p>	<p>No progress is made despite intervention and support over at least a term. Screens to identify specific needs or underlying difficulties</p> <p>May struggle to say words or sentences</p> <p>May not understand words that are being used          May have difficulties knowing how to talk and listen to others          Speech is difficult to understand or unclear</p> <p>Selective mutism</p> <p>Input from a Speech and Language Therapist (Referral via an EHFA)          Pupils may be identified as having a social communication difficulty and be on the SEND register – Medical diagnosis for Autism or Asperger’s Syndrome through a paediatrician.</p>

	<p align="center"><b>EHC Plan (Education Health and Care Plan)</b></p> <p>Assessment request is made to the Local Authority by the school with the agreement of the parents and agencies involved. The result of this may be that the child is issued with an EHC Plan which clearly sets out aspirations and the outcomes in place to support them along with the strategies of how they might be achieved.</p>	After a cycle of ISP support, the pupil is not making progress and their special needs are impairing their ability to access the curriculum despite appropriate support and differentiation.
<p><b>Some children may enter school with an Education Health and Care Plan (EHCP)</b></p>	<p>The school work closely with health organisations and will facilitate the delivery of individual programmes which may include those provided by Occupational Therapy, Physiotherapy, Speech and Language, Educational Psychology, Paediatrician. Specialised equipment will be purchased as appropriate within reasonable parameters. Adult support with self-care where appropriate (individual care plans will be produced if necessary).</p>	Children with this category of need have usually been identified prior to starting school.

### **Cognition and Learning Needs**

**These include:**

<p><b>Specific Learning Needs e.g.</b></p> <ul style="list-style-type: none"> <li>• Dyslexia</li> <li>• Dyscalculia</li> <li>• ADHD</li> <li>• Foetal Alcohol Syndrome</li> </ul>	<p><b>Mild and Moderate Learning Needs</b></p> <p><b>Severe or Profound Learning Difficulties</b></p>
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**Provision Available:**

	<b>Support (level of need determines whether the support is Wave 1,2, or 3)</b>	<b>Criteria (Can include some or a combination of the difficulties listed)</b>
<b>Wave 1</b>	Precision Grids Phoneme Grids Visual timetable or First/Next boards Specific seating in class Additional equipment Multi-sensory teaching Scribe Timed activities Specific Vocabulary provided Differentiated group work Emphasis is on <u>quality first teaching</u> and in class differentiation	Not working at the expected standard May need to access learning through a variety of media.
<b>Wave 2</b>	Routine hearing and eye tests to be requested (Hearing through referral to school nurse, eye-sight via parents to the optician). Mind mapping Listening skills Comprehension Support Pre-teaching Vocabulary Learning Mentor Time Memory Games	Parent, teacher and possibly the child, identify concerns about the child's ability to access certain aspects of the curriculum  Lower than expected levels of progress despite quality first teaching

	<p>Co-ordination, fine and gross motor skills group Additional Maths/Writing/Reading/Phonics Support</p> <p><b>Interventions Programmes Examples</b> Additional Maths/Writing/Reading/Phonics Support Talk Boost – programme to develop speaking/language skills which should impact on writing Write from the Start - to develop fine/gross motor development</p>	
<p><b>Wave 3</b></p>	<p><b>ISP (Individual Support Plan)</b> Screens completed by SENCo to identify specific needs/possibility of an underlying difficulty e.g. phAb, Sandwell Maths screen, Digit Memory, YARC</p> <p>Discussion will take place with parents and children will be recognised as needing <b>SEN Support</b> and placed on the school <b>SEND</b> (Special educational needs and disability ) Register. An ISP will be drawn up with parental involvement. This will then be reviewed formally termly, with parents being kept closely informed about their child's progress throughout.</p> <p><b>Personalised or Specialist Provision</b> Personalised 1:1 phonics Personalised 1:1 reading, maths, writing Personalised 1:1 maths/English memory skills training I can Read 5 minute box</p> <p><b>Outside Agencies</b> Educational Psychologist recommendations (via EP request form) Specialised programmes that develop co-ordination; gross and fine motor skills (Occupational Therapy – accessed via referral form via the GP)</p> <p>-----</p> <p><b>EHC Plan (Education Health and Care Plan)</b> Assessment request is made to the Local Authority by the school with the agreement of the parents and agencies involved. The result of this may be that the child is issued with an EHC Plan which clearly sets out aspirations and the outcomes in place to support them along with the strategies of how they might be achieved</p>	<p>No progress is made despite intervention and support over at least a term.</p> <p>Significant intervention is not impacting significantly on progress and learning.</p> <p>Screens carried out identify areas of need Needs a very repetitive learning style, visiting material in short and frequent sessions.</p> <p>-----</p> <p>After a cycle of ISP support, the pupil is not making progress and their special needs are impairing their ability to access the curriculum despite appropriate support and differentiation.</p>
<p><b>Severe or Profound needs:</b> Children with severe or profound and multiple learning difficulties are almost always identified before they reach school age. In most cases the LA will be able to draw upon a considerable body of existing knowledge arising from assessments carried out and provision made by Child Health and Social Services</p>		
<p><b>Some children may enter school with an Education Health and Care Plan (EHCP)</b></p>	<p>Programmes being followed may include those provided by Occupational Therapy, Physiotherapy, Speech and Language, Educational Psychology, Paediatrician Specialised equipment will be purchased as appropriate within reasonable parameters.</p> <p>Adult support with self-care and feeding (individual care plans will be created).</p>	<p>Children with this category of need have usually been identified prior to starting school.</p>

## Social, Emotional and Mental Health Difficulties

These include:

<p><b>Social Needs</b>  <b>Emotional Needs</b>  <b>Mental Health Needs</b>  <b>Wellbeing Needs</b></p>	<p><b>Behavioural Needs</b>          Social Care may be involved, following a referral from health, education or other sources.</p>
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Provision Available:

	Support (level of need determines whether the support is Wave 1,2, or 3)	Criteria ( <i>Can include some or a combination of the difficulties listed</i> )
<p><b>Wave 1</b></p>	<p>Individual check ins for well being            School Pastoral Care Team            Access to a Learning Mentor            Positive behaviour strategies in class            Use of sand timer            Visual Timetable or First/Next boards            Positive reinforcement and reward for appropriate behaviour            Focused soft starts            Movement breaks, mindfulness minutes            PSHE curriculum            Embers the Dragon            Circle Times, Teacher Time            Emphasis is on <u>quality first teaching</u> and in class differentiation</p>	<p>An ethos across school with a focus on health and wellbeing             Children finding it difficult to come into school.             Concerns are raised by parents/children and or teaching staff regarding children's social interactions and emotional well being.            Issues affecting the child could be due to bereavement or changes in family structure.</p>
<p><b>Wave 2</b></p>	<p>Routine hearing and eye tests to be requested (Hearing through referral to school nurse, eye-sight via parents to the optician).</p> <p>School Pastoral Team Support            Individual Reward Systems            Positive Behaviour Plans            Individual support systems: worry boxes, celebration books etc.            Social skills groups</p> <p style="text-align: center;"><b><u>Interventions Examples</u></b></p> <p>Learning Mentor time            SULP (Social Use of Language Programme) – Learning Mentor            Emotional Regulation intervention e.g. Volcano in my Tummy; social skills, self-esteem building groups, nurture groups            Care Club</p> <p style="text-align: center;"><b><u>Outside Agencies</u></b></p> <p>Play Therapy provided by a qualified counsellor – via school referral            Outreach Behaviour Support (St Christopher's, Victory Park, Sutton House)</p>	<p>Concerns are raised by pupils, parents and/or teaching staff about the safety and well-being of pupils in a variety of situations.            Difficulty managing emotionally – outwardly displaying behaviours such as low level disruption, aggression towards others, difficulty reading the emotions of others.</p>
<p><b>Wave 3</b></p>	<p style="text-align: center;"><b><u>ISP (Individual Support Plan)</u></b></p> <p>Screens completed by SENCo to identify specific needs/possibility of an underlying difficulty e.g. Boxall            Discussion will take place with parents and children will be recognised as needing <b>SEN Support</b> and placed on the school <b>SEND</b> (Special educational</p>	<p>No progress is made despite intervention and support over at least a term.</p>

	<p>needs and disability ) Register. An Individual Support Plan (<b>ISP</b>) will be drawn up with parental involvement. This will then be reviewed formerly termly, with parents being kept closely informed about their child's progress throughout</p> <p style="text-align: center;"><b><u>Personalised Intervention Examples</u></b></p> <p>School Pastoral Care Team Nurture on a regular basis – Learning Mentor, 1:1 support as appropriate. Access to specialist support 1:1 social skills Support at break Support at lunchtime</p> <p style="text-align: center;"><b><u>Outside Agencies</u></b></p> <p>EWMHS (Emotional wellbeing and mental health service) Kids Inspire via school referral (EHFSA) Play Therapy provided by a qualified counsellor – via school referral Educational Psychologist via EP request form Outreach Behaviour Support (St Christopher's, Victory Park, Sutton House) 1:1 counselling via school referral</p> <p>-----</p> <p style="text-align: center;"><b><u>EHC Plan (Education Health and Care Plan)</u></b></p> <p>Assessment request is made to the Local Authority by the school with the agreement of the parents and agencies involved. The result of this may be that the child is issued with an EHC Plan which clearly sets out aspirations and the outcomes in place to support them along with the strategies of how they might be achieved</p>	<p>Children are displaying extreme behaviours which are preventing them from accessing the curriculum and impeding their ability to learn and make progress.</p> <p>Concerns are raised by pupils, parents and/or teaching staff about the safety and well-being of pupils in a variety of situations.</p> <p>Poor self- esteem and self-worth</p> <p>Eating disorders</p> <p>Poor control over own emotions; inability to self-regulate</p> <p>-----</p> <p>After a cycle of ISP support, the pupil is not making progress and their special needs are impairing their ability to access the curriculum despite appropriate support and differentiation.</p>
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### **Sensory and/or Physical Needs**

#### **These include:**

<p><b>Visual Impairment</b> <b>Hearing Impairment</b> <b>Multi-Sensory Impairment</b> - Children with difficulties in this are likely to have been identified prior to starting school.</p>	<p><b>Physical Impairment</b> - Children with difficulties in this are likely to have been identified prior to starting school. <b><i>It also applies to short term impairments e.g. broken limb etc.</i></b></p>
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#### **Provision Available:**

	<b>Support (level of need determines whether the support is Wave 1,2, or 3)</b>	<b>Criteria (Can include some or a combination of the difficulties listed)</b>
<b>Hearing Impairment</b>		
<b>Wave 1</b>	Seating position near the front of the class or the hall in the case of whole school activities Class visual timetable Use of makaton signs or visual prompts	May have difficulty due to glue ear or related condition.
<b>Wave 2</b>	Risk assessment and additional individualised support -provision as identified. Access to specialised equipment (if required)	Identified hearing impairment that may or may not need hearing aids

	Personalised visual timetable or visual support <b>Outside Agencies</b> Access to hearing impairment Specialist via school referral or Paediatrics	One page profile to address
<b>Wave 3</b>	<p style="text-align: center;"><b>ISP (Individual Support Plan)</b></p> Discussion will take place with parents and children will be recognised as needing <b>SEN Support</b> and placed on the school <b>SEND</b> (Special educational needs and disability ) Register. An Individual Support Plan ( <b>ISP</b> ) will be drawn up with parental involvement. This will then be reviewed formerly termly, with parents being kept closely informed about their child's progress throughout <p>Risk assessment and additional individualised support -provision as identified.</p> <p style="text-align: center;"><b>Outside Agencies</b></p> Educational Psychology Service via referral Access and staff training to use specialised equipment Access to hearing impairment specialist teacher Access to hearing impairment Specialist via school referral or Paediatrics <hr/> <p style="text-align: center;"><b>EHC Plan (Education Health and Care Plan)</b></p> Assessment request is made to the Local Authority by the school with the agreement of the parents and agencies involved. The result of this may be that the child is issued with an EHC Plan which clearly sets out aspirations and the outcomes in place to support them along with the strategies of how they might be achieved.	Identified significant hearing impairment. Use of hearing aids. Speech may be affected – may use British Sign Language of Makaton Have a focused individual Support plan (ISP)
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		Where hearing impairment is impacting on the ability to access the curriculum despite appropriate differentiation
<b>Visual Impairment</b>		
<b>Wave 1</b>	Seating position near the front of the class or the hall in the case of whole school activities. Larger print books Wider lined paper Coloured paper or overlays	Has identified mild visual impairment Possibly wears glasses
<b>Wave 2</b>	Risk assessment and additional individualised support - provision as identified Physical environment audit Access to specialist equipment (if required)	Identified visual difficulties, over and above those that can be corrected by wearing glasses.
	<p style="text-align: center;"><b>Outside Agencies</b></p> Specialist Teacher for Visually Impaired based at Kingsdown School Support and advice from Paediatric referrals	
<b>Wave 3</b>	<p style="text-align: center;"><b>ISP (Individual Support Plan)</b></p> Discussion will take place with parents and children will be recognised as needing <b>SEN Support</b> and placed on the school <b>SEND</b> (Special educational needs and disability ) Register. An Individual Support Plan ( <b>ISP</b> ) will be drawn up with parental involvement. This will then be reviewed formerly termly, with parents being kept closely informed about their child's progress throughout	Identified visual difficulties, over and above those which can be corrected by wearing glasses and which impact on learning. Level of specific concern which might occur for up to 5% of children. Have a focused Individual Support Plan (ISP)

	<p>Risk assessment and additional individualised support - provision as identified. Touch typing lessons Access and training to use specialist equipment</p> <p style="text-align: center;"><b>Outside Agencies</b></p> <p>Access to Specialist Teacher for Visually Impaired based at Kingsdown School Support and advice from Paediatric referrals Educational Psychology Service</p> <p style="text-align: center;">-----</p> <p style="text-align: center;"><b>EHC Plan (Education Health and Care Plan)</b></p> <p>Assessment request is made to the Local Authority by the school with the agreement of the parents and agencies involved. The result of this may be that the child is issued with an EHC Plan which clearly sets out aspirations and the outcomes in place to support them along with the strategies of how they might be achieved.</p>	<p style="text-align: center;">-----</p> <p>Where visual impairment is impacting on the ability to access the curriculum despite appropriate differentiation.</p>
<b>Multi-Sensory Impairment</b>		
<p><b>Children with difficulties in this are likely to have been identified prior to starting school.</b></p>	<p>Risk assessment and additional individualised support provision as identified. Programmes being followed may include those provided by Occupational Therapy, Physiotherapy, Speech and Language, Educational Psychology, Paediatrician. Specialised equipment may need to be purchased within reasonable parameters. Adult support with self-care and feeding.</p> <p style="text-align: center;">-----</p> <p style="text-align: center;"><b>EHC Plan (Education Health and Care Plan)</b></p> <p>Assessment request is made to the Local Authority by the school with the agreement of the parents and agencies involved. The result of this may be that the child is issued with an EHC Plan which clearly sets out aspirations and the outcomes in place to support them along with the strategies of how they might be achieved.</p>	<p>Identified through medical assessment.</p> <p style="text-align: center;">-----</p> <p>Where multi-sensory impairment is impacting on the ability to access the curriculum despite appropriate differentiation</p>
<b>Physical Impairment</b>		
<p><b>Children with difficulties in this are likely to have been identified prior to starting school.</b></p> <p><b>It could also apply to short term impairment such as a broken limb etc.</b></p>	<p>Risk assessment and additional individualised support provision as identified. Ramp access to most classrooms; Disabled toilet with remote controlled bed. Reasonable physical adjustments will be made. Physiotherapist and Occupational Therapist as required. Trained LSA support; Targeted lunch-time support.</p> <p style="text-align: center;">-----</p> <p style="text-align: center;"><b>EHC Plan (Education Health and Care Plan)</b></p> <p>Assessment request is made to the Local Authority by the school with the agreement of the parents and agencies involved. The result of this may be that the child is issued with an EHC Plan which clearly sets out aspirations and the outcomes in place to support them along with the strategies of how they might be achieved</p>	<p>Identified physical impairment requiring short or long-term medical intervention and support. Difficulties ranging from short term impairment – broken limbs to long-term, where pupil may be wheel-chair bound.</p> <p style="text-align: center;">-----</p> <p>Where physical impairment is impacting on the ability to access the curriculum despite appropriate differentiation.</p>

## Medical Needs

### These include:

Diabetes Epilepsy Anaphylaxis	Asthma Eczema Cystic Fibrosis
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### Provision Available:

	<b>Support (level of need determines whether the support is Wave 1,2, or 3)</b>	<b>Criteria (Can include some or a combination of the difficulties listed)</b>
<b>Wave 1</b>	<p>Secure storage for medication Health Care Plans (provided by nursing team) Appropriate staff trained in first aid and paediatric first aid Children are aware of where their medication is kept.</p> <p style="text-align: center;"><b>Outside Agencies</b></p> <p>Staff training as appropriate to the needs of the children in school e.g. anaphylaxis, epilepsy and diabetes Training to administer medication as appropriate (via parent or nursing team)</p>	<p>Medical need requiring short or long-term care/intervention. Includes the administering of short-term medication e.g. antibiotics.</p> <p>Child can access learning.</p> <p>Short-term – child returning to school following a brief illness, but still requiring medication to complete the course.</p>
<b>Wave 2</b>	<p>Secure storage for medication Health Care Plans (provided by nursing team); risk assessment in place Appropriate staff trained in first aid and paediatric first aid Children are aware of where their medication is kept.</p> <p style="text-align: center;"><b>Outside Agencies</b></p> <p>Staff training as appropriate to the needs of the children in school e.g. anaphylaxis, epilepsy and diabetes Support to administer medication as appropriate (via parent or nursing team)</p>	<p>Medical need requiring short or long-term care/intervention Child can access learning with some individualised planning/arrangements – e.g. medication is carried by staff at all times.</p>
<b>Wave 3</b>	<p style="text-align: center;"><b>ISP (Individual Support Plan)</b></p> <p>Child will be recognised as needing <b>SEN Support</b> and placed on the school <b>SEND</b> Register. An Individual Support Plan (<b>ISP</b>) will be drawn up with parental involvement. This will be reviewed formerly termly</p> <p style="text-align: center;"><b>Outside Agencies</b></p> <p>Specialist support from medical services e.g. specialist nurses, school nurse Educational Psychology service Emotional support e.g. learning mentor and/or counsellor</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><b>EHC Plan (Education Health and Care Plan)</b></p> <p>Assessment request is made to the Local Authority by the school with the agreement of the parents and agencies involved. The result of this may be that the child is issued with an EHC Plan which clearly sets out aspirations and the outcomes in place to support them along with the strategies of how they might be achieved.</p>	<p>Disruption to learning due to frequent absence through severe illness. Possible effect on mental health or emotional wellbeing Individual Support Plan (ISP).</p> <hr style="border-top: 1px dashed black;"/> <p>Where severe medical needs are impacting on the ability to access the curriculum despite appropriate differentiation.</p>