Welcome to SEND at West Leigh Junior School

SEND Information Report & Policy

September 2026 – September 2027

Our SEND Team	
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Welcome to West Leigh Junior School

Ronald Hill Grove, Leigh on Sea, Essex, SS9 2JB

Ages 7-11

This booklet is made for families. We hope this helps you to find SEND information easily.
If you have any questions or comments, please get in touch.

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Inclusion Statement

All children deserve to thrive academically and socially. At West Leigh Junior School we adapt our curriculum to ensure it is accessible to meet different needs and high expectations are maintained for all. Inclusion runs through everything we do; it is not a bolt on. We are a community school which strongly believes that we have a duty to provide for the varying needs of our children in order to ensure that they are ready for the next stage of education and beyond.

We have high expectations of **all our pupils**. We firmly believe that with high quality teaching and effective engagement from parents **every child** can meet their academic potential. We are also passionate about the children's social and emotional development and believe that all children should be offered opportunities to ensure that they leave our school with high aspirations for their future.

We believe that all our children have an equal entitlement, and should have an equal opportunity to be supported and challenged to maximise their potential, therefore our curriculum is bespoke and allows children to make progress in a variety of ways.

Every child within our school can thrive and we do everything we can to make sure that happens. That means we:

- provide lessons that meet the needs of every child;
- make reasonable adjustments to lessons and our school environment;
- provide staff training to expand our expertise.

We think about both the long term and the short term. Our ambitions for our children include for them to:

- have personal, spiritual, moral and cultural awareness to learn and achieve;
- have good friendships and relationships;
- live a healthy and independent life;
- be successful in work;
- feel safe and secure.

Our School



Our School's Golden Values

Responsibility	Integrity	Empathy
Making thoughtful decisions and taking ownership of your actions (and their consequences). • reliability • accountability • commitment • respect • self-discipline/self-control	Always doing what you believe is the right thing – even when no-one is watching. • honesty • strong moral principles • trustworthiness • fairness • reliability	Being aware of and respecting another person's feelings, experiences and emotions. • kindness • caring • concern for others • compassion • selflessness • sensitivity

What is SEND?

A child has SEND if they have a **learning difficulty** or **disability** that we need to make **special provision** for.

Some key terms explained:

- **Learning Difficulty:** when a child finds it harder to learn than most children do.
- **Disability (that we need to make special provision for):** something that hinders a child from using our school facilities.
- **Special provision:** is support that is extra or different to what is typically provided.

What are our ambitions for children who have SEND?

We want all children in our school to make excellent progress. We are ambitious for all children with SEND and want any child with SEND to have the same opportunities as all other children

Every child with SEND can thrive. We do everything we can to make sure that happens.
That means we:

- provide lessons that meet the needs of every child;
- make reasonable adjustments to lessons and our school environment;
- provide staff training to expand our SEND expertise.

We think about both the long term and the short term. Our ambitions for our children with SEND include for them to:

- have personal, spiritual, moral and cultural awareness to learn and achieve;
- have good friendships and relationships;
- live a healthy and independent life;
- be successful in work;
- feel safe and secure.

The four main groups of SEND

Schools follow the guidelines from the Government's SEND Code of Practice, where SEND is broken up into four groups:

1. Cognition and Learning (C&L), including:

- Learning difficulties;
- Specific learning difficulties (SpLD): Dyslexia, dyspraxia and dyscalculia;
- Focus, attention, or memory difficulties.

2. Communication and Interaction (C&I), including:

- Autism/ASD;
- Social communication difficulties (other than autism);
- Speech & language difficulties (such as understanding language, forming sounds to speak or selective mutism).

3. Social, Emotional Mental Health (SEMH), including:

- ADHD;
- Anxiety;
- Behaviour difficulties.

4. Physical / Sensory needs, including:

- vision impairment (VI),
- hearing impairment (HI)
- multi-sensory impairment (MSI) – a combination of vision and hearing difficulties
- a physical disability (PD)

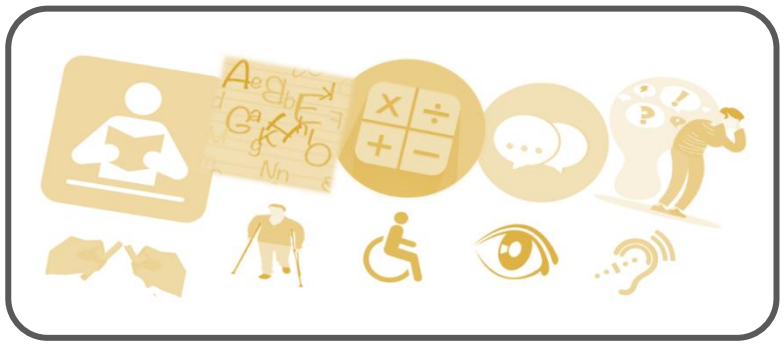
We welcome children with all of the above types of SEND.

If a child has complex needs, we consider admissions on a case-by-case basis, through an Education Health and Care Plan (EHCP) consultation. For more information on this, please contact our Principal (Mr Aggus) or our SENDCo (Miss Poysden).

Many children with SEND will have more than one area of need.

As of January 2025, 5.3% of pupils nationally have an EHCP. Some of these pupils are in special schools and some are in mainstream schools like our school. 14.2% of pupils nationally receive SEN Support.

How do we identify SEND?



If you have concerns about a child's progress, learning or development, please share these with the class teacher. Parent views are always valued and help us to make decisions.

Sharing extra information such as a speech and language report, a hearing test or an autism diagnosis letter is also really helpful. These can be emailed to the SENDCo (see details on page 2) or to the school office (office@wljs.porticoacademytrust.co.uk).

How do we decide if a child has SEND?

We assess a child's reading, writing, maths, social skills, speaking and listening or any other area we know will support us to identify SEND.

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a child over a longer period.

When we assess, we always look out for:

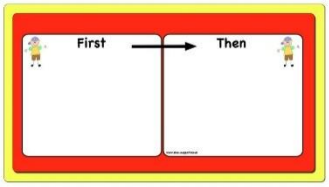
- A child making slower progress than their classmates;
- A child making less progress than they did before;
- A child not closing the gap between them and their peers (despite extra help that we have given).
- Sometimes we may ask outside experts to also assess and give advice. When we contact outside experts, we ask parent permission first. Parent views and those of their child are listened to and then shared with outside experts. We keep parents informed throughout the whole process.

Is it always SEND?

Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND, we also consider other factors such as:

- Attendance
- Difficulties in that child's life (such as a bereavement or friendship issue)

When a child is making slow progress often teachers make adjustments to what is already on offer, without needing SEND provision.











Children who speak a language other than English as their home language

A child does not have SEND just because English is not their first language (although they could have SEND as well). The term for children who speak English as an additional language is **EAL.**

Reasonable Adjustments

At West Leigh Junior School, we strive to have close collaboration and communication with parents and support services.

Some children may have a diagnosis or a physical disability, once we have received the medical paperwork, we will organise a meeting between parents, pupils and school staff. During this meeting we will discuss any reasonable adjustments and the universal support your child will receive.

Shared communication with parents and school staff ensures that important information and support strategies are shared through a child-centered approach.

How do we meet children's needs?

1. We **assess** needs
2. We **plan** support
3. We action the support ('**Do**')
4. We **review** the effectiveness of the support and the difference it has made.



This four-part cycle is called our **Graduated Response**.

We use our Graduated Response to meet the needs of all pupils, including those with identified SEND.

Not all children need the same level of support. We match the level of support to the child's level of need. Where need is higher, we usually take more actions. Where need is lower, we might only need a few adjustments to access learning successfully.

All our support aims to promote children working towards becoming independent and resilient learners.











Our Graduated Response

Our Graduated Response starts with quality first teaching for ALL pupils. This is called '**Universal Support'** and it is a style of teaching that is inclusive for every child or young person. This includes pupils who are not on the SEND register, as well as pupils who are.

Some pupils need **targeted support** that is *additional to and different from* other pupils and this is called '**SEND Support'**.

A few pupils need **specialist support** and may need an Education, Health and Care needs assessment (ECHNA) to find out more about their needs. This may or may not result in an **Education, Health and Care Plan (EHCP).**

Whatever the outcome, **SEND Support** and **Universal Support** continues.



Universal

This is quality teaching lead by the class teacher. It includes:

- Teachers who are ambitious for all their children.
- Well-planned lessons that are adapted to engage all children.
- Resources that help all children succeed (such as writing frames, number lines or visual timetables).
- Opportunities for children to practise using their learning in different situations.
- Ongoing teacher assessment of children's learning and progress.
- Short-term group or individual support to help some pupils 'fill gaps' in their learning or understanding.
- Learning reward systems and house team points which motivate children.
- Children who are being monitored as parents or teachers have started to have concerns (an **'initial concern'**).

Targeted

This is for children who need additional support to catch up with their peers.

- Most pupils at this level will have identified SEND and be included on our **SEND Register** as **SEND Support**.
- At SEND Support the class teacher/SENDCo will discuss and agree a Person-centred Plan (PCP) with parents and pupil. The PCP will include information about the pupil, along with appropriate strategies which enable the pupil to experience a sense of achievement in their learning.
- Some pupils will have advice from outside agencies to inform support in school.

Targeted support may include:

- Small group work in the classroom or a quiet room elsewhere in school
- Extra adult support in lessons by the class teacher or a learning support assistant (LSA).
- 1 to 1 support (if appropriate)
- Specific interventions to meet identified needs e.g., phonics, 'tricky' words (reading & spelling), reading comprehension, number skills, speech & language, listening & attention skills, social skills groups, emotion management strategies
- Learning mentor support

Specialist

This means personalised SEND provision

- All pupils at this level will have identified needs and be included on our **SEND Register**.
- Additional agencies will be involved and their advice and recommendations will be included in the support provided in school.
- Pupils at this level will usually have an EHCP (or evidence may be being gathered for an EHCP Needs Assessment).
- Support provided at this level will be person-centred, considering individual needs and styles of learning.
- We personalise our curriculum where needed to promote opportunities for working independently wherever possible.
- Pupils will be fully included in the school community and reasonable adjustments are made to enable participation in all activities on offer.

Desired Outcomes



For those children requiring **SEND Support**, we provide a Person-centred Plan (PCP) which allows all adults working with the child to be informed of appropriate strategies to use to ensure the child is successful.

Teachers set high expectations for every child. Lessons are planned to address potential areas of difficulty and to remove barriers to children's achievement. In many cases, such planning will mean that children with SEND will be able to study the full National Curriculum.

SMART Targets

For children with an EHCP, we set targets so that staff, parents, and pupils know how we are working towards their individual end of key stage EHCP outcomes. These targets are part of a child's Person-centred Plan (PCP) and Learning Passport.

We often call these **SMART** targets. SMART targets are:

- ✓ **S**pecific: We say exactly what the next small step will be for the child.
- ✓ **M**easurable: We say how we will know if the child is meeting the target.
- ✓ **A**chievable: We will be ambitious for the child, but it still needs to be achievable.
- ✓ **R**elevant We link it to the child's difficulties or what they need to achieve next.
- ✓ **T**ime bound: Targets are normally set to for one term (10-14 weeks).

How are Targets Specific?

Specific targets say what the child **will be able to do**. We avoid words that are vague. Instead, we use action words to write targets (e.g., read, write, take turns).

Vague Words (We avoid these)	**Specific Action Words** (We use these)	**Examples**
Improve	Add	JS will add numbers up to 6 using apparatus (e.g., cubes).
Continue	Read	JS will read all Phase 4 tricky words.
Develop	Say	JS will say sentences that include where or when something happened (e.g., "In the water, the shark hunted her lunch"; "The woodcutter ate his lunch when the sun was high").
Behave	Use	JS will use calming strategies (e.g., blutack, weighted dog, time out) when he is anxious in class.

The role of children



The role of children is to **do their very best.**

It is important that adults listen to the views of children with SEND. The child's input can help us unlock extra progress.

How we collect child views depends on the child's age and development. Collecting child views include:

- Talking to the child;
- Observing the child;
- The child completing a survey;
- The child self-assessing their EHCP targets;
- The child taking part in SEND review meetings.

The Cove

Pupils who experience sensory and regulation difficulties may, at times, require an additional / tailored provision which can be provided by The Cove. This is provided on a case-by-case basis.

The Cove is a multi-use intervention space which has 3 main areas:

- Sensory Room – this is a room for use when pupil's need to regulate.
- Work area
- Pastoral area – this area is used by Mrs Atkin for 1:1 sessions, small group work (e.g., social skills) and for conflict resolution, where appropriate,

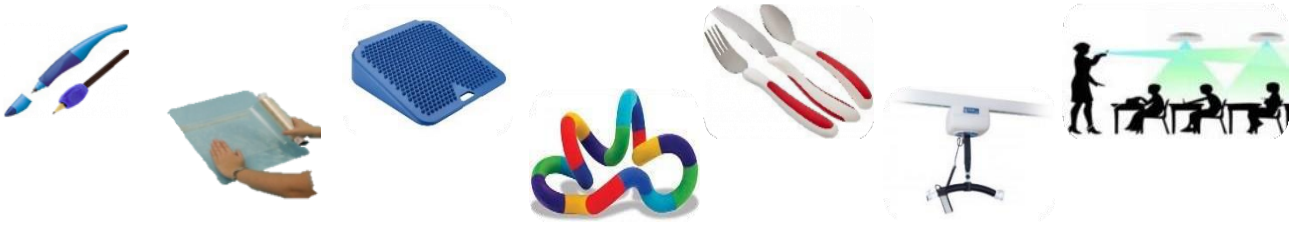
At lunchtime, a small group of pupils have access to The Cove. This provision is provided on a case-by-case basis.



Extra Equipment for SEND

Some children need extra items to help them be successful at school. Most of these are not expensive and we buy these from our budget.

From time to time, equipment costs much more than this (e.g. hoists, hearing aid loops). If so, we might ask for extra funding from the local council's SEND funds. We do not ask parents to pay for SEND provision from their own money**.**



Extra Curricular Clubs

Can a child with SEND join in day trips, residential trips, breakfast club, extended school and holiday clubs?

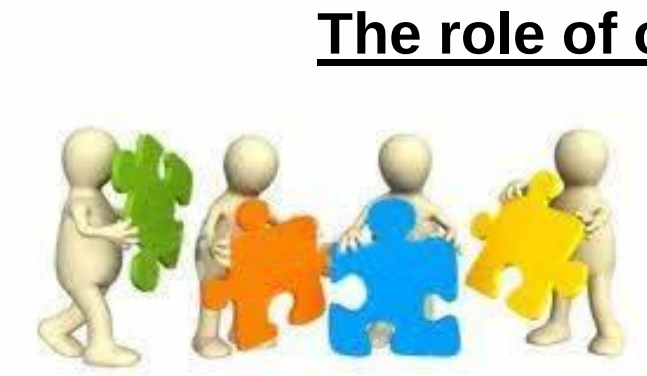
Yes – we make adjustments so that children who have SEND can join in all of school life.

Staff may need to talk to parents to plan adjustments. Or, a parent can talk to their class teacher or a SENDCo if they are worried that their child might need adjustments to be successful.

It is very rare that we must make the hard decision for a child to not attend – in the very small number of occasions this is due to safety, wellbeing, or both.



The role of our staff



"Every teacher is a teacher of SEND"

What do our teachers do for SEND?

- Teachers are responsible for the development of *every* child they teach;
- Teachers work closely with support staff to plan and review support;
- Teachers adjust lessons to make them accessible for every child;
- Teachers follow advice from any support services;
- Teachers review each child's progress and plan the next steps.

What do our learning support assistants do?

Learning support assistants (**LSA**s) are a key part of helping children reach their learning goals. They support children during lessons and also lead SEND groups and 1:1 work, both inside and outside of the classroom.

What expertise and training do the staff who support children with SEND have?

Our team have lots of SEND expertise; however, it is important we refresh and develop our learning and further develop our skills.

To train and develop our team, we use:

- Staff meetings and INSET day training
- Staff supporting each other
- Online courses and webinars



Our Trustees

All our trustees must "think SEND" when making decisions so that we become even more inclusive. We have one trustee who has extra responsibilities – this is our SEND trustee.

Our SEND Trustee is Mrs Sue Hay. She:

- overviews long term plans for improving SEND in school;
- monitors SEND in our school. This includes our legal duties;
- meets with the SENDCo twice a year.

Parent Involvement

For ease of reading, this booklet uses the term “parents” to mean anyone who acts in the role of parent. This can include carers, other family members and, for children who are “looked after”, the local council.



We value parent involvement in our school

- Their knowledge helps us to get a complete view of a child's SEND.
- They tell us what strategies work well at home (often good ideas from home can help the child in school).
- Parents use ideas from school to help the child at home.
- Parents share useful information with us to help us meet the child’s SEND (such as medical reports).
- Parents are invited to contribute to Person-centred Plans (PCPs) reviews.

When we think a child might have SEND, we discuss this with parents. This is so that we can:

- Find out more about the parent’s views;
- Chat about what the next steps might be;
- Agree some long-term goals.

Co-production is really important to us. The word ***co-production*** means parents being a key part of planning SEND support and what is provided for SEND. Parents help by contributing to SEND reviews, sharing their views and by keeping us up to date on their child’s life.

Parents can also make an appointment at any time to speak to their child’s class teacher, a member of our SEND team, or a member of the Senior Leadership Team (SLT).

If you feel that you need to make a complaint at any time, please begin by talking with us about the perceived difficulty. This could be a conversation you have with your child’s class teacher, a member of our SEND team, or a member of the Senior Leadership Team (SLT). Our Complaints Policy is always available on our school website and hard copies can be provided by our school office team.

If a child needs a high level of support, this may include an Educational Health Care Plan (EHCP) and additional funding from the Local Authority. When a child has an EHCP, as well as PCP learning conversations, we invite parents to an **Annual Review Meeting** to set outcomes together for the next year.

Support for parents

SENDIASS Southend

SENDIASS is the **I**ndependent **A**dvice and **S**upport **S**ervice for parents.

The service is free.

They offer a range of help:

- Information on local groups and services
- Information on SEND laws
- Information on local council procedures for SEND
- Help to prepare for meetings.

Parents do not need anyone to refer them to SENDIASS. They can just get in touch:

- Tel: 01702 215 499
- Email: iass@southend.gov.uk
- Web: www.sendiasssouthend.co.uk/
- Facebook: www.facebook.com/sendiasssouthend



SENDIASS also have leaflets available in the ten most spoken languages in Southend schools:

- European: Albanian, Czech, Polish, Portuguese, Romanian
- Asian: Bengali, Chinese (simplified font), Malay, Tamil, Urdu

The Local Offer: https://www.livewellsouthend.com/send-local-offer

The Local Offer is a website that is written for families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes:

- Support services
- Health services (such as contacts for the NHS speech and language team)
- Schools
- Leisure activities (such as SEND sports clubs)
- Contacts for SEND charities



Our staff, SENDIASS and the Local Offer can all help parents through the SEND maze

Click here for information about the parent/carer forum who aim is to make sure that services in their area meet the needs of local disabled children and their families.

Can school access specialist help?

Yes. Some students have needs that are very specific or complex. Therefore, we work with support services to benefit from specialist advice. You may sometimes hear us refer to these support services as “external agencies”.

Support Services we work with include:

- Educational Psychology (EP)
- Emotional wellbeing and mental health (CAMHS)
- Autism outreach (St Christopher’s Special School & Kingsdown Special School)
- Behaviour outreach (Victory Park Academy)
- Deaf, hearing and visual impairment health teams
- School nursing
- Southend Specialist Teaching Team (STT)
- Southend Local Authority SEND advisors
- Education & Welfare
- Early Help family support
- Occupational therapists (OTs)
- Speech and language therapists
- Paediatricians
- Social services

For most children, we meet their SEND without needing support services. This is because our staff have training and skills to **adapt classrooms and lessons** to meet their needs.

If we think we need extra advice from a SEND support service, we discuss this with the child’s parent. Parents normally understand the many benefits for their child, but they are welcome to chat with the class teacher or SENDCo.

Support services advise teachers and the SENDCo. Teachers make sure advice is followed and the SENDCo monitors this.



When children join or leave us

(This is called **transition)**

How do we help children joining our school?

When a new child with additional learning needs joins our school, the SENDCo will meet with the family and the child. We will plan how to support the child in starting our school. This may include the creation of a transition book that uses images to prepare a child for what their new classroom and learning activities will be like or additional transition sessions to their new class. Each transition plan is prepared on an individualised basis.

How do we help children leaving our school?

We take the same approach if a child with SEND leaves our school before the end of Year 6 (for example because of a house move). The SENDCo will meet with key staff and decide how best to support the move. Families will know the plan and will be able to talk about other worries they have.

How do we help children transitioning to secondary school?

- We link with the next school to share SEND information.
- We often support children through extra visits or by talking to children about any worries regarding their new school.
- Our Parent and Pupil Support Worker (Mrs Atkin) facilitates weekly transition groups for children requiring extra support.
- Transfer to secondary school is normally led by the secondary school. You can find more about how they manage this in their SEND Information Report.

How do we help children transition between year groups in our school?

Whenever a child moves to a new year group or key stage, careful planning takes place.

Before the end of the summer term, teachers pass on SEND information to the new teacher and the child gets to visit their new class (‘Meet the Teacher’ sessions).

If needed, extra visits to the new class or transition booklets are provided to help children with SEND have a smooth transition to their new class.

SEND and Children Looked After

CLA stands for Children Looked After (previously Looked After Children – LAC). Being looked after means that parents are unable to care for a child and the council or court takes on parenting decisions. This can be temporary or permanent. There are a few ways the child's new care might be provided. Two common ways are foster care or children's homes.

Our Principal and Designated Safeguarding Lead (DSL) take responsibility for CLA at West Leigh Junior School.

For our pupils who are CLA and have SEND, we:

- Monitor progress through a termly Personal Education Plan (PEP).
- As often as we can, schedule PEP meetings at the same time as SEND meetings so that PEPs and SEND plans are joined up.
- Work well with CLA support services (e.g., social workers and the Virtual School).
- Make sure CLA pupils with SEND can join in extra activities, by making extra arrangements such as:
    - Permission from both a social worker and a pupil's carer to allow them to go on a residential trip
    - Liaising with carers and taxi drivers so that a pupil is collected early and gets to school in time for the day trip leaving at 8.00am.
- Give CLA children equal access to SEND provision that is no less than they would get if they were not CLA.

Extra Funding (Pupil Premium)

There is money available for looked after children and those who were looked after but are not anymore (for example pupils who have been adopted after time in foster care or have a Special Guardianship Order). This money is called Pupil Premium. From time to time, you might also hear it being called CLA Pupil Premium.

Children looked after may not always have SEND.

SEND Policy and Expectations

SEND Policy

This policy is statutory. That means that the law says schools must have a SEND policy and a SEND information report. The DfE say that these can be a single document.

We use a single document so that it is easier to find out about our SEND work. This booklet has all the essential parts of both the SEND Information Report and SEND Policy.

Evaluating our SEND Policy

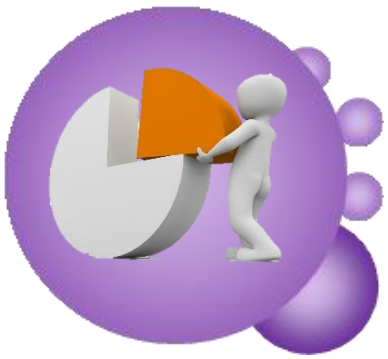
The SENDCo and other school leaders have five key ways to check how well our SEND policy is working:

1. Monitoring how much progress children have made.
2. Monitoring how well children with EHCPs are meeting their SMART targets.
3. Regular reviews of interventions with teachers and support staff.
4. School leaders visit classrooms to observe, or look through workbooks.
5. Asking parents and children about SEND in our school.

Reviewing our SEND policy

We review this policy every 12 months. Our SENDCo is in charge of the policy review. Then, our Trustees discuss and approve it.

Visit our website, https://www.westleighjunior.co.uk/ to read our other policies that link to SEND:



- **Accessibility plan – in SEND section of website**
  A three-year plan to be a more inclusive school.
- **Behaviour and Anti-bullying Policy**
  Explains our behaviour expectations, rewards, rules and sanctions, including information on exclusions and our approach to tackling bullying.
- **Supporting Pupils with Medical Needs**
  Information on our approach to supporting pupils with medical needs.

Want to read more?

If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice

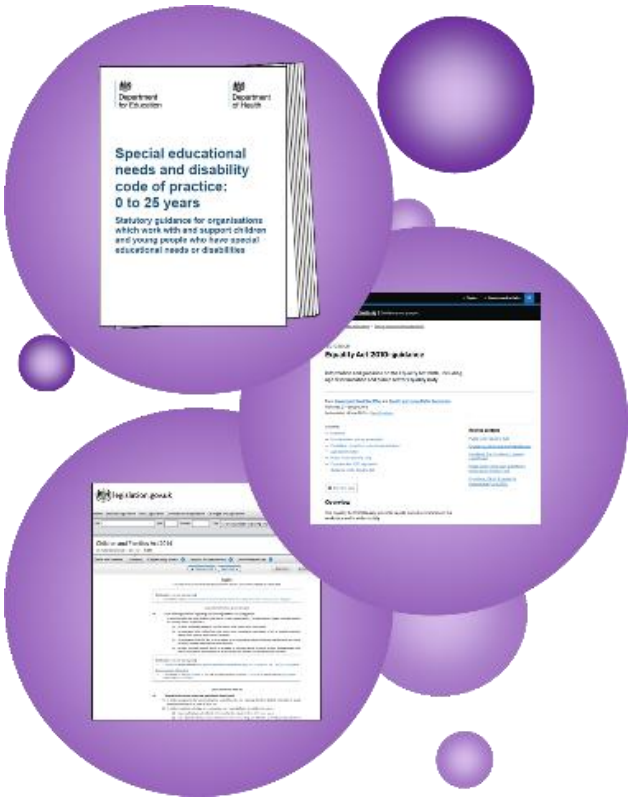
- This is the Government's SEND rulebook.
- Find out more here.

Equality Act

- This 2010 law outlines our duties to make reasonable adjustments and not discriminate.
- Find out more here.

The Children & Families Act

- This 2014 law outlines our duties for children with SEND.
- Find it here (p.21 onwards).



We hope you found this SEND Information Report & Policy helpful.

Thank you for reading it.

Frequently Asked Questions (FAQs)

1. Does a child need a diagnosis in order to have SEND?
No. Some children do have a diagnosis (e.g., autism, dyslexia, ADHD), but we address a child's SEND through our universal provision, even if they don't have a diagnosis.

We know that families often want a diagnosis so that they can be sure what is going on for their child. But, it's also important that we help the child as soon as we can – so we do not need to wait for a diagnosis to make adjustments for a child.

2. Will a child with a diagnosis always require targeted support?
No. We monitor children carefully to ensure that their needs are being met and that they are making progress. For many children with a diagnosis, our in-class universal provision will meet these needs. Should they require further support, this will be provided through targeted support.

3. Will my child receive extra support in tests (known as access arrangements)?
For some pupils, access arrangements may be appropriate. The arrangement provided will depend upon a child's specific need, in line with the guidance set out by the Standard & Testing Agency (STA).

4. What is an EHCP?
EHCP is short for *Education, Health and Care Plan.* This is like a contract between a local council, school and parents.

Most children's SEND can be met without an EHCP - we use our SEND funding to do this. Some of these children will have SEND Person-centered plans.

A small number of children with more complex SEND have an EHCP (about 2% of all children). Some of these children are in special schools and some are in mainstream schools.

More information on EHCPs can be found on the Local Offer website or you can ask our SENDCo about EHCPs.

5. Are emotional difficulties always SEND?
No. Some children have time when they are withdrawn or sad (e.g., because of a death of a family member or loved pet).

When a child is distressed, this is often short term. We have a range of emotional support, including the Zones of Regulation, that we can offer, depending on a child's difficulties.

Some adverse experiences lead to longer term or more severe emotional issues. If so, the child's difficulties might be assessed as SEND.



A Five Point Scale to help children learn about emotions.

6. What support is available for social and emotional needs?

We are proud to be a caring, nurturing and supportive school. We believe that children need to feel happy, secure and safe in order to meet their potential.

Every child is treated as an individual. If they exhibit challenging behaviour, we try to find the causes and then adapt so we can alleviate the behaviour.

Some of our support is available to all children:

- School assemblies about emotions and feelings
- Clear systems for managing behaviour
- Play equipment for children to enjoy at playtime and lunch time
- Staff who offer pastoral support (Mrs Atkin)

Some children also have extra support, including:

- Small group work with a member of the pastoral team.
- Small groups to support social skills.
- Behaviour Support Plans help some children regulate their emotions.

7. Why aren't children with autism or ADHD listed as having a sensory need on paperwork on the school SEND register?

Every school must follow the government's SEND handbook. This is called the SEND Code of Practice. It tells us what categories of SEND we can use and what each category means.

The Government's category "Physical / Sensory Needs" includes three specific sensory needs:

- Visual impairment: Loss of some or all of their sight;
- Hearing impairment: Loss of some or all of their hearing;
- Multisensory impairment: Loss of some or all of both their hearing & sight.

Each of these sensory needs refers to the loss of sight and/or hearing.

Children with ASD or ADHD can also have sensory needs but they have not lost the use of their senses. It's more that they might be over or under-sensitive to sights, smells or sounds etc. Their needs are usually about processing of sensory information rather than loss of vision or hearing.

Although we can't put these needs into the Government's sensory needs category, it doesn't make a difference to the support that the child receives.