



Admissions Policy and Procedures

Person(s) responsible for this policy		Head, Head of Prep	
Last reviewed by	C Elliott H Loach (Prep) A Bullock A Reeves	Review date	September 2026
Date of next review		September 2027	

Contents

Admissions Policy and Procedures	1
Streatham & Clapham Prep and High School Admissions Policy and Procedures ...	2
Introduction	2
GDST Admissions Policy	3
School Admissions Policy	5
Entry requirements and assessment	5
Deferred entry, out of age applications, sibling policy and children of staff	6
Financial support for younger pupils	7
School Admissions Procedures	7
Applications Process	7
Selection process	8
Occasional places.....	9
Key stage transfers within the school	10
Arrangements for special educational and other individual needs	10
Arrangements for overseas applicants	11
Transfers between GDST schools	11
Adjustments to procedures in extraordinary circumstances	12
Scholarships and bursaries.....	12
Appendix A: Further details on SEND	14

Streatham & Clapham Prep and High School Admissions Policy and Procedures

Introduction

Streatham & Clapham High School is a selective independent day school for girls, welcoming pupils from all faiths, cultures, races and family backgrounds, and proud of our cultural diversity. It is part of the Girls' Day School Trust (GDST), the largest educational charity in the country with twenty-six schools. Since its foundation in 1872, the GDST has been at the forefront of education for girls and a strong voice in promoting opportunities for young women.

Streatham & Clapham High school offers a distinctive educational experience within a broad, inclusive curriculum and a culture of high expectation. We seek to admit girls with the potential to flourish in the educational environment provided and to contribute fully to the life of the school. Our admissions policy supports the 'all through' nature of the school, encouraging progression of our students throughout their educational journey.

We award scholarships to recognise and reward potential regardless of financial situation or background. The Trust's bursaries scheme aims to give girls of all backgrounds the opportunity to benefit from a GDST education.

The school's Admissions Policy and Procedures operate within the framework of the GDST Admissions Policy:

GDST Admissions Policy

The admissions policy of the Council of the Girls' Day School Trust (the 'GDST') is that:

- The GDST is committed to equal opportunities in education and does not unlawfully discriminate regarding entry. Admissions to GDST schools will adhere to the GDST's Equal Opportunities Policy.
- The GDST is firmly committed to offering a single-sex education for girls. In our experience, students in girls' schools are less constrained in their choice of subjects, show a greater propensity to take risks and innovate, perform better in examinations, have more opportunities to show leadership, and are less likely to conform to gender stereotypes. For these reasons, GDST parents and students choose a predominantly single-sex environment over other available options.
- GDST schools are broadly selective. Places are offered to prospective pupils on the basis of their potential to thrive in the educational environment provided.
- Admission is usually dependent on achieving an acceptable standard in an assessment or examination appropriate to the age group and academic pace of the school. The assessments and examinations will be accessible to all candidates, with people from all backgrounds able to participate fully.
- Due consideration will be given to prior educational experience in making any decision on the offer of a place. In exceptional circumstances, schools may adjust their established selection processes, provided that there is sufficient justification in doing so and the alternative procedure adheres to principles of equality, fairness and transparency.
- Reasonable adjustments to entrance assessments will be made for applicants with special educational needs and/or disabilities in order that all

applicants are assessed fairly. Parents are required to provide full details to the school upon application if their child has external or in-school learning support, an educational psychologist's report, an Education, Health and Care Plan (EHP), a disability, allergy or medical condition, to enable the school to make provision, if appropriate. A place will only be offered if the school believes that it can appropriately support a pupil's learning or other needs effectively and that admission is in the best interests of the applicant.

- Special consideration may also be granted in exceptional circumstances (e.g. prolonged illness or bereavement).
- The school relies on the integrity of the admissions procedure and therefore the truthfulness of the information provided by the applicant's parents, as well as the requirement to disclose any information to the school which may be relevant to the application process such as any learning difference or disability. Where relevant information is not disclosed or proves to be false or misleading the school reserves the right to withdraw the offer of a place which may have been granted, deny the applicant admission, or where a child has already been admitted, request that the child is withdrawn from the school.
- There is no automatic right of transfer from one Trust school to another; however, the transfer of existing Trust pupils between Trust schools, for example as a result of relocation or the need for boarding facilities, may be arranged. Where places are available in the relevant year group, priority over external applicants will be given to pupils transferring from another Trust school subject to other suitability criteria being met. Trust pupils not initially successful in securing a place may where possible be given priority over other external candidates on the waiting list. A transfer cannot be made to any of the Academies sponsored by the Trust.
- The final decision regarding admissions rests with the Head. There is no right of appeal against their decision.
- The school reserves the right to refuse entry to a pupil whose parents have, in the past, failed to meet in full their fee obligations to the school in relation to another child already enrolled at the school.
- A pupil must reside with her parent/s or legal guardian while attending the school, or with someone else approved by her parent/s or legal guardian and the Head. Pupils whose parents are overseas must have an educational guardian in the UK and parents must notify the school of the name and address of the guardian.
- A pupil must have the right to study in the UK for the duration of her enrolment at the school. The school will request evidence of this during the admissions process, normally in the form of a British or Irish passport or

valid visa documentation. The school reserves the right to rescind an offer where the right to study cannot be evidenced.

- As set out in the Trust's parent contract, continuity of education is anticipated throughout each age range and transfer at key stages will be automatic unless, in the opinion of the Head, the pupil will not benefit from continuing to be educated at the school or has not attained a sufficiently high standard of work or behaviour for continuation or for entry to the next stage.
- Each GDST school sets out in its registration the age range of students it is legally allowed to make provision for. Major age range changes are subject to approval by Council. Admission will last until the student completes year 13 unless the parent contract comes to an end sooner.
- Within these guidelines schools may determine their own admissions policies, which will set out their individual selection criteria.
- Information provided as part of an application will be held on file with due regard to data protection legislation. The privacy notice available at <https://www.gdst.net/privacy-notice/> explains what information is collected and how it is used.
- Applicants should be registered by or with the agreement and understanding of the applicant's parents, including, where parents are separated, each parent with parental responsibility. Each parent with parental responsibility will ordinarily be entitled to information regarding their child's application (unless, for example, there is a court order that suggests otherwise).

This policy shall apply to all GDST schools, save for Academies sponsored by the GDST.

School Admissions Policy

In addition to the above, the following policy provisions apply to admissions to Streatham & Clapham High School:

Entry requirements and assessment

- Specific details of entry requirements and assessments at each stage are shown in the Admissions Procedures section below. There are grade requirements for progression and entry to the sixth form which are normally a minimum of 7 GCSEs graded 6 to 9, including Maths and English, and a minimum of a grade 7 in those subjects to be studied at A Level.
- The order in which applications are made for admission is immaterial in considering the offer of places. Places are offered to external candidates placed in rank order following assessment procedures.

- Preference for places of pupils of an identical standard is given in the following order: looked after pupils; siblings of pupils currently attending the school; pupils transferring from another Trust school; pupils from families with links to Trust schools.
- The school does not publish details of results of admissions tests and, in accordance with data protection legislation, is not obligated to disclose examination scripts. We reserve the right not to disclose candidates' exam marks or their place on the merit order.
- At certain entry points a reference from the candidate's current school will be requested. However, the application will not be prejudiced if this is not provided.
- Any meetings with prospective parents do not form part of the selection process, but are to enable the school to provide information, answer any questions, and give an opportunity to parents to state any reason why their child may not perform at their best in the selection process.
- Parents are asked to inform us of their ethnic background to help us monitor our admissions processes over time and support us in further ensuring that our systems and procedures are enabling and inclusive to all applicants. This is not part of the selection process, and there is no disadvantage to a girl if her parents decline to provide this information.

Deferred entry, out of age applications, sibling policy and children of staff

- In most cases, we consider that it is within a child's best interests – educationally, socially and emotionally – to be educated within their usual year group, meaning that they would start Reception in the September following their 4th birthday, with Nursery provision available for girls as soon as they are aged 3. Deferred entry may be considered in specific circumstances, for instance being born prematurely or having a diagnosed educational or medical reason for starting school in the following year.
- We consider applications from pupils who are not in the year group which most closely matches their chronological age on a case-by-case basis. We take into account the academic attainment and potential of the pupil, as well as her pastoral and personal development and how well she would be able to fit into the year group for which an application is being made.
- The GDST welcomes applications from siblings of current pupils and a family who enrol their third or any subsequent daughter into any GDST school will be eligible for a fee reduction for the third and all subsequent girls. In terms of entry requirements, if candidates appear to be of broadly similar potential, where all other considerations are equal, priority will be given to the sister of a pupil who will be in the school when the candidate arrives. If sisters apply to the school at the same time, even if they are twins, their applications will be considered separately. If one twin is successful and

the other not, the Head will consult the parents before making offers. Twins will generally be placed in different classes.

- Children of staff must follow the same application and selection procedures as all other candidates.

Financial support for younger pupils

- The Early Years Grant (EYG) is available for up to 15 hours per week for children in the school's early years provision from the term after their third birthday until they start school.
- Parents can apply for a Tax-Free Childcare account online to pay for nursery fees (it is not available to use towards reception fees).

School Admissions Procedures

Applications Process

Information about how parents can apply for a place at the school is published on the school website. Applications should be made online through the website, completed by the date stipulated. A non-refundable registration fee of £1,000 is required for all applications, although this may be waived on provision of proof of receiving income support or housing benefit.

Parents and prospective pupils are encouraged to visit the school or attend an open day prior to application. The school also arranges taster and welcome days for pupils due to join, and information meetings for parents. Full details are published on the website.

Key dates relating to the timing of entrance and assessment examinations, the offer of a place and deadline for acceptance can also be found on the website. The offer of a place is conditional on the return of the parent contract and the payment of a deposit of £1,000. The deposit is returned at the end of the child's school career, less any outstanding charges. It is non-refundable if the place is not taken up.

If a pupil is offered a place for entry for the following September but parents ask to defer entry to a later year, the pupil is normally required to re-sit the entrance examination, in which case the registration fee is payable again. Places cannot normally be held over.

Further information can be obtained from the Head of Admissions at admissions@schs.gdst.net.

Selection process

EYFS

- Applications for the Nursery are accepted from birth, and it is recommended that applications for Nursery places are made by the time the girl is 2.5 years of age.
- Applications for entry at 4+ should be made by early November in the year preceding September entry.
- The assessment process at 3+ and 4+ is play-based.
- For 3+, girls are invited to the nursery three to six months before entry to attend a 30-minute play session. They are observed by the nursery teachers who assess social and developmental skills.
- At 3+, the offer will be full-time only although families may request a phased start (fees remain the same regardless).
- For 4+, girls are invited for an informal 1:1 assessment of around 45 minutes with the Head of Prep in November of the year preceding entry. At this age we do not expect girls to have any formal education or knowledge, and we assess them against the developmental expectations for their age.

Prep school

- Applications for entry at 7+ should be made by early November in the year preceding September entry and the assessments take place in November.
- Girls are tested in English and Mathematics and their approach to learning is also assessed. They complete an age-appropriate piece of creative writing, a reading comprehension and a maths paper. They also participate in a fun team-building activity where teachers observe their skills of collaboration and interaction.
- A report will be requested from the girl's current school as part of the application process.
- For 4+ and 7+ entry, the acceptance deadlines are coordinated with other local selective schools and are usually mid-February in the year of entry. For entry into other years groups, parents have 2 weeks to accept or decline a place from the date of offer.

Senior school

- There are approximately 96 places available in Year 7 and occasional places in Year 9.
- All external candidates for 11+ admission into Year 7 take the ISEB (Independent Schools Examination Board) Common Pre-Test. The examination is an online adaptive test in English, Mathematics, Verbal and Non-Verbal Reasoning. The ISEB Common Pre-Tests are administered using the ISEB online service and are taken by candidates in December of Year 6 at their current school, or at another senior school that uses the ISEB assessments, or at Streatham & Clapham High School.

- Streatham & Clapham Prep school pupils complete the English and Maths elements of the ISEB tests.
- In addition to the ISEB tests, all applicants undertake a group observation and creative writing task at Streatham & Clapham High School in November of Year 6. This provides a broader understanding of the critical thinking, creative and communication skills, teamwork and wider potential of the applicants, in our commitment to a truly holistic education that prepares girls for the future.
- A report will be requested from the girl's current school as part of the application process.
- Offers will be sent out in early February for entry to Year 7, and shortly after assessment for entry to other years. The acceptance deadline is early March, in accordance with Girls' Schools Association's (GSA) regulations. The offer of a place is conditional on the return of the parent contract and the payment of a deposit of £1, 000. The deposit is returned at the end of the child's school career, less any outstanding charges. It is non-refundable if the place is not taken up.

Sixth form

- The school welcomes applications into the sixth form from external candidates.
- The grade requirements for progression and entry to the sixth form are normally a minimum of 7 GCSEs graded 6 to 9, including Maths and English, and a minimum of a grade 7 in those subjects to be studied at A Level. Further details are available in the Sixth Form Handbook.
- Candidates will sit a Critical Thinking General Paper and be interviewed by the Head of Sixth Form.
- A report will be requested from the girl's current school as part of the application process, including their predicted GCSE grades.
- The school reserves the right to cancel any courses which do not have sufficient numbers of applications at A level.

Occasional places

- Usual entry points are at 3+, 4+, 7+, 11+, occasionally 13+ and 16+. However, the school occasionally has spaces at non-standard points of entry. Parents may contact the Head of Admissions to establish if any places are available. Entry to Year 11 would only be considered in exceptional circumstances. The Head of Admissions will contact parents who have registered an interest should a place arise.
- Pupils will be assessed at the point that a place is available, through assessment similar to that used for entrance at standard points; the exact method of assessment may, however, vary, depending on the point of entry

being considered. The standard of comparison will be with the relevant cohort in the school.

- Entry into Year 8, if a place is available, is subject to tests in English and Mathematics, and an interview (usually with the Head).
- Entry to Years 9 and 10, if places are available, is subject to tests in English, Mathematics and Science, as well as an interview (usually with the Head).
- Entry to Year 10 is also subject to the availability of the desired i/GCSE options.
- The school rarely admits pupils to Year 11, as this is partway through the GCSE courses.
- Admission depends on the result of the tests as above and the school's ability to provide continuity of courses and will involve an interview with the Head or Deputy Head.
- A report will be requested from the girl's current school as part of the application process.
- If a place is not currently available, then the applicant will be placed on the waiting list.

Key stage transfers within the school

- It is anticipated that pupils will remain at the school until they complete their sixth form studies and parents must write to the Head to give a full term's notice if a girl plans to leave at any stage prior to this.
- However, transfer from Year 6 to Year 7, and from Year 11 to Year 12, may not always be in a pupil's best interests. In such a case, the situation will be discussed at an early stage (in Year 5, for Prep school pupils). Parents will be notified of targets for achievement in order to remain at the school and given advice about alternative options if requested. Transfer in such cases may be refused by the school even if the family would like the girl to remain, but this will always involve careful discussion with the parents. At least a term's written notice will be given in the case of Year 6 and Year 11 pupils, to allow other arrangements to be made. Fees in lieu of notice will not be charged in such circumstances.
- Within the sixth form, transfer from Year 12 to Year 13 is dependent on satisfactory performance in the end of Year 12 examinations. Usually, a minimum of grade E is required to continue with a subject in Year 13. An opportunity is given to re-sit the end of year examination if a student does not reach an E grade. If a student still does not reach this standard, discussions will be held between the school and the student and her parents to agree on the most appropriate programme of study

Arrangements for special educational and other individual needs

- Parents must, as soon as possible in the application process, inform the school in writing through the Head of Admissions of any particular known or suspected circumstances relating to their child's health, allergies, disabilities

or learning difficulties, or other circumstances so that the school can assess whether it can meet these needs, and make any relevant arrangements for reasonable adjustments to assessment processes.

- Parents of children with SEND applying for a place at the school are invited to discuss the child's needs with the Head of Learning Support (SENDCo) at an early stage, and the school may also contact the child's current school to gain further information.
- Each pupil is looked at as an individual case to see whether the school can effectively meet their needs. Every effort is made to accommodate a pupil's needs where possible, including in arrangements for entrance tests. Extra time is given if the child has at least one standardised score of 84 or below in speed of reading; speed of writing; or cognitive processing measures, in line with JCQ recommendations.
- We pride ourselves as a warmly inclusive family school and work with families to support children who may be recovering from serious illness or other medical conditions, or for whom English is not their first language, or where they have suffered close bereavement, or have had an unusual or interrupted educational journey for other reasons.
- Please see Appendix A below for further information.

Arrangements for overseas applicants

- Overseas candidates follow the same entry process as UK residents but may be required to take an additional language proficiency assessment.
- The Head will normally meet online or in person with overseas candidates and their parents as part of the overseas admissions process.
- The Head of Admissions can advise on VISA requirements if required.

Transfers between GDST schools

Whilst every effort will be made to support parents wishing for their child to transfer from one GDST school to another, any transfer will be subject to:

- The availability of a place; and
- The professional judgement of the school in which a place is being sought of the ability of the pupil concerned to benefit from such a place, given the overall nature of the intake, as cohorts vary from one school to another and from one year to another.

Arrangements governing transfer will usually vary according to phase. A pupil wishing to enter Year 7 or Year 12 will be expected to follow the normal procedure for admission. For admission at other points or mid-year admissions, arrangements will depend on the circumstances. The Head of the school being asked to accept the pupil will consult the Head of the pupil's existing school to obtain a clear view about their ability and potential. It is not normally a requirement for the pupil being transferred to sit and pass the standard entrance test, although the school

may ask the pupil to undertake an assessment if this is considered necessary to give a clear picture of the pupil's ability.

Adjustments to procedures in extraordinary circumstances

- During any period when the school is unable to carry out its standard admissions process, entrance assessments will be carried out remotely through telephone or online interviews with pupils and/or parents depending on the pupil's age.
- Pupils looking to enter the senior school may also be required to complete online assessment tests.
- A copy of a pupil's most recent full report sent to parents by the pupil's current school will also be requested from the parent where appropriate.

Scholarships and bursaries

As a charity, the GDST aims to reach as many girls as possible. There is a central means-tested bursary programme and the school also offers scholarships which are awarded on merit, irrespective of financial means. A scholarship may be combined with a bursary where there is financial need. Further details about the bursary application process are on the website. Please also see our Scholarship Guide, available from the Admissions Office.

Bursaries are available for entry into Year 7 and Year 12. They are dependent on academic merit but awarded on a confidential means-tested basis which is assessed independently by the Fees Office of the GDST. Parents will be required to provide financial information with supporting evidence.

Bursary awards vary depending on individual circumstances and range from 30% to 100% of school fees. In addition, schools will provide appropriate support to girls in receipt of bursaries of 95% or more for incidental expenses including lunches, uniforms, curriculum trips and travel to and from school. All bursaries are subject to an annual reassessment and renewal process and may go up or down to reflect changes in family circumstances.

The final award of a bursary is at the discretion of the Head and may subsequently be withdrawn if, in the opinion of the Head and the GDST, the pupil or a parent has not complied with the obligations associated with a bursary, or if the pupil has fallen below the required standards of conduct and progress.

Parents are sent information of the amount of financial assistance offered (if any) at the same time as a place offer is made to their daughter. A bursary may be transferred to another GDST school with the agreement of the Head.

Scholarships are awarded based on an assessment of pupil merit without reference to family circumstances. They exist to recognise distinctive academic ability or special talents. Academic scholarships are available in Year 7 and Year 12.

For Year 7, the award of academic scholarships is based on the candidate's examination performance in the 11+ entrance assessments and no separate application or assessment is required for an academic scholarship. The scholarship awards are then reviewed in Year 9 and at the end of Year 11.

For Year 12, the academic scholarships are based on the 16+ entrance assessments, a specialist subject exam paper taken at Streatham & Clapham High School, and an interview.

Specialist scholarships in Art, Drama, Music, and Sport are offered in Year 7 and Year 12, and there is a Design, Technology, and Innovation (DTI) scholarship available in Year 7. There is an additional scholarship application form for specialist scholarships that applicants are required to complete. External applicants must complete their scholarship forms via the SCHS Admissions Portal. Prep families must complete their scholarship forms that are available via Firefly or directly from Admissions Office.

Candidates in receipt of a specific specialist scholarship for Music, Sport, Drama, Art or DTI are expected to play an active role in these areas throughout school life in order to retain the award, and these awards are subject to formal review in Year 9 and Year 11.

All scholars are expected to engage in the school's Scholars' Muse programme. Each discipline has its own criteria that scholars are required to uphold.

As a scholar, students are expected to:

- Champion their area of scholarship, showing passion through active engagement
- Be an exceptional role model for peers and younger students across the Prep and Senior schools
- Be enthusiastic and positive about new challenges presented
- Take pride in being a scholar
- Take every opportunity to develop personally and academically
- Play a key role as outstanding ambassadors for the school

A scholarship is a responsibility as well as an achievement and recipients should be prepared to make a significant contribution to the life of the school. The award can be withdrawn at the discretion of the Head if progress, behaviour, and/or a girl's attitude to work is unsatisfactory, and if the conditions of the award are not met.

Appendix A: Further details on SEND

Streatham & Clapham High School is an academically selective school, and admission is dependent upon reaching the required academic standard. Prospective pupils with SEND will be admitted on the same basis, unless the school cannot reasonably make the adjustments required to cater for their needs.

In accordance with the Equality Act 2010, the school will make reasonable adjustments to its provision to ensure that pupils with disabilities are not put at a substantial disadvantage to their peers. The nature of these adjustments will be determined in consultation with the child and her parents.

Disability is defined under the Equality Act 2010. A person has a disability if s/he "has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

Special Educational Needs are defined in the Children and Families Act 2014:

20.1 A child or young person has special educational needs if she has a learning difficulty or disability which calls for special educational provision to be made for her.

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

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Streatham & Clapham High School is broadly selective and has a relatively small proportion of pupils who would be considered to have special educational needs as defined by the Act.

Supported Learning Needs (SLN) is the designation used by the school for pupils who do not have SEN as defined by the Act but are nevertheless hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision.

Pupils may have either a disability or SEN/SLN, or both. Not every pupil with SEN will qualify as disabled under the statutory definition; this will depend on the severity or extent of her needs. Children may have a disability/SEN/SLN either throughout or at any time during their school career and may have SEN/SLN in one or in many areas of the curriculum.

Slow progress and low attainment do not necessarily mean that a child has SEN/SLN. However, they may be an indicator of a range of learning difficulties, neurological differences or disabilities. Furthermore, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties, neurological differences and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. These children, however, are likely to have additional needs of a different kind and may well receive Learning Support for their language development.

The SEN Code of Practice outlines four broad areas of need which can help with identification:

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 do, 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 the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people on the Autistic Spectrum are likely to have 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 facilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

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.

Needs may co-exist across some or all of these areas and may change over time. Any assessment should ensure that the full range of a pupil's needs is identified, not simply the primary need.