



WELLINGTON COLLEGE BELFAST

## Special Education Needs Policy

Reviewed by Board of Governors January 2020

## DEFINITIONS

A child has special educational needs if he/she has a learning difficulty which requires special educational provision.

A child has a learning difficulty if he/she has significantly greater difficulty in learning than the majority of children of his/her age and/or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his/her age in ordinary schools.

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally to children of this age in ordinary schools.

*(Source: Supplement to the Code of Practice)*

## RATIONALE

This policy takes account of the Code of Practice on the Identification and Assessment of Special Educational Needs 1998, the Supplement to the Code of Practice on the Identification and Assessment of Special Educational Needs 2005, the Special Educational Needs Disability Order (SENDO) 2005 and Guidance for Schools-Recording Children with Special Educational Needs (DENI 2006).

Wellington College acknowledges its responsibility to provide a broad and balanced curriculum for every pupil. Pupils bring to school individual experiences, histories, interests and strengths which impact on their learning. In planning to meet these diverse needs the College will:

- Take account of all legislation and regulations governing pupils with Special Educational Needs;
- Strive to ensure that all pupils feel secure, are able to contribute appropriately and feel their contribution is valued;
- Encourage all pupils to appreciate and view positively differences in others, arising from whatever source;
- Identify and work to overcome barriers to learning and assessment; and
- Ensure that where necessary and practically possible appropriate special education provision will be made.

## AIMS

In attempting to meet the needs of all pupils the College aims to:

- Identify pupils with Special Educational Needs;
- Liaise with pupils, parents, teachers, external professional agencies and Education and Library Boards;
- Liaise with feeder schools and other post primary schools to ensure the exchange of relevant information about the specific special educational needs of pupils;

- Maintain a SEN register and records for monitoring and evaluating the progress of individual pupils;
- Implement departmental policies on SEN;
- Issue precise information and guidance on individual pupils to teaching staff;
- Commit to an on-going programme of staff development;
- Allocate available resources effectively to support pupils with SEN as fully practically possible.

## SEN CATEGORIES

The seven main categories of special educational need are:

- Cognitive and Learning
- Social, Emotional and Behavioural
- Communication and Interaction
- Sensory
- Physical
- Medical conditions/syndromes
- Other

Each of these categories is described in greater detail in Appendix 1.

## STRUCTURE

The College has appointed a Special Educational Needs Co-ordinator (SENCO) who reports to the Vice Principal (Pastoral). The SENCO is responsible for the co-ordination and implementation of the SEN policy.

As far as possible all SEN pupils will follow the Northern Ireland Revised Curriculum at Key Stage 3 and 4 and A' level/BTEC courses at Post 16; SEN pupils will be provided for in the normal classroom setting with arrangements for meeting the pupil's Special Educational Needs implemented by each subject department. Withdrawal of SEN pupils from class may take place where specialist support is being provided.

## IDENTIFICATION, ASSESSMENT AND PROVISION

It is imperative that parents of those with parental responsibility make the school aware of any known difficulty relating to SEN. As all members of the teaching staff are involved in the identification of special needs it is essential that all teachers are familiar with the policy and the procedures for expressing concern. Procedures for identification will follow the approach outlined in Appendix 2.

In making provision for pupils with Special Educational Needs Wellington College will follow the principles outlined in the Code of Practice. The Code sets out a five-stage approach, the first three stages being based in school.

Stage 1: Teachers identify and register a child's special educational need and in consultation with the College's SENCO, take initial action.

- Stage 2: The SENCO ensures an educational plan is drawn up and implemented.
- Stage 3: Specialists from outside the school support teachers and the SENCO.
- Stage 4: EA considers the need for statutory assessment, and if appropriate makes a multi-disciplinary assessment.
- Stage 5: EA considers the need for a Statement of Special Educational Need; if appropriate; it makes a Statement and arranges, monitors and reviews provision.

## RECORDING PUPILS WITH SEN

The SEN register will be stored electronically in Private Folder 6 on the C2K network as a 'read only' file within a Special Needs folder. Staff may print a hard copy of the register but should exercise care in its storage to protect pupil confidentiality. Amendments to the SEN register can only be made by either the SENCO or the SEN clerical support personnel in the College Office.

Teaching staff should regularly check the register to ensure they are aware of the pupils who are currently on the register as it is updated regularly. It is recommended that teaching staff check the SEN register a minimum of three times per year. Important changes to the register will be highlighted to the teaching staff by e-mail and at staff briefings. Teaching staff are expected to regularly read the register and update their roll/markbook and seating plans using coloured dots beside the pupil's name to indicate the SEN category relating to the pupil. Details of colour coding and SEN categories are available in the Special Needs file in Private Folder 6 and in appendix 4 of this policy.

## STAFF DEVELOPMENT

The College will provide a staff development programme that will:

- Make all staff aware of the College SEN policy and familiarise them with the procedures for identification, assessment and provision;
- Provide in-service training on SEN issues;
- Provide each subject department with a file giving information on all the different SEN conditions and syndromes represented at the College;
- Provide access to current developments in teaching SEN pupils through publications such as the SEN Resource file which can be accessed in the staffroom;
- Share resources on the C2K network and;
- Encourage the sharing of good practice.

## PARTNERSHIP BEYOND THE SCHOOL

The College will maintain close links with feeder primary schools and other schools from which pupils with special educational needs are transitioning. The College will also liaise with other relevant professionals and agencies eg Education Authority, Educational Psychology Service, Oakwood ASD Assessment Centre and Advisory Service, Social Services, Schools' Medical Officer and other appropriate outside agencies that provide for the needs of pupils with special educational needs attending the College. The SENCO will maintain

appropriate contact with the parent/guardian of the pupil identified as having SEN and the College will strive to ensure that the pupil will have an opportunity to contribute to discussion and planning for their needs.

## POLICY REVISION

The policy will be reviewed by the Principal and Board of Governors every three years, or earlier if changes in legislation requires amendments to be made to the policy.

## Appendix 1

### DESCRIPTIONS OF SEN CATEGORIES OF SPECIAL NEED

#### 1 CONGNITIVE and LEARNING

Pupils should only be recorded in the CONGNITIVE and LEARNING area of special need when placed on the school's SEN register if they have:

##### **1(a) Dyslexia/SPLD (DYL)**

Dyslexia is best described as a continuum of difficulties in learning to read, spell and write, which persist despite appropriate learning opportunities. These difficulties are not typical of performance in most other cognitive and academic areas.

There may be associated difficulties in such areas as:

- Phonological processing
- Short term memory
- Sequencing number skills
- Motor function
- Organizational ability

##### **1(b) Dyscalculia (DYC)**

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Their difficulties are not typical of their performance in most other cognitive and academic areas. A wide spectrum of difficulty obtains in this area but most dyscalculic pupils have cognitive and language abilities in the average range.

(British dyslexia Association,2005)

##### **1(c) Dyspraxia/DCD (DCD)**

DCD (development co-ordination Disorder) describes children with marked impairment in the development of motor co-ordination that is not explainable by mental retardation or a known physical disorder. The diagnosis is made only if this impairment significantly interferes with routine activities of daily life or with academic achievement. (Polatajko et al 1995)

Pupils with DCD are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

#### **1(d) Mild Learning Difficulties (MILD)**

Pupils in this category normally have their learning needs met through the school's own resources. Their needs can be met by differentiated programmes of work, and educational programmes. Pupils with mild learning difficulties will have attainments below expected levels in most areas of the curriculum.

#### **1(e) Moderate Learning Difficulties (MLD)**

Pupils with moderate learning difficulties will usually have cognitive ability and/or attainment levels at or below the second percentile, that is, significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the national curriculum. They are usually in receipt of additional Board funded provision.

Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

#### **1(f) Severe Learning Difficulties (SLD)**

Pupils with severe learning difficulties have very significant intellectual or cognitive impairments. Their cognitive and/or attainment levels are normally at or below the 0.01 percentile.

This has a major effect on their ability to participate in the school curriculum without support. Pupils with SLD may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. They will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. The majority remain dependent on adults for all aspects of their care. Some pupils may communicate through use of sign symbols but most will be able to hold simple conversations. Their attainment levels may be expected to remain at or below level 1 of the national curriculum for much of their school careers.

#### **1(g) Profound and Multiple Learning Difficulties (PMLD)**

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, for their learning needs and usually for their total personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple

language. Their attainments are likely to remain below level 1 of the national curriculum for the duration of their school career.

### **1(h) Unspecified (U)**

Pupils who are in receipt of additional educational provision but who cannot be recorded under categories 1(A) or 1(G) above should be included here. It is possible that an assessment/diagnosis of their special educational needs has not yet been undertaken.

## **2 SOCIAL, EMOTIONAL and BEHAVIOURAL**

Pupils should only be recorded in the SOCIAL, EMOTIONAL and BEHAVIOURAL area of special needs when placed on the schools SEN register if they have:

### **2(a) SEBD**

Pupils with SEBD have learning difficulties as defined within the SEN Code of practice. They may fail to meet expectations in school and in some, but by no means all cases, may disrupt the education of others. Such difficulties may result, for example, from abuse or neglect, physical or mental illness, sensory or physical impairment, a specific learning difficulty or psychological trauma. In some cases they may arise from, or are exacerbated by, circumstances within the school environment. They may manifest themselves in a wide variety of forms, sometimes depending on the age of the child – including withdrawn, depressive or suicidal attitudes, difficulty in communicating, obsessional preoccupation with eating habits, school phobia, substance misuse, disruptive, antisocial and unco-operative behaviour and frustration, anger and threat of or actual violence which requires physical intervention. SEBD may be associated with frustration resulting from other learning difficulties.

Pupils with SEBD cover the full range of ability and continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum.

At the milder end of the continuum, pupils may have difficulties with social interaction and find it difficult to work in a group or cope in unconstructed time. They may have poor concentration, temper outbursts and be verbally aggressive to peers and adults.

Other pupils may display similar signs of low esteem, under achievement and inappropriate social interaction, but without outwardly challenging behavioural outbursts. They may be withdrawn, quiet and find it difficult to communicate.

### **2(b) ADD/ADHD**

AD(H)D is a development disorder that occurs in 1-3% of the population. It is not related to intelligence and is more likely to affect boys than girls from all walks of life. There is a strong genetic component in the condition which manifests itself in signs of inattention, hyperactivity and impulsiveness. It presents a barrier to learning due to children's difficulty in controlling their behaviours. It is unlikely that a diagnosis of AD(H)D will be made unless the condition is present for at least six months, is severe enough to interfere with age appropriate functioning, is not explained by developmental level or another condition and

cannot be explained by another factors such as laziness, lack of sleep, too much television or food additives.

### 3 COMMUNICATION and INTERACTION

Pupils should only be recorded in the COMMUNICATION and INTERACTION area of special need when placed on the schools SEN register if they have:

#### **3(a) Speech and Language difficulties (SL)**

Pupils with speech and language difficulties cover the whole ability range. Pupils may have specific language impairment which is not typical of their other abilities. Linguistic difficulties may also be associated with development delay of learning difficulties. Pupils in this category may have difficulty in understanding and/or making others understand information conveyed through spoken language. Their articulation may be poor or unintelligible and/or they may have a severe stammer. Pupils with language impairments find it hard to understand and/or use words in context. They may use words incorrectly and inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas.

#### **3(b) Autism (AUT)**

It is recognised that autism covers a wide spectrum but it should be noted that pupils who are diagnosed with Aspergers should be recorded in the next category.

Pupils with autism will have difficulty:

- Understanding and using non-verbal and verbal communication
- Understanding social behaviour, which affects their ability to interact with children and adults.
- Thinking and behaving flexibly, which may show in restricted, obsessional or repetitive activities.

Pupils with autism cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.

Pupils with autism may have difficulty in understanding the communication of others and in developing effective communication themselves. Many are delayed in learning to speak and some never develop meaningful speech.

Pupils find it difficult to understand the social behaviour of others. They are literal thinkers and fail to understand the social context. They can experience high levels of stress and anxiety in settings that do not meet their needs or when routines are changed. This can lead to inappropriate behaviour.

Some pupils with autism have a different perception of sounds, sights, smell, touch and taste and this affects their response to these sensations. They may have unusual sleep and behaviour patterns.

Young pupils may not play with toys in a conventional and imaginative way but instead use toys rigidly or repetitively. They find it hard to generalise skills and have difficulty adapting to new situations and often prefer routine.

### **3(c) Asperger's Syndrome (ASP)**

Pupils with Asperger's syndrome exhibit similar difficulties to those described under autism. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism. They may not have clinically significant delay in language or cognitive development.

Pupils with this disorder may have impairment in social interactions and communication skills. They may also develop stereotyped behaviour interests or activities.

***Please note that pupils whose first language is NOT English should not be recorded here unless they also have a special educational need in this area.***

## **4 SENSORY**

Pupils should only be recorded in the SENSORY area of the special need when placed on the schools SEN register if they have;

Pupils with a **Hearing impairment** range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. Some children are born deaf while others may become deaf later on due to, for example, an illness. The most common type of deafness is conductive deafness. Sensory-neural or nerve deafness is the other main form of deafness while "mixed deafness" or a combination of both may occur.

For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.

### **4(a) Severe/Profound Hearing Loss (SPHL)**

Pupils who should be included within this category will usually have a hearing loss of 71 to 95+ decibels.

### **4(b) Mild/Moderate Hearing Loss (MMHL)**

Pupils who should be included within this category will usually have a hearing loss of 20 to 70 decibels.

Visual impairment refers to a range of difficulties from the minor impairment through to blindness. Pupils with visual impairment cover the whole ability range. For educational purpose, pupils are considered to be visually impaired if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.

### **4(c) Blind (BD)**

It should be noted that less than 10% of those registered blind are totally blind, most having some useful residual vision.

Pupils who are blind or have limited useful sight require tactile methods of learning, such as braille and 3-D representations, together with making optimal use of their hearing. A pupil who uses braille is often described as “educationally blind”. The world health organisation (WHO) definition of blindness based on visual acuity scores suggested that a pupil who is blind will have a score of  $<3/60$ . It is unusual for a child who is blind to be placed in a mainstream class.

#### **4(d) Partially Sighted (PS)**

Within the educational context, partially sighted is generally used to mean pupils who have vision useful for all school tasks but require adaptation to teaching methods and differentiated materials. They may require enlarged print or a mix of learning methods. According to the WHO definition it may be expected that their visual acuity may range from  $<6/18$  to  $>3/60$ .

**Pupils whose vision is corrected by spectacles should not be recorded in this category.**

#### **4(e) Multi-Sensory Impairment (MSI)**

**Pupils should only be recorded as MSI if their sensory impairment is their greatest need.**

Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities. Pupils need teaching approaches, which make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

## **5 PHYSICAL**

**Pupils should only be recorded in the PHYSICAL area of special need when placed on the school SEN register.**

There is a wide range of physical disabilities affecting pupils within the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have Special Educational Needs. For others, the impact on their education may be severe.

#### **5(a) Cerebral palsy (CP)**

Include in this category pupils who have a medical diagnosis of cerebral palsy.

#### **5(b) Spina bifida and/or hydrocephalus (SBH)**

Included in this category pupils who have a medical diagnosis of spinabifida and/or hydrocephalus.

#### **5(d) Muscular dystrophy (MD)**

Included in this category pupils who have a medical diagnosis of muscular dystrophy.

#### **5(e) Significant accidental injury (SAI)**

Included in this category pupils who as a result of a significant accidental injury are being provided with special educational provision on a long term basis, to assist them in accessing the curriculum and the school facilities. Pupils with an acquired brain injury could be included here as appropriate.

#### **5(f) Other (OPN)**

Included in this category any other physical disability, not mentioned in 5A to 5D but which forms a barrier to learning.

## **6 MEDICAL CONDITIONS/SYNDROMES**

Pupils should only be recorded in the medical conditions/syndromes area of special need when placed on the schools SEN register if they have:

A medical diagnosis does not necessarily mean that pupils have SEN. It depends on the impact the condition has on their educational needs. Include under the headings 6 a to 6 e those pupils who have the relevant medical diagnosis which impacts significantly on their access to learning.

- a) Epilepsy (EPIL)**
- b) Asthma (ASTH)**
- c) Diabetes (DIAB)**
- d) Anaphylaxis (ANXS)**
- e) Down (DOWN)**

#### **f) Other medical conditions/syndromes (OCMS)**

Include in this category other less common conditions/syndromes which have been medically diagnosed such as Russell Sliver, Ushers, Tourette. Prader Willi - which nevertheless impact significantly on pupils' access to learning. Please note this is not exhaustive.

#### **g) Interaction of complex medical needs (ICMN)**

Included in this category pupils whose medically diagnosed conditions or syndromes are not included under 6A to 6F but which impact significantly on their access to learning.

#### **h) Mental health Issues (MHI)**

Included in this category are pupils with a medical/psychiatric diagnosis in the area of mental health which impacts significantly on their access to learning.

## **7 OTHER**

Pupils should only be recorded under OTHER when placed on the schools SEN register.

This category should only be used for very unusual special educational needs which are substantially different from any of the types of need described under areas 1 to 6 above.

#### **7(a) Other (OTH)**

## Appendix 2

### IDENTIFICATION, ASSESSMENT AND PROVISION

#### PROCEDURES

If a pupil enrolls at Wellington College and has already been identified as having a special educational need, the Vice Principal (Pastoral), the SENCO and the Head of Year should be informed immediately.

The SENCO will ensure the pupil's name is placed on the SEN register and his/her needs monitored, assessed and evaluated in line with implemented procedures.

The SENCO will communicate with staff and co-ordinate appropriate educational provision.

#### **Stage 1**

Stage 1 begins with the concern that the pupil may have educational needs. This concern would usually be expressed either to or by a subject teacher, or by a person with parental responsibility.

The teacher should pass their concern on, either using a Concern form (appendix 3) or by email to the Head of Year.

#### **The Head of Year should:**

- Collect and record information from subject teachers about the pupil.
- Collate the findings and report these to the SENCO
- The SENCO makes a decision based on the evidence presented regarding identification if a need is identified.

#### **The SENCO should:**

- Add the pupil's name to the SEN register
- Inform the tutor and subject teachers
- Advise subject teachers on special help which can be given within the normal curriculum framework
- Support subject teacher as necessary
- Monitor and review progress

#### **After review, a decision will be made:**

- Pupil remains at stage 1
- Pupil moved to stage 2
- Pupil is removed from the register

#### **STAGE 2**

Stage 2 begins with the decision either at stage 1 review or, in exceptional circumstances, following a discussion between teachers and parents to proceed with early intensive action.

#### **The Head of Year should:**

- Collect and record information from subject teachers and tutor about the pupil ;
- Collate the findings and report these to the SENCO

**The SENCO should:**

- Assess the pupils special educational need;
- Ensure that a education plan is drawn up and implemented;
- Inform parents and advise on how best to help the pupil at home;
- Advise subject teachers that an education plan has been drawn up and can be viewed on private folder 6 on the c2k network;
- Advise subject teachers on strategies for support;
- Plan, monitor and review the SEN provision.

**The subject teachers remain responsible for working with the pupil in the classroom and for offering appropriate subject support.**

**After a review, a decision will be made:**

- Pupil continues at stage 2 with a revised education plan;
- Pupil moves to stage 3;
- Pupils reverts to stage 1

**STAGE 3**

Stage 3 begins with a decision, either at the Stage 2 review or following discussion about an initial concern between the SENCO, Vice Principal (Pastoral), Head of Year and the Parents, that intensive action with external support is necessary.

Only in exceptional circumstances would a pupil go directly to stage 3. Under the current arrangements the College is required to prioritise pupils to be discussed with the educational psychologist. The educational psychologist will review the evidence provided by the SENCO and reach a decision regarding possible assessment.

**The SENCO should:**

- Collect and record information from subject teachers and tutor about the pupil
- Collate the findings and report these to the relevant agency
- Inform parents that the support of an external agency is being sought and relay any advice from external professionals to parents on how best to help the pupil at home
- Update pupil details on the register and pupil SEN file stored in Private Folder 6 on C2K network.

**After review a decision will be made:**

- Pupil moves to stage 4 for commencement of the statutory assessment process;
- Pupil reverts to stage 2 with a revised educational plan;
- On receiving an educational psychology report the college will apply the specific recommendations made and the pupil will return to a lower stage of the code of practice where his/her progress will be monitored.

## **STAGE 4**

Stage 4 occurs externally to the College and it is the EA responsibility to consider the need for statutory assessment, and if appropriate makes a multi-disciplinary assessment to meet the special educational needs of the pupil.

### **The SENCO should:**

- Collate and prepare evidence in relation to the request for statutory assessment
- Obtain a parental contribution from any person with parental responsibility
- Obtain contributions from any external agency, medical, psychological and any other advice that is considered appropriate;
- Collate an educational contribution from evidences received from Head of Year and subject teachers;
- Monitor the application progress and make arrangements for multi-disciplinary assessment when required;
- Advise person with parental responsibility and the Vice Principal (Pastoral) of the outcome of assessment.

### **After review;**

- Pupil moves to stage 5

## **STAGE 5**

EA has considered the need for a statement of special educational need; a statement is written by the EA and arrangements are put in place to monitor and annually review the provision. The review will focus on whether the child's needs continue to be met appropriately.

### **The SENCO should:**

- Arrange for an annual review meeting to take place;
- Invite the pupil and person with parental responsibility and all external agencies involved with the provision of the pupil's special needs to attend;
- Request a written contribution for discussion at the meeting from each party invited to attend;
- Evaluate targets on current education plan and set targets for the next year;
- Completed annual review documentation to the board;
- Advise teaching staff of a new educational plan and targets stored on SEN files in private folder 6 of the C2K network.

Appendix 3  
CONCERN FORM

**Pupil name:** \_\_\_\_\_

**Tutor Group:** \_\_\_\_\_

**Head of Year:** \_\_\_\_\_

**Please detail your concerns about the pupil:**

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**Please record the strategies you have already tried and the duration of your support.**

**Teacher Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Appendix 4

### SEN COLOURING CODING

<b>CATEGORY OF SPECIAL NEED</b>	<b>COLOUR CODING</b>
Anaphylaxis	RED
Aspergers Syndrome	GREEN
Dyspraxia	YELLOW
ADHD/ADD	BLUE
Physical impairment/Medical	WHITE
Dyslexia/SPLD	ORANGE
Social, Emotional, Behavioural Disorders (SEBD)	BLACK