



Broad Areas of Needs



Cognition and Learning:

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), and profound and multiple learning difficulties (PMLD).

MLD, SLD, PMLD: Moderate-Severe – Profound and Multiple Learning Difficulties

Children with Moderate Learning Difficulties have attainment levels significantly lower than their peers, they may also struggle with language delay, low concentration and underdeveloped social skills. **Severe learning difficulties** relate to children that have an attainment level below the 0.01% percentile, which has a major effect on their schoolwork without support. Children are likely to need support in all areas of the curriculum. **PMLD** relates to children with complex needs, as well as learning difficulties, these children will also have physical disabilities, sensory issues or a severe medical condition. Some characteristics of learning difficulties could be having trouble reading, limited vocabulary, underdeveloped coordination skills and difficulty remembering. Children with PMLD need a lot of support.

Specific Learning Difficulties (SpLD)

Specific Learning Difficulties. (SpLD) is an umbrella term for a series of difficulties which include: dyslexia, dyspraxia, dyscalculia and others.

Communication and Interaction:

SLCN is an umbrella term for all types of speech, language and communication needs.

Sometimes SLCN is associated with an underlying or co-occurring condition such as autism, hearing loss, cleft palate, neurodegenerative conditions and genetic conditions eg cerebral palsy or Down Syndrome. Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives



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ASD - ASD stands for 'autistic spectrum disorder'. ASD covers a number of conditions which affect a child's ability to communicate, have interests and interact socially. Different types of ASD include Autism, Asperger Syndrome and Pervasive Developmental Disorder. Children with ASD also have problems with non-verbal communication; they tend to not be able to understand facial expressions or body language. Children with ASD also show little interest in other children and may suffer from trigger tantrums. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cerebral Palsy

This condition affects a child's movement and coordination – it can differ from case to case, some children may only be slightly affected while others could be severely disabled. General characteristics could be difficulties with vision or speech, walking on tiptoes or clumsy movements. Many children with Cerebral Palsy go to a mainstream school but will benefit more from a special school.

Down's Syndrome

Down's Syndrome causes learning disabilities and specific physical characteristics, there are a number of ways a special education teacher can support children with Down's Syndrome, from teaching them to be independent with things like feeding themselves to learning new works and integrating them socially with other children. Children with Down's Syndrome have difficulties learning.

Behavioural, Social, Emotional Difficulties including Mental Health:

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. Children with BEDS have trouble building relationships and struggle in mainstream environments. They sometimes show inappropriate responses or feelings to situations and are often considered to showcase socially unacceptable behaviours. Typical characteristics of children with BEDS are aggression, vandalism, drug abuse, truancy and threatening behaviour.



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SEMH - social, emotional and mental health; Children with SEMH may have difficulties managing their emotions and building relationships. Typical characteristics of children with SEMH are mood swings, frustration, verbal and physical threats, stealing, setting fires and self-harm.

ADHD: Attention Deficit Hyperactivity Disorder

ADHD is common in both mainstream and Special Schools. The two main characteristics of ADHD are inattentiveness and hyperactivity. It's quite common for children that have ADHD to suffer from other conditions, such as anxiety, depression or sleep problems. These can all contribute to problems with learning in school.

Sensory and or Physical Difficulties:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. 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.

HI: Hearing Impairment

Children with HI may need extra support in a classroom, from strategically placing them near the speaker to a remote microphone (HAT). Schools will accommodate children with VI as appropriate.

VI: Visual Impairment

Children with Visual Impairment have differing needs depending on the severity of their condition – some may need to learn Braille, whereas others may need to learn through visual cues, i.e. large writing or a specific font.



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Many SEND Terms are abbreviated which can cause confusion here is a list of the most commonly used abbreviations and their meanings:

ADD: Attention Deficit Disorder

ADHD: Attention Deficit Hyperactivity Disorder

ASD: Autism Spectrum Disorder

BESD - Behavioural, Emotional and Social Development

BOSS: Behaviour Outreach Support Service

CAF - Common Assessment Framework

CAMHS: Child and Adolescent Mental Health Services

CCG: Clinical Commissioning Groups

COP - Code of Practice

CP - Child Protection

DCD - Developmental Coordination Disorder

EAL - English as an Additional Language

ECLIPS: Extended Communication & Language Impairment Provision for Students

EHC: Education, Health & Care

EHCP: Education, Health & Care Plan

EP: Educational Psychologist

ESCO: Early Support Care Co-ordination

EWO: Education Welfare Officer

FSM: Free School Meals

HI: Hearing Impairment

IEP: Individual Education Plan

KS: Key Stage

LA: Local Authority

LAC: Looked After Children

MLD: Moderate Learning Difficulty

MSI: Multi-Sensory Impairment

OT: Occupational Therapy/Therapist

PD: Physical Disability

PMLD: Profound and Multiple Learning Difficulties

PP: Pupil Premium

PR: Parental Responsibility

PRU: Pupil Referral Unit



Broad Areas of Needs



PT: Physiotherapy/Physiotherapist

SALT/SLT: Speech & Language Therapy/Therapist

SEN: Special Educational Needs

SEND Special Educational Needs and Disabilities

SENDCo: Special Educational Needs & Disabilities Co-ordinator

SLCN: Speech, Language & Communication Needs

SLD: Severe Learning Difficulties

SpLD: Specific Learning Difficulties

STAPS: Specialist Teacher and Psychology Service

STT: Specialist Teaching Team

TA: Teaching Assistant

WTT: Working Together Team (outreach)

VI: Visual Impairment