

Criteria for placement of SEN children on the Children with additional needs register



The SEN Code of Practice emphasises the importance of early identification and assessment of children with special educational needs. Developing a wide range of flexible and responsive strategies helps to prevent difficulties hindering a pupil's progress. Decisions on the appropriate type of action are made by considering attainment, nature of difficulties, strengths and achievements and whether current strategies are effective or should be amended.

The SEN Code of Practice lists four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional & Mental Health difficulties
- Sensory and/or physical needs

The broad areas give an overview of the range of needs that need to be planned for. The purpose of identification is to work out what action the school needs to take, especially as often children have needs that cut across all these areas (although there will probably be a prime need) and their needs may change over time.

A pupil has SEND where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age. Quality First teaching is likely to mean that fewer pupils will require such support.

For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. All staff are alert to emerging difficulties and respond early.

It may become clear that some children do not have SEN even if they display:

- Persistent disruptive or withdrawn behaviours
- Slow progress and low attainment
- Difficulties related solely to limitations in English as an additional language.

A brief description of the four broad areas;

1. Communication and Interaction

Speech and Language Difficulties

The profile of each child with speech, language and communication needs (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 (Code of Practice: 6.28) e.g. speech production, understanding language or being able to express themselves through language

Autistic Spectrum Disorders

Young people with ASD, including Asperger's Syndrome and autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others (Code of Practice: 6.29)

2. Cognition and Learning

General Learning Difficulties

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate or severe learning difficulties (MLD), profound and multiple learning difficulties (PMLD). We use the benchmark as pupils working at a standardised score of <80 to start investigations of MLD.

Specific Learning Difficulties

SpLD affects one or more specific aspects of learning. This encompasses a range of conditions such as: (Code of Practice: 6.31) dyslexia (difficulties with reading and spelling), dyspraxia (or developmental coordination disorder – difficulties with motor coordination) and dyscalculia (difficulties with number and calculation). Children with one or more SpLDs have a 'spikey profile' with areas of strength often high and areas of need.

3. Social, Emotional and Mental Health Difficulties

Children 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 disorder

or unexplained physical symptoms. Others may have disorders such as attention deficit disorder or an attachment disorder (Code of Practice: 6.32) which affect their behaviour.

Behavioural difficulties do not necessarily mean that a child has a mental health problem or a special educational need (SEN). Consistent disruptive or withdrawn behaviours can be an indication of an underlying problem, and where there are concerns about behaviour there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.

4. Sensory and/or Physical Needs

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities available. These difficulties can be age related and may fluctuate over time. Children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) may need additional on-going support and equipment to access all the opportunities available to their peers. These children do not necessarily have lower cognitive abilities.

Hearing Impairment

Hearing impairment can range from mild through to severe and profound. They may be temporary or permanent and become apparent in many different ways. There are different types of hearing loss:

- Monaural – Hearing loss in one ear only. This condition is relatively easy to cope with the child positioned appropriately in class.
- Conductive Loss – This impairment affects the mechanism by which sound waves reach the nerve endings in the cochlea. One of the most common forms is ‘Glue Ear’ where an excess amount of fluid collects in the middle ear.
- Sensory Loss – This is caused by damage to the nerves. Hearing aids are prescribed to maximise residual hearing.

Visual Impairment

Visual impairment is the result of functional loss of vision which cannot be corrected by glasses.

- visual acuity – central vision used to look at objects in detail, such as reading a book or watching television
- visual field – ability to see around the edge of your vision while looking straight ahead

Physical Needs

Physical needs include fine and/or gross motor skills, mobility and spatial awareness

Area of need	Sub categories	Criteria				
Cognition & Learning	General Learning difficulties	Limited development of knowledge and skills across the curriculum	Having lower academic achievement than their peers	Have problems acquiring and / or retaining basic skills and developing concepts in literacy and numeracy	May have poor social skills, or experience emotional and behavioural difficulties	Find it difficult to deal with abstract ideas and generalising from experience
	Specific Learning difficulties	Dyslexia – a specific learning difficult with reading, spelling, written language and/ numeracy	Dyspraxia – impairment of the organisation of movement linked to difficulties with language, thought and perception	Dyscalculia – a learning disability that results in difference in understanding, processing and making use of mathematical information		

Area of need	Sub categories	Criteria										
Communication & Interaction	Speech & Language Difficulties	Producing accurate speech	Retrieving words from memory	Expressing words in the correct sequence that results in meaningful language	The acquisition and expression of one's own thoughts and ideas	Receiving and processing language at speed in order to respond to another person's ideas	Understanding and using social language appropriate to the context					
	Autistic Spectrum Disorder	Difficulty relating to others	Frequent misunderstanding of social conventions	Lack of empathy or awareness of the feelings of others	Tendency to insist on following set routines or intricate rituals	Excessive/obsessive, interest in a subject	Behaviour may appear inflexible and self-determined	Spoken language that is punctuated with mannerisms, gestures and words out of context	Literal interpretation of idioms and metaphors	Avoidance of eye contact	Inability to understand body language, facial expressions and voice tone	

Area of need	Criteria
Social, Emotional & Mental Health	<p>All pupils who present with behaviours associated with social, emotional and / or mental health difficulties will be investigated on an individual basis in discussions with the child, parent and other professionals e.g. PMHW.</p> <ul style="list-style-type: none"> • an effective system to monitor children's wellbeing involves the class teacher and support assistant knowing the children well so where unusual behaviours are seen or mentioned by parent/carer decisions on how to best to support pupils can be made quickly.

Area of need	Sub categories	Criteria				
Sensory &/Or Physical Needs	Hearing Impairment	<p>Mild Hearing loss (the quietest sound can hear between 21-40dB) – The child will hear nearly all speech but may mis-hear if not looking directly at the speaker. This can be hard to identify.</p> <p>Moderate hearing loss (the quietest sound can hear between 41-70dB) – The child will have great difficulty in hearing anyone speaking without a hearing aid. He/she will rely on lip-reading and visual clues, often without realising.</p>	Day-dreaming, slowness to respond, asking for repetition. Watching speaker’s face for clues. Tilting head to maximise aural input.	Reading difficulties, confusion when attempting phonic work and sound discrimination activities. In particular, word endings such as ss or sh.	Fluctuating pace of working, tiring quickly, discrepancy between verbal and practical skills. Poor attention and listening skills, distracting others.	Immature vocabulary, language structure or speech.
	Visual Impairment	<p>Mild visual impairment – See nearly all visual based activities but may miss some information unless it is given verbally.</p> <p>Moderate visual impairment (having very poor visual acuity (less than 3/60), but having a full field of vision) - The child will have great difficulty in seeing printed materials board work under font size N14. He/she will rely on verbal clues often without realising.</p>	Difficulties copying from the board, child requests specific seat in classroom	Lack of response to visual signals in the class. Asks for instructions to be given verbally.	Has difficulties in other areas, such as hand-eye coordination, balance & organisation. Unusual distance or angle of books. Requires more time to complete tasks and may suffer visual fatigue.	Possible anxiety or stress leading to withdrawal or frustration
	Physical Needs	Moderate physical difficulty – Child may require additional support for mobility, gross and/or fine motor difficulties and minor difficulties in spatial orientation.	Struggles getting changed and may seek help.	May require support moving between lessons and during unstructured social times	Ability to participate in most classroom activities but problems undertaking specific tasks and activities.	May require alternative methods of recording work
		Severe physical difficulty – Child will require full support for mobility, gross and/or fine motor difficulties and major difficulties in spatial orientation.	Will need support during PE lesson and getting changed	Will require support moving between lessons and handling equipment, also during unstructured social times Difficulty participating in classroom activities without specialist equipment or support,	Requires health and safety considerations during practical lessons i.e. Tech, Science, PE	Will require alternative methods of recording work.