

CENSUS

Adapted training delivered by Madeline Metcalfe -
LSS



Disability

A **disability** is an impairment that may be cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these. It substantially affects a person's life activities and may be present from birth or occur during a person's lifetime.



Special educational need

‘A pupil has special educational needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’ (SEN CoP 2015)



Learning disability



- 'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or 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' (SEN CoP 2015)



Identification



In school
assessments



Information
from teacher /
parent / student



Progress and
attainment data



Support from
external
professionals (EP,
LSS, SALT etc)



Assess → plan → do → review



Areas of need

There are four broad areas of need identified in the SEND Code of Practice (2014). These are:

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



SEN codes

- **E:** Education, Health and Care Plan
- **K:** SEN Support (Salford bands A, B and C)
- **N:** No SEN



SEN Codes

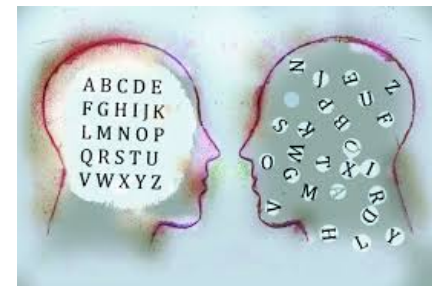
- SpLD
- MLD
- SLD
- PMLD (generally only special schools)
- SEMHN
- SLCN
- ASD
- VI
- HI
- MSI
- PD
- OTHER
- No specialist assessment

There is no need for any specialist assessments or diagnoses to be recorded as an SEN type



SpLD

- Pupils with specific learning difficulties have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with short-term memory, with organisational skills and with co-ordination. Pupils with specific learning difficulties cover the whole ability range and the severity of their impairment varies widely.
- **Pupils should only be recorded as SpLD if their difficulties are significant and persistent, despite appropriate learning opportunities and if additional educational provision is being made to help them to access the curriculum.**
- Pupils do not need a diagnosis to be categorised as SpLD. SpLD can include Dyslexia and Dyscalculia



MLD

"Pupils with moderate learning difficulties will have attainments 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 should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum.

Pupils with moderate learning difficulties 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." (DfES, 2003)

In particular, pupils with MLD may need support with:

- Understanding instructions and the requirements of tasks;
- Acquiring sequencing skills – for example, when following a recipe or science experiment;
- Understanding how they affect and relate to their immediate surroundings;
- Personal organisation over the short, medium and long term;
- Visual and auditory memory for information, processes and instructions;
- Understanding how to relate to peers in their age group.

Careful assessment of baselines and monitoring of progress will help ensure that their progress can be recognised and built upon.



SLD

Learners with severe learning difficulties (SLD) 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.

Learners 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 and symbols but most will be able to hold simple conversations.

In particular, pupils with SLD may need support with:

- Independence, life skills and communication as well as learning appropriate for their developmental level.
- Technology and learning aids may be used to enhance learning, encourage interaction and communication and help provide a multi-sensory learning environment.
- Personal care support.



PMLD

People with profound and multiple learning disability (PMLD):

- have extremely delayed intellectual and social skills
- may have limited ability to engage verbally, but respond to cues within their environment (e.g. familiar voice, touch, gestures)
- often require those who are familiar with them to interpret their communication intent
- frequently have an associated medical condition which may include neurological problems, and physical or sensory impairments.

Pupils require a high level of adult support, both for their learning needs and also for their 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.



SEMH

Children and young people may experience a wide range of social, emotional and mental health difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive and disturbing behaviours. These behaviours may reflect underlying mental health issues 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.

SEND Code of Practice, 2015, 6.32



SLCN

‘Children and young people with 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.'



ASD



Autism Spectrum Disorders

PDD-NOS

Impaired Social
Interaction
or
Impaired
Communication
or
Restricted, repetitive,
and stereo-typed patterns
of behaviors, interests,
and activities

AUTISTIC DISORDER

Impaired Social Interaction
and
Impaired Communication
and
Restricted, repetitive, and
stereo-typed patterns of
behaviors, interests, and
activities

ASPERGER DISORDER

Impaired Social
Interaction
and
Normal Communication
& Language Development
and
Restricted, repetitive, and
stereo-typed patterns of
behaviors, interests, and
activities



HI

- We use the term 'deaf' to refer to **all levels of hearing loss in children**, including a partial or total loss of hearing. This includes those who may describe themselves as having a 'hearing loss', 'hearing impairment' or as 'deaf', and includes children who have glue ear.



VI

A child or young person has a visual impairment if their sight cannot be corrected by glasses. A visual impairment varies widely in its effects on a child's functional vision and access to the curriculum. It is important to understand that each child's functional use of vision is individual to them.

The professional judgement of a QTVI should be applied as necessary to decide on the classification of the visual impairment.



MSI

Children and young people with multi-sensory impairment (MSI) have impairments of both sight and hearing. Many children also face other challenges, such as medical conditions or physical disabilities.

A very small number of children and young people with MSI are totally blind and deaf, but most have some useful vision and/or hearing.



PD

- There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but may not have a special educational need. For others, the impact on their education may be severe. It depends on the impact the condition has on their educational needs.
- For example:
 - ❖ Cerebral palsy
 - ❖ Brain injury
 - ❖ MS
 - ❖ Spina bifida
 - ❖ Cystic fibrosis



Other

- Pupils who do not fit into any of the above categories may be recorded as other. It is expected that this category will be rarely used. Schools should consult the Local Authority if they are uncertain which type(s) of need are most appropriate to record.

(DfE)



No Specialist Assessment

- SEN Support with no specialist assessment of need – recorded as K – indicates you are giving extra support but have no formal assessment (and indicates that as yet you don't *know* what to class the need as) this should be used **very rarely**.





What about challenging behaviour?



SLCN



SEMHN



ASD