



Bursley Academy – SEN Needs Types 2019-2020

Need Type	Specific disabilities/ needs	Areas of learning likely to be affected	Recommended support/ intervention
Communication and Interaction (C&I)	<p>Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.</p> <p>Speech, Language and Communication Needs (SLCN)</p> <p>Autism Spectrum Condition (ASC)</p> <p>Asperger’s Syndrome and Autism</p>	<p>Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy.</p> <p>Children and young people with an Autism Spectrum Condition (ASC), including Asperger’s Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.</p>	<p>Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication.</p> <p>Interventions will need to take account of their individual sensory needs and requirements.</p>
Cognition and Learning (C&L)	<p>Severe Learning Difficulties (SLD)</p> <p>Profound and Multiple Learning Difficulties (PMLD)</p> <p>Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing)</p> <p>A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD</p>	<p>Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring the basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.</p> <p>Children and young people with severe learning difficulties (SLD) have significant intellectual; or cognitive impairments and are likely to need support in all areas of the</p>	<p>Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts.</p> <p>They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person’s cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication</p>

		<p>curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent.</p> <p>Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.</p>	<p>difficulties.</p> <p>Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.</p>
Social, mental and emotional health (SMEH)	<p>A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;</p> <ul style="list-style-type: none"> • Problems of mood (anxiety or depression), • Problems of conduct (oppositional problems and more severe conduct problems including aggression), • Self-harming, • Substance abuse, • Eating disorders or physical symptoms that are medically unexplained, • Attention deficit disorder (ADD), • Attention deficit hyperactive disorder (ADHD), • Attachment disorder, • Autism or pervasive developmental disorder, • An anxiety disorder, 	<p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p>	<p>Schools, colleges and early years providers should identify clear processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Many schools and colleges offer pastoral support, which may include access to counselling sessions, to help their pupils and students with emotional, social or mental health difficulties.</p> <p>Staff may need training and support to understand the nature and extent of problems that require more specialist intervention.</p> <p>Where more specialist provision is required, schools, colleges and early years providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS)</p>

	<ul style="list-style-type: none"> • A disruptive disorder or, rarely, schizophrenia or bipolar disorder 		
Sensory and/or physical needs (S/PD)	<p>Visual Impairment (VI) Hearing Impairment (HI) Multi-sensory Impairment (MSI) Physical Disability</p>	<p>Children and young people with visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum and study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p>	<p>Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment.</p> <p>Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.</p> <p>Some children and young people require special educational provision. It is this group that should be identified as having a SEN</p>