



Types of SEN

The following types of SEN are set out in the SEN Code of Practice:

Communication and Interaction:

Speech, language and Communication Needs (SLCN) – a learner may have difficulty in communicating with others –such as what they want to say, understanding what is being said to them, or not understanding or using social rules of communication.

Autism Spectrum Disorder (ASD) –including Asperger's Syndrome and Autism –learners may 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. The Autistic Spectrum is often described as compromising a triad of impairments:

1. Social interactions (i.e people with autism would often find it difficult to understand others' mental states and emotions, and respond accordingly)
2. Verbal and non-verbal communication
3. Repetitive behaviour (i.e. people with autism might repeat certain words or actions over and over, usually in a rigid rule-governed manner).

Cognition and Learning:

Support for these learning difficulties may be required when learners learn at a slower pace than their peers, even with appropriate differentiation.

MLD – Moderate learning difficulties

SLD - Severe learning difficulties

PMLD –profound and multiple learning difficulties -learners are more likely to have severe and complex learning difficulties as well as a physical disability and/or sensory impairment.

SpLD –specific learning difficulties –affecting one or more aspects of learning –this includes dyslexia, dyscalculia and dyspraxia.

Social, emotional and health difficulties – learners may experience a wide range of social and emotional difficulties. These may include:

1. Becoming withdrawn or isolated
2. Displays challenging, disruptive or disturbing behaviour reflecting underlying mental health difficulties such as:
 - Anxiety
 - Depression
 - Self-harming
 - Substance misuse
 - Eating disorder
 - Medically unexplained physical symptoms

Sensory or Physical needs – some learners require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Such difficulties can be age related and fluctuate over time.

VI – Vision impairment

HI – Hearing impairment

MSI –Multi-sensory impairment

PD – Physical disability –learners may require additional ongoing support and equipment to access the opportunities available to their peers.

