

## The School's Offer

The September 2014 Code of Practice identifies four areas of need:

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

As the code clearly states 'In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.' Children with Autistic Spectrum Condition (ASC) for example are likely to have needs across all areas, including particularly sensory 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) - where children are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) - where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions including, but not limited to, dyslexia, dyscalculia and dyspraxia.
Communication and interaction
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. Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.
Social, Emotional and Mental Health Difficulties
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 These may include becoming withdrawn or

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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

### Sensory and/or Physical Needs

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 multisensory

impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing

difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Please see *Map of Intervention by Area of Need* for further information on how each area of need is supported.