

# SEN Category Descriptors

---

Communication and interaction  
Cognition and learning  
Social, emotional and mental health difficulties  
Sensory and/or physical needs



## **Primary need descriptors**

The following category descriptors can be used as a child/young person's Primary Need category:

### **Communication and interaction:**

- *Speech, Language and Communication Needs (SLCN)*
- *Autistic Spectrum Disorder (ASD\*)*

### **Cognition and learning**

- *Specific Learning Difficulty (SpLD)*
- *Moderate Learning Difficulty (MLD)*
- *Severe Learning Difficulty (SLD)*
- *Profound and Multiple Learning Difficulty (PMLD)*

### **Social, emotional and mental health difficulties**

- *Social, emotional and mental health difficulties (SEMH)*

### **Sensory and/or physical needs**

- *Hearing Impairment (HI)*
- *Visual impairment (VI)*
- *Multi sensory impairment (MSI)*
- *Physical disability (PD)*

*\*In this document ASD is used throughout, but includes those with a diagnosis of Autistic Spectrum Conditions, or those who prefer their diagnosis to be referred to in this way.*

## **SEN category descriptors: Communication and interaction:**

The SEND Code of Practice 2015 describes the broad area of need of 'Communication and interaction' as including those pupils with speech, language and communication needs (SLCN) and children and young people with ASD, including Asperger's Syndrome and Autism.

*"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."*

SEND Code of Practice: 0-25 years, 2015, p97

*"Children and 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"*

SEND Code of Practice: 0-25 years, 2015, p97

The following guidance is to support schools in identifying pupils whose learning difficulties can be categorised as:

- ***Speech, Language and Communication Needs (SLCN)***
- ***Autistic Spectrum Disorder (ASD)***

Type and description of difficulty	Description of learning	Description of support
<p><b>Speech, Language and Communication Needs (SLCN)</b></p> <p>Pupils with SLCN have difficulties in developing speech and communication. This can be a difficulty in expressive language, with the development being delayed or disordered. This can be a difficulty in receptive language. The difficulty could be in speech production, or the difficulty can be in social communication.</p> <p>For this category to be used pupils are likely to have been assessed by the Speech and Language Therapy Service. Some pupils may not have been assessed by the Speech and Language Therapy Service, but have been observed to have a delay in their speech, language and communication development and so can be placed on the SEN register under this category while provision is being put in place to support this area of need.</p> <p>SLCN can occur across the whole ability range.</p> <p>The severity of SLCN can vary widely.</p>	<p>Learner may have difficulties in learning across the curriculum, with additional difficulties in developing social skills and relationships. Learners may also become frustrated because of their difficulties, and also this may lead to behaviour difficulties. The understanding of non-literal language may also be a difficulty.</p>	<p>These learners will need staff to adapt their teaching to incorporate visual prompts to support the language used in the classroom. They will also need staff to support the understanding of instructions, and will need staff to consider the amount of language and instructions given in the learning environment and also in the wider school environment. They may need specific group and individual intervention(s) to deliver speech, language and communication learning to support identified outcomes.</p> <p>Many of these learners' needs will be met within a school's delegated notional SEN Budget and by providing appropriate high quality teaching, differentiation and intervention across most or all areas of the curriculum.</p> <p>The needs of most learners with SLCN can be met without the need for a statement or Education, Health and Care Plan.</p>
<p><b>Autistic Spectrum Disorder (ASD)</b></p> <p>Pupils with ASD have difficulties in understanding and using verbal and non-verbal communication. They also experience difficulties interacting with</p>	<p>Learner may have areas of interest in which they are knowledgeable and are motivated by. The learner will find it difficult to generalise skills and learning,</p>	<p>These learners will need support in developing communication and appropriate social interaction. In addition, support in applying skills</p>

<p>other children/young people and adults. Their thinking and behaviour can lack flexibility, they may demonstrate restricted, obsessional or repetitive activity. There may be difficulty in developing effective communication, or there may be a delay in developing communication. Pupils find it difficult to understand the behaviour of others. They can also experience high levels of stress and anxiety, this can lead to inappropriate behaviours. Some pupils have sensory integration difficulties – where their perception and reaction to sound, light, smell, touch and taste can be different.</p> <p>For this category to be used pupils must have a formal diagnosis of ASD from an appropriate clinician.</p> <p>ASD can occur across the whole ability range.</p> <p>The severity of ASD can vary widely.</p>	<p>they may not be able to transfer learning from one lesson to another, or from one subject to another. They are likely to have difficulty adapting to new situations, preferring predictable routines. Changes in routine can cause anxiety and distress.</p>	<p>across different areas of the curriculum and different lessons may be needed. Support in preparation for changes in routine and support in managing stress and anxiety is likely to be needed. Consideration of sensory integration needs is likely to be necessary.</p> <p>Many of these learners' needs will be met within a school's delegated notional SEN Budget and by providing appropriate high quality teaching, differentiation and intervention across most or all areas of the curriculum.</p> <p>The needs of most learners with ASD can be met without the need for a statement or Education, Health and Care Plan.</p>
--	---	--

## **SEN category descriptors: Cognition and learning**

The SEND Code of Practice 2015 describes the broad area of need of 'Cognition and learning' as including those pupils with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties, and Profound and Multiple Learning Difficulties.

*'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 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.'*

SEND Code of Practice: 0-25 years, 2015, p97

*'Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.'*

SEND Code of Practice: 0-25 years, 2015, p98

The following guidance is to support schools in identifying pupils whose learning difficulties can be categorised as:

- **Specific Learning Difficulty (SpLD)**
- **Moderate Learning Difficulty (MLD)**
- **Severe Learning Difficulty (SLD)**
- **Profound and Multiple Learning Difficulty (PMLD)**

Type and description of difficulty	Description of learning	Description of support
<p><b>Specific Learning Difficulty (SpLD)</b></p> <p>Learners with SpLD are seen to have difficulties in one or more specific aspect of their learning, but not all of them.</p> <p>This category can include learners with a diagnosis of ‘dyslexia’, ‘dyscalculia’ and/or ‘dyspraxia’. A diagnosis of these specific difficulties <b>must</b> be from the appropriate professional, schools must only use these terms to describe a learner’s Special Educational Need if there is evidence of the diagnosis from a recognised professional.</p> <p>However, schools can use the category of ‘SpLD’ if it is felt the difficulties are specific in nature and differences across a child or young person’s learning and development can be evidenced.</p> <p>SpLD can occur across the whole ability range.</p> <p>The severity of the difficulty can range from mild to very severe.</p>	<p>In addition to a specific area of need, learners with SpLD may have memory and processing difficulties, difficulties in organisational skills and also coordination difficulties.</p> <p><b><i>Specific Difficulties in Literacy (or diagnosed Dyslexia):</i></b> Learner shows marked and persistent difficulties in acquiring the skills for accurate and fluent reading. The learner may have significant difficulties in learning to spell, and may have poor comprehension, handwriting and punctuation. Their performance in these areas is likely to be below their performance in other areas. These children may quickly gain skills in some subjects and not in others.</p> <p>West Berkshire uses the Rose Review Definition of Dyslexia in describing the profile of the learner with SpLD with a literacy difficulty.</p> <p><b><i>Specific Difficulties in Numeracy (or diagnosed Dyscalculia):</i></b> Learner shows marked and persistent difficulties in grasping basic number concepts. The learner may have significant difficulties in learning number facts and calculation processes.</p> <p><b><i>Specific Difficulties in motor skills (or diagnosed Dyspraxia):</i></b> Learner shows marked and persistent</p>	<p>For the vast majority of these learners their needs will be met within a school’s delegated notional SEN Budget and by providing appropriate high quality teaching, differentiation and intervention where the support and intervention is targeted on the specific area of need.</p> <p>Therefore the needs of most learners with SpLD can be met without the need for a statement or Education, Health and Care Plan.</p>

	<p>difficulties in their organisation of movement and may appear clumsy. The learner may have significant difficulties in gross and fine motor skill development, and may appear reluctant to engage in actions needing motor planning – skipping, hopping, catching a ball, etc. The learner may have poor balance and coordination. They may be late to develop language.</p>	
<p><b>Moderate Learning Difficulty (MLD)</b></p> <p>Learners with MLD have difficulties in learning across the curriculum, requiring support in all or most areas of the curriculum.</p> <p>This category can be used when a pupil's difficulties are seen and evidenced as being wide ranging and with a significant impact on attainment.</p> <p>Attainment for these learners is well below that expected of their peers in all or most areas of the curriculum despite appropriate differentiation and intervention.</p>	<p>Learning is significantly more difficult for these pupils, who experience difficulties in acquiring skills and making progress in basic literacy and numeracy. These learners will also experience difficulties in learning in other areas of the curriculum.</p> <p>They are likely to have additional difficulties in speech and language development, this can be in expressive and/or receptive language and be apparent in spoken and written communication. They are also likely to have immature social skills, memory and/or processing difficulties, with limited concentration and attention.</p>	<p>Many of these learners' needs will be met within a school's delegated notional SEN Budget and by providing appropriate high quality teaching, differentiation and intervention across most or all areas of the curriculum.</p> <p>Therefore the needs of most learners with MLD can be met without the need for a statement or Education, Health and Care Plan.</p>
<p><b>Severe Learning Difficulty (SLD)</b></p> <p>Learners with SLD have significant and severe difficulties in learning across the curriculum, requiring support in all areas of the curriculum.</p> <p>This category can be used when a</p>	<p>Learning is significantly more difficult for these pupils, who experience difficulties across the curriculum, and in developing wider life skills.</p> <p>The wider difficulties usually include weaknesses in the development of mobility</p>	<p>Most of these learners will require direct and intensive intervention to support progress and development in relation to learning, developing and maintaining motor skills, self help skills and independence. They are also likely to</p>



<p>child/young person's difficulties are seen and evidenced as being wide ranging, complex, and with a very significant impact on attainment.</p> <p>Attainment for these learners is likely to be within the upper levels of P scales <b>throughout their school career</b> (that is P4-P8).</p>	<p>and coordination, the perception and development of self help skills, and the development of communication. Most learners with SLD will use sign or symbol to communicate.</p>	<p>require specialist support in the use of sign or symbols as a means of communication.</p> <p>Most pupils with SLD will be known to a range of professionals.</p> <p>They are likely to have a statement or an Education, Health and Care Plan and need specialist provision.</p>
<p><b>Profound and Multiple Learning Difficulty (PMLD)</b></p> <p>Learners with PMLD have severe and complex difficulties in learning and development. They are likely to have additional significant difficulties in relation to communication, sensory impairment and/or physical difficulties.</p> <p>This category can be used when a child/young person's difficulties are seen and evidenced as being wide ranging, very complex, and with a very significant impact on attainment.</p> <p>Attainment for these pupils is likely to be within the lower levels of P scales <b>throughout their school career</b> (that is P1-P4).</p>	<p>Learning and development for these pupils is significantly more difficult due to the severity and complexity of each pupil's needs. These pupils will have difficulties in developing and maintaining mobility. They will require significant intervention in all areas of development.</p>	<p>These pupils will require a very high level of specialist support to develop, including support to make progress in learning, in mobility and for personal care. They are likely to need sensory stimulation and a highly personalised curriculum. They are likely to communicate using gesture, eye pointing, symbols or for some pupils very simple language.</p> <p>Most children with PMLD will have been identified before they start school and will be known to a range of professionals.</p> <p>They are highly likely to have a statement or an Education Health and Care Plan and their needs are usually best met in specialist provision.</p>

## **SEN category descriptors: Social, emotional and mental health difficulties**

The SEND Code of Practice 2015 describes the broad area of need of 'Social, emotional and mental health difficulties' (SEMH).

*"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 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."*

SEND Code of Practice: 0-25 years, 2015, p98

The following guidance is to support schools in identifying pupils whose difficulties are affecting their learning and can be categorised as:

- ***Social, emotional and mental health difficulties (SEMH)***

Type and description of difficulty	Description of learning	Description of support
<p><b>Social, emotional and mental health difficulties (SEMH):</b></p> <ul style="list-style-type: none"> <li>• Emotional difficulties – phobias, anxiety and depression</li> <li>• Emotional and/or Conduct difficulties - defiance, oppositional problems, aggression, anti-social behaviour, bullying</li> <li>• Attachment difficulties</li> <li>• Other mental health problems (eating disorders, habit disorders, self-harm, substance abuse)</li> </ul> <p>This category can include learners with a diagnosis of any of the following:</p> <ul style="list-style-type: none"> <li>• Attention deficit disorder (ADD)</li> <li>• Attention deficit hyperactive disorder (ADHD)</li> <li>• Attachment disorder</li> <li>• An anxiety disorder</li> <li>• A disruptive disorder</li> <li>• Schizophrenia or bipolar disorder</li> </ul> <p>Any of these diagnoses <b>must</b> be from the appropriate professional/clinician, schools must only use these terms to describe a learner’s Special Educational Need if there is evidence of the diagnosis.</p> <p>This category can be used when a child/young person has a diagnosed disorder, or where the difficulties can be evidenced as having their basis in social,</p>	<p>Learners with social, emotional and mental health difficulties display behaviours or reactions which could be inappropriate or challenging in an educational setting.</p> <p>Children/young people with SEMH may also experience difficulties in developing their social and emotional skills.</p> <p>Learning can be difficult in some or all areas of the curriculum because the difficulties create barriers to learning.</p>	<p>These learners will need access to high quality teaching, differentiated and appropriately personalised and targeted on the PSHE curriculum. They will need staff to use positive classroom management and specific support at times of the day causing anxiety or inappropriate responses from child/young person. They may need small group or individual intervention to target their area of need and identified outcome. They may need access to a safe place to enable them to develop their ability to self regulate their responses. They may need support to develop emotional literacy and resilience. They may need family or parental support work.</p> <p>Staff will need to complete, and regularly review a risk assessment for individuals.</p> <p>Many of these learners’ needs will be met within a school’s delegated notional SEN Budget and by providing appropriate high quality teaching, differentiation and intervention across most or all areas of the curriculum.</p> <p>The needs of most learners with SEMH can be met without the need</p>

<p>emotional and mental health difficulties for those without a diagnosis. Schools need to be alert to behaviours being a possible indicator for other difficulties – including learning difficulties, communication difficulties, mental health issues, or wider family issues impacting on the progress and development of a child/young person.</p> <p>SEMH can occur across the whole ability range.</p> <p>The severity of the difficulty can vary from mild to severe.</p>		<p>for a statement or Education, Health and Care Plan.</p>
--	--	--

## **SEN category descriptors: Sensory and/or physical needs:**

The SEND Code of Practice 2014 describes the broad area of need of 'Sensory and/or physical needs' as including those pupils with Hearing Impairment (HI), Visual impairment (VI), Multi sensory impairment (MSI) or Physical disability (PD).

*“Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.”*

SEND Code of Practice: 0-25 years, 2015, p98

*“Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.”*

SEND Code of Practice: 0-25 years, 2015, p98

The following guidance is to support schools in identifying pupils whose learning difficulties can be categorised as:

- ***Hearing Impairment (HI)***
- ***Visual impairment (VI)***
- ***Multi-sensory impairment (MSI)***
- ***Physical disability (PD)***

Type and description of difficulty	Description of learning	Description of support
<p><b>Hearing Impairment (HI)</b></p> <p>This category can be used when a child/young person has a diagnosed hearing loss.</p> <p>Children/young people with HI range from those with a mild hearing loss to those with a profound hearing loss. The impairment can be temporary or permanent, and may affect one ear or both ears.</p> <p>HI is often identified at a very early age through neo-natal screening.</p> <p>For this category to be used pupils must have a formal diagnosis from an appropriate professional.</p> <p>HI can occur across the whole ability range.</p>	<p>Learning and difficulties in learning relate to the difficulties experienced in the auditory environment, both in the classroom and the wider school environment. These learners will experience difficulties in hearing, understanding and responding to instructions, any interactions between teacher and pupil, and also between pupils, both in lessons and at times outside the classroom.</p> <p>Many will have difficulties with language, in particular the subject specific language of areas of the curriculum.</p> <p>They may also find social language difficult to learn and develop.</p> <p>These learners may experience high levels of anxiety and have low self esteem.</p>	<p>These learners are likely to need hearing aids, adaptations to the environment and teaching strategies to support the access to and understanding of language and concepts.</p> <p>They may also need support in developing social skills and building relationships with peers.</p> <p>They may also need support in developing emotional resilience and ensuring their well-being.</p> <p>They will need specific access arrangements to be made for assessments (internal and external).</p> <p>Many children and young people with HI will be known to a range of professionals, for example Teachers of the Deaf, Audiologists and Speech and Language Therapists.</p> <p>Many of these learners' needs will be met within a school's delegated notional SEN Budget and by providing appropriate high quality teaching, differentiation and intervention across most or all areas of the curriculum.</p> <p>In addition schools may need to provide auxiliary aids and make reasonable adjustments under the Equalities Act 2010.</p> <p>Each individual must have a Risk Assessment and a Personal Emergency Evacuation Plan, these must be reviewed regularly.</p>

		<p>Schools may need to refer to the statutory guidance: Supporting pupils at school with medical conditions. <a href="https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions">https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions</a></p> <p>The needs of most learners with HI are likely to be met without the need for a statement or Education, Health and Care Plan.</p>
<p><b>Visual Impairment (VI)</b></p> <p>This category can be used when a child/young person has a diagnosed visual impairment/condition.</p> <p>Children/young people with VI range from those with a mild visual impairment to those with a significant visual impairment. The impairment can affect one eye or both eyes. The impairment can be degenerative.</p> <p>VI is often identified at an early age.</p> <p>For this category to be used pupils must have a formal diagnosis from an appropriate professional.</p> <p>VI can occur across the whole ability range.</p>	<p>Learning and difficulties in learning relate to the difficulties experienced in seeing resources and materials used in the classroom and the wider school environment.</p> <p>Children/young people with a visual impairment may have visual perception difficulties and visual field loss.</p> <p>They may also find social situations difficult and social skills difficult to learn and develop.</p> <p>These learners are likely to experience high levels of anxiety and have low self esteem.</p>	<p>These learners will need staff to be able to adapt their teaching to use aural and kinaesthetic experiences. They will need visual materials adapted for their individual visual needs.</p> <p>They may also need support in practical subjects to enable them to access the lessons and ensure their safety.</p> <p>They may also need support in developing social skills and building relationships with peers.</p> <p>They may also need support in developing emotional resilience and ensuring their well-being.</p> <p>They will need specific access arrangements to be made for assessments (internal and external).</p> <p>They may need independent mobility training.</p> <p>Many children and young people with VI will be known to a Teacher of the Visually Impaired.</p> <p>Many of these learners' needs will be met within a school's delegated notional SEN Budget and by providing appropriate high quality teaching, differentiation and intervention across most or all areas</p>

		<p>of the curriculum.</p> <p>In addition schools may need to provide auxiliary aids and make reasonable adjustments under the Equalities Act 2010.</p> <p>Each individual must have a Risk Assessment and a Personal Emergency Evacuation Plan, these must be reviewed regularly.</p> <p>Schools may need to refer to the statutory guidance: Supporting pupils at school with medical conditions. <a href="https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions">https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions</a></p> <p>The needs of most learners with VI are likely to be met without the need for a statement or Education, Health and Care Plan.</p>
<p><b>Multi-sensory Impairment (MSI)</b></p> <p>This category can be used when a child/young person has diagnosed multi-sensory impairment.</p> <p>Children and young people with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as 'deafblind', but they may have some residual vision and/or hearing.</p> <p>Pupils with MSI have complex needs because of the combination of their Hearing impairment and their Visual</p>	<p>Learning and learning difficulties for this group is varied in relation to their vision and hearing. They may have additional difficulties or disabilities.</p> <p>These learners have additional difficulties in perception, communication and understanding their environment.</p> <p>They may need an alternative method of communication.</p> <p>These learners are likely to</p>	<p>These pupils are likely to require a very high level of specialist support to make progress and develop.</p> <p>Highly personalised curriculum with a focus on direct teaching and learning as incidental learning is an area of weakness.</p> <p>The teaching and learning needs to make use of any residual sight or hearing an individual may have.</p> <p>They may also need support in developing emotional resilience and ensuring their well-being.</p> <p>They will need specific access arrangements to be made for assessments (internal and external).</p> <p>Most children with MSI will have been identified before</p>



<p>impairment. This may mean it is difficult to evidence their cognitive ability and attainment.</p> <p>For this category to be used pupils must have a formal diagnosis from an appropriate professional.</p>	<p>experience high levels of anxiety and have low self esteem.</p>	<p>they start school and will be known to a range of professionals.</p> <p>Schools may need to provide auxiliary aids and make reasonable adjustments under the Equalities Act 2010.</p> <p>Each individual must have a Risk Assessment and a Personal Emergency Evacuation Plan, these must be reviewed regularly.</p> <p>Schools may need to refer to the statutory guidance: Supporting pupils at school with medical conditions. <a href="https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions">https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions</a></p> <p>They are likely to have a statement or an Education Health and Care Plan and their needs are usually best met in specialist provision.</p>
<p><b>Physical disability (PD)</b></p> <p>This category can be used when a child/young person has a diagnosed or identified physical disability.</p> <p>Some physical disabilities are short-term and respond to treatment, others are permanent. Some children and young people with physical disabilities will have been disabled since birth while others may have become disabled, perhaps after an accident. Some physical disabilities will get worse with age</p>	<p>Learning and learning difficulties for this group is varied in relation to their physical disability. They may have additional difficulties or disabilities.</p> <p>They may need an alternative method of communication and/or recording their work.</p> <p>These learners are likely to experience high levels of anxiety and have low self esteem.</p>	<p>These learners need adjustments and adaptations in enable them to access the various classrooms and wider school environment. These may include ramps, rails, etc</p> <p>They many need specific seating arrangements, possibly overseen by a physiotherapist or occupational therapist.</p> <p>They may also need support in practical subjects to enable them to access the lessons, sometimes needing more time or space.</p> <p>They may need support and direct teaching to identify and learn how to use alternative ways to access lessons and record their work</p>

<p>and some can be life- limiting.</p> <p>PD can occur across the whole ability range.</p> <p>The severity of the difficulty can range from mild to very severe.</p> <p>PD can include certain medical conditions, schools can use 'additional needs' to clearly indicate the profile of the learner.</p>		<p>They may also need support in developing emotional resilience and ensuring their well- being.</p> <p>They will need specific access arrangements to be made for assessments (internal and external).</p> <p>Most children with PD will have been identified before they start school and will be known to a range of professionals.</p> <p>Many of these learners' needs will be met within a school's delegated notional SEN Budget and by providing appropriate high quality teaching, differentiation and intervention across most or all areas of the curriculum.</p> <p>In addition schools may need to provide auxiliary aids and make reasonable adjustments under the Equalities Act 2010.</p> <p>Each individual must have a Risk Assessment and a Personal Emergency Evacuation Plan, these must be reviewed regularly.</p> <p>Schools may need to refer to the statutory guidance: Supporting pupils at school with medical conditions. <a href="https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions">https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions</a></p> <p>The needs of most learners with PD can be met without the need for a statement or Education, Health and Care Plan.</p>
---	--	---

## 'Additional needs' categories

A child/young person's '**additional needs**' can include any of those in the '**primary needs**' section above, and also the following categories. Note that these additional categories are not available on SIMs, if schools want to use them they should create them in their school SIMs system. They will only be available as 'additional needs'.

- **No Specialist Assessment (NSA)** – although this is included in the list from DfE which could be used as a 'primary need' the LA suggests that schools to only use this as an 'additional need' – to indicate where the school is identifying an area of need as primary, but without another professional involved. For example, Speech, Language and Communication needs, but with no Speech and Language therapist involved – this may be because a child has been referred but not yet seen by the therapy service.

Other 'additional needs' might include:

- **Medical needs**
- **Epilepsy**
- **Diabetes**
- **Down's Syndrome**
- **Cerebral Palsy**
- **Attention Deficit Hyperactivity Disorder**
- **Attachment Disorder**
- **Oppositional Defiant Disorder**
- **Dyslexia**
- **Literacy difficulties**
- **Dyscalculia**
- **Numeracy difficulties**
- **Dyspraxia**
- **Developmental Coordination Difficulties**
- **Motor difficulties**
- **Specific Language Impairment**