

Communication and Interaction

This includes:

- Speech, language and communication needs (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 and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication
- Autistic Spectrum Condition (ASC), including Asperger's Syndrome

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers.

Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD) where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- Profound and multiple learning difficulties (PMLD) where children and young people 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 includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.



Social, Emotional and Mental Health Needs

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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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.

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.

This includes children and young people with:

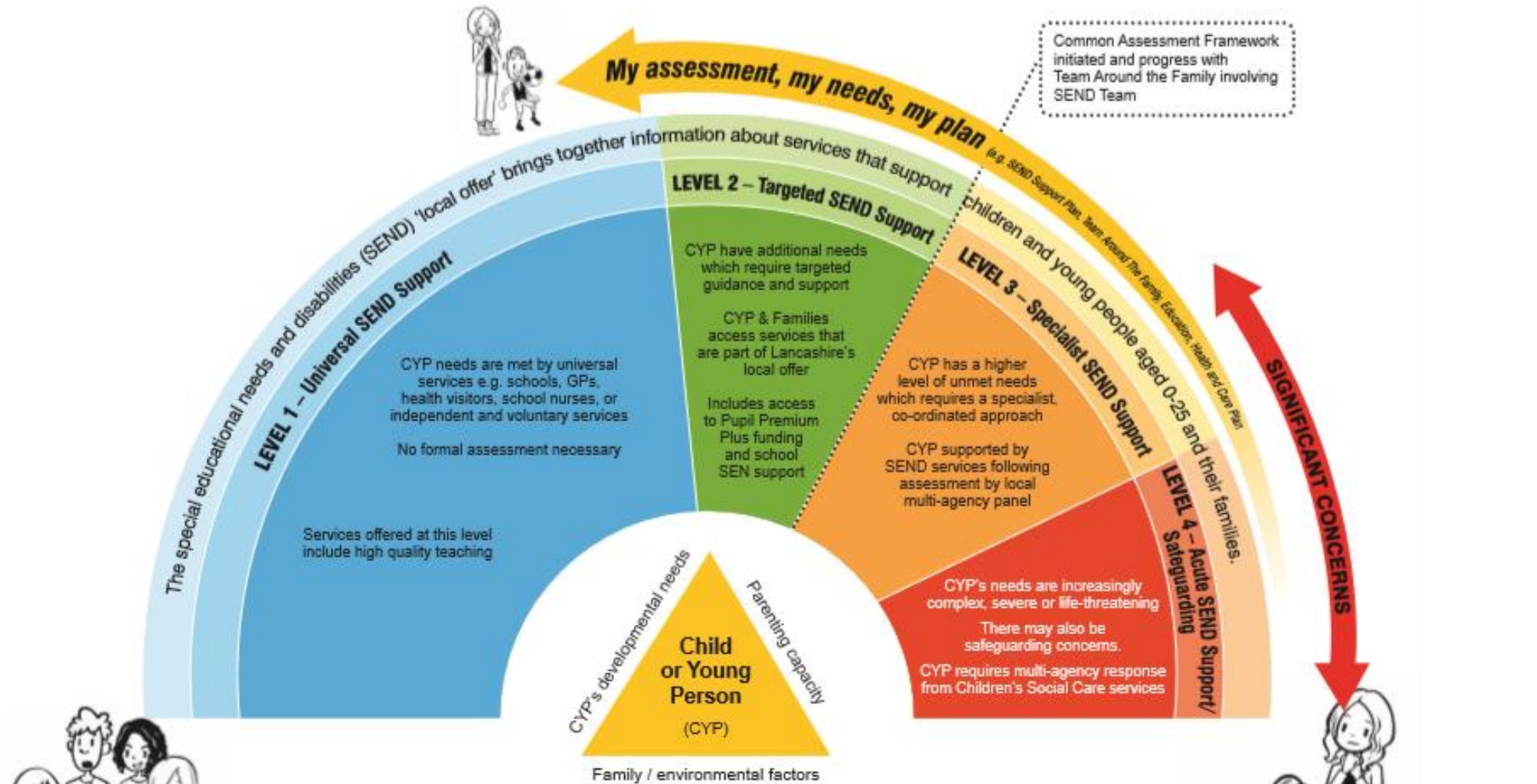
- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI) (a combination of vision and hearing difficulties)
- Physical disability (PD)

2.2. Levels of Need

In addition to being described via different broad areas of needs, Special Educational Needs and Disabilities (SEND) can also exist at different levels of severity. The different levels exist as a continuum and needs may go up and down the continuum over time. This is visualised in the Lancashire Continuum of Need for SEND diagram on the following page. For further training on a range of SEND areas please refer to the [Specialist Teacher Team website](#).



Lancashire SEND Graduated Response

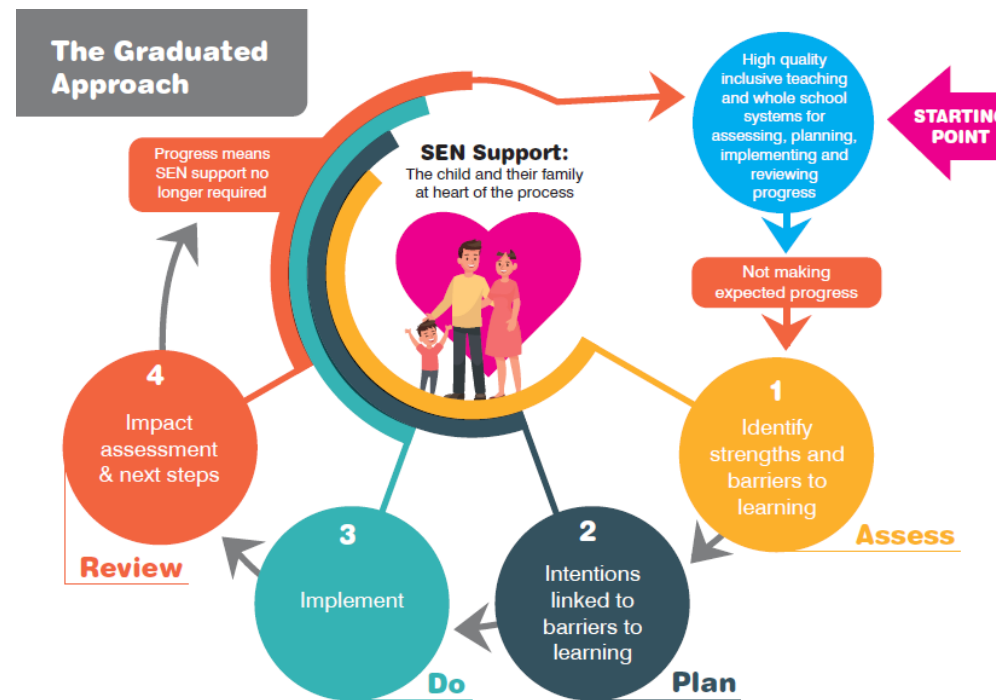


Open conversations and information sharing to ensure graduated SEND provision at the right time. Follow LCC's Child Protection Process if you identify any significant concerns.

2.3 SEND Provision:

The Code of Practice (January 2015) states that a child or young person's (CYP) special educational needs can be met at either SEN Support or through an Education and Health Care Plan (EHCP).

The majority of CYP with special needs can be met at **SEN Support**. They will not require an EHCP as educational settings, professionals and parents/carers can access all the support they need from services identified within the Local Offer. In school this support will be SEN Support. They may also access support from other services, such as the County Council, health services, voluntary organisations, groups and charities. SEN Support is part of a 'step by step' approach in meeting needs using the assess – plan – do – review cycle. This cycle is known as the **'graduated approach.'**

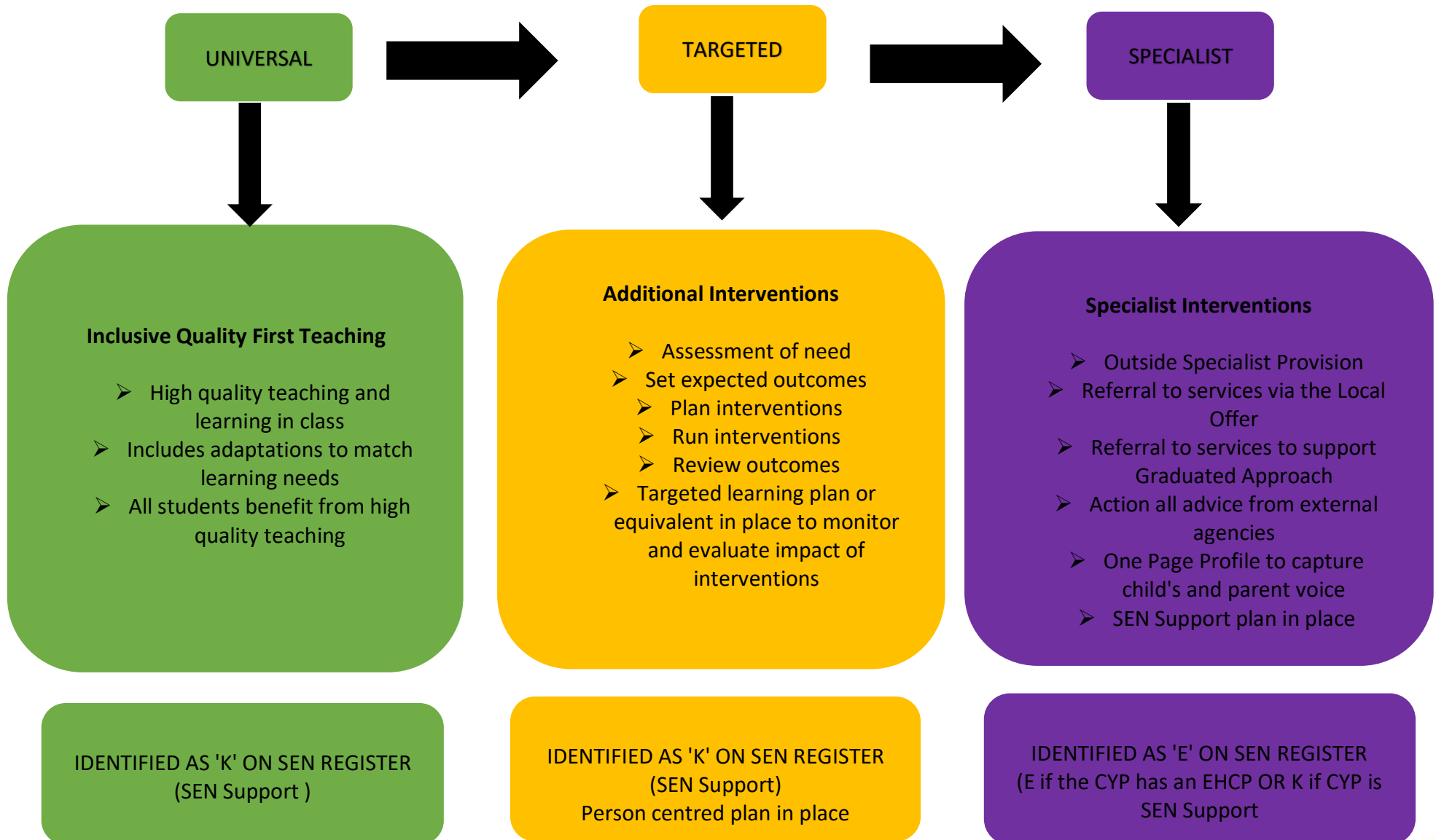


A CYP with co-occurring and complex special needs requires specific and detailed outcomes to be identified within an **Education and Health Care Plan (EHCP.)** A request for an Education Health Care Needs assessment can be made by anyone who thinks an assessment may be necessary for a CYP including doctors, health visitors, teachers, parents and family friends. If the Local Authority decide to carry out the assessment, they will request any reports and assessments from a range of professionals, including school.

The Local Authority have 16 weeks to decide and inform parents/carers and educational setting as to whether an EHCP is going to be made for the child or young person. If yes, the EHCP is produced by the Local Authority and is recognised as a legally binding document that describes their special educational needs. This means that the support and provision detailed within the plan **must** be provided by the Local Authority, Health Service, Social Care Service and educational setting.

The Graduated Approach (described in Chapter 3) provides advice for educational settings on identifying the appropriate level of need for individual children and young people on this continuum through observing the impact of the child or young person’s need(s) on their learning.





UNIVERSAL

TARGETED

SPECIALIST

Inclusive Quality First Teaching

- High quality teaching and learning in class
- Includes adaptations to match learning needs
- All students benefit from high quality teaching

Additional Interventions

- Assessment of need
- Set expected outcomes
- Plan interventions
- Run interventions
- Review outcomes
- Targeted learning plan or equivalent in place to monitor and evaluate impact of interventions

Specialist Interventions

- Outside Specialist Provision
- Referral to services via the Local Offer
- Referral to services to support Graduated Approach
- Action all advice from external agencies
- One Page Profile to capture child's and parent voice
- SEN Support plan in place

IDENTIFIED AS 'K' ON SEN REGISTER
(SEN Support)

IDENTIFIED AS 'K' ON SEN REGISTER
(SEN Support)
Person centred plan in place

IDENTIFIED AS 'E' ON SEN REGISTER
(E if the CYP has an EHCP OR K if CYP is
SEN Support)

