

The Graduated Response File

Does the child/ student have Special Educational Needs – SEND Definitions

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Definition of a learning difficulty or disability – school age

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Definition of a learning difficulty or disability – pre-school

The child is likely to fall within the school age definition when they reach compulsory school age.

Definition of special educational provision

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘.. a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Areas of SEN

The Code of Practice describes 4 broad areas of need. The purpose of identification is to work out what action the school/ setting should take. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- **Communication and Interaction** - *for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others*
- **Cognition and learning** - *for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy*
- **Social, Emotional and Mental Health** - *for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning, or that have an impact on their health and wellbeing*
- **Sensory/Physical** - *for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment*