



Growing education
for generations

A guide to SEND

Created in partnership with Jill Warburton
- SEND Consultant.



Welcome

This guide was produced by Findel, in collaboration with Jill Warburton, to give an overview of SEND. Jill has been working in education for many years, most recently supporting schools in the Manchester area. The guide should be read in the context of the SEN Code of Practice (2015)¹, The Equality Act (2010)², The Children and Families Act (2014)³ and guidance from each Local Authority's Local Offer detailing their Graduated Approach to need.

Universal, ordinarily available and inclusive provision is the first step in responding to learners' needs (sometimes the term "differences" may be used). Overall, it is high quality inclusive teaching, curriculum design and also how learners access learning and are supported with resources which is imperative to breaking down barriers and ultimately unlocking potential for all and not just learners with SEND.

For the majority of learners, educational settings and establishments can accommodate their needs through modifications to high-quality teaching practices. The illustration provided on page 4 presents an example of the reasonable adjustments within a mainstream classroom that educational settings and schools can implement to ensure that learners receive appropriate support.





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A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.



All educational settings have a legal obligation to identify needs at an early stage and to arrange appropriate accommodations or reasonable adjustments for children and young people who may have special educational needs or disabilities. Inclusive, high quality teaching that incorporates appropriate adjustments is essential as the initial response to learners who have, or may have, SEND. If inclusive provision is in place and the young person continues to make inadequate progress or have unmet needs, then SEND support may be required. If a learner is considered to have SEND then schools will place them on SEND support and have a duty to document the support they give 'additional to and different from', commonly referred to as a SEND support plan. The Code of Practice states that a graduated response to need should be followed in an assess, plan, do, review cycle.

1. Reasonable Adjustments



Kian has used his time out card to go to the quiet room.



Rashmi's needs are being met through universal support.



Molly's needs are being met through universal support.



Mike has a tablet to help him write.



Ethan sits at the front and is given his own modified copy of the text.



Sacha sits at the front and background noise in class is kept to a minimum.

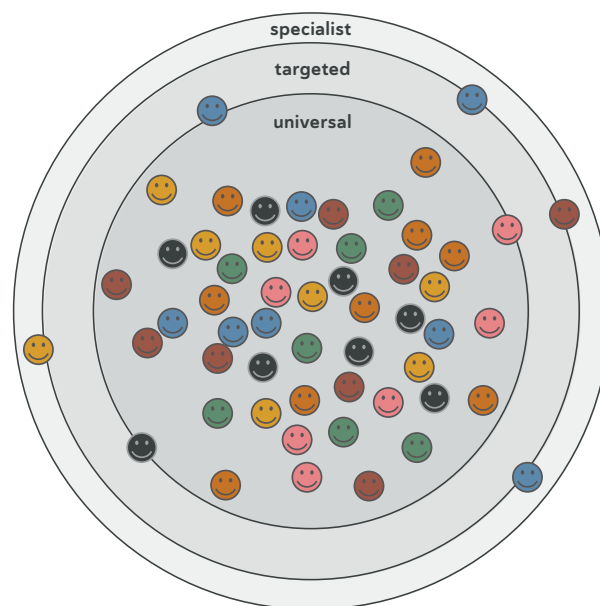
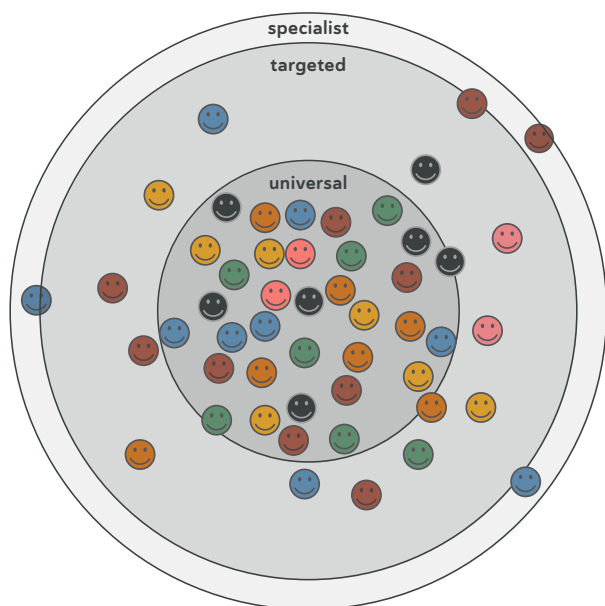


Ava has noise cancelling headphones to use if it is too noisy.



Malik's needs are being met through universal support.

A child or young person is classified as having SEND as defined by The Code of Practice (2015).

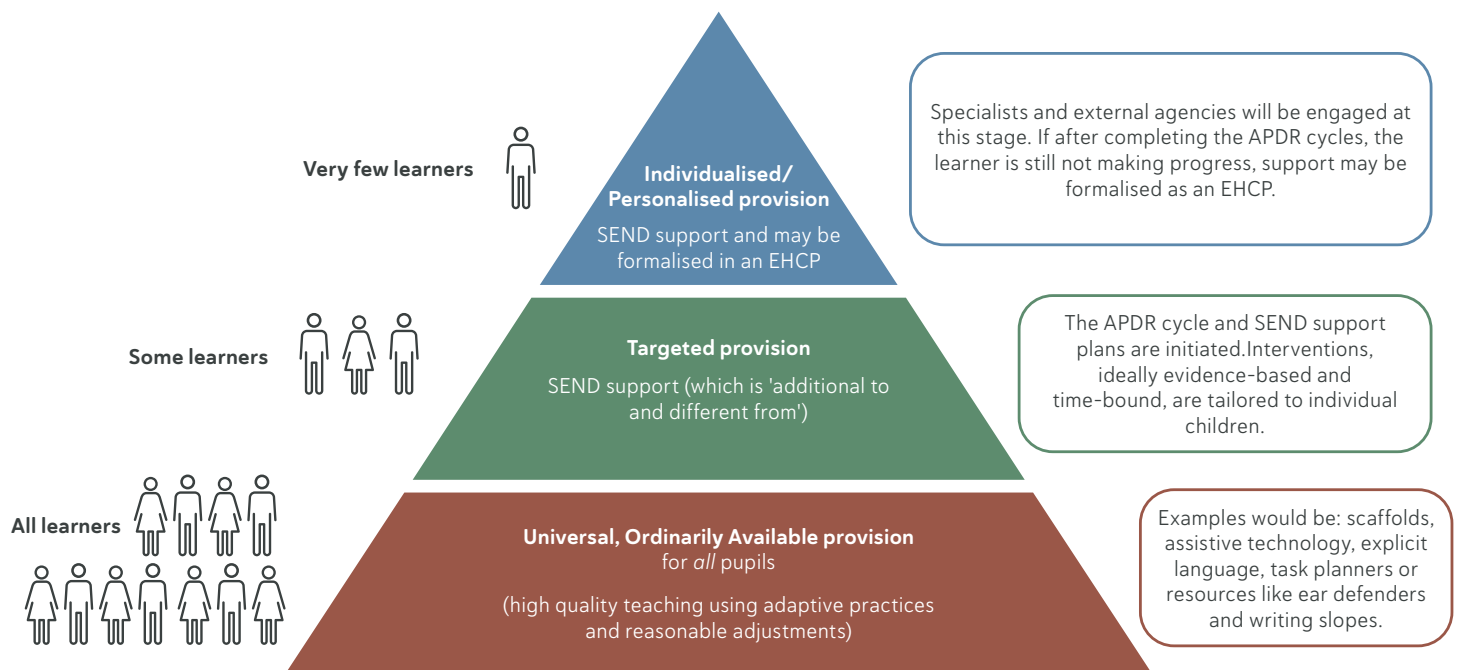


If more learners are captured through high-quality teaching at a universal level, less learners will require targeted and specialist intervention.

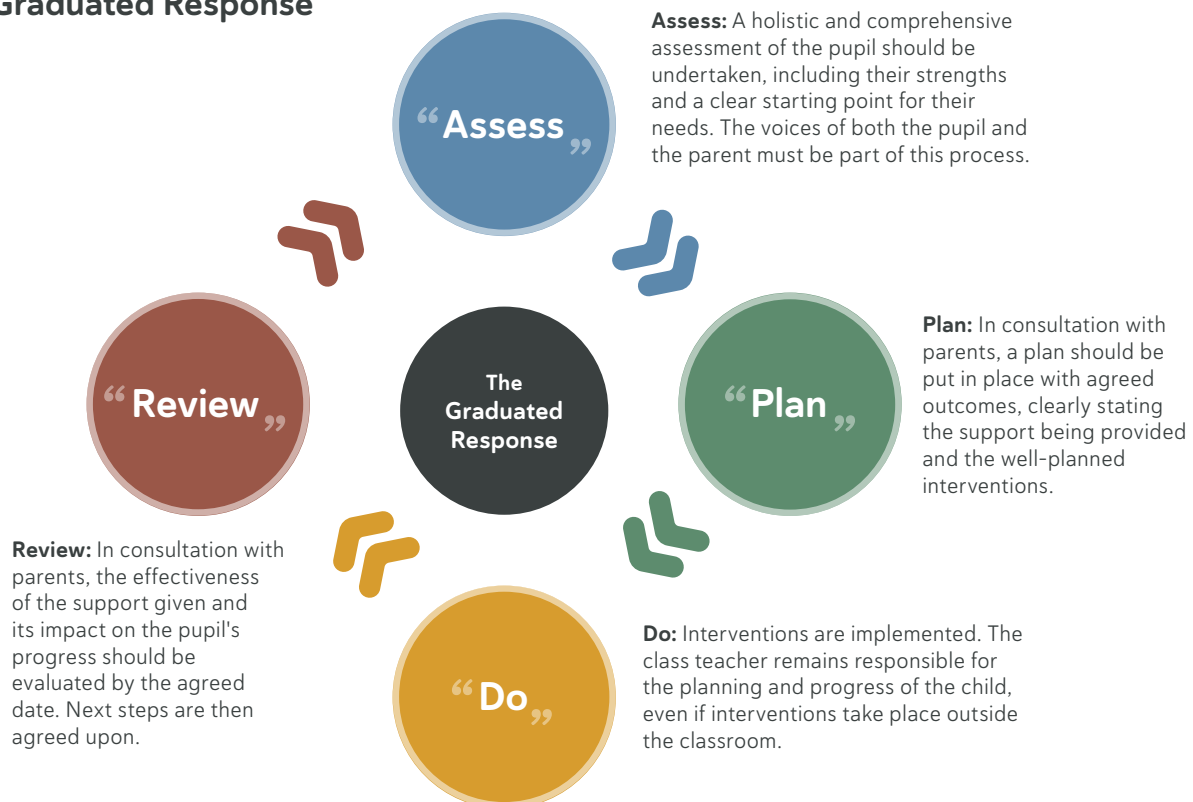
¹ SEND Code Of Practice Jan 2015 - see www.gov.uk

² Equality Act 2010 - see www.gov.uk

³ Children and Families Act 2014 - see www.gov.uk



2. The Graduated Response



Key take-aways:

- Upon identification of difficulty, seek actions for support, not mere labeling.
- Needs often span multiple areas and can evolve over time.
- Holistic child assessment is essential.
- Support is based on understanding strengths and specific needs, using targeted interventions and specialist equipment if needed.



We have no special needs children...just children with special needs.

Uwe Maurer



3. The Four Broad Areas of Need

A learner's difficulties or disabilities may be related to a wide range of needs but will sit within the following four broad areas of need, as set out in the SEND Code of Practice (2015):

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

The four broad areas provide an overview of the diverse needs that require planning and consideration. The goal of identification is to determine the appropriate actions schools should take, rather than merely labelling the young person. In practice, individual children and young people frequently have needs that span multiple areas, and these needs can evolve over time. For example, speech, language, and communication needs may overlap with several other categories of SEND. Additionally, children and young people with Autistic Spectrum Condition (ASC) may have needs that extend across all areas, including specific sensory needs. A complete assessment and full understanding of the holistic child should aim to identify the full spectrum of an individual's needs, rather than focusing solely on the primary need. The support provided to all should be grounded in a comprehensive understanding of their strengths and needs, addressing specific difficulties through targeted intervention and, if necessary, with specialist equipment or software.



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.



Learners may present with challenges in one or more areas of speech, language, communication and interaction skills. Challenges in these areas can impact on speech, speed of processing, confidence in their abilities, listening, attention, organisation, understanding of (spoken) language, time management and sensory perception.

Learners with Autistic Spectrum Condition (ASC) can have difficulties with interpreting both verbal and non-verbal language. Some learners with autism have limited speech or are non-verbal. Others may have very good language skills but may struggle to follow nuanced language or inference.

Cognition and Learning

The definition of cognition and learning as stated by The Code of Practice.

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

Key take-aways:

- Difficulties vary from moderate to severe, affecting mobility and communication. Specific learning difficulties (SpLD) include dyslexia, dyscalculia, and dyspraxia.
- Cognitive and learning challenges involve memory issues, attention deficits, and executive function problems.
- Learning needs arise due to cognitive challenges such as reading difficulties, writing challenges, mathematical struggles.

Cognition and learning needs refer to the specific requirements of learners who face challenges in processing information, understanding concepts, and acquiring new skills. These needs can vary widely and may include difficulties with memory, attention, problem-solving, language comprehension, and other cognitive functions. Here are some key aspects:

Cognition involves mental processes such as thinking, knowing, remembering, judging, and problem-solving. Cognitive needs might include:

- **Memory issues:** Difficulty retaining and recalling information.
- **Attention deficits:** Struggles with maintaining focus and concentration.
- **Executive function challenges:** Problems with planning, organising, and completing tasks.

Learning needs are specific educational requirements that arise due to cognitive challenges. They might include:

- **Reading difficulties:** Issues with decoding, fluency, and comprehension. (dyslexia)
- **Writing challenges:** Problems with spelling, grammar, and organising thoughts on paper. (dyspraxia)
- **Mathematical struggles:** Difficulty understanding numbers, operations, and problem-solving. (dyscalculia)



Social, Emotional and Mental Health (SEMH) difficulties

The definition of social, emotional and mental health difficulties as stated by The Code of Practice.

“ 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. ”



These needs can significantly impact a learner's ability to learn and function effectively in school and other settings. Here are some key aspects:

- **Social Needs:** Difficulties in forming and maintaining healthy relationships with peers and adults. This can include challenges in social interaction.
- **Emotional Needs:** Issues with understanding, expressing, and self-emotional regulation. Learners with SEMH needs might experience frequent mood swings, anxiety, depression, or anger.
- **Mental Health Needs:** Conditions such as anxiety disorders, depression, ADHD, and other mental health issues that affect a child's thinking, feeling, and behaviour.

Learners with SEMH needs might display behaviours such as withdrawal or isolation, aggression or disruptive behaviour, difficulty concentrating, self-harm or other risky behaviours.



Key take-aways:

- Social, emotional, and mental health (SEMH) difficulties may manifest as withdrawal, disruptive behavior, or mental health issues like anxiety, depression, and ADHD.

Sensory and/or physical needs

The definition of sensory and/or physical as stated by The Code of Practice.

“ 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 multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. 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. ”

Learners who have sensory and/or physical needs often require specialised support and equipment. It is important to understand physical needs can include physical disability and can be short-term or permanent.

Key take-aways:

- Children with sensory or physical disabilities may need specialised educational support and equipment to fully access learning.
- These needs can vary in severity and duration, affecting those with vision impairment, hearing impairment, or physical disabilities.





4. An overview of the Four Areas of Need:

Communication and Interaction needs

may include:

Speech, language and communication needs (SLCN) e.g. Developmental Language Disorder (DLD), stammering/stuttering, speech sound disorder, Autistic spectrum condition (ASC)

Cognition and Learning difficulties

may include:

Specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia, Developmental co-ordination disorder (DCD) AKA dyspraxia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD), Profound and multiple learning difficulties (PMLD)

Social, emotional and mental health (SEMH) difficulties

may include:

Attention Deficit Hyperactivity Disorder (ADHD), Eating disorders, Attachment disorder, Anxiety disorders Mental health issues, Depression

Sensory and/or physical needs

may include:

Hearing impairment (HI)
Vision impairment (VI)
Multi-sensory impairment (MSI)
Physical disability (ranging from mild to severe) (PD)

5. Resources to support (resources can be used to support within the class at a universal level, or used as a targeted intervention):

Communication and Interaction needs

Social communication support:



HE1682341 - LDA Magnetic Timetable -KS1 and KS2 | Hope (Visual aid)



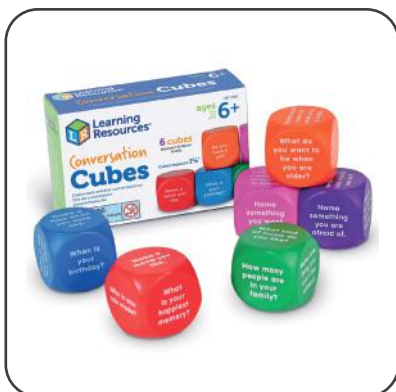
HE1847427 - Texet Premium Children's Ear Defenders | Hope



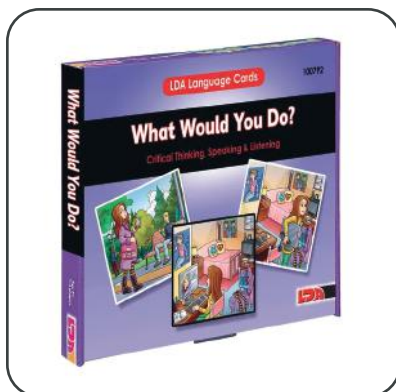
HE1665070 - Junior Learning 50 Speaking Activity Cards | Hope



HP00050524 - Yellow DOOR Let's Boost... Language Through Stories Kit | Hope



HE1004406 - Learning Resources Conversation Cubes - Pack of 6 | Hope



HE1005189 - LDA What Would You Do? Language Cards | Hope

Search for products on www.hope-education.co.uk

Cognition and Learning difficulties



Maths Support at home:
HP00050600 - Learning
Resources Take Home
Manipulative Kit (Ages 5-7) |
Hope



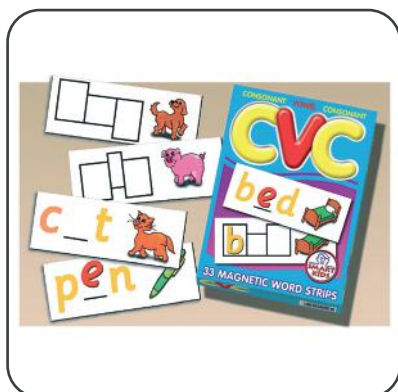
Maths in class support:
HE1825218 - Maths Mastery
Primary Kit from Hope
Education | Hope



Writing support:
HP00050065 - LCD Writing
Board | Hope



Spelling support:
HE1685160 - SMART KIDS
Spelling Rules Directory -
KS2 | Hope



Reading support:
HE1000051 - SMART KIDS
CVC Magnetic Word Strips -
Pack of 33 | Hope



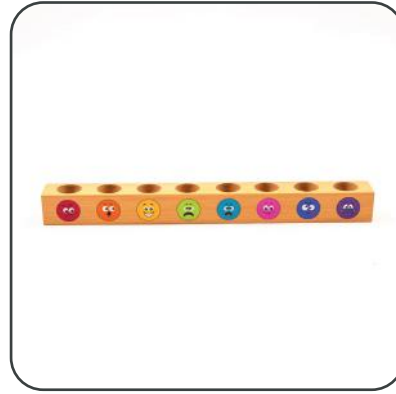
Reading support:
HE251439 - Phonix Word
Building Cards -Pack of 48 |
Hope

Social, emotional and mental health (SEMH) difficulties



Social support:

HE1659289 - SMART KIDS
Bullies & Bystanders Board
Game | Hope



Emotion and Mental health support:

HP00056930 - Wooden
Emotion Pots from Hope
Education | Hope



Emotion and Mental health support:

HE1780549 - Colour Monster
Picture Book | Hope



Attention support:

HE1847427 - Texet Premium
Children's Ear Defenders |
Hope



Attention support:

HE1784854 - LDA Fidget Kit
2 | Hope



Attention support:

HE1868351 - LDA Balance
Pad | Hope

6. Neurodiversity and co-occurrence of need:

Neurodiversity is a term that applies to everyone. We are all cognitively different. Neurodiversity is the idea that the different ways our brains work and how we behave are a normal and valuable part of who we are as humans. It acknowledges that conditions like autism, ADHD, and dyslexia are not problems to be fixed but are just different ways of thinking and seeing the world. This viewpoint encourages us to respect, celebrate and support these differences instead of judging or treating them as something to be cured. It is extremely important therefore, to remember when seeking to support any child or young person, their needs are the most important place to begin, not their diagnosis. Many conditions co-exist, interlock and overlap, e.g mental health, social, behavioural, physical, medical, sensory, communication and cognitive. It is widely accepted that 21st century learners are becoming more complex.



Key take-aways:

- Neurodiversity recognises that everyone's cognitive differences, including conditions like autism, ADHD, and dyslexia, are valuable aspects of our humanity.
- We should respect variations as strengths and prioritise learners' unique needs over diagnoses.





7. Individualised/personalised support:

Following completion of the APDR (Assess, Plan, Do, Review) cycle, it may become evident that the learner is not demonstrating sustained progress, even with the implementation of targeted support measures. At this point, any recommendations from external agencies may have already been considered and integrated into the SEND support plan. The subsequent step would involve evaluating the need for an Education, Health and Care (EHC) needs assessment. The local authority will require documentation of the actions taken by the school to aid in its decision-making process, alongside input from other professionals, parents, and the learner. The primary objective of an EHC plan is to provide the necessary special educational provision to address the unique needs of the child or young person and to ensure optimal outcomes in the areas of education, health, and social care. Furthermore, as the individual matures, the plan aims to facilitate their preparation for adulthood. The EHC plan must be reviewed every 12 months by the local authority considering whether the outcomes and targets remain appropriate.

Key take-aways:

- After the APDR cycle, if no sustained progress is observed, an EHC needs assessment may be necessary.
- The local authority will require documentation of school actions.
- Input from professionals, parents, and the learner is also needed.
- An EHCP must be reviewed annually to ensure it continues to meet the child's needs.

8. Glossary plus external links for further reading/information:

Word or Acronym	Definition
Attachment disorder	Attachment disorder hinders the formation of secure emotional bonds, impairing relationship-building. These disorders often stem from early caregiving disruptions, including neglect, abuse, or inconsistency. Attachment and child development visit NSPCC Learning website.
Attention-Deficit Hyperactivity Disorder (ADHD)	A neurodevelopmental disorder marked by persistent patterns of inattention, hyperactivity, and impulsivity that interfere with everyday tasks. ADHD Understood.org .
Autistic Spectrum Condition (ASC, also known as ASD, Autistic Spectrum Disorder)	Pupils may have challenges with social interaction, communication, and/or repetitive behaviours and/or sensory sensitivities. Help and support National Autistic Society website .
Co-production	Parents, pupil, key school staff and external agencies all to be involved in the APDR process and views all considered.
Developmental coordination disorder (DCD) also known as Dyspraxia	Is a condition that affects physical co-ordination. Children tend to perform less well than expected in daily activities for their age and appear to move clumsily.
Developmental language disorder (DLD)	Problems understanding and/or using spoken language. And because language underlies so much of what we do, this may impact on many other areas as well, including literacy, learning, processing and memory, emotional wellbeing, social interaction, behaviour and forming friendships.
Dyscalculia	Dyscalculia is a condition that affects how children and young people learn and remember arithmetic facts - the branch of mathematics that deals with calculations: addition, subtraction, multiplication and division. Visit www.understood.org .
Dysgraphia	Dysgraphia is a specific learning disability that affects a person's ability to write. It can manifest in difficulties with spelling, handwriting, and organising thoughts on paper. People with dysgraphia might have trouble forming letters, spacing words correctly, or writing in a straight line. This condition can make it challenging to express ideas clearly and efficiently through writing. Visit National Handwriting Association website - Charity promoting good practice in handwriting.

Word or Acronym	Definition
Dyslexia	Primarily affects reading and writing skills. However, it does not only affect these skills. Dyslexia is about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills. Visit British Dyslexia Association website .
Graduated Approach to Need/The Graduated Response (APDR)	Assess-Plan-Do-Review approach to supporting a pupil on SEND support.
Hearing Impairment (HI)	Includes all types of hearing loss and deafness. Visit National Deaf Children's Society Early years education Information for professionals website .

Visit the useful contacts section on [Hope-education.co.uk/SEND](https://www.hope-education.co.uk/SEND) for latest contact details and more.



Word or Acronym	Definition
Holistic approach	This will involve considering a pupil's academic, social, emotional, and physical needs in order to support their overall development.
Interventions	A time-bound program that is ideally evidence-based designed to produce measurable and positive outcomes. Visit Evidence-based interventions Education Endowment Foundation EEF website .
Moderate learning difficulty (MLD)	Pupils experience significant challenges in learning and processing information, which affects their ability to access the curriculum.
Multi-sensory impairment (MSI)	Having diagnosed visual and hearing impairments with at least a mild loss in each modality.
Physical Disability (PD)	PD encompasses various conditions, each with unique needs. Its impact can vary from mild to severe, affecting participation in activities. Visit Evidence-based interventions Education Endowment Foundation EEF website .
Profound and multiple learning difficulty (PMLD)	Pupils have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Reasonable adjustments	The Equality Act (2010), states that settings must make 'reasonable adjustments' to ensure that children with disabilities are not put at a substantial disadvantage by any policies, practice or physical aspects of their setting. The term can also be used to describe adjustments made to enable children to access the curriculum and classrooms at a universal level.
Resource Suppliers	Resource Suppliers for resources from SEND Rooms to everyday essentials. For SEND, Hope is all you need .
Scaffolds	The temporary support structure provided by educators to support pupils achieve the objective. These may include, modelling, questioning and breaking tasks into smaller chunks.

Word or Acronym	Definition
SEND support	Special Educational Needs and Disabilities. A pupil requires 'additional to and different from' the universal, ordinarily available and inclusive provision.
Severe learning difficulty (SLD)	Pupils experience significant intellectual or cognitive impairments that affect their ability to learn and process information. They find it very difficult to learn new skills. They may have little or no speech.
Vision Impairment (VI)	Includes any form of visual difficulty which cannot be corrected by wearing glasses or contact lenses. RNIB Education and learning tools for visually impaired children Visit RNIB Website.

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