

Special Educational Needs

Need Type:	Example:
Specific Learning Difficulty (SpLD)	Dyslexia, dyscalculia and Dyspraxia
Moderate Learning Difficulty (MLD)	<p>Pupils with moderate learning difficulties will usually have cognitive ability and/or attainment levels at or below the second percentile, that is, significantly below expected levels in most areas of the curriculum, despite appropriate interventions.</p> <p>Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.</p>
Severe Learning Difficulty (SLD)	<p>Pupils with severe learning difficulties have very significant intellectual or cognitive impairments. Their cognitive and/or attainment levels are normally at or below the 0.01 percentile. This has a major effect on their ability to participate in the school curriculum without support. Pupils with SLD may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self help skills. They will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. The majority remain dependent on adults for all aspects of their care. Some pupils may communicate through use of sign and symbols but most will be able to hold simple conversations. Their attainment levels may be expected to remain at or below Level 1 of the National Curriculum for much of their school careers.</p>
Social, emotional and mental health difficulties	<p>Pupils with SEMD may fail to meet expectations in school and in some, but by no means all cases, may disrupt the education of others. Such difficulties may result, for example, from abuse or neglect, physical or mental illness, sensory or physical impairment, a specific learning difficulty or psychological trauma. SEMD may be associated with frustrations resulting from other learning difficulties. Pupils with SEMD cover the full range of ability and continuum of severity. At the milder end of the continuum, pupils may have difficulties with social interaction and find it difficult to work in a group or cope in unstructured time. They may have poor concentration, temper outbursts and be verbally aggressive to peers and adults. Other pupils may display similar signs of low esteem, under achievement and inappropriate social interaction, but without outwardly challenging behavioural outbursts. They may be withdrawn, quiet and find it difficult to communicate.</p>
Speech, Language or Communication Need	<p>Pupils may have specific language impairment which is not typical of their other abilities. Linguistic difficulties may also be associated with developmental delay or learning difficulties. Pupils in this category may have difficulty in understanding and/or making others understand information conveyed through spoken language. Their articulation may be poor or unintelligible and/or they may have a severe stammer. Pupils with language impairments find it hard to understand and/or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas.</p>
Autistic Spectrum	Pupils with autism will have difficulties with understanding and using non-

Disorder (ASD)	verbal and verbal communication; understanding social behaviour, which affects their ability to interact with children and adults; and thinking and behaving flexibly, which may show in restricted, obsessional or repetitive activities.
Visual Impairment (VI)	Visual impairment refers to a range of difficulties from minor impairment through to blindness. Pupils with visual impairment cover the whole ability range. For educational purposes, pupils are considered to be visually impaired if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.
Hearing Impairment (HI)	Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. Some children are born deaf while others may become deaf later on due to, for example, an illness. The most common type of deafness is conductive deafness. Sensori-neural or nerve deafness is the other main form of deafness while 'mixed deafness' or a combination of both may occur. For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.
Physical Disability	<p>There is a wide range of physical disabilities affecting pupils within the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe.</p> <p>Examples are: Cerebral palsy (CP) Spina bifida and/or hydrocephalus (SBH) Muscular dystrophy (MD)</p>