

What is SEND—Special Educational Needs and Disability?

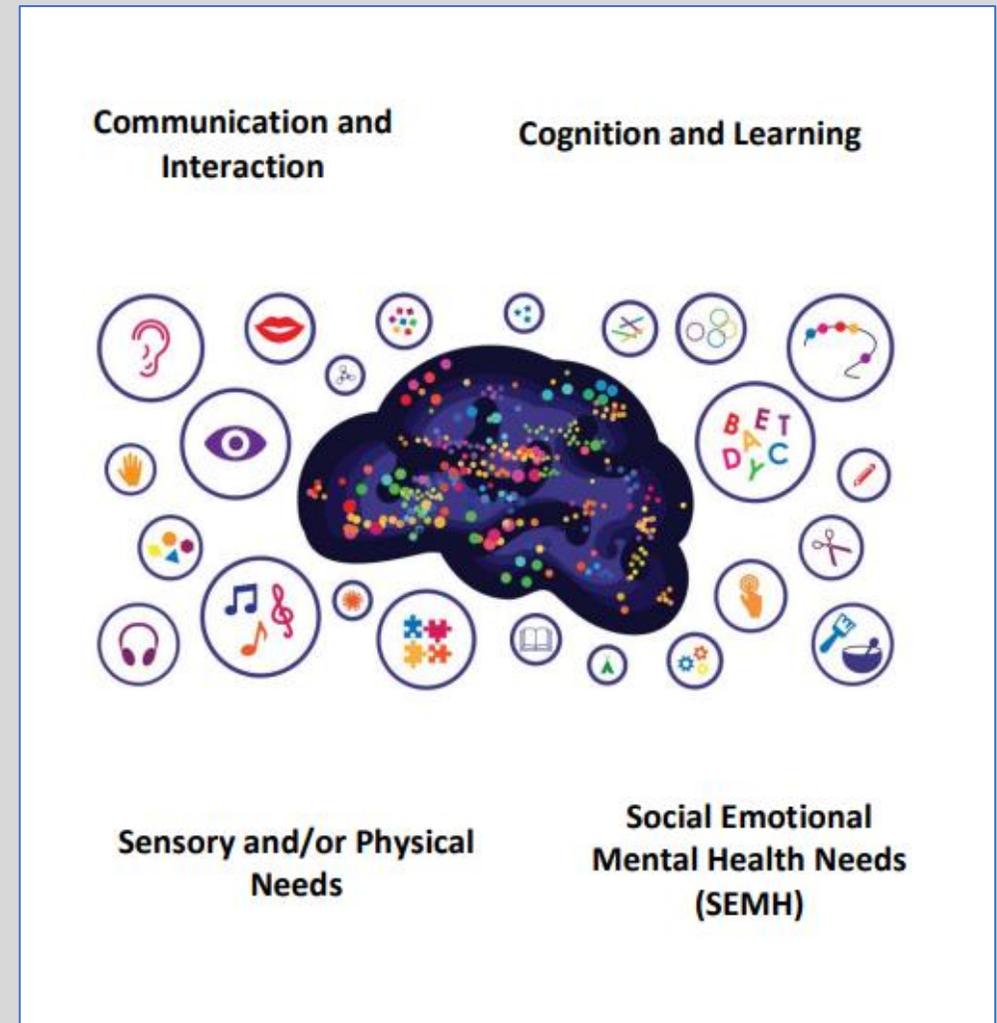
The term “Special Educational Needs” covers a broad range of different types and levels of need, and special educational provision that is provided for a child or young person should match their particular special educational need.

The SEND Code of Practice: 0 - 25 years (January 2014) describes four broad areas of need; these are outlined on the following page.

These areas give an overview of the range of needs that educational providers, settings and schools should plan for.

The SEND Code of Practice 0-25 years identifies four broad areas of need which include:

- [Communication and Interaction](#)
- [Cognition and Learning](#)
- [Sensory and/or Physical Needs](#)
- [Social Emotional Mental Health Needs \(SEMH\)](#)



Information relating to the support provided by Surrey can be found at

<https://www.surreylocaloffer.org.uk/parents-and-carers>



Surrey Local Offer
for 0-25 year olds

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 (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.

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.

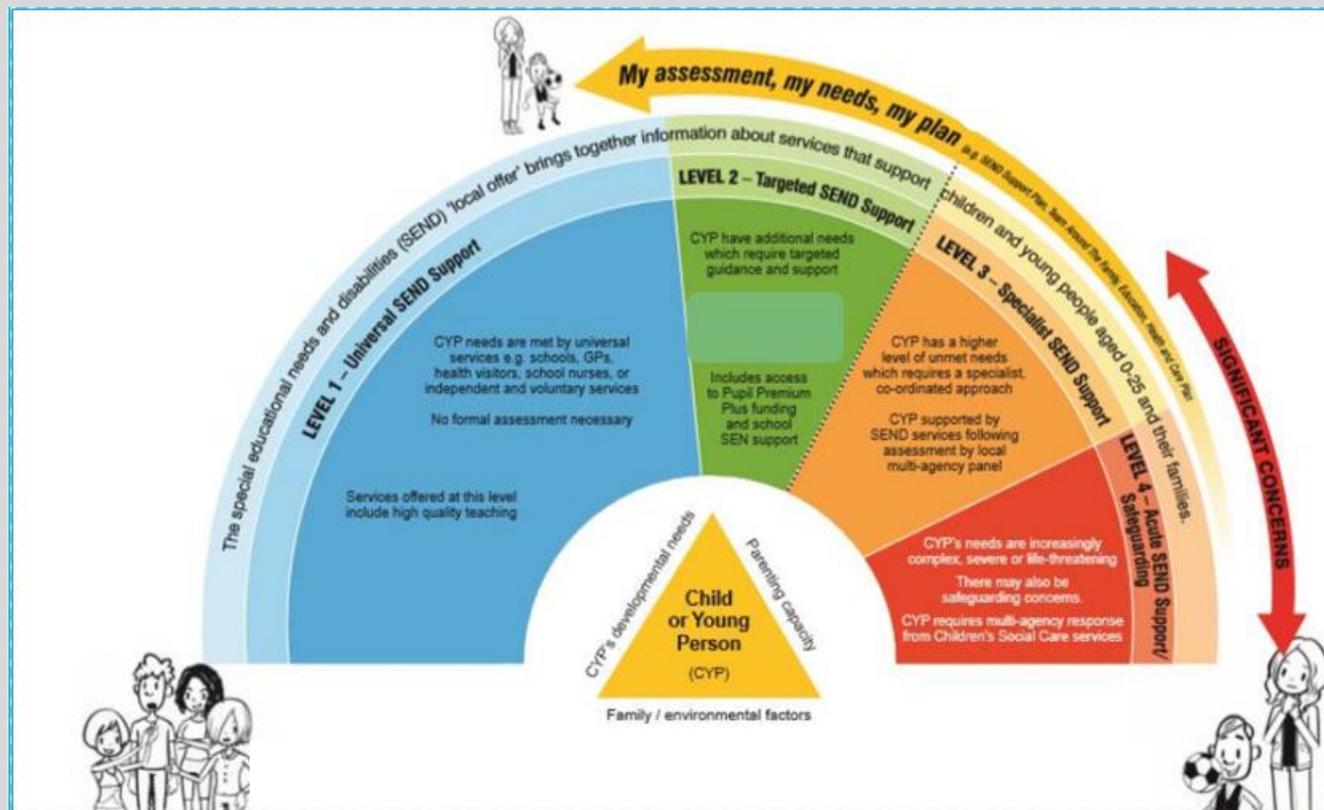
This includes children and young people with:

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



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. Depending on the progress against the specific targets set, a child may move further along the SEN continuum. This is shown in the diagram below:



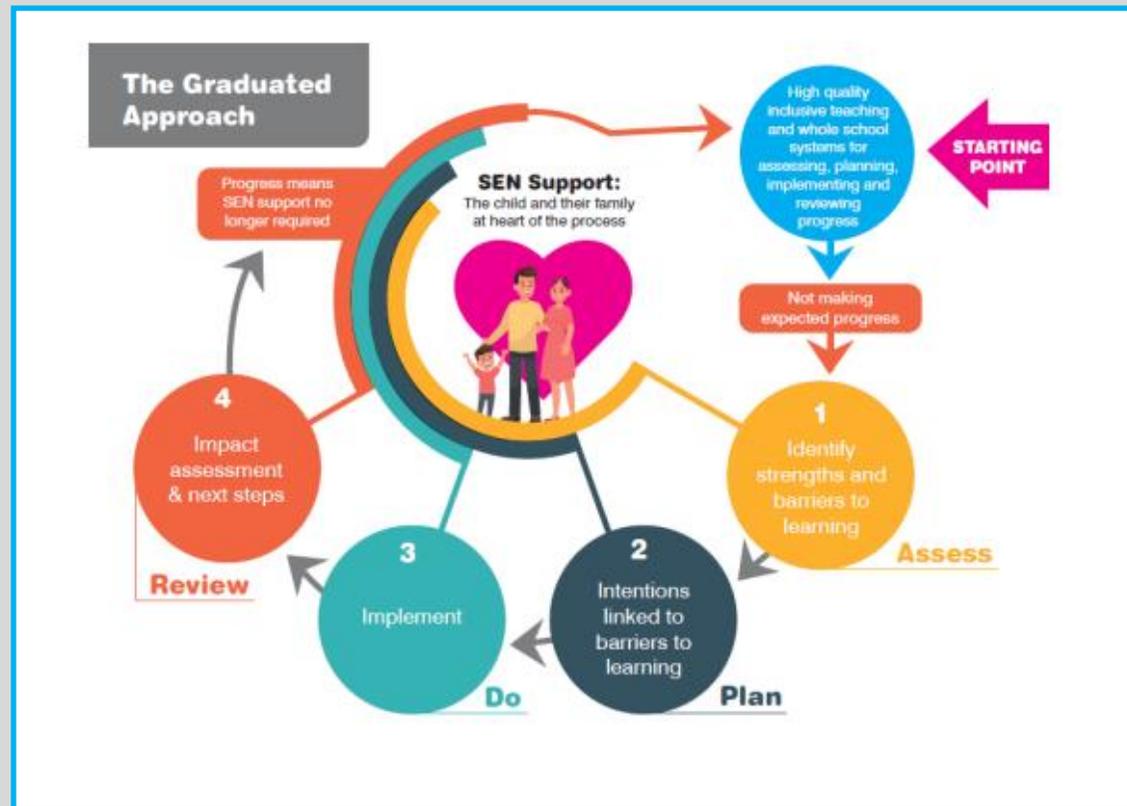
Wyke SEND Information for parents

The Graduated Response approach.

If a parent, teacher or the SENCO (Special Needs Co-ordinator) has a concern about a child's progress in any of the 4 areas of need, then the following process begins.

Assess, Plan, Do, Review, Assess

This means looking at the child in and out of class, their academic progress and any possible barriers to learning and success. From these assessments, which may be formal or informal, a plan will be discussed with parents as to the need identified and support that can be put in place at home and school. This support will be reviewed regularly, in most cases every 6-12 weeks and the plan is reviewed.



Education and Health, Care Plan (EHCP)

A child or young person (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.

More information about EHCP can be found by clicking [here](#)

For more information about how SEND is supported at Wyke Primary click [here](#)

If you would like to contact our SENCo—Mrs Stacey please email senco@wyke.kite.academy

