

## Identification of areas of special education need

As a result of the SEN Reform and publication of the Draft SEND Code of Practice, (Oct 2013), the way in which we identify areas of special educational needs has changed slightly. The following information is taken from Worcestershire's Local Offer which is available at:

[www.worcestershire.gov.uk/special-educational-needs.aspx](http://www.worcestershire.gov.uk/special-educational-needs.aspx)

Special educational needs and provision falls under four broad areas:

### Communication and interaction

- Children may have difficulties in one or more areas of speech, language and communication.

### Cognition and learning

- Children with difficulties in this area will learn at a slower pace and may have difficulties in acquiring basic literacy or numeracy skills or in understanding concepts – even when differentiated. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration or under-developed social skills.

### Social, mental and emotional health

- Children may have immature social skills or difficulty in making and sustaining healthy relationships. They may be withdrawn or isolated, experience problems with mood or conduct, or may have a recognised disorder such as ADHD.

### Sensory and/or physical

- Children may have visual or hearing impairment requiring specialist support to access learning. Children with a physical disability may require additional ongoing support and equipment to access all opportunities available.

For pupils in school, their needs are met using 3 levels of intervention:

**Wave 1** – inclusive teaching, taking into account the learning needs of all children in the class.

**Wave 2** – specific, additional and time limited interventions planned for some children to accelerate their progress.

**Wave 3** – targeted provision for a minority of children – highly tailored intervention to accelerate progress

