

SEND Categorisation

Definitions of SEND to support completion of school census

To provide locally agreed guidance of Special Educational Needs and Disabilities (SEND) Provision and Type within the School Census.

Context

The SEND Provision and Type are two parts of the pupil level data on the School Census. The School Census is a statutory requirement of schools, under Section 537 of the Education Act 1996 (Section 1.2.1 of School census 2017 to 2018 guidance).

The information collected on special educational needs via the school census provides the only individual level source of data on children and young people with special educational needs. Central and local Government, Ministers, Parliament, external organisations and the public use this data to monitor government policies and their effectiveness.

The Headteacher is responsible for the review and authorisation of census data, prior to submission to the local authority and/or direct to the Department for Education. Authorisation by the Headteacher confirms that the data submitted is accurate and correct.

The School Census guidance describes the SEN Provision as:

- 5.5.1 Special educational needs (SEN) module [ALL schools]
- 5.5.2 Pupil SEN Type rank [ALL schools] [Pupils with SEN provision of 'E' and 'K' only]- This indicates the ranking of a pupil's special educational need, as recorded in pupil SEN type. The most significant, or primary need, is ranked as '1' with any secondary need ranked '2'. Only two rankings are collected in the school census, with no two needs given the same ranking, that is, if there is more than one SEN type reported they cannot both have a ranking of '1'
- 5.5.3 Pupil SEN type [ALL schools] [Pupils with SEN provision of 'E' and 'K' only] -This field records the nature (type) of a pupil's special educational need. The primary need and, where appropriate, any secondary need is recorded. As at 5.5.2 (above) this item is collected in the spring census and is for all pupils on roll on census day.

Purpose of this Document

This guidance has been created in response to concerns raised by the Department for Education and the local authority shared with settings, over a concerning number of SEN support pupils registered with No Specialist Assessment (NSA) as a special educational need.

The Department for Education has yet to publish definitions or guidance on these classifications. This guidance is an attempt to provide some guidance for the education settings within the Central Bedfordshire area.

The table below highlights key information and guidance on this matter to encourage a consistent approach of best practice regarding the school census.

Category	Code	Definition
Specific learning difficulty	SpLD	<p>Encompasses a range of conditions such as <u>specific literacy difficulties (dyslexia)</u>, <u>specific number difficulties (dyscalculia)</u> or <u>developmental coordination difficulties (dyspraxia)</u>, where the child or young person is experiencing difficulties in one (or more) specific area of their learning.</p> <p style="text-align: right;"><i>[SEND CoP; 6.31]</i></p> <p><i>NB - Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.</i></p> <p><i>[SEND CoP; 6.23]</i></p>
Moderate learning <u>difficulties</u>	MLD	<p>Child/young person learns at a slower pace and has greater difficulty than their peers in acquiring basic oracy, literacy and numeracy skills and understanding concepts across all areas of the curriculum. Their attainment will typically be well below expected levels for their age, despite appropriate interventions. The child/young person may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills. <u>Their overall cognitive level is low.</u></p>
Severe learning <u>difficulties</u>	SLD	<p>Child/young person experiences significant intellectual and/or cognitive challenges that impact on their ability to engage in learning. They may also present with associated difficulties with mobility and communication and experience issues with developing age-appropriate self-care skills. <u>Their overall cognitive level is very low.</u></p>
Profound and multiple learning <u>difficulties</u>	PMLD	<p>Child/young person is seen to have severe and complex learning difficulties <i>as well as</i> a physical disability or sensory impairment.<i>[SEND CoP; 6.30]</i></p>
Social, emotional and mental health <u>difficulties</u>	SEMH	<p>Child/young person may experience a wide range of social and emotional difficulties which manifest themselves in many ways, including:</p> <ul style="list-style-type: none"> ○ becoming withdrawn or isolated, ○ displaying challenging, <u>disruptive or disturbing behaviours.</u> <p><u>These behaviours</u> may also reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Alternatively, the child/young person may have a diagnosed condition such as attention deficit disorder (ADD),</p>

		attention deficit hyperactive disorder (ADHD) or <u>attachment difficulties.</u> [SEND CoP; 6.32]
Speech, language and communication needs	SLCN	Child/young person has difficulties communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them <u>and/or</u> they do not understand or use social rules of communication. <i>[SEND CoP; 6.28]</i> <i>This category can therefore include those presenting with social communication difficulties who have not been formally diagnosed.</i>
Hearing impairment	HI	Child/young person who requires specialist support and/or equipment to access their learning or additional habilitation support because of a hearing impairment. <i>[SEND CoP; 6.34]</i>
Vision impairment	VI	Child/young person who requires specialist support and/or equipment to access their learning or additional habilitation support because of a visual impairment. <i>[SEND CoP; 6.34]</i>
Multi-sensory impairment	MSI	As for HI/VI above. Child/young person has a combination of vision and hearing difficulties. <i>[SEND CoP; 6.34]</i>
Physical disability	PD	Child/young person requires additional ongoing support and equipment to access all the opportunities available to their peers because of a physical disability. <i>[SEND CoP; 6.35].</i>
Autistic spectrum disorder	ASD	Child/young person diagnosed with ASD, including <u>Asperger Syndrome</u> and Autism. <i>[SEND CoP; 6.29]</i>
Other difficulty	OTH	Other special educational needs, which do not fit into the categories above.
SEN support but no specialist assessment of type of need	NSA	As defined by category descriptor.

Contact us...

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