

**2014 SEND Code of Practice Primary Areas of SEN**

	Sensory and/or Physical (x 4)			Communication and Interaction (x 2)		Emotional, Social and Behavioural Development (x 4)			Cognition and Learning (x 4)	
	PD &/ medical conditions	Hearing	Vision	Speech and Language	ASD	Emotional Wellbeing	Social behaviour	Learning behaviour	Cognitive Ability	Specific learning difficulty
0	No needs in this area, physical development and general health within normal levels.	Hearing within normal limits	Vision within normal range, including when corrected by glasses 6/6-6/12	Language communication skills within average levels or above.	No significant needs in this area.	No significant needs in this area.	No significant needs in this area.	No significant needs in this area.	Cognitive abilities within broad average levels and National Curriculum attainments average or close to average	Literacy and numeracy within broad average levels and in line with expectation given the pupil's history of schooling.
1	Mild disability e.g. absent digits, mild diplegia, Shows poor fine and/or gross co-ordination skills. independently mobile without the use of aids etc. but requires assistance for some school routines/self-help skills. may need support with administration of regular medication in school	Mild loss of hearing (e.g. conductive or unilateral loss). Hears clear voice without aids/amplification	Mild impairment. 6/12 - 6/18 (LogMAR 0.3 – 0.48) Reads N12 print. Mild bilateral field loss or adapted to monocular vision. Independent mobility Wears patch 1-2 hours daily.	Moderate delay in expressive and/or receptive language and/ or pupil has a mild speech sound disorder	Features of autism/ a diagnosis of ASD but has academic and behavioural competencies that support their ability to cope with the expectations of school life with some non-specialised adaptations e.g. time out card	Some inappropriate emotions and responses. Somewhat lacks empathy with others Sometimes appears more and miserable. Some occasional mood swings. Sometimes unsettled by change	Sometimes has poor interactions with pupils. Sometimes is disrespectful to staff or property. Sometimes seeks attention inappropriately or unable to wait for rewards.	Sometimes gets distracted from tasks. Sometimes inattentive to staff. Sometimes shows poor organisation skills. Sometimes does not work well in a group.	Some learning delay, shows some difficulties with conceptual understanding, in one or more areas of the core curriculum and attainments are more than 1 year below average.	Some difficulty with reading/ spelling of high frequency words and the acquisition of phonic skills. Reading 2 years behind chronological age in spite of extensive attempts to remediate difficulties.
2	Moderate disability Mobile with the use of walking aids. May require level access and/or supervision or assistance on stairs, etc. Needs daily specialist programme for co-ordination skills. Needs daily adult support with health care regimes	Moderate hearing loss; uses post aural aids, non-verbal cues for communication.	Moderate impairment, needs some work modified. 6/18 – 6/36 (LogMAR 0.5 – 0.78) Moderate bi-lateral field loss Independent mobility in familiar areas. Moderate level of specialist equipment required.	Pupil has severe language delay or moderate language disorder or pupil has a moderate speech sound disorder.	Pupil has a diagnosis and has other associated areas of need (learning, attention, behaviour) and requires additional support and/ or specialised interventions in school.	Often shows inappropriate emotions and responses. Often shows little empathy with others. Often unhappy, withdrawn, disengaged, shows mood swings. Often upset by change.	Often has poor interaction with pupils. Often is disrespectful to staff or property. Often seeks attention inappropriately or unable to wait for rewards.	Often gets distracted from tasks. Often inattentive to staff. Often disorganised and lacking equipment. Often finds group learning difficult.	Mild learning difficulties. Needs differentiated work and support with conceptual understanding, and reasoning across the core curriculum. In the low range on standardised assessments of cognitive ability, or Very uneven profile of cognitive abilities that requires a balance of small group and additional adult support.	Uneven profile of skills in core areas. Some difficulties with spelling and reading high frequency words. Unrecognisable spelling of phonic alternatives. Reading 3-4 years behind chronological age in spite of specialised advice to support and remediate difficulties over a period of more than two years.
3	Severe disability Needs access to wheelchair for movement either independent with chair or adult support Requires specialist seating and possible other specialist equipment. Dependent on assistive technology and/or support for most curriculum access, e.g. alternative to handwriting.	Severe hearing loss, needs aids (e.g. radio aids/ sound filed systems) for curriculum access. May use signing as aid to communication	Severe impairment 6/36 – 6/60 (LogMAR 0.8 – 1.00) Registered Sight Impaired (partially sighted). May require short term specialist support and training for mobility and independent living skills. Significant level of specialist equipment required.	Severe language and/ or speech sound disorder/ limited language. Uses mix of speech and augmented communication systems	As above but in addition child needs a regulated setting with staff experienced in using approaches suited to children with autism	Frequently show inappropriate emotional responses. Frequently distressed by change/transition. Frequently displays bizarre, obsessive or repetitive behaviours.	Frequently has poor interactions with pupils. Frequently is disrespectful to staff or to property. Frequently seeks attention inappropriately.	Frequently gets distracted from tasks Frequently inattentive to staff. Frequently disorganised and lacking equipment. Frequently finds group learning difficult. Frequently unable to wait for rewards.	Moderate learning difficulties, showing significant delay in reasoning skills and experiencing learning difficulties across all areas of the curriculum. Extremely low range on standardised assessments of cognitive ability and requires an individualised curriculum and substantial individual adult support.	Very uneven profile of skills. Difficulty in all literacy based subjects. Severe difficulties with HF words. Reading 5 or more years behind chronological age. Pupil exhibits emotional barriers to learning as a consequence of their difficulties.
4	Profound or Progressive condition Powered wheelchair or dependent on assistance for mobility. Non-weight bearing – requires use of hoisting. Staff require regular M & H training. assistance required for most personal care needs, e.g. toilet, eating etc Specialist health support required e.g. tracheostomy, pressure care, multi-agency joint working required	Very limited functional hearing for speech despite aids. Signing as first language.	Profound impairment: Less than 6/60 (LogMAR 1.02) Registered SSI (Blind) alternative/tactile methods of text access (e.g. Braille) Needs on-going specialist support and training for mobility and independent living skills High level of specialist equipment required	Severely limited language skills, uses alternative communication systems to make needs/choices known	As above but child difficulties have a profound impact on their ability to function and multiple difficulties attaining developmental expectations	Regularly shows inappropriate emotional responses including self-harming. Regularly behaviour is severely withdrawn, bizarre or obsessive.	Regularly shows only minimal respect for adults and peers. Is very difficult to direct. Regularly intimidates and readily resorts to physical aggression.	Regularly finds it very difficult to cope with most learning situations as an individual or as part of a group. Regularly shows very little interest in school work at all.	Severe learning difficulties and global delay, affecting self-help and independence skills throughout school. Functions at a level that requires specialised interventions and adaptations to the curriculum.	Severe difficulties in accessing any written material and often severe emotional barriers to engaging with learning.
	x 4	x 4	x 4	x 2	x 2	x 4	x 4	x 4	x 4	x 4
<b>subtotals</b>										
	<b>TOTAL</b>		<b>TARIFF</b>		<b>EHCP Officer</b>		<b>Date:</b>		<b>Authorised by:</b>	