

# SEND Profile of Need



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## Acronyms used in this document

Acronym	Stands for
ASC	Autism Spectrum Condition
DfE	Department for Education
EAL	English as an Additional Language
EHCNA	Education, Health and Care Needs Assessment
EHCP	Education, Health, and Care Plan
HI	Hearing Impairment
ISP	Individual Support Plan
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
PD	Physical Difficulties
PMLD	Profound and Multiple Learning Difficulties
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SPLD	Specific Learning Difficulties
VI	Visual Impairment
WNL	Within Normal Limits

## How to use this document

This document is designed to give a clearer understanding of an individual's needs. Each case is different, so use this only as a guidance profiling tool for the child or young person.

Please be aware that there is some overlap between some of the descriptors in Communication and Interaction and SEMH. If social and communication needs are because of SEMH and/or environmental factors, then these **should only be recorded and scored in the areas of SEMH**.

If social and communication needs are as a result of communication and interaction difficulties, then needs should be recorded in Communication and Interaction and may also be recorded in SEMH if applicable.

The Needs Scores should be recorded against each area of need.

A summary of scores can be collated in the table on this page. The highest score in each of the four broad areas will give a general indication of the level of provision that may be required.

Broad area of need	Total needs score in this area	Highest single score in this area
Sensory and/or physical needs		
Communication and interaction		
Cognition and learning		
Social, emotional and mental health difficulties		

## What the scores mean

- 0 Quality First Teaching – Universal services. Support expected from within existing resources.
- 1 Universal Services and/or SEN Support intervention. Needs met from within own and delegated resources.
- 2 SEN Support needs met from own and/or delegated resources and Ordinarily Available Provision, with support from outside agencies.
- 3 Additional needs identify longer-term support required to ensure child is able to fully access learning. Education, Health, and Care Assessment may be appropriate. Needs may be beyond school's own and delegated resources. Alternative provision may be considered. Support identified through an EHCP may be required for pupil to fully access curriculum in mainstream or special school.
- 4 EHC Plan: Complex, long-term needs that would reasonably be met through an EHCP.

## Sensory and/or physical needs

Area of need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs score
<b>Physical</b> DfE area of need: PD Record on ISP slide: Physical Health and/or Medical	No needs in this area; physical development and general health within normal levels.	Shows mild difficulties with fine and/or gross coordination skills.  Independently mobile without the use of aids, etc., but requires assistance for some specific routines or selfcare skills.	Needs regular help or requires adjustments to be made to learning environment to support fine and/or gross motor skills. Limited independence.  Needs assistance on stairs, etc. Not capable of running and jumping. Can sit on their own or require at most limited external support.  Mobile with the use of walking aids.  Needs daily adult support with self-care.	Needs continuous help with fine and/or gross motor skills. Even with adaptations to the learning environment limited participation.  Needs access to wheelchair for movement either independent with chair or adult supported. Can sit when supported.  Requires constant adult supervision to ensure health and safety.	Pupil can at best participate with a simple movement in specific situations. Severe limitations in head and trunk control and require extensive assisted technology and physical assistance.	
<b>Hearing</b> DfE area of need: HI Record on ISP slide: Sensory Needs	Hearing within normal limits.	Mild hearing loss (e.g., conductive or unilateral hearing loss). Can hear voice without amplification.	Moderate hearing loss, uses post-aural aids, could be using non-verbal cues for communication.	Severe hearing loss needs aids e.g., radio aids or sound filed systems for curriculum access.  May use signing as aid to communication.	Profound or subtotal hearing loss.  May have a Cochlear Implant.  May use signing which could be first language.	

## Sensory and/or physical needs (continued)

Area of need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs score
DfE area of need: (MSI)	Significant HI and VI needs should be recorded as MSI.					
<b>Vision</b> DfE area of need: VI Record on ISP slide: Sensory Needs	Vision within normal range, including when corrected by glasses visual acuity 6/6-6/12.	Mild impairment. Mild bilateral field loss or adapted to monocular vision. Navigates safely. Wears patch during the school day. Colour blind. Poor use of functional vision skills such as discrimination, scanning and general visual processing of learning.	Needs enlarged print with some modifications and adaptation of visual material with functional vision within partial sight range. Moderate bilateral field loss. Has safe navigable vision in familiar areas.	Needs enlarged print with modifications and adaptation of visual material with functional vision at the lower end of partial sight or severe sight impaired. Has limited navigable vision in unfamiliar areas.	Minimal or no sight uses braille or ICT to access the curriculum. Needs adult support for safe navigation.	

## Sensory and/or physical needs (continued)

Area of need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs score
<p><b>Sensory Reactivity</b></p> <p>DfE area of need: not applicable</p> <p>Record on ISP slide: Sensory needs and/or Sensory Reactivity</p>	<p>Is able to interact and respond without interfering with normal functioning.</p> <p>Able to self-regulate their sensory needs.</p>	<p>Some adverse responses to particular stimuli e.g. certain foods, clothing, loud noises etc.</p> <p>Some sensory seeking or avoiding behaviour that affects routine e.g., around eating, light, movement.</p> <p>Needs generally met within school through minor changes to environment or activity.</p>	<p>Specific difficulties with attention requiring identified supports e.g., fiddle toys, ear defenders, wobble cushions.</p> <p>Adult support required to maintain sensory needs e.g. sensory breaks, sensory integration type strategies.</p> <p>Sensory reactivity impedes learning which can be managed through environment or task adjustments e.g. messy play, dinner hall, uniform adjustments etc.</p>	<p>Significant adverse responses to sensory inputs which impact on learning and accessing routine despite change to the environment or activity.</p> <p>Needs require specialist input to develop targeted provision e.g., individualised sensory circuits, work bay.</p>	<p>Adverse reactions to sensory stimuli have a significant impact on their daily routine e.g., unable to brush teeth, bath, eating.</p> <p>Extreme adverse response to avoiding or accessing particular sensory stimuli e.g., inconsolable when faced with certain stimuli, puts self in danger attempting to access stimuli.</p> <p>Needs require specialist input from trained professionals and external agencies to meet daily need.</p>	

## Communication and interaction

Area of need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs score
<b>Speech and Language</b> DfE area of need: SLCN Record on ISP slide: Speech, Language and Communication Needs	Language and communication skills within expected range or mild functional difficulties with communication.	Language disorder mainly affecting functional expressive skills or speech sound delay or disorder with a mild or moderate functional impact on intelligibility.  Impacts on functional communication with unfamiliar adults and other children. Requires some additional support by teaching staff.	Language disorder with a severe functional impact on communication or a speech sound delay or disorder with a severe functional impact on intelligibility.  Impacts on functional communication or ability to have needs recognised, requires frequent additional support by teaching staff.	Language disorder with a severe functional impact on communication or a speech sound delay or disorder with a severe functional impact on intelligibility.  Impacts on functional communication or ability to have needs recognised, requires frequent additional support by teaching staff and may require intervention from a speech and language therapist.	Severely limited language skills, uses alternative communication systems to make needs or choices known.	
<b>Interaction</b> Record on ISP slide: Interaction	See SEMH.					

The primary need of ASD should only be recorded following a diagnosis.

## Cognition and learning

Area of need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs score
<b>Cognitive Ability</b> DfE area of need: MLD, SLD, PMLD Record on ISP slide: Cognitive Abilities	Working broadly at age related expectations across the curriculum.	One to two years below ARE as shown by school-based assessment over time.  Responding to evidence-based interventions to support learning.  <b>WNL or MLD</b>	Working at one third of chronological age below age related expectations.  Making some progress with high levels of differentiation and targeted support based on external agency advice and assessment.  <b>MLD</b>	Limited progress in highly tailored interventions and individualised curriculum.  Working at 16-36-month level up to the end of year R.  Working within pre-key stage standards to year 1 during Key stage 1 and 2.  Working within pre-key stage standards up to year 3 by key stage 4.  <b>SLD</b>	Very limited progress in highly tailored individual interventions. Dependent on high ratio (1:2) adult support for all learning tasks even with an individualised developmental curriculum.  Working at 0-16 months up to the end of year R.  Working within pre-key stage standards or up to year 1 between 2-19 years of age.  <b>SLD or PMLD</b>	



## Cognition and learning (continued)

Area of need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs score
<b>Specific Learning Difficulties</b> DfE area of need: SpLD Record on ISP slide: Specific Learning Difficulties	Working broadly within age related expectations for reading writing and numeracy.	Pupil may have developed a strategy for reading e.g: phonics or sight or vocabulary but is not achieving expected rate of progress despite quality first teaching and some targeted differentiation.  Difficulties cannot be accounted for by EAL, speech and language needs, or a medical need or condition including SEMH.	Difficulties accessing written material or recording ideas and/or difficulties in understanding in relation to early number concepts despite long term evidence-based interventions and guidance from external professionals.	Difficulties with reading, spelling, and writing and/or in relation to early number concepts despite long term evidence-based interventions.  Consistently and significantly below age related expectations throughout educational history.  Inability to access the curriculum without a significant level of differentiation and targeted individualised support.  On-going support from external agencies over time.	Persistent and profound difficulties accessing written materials or recording work and/or difficulties in understanding in relation to early number concepts ideas despite long term evidence-based interventions by the end of key stage 2.  Totally reliant on alternative ways of accessing print and recording work.	

All PMLD are likely to be level 4, but not all level 4 will be PMLD.

To be coded as PMLD a child is likely to score 4 in a number of areas.

All SLD are likely to be level 3, but not all level 3 will be SLD.

All MLD are likely to be level 2, but not all level 2 will be MLD.

## Social, emotional and mental health difficulties

Area of need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs score
<b>Social &amp; Emotional</b> DfE area of need: SEMH Record on ISP slide: Learning Behaviour and/or Interaction	<p>Is able to recognise and understand own emotions, preferences, strengths, and weaknesses.</p> <p>Is able to manage and regulate own emotions.</p> <p>Engages with, attends, and is motivated to explore and learn.</p> <p>Responds to adult instructions and boundaries.</p> <p>Is able to 'read' and understand others' emotions and behaviour.</p> <p>Interacts socially with familiar people.</p> <p>Is able to make and sustain relationships with peers and adults.</p>	<p>Some difficulties understanding and regulating own emotions which leads to some difficulties expressing these appropriately difficult behaviours.</p> <p>Impulsive behaviour and inconsistency when responding to boundaries and adult direction.</p> <p>Occasionally disruptive.</p> <p>Sometimes lacks curiosity and interest in the environment and is unmotivated to explore and learn.</p>	<p>Difficulties understanding and managing emotions which leads to frequent difficult or challenging behaviour.</p> <p>Can be frequently disruptive.</p> <p>Occasionally physically or verbally aggressive.</p> <p>Often lacks curiosity and interest in the environment and is unmotivated to explore and learn.</p> <p>Fairly often distracted from task.</p> <p>Difficulties making and sustaining friendships.</p> <p>Difficulties managing and repairing conflict situations with others.</p>	<p>Significant difficulties managing emotions and behaviours which leads to frequent difficult or challenging behaviour.</p> <p>Disruptive frequently and on daily basis.</p> <p>Regularly shows physical or verbally aggressive and intimidating behaviour to peers and adults.</p> <p>Highly resistant to interventions or adult support.</p> <p>Shows little interest in their surroundings or schools work and when learning new skills. Rarely leads own exploration and play.</p>	<p>Has a history of social and emotional needs over time that is impacting significantly on all aspects of learning.</p> <p>Frequent disruptive and aggressive behaviour directed towards peers and adults.</p> <p>Highly uncooperative and very resistant to interventions and adult support. Shows no interest in their surroundings and when learning new skills. Never leads own exploration and play.</p> <p>Unable to form relationships and very minimal social interaction skills, play and imagination skills.</p>	

## Social, emotional and mental health difficulties (continued)

Area of need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs score
<p>Continued from previous page:</p> <p><b>Social &amp; Emotional</b></p> <p>DfE area of need: SEMH</p> <p>Record on ISP slide: Learning Behaviour and/or Interaction</p>	(See previous page)	<p>Some difficulties making and sustaining friendships.</p> <p>(e.g. shows some inappropriate responses in social situations and/or some difficulties in interacting with peers).</p>	<p>Difficulties in engaging consistently in two-way reciprocal social interaction in a variety of settings.</p> <p>Finds group learning situations in a variety of situations difficult.</p>	<p>Significant difficulties making and sustaining friendships, frequently in conflict with adults and peers.</p> <p>Finds it very difficult to cope with most learning situations as an individual or as part of a group.</p>	(See previous page)	
<p><b>Interaction</b></p> <p>Record on ISP slide: Interaction</p>	<p>Is able to interact socially with familiar people.</p> <p>Able to initiate and make requests using verbal and nonverbal means.</p> <p>Play skills appropriate to age and/or developmental level.</p>	<p>Some difficulties with forming relationships and social interaction skills, play and imagination skills and behaviours e.g., shows some inappropriate responses in social situations and/or some difficulties in interacting with peers.</p>	<p>Difficulty coping with changes in routine or environment.</p> <p>Unable to initiate interactions.</p> <p>Unable to engage consistently in two-way reciprocal social interaction in a variety of settings.</p> <p>Shows extreme responses when experiencing changes in routine or transition.</p>	<p>Significant difficulties with forming relationships and social interaction skills, play and imagination skills and behaviours.</p> <p>Extreme difficulty coping with changes in routine or environment.</p> <p>Unusual repetitive motor mannerisms seen frequently in a variety of situations.</p>	<p>Unable to form or maintain relationships and very minimal social interaction skills, play and imagination skills.</p>	

## Social, emotional and mental health difficulties (continued)

Area of need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs score
<b>Mental Health</b> DfE area of need: SEMH Record on ISP slide: Mental Health	Forms healthy emotional attachments and relationships with peers and adults. Enjoys and is happy in school.	Some difficulty forming healthy emotional attachments. Lacks self-confidence and self-esteem. Anxious. Lacking energy or feeling tired. Irrational fears. Negative thinking.	Persistent difficulty in forming healthy emotional attachments. Difficulty in regulating emotions (e.g., displays extreme emotion to mild triggers). Difficulty in regulating emotions including self-harming and self-stimulation. Suicidal thoughts.	Severely withdrawn, obsessional, unusual (e.g., sexualised) behaviour. Finds it very difficult to cope with most situations as an individual or as part of a group. Shows very little motivation towards schoolwork at all. Threats of suicide.	Shows significant stress in daily situations. Chronic Fatigue. Severe self-harm. Has acted upon suicidal thoughts requiring medical attention.	

## Glossary

### Cognition and learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) – where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication – through to profound and multiple learning difficulties (PMLD). Children with PMLD are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. This range of needs also includes specific learning difficulties (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. This area includes those children and young people with Autism who also are likely to have difficulties with social interaction, and with language, communication and imagination, which can impact on how they relate to others.

### DfE

The Department for Education is responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.

### EAL

English as an additional language – used to describe the teaching of English where it is not a person's first language.

### Education, Health and Care Needs Assessment (EHCNA)

A process of assessment referred to as an education, health and care needs assessment carried out by the Local Authority for a child or young person 0-25. An EHC needs assessment is a detailed look at a child's special educational needs (SEN) and the support they may need in order to learn.

### Education, Health, and Care Plan (EHCP)

An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

### ISP

Individual Support Plan – If a child is identified as having a learning difficulty or disability an Individual Support Plan (ISP) will be instigated. The ISP is a document that supports the child by involving parents, teacher and the child in generating step targets, to achieve personal learning goals.

### School SEN Support

A category for young people who need extra specialist support but not an EHC plan. This may take the form of additional support from within the school or require the involvement of specialist staff or support services. The purpose of SEN support is to help children achieve the outcomes or learning objectives that have been set for them by the school.

## **Glossary (continued)**

### **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 in a mainstream setting. This includes pupils with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) who are likely to require specialist support and/or equipment to access their learning or support. It also includes those with a severe physical disability (PD).

### **Social, emotional, and mental health difficulties (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.

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