

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 comparative level of need. 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 you have evidence that 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.
- 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
Physical 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.	

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>Hearing</p> <p>DfE area of need: HI</p> <p>Record on ISP slide: Sensory Needs</p>	<p>Hearing assessed within normal limits (10-25dB).</p>	<p>Mild hearing loss: unaided threshold (21-40dB).</p> <p>May use hearing aids and assistive listening devices (ALD).</p> <p>Difficulties more noticeable with background noise.</p>	<p>Moderate hearing loss unaided threshold (41-70dB).</p> <p>Needs to use learned skills independently.</p> <p>May use hearing aids or cochlear implants and ALD Technology.</p> <p>May have speech and language delay/gaps in vocabulary. May need encouragement to engage/access social interactions.</p>	<p>Severe hearing loss unaided threshold (71-95dB). May also include some children with a moderate loss.</p> <p>Uses hearing aids or cochlear implants and ALD technology and may use additional visual communication.</p> <p>Access to speech is limited and considerable adaptation and/or modification is needed in all subject areas.</p>	<p>Profound hearing loss, unaided excess of 95dB. May also include some children with a severe loss.</p> <p>Uses hearing aids or cochlear implants and ALD technology. May use visual communication.</p> <p>May also have complex learning difficulties or speech and language difficulties/delay associated with HI or as a result of additional needs.</p>	

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)*	Does not meet the minimum threshold for classification of multi-sensory impairment.	Mild multi-sensory loss. Dual impairment with a mild loss in both modalities.	Moderate multi-sensory loss. Dual impairment with a moderate loss in both or the most affected modality.	Severe multi-sensory loss. Dual impairment with a severe loss in both or the most affected modality.	Profound multi-sensory loss. Dual impairment with a profound loss in both or the most affected modality.	

*** In functional terms these children and young people may include those with:**

- Moderate to profound auditory and significant visual impairments.
- Moderate to profound auditory and significant visual impairments and other significant disabilities.
- Central processing difficulties of vision and hearing.
- Progressive sensory impairments.
- A significant visual impairment; and a possible loss of auditory processing mechanisms (associated with severe physical disability or severe cognitive disability) and severe communication delay.

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
Vision DfE area of need: VI Record on ISP slide: Sensory Needs*	Vision within normal visual acuity range 6/6-6/12 including when corrected by glasses.	Mild Vision loss: Visual Acuity with Best Possible Correction. Within range 6/12-6/18 Snellen (LogMAR 0.3-0.48). Functional visual impairment and/or field loss which impacts visual access to learning and environment. Near vision: materials N14-18. May use assistive technology to access learning with some adjustments made to curriculum delivery, visually presented information and some reformatting.	Moderate vision loss: Visual Acuity with Best Possible Correction. 6/19-6/36 Snellen (LogMAR 0.5-0.78). Meets the criteria for registration as sight impaired (SI). May have a distinct head position when concentrating on using functional vision. Near vision: materials N18-24. Uses assistive technology to access learning with additional adjustments/adaptations. Needed in some subject areas.	Severe vision loss: Visual Acuity with Best Possible Correction. 6/36-6/120 Snellen (LogMAR 0.8-1.3). Meets the criteria for registration as severe sight impaired (SSI). Considerable differentiation and some modification needed in some subject areas. Near vision: materials N24-36. Uses assistive technology to access learning with additional adjustments/adaptations. Needed in all subject areas.	Profound vision loss: Visual Acuity with Best Possible Correction. 6/120 Snellen (LogMAR 1.32+). Meets the criteria for registration as severe sight impaired (SSI). Complex learning difficulties other than that as a result of VI. Near vision: Can access small quantities of print larger than N36 with modification and adaptation of all curriculum materials. Uses assistive technology to access all learning. May need use of tactile representations to enable full access to learning.	

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
Continued from previous page: Vision DfE area of need: VI Record on ISP slide: Sensory Needs*	(See previous page)	Independently mobile in familiar and unfamiliar environments and requires no intervention.	Independently mobile in a familiar environment but may need some support to develop skills in unfamiliar environments.	Independently mobile but needs support to develop skills in both some familiar and unfamiliar environments.	Has multiple needs affecting the development of mobility/orientation skills.	

* A child or young person may have a mild reduction in visual acuity but be functioning within a different visual category due to an additional ophthalmic condition, e.g. nystagmus, visual field reduction, cerebral vision impairment (CVI), and/or additional learning difficulties.

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>Sensory Reactivity</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.</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
<p>Speech and Language</p> <p>DfE area of need: SLCN</p> <p>Record on ISP slide: Speech. Language and Communication Needs</p>	<p>Language and communication skills within expected range or mild functional difficulties with communication.</p>	<p>Language delay. Mild delays affecting a child's expressive or receptive language skills. Will benefit from a language rich environment and universal strategies. A child may still be developing their ability to use some speech sounds accurately, but this is within the typical range for their age group and they will benefit from universal strategies.</p>	<p>Delayed or mildly disordered language skills.</p> <p>May have difficulties with understanding and using vocabulary, sentence structure, retelling stories and events in the sequence and with the detail expected for their age and/or may present with difficulties using grammar in spoken language.</p> <p>May have difficulties understanding and processing spoken language, for example, following instructions and answering some questions. This is the case in all language spoken by the child or young person.</p> <p>Is however, able to express their needs and wants, make requests and reject using spoken language.</p> <p>Children may present with speech sound difficulties that are not typical for their age which would benefit from assessment and advice from a speech therapist.</p>	<p>Identified or suspected language disorder with a significant functional impact on communication. Or a speech delay or disorder with significant impact on intelligibility.</p> <p>May require intervention from a speech and language therapist.</p>	<p>Significantly, limited language skills, it may be necessary to explore alternative or augmented communication systems to make needs or choices known and communicate for other purposes.</p>	

Communication and interaction (continued)

Area of need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs score
Interaction Record on ISP slide: Interaction	See SEMH.					

The primary need of Autism 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
Cognitive Ability DfE area of need: MLD, SLD, PMLD Record on ISP slide: Cognitive Abilities	Working broadly at age related expectations across the curriculum.	Remaining not more than 1-2 years behind as shown by school-based assessment over time, with appropriate support and evidence based intervention in place.	Making some progress with high levels of differentiation and targeted support based on external agency advice and assessment.	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.	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.	

Cognition and learning (continued)

Area of need	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs score
<p>Specific Learning Difficulties</p> <p>DfE area of need: SpLD</p> <p>Record on ISP slide: Specific Learning Difficulties</p>	<p>Working broadly within age related expectations for reading writing and numeracy.</p>	<p>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.</p> <p>Difficulties cannot be accounted for by EAL, speech and language needs, or a medical need or condition including SEMH.</p>	<p>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.</p>	<p>Consistently and significantly below age related expectations throughout educational history.</p> <p>Inability to access the curriculum without a significant level of differentiation and targeted individualised support.</p> <p>On-going support from external agencies over time.</p>	<p>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.</p> <p>Totally reliant on alternative ways of accessing print and recording work.</p>	

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
<p>Social & Emotional</p> <p>DfE area of need: SEMH</p> <p>Record on ISP slide: Learning Behaviour and/or Interaction</p>	<p>Is able to understand and express a range of emotions in an appropriate age-related way.</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 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>Finds it hard to focus on the wider environment. Can be very focused on own activity, interest or areas of strength.</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>Presents with behaviours that may disrupt others.</p> <p>Regularly shows anxiety led behaviours attempting to exert control, which can hurt or cause fear in others.</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, wellbeing and general development.</p> <p>Frequent behaviours that may endanger self and others.</p> <p>Has found it very difficult to engage with support and interventions offered.</p> <p>Shows no interest in their surroundings and when learning new skills. Never leads own exploration and play.</p> <p>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>Social & Emotional</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>Interaction</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>Does not know how to initiate interaction appropriately and, or successfully.</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>	Very minimal social interaction skills, play and imagination skills.	

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
Mental Health 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. 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. 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 her or she 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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