

Areas of Special Educational Needs

In line with the SEN Code of Practice, we categorise SEN into one of 4 main areas, further detail regarding what each of these broad areas may cover is included in the table below. Please note that this is not an exhaustive list and that some children may have difficulties in more than one area.

Communication and Interaction (CI)	Cognition and Learning (CL)
Children may have a delay or disorder in one or more of the following areas: • Attention / Interaction skills: Children may have difficulties ignoring distractions; keeping attention, maintaining motivation in order to complete difficult tasks, maintaining attention in large group situations, interactions may not always be appropriate, they may struggle with maintaining peer relationships or difficulties maintaining or initiating a conversation. • Understanding / Receptive Language: Children may need visual support to understand or process spoken language; they may frequently mis-understand things, need things repeating or simplifying to help them to understand. • Speech / Expressive Language: Children may use simplified language and limited vocabulary; they may struggle to articulate their ideas; their speech may be immature or they may not yet have the grammar/phonological awareness to communicate accurately.	Children may have difficulties with the skills needed for effective learning such as use of: • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.
Social, Mental and Emotional Health (SMEH)	Sensory and/or Physical (S/P)
Children may have difficulties with social and emotional development which may lead to or stem from: • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image	Children may have difficulties interacting and moving in the space around them, this could present as: • Not liking a particular touch, smell or taste. • Not wanting to wear or touch certain items of clothing (itchy labels etc.) • Having difficulties holding small objects and controlling them, eg. pencils and paintbrushes. • Having difficulties moving their bodies, running, jumping, catching, hopping. • Having difficulties manipulating large objects such as balls, bats and bikes. • Have difficulties interpreting what their body is telling them or recognising their body in space.