

### Categories of Special Educational Need

#### Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or they do not understand or use social rules of communication.

Children with Autistic Spectrum Disorders, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others (*Code of Practice 6.28-6.29*)

#### Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs.

Specific learning difficulties (SpLD) affect 1 or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia (*Code of Practice 6.30-6.31*)

#### Social, emotional and mental health difficulties

Children 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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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 may have diagnosed disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorders (*Code of Practice 6.32*)

#### Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time and include vision impairment (VI) and hearing impairment (HI).

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers (*Code of Practice 6.34-6.35*)