

What does the term SEN/D Mean?

On 1st September 2014, new legislation came into effect for children and young people with special educational needs and disabilities [SEN/D]. The SEN/D Code of Practice: 0-25 years (DfE, July 2014) provides schools with statutory guidance to ensure that the right provision is provided for all pupils with SEN/D so that they succeed with their education and make a successful transition to adulthood.

How is SEN defined?

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

What are the different areas of Special Educational Needs and Disabilities?

The needs of a child with SEN/D will fall under one or more of these four areas, as outlined in the SEN/D Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical needs

([Link to 'a summary of different SEN areas of need' in resources for parents](#))

SEN is not ...

Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEN. Where there are concerns, the school will assess to determine if there are any causal factors. Slow progress or low attainment does not necessarily mean that a student has SEN and will not automatically lead to a student being recorded as having SEN. The majority of students' additional needs can be met in the classroom through quality first teaching.

Follow the link below to read more about local support for SEN/D in Worcestershire's Local Offer.

<https://worcestershirelocaloffer.org.uk/>