



### Special Educational Needs and Disabilities Department

## Special Educational Needs and Disabilities Register

#### xiii. A child or young person has SEN if:

- a) They have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- b) They have a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Therefore, for a student be on the SEND register they must require:

**Educational or training provision that is *additional to or different from* that made generally for other children or young people of the same age that is provided by the SEND Department.**

#### **To assess a child for the SEND Register:**

Informal evidence should be gathered to demonstrate this including:

- 1) The views of the pupil and their parents.
- 2) Two terms worth of assessments showing less than expected progress given their age and individual circumstances. For example, progress is significantly slower than that of their peers starting from the same baseline, fails to match or better the child's previous rate of progress, fails to close the attainment gap between the child and their peers, or widens the attainment gap.
- 3) Please bear in mind that persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.
- 4) Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.
- 5) Difficulties related solely to limitations in English as an additional language are not SEN.

*Information adapted from the SEND Code of Practice 2015.*

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