

Glossary of Special Educational Needs

SEND Code of Practice Broad Area of Need: Communication and Interaction		
Needs	Definition	Associated Difficulties
SLCN: Speech Language and Communication Needs	A wide range of difficulties related to all aspects of communication in children and young people. These can include difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say, and using language socially.	Dysfluency (Stammering): A speech disorder in which the flow of speech is disrupted by involuntary repetitions and prolongations of sounds, syllables or words, and involuntary silent pauses or blocks in the ability to produce sounds. Selective mutism a complex anxiety disorder characterised by a child's inability to speak and communicate effectively in certain social settings, such as school. These children can speak and communicate in settings where they are comfortable, secure, and relaxed.
ASD Autistic Spectrum Disorder (can be referred to as ASC – Autistic Spectrum Condition).	Autism is a lifelong developmental disability that affects how children and young people perceive the world and interact with others. Autistic children and young people see, hear and feel the world differently to other people. Autism is a spectrum condition. All autistic children and young people share certain difficulties but being autistic will affect them in different ways.	Asperger's Syndrome : Children and young people with Asperger's syndrome are of average or above average intelligence. They do not usually have the learning delays that many autistic people have, but they may have specific learning difficulties. Pathological Demand Avoidance (PDA) : Behaviour profile that is seen in some individuals on the autistic spectrum. Children and young people who present with this diagnostic profile are driven to avoid everyday demands and expectations to an extreme extent. This demand avoidant behaviour is rooted in an anxiety-based need to be in control.
SEND Code of Practice Broad Area of Need: Cognition and Learning		
MLD: Moderate Learning Difficulty	Children and young people with MLD will have a general level of academic attainment that is significantly below that of his /her peers. They are likely to have difficulties acquiring basic literacy and numeracy skills. They may have speech and language difficulties and/or poorly developed personal and social skills linked to their learning difficulties.	Down Syndrome or Trisomy 21 : A genetic condition that typically causes certain physical characteristics. All children and young people with Down's syndrome have some degree of learning disability and delayed development, but this varies widely between individual children. Children and young people with Down's syndrome may be slower to learn skills like sitting, standing, walking, and talking. They will develop these skills eventually, it just takes more time.
SLD: Severe Learning Difficulties	Children and young people with significant learning difficulties who will require a highly personalised package of support to participate in the school curriculum. They may have difficulties in mobility and coordination, communication and perception and acquisition of self-help skills.	Fragile X Syndrome : A genetic condition that results in learning disabilities. There are a wide range of characteristics associated with fragile X, but an individual person may only experience some of these.

	They may be reliant on signs and symbols to support communication and interaction.	As well as learning disabilities, common behavioural features include short attention span, distractibility, impulsiveness, restlessness, over activity and sensory problems. Girls with or without learning disabilities may show concentration problems and social, emotional and communication difficulties related to extreme shyness and anxiety in social situations. Many children and young people can show autistic like features, including: avoiding eye contact, anxiety in social situations, insistence on familiar routines and hand flapping or hand biting.
SPLD: Specific Learning Difficulties	Children and young people with SpLDs have a difference or difficulty with particular aspects of learning impacting on their ability to make academic progress. It is an umbrella term used to cover a range of co-occurring difficulties; dyslexia, dyspraxia, dyscalculia and attention deficit-hyperactivity disorder.	Dyslexia: A learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyscalculia: difficulty understanding maths concepts and symbols. Dyspraxia/Developmental Coordination Disorder: A common developmental disorder affecting fine and/or gross motor coordination. It may also affect speech. Attention Deficit (Hyperactivity) Disorder (ADHD/ADD): Impacts on child's and young person's behaviour and attention span. Children and young people can display inattention, restlessness, impulsivity, blurting out inappropriate comments or interrupt constantly.
PMLD: Profound and Multiple Learning Difficulty	Children and young people with complex learning needs. In addition to SLD, they will have other difficulties such as physical disabilities, sensory impairment or a severe medical condition. They will require a high level of adult support to meet learning needs and personal care. They are often non-verbal and may communicate using gesture, eye pointing, signing and symbols.	
SEND Code of Practice Broad Area of Need: Social, Emotional and Mental Health Difficulties		
SEMH: Social, emotional, and Mental Health	Children and young people may experience a range of social and emotional health difficulties which can lead to behaviours which can act as a barrier to learning and personal development. These behaviours may include becoming withdrawn and isolated or through challenging disruptive and aggressive actions. These presenting behaviours may be a response to underlying mental health issues such as anxiety and depression or eating disorders.	Attachment Disorder: A mental and emotional condition brought on by a failure to form an appropriate bond with primary carers in early childhood. Children and young people with attachment disorders often have trouble trusting others. It impacts on their mood, behaviour and social relationships often reflecting neglect and abuse experienced as a baby or young child.

SEND Code of Practice Broad Area of Need: Sensory or Physical		
PD Physical Disability	Disabilities that limit mobility. Among the causes are congenital conditions, accidents or injury. Some pupils with PD may also have sensory impairments and/or learning difficulties.	CP: Cerebral Palsy is a disorder that affects muscle tone, movement, and motor skills (the ability to move in a coordinated and purposeful way). CP usually is caused by brain damage that happens before or during a baby's birth, or during the first 3 to 5 years of a child's life. This brain damage also can lead to other health issues, including vision, hearing, and speech problems; and learning disabilities.
HI: Hearing Impairment	Children and young people with HI range from a mild hearing loss to those who are profoundly deaf and can cover the whole ability range.	
VI: Visual Impairment	Children and young people with VI range from those with a partial vision loss or who are completely blind and can cover the whole ability range.	
MSI: Multi-Sensory Impairment	Children and young people with MSI have combination of hearing and visual difficulties.	