

Appendix 2 - SEND Profile of Need

This document is designed to give a clearer understanding of an individual's needs. Each case is different, so use this only as a guidance profiling tool for the child/young person.

Please be aware that there is some overlap between some of the descriptors in Communication and Interaction and SEMH. If social and communication needs are because of SEMH and / or environmental factors, then these **should only be recorded and scored in the areas of SEMH.**

If social and communication needs are as a result of communication and interaction difficulties, then needs should be recorded in C and I and may also be recorded in SEMH if applicable.

The Needs Scores should be recorded against each area of need.

A summary of scores can be collated below. The highest score in each of the four broad areas will give a general indication of the level of provision that may be required.

Broad Area of need	Total Needs score in this area	Highest single score in this area	
			0 Quality First Teaching – Universal services. Support expected from within existing resources
Sensory and/or Physical			1 Universal Service /SEN Support intervention. Needs met from within own and delegated resources.
Cognition and learning			2 SEN Support needs met from own and /or delegated resources and Ordinarily Available Provision, with support from outside agencies.
Communication and Interaction			3 Additional needs identify longer-term support required to ensure child is able to fully access learning. Education, Health, and Care Assessment may be appropriate. Needs maybe beyond school's own and delegated resources. Alternative provision may be considered. Support identified through an EHCP may be required for pupil to fully access curriculum in mainstream or special school.
Social, Emotional and Mental Health			4 EHC Plan: Complex, long-term needs that would reasonably be met through an EHCP and may be placed in special school or setting.

Sensory and/or Physical

	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs Score
Physical DfE area of need: PD Record on ISP slide: Physical Health/ Medical	<p>No needs in this area; physical development and general health within normal levels.</p>	<p>Shows mild difficulties with fine and/or gross coordination skills.</p> <p>Independently mobile without the use of aids, etc., but requires assistance for some specific routines/selfcare skills.</p>	<p>Needs regular help or requires adjustments to be made to learning environment to support fine and/or gross motor skills. Limited independence.</p> <p>Needs assistance on stairs, etc. Not capable of running and jumping. Can sit on their own or require at most limited external support.</p> <p>Mobile with the use of walking aids.</p> <p>Needs daily adult support with self-care.</p>	<p>Needs continuous help with fine and/or gross motor skills. Even with adaptations to the learning environment limited participation.</p> <p>Needs access to wheelchair for movement either independent with chair or adult supported. Can sit when supported.</p> <p>Requires constant adult supervision to ensure health and safety.</p>	<p>Pupil can at best participate with a simple movement in specific situations.</p> <p>Severe limitations in head and trunk control and require extensive assisted technology and physical assistance.</p>	
Hearing DfE area of need: HI Record on ISP slide: Sensory Needs	<p>Hearing within normal limits.</p>	<p>Mild hearing loss (e.g., conductive or unilateral hearing loss).</p> <p>Can hear voice without amplification.</p>	<p>Moderate hearing loss, uses post-aural aids, could be using non-verbal cues for communication.</p>	<p>Severe hearing loss needs aids e.g., radio aids/ sound filed systems for curriculum access.</p> <p>May use signing as aid to communication.</p>	<p>Profound or subtotal hearing loss.</p> <p>May have a Cochlear Implant.</p> <p>May use signing which could be first language.</p>	
DfE area of need: (MSI)	<p>Significant HI and VI needs should be recorded as MSI.</p>					

Sensory and/or Physical

	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs Score
Vision DfE area of need: VI Record on ISP slide: Sensory Needs	<p>Vision within normal range, including when corrected by glasses visual acuity 6/6 – 6/12.</p>	<p>Mild impairment.</p> <p>Mild bilateral field loss or adapted to monocular vision.</p> <p>Navigates safely.</p> <p>Wears patch during the school day.</p> <p>Colour blind.</p> <p>Poor use of functional vision skills such as discrimination, scanning and general visual processing of learning.</p>	<p>Needs enlarged print with some modifications and adaptation of visual material with functional vision within partial sight range.</p> <p>Moderate bilateral field loss.</p> <p>Has safe navigable vision in familiar areas.</p>	<p>Needs enlarged print with modifications and adaptation of visual material with functional vision at the lower end of partial sight/ severe sight impaired.</p> <p>Has limited navigable vision in unfamiliar areas.</p>	<p>Minimal or no sight uses braille or ICT to access the curriculum.</p> <p>Needs adult support for safe navigation.</p>	
Sensory Reactivity DfE area of need: n/a Record on ISP slide: Sensory needs / Sensory Reactivity	<p>Is able to interact and respond without interfering with normal functioning.</p> <p>Able to self-regulate their sensory needs.</p>	<p>Some adverse responses to particular stimuli e.g. certain foods, clothing, loud noises etc.</p> <p>Some sensory seeking/avoiding behaviour that affects routine e.g., around eating, light, movement.</p> <p>Needs generally met within school through minor changes to environment/ activity.</p>	<p>Specific difficulties with attention requiring identified supports e.g., fiddle toys, ear defenders, wobble cushions.</p> <p>Adult support required to maintain sensory needs e.g. sensory breaks, sensory integration type strategies.</p> <p>Sensory reactivity impedes learning which can be managed through environment/task</p>	<p>Significant adverse responses to sensory inputs which impact on learning and accessing routine despite change to the environment/activity.</p> <p>Needs require specialist input to develop targeted provision e.g., individualised sensory circuits, work bay.</p>	<p>Adverse reactions to sensory stimuli have a significant impact on their daily routine e.g., unable to brush teeth, bath, eating.</p> <p>Extreme adverse response to avoiding/accessing particular sensory stimuli e.g., inconsolable when faced with certain stimuli, puts self in danger attempting to access stimuli.</p>	

Sensory and/or Physical

	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs Score
			adjustments e.g. messy play, dinner hall, uniform adjustments etc.		Needs require specialist input from trained professionals and external agencies to meet daily need.	

Communication and Interaction

	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs Score
Speech and Language DfE area of need: SLCN Record on ISP slide: Speech. Language and Communication Needs	Language & communication skills within expected range or mild functional difficulties with communication.	Language disorder mainly affecting functional expressive skills or speech sound delay/ disorder with a mild or moderate functional impact on intelligibility. Impacts on functional communication with unfamiliar adults and other children. Requires some additional support by teaching staff.	Language disorder with a severe functional impact on communication or a speech sound delay/disorder with a severe functional impact on intelligibility. Impacts on functional communication / ability to have needs recognised, requires frequent additional support by teaching staff.	Language disorder with a severe functional impact on communication or a speech sound delay/disorder with a severe functional impact on intelligibility. Impacts on functional communication / ability to have needs recognised, requires frequent additional support by teaching staff and may require intervention from a speech and language therapist.	Severely limited language skills, uses alternative communication systems to make needs/choices known.	
Interaction Record on ISP slide: Interaction	See SEMH.					

The primary need of ASD should only be recorded following a diagnosis

Cognition and Learning

	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs Score
Cognitive Ability DfE area of need: MLD, SLD, PMLD Record on ISP slide: Cognitive Abilities	<p>Working broadly at age related expectations across the curriculum.</p>	<p>One to two years below ARE as shown by school-based assessment over time.</p> <p>Responding to evidence-based interventions to support learning.</p>	<p>Working at one third of chronological age below age related expectations.</p> <p>Making some progress with high levels of differentiation and targeted support based on external agency advice and assessment.</p>	<p>Limited progress in highly tailored interventions. and individualised curriculum.</p> <p>Working at 16 – 36-month level up to the end of year R.</p> <p>Working within pre-key stage standards to year 1 during Key stage 1 and 2.</p> <p>Working within pre-key stage standards up to year 3 by key stage 4.</p>	<p>Very limited progress in highly tailored individual interventions. Dependent on high ratio (1:2) adult support for all learning tasks even with an individualised developmental curriculum.</p> <p>Working at 0 – 16 months up to the end of year R.</p> <p>Working within pre-key stage standards or up to year 1 between 2 – 19 years of age.</p>	
		WNL/MLD	MLD	SLD	SLD/PMLD	

Cognition and Learning

	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs Score
<p>Specific Learning Difficulties</p> <p>DfE area of need: SpLD</p> <p>Record on ISP slide: Specific Learning Difficulties</p>	<p>Working broadly within age related expectations for reading writing and numeracy.</p>	<p>Pupil may have developed a strategy for reading e.g.: phonics or sight or vocabulary but is not achieving expected rate of progress despite quality first teaching and some targeted differentiation.</p> <p>Difficulties cannot be accounted for by EAL, speech and language needs, or a medical need or condition including SEMH.</p>	<p>Difficulties accessing written material or recording ideas and/or difficulties in understanding in relation to early number concepts despite long term evidence-based interventions and guidance from external professionals.</p>	<p>Difficulties with reading, spelling, and writing and/or in relation to early number concepts despite long term evidence-based interventions .</p> <p>Consistently and significantly below age related expectations Throughout educational history.</p> <p>Inability to access the curriculum without a significant level of differentiation and targeted individualised support.</p> <p>On-going support from external agencies over time.</p>	<p>Persistent and profound difficulties accessing written materials or recording work and/or difficulties in understanding in relation to early number concepts ideas despite long term evidence-based interventions by the end of key stage 2.</p> <p>Totally reliant on alternative ways of accessing print and recording work .</p>	

All PMLD are likely to be level 4, but not all level 4 will be PMLD. To be coded as PMLD a child is likely to score 4 in a number of areas. All SLD are likely to be level 3, but not all level 3 will be SLD.

All MLD are likely to be level 2, but not all level 2 will be MLD.

Social Emotional and Mental Health

	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs Score
<p>Social & Emotional</p> <p>DfE area of need: SEMH</p> <p>Record on ISP slide: Learning Behaviour and / or Interaction</p>	<p>Is able to recognise and understand own emotions, preferences, strengths, and weaknesses.</p> <p>Is able to manage and regulate own emotions.</p> <p>Engages with, attends, and is motivated to explore and learn.</p> <p>Responds to adult instructions and boundaries.</p> <p>Is able to 'read' and understand others' emotions and behaviour.</p> <p>Interacts socially with familiar people.</p> <p>Is able to make and sustain relationships with peers/ adults.</p>	<p>Some difficulties understanding and regulating own emotions which leads to some difficulties expressing these appropriately difficult behaviours.</p> <p>Impulsive behaviour and inconsistency when responding to boundaries and adult direction. Occasionally disruptive.</p> <p>Sometimes lacks curiosity and interest in the environment and is unmotivated to explore and learn.</p> <p>Some difficulties making and sustaining friendships. (e.g. shows some inappropriate responses in social situations and/ or some difficulties in interacting with peers).</p>	<p>Difficulties understanding and managing emotions which leads to frequent difficult/challenging behaviour.</p> <p>Can be frequently disruptive.</p> <p>Occasionally physically/ verbally aggressive.</p> <p>Often lacks curiosity and interest in the environment and is unmotivated to explore and learn.</p> <p>Fairly often distracted from task.</p> <p>Difficulties making and sustaining friendships.</p> <p>Difficulties managing and repairing conflict situations with others.</p> <p>Difficulties in engaging consistently in two-way reciprocal social interaction in a variety of settings.</p>	<p>Significant difficulties managing emotions and behaviours which leads to frequent difficult/ challenging behaviour.</p> <p>Disruptive frequently and on daily basis.</p> <p>Regularly shows physical/ verbally aggressive & intimidating behaviour to peers & adults.</p> <p>Highly resistant to interventions/ adult support.</p> <p>Shows little interest in their surroundings or schools work and when learning new skills. Rarely leads own exploration and play.</p> <p>Significant difficulties making and sustaining friendships, frequently in conflict</p>	<p>Has a history of social and emotional needs over time that is impacting significantly on all aspects of learning.</p> <p>Frequent disruptive and aggressive behaviour directed towards peers and adults.</p> <p>Highly uncooperative and very resistant to interventions and adult support. Shows no interest in their surroundings and when learning new skills. Never leads own exploration and play.</p> <p>Unable to form relationships and very minimal social interaction skills, play and imagination skills.</p>	

Social Emotional and Mental Health

	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs Score
			Finds group learning situations in a variety of situations difficult.	with adults and peers. Finds it very difficult to cope with most learning situations as an individual or as part of a group.		
Interaction Record on ISP slide: Interaction	Is able to interact socially with familiar people. Able to initiate and make requests using verbal and nonverbal means. Play skills appropriate to age and/or developmental level.	Some difficulties with forming relationships and social interaction skills, play and imagination skills and behaviours e.g., shows some inappropriate responses in social situations and/ or some difficulties in interacting with peers.	Difficulty coping with changes in routine/ environment. Unable to initiate interactions. Unable to engage consistently in two-way reciprocal social interaction in a variety of settings. Shows extreme responses when experiencing changes in routine/transition.	Significant difficulties with forming relationships and social interaction skills, play and imagination skills and behaviours. Extreme difficulty coping with changes in routine/ environment. Unusual repetitive motor mannerisms seen frequently in a variety of situations.	Unable to form/maintain relationships and very minimal social interaction skills, play and imagination skills.	
Mental Health DfE area of need: SEMH Record on ISP slide: Mental Health	Forms healthy emotional attachments and relationships with peers and adults. Enjoys and is happy in school.	Some difficulty forming healthy emotional attachments. Lacks self-confidence and self-esteem. Anxious. Lacking energy / feeling tired.	Persistent difficulty in forming healthy emotional attachments. Difficulty in regulating emotions (e.g., displays extreme emotion to mild triggers).	Severely withdrawn, obsessional, unusual (e.g., sexualised) behaviour. Finds it very difficult to cope with most situations as an	Shows significant stress in daily situations. Chronic Fatigue. Severe self-harm. Has acted upon suicidal thoughts requiring medical attention.	

Social Emotional and Mental Health

	Needs profile 0	Needs profile 1	Needs profile 2	Needs profile 3	Needs profile 4	Needs Score
		Irrational fears. Negative thinking.	Difficulty in regulating emotions including self-harming and self-stimulation. Suicidal thoughts.	individual or as part of a group. Shows very little motivation towards schoolwork at all. Threats of suicide.		