



<b>LIKELIHOOD THAT NEEDS CAN BE MET</b> <b>AREA OF DIFFICULTY</b>	<b>LIKELY</b>	<b>UNCERTAIN/VARIABLE</b>	<b>UNLIKELY</b>
<b>Autism Spectrum Difficulty</b>	Level of additional need is low. General adaptations for ASD are effective	Has great difficulty dealing with change Has a high level of social interaction difficulties	Responds very negatively to change Requires specialist ASD provision Has associated significant learning difficulties
<b>Mental health difficulties</b>	Requires general support for anxiety	Requires regular support from a child and adolescent psychiatrist Self harming behaviour Frequent absences as a result of difficulties	Requires inpatient treatment Frequent self harming
<b>Behaviour, including Attention Deficit Hyperactivity Disorder (ADHD)</b>	Normal range of misbehaviour that is amenable to sanctions and incentives. Variable degrees of disruption to class in school.	Behaviour that is persistent, challenging and possibly linked to an underlying developmental condition, but amenable to ongoing strategies. Persistent disruption of classes, requiring flexibility of approach and high levels of adult support.	Persistent disruption that cannot be contained in a normal sized classroom with extra adult support and frequent physical restraint. Problems of safe physical containment when safety of other pupils or staff is an issue
<b>General learning difficulties</b>	Moderate developmental delay (Moderate Learning Difficulty, MLD) but otherwise socially well adjusted and integrated with peer-group. Child accepts and responds to adult help.	Learning difficulty compounded by difficulties of social adjustment or behaviour. Variable attitude towards adult help.	Complex combinations of learning and adjustment difficulties, Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulties (PMLD). Above plus resistant or negative attitude towards adult
<b>Vision</b>	Mild to moderate visual impairment where training and equipment requirements are straightforward.	Moderate visual impairment with additional complications that require regular specialist support.	Registered Partially Sighted Registered Blind



**Hearing**

Mild to moderate hearing loss, where practical implications are straightforward.

Moderate hearing loss with additional complications (e.g. impaired language, difficulties of social adjustment). Specialist equipment, signing required. (e.g. Makaton)

Registered Hearing Impaired.  
Registered Deaf.  
Full signing system required (e.g. British Sign Language)

**Specific Learning Difficulty**

Most cases of Dyslexia, Dyscalculia and Dyspraxia.

Children who require additional specialist support (e.g. occupational therapy). Additional complications

Children with long-standing difficulties that are severe and little or no progress has been made, despite intensive input.

**Mobility and Self-Help**

Able to attend to most but not necessarily all personal mobility and self-help requirements with the assistance of an adult. Able to use standard facilities.

Requires services (e.g. occupational therapy, physiotherapy), or facilities (e.g. disabled toilet, specialist seating supports, wheelchair access). Possible access to services or facilities through host country. Identified need to buy in advice or training support. Regular requirement for intimate care support.

Requires full multi-disciplinary team, and access to services or facilities that would only be required by a relatively small number of children/adults and not readily accessible through host country. Low incidence requirements for high cost, high maintenance equipment. Examples: Specialist ICT peripherals and/or software. Orthopaedic supports and mobility aids.

**Social Communication Disorders (including Autism Spectrum Difficulties)**

Children able to cope with changes of school, but socially vulnerable due to lack of social awareness, and low social communication skills. Examples: Mild Autism Spectrum Difficulties, Asperger Syndrome, where behavioural adaptation is relatively successful.

Children beginning to show signs that they find it difficult to cope with repeated moves, and adjust to new contexts. Children with Autistic Spectrum Disorder (ASD) that require regular access to specialist services. Evidence of unsettled behaviour or other complications starting to emerge.

Children who show significant levels of distress at any changes in their routine. Confirmed ASD with additional complications including learning difficulties or maladaptive behaviour. This may include stereotyping, and evidence of self harm.



Service Children's Education

SCE SEN Policy Annex A