

## Unpacking SEND Pupil Profiles

The four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

**SEND Code of Practice: 0 to 25 years (2015) p97**

- Communication and Interaction (**C & I**)
- Cognition and Learning (**C & L**)
- Social, emotional and mental health difficulties (**SEMH**)
- Sensory and/or physical needs (**S&P**)

Use the Venn diagram below to plot the needs of individual pupils. Are there any overlaps?

