

### Response to FOI request

**Please provide numbers of children with Special Educational Needs (SEN) in Jersey, broken down by age group if possible.**

The information requested is provided in the following table. Due to small numbers of children in some categories of SEN we have presented the data for each Key Stage (see definitions below) and where necessary aggregated data so that children are not identifiable. Where the number of children in a category is below 10 and cannot be aggregated, an 'X' is used to mark this. The data are based on statistical returns provided to the Education department by each school or college in the Autumn term of 2014. Please note that no returns were received from Alternative Curriculum and Mont a L'abbe Secondary School in Autumn 2014. Definitions of each area of need are provided in the pages following the table.

Each Key Stage is defined as follows:

- Foundation Stage (age 3-5): Nursery and Reception
- Key Stage 1 (age 5-7): School years 1-2 (primary school)
- Key Stage 2 (age 7-11): School years 3-6 (primary school)
- Key Stage 3 (age 11-14): School years 7-9 (secondary school)
- Key Stage 4 (age 14-16): School years 10-11 (secondary school)
- Key Stage 5 (age 16-18): School years 12-13 (Sixth form/college)

**Number of children in each category of SEN by Key Stage (Autumn term 2014)**

Area of Need	Description	Key Stage (KS)		
		Foundation Stage & KS 1+2	KS 3+4	KS5
Cognition and Learning	Specific Learning Difficulty	261	281	70
	Moderate Learning Difficulty	102	40	11
	Severe Learning Difficulty	65	X	X
	Profound and Multiple Learning Difficulty	11	X	X
Behaviour, Emotional and Social Development Needs	Social and Behavioural Difficulty	131	80	16
	Social and Emotional Behaviour Difficulty	122	162	46
Communication and Interaction Needs	Speech, Language and Communication Needs	313	23	X
	Autistic Spectrum Disorder	49	24	20
Sensory and/or Physical Needs	Visual Impairment	11	X	X
	Hearing Impairment	16	13	X
	Physical Disability and Medical Condition	80	40	17

### **Specific Learning Difficulty (SpLD)**

‘Specific learning difficulties’ is an umbrella term which indicates that pupils display differences across their learning. Pupils with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with short-term memory, with organisational skills and with co-ordination. Specific learning difficulties include:

- Dyslexia: Dyslexia is a continuum of difficulties in learning to read, write or spell, which persist despite appropriate learning opportunities. These difficulties are not typical of performance in most other cognitive and academic areas. A pupil in spite of adequate teaching and learning opportunities does not acquire literacy skills, such as reading and spelling.
- Dyscalculia: Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Their difficulties are not typical of their performance in most other cognitive and academic areas.
- Dyspraxia/Developmental co-ordination disorder: Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position.

### **Moderate Learning Difficulty (MLD)**

Pupils with moderate learning difficulties will have cognitive ability and/or attainment level significantly below expected levels in all or most areas of the curriculum, despite appropriate interventions. Pupils with MLD have a global difficulty with learning and have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. Pupils included in this category are likely to have a history of delayed development in reaching age-expected milestones and a widening gap of age-related attainment levels in comparison with their peers.

### **Severe Learning Difficulty (SLD)**

Pupils with severe learning difficulties have very significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills.

### **Profound and Multiple Learning Difficulty (PMLD)**

Pupils with profound and multiple learning difficulties have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a multi-sensory or sensory impairment. Pupils require a high level of adult support, both for their learning needs and also for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language.

### **Social and Behavioural Difficulty**

Pupils with Behavioural, Emotional and Social Difficulties (BESD) cover the full range of ability and continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum. Pupils may be disruptive and disturbing, hyperactive and lack concentration, have immature social skills or present challenging behaviours. Pupils included in this category are likely to have conduct disorders such as oppositional defiant disorder (ODD), hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), and syndromes such as Tourette's.

### **Social and Emotional Difficulty**

Pupils with Behavioural, Emotional and Social Difficulties (BESD) cover the full range of ability and continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum. Pupils may be withdrawn, quiet and find it difficult to communicate. They may display signs of low esteem, under achievement and inappropriate social interaction, but without outwardly challenging behavioural outbursts. Pupils included in this category are likely to have mental health difficulties or emotional disorders, such as depression and eating disorders.

### **Speech, Language and Communication Needs (SLCN)**

Pupils with speech, language and communication needs cover the whole ability range. Pupils with SLCN may have difficulty in understanding and/or making others understand information conveyed through spoken language. Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible. Pupils with language impairments find it hard to understand and/or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say.

### **Autistic Spectrum Disorder (ASD)**

Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils with ASD may also have learning disabilities or other difficulties, making identification difficult. Pupils with autism find it difficult to:

- understand and use non-verbal and verbal communication
- understand social behaviour - which affects their ability to interact with children and adults
- think and behave flexibly - which may be shown in restricted, obsessional or repetitive activities

Pupils with Asperger syndrome are included in this category. These pupils share the same impairments but have higher intellectual abilities although their language development is different from the majority of pupils with autism. Pupils included in this category are likely to have social communication difficulties through to ASD/Asperger syndrome.

### **Visual Impairment**

Visual impairment refers to a range of difficulties from partial sight through to blindness. Pupils with visual impairments cover the whole ability range. For educational purposes, a pupil is considered to be Visually Impaired if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum. Pupils included in this category are likely to have a visual acuity which ranges from <math><6/18</math> to <math>>3/60</math>. Pupils are not included in this category if they have monocular vision where sight in the good eye is within normal limits and stable, squints, poor tracking skills, mild colour deficiency, visual perceptual difficulties or lack of binocular vision.

### **Hearing Impairment**

Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum. Pupils included in this category are likely to have a hearing loss of 20-40 decibels (mild) through to a hearing loss of 71 to 95+ decibels (profound). Pupils are not included in this category if they have a temporary type of deafness, for example glue ear.

### **Physical Disability and Medical Condition**

There is a wide range of physical disabilities and medical conditions covering the full ability range. A physical disability or medical diagnosis does not necessarily mean that the pupil has SEN. Some pupils are able to access the curriculum and learn effectively without additional educational provision. For others, the impact of their disability/ condition may be severe. Pupils included in this category are likely to have a physical disability (for example, cerebral palsy, spina bifida, muscular dystrophy), a significant accidental injury, or a medical condition (for example, epilepsy, asthma, diabetes, anaphylaxis and Down's syndrome).