

Further education and post-16 student Special educational needs and disabilities (SEND) descriptors

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- [Post 16 - High needs funding guidance \(PDF 204KB\)](#)

Student Profile Physical Skills

PHYSICAL SKILLS			
Programme Funding – Element 1	Additional Needs - Element 2	Complex Needs - Element 3	Severe Needs - Exceptional
General physical skills, self help and access to the learning environment			
<p>The student is physically well and moves around college independently.</p> <p>The student is able to access activities on offer independently (in line with broad age expectations).</p> <p>The student is able to move around and function independently.</p> <p>The student's self help skills are thought to be in line with their peer group.</p>	<p>The student has a diagnosed medical condition that impacts on their physical skills.</p> <p>The student has on-going minor health problems, linked to difficulties with physical skills.</p> <p>The student has some difficulties with balance and/or difficulties with their co-ordination skills.</p> <p>The student's physical difficulties affect the development of their self-help/care skills.</p> <p>The student sometimes needs prompts to remind them to carry out independent activities/self-help skills.</p>	<p>Learning and access to the curriculum is regularly affected by the student's general health difficulties and medical appointments.</p> <p>The student takes medication, which has an effect on curriculum access or other activities.</p> <p>The student needs adult support to access the college environment. For example, using equipment or needing support in order to fully access the college environment or activities on offer.</p> <p>The student uses supportive seating and/ or aids to help them to move about the classroom and college.</p> <p>The student may require additional support to move from one lesson to another and with their self-care needs.</p> <p>The student requires the environment and/or facilities to be adapted to suit their needs e.g. ramps, lifts, accessible bathroom facilities.</p>	<p>The student's physical difficulties/ condition greatly affect their access to learning and college environment.</p> <p>The student may need to attend medical appointments, which keep them away from college for substantial periods of time.</p> <p>The student requires an environment adapted to suit specific needs e.g. ramped access, accessible toilet and wash facilities.</p> <p>The student needs adult support and specialist equipment when sitting and working in class or in order to move from one place to another.</p> <p>Support is needed throughout the day to ensure student safety/self-care needs are met.</p> <p>There may be a need for speedy emergency response for medical health needs.</p>

Access to the curriculum and learning in relation to their physical skills

On occasion the student may need some differentiated materials in order to access all areas of the curriculum.

Some equipment or additional strategies are needed to enable the student to access some aspects of the curriculum. This may include an adapted desk, chair or a writing slope.

The student will sometimes need additional spoken or visual cues to help him/her to organise themselves and to maintain attention throughout an activity.

Physical difficulties result in the student finding it difficult to sustain independent writing.

ICT needs to be used in order to support access to activities (e.g. use of equipment or an adult as a scribe to help the student to record their contribution).

Some tasks require additional modification in terms of materials used and equipment needed.

The use of ICT or an adult e.g. a scribe is needed to support the student to access the curriculum, and record their ideas/work.

In order for the student to access the curriculum modifications / adaptations are required to:

- materials/resources
- the task

Student Profile Visual Impairment

VI			
Programme Funding	Additional Needs	Complex Needs	Severe Needs
Visual difficulties / levels of support required			
<p>The student wears glasses: - sometimes - all the time</p> <p>The student has some visual difficulties : - sometimes - all the time</p> <p>With glasses the student is able to access the curriculum and can manage well in the college environment.</p>	<p>The student has a visual impairment. e.g. - near or distance vision is reduced. Acuties of about 6/18.</p> <p>The student will need support to ensure full access to practical aspects of some lessons.</p> <p>The student will need some written materials to be produced using larger print and some modification of materials in order to ensure ease of access.</p>	<p>The student has a significant visual impairment e.g. - reduced near or distance vision and acuties of 6/24 to 6/48.</p> <p>The student has a restricted field of vision. In college the student will need:</p> <ul style="list-style-type: none"> - all written work to be adapted & enlarged in order to access learning tasks: - support in practical lessons; - support to develop touch typing skills; - support in order to access information such as to access the whiteboard or information from a distance; - their own copy of information or to access IT support or equipment; - some training in social skills in order to further develop their understanding and /or communication skills. <p>Independence and mobility training may be required, all areas should be accessible with appropriate adaptations or modifications as necessary</p>	<p>The student has little functional sight or is educationally blind. May be registered severely sight impaired. e.g. - acuties are 6/60 or below.</p> <p>The student will need to have access to ICT in order to read and record their work.</p> <p>The student may use Braille or other tactile methods of learning.</p> <p>The student will need adult support in order to:</p> <ul style="list-style-type: none"> - access the curriculum - safety issues - social skills training - mobility support & training

Student Profile Hearing Impairment

HI			
Programme Funding	Additional Needs	Complex Needs	Severe Needs
Hearing difficulties / levels of support required			
<p>The student may have a mild hearing impairment.</p> <p>Differentiation in the educational context is needed to meet their needs.</p> <p>Access to curriculum can be given through differentiation in the classroom.</p> <p>Support in developing their social skills will be delivered through regular classroom curriculum e.g. PSHE curriculum.</p>	<p>The student has a diagnosis of a unilateral, mild and moderate, sensorineural hearing loss.</p> <p>The student uses a hearing aid due to having a conductive hearing loss.</p> <p>Most auditory information can be accessed with the use of:</p> <ul style="list-style-type: none"> - hearing aid; - FM radio aid system; - Support from a teaching assistant. <p>Key and subject specific vocabulary is reinforced.</p> <p>Repetition and altering how instructions are given will be necessary in order to ensure understanding and curriculum access.</p> <p>The student needs additional reinforcement and explanation of college rules and appropriate behaviours/social skills at times.</p>	<p>The student has a diagnosis indicating severe to profound hearing loss.</p> <p>The student's hearing loss requires hearing aids or the student has a cochlear implant.</p> <p>Most auditory information can be accessed with the use of:</p> <ul style="list-style-type: none"> - hearing aid; - FM radio aid system; - Support from a teaching assistant. <p>Teaching of key and subject specific vocabulary as well as curriculum differentiation will be required for the student to access information in the classroom and curriculum.</p> <p>The student will need support to further develop social skills.</p> <p>It will be important to raise deaf awareness for staff and peers.</p>	<p>The student has a severe to profound hearing loss.</p> <p>The student uses post-aural hearing aids, or has a cochlear implant.</p> <p>The student has limited access to auditory information.</p> <p>When the student needs to listen to something at college there needs to be consideration to the acoustics within the room/environment in order for him/her to access information and the curriculum.</p> <p>The student requires sign support for example, British Sign Language.</p> <p>Staff and peer group will need information /tuition about deaf awareness</p> <p>There will be a need for teaching or advice /support from advisory teacher (sensory communication strand).</p> <p>The student needs support in social skill development.</p>

Student Profile Speech & Language skills

SPEECH, LANGUAGE AND COMMUNICATION DEVELOPMENT			
Programme Funding	Additional Needs	Complex Needs	Severe Needs
<p>When students have English as an additional language they will only be considered to have Special Educational Needs if they demonstrate difficulties using their <i>first</i> language.</p>			
<p>The student has speech and language skills within the normal range of development.</p> <p>The student has mild delay in language or speech sound development. However, this is not likely to have an effect on curriculum access or social inclusion in the future.</p> <p>Language and/or speech may be mildly delayed in line with other delayed areas of attainment.</p> <p>Skills that were developed in previous therapy sessions need to become generalised and used in everyday language.</p>	<p>The student experiences moderate speech and /or language difficulties.</p> <p>They have:</p> <ul style="list-style-type: none"> - specific speech and language difficulties - speech and language difficulties that are part of overall learning difficulties. <p>These difficulties are likely to have some impact on:</p> <ul style="list-style-type: none"> - curriculum access - social skills - social inclusion. <p>The student may have seen a Speech and Language Therapist (SALT) in the past.</p> <p>The student may have difficulty listening to, remembering or understanding what is said.</p> <p>The student may have difficulty providing details when talking.</p> <p>The student may have a stammer or gets stuck on words when talking.</p> <p>The student may have some difficulties reading non-verbal cues such as another person's body language.</p>	<p>The student has specific severe speech and language difficulties.</p> <p>These difficulties have an impact on:</p> <ul style="list-style-type: none"> - curriculum access - attainment - social skills - social inclusion. <p>The student has severe speech and language difficulties associated with other difficulties.</p> <p>The student has limited communication skills</p> <p>The student needs ongoing support from additional strategies such as visual prompts or support from an adult</p>	<p>The student has profound speech and language difficulties.</p> <p>These difficulties have a significant impact on:</p> <ul style="list-style-type: none"> - curriculum access - attainment - social skills - social inclusion. <p>The student has a speech and language disorder that is part of a complex and severe physical condition or learning difficulty.</p> <p>The student has significant difficulty reading non-verbal communication e.g. facial expression and other people's body language.</p>

Phonological Awareness

Development within expected range.

The student sometimes needs some targeted support to facilitate the development of phonological awareness.

Has received some targeted intervention. However, the student has moderate phonological awareness difficulties that are having an impact on the development of their literacy skills.

The student has received high levels of intervention. However, their severe phonological awareness difficulties are having marked impact on their literacy skill development.

The student has made limited progress despite targeted intervention.

They have ongoing profound difficulties developing their phonological awareness.

Student Profile SEMH

SOCIAL, EMOTIONAL AND MENTAL HEALTH			
Programme Funding	Additional Needs	Complex Needs	Severe Needs
Behaviour			
<p>The student takes part in positive social activities.</p> <p>The student usually follows expectations for behaviour/conduct within the college and classroom context.</p> <p>The student is able to accept boundaries set within the classroom and college environment.</p>	<p>The student sometimes challenges adults in authority.</p> <p>The student occasionally behaves in a way that is unsafe, risky and somewhat demonstrates antisocial behaviour. This may be by themselves or with peers.</p> <p>The student displays low-level unwanted behaviour that can disrupt their own learning as well as that of others. However, they respond to adults when reminders are given outlining expectations about wanted behaviours.</p>	<p>Antisocial behaviour is taking place on a daily basis, which includes regular challenge to authority figures.</p> <p>The student has a tendency to hit out at people and can invade other people's personal space.</p> <p>When supported by an adult that the student has formed a positive relationship with they are able to respond to intensive intervention programmes.</p> <p>Regularly disrupts other peoples learning as well as their own learning due to their inappropriate and disruptive behaviour.</p>	<p>Antisocial behaviour is taking place many times a day, which includes regular challenge to authority figures.</p> <p>Violent and demanding behaviour towards other people and throughout the college environment is happening every day.</p> <p>Even when a positive relationship with an adult has been formed the student's response to intensive intervention programmes run by that person is not consistent and is unpredictable making situations challenging on a regular basis.</p>

Self-esteem and approach to learning tasks

The student is aware of own strengths and weaknesses and has a positive self-image.

The student has high confidence of himself or herself as a learner.

The student is able to take constructive feedback about their effort and work.

The student appears to have positive self-esteem in most areas with the resilience to cope with challenges and problems that they may face.

The student sometimes struggles with self-esteem and confidence in one or several areas. Sometimes the student finds it difficult to manage challenges and problems.

The student is developing an awareness of their strengths and difficulties. However, the student appears to have low self-esteem/self-worth which shows, in relation to some aspects of their approach to learning.

The student tends to misplace things to do with their work or shows a tendency to destroy their work

The student will occasionally make negative comments about themselves.

The student tends to avoid tasks that the student thinks are going to be difficult. For example, pushes work away.

The student has poor self-esteem in relation to their confidence and competence as a learner.

The student makes negative comments about themselves on a daily basis.

The student regularly makes negative comments about themselves and avoids tasks that they think are going to be difficult.

The student will also lose or ruin their work on a regular basis.

There is evidence that the student is taking part in self-injurious behaviour.

The student has very poor self-confidence

The student is very vulnerable and has very low levels of self-esteem.

The student constantly makes negative comments about themselves and will not take part in tasks that they think are going to be difficult.

The student will also lose or ruin their work constantly.

There is evidence of regular and sustained deliberate self-harm, at a level that requires specialist professional support and intervention. Examples of ways this may manifest itself could be scratching themselves, cutting, banging their head and pulling out their hair or eating disorders.

Student Profile SEMH

SOCIAL, EMOTIONAL AND MENTAL HEALTH cont.			
Programme Funding	Additional Needs	Complex Needs	Severe Needs
Social and emotional skills, including emotional literacy skills and competencies			
<p>The student has been able to make and maintain age appropriate relationships with peers and adults and friendships within their peer group.</p> <p>The student takes an active/co-operative part in social activities with peers.</p> <p>The student has awareness of their own feelings and has a range of strategies to manage them appropriately.</p> <p>The student is able to express positive and negative feelings appropriately (both verbal and non-verbal).</p> <p>The student rarely has an “emotional hijack” ❶ If they do they have good strategies for dealing with them</p> <p>❶ <i>‘Emotional hijack’ being when someone loses control and reacts in a flight or fight mode.</i></p>	<p>The student is able to maintain co-operative relationships with some staff. However, the student can find it difficult to develop reciprocal friendships.</p> <p>The student sometimes struggles to make/ maintain age appropriate relationships/ friendships with peers</p> <p>The student needs to develop their social skills. The student finds it difficult to listen, share and co-operate with others/peers.</p> <p>Sometimes the student needs supervision in order to work or interact co-operatively with others in group situations.</p> <p>The student is not always aware of their own feelings and may sometimes struggle with finding appropriate ways to express their feelings, particularly difficult emotions. Also finds it difficult when other people show their emotions.</p> <p>The student occasionally has “emotional hijacks” with negative consequences.</p>	<p>The student finds relationships difficult and therefore not able to maintain co-operative relationships with a lot of adults, most of the time.</p> <p>The student is usually not communicative with their peers.</p> <p>There is evidence that relationships tend to develop in an exploitative manner.</p> <p>The student could be vulnerable to other peers’ manipulative behaviour.</p> <p>The student needs close adult supervision and support in order to work and/or interact in small group contexts.</p> <p>The student demonstrates strong emotions that may present themselves verbally or non-verbally on a daily basis</p> <p>The student’s behaviour seems to have an underpinning linked to anxiety or stress.</p> <p>The student struggles to find appropriate ways to express feelings, particularly difficult emotions.</p> <p>The student has no awareness of own feelings and has few positive strategies to manage them. Often has “emotional hijacks” with negative consequences</p>	<p>The student is not aware of their own feelings and is not able to express their feelings appropriately.</p> <p>The student has no positive strategies for managing their feelings.</p> <p>The student is not able to see the consequences of their actions.</p> <p>The student has negative feelings and expresses them in a way that causes risk to themselves and others. e.g. by violence being shown on a daily basis. Appears anxious/ stressed every day.</p> <p>The student cannot make or maintain healthy age-appropriate relationships with adults or friendships with peers. This affects their ability to relate to adults or tasks in all contexts.</p> <p>Work or peer interaction is severely restricted by inability to co-operate in a small group.</p> <p>The student is not aware of own feelings and has no positive strategies for managing them. Consistently has “emotional hijacks” which can cause risks for themselves/others.</p>

Student Profile Attention, motivation & engagement

ATTENTION, MOTIVATION & ENGAGEMENT			
Programme Funding	Additional Needs	Complex Needs	Severe Needs
<p>The student is able to listen and attend to instructions/activities in all contexts appropriate to their level of development/ age.</p> <p>The student can listen and filter out distractions.</p> <p>The student is able to wait for things, for their turn and can control their impulses in order to think about the consequences of their actions before doing something.</p> <p>The student is motivated and achieving age appropriate levels of engagement and achievement.</p> <p>On the whole the student takes part in and enjoys college life and a wide range of different activities.</p>	<p>The student is able to listen and attend to tasks in small group activities.</p> <p>The student displays some difficulty maintaining attention/concentration.</p> <p>The student will need support and encouragement to ignore distractions.</p> <p>The student needs reminding that they may have to wait for something and to think about their actions before doing something.</p> <p>The student is able to progress and participate towards appropriate levels.</p> <p>The student needs encouragement to participate in some activities.</p> <p>The student has some difficulties in organising themselves for activities.</p> <p>The student is able to take part in some aspects of college life.</p>	<p>The student needs adult support to sit, listen and attend to tasks/activities.</p> <p>The student finds it very difficult to stay on task and therefore very little evidence of completed independent work.</p> <p>The student needs continuous prompting from an adult in order to take part in activities. This could be for a number of reasons. For example, confidence, attention and organisation etc.</p> <p>The student finds it difficult to wait for things and tends to act in an impulsive way, needs reminding to think about what they are going to do.</p> <p>The student is not engaged in college/ educational activities.</p> <p>The student will need an adult present in order to engage in activities.</p> <p>The student is able to engage in a limited way with college/college life/activities.</p>	<p>The student is not able to sit still, attend to instructions or maintain attention to tasks in any context.</p> <p>The student therefore needs very high level of adult support in order to attend, concentrate and organise themselves and the equipment necessary to take part and complete curriculum or other activities.</p> <p>The student seeks constant high levels of attention from others.</p> <p>The student cannot wait for things and acts upon impulse – showing no ability to restrain themselves from acting in a way that is detrimental to themselves and others.</p> <p>The student has no motivation to change their situation or engage in any educational activities despite high levels of adult encouragement support.</p> <p>The student does not take part in college life/activities.</p>

Student Profile Social Communication/ASC

SOCIAL COMMUNICATION DIFFICULTIES / AUTISTIC SPECTRUM Condition			
Programme Funding	Additional Needs	Complex Needs	Severe Needs
Communication skills			
<p>The student has minor idiosyncrasies surrounding the student's communication skill development</p>	<p>Generally the student displays meaningful communication with some spontaneous use of language.</p> <p>The student may use echolalia.</p> <p>The student has some difficulties with non-verbal communication skills such as reading other peoples facial expressions/body language.</p>	<p>The student has limited verbal communication skills and tends to take language very literally.</p> <p>The student has significant difficulties in understanding non verbal communication such as other people's facial expression and their body language.</p> <p>The student will benefit from having access to visual prompts in order to support communication.</p>	<p>The student mostly has non verbal communication</p> <p>The student has significant difficulties understanding body language and speech.</p> <p>The student may use augmentative communication systems such as PECS/Makaton.</p>
Behavioural / Emotional development			
<p>Their behaviour and social / emotional presentation is as you would expect for their age/peer group.</p> <p>The student is able to show their feelings</p> <p>The student interacts with peers and adults as you would expect for a student of their age.</p>	<p>The student can be difficult to motivate to take part in activities and tends to display some inappropriate behaviours and responses in some situations.</p> <p>The student has a tendency to function alongside their peers. You may notice that they don't tend to initiate interaction in an appropriate manner.</p> <p>The student may also tend to take part in repetitive behaviours and these behaviours distract them from interacting with their peer group.</p>	<p>The student presents as being withdrawn or isolated from their peers.</p> <p>The student is very difficult to motivate to take part in a range of activities.</p> <p>The student shows limited interest in their peers or in interacting with them. Eye contact with peers may be unusual or not developed.</p> <p>The student does not show consistent response to strategies that are being used to support them.</p> <p>The student has difficulty in identifying & understanding their own feelings and that of others.</p>	<p>The student has behaviour that appears to be very withdrawn and isolated from their peer group.</p> <p>The student is extremely difficult to motivate as they can be absolutely absorbed in their own activities/rituals.</p> <p>The student appears to have no awareness or very little awareness of other people around them.</p> <p>The student avoids interaction with peers.</p> <p>If the student interacts with others it tends to be on their terms.</p>

Identity and Social Presentation

The student's self-image and social presentation are as expected for their broad age range.

They have some self-image issues and tend to display a lack of confidence in their social skills and presentation.

Shows high levels of anxiety about their self-image.

Says negative things about themselves.

Shows extremely negative thoughts about themselves

Student Profile Social Communication/ASC cont....

SOCIAL COMMUNICATION DIFFICULTIES / AUTISTIC SPECTRUM DISORDERS cont.			
Programme funding	Additional Needs	Complex Needs	Severe Needs
Self-Care skills and Independence			
<p>The student presents with age appropriate skills in these areas.</p> <p>The student has an awareness of personal safety in line with broad age expectations</p>	<p>The student is able to get themselves ready for activities and follow familiar routines with support being given by either verbal and or visual prompts.</p> <p>The student is able to see when they need help but may not always ask for this appropriately.</p> <p>The student needs prompting to be able to take part in self-care tasks or activities.</p> <p>There is some concern around lack of personal safety. For example, stranger danger or personal safety issues.</p>	<p>Despite high levels of adult support the student has difficulties organising themselves for tasks.</p> <p>The student is not aware that they need help.</p> <p>The student needs adult support in order to support their self-care/self-help skills.</p> <p>There is concern regarding the student's lack of awareness of personal safety. Adult support is needed in this area.</p>	<p>The student has significant and persistent difficulties in organising themselves.</p> <p>The student is unaware of the need for help for a task and will often reject help if offered.</p> <p>The student requires close supervision and visual/verbal prompts to manage self-care routines such as dressing/toileting.</p> <p>The student demonstrates behaviour that causes self-harm and includes a severe lack of awareness of personal safety.</p>
Ability to think flexibly			
<p>If the student is prepared they can adapt to changes in their life such as to their timetable, routines or people in their life.</p>	<p>The student demonstrates some difficulties when changes happen despite adult support and preparation for such changes.</p> <p>The student can show some obsessional and perhaps some ritualistic behaviour</p>	<p>The student finds managing change even when prepared is a significant difficulty.</p> <p>Obsessional and / or ritualistic behaviour stops / interferes with the student's ability to access to activities and learning.</p>	<p>High levels of adult support and well planned, detailed interventions/strategies are needed in order to support the student to manage changes in activities, people etc.</p> <p>Obsessional and/or ritualised behaviour is all consuming for the student.</p>

Sensory Needs

<p>The student's response to sensory information/ stimulation is as one would expect.</p>	<p>The student shows some level of discomfort from sensory stimulation.</p> <p>The student will seek out some sensory stimuli</p>	<p>The student's response to some sensory stimuli appears to indicate stress/anxiety.</p> <p>The student finds reassurance in sensory stimulation provided by mouthing objects, touching objects or rocking their body.</p>	<p>The student finds some sensory stimuli intolerable and reacts in an extreme way if they come into contact with these stimuli.</p> <p>It is very difficult to take their attention away from stimuli that they crave/enjoy.</p>
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Student Profile Health

HEALTH NEEDS			
Programme Funding	Additional Needs	Complex Needs	Severe Needs
EPILEPSY			
Infrequent seizures occurring on average less than once per month.	Seizures that occur on average more than once per month.	Seizures that occur on average more than once per week.	Seizures that occur on average more than once a day.
Seizures that are easily recognised.	Seizures that can be recognised by staff having received generic epilepsy training.	Seizures that can be recognised by staff having received student specific training.	Seizures present in many different ways and are difficult to recognise, staff require ongoing student specific training and support.
Seizures that do not usually require rescue medication	Seizures that have required rescue medication.	Rescue medication required on average monthly.	Rescue medication required on average weekly.
Seizures that do not usually have an impact on the student's airway.	Seizures that have a minor impact on the students airway requiring first aid treatment (staff trained in first aid).	Seizures that have a major impact on the students airway requiring emergency services (staff trained in first aid).	Seizures that affect the students breathing to the extent that they require oxygen and or suction to maintain airway (staff trained in basic life support).
Seizures do not generally require immediate intervention	Student requires a low to moderate level of observation to manage seizures safely.	Student requires a high level of observation to manage seizures safely.	Student requires constant observation due to seizures that require immediate intervention such as positioning to maintain airway.
SUSTAINED DEBILITATING OR UNPREDICTABLE MEDICAL CONDITION			
May have a medical condition but does not require monitoring or extra support	N/A	Student has medical condition that requires monitoring and support from college staff trained by health professional.	Has a medical condition that involves dependence on a trained adult for most or all of the day to monitor and provide medical interventions when necessary.

Student Profile Cognition and Learning

Cognition and Learning (Italics indicate specific to SpLD)			
Programme Funding	Additional Needs	Complex Needs	Severe Needs
<p>Cognitive abilities within broad average levels, attainments average or close to average</p> <p>Presents with some learning delay, shows some difficulties with conceptual understanding in one or more of the core areas</p> <p><i>Literacy and numeracy levels within broad averages and in line with expectations</i></p>	<p>Mild learning difficulties Requires differentiated work and support across the whole study programme</p> <p>On the low range on assessment of cognitive ability or student presents with an uneven profile of cognitive abilities that requires a balance of small group and additional adult support</p> <p><i>Some difficulties in acquiring skills, notably in language, literacy (dyslexia) and numeracy</i></p>	<p>Moderate learning difficulties, showing significant delay in reasoning skills and experiencing learning difficulties across all areas</p> <p>Extremely low range on assessment of cognitive ability and requires an individualised study programme and substantial individual adult support.</p> <p><i>Very uneven profile of skills, difficulty in all literacy based subjects. Student exhibits emotional barriers to learning as a result of their difficulties</i></p>	<p>Severe learning difficulties and global delay, affecting self-help and independence throughout college. Functions at a level that requires specialist interventions and adaptations.</p> <p>The student's performance is amongst the lowest 2% of their age group</p> <p><i>Severe difficulties in accessing any written material and often severe emotional barriers to engaging with learning</i></p>