

Summary of changes for the second edition

The second edition of the SEN Threshold Guidance has been published as a result of consultation with schools and parents after the trial two terms with the first edition. This document provides a summary of the significant changes to the document. All users should now ensure that they use only the second edition.

1. The introduction now includes further clarity about the use of the document around the following:
 - a. The status of the guidance as advice rather than a tick list of requirements. Clarity that the guidance is intended to be applied flexibly to each individual pupil.
 - b. Strengthened advice to assess children's needs in all four areas included in the code of practice: cognition and learning, communication and interaction, social emotional and mental health, and physical and sensory, since children's special educational needs usually span more than one of these areas.
 - c. Strengthened advice to monitor response to intervention over time. A minimum of two assess, plan, do, review cycles is recommended.
 - d. Further comment regarding the importance of planning for independence in the context of any SEN.
2. Reference to attention deficit hyperactivity disorder (ADHD) has been included throughout the document, most notably in the specific learning difficulties and social communication sections.
3. Headings remove reference to a particular diagnosis. Specifically: social communication difficulties including but not limited to ADHD and Autism, specific learning difficulties including but not limited to dyslexia and ADHD.
4. Improved formatting: headings are repeated on each page for ease of use.
5. Improved glossary.