ASN and Disability
Equality Act 2010 and Additional Support for learning act 2004 (as amended)

Pupils’ needs which may meet definition of disability under the Equality Act 2010.

Physical or Mental impairment including:
- Autism Spectrum Disorder
- Dyslexia
- Diabetes
- Eating disorder (diagnosed)
- Gross obesity
- Disfigurement
- ADHD
- Incontinence
- Epilepsy
- Learning difficulties, including severe and complex
- Hearing impairment
- Some conditions may progress to have a substantial adverse effect;
  - heart conditions,
  - Sickle cell anaemia,
  - Rheumatoid arthritis.

Pupils’ needs which automatically meet the definition of disability under the Equality Act:
- Cancer
- HIV
- Multiple Sclerosis
- Certified/Registered Visual Impairment
- Severe long-term disfigurement

There can be overlap between the Acts e.g. a pupil may have a disability and may also have additional support needs.

Pupils who may require additional support under the 2004 ASL Act (as amended 2009) have a barrier to learning as a result of one of the four factors giving rise to additional support needs:
- Learning environment
- Family circumstances
- Disability or health need
- Social and emotional factors

Pupils may require additional support for a variety of reasons and may include those who:
- Have motor or sensory impairment
- Are being bullied
- Are particularly able or talented
- Have experienced a bereavement
- Are interrupted learners
- Have a learning disability
- Are looked after by the local authority
- Have a learning difficulty, such as dyslexia
- Are living with parents who are using abusing substances
- Are living with parents who have mental health problems
- Have English as an additional language
- Are not attending school regularly
- Have emotional or social difficulties
- Are on the child protection register
- Are young carers

This list is not exhaustive