

- Label can provide a **group identity** for SEN
 - o Children with SEN generally have a negative social experience (Finlay 1998)
- Labelling can result in **teasing** from peers and negative attitudes
- Labelling can result in **negative self-concept** and self-esteem
- Children at SEN lie about school background to deal with prejudice (Jones 1972)

Conclusion

- Labelling protects rights of pupils by ensuring they have access to resources
- Meeting individual needs is a necessity but labelling can overlook this
- If children don't have label, why shouldn't they get same resources as children with same difficulties
- Over reliance on labels needs to be reduced
- Labels provide supportive resources and educational functions
 - o But massive impacts of bullying, stigma and limiting opportunities
- Giving parent and child option to accept or reject label after diagnosis
- Teachers in SEN to create an ethical framework to deal with issues associated with labels in the classroom

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