

## Identifying and Addressing Special Educational Needs

Types of need and what that could look like	Examples of support available in our school	How we check it is working.
<p style="text-align: center;"><b>Cognition and Learning</b></p> <p>Children and young people who find learning, thinking and understanding harder than most other pupils.</p> <p>Some of the things children and young people with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> <li>• Take longer to learn important skills</li> <li>• Find it difficult to remember things such as the important words for reading and times tables</li> <li>• Find it hard to understand how to use letter sounds to read and spell words</li> <li>• May need more time to think about their answers</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers change what they are teaching they are teaching or the way to help the child or young people learn more with the rest of the class.</li> <li>• Learning 'Toolkits' on every table providing aides to support learning.</li> <li>• Extra support can be given in a small group by an adult to help the child or young person learn the things they are finding difficult eg through intervention such as 1:1 phonics, precision teaching, cued spelling, speech and language groups, peer tutoring.</li> <li>• Small Literacy and Numeracy setting groups.</li> <li>• Individual targets set from the Language and Literacy toolkit to help show what the child or young person needs help with through an Individualised target plan (ITP).</li> <li>• Access to specialist support from a teacher or other professional/outside agency.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the targets set on the ITP to see if the child or young person has achieved them or made progress towards them.</li> <li>• Talk to adults who have worked with the child or young person</li> <li>• Talk to parents</li> <li>• Talk to the child or young person</li> <li>• Use the school tracking system to see how much progress the child or young person has made</li> <li>• Have meetings with other staff in school to talk about how the child or young person is learning</li> <li>• Pupil progress meetings.</li> <li>• Ask for other professionals to assess the child or young person to check the progress being made.</li> </ul>
<p style="text-align: center;"><b>Communication and Interaction</b></p> <p>Children and young people who find it difficult with interacting with the people and world around them.</p>	<ul style="list-style-type: none"> <li>• Teachers change what they are teaching they are teaching or the way to help the child or young</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of the child or young person to see if they are communicating or interacting</li> </ul>

<p>Some of the things children and young people with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> <li>• Talking to other adults and or children and young people, especially when in a group</li> <li>• Talking about a topic they haven't chosen to talk about</li> <li>• Making friends or keep friend for a long time</li> <li>• Following rules made by someone else</li> <li>• Dealing with changes in the way they usually do things</li> <li>• Dealing with noises, smells or other sensations around them</li> <li>• Saying the things they are thinking</li> <li>• Understand what other people mean when they are talking</li> </ul>	<p>people learn more with the rest of the class. Children have a 'One page profile' to ensure all staff know how best to support a child with this type of difficulty.</p> <ul style="list-style-type: none"> <li>• Use support programmes especially made to help the child or young person to build communication and interaction skills eg Fun Friends/Friends For life cognitive behaviour therapy program.</li> <li>• Use things in the classroom to help the child or young person understand or deal with things that are happening (for example visual timetables, task boards, social stories)</li> <li>• Get advice from professionals and specialist staff trained in school to give advice to adults working with the child or young people eg Our private speech and language therapist.</li> </ul>	<p>differently</p> <ul style="list-style-type: none"> <li>• Look at the targets set to see if the child or young person has achieved them</li> <li>• Talk to adults who have worked with the child or young person</li> <li>• Talk to parents</li> <li>• Talk to the child or young person</li> <li>• Using the Wellcomm speech and Language assessment tool.</li> </ul>
<p><b>Social, emotional and mental health difficulties</b></p> <p>Children and young people who find it difficult to manage their emotions and behaviour in a way that affects their daily life.</p> <p>Some of the things children and young people with these difficulties might find difficult are:</p>	<ul style="list-style-type: none"> <li>• Get advice from professionals and specialist staff trained in school to give advice to adults working with the child or young people</li> <li>• Extra support can be given in a small group by an adult to help the child learn about how to help themselves eg Fun Friends/Friends</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of the child or young person to see if they are coping better in school.</li> <li>• Talk to adults who have worked with the child or young person</li> <li>• Talk to parents</li> <li>• Talk to the child or young</li> </ul>

<ul style="list-style-type: none"> <li>• Following rules set by others</li> <li>• Sitting still for very long</li> <li>• Listening to and follow instructions</li> <li>• Understanding how they are feeling</li> <li>• Making friends</li> <li>• Dealing with their difficulties in a way that does not cause harm to themselves or others</li> <li>• Taking responsibility for the things they do</li> </ul>	<p>For life Cognitive behaviour therapy program.</p> <ul style="list-style-type: none"> <li>• Extra support can be given to the child or young person by an adult for short time during the day to let them talk about the things that upset them eg learning break/chat with mentor.</li> <li>• Individual targets set to help show what the child or young person needs help with.</li> <li>• Resources such as slanted writing boards, ear defenders, specialised pencils etc.</li> <li>• Encouraged to follow positive behaviour strategies eg 'Going for Gold' and collecting Abbey Pounds.</li> </ul> <ul style="list-style-type: none"> <li>• Raising self esteem by peer tutoring/monitoring responsibilities.</li> </ul>	<p>person</p> <ul style="list-style-type: none"> <li>• Assessments from outside agencies.</li> </ul>
<p style="text-align: center;"><b>Sensory and/or physical needs</b></p> <p>Children and young people who have a disability that may make it difficult for them to manage their everyday life without changed or support</p> <p style="text-align: center;">This may be because of hearing or visual difficulties, physical disabilities or other medical needs.</p> <p>Some of the things children and young people with these difficulties might find difficult are:</p>	<ul style="list-style-type: none"> <li>• Professional advice from specialist staff</li> <li>• Physiotherapy</li> <li>• Support from outreach services such as the hearing or visual impairment or physical disability teams</li> <li>• Motor groups</li> <li>• Adaptations to the school environment where possible</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring that the child or young person has full access to a broad and varied curriculum</li> <li>• Observations of the child or young person within the school environment</li> <li>• Talk to adults who have worked with the child or young person</li> <li>• Talk to parents</li> <li>• Talk to the child or young</li> </ul>

<ul style="list-style-type: none"> <li>• Hearing what others in the classroom or school setting are saying</li> <li>• Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them</li> <li>• Moving around without the aid of a walking aid or wheelchair</li> <li>• Using pencils, scissors, knives and forks and other things that we need to use without changes or support</li> <li>• Taking medication without adults helping them</li> </ul>	<ul style="list-style-type: none"> <li>• Wheelchair access.</li> </ul>	<p>person</p> <ul style="list-style-type: none"> <li>• Liaise with external agencies.</li> </ul>
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“Special educational provision is provision different from or additional to that normally available to pupils of the same age.”