

Areas of Need Explained

The SEND Code of Practice (2015) states that there are four main areas which cover additional needs:

Cognition and Learning

Students may have difficulties with the skills needed for effective learning such as use of:

- Language
- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing

Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.

Communication and Interaction

Students may have a delay or disorder in one or more of the following areas:

Attention / Interaction skills:

- Difficulty ignoring distractions.
- May need regular prompts to stay on task.
- May need individualised motivation in order to complete tasks.
- Difficulty attending in whole class.
- Interaction will not always be appropriate.
- May have peer relationship difficulties.
- May not be able to initiate or maintain a conversation.

Understanding / Language:

- May need visual support to understand or process spoken language.
- Frequent misunderstandings.
- Repetition of language and some basic language needs to be used to aid their understanding.

Receptive

Speech / Expressive Language:

- May use simplified language and limited vocabulary.
- Ideas / conversations may be difficult to follow, with the need to request frequent clarification.
- Some immaturities in the speech sound system.
- Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.

Social, Emotional and Mental Health

Students may have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self-esteem
- Issues with self-image

Sensory and/or Physical

These pupils may have a medical or genetic condition that could lead to difficulties with:

- Visual impairment
- Hearing impairment
- Gross / fine motor skills
- Specific medical conditions
- Accessing the curriculum without adaptation
- Physically accessing the building(s) or equipment.
- Over sensitivity to noise / smells / light / touch / taste.
- Toileting / self-care.