



The new Code of Practice 2014 states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows.

2. Communication and Interaction

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

Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. 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 / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.

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.

1. Cognition and Learning
May have difficulties with the skills needed for effective learning such as use of:

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

3. Social, Mental and Emotional Health

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

For any further information please refer to the Website or contact the SENCo Mrs Saville

4. Sensory and / or Physical

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

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

Interventions

Within school we have at least one Teaching Assistant based within each class, some who work on a 1:1 basis supporting those pupils with Special Educational Needs. All of our Teaching Assistants within the school are trained to deliver a range of intervention schemes, some of which include:

- RM Maths
- Rapid Maths
- Rapid Readers
- Lexia
- Rapid Writing
- Toe by Toe
- Boosters
- Top up sessions
- Numicon focus groups
- Writing focused groups

We also work with outside agencies including:-

- Behaviour Support Team
- Speech & Language Therapy
- Specialist Teacher Team
- Social Care
- Educational Psychologists
- Occupational Therapists
- Parent6 Partnerships
- Child & Adolescent Mental Health (CAMHS)