



COMMUNICATION & INTERACTION
SPEECH & LANGUAGE

Can lack fluency and understanding is reduced. Phonological skills/spelling affected. Can use communication aids, where needed, independently.

COMMUNICATION & INTERACTION
SOCIO-COMMUNICATION

Some support for: social interaction/skills; transition; unstructured times; rigid thinking/behaviours; empathy; understanding others; inclusion; anxiety; repetitive activity.

COGNITION & LEARNING
COGNITIVE ABILITY

Learning difficulties – **some** modification of curriculum via teacher differentiation and general adult support. **Low average** cognitive range. Reading and spelling difficulties and not achieving ARE. **Some** difficulty with abstract concepts.

COGNITION & LEARNING
ATTENTION & CONCENTRATION

Weak attention span, requiring some prompting/refocusing. Some levels of disorganisation. **Some** verbal and visual prompts needed.

COGNITION & LEARNING
MEMORY & PROCESSING

Mild short term memory difficulties. **Some** difficulty retaining and applying information. Weak processing skills and need some extra time. Poor memory and processing skills impact on some areas of curriculum.

PHYSICAL

Monitoring for a medical condition OR mobility adaptations and resources needed for a disability. Some supervision for medication. Generic emergency plan. School level risk assessment.

SEMH
SOCIAL

Has difficulty making and maintaining friendships. Understanding of safety and behaviour requires some support. Requires **some** teaching of skills, routines and conflict resolution. Have been discussed with CISS.

SEMH
EMOTIONAL

Have low self-esteem and demonstrate disengagement, frustration and/or aggression. Can be attention seeking. **Occasional** support needed for behaviour regulation/ mediation. **Some** teaching required for emotional literacy.

SEMH
MENTAL HEALTH

Experiences anxiety in busy or unfamiliar environments/new situations. **Occasionally** tearful/withdrawn.

SENSORY
VISUAL

Visual difficulties may require modification to the environment e.g. enhanced learning materials with enlarged font. Support required for **some** practical activities/equipment.

SENSORY
HEARING

Hearing difficulties may require modification to the environment e.g. enhanced learning resources/positional seating.

SENSORY
OTHER

Sensory difficulties may require modification to the environment and the curriculum and **some** support needed for impact on social interaction.