



**COMMUNICATION & INTERACTION**  
**SPEECH & LANGUAGE**

**Complex** disorder and delay. Very limited speech and understanding may be at single word level. Literacy development is **severely** affected. Limited use of communication aids, requiring daily/individualised preparation. Total curriculum modification. Access to SaLT.

**COMMUNICATION & INTERACTION**  
**SOCIO-COMMUNICATION**

**Significant** support to achieve some level of social interaction. Obsessional and ritualistic behaviour impacts greatly on all aspects of the day.

**COGNITION & LEARNING**  
**COGNITIVE ABILITY**

Have **significant** cognitive and intellectual impairment which limits access to all areas of learning and the social curriculum.

**COGNITION & LEARNING**  
**ATTENTION & CONCENTRATION**

Exhibits **significant** fluctuation in attention and concentration. Is dependent on adult support for all organisation.

**PHYSICAL**

**Severe/complex** medical condition that may need a powered wheelchair, mobility assistance or hoist. Dependent on trained staff for manual handling or self/personal care requiring two adults. Curriculum modified to reflect physical needs. Physical programme incorporated into curriculum. Detailed risk assessment and plan of action for medical emergencies.

**SEMH**  
**SOCIAL**

**Extreme** difficulty in making and maintaining healthy friendships. **Constant** support to interact appropriately with others. Planned programme of personal and social development with highly predictable routine. Frequent specialist and external support.

**SEMH**  
**EMOTIONAL**

Episodes of frustration that are a **constant** damage to self-esteem. Often uncooperative, defiant or aggressive. Severely challenging behaviour on a daily basis. Planned programme of behaviour management with intervention from assigned staff. Risk assessment in place.

**SEMH**  
**MENTAL HEALTH**

**Extensive** advice and support from CAMHS (or equivalent). Presents with **significant** mental health issues. Physical outbursts if stressed by peers. Ongoing self-harm despite interventions. Detailed risk assessment identifying support and a clear plan.

**SENSORY**  
**VISUAL**

**Severe/complex** visual impairment. Needs 1:1 specialist support and a high level of assistive aids. Requires specialist involvement from the Sensory Team for advice, monitoring, evaluating progress and staff training.

**SENSORY**  
**HEARING**

**Severe/profound** hearing impairment. Needs 1:1 specialist support and high level of assistive aids. Requires specialist involvement from the Sensory Team/Teacher of the Deaf for advice, monitoring, evaluating progress and staff training.

**SENSORY**  
**OTHER**

Exhibits unusual reactions to sensory stimuli. Access to specialised interactive environments and a personalised curriculum to meet sensory need(s). Specialist support for impact on social interaction.