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**SEMH**

**MENTAL HEALTH**

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 **Occasionally** tearful/withdrawn.

**SEMH**

**EMOTIONAL**

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

**SEMH**

**SOCIAL**

Has some difficulty making and maintaining friendships. Understanding of safety and behaviour requires somesupport. Requires **some** teaching of skills, routines and conflict resolution.

**MONITORING**

Regular monitoring by SENDCo is required.

Any outside agency input is a one off assessment or initial guidance.

**PROGRESS**

Fails to make the anticipated progress across an area of the curriculum and requires **some** support to address specific needs.

**SUPPORT**

Support is not needed at 1:1 level and can work well in small groups.

Requires **some** differentiation, teacher planning and social support.

**COMMUNICATION & INTERACTION**

**SOCIO-COMMUNICATION**

**Some** support for:

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

**COMMUNICATION & INTERACTION**

**SPEECH & LANGUAGE**

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

**NEED**

Working below level of peers. Can achieve with some differentiation and occasional support.

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**SENSORY**

**OTHER**

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

**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.

**PHYSICAL**

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

**SENSORY**

**HEARING**

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

**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 age related expectations. **Some** difficulty with abstract concepts.

**COGNITION & LEARNING**

**ATTENTION & CONCENTRATION**

**MEMORY & PROCESSING**

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

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