**COMMUNICATION & INTERACTION**

**SOCIO-COMMUNICATION**

**Frequent** support for:

social interaction/skills; transition; unstructured times; rigid thinking/behaviours; empathy; understanding others; inclusion; anxiety; repetitive actions. Difficulty with social cues/norms/conversations and lacks the skills to maintain friendships or manage some change.

Generic advice from SES C&I team is being used.

**MONITORING**

Monitored by SENDCo.

Generic advice and guidance from outside agencies is being used.

**COMMUNICATION & INTERACTION**

**SPEECH & LANGUAGE**

**Mild to moderate** disorder or delay. Lacks clarity and fluency in speech or some difficulty with grammar/word finding/ vocabulary and understanding may be limited. Struggles to follow instructions/listen beyond the everyday context, at an age appropriate level. Language modification needed in some subjects. Literacy development is being affected. Can use communication aids, where needed, with some support. An initial speech and language assessment has been carried out and some intervention is required.

BAND

C

**SUPPORT**

Some 1:1 support for learning and social time may require shared support. Small group work is generally successful. Requires daily differentiation and teacher planning. Specific 1:1 interventions have been introduced.

**SEMH**

**EMOTIONAL**

Low self-esteem and levels of emotional resilience. Some disengagement, frustration, attention seeking and/or aggression that impacts on learning progression and socialisation. **Regular** support needed for behaviour regulation/mediation. Some **specific** teaching required for emotional literacy. Difficulty with learning from previous experiences.

**PROGRESS**

Fails to make the anticipated progress across many areas of the curriculum and requires some adaptation to targets. Requires targeted/specificsupport to address needs.

**NEED**

Working well below level of peers. Can achieve with differentiation, adapted teaching methods, suitable interventions and regular support.

**SEMH**

**SOCIAL**

Difficulty making and maintaining friendships. Limited understanding of safety and behaviour requiring specific support. Requiresspecific teaching of skills, routines and conflict resolution.

**SEMH**

**MENTAL HEALTH**

Some anxiety in busy or unfamiliar environments/new situations, impacting on engagement with learning more than once a week. Can betearful/ withdrawn and experience separation anxiety. May be at risk of self-harm. Needs somesetting based therapeutic support.

Generic advice from SES SEMH team is being used. May be some attendance issues as a result of SEMH needs.

**SENSORY**

**OTHER**

**Regular** specialist support/modification required to the environment, and/or modification to the curriculum, to meet sensory need(s). R**egular** support for impact on social interaction and distress caused by normal physical contact or use of personal space.

**SENSORY**

**VISUAL**

**Some s**upport/modification to the environment with access to generic advice from SES Sensory Team. Enhanced learning materials with enlarged font and magnification aids. Support for **most** practical activities/equipment.

**SENSORY**

**HEARING**

**Some** support/modification to the environment with access to generic advice from SES Sensory Team. Enhanced learning environment/ positional seating/sound field production.

 **PHYSICAL**

**Regular** support required and/or mobility adaptations/resources needed for a physical disability. **Mild to Moderate** motor skill difficulties. **Significant** support for medical issue that may include pain management, focus on learning, communicating their needs or self-care tasks. Supervision, monitoring and some help for administering medication. Specific emergency plan/risk assessment in place that will have been endorsed by a health professional.

 **COGNITION & LEARNING**

**COGNITIVE ABILITY**

Learning difficulties –requires modification of curriculum, over and above teacher differentiation. **Low** cognitive range. **Increasing** literacy and/or numeracy difficulties (>3yrs below ARE). Difficulty with abstract concepts.

Generic advice from SES C&L team is being used.

**COGNITION & LEARNING**

**ATTENTION & CONCENTRATION**

**MEMORY & PROCESSING**

Weak attention span, requiring **frequent** refocusing. Support required for organisation. Needs **frequent** verbal and visual prompting.

**Mild to moderate** short term memory difficulties. **Significant** difficulty retaining and applying information. Very weak processing skills and needs extra time and prompts. Poor memory and processing skills impact on **many** areas of curriculum.