



## Information - Special Educational Needs Stages and categories by description



*At Sydenham School we have a clear expectation of a quality and inclusive universal offer of education for all our young people. We have high aspirations for the achievement all our students, so any special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly to secure for those students, the outcomes from education, which will make the biggest difference to their lives.*

### SEND Support

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. The trigger for intervention through 'SEND Support' is likely to be a parent or staff concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent social and emotional needs, which are not ameliorated /improved by the positive behaviour management and pastoral support techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Where there is a need for 'SEND Support' we adopt a graduated approach with four stages of action: assess, plan, do and review. It draws on more detailed approaches and more specialist expertise in successive cycles in order to match interventions to the young people. Where a student continues to make little or no progress in specific areas over a sustained period:

- External support services, will usually see the student, in school if that is appropriate and practicable, so that they can advise subject and pastoral staff on strategies.

### DESCRIPTION OF NEEDS

#### A. Sensory and/or Physical Needs

There is a wide range of sensory and physical difficulties that affect young people across the ability range. Students with a visual impairment (from minor impairment through to blindness), a hearing impairment (ranging from mild hearing loss to those who are profoundly deaf), multi-sensory impairment (those students who have a combination of visual and hearing difficulties) and those with a physical disability (PD) are included in this category.

These difficulties can be age related and may fluctuate over time. Students with sensory/physical needs may also have an additional disability or learning difficulty.



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### **B. Cognition and Learning Needs**

Young people with learning difficulties will learn at a slower pace than their peers and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills, or in understanding concepts, even with appropriate differentiation. Students may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

A student with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a young person has a SpLD, although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.

### **C. Social, Emotional and Mental Health difficulties**

Students with social, emotional and mental health difficulties cover the full range of ability and a continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and pastoral/social curriculum.

Young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

Students may be experiencing emotional difficulties, often of a temporary nature, which will be affecting their ability to access education to the level expected. They may have difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional or aggressive), self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Some students may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder.

### **D. Communication and Interaction Needs**

Those students with speech, language and communication needs (SLCN) cover the whole ability range. They have difficulty in communicating with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word, they are not able to understand its meaning, leading to words being used incorrectly or out of context and the young person having a reduced vocabulary. It may be a combination of these difficulties, or that their profile changes over time. For some young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex. ,

Students with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome, cover the full range of ability and the severity of their impairment varies widely. They may have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination, which impacts on how they relate to others. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.