Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- E.G. Dyslexia, Discalculia,
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Sprectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Shoreham Academy
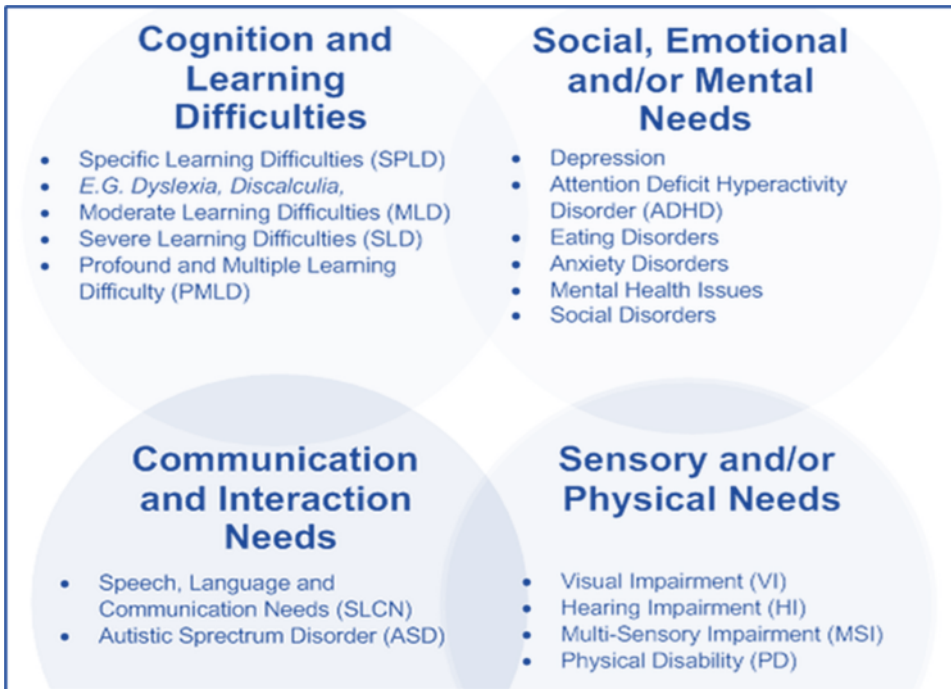## The best in everyone™
Part of United Learning

Shoreham Academy SEND 101

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CL	Cognition and Learning difficulties	ADHD	Attention Deficit Hyperactive Disorder
CI	Communication and Interaction	ASC	Autistic Spectrum Condition
SEMH	Social, Emotional & Mental Health	SALT	Speech and Language Therapist
SPN	Sensory or Physical needs	OT	Occupational Therapy
SEND	Special Education Needs & Disability	LA	Local authority
HI	Hearing Impaired	EP	Educational Psychologist
VI	Visually Impaired	MLD	Moderate Learning Difficulties
SLCN	Speech, Language and Communication difficulties	CMHLT	Community Mental Health Team
SPD	Sensory Processing Disorder	EHCP	Education, Health Care Plan
SpLD	Specific Learning Difficulties	CAMHS	Child and Mental Health Services

An Education, Health and Care Plan or EHC/EHCP is a legal document which describes a child or young person's Special Educational Needs and/or Disabilities (SEND).

An EHCP is written and provided by a Local Authority in order to give children and young people the help and support they need to make progress academically, socially and emotionally.

The Code of Practice says that every teacher is a teacher of SEN.

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.' They should set clear progress targets for all pupils with SEN that focus on 'their potential to achieve at or above expectation.'

0-25 SEND Code of Practice (2015)

CODE OF PRACTICE

The Special Educational Needs and Disability (SEND) Code of Practice provides statutory guidance on the SEND system for children and young people aged 0 to 25.

Identifying and Teaching Pupils with SEN

Teachers are responsible for every pupil

- You're responsible for the progress and development of every pupil in your class, including those who get extra support from teaching assistants or specialist staff.

- The first step in supporting all pupils, including those with SEN, is high-quality teaching, differentiated for individual pupils.

- Some pupils may need additional help to access the curriculum or make expected progress. These pupils may have SEN.

Not every pupil making slower progress has SEN

Some pupils may make slower progress for a reason unrelated to SEN, such as a gap in their learning.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

Every school is required to identify and address the SEN of the pupils that they support.

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies

Area of Need: Communication and Interaction

- Instructions broken down into manageable chunks and given in the order they are to be done
- Checklists and task lists – simple and with visual cues.
- Delivery of information slowed down with time given to allow processing.
- Pupils are given a demonstration of what is expected.
- System of visual feedback in place to show if something has been understood.
- Pupils are encouraged – and shown – how to seek clarification.
- Prompt cards using a narrative framework (who, where, when, what happened etc.)
- Talking buddies or similar used to encourage responses.
- Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher.

Area of Need: Cognition and Learning

- To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.
- Coloured paper for worksheets and coloured background on smart board.
- Text presented clearly – uncluttered, use bullet points and clear font.
- Diagrams and pictures to add meaning alongside text.
- Don't ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this.
- Additional time to complete tasks if necessary.
- Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc.
- Minimise copying from the board – provide copies for pupil if necessary.

Area of Need: Social, Emotional and Mental Health

- Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.
- Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate)
- Give the pupil a classroom responsibility to raise self-esteem.
- Play calming music where appropriate.
- Give breaks between tasks and give legitimate 'moving around' activities e.g Brain Gym, wake up and shake up.
- Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources.
- Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.
- Provide visual timetables and task lists – may need to be for a short period of time depending on the pupil.
- Make expectations for behaviour explicit by giving clear targets, explanations and modelling.