

Welcome to Woodthorpe

SEND Coffee morning
Friday 26th October 2018

The 4 Areas of Need (as outlined in the SEND Code of Practice 2015)

- Cognition and Learning
- Communication and Interaction (SLCN)
- Social, emotional and mental health (SEMH)
- Physical/Sensory needs

What does the area of need include?

- **Cognition and Learning** – Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD)
- **Communication and Interaction** – speech, language and communication needs, including Autism Spectrum Condition (ASC)
- **SEMH** – social and emotional difficulties (e.g. anxiety) including mental health
- **Sensory and/or physical needs** – Vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI)

Which external agencies support school?

- **Cognition and Learning** – Pupil and School Support (PSS)
- **SLCN** – Speech and Language Therapist (SALT) and Communication and Autism Team (CAT)
- **SEMH** – Educational Psychologist (EP)
- **Physical/sensory needs** - Physical Difficulties Support Service (PDSS)

- The EP may be involved in assessing and advising staff and parents about children in all 4 areas of need.

Cognition and Learning

- Children can be identified as belonging to more than one area of need.
- Children with cognition and learning difficulties may be identified as having Moderate Learning Difficulties (MLD). However, they may undergo an identification process (either in school or privately) to be recognised as having a Specific Learning difficulty (SpLD) such as dyslexia, dyspraxia or dyscalculia.

Specific Learning Difficulties

- More children being identified as having SpLD e.g. dyslexia
- Difficult to identify in young children
- The graduated response follows an 'assess – plan – do- review' cycle
- Evidence-based interventions need to be in place and tried before beginning identification process e.g. Rapid Phonics, Cued spelling
- Children do not need to be identified to have suitable provision and be recognised as having traits of SpLD

Once children are identified with SpLD??

- Some targeted provision may continue e.g. a dyslexia-specific literacy programme
- Universal provision is key – high quality first teaching in the classroom, access to appropriate resources and support, coping strategies for lifelong learning
- Specific learning difficulties are lifelong and persistent and strategies to promote independence are crucial

Questions???