

The 4 broad areas of SEND needs

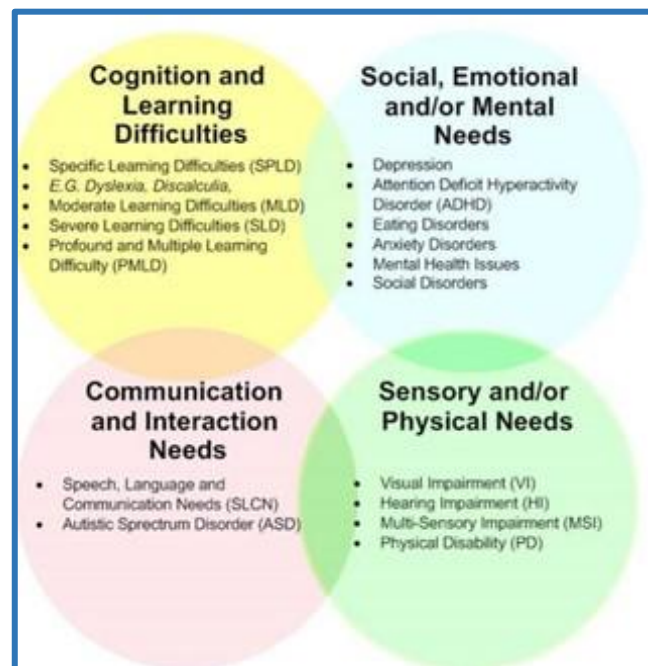
Definition of SEND

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils need something **additional to** and **different from** what is provided for the majority of pupils. This is what is meant by special educational provision.

At Golden Valley we are a mainstream primary school. We support pupils with moderate and severe needs, not profound needs, across the four broad areas of need which are detailed in the SEND Code of Practice, 2014: **‘Communication and Interaction’**, **‘Cognition and Learning’**, **‘Social, Emotional and Mental Health’** and **‘Sensory and/ or Physical’**.

The four broad areas of need give an overview of the range of needs that a child may have, they are an indicator of the different needs that should be planned for. The purpose of identification is not to give the child a ‘label’ as in practice children may have needs that span across all four areas and we know from working and listening to children and their families that every child is different.

By considering the four broad areas of need, within a graduated approach teachers and leaders can assess needs and work with parents/carers and the children to co-produce a plan of support.



Children may have needs across more than one category, called co-presenting needs. They may also have medical needs that require support and intervention. Considering primary needs is an important and useful first step, but we know a more detailed understanding of an individual child is required for action to be beneficial. Teachers and leaders should understand the individual characteristics of a child’s needs, and how these relate to their classroom environment and the content that they are teaching. What is key is understanding the specific barriers children face to learning and what they need to thrive.

As an LSP school located in the North Somerset Local Authority, we use the [North Somerset ‘Profile of Need’ document](#) to underpin and guide both our school approach and our processes around supporting children with SEND.

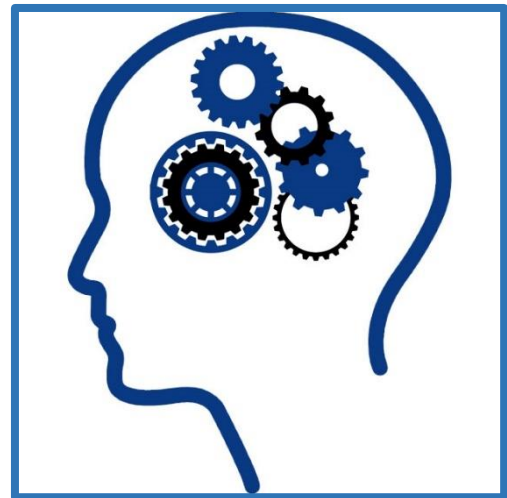
Cognition and Learning

Within the code of practice cognition and learning is defined as follows:

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.'

Cognition and learning needs generally account for difficulties in curriculum-related areas such as:

- reading, writing and spelling
- numerosity
- comprehension
- processing difficulties such as sequencing, inference,
- coherence and elaboration
- working memory
- short term verbal memory
- other types of executive function difficulties



At Golden Valley, we always refer back to the [North Somerset 'Profile of Need' document](#) to support us to make decisions about how we assess, review and adapt provision for pupils who may/ we have assessed have a need relating to cognition and learning. Some of the adaptations/ interventions we make use include:

- additional time to process
- visual clues and prompts
- additional scaffolds related to the learning taking place
- visual timetables
- social stories
- coloured paper/ overlays
- reading interventions

Communication and Interaction

Within the code of practice communication and interaction is defined as follows:

‘Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.’

Children and young people with ASD, including Asperger’s Syndrome and Autism, are also likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact how they relate to others. Autism is a spectrum and CYP with autism can be cognitively very able.

Communication and interaction needs could include:

- difficulties with producing or responding to expressive or receptive language
- difficulties uttering speech sounds
- difficulties understanding spoken and other communications from others
- difficulties with understanding age-related social conventions of interaction, such as turn-taking during conversations or appropriate level of physical contact during play



At Golden Valley, we always refer back to the [North Somerset ‘Profile of Need’ document](#) to support us to make decisions about how we assess, review and adapt provision for pupils who may/ we have assessed have a need relating to SLCI. Some of the adaptations/ interventions we make use include:

- simple instructions
- clear, consistent instructions
- visual timetable
- additional scaffolds
- a range of interventions for SLCI including Talk Boost, Attention Autism

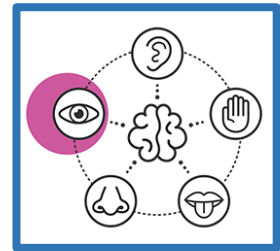
Sensory and/or physical needs

Within the code of practice sensory and/or physical is defined as follows:

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.'

Physical and sensory needs cover a wide range of medical conditions in addition to those mentioned above. Some children with physical disabilities may be very cognitively able so the levels of support must be tailored to a person-centred needs analysis of each child's needs and preferences, considering the views of children and their families.

We strive to make our school accessible for all: Our building and grounds are wheelchair accessible. There is a disabled toilet for children and adults. We also have adapted changing facilities. Our school accessibility plan can be found on our school website in the policies section



At Golden Valley, we always refer back to the [North Somerset 'Profile of Need' document](#) to support us to make decisions about how we assess, review and adapt provision for pupils who may/ we have assessed have a need relating to sensory and/ or physical needs . Some of the adaptations/ interventions we make use include:

- positioning in the classroom
- wobble cushions/ boards
- pencil grips
- sensory circuits
- headphones
- sensory diet

Social, Emotional and Mental Health

- Within the code of practice social, emotional and mental health is defined as:
- *'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'*

- Children may experience a wide range of social and emotional difficulties which can present themselves in many ways. These may include becoming withdrawn or isolated, or displaying challenging behaviour. These behaviours may reflect a range of underlying issues such as anxiety or depression. Other children and young people may have Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD).
- We know that poor SEMH may be an indicator of a safeguarding concern, and vice versa, that a safeguarding concern can lead to affected mental health so we take a contextual Safeguarding approach to SEMH needs.
- It is important to recognise that these difficulties may reflect other underlying special educational needs or difficulties from other categories of need. Presenting 'behaviours' should always be considered as a symptom of a potential underlying need. Separating the behaviour from the child or young person is crucial by applying a 'what's happened (or happening) to them' rather than 'what's wrong with them' approach.
- We take a pro-active approach in teaching both children and staff about mental health so that they have the understanding and awareness of both good and poor mental health. We aim to give children and staff the strategies and skills to support mental health. Some strategies that we explicitly teach the children are embedded within our 6 school values: Resilience, Empathy, Respect, Responsibility, Gratitude, Equity- these values link directly to supporting and promoting good SEMH within our pupils.



SEMH within the curriculum

- The PSHE Jigsaw curriculum ensures that SEMH is a key factor embedded within the scheme. Delivery of this scheme ensures that all children from Reception to Y6 develop these skills needed for good SEMH.

- In addition to Jigsaw, Golden Valley actively engages in a range of additional activities such as: anti-bullying week, E-Safety week, charity events, Safeguarding assemblies and events within our approach to personal development and SMSC which are aimed at supporting and raising awareness of positive SEMH.

Identifying and supporting Mental Health

- As a school we use the Boxall Profile to support us in our initial assessment of pupils but we recognise that only medical professionals can diagnose a mental health condition. We work with outside agencies to support children in the diagnosis and support of their mental health needs; Primary Mental Health specialist, CAMHS staff, family support workers & social workers, CPMASS, doctors and educational psychologists.
- In school, when staff identify that a child may need some additional support with their SEMH needs they are referred to the pastoral team, led by the SENDCO who is also a deputy DSL. The SENDCO will decide if further agency support is needed at weekly safeguarding meetings with the Pastoral Team and will refer on, or, decide if support can be offered in school. A Learning Mentor can provide support to individuals. They will work with the child over a set number of weeks to develop skills, understanding and resilience.
- At Golden Valley, we always refer back to the [North Somerset 'Profile of Need' document](#) to support us to make decisions about how we assess, review and adapt provision for pupils who may/ we have assessed have a need relating to SEMH needs

