

Special Educational Needs Provision Guidance



Ref: SEN Code of Practice

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 likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Quality First Teaching

The Child or young person experiences Speech Language and communication needs which can be managed well in a mainstream class within an inclusive and positive school setting with appropriate differentiation of tasks and modified teaching style.

This Child or young person may exhibit some of the following characteristics: finds social situations confusing; can be unclear about appropriate responses and how to form relationships with other Child or young person, likes to follow own interests rather than accept direction, displays a strong interest in a particular subject. Has a tendency to seek repetitive actions or routines, low level sensory likes and dislikes.

SEN Support

Child or young person has identified communication needs which are highlighted to all staff with advice on support strategies provided and monitored by the SENCO/SLT/speech and language therapist.

May include low/medium level persistent difficulties with: Understanding verbal instructions and directions, difficulties with expressing themselves verbally, grammar, word finding, vocabulary. Specific difficulty with fluency (stammering), speech sound development may be following an atypical pattern or delayed, voice problems, persistent hoarseness etc.

A Child or young person who finds it difficult at social times, with social/emotional/organisational skills, by changes in routines and settings, in developing communication and language skills in noisy environments.

Social and communication difficulties may have a wider impact on a Child or young person's emotional well being. The Child or young person may be socially isolated and vulnerable to bullying or low self esteem

HNF SEN Support/ Additionally Resourced Provision / EHCP (Mainstream)

Child or young person may have communication needs which significantly impact on their ability to access the curriculum that have been assessed as requiring highly specialist teaching.

Child or young person has persistent difficulties in comprehension and expression of language and possibly some complexity of need re: social communication. Speech sound development may be following an atypical pattern or delayed.

Pupil may have a diagnosis of Autism (or on the assessment route), requiring some support to access the curriculum. For example, a child or young person who finds it difficult learning in core curriculum areas, taking part in small groups, with understanding and using language, with the social use of language, understanding social interactions and friendships, with social understanding (e.g. difficulties interpreting other people's behaviour, language and intentions)

EHCP

The CYP will experience profound, complex life-long learning difficulties, and will require specialised provision, with personalised programmes of support delivered by staff with a high level of expertise.

