

Section 2

Identification of needs

Secondary Settings

## Key Stage 3 – Communication and Interaction

Year 7, 8 and 9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The young person may need support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| Listening and attention | listening actively in a small group or the whole class |  |  |  |
| sustaining concentration in a small group or the whole class |  |  |  |
| listening to information while carrying out a task |  |  |  |
| working independently on a task |  |  |  |
| Speaking and expressive language | articulating words clearly |  |  |  |
| recalling unknown words in conversation |  |  |  |
| retelling or describing a sequence of events |  |  |  |
| using language to express thoughts and ideas clearly |  |  |  |
| using complex sentences including words like therefore, yet |  |  |  |
| making needs and wants known appropriately |  |  |  |
| communicating effectively in a range of social situations in and out of school |  |  |  |
| Understanding and processing | following instructions and spoken information |  |  |  |
| organising spoken and written language into consistently coherent sentences and paragraphs |  |  |  |
| comprehending text that he/she is able to read |  |  |  |
| remembering vocabulary |  |  |  |
| understanding timetables and sequences |  |  |  |
| understanding abstract terms or concepts, e.g.: time, space |  |  |  |
| understanding sarcasm, idioms and jokes |  |  |  |
| Interaction and social communication | interacting appropriately with others, understanding the accepted rules of social interaction |  |  |  |
| joining in with group and whole class activities |  |  |  |
| to alter what they say depending upon who they are talking to |  |  |  |
| understanding the social rules relating to group work |  |  |  |
| understanding that communication is a shared process |  |  |  |
| interpreting non-literal language |  |  |  |
| establishing and maintaining appropriate friendships |  |  |  |

## Key Stage 3 – Communication and Interaction

Year 7, 8 and 9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The young person may need support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| Interaction and social communication | ‘reading’ the physical clues of non-verbal language, e.g.: facial expressions, gestures |  |  |  |
| knowing what to do at unstructured times of day |  |  |  |
| managing changes in routine |  |  |  |
| Other | managing stresses, anxieties and frustrations |  |  |  |
| establishing a positive self-image |  |  |  |
| managing sensory responses (these may be hypo or hyper) |  |  |  |
| being organised for learning |  |  |  |
| getting to where they need to be next |  |  |  |
| managing homework and exam revision |  |  |  |

## Key Stage 3 – Cognition and Learning

Year 7, 8 and 9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The young person may need support for some of the following:*** | Occasionally | Sometimes | Most of the time |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Speaking and listening | exploring and communicating ideas |  |  |  |
| understanding instructions |  |  |  |
| talking in a range of contexts |  |  |  |
| being able to contribute to an age appropriate discussion |  |  |  |
| being able to summarise the main points of a discussion |  |  |  |
| Reading | Comprehending age appropriate texts even when read to |  |  |  |
| using a range of strategies to decode and establish meaning |  |  |  |
| using alphabetical order to access dictionaries and indexes. |  |  |  |
| Writing/Spelling | writing with an awareness of audience |  |  |  |
| writing in a logical sequence |  |  |  |
| writing legibly |  |  |  |
| knowing when to use upper and lower case letters |  |  |  |
| organising key ideas into paragraphs |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mathematics | reading, writing, ordering and comparing numbers up to 1000 |  |  |  |
| counting forwards and backwards in 2’s and 10’s |  |  |  |
| expressing amounts of money in two ways, e.g.: 59p and £0.59 |  |  |  |
| making estimates using familiar units of measurement and checking results |  |  |  |
| following or giving instructions relating to movement or position |  |  |  |
| using mathematical terms to describe common 2D and 3D shapes |  |  |  |
| using 4 points of the compass to show direction |  |  |  |
| Cognitive Skills | problem solving |  |  |  |
| predicting |  |  |  |
| recognising patterns and connections. |  |  |  |
| Organisation | arriving punctually at lessons |  |  |  |
| arriving prepared for learning |  |  |  |
| bringing the correct equipment to lessons |  |  |  |
| ***The young person may need support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| managing homework deadlines |  |  |  |
| Other indicators | evidence of immature or inappropriate social interaction |  |  |  |
| difficulty in adapting to change |  |  |  |
| low level of resilience in challenging circumstances |  |  |  |
| poor school attendance record that may affect learning |  |  |  |
| self-help skills |  |  |  |

## Key Stage 3 – SpLD

Year 7, 8 and 9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The young person may need support with some of the following:*** | Occasionally | Sometimes | Most of the time |
| Word level skills | recognising and remembering words on sight |  |  |  |
| using and remembering spellings on the Y3/4 word list |  |  |  |
| finding an appropriate word to use |  |  |  |
| segmenting and/or blending phonemes and/or syllables |  |  |  |
| learning and remembering new vocabulary, e.g.: subject related terminology |  |  |  |
| Language and literacy | exploring and communicating ideas |  |  |  |
| following instructions |  |  |  |
| talking in a range of contexts |  |  |  |
| being able to summarise the main points of a discussion |  |  |  |
| using a range of strategies to decode and establish meaning |  |  |  |
| using alphabetical order to access dictionaries and indexes |  |  |  |
| writing in a logical sequence |  |  |  |
| writing legibly |  |  |  |
| knowing when to use upper and lower case letters |  |  |  |
| organising key ideas into paragraphs |  |  |  |
| retaining learned information |  |  |  |
| Writing | using a pencil comfortably and effectively |  |  |  |
| forming letters consistently and using the same case |  |  |  |
| writing on lines with spaces between words |  |  |  |
| writing all of the words in a sentence |  |  |  |
| tackling writing tasks confidently |  |  |  |
| writing for a sustained period |  |  |  |
| Number | understanding conservation of number |  |  |  |
| to choose and use all four number operations in calculations |  |  |  |
| ordering numbers |  |  |  |
| identifying the relative values of two numbers |  |  |  |
| ***The young person may need support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| keeping track of time |  |  |  |
| telling the time on a 12 hour clock |  |  |  |
| recording calculations accurately |  |  |  |
| sequencing number patterns |  |  |  |
| being confident to tackle number activities |  |  |  |
| Co-ordination | to discriminate right and left |  |  |  |
| using scissors and tools effectively |  |  |  |
| making the best use of space on a page |  |  |  |
| running, jumping, throwing and catching efficiently |  |  |  |
| being confident to join in physical activities |  |  |  |
| Associated needs: behavioural & emotional factors | building self confidence |  |  |  |
| staying on task, engaging in reading and writing activities |  |  |  |
| managing anxiety and/or frustration |  |  |  |
| withdrawn behaviour/clowning/fatigue (delete as appropriate) |  |  |  |
| being organised for learning |  |  |  |
| interacting appropriately with others |  |  |  |
| Associated needs: study skills | taking notes |  |  |  |
| planning, sequencing and organising thoughts and ideas |  |  |  |
| presenting written work appropriately |  |  |  |
| arriving punctually at lessons |  |  |  |
| arriving prepared for learning |  |  |  |

## Key Stage 3 – Social, Emotional and Mental Health

Year 7, 8 and 9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | The young person with social, emotional and mental health needs may: | Occasionally | Sometimes | Most of the time |
| The young person may: | frequently display inappropriate behaviour as a coping strategy |  |  |  |
| display inappropriate behaviour that is a result of learning, communication and interaction or sensory needs |  |  |  |
| appear to significantly reject and/or be rejected by peers |  |  |  |
| difficulty building relationships with adults |  |  |  |
| difficulties making/sustaining friendships |  |  |  |
| difficulties repairing breakdowns in communication |  |  |  |
| have regression/lacks motivation with learning |  |  |  |
| Lacks confidence with learning tasks |  |  |  |
| frequently display immature emotional responses |  |  |  |
| display behaviour that is dangerous or damaging to him/herself, to others and to property |  |  |  |
|  | ***The young person with need support with some of the following:*** |  |  |  |
| The young person may need support for some of the following: | managing frequent inappropriate behaviours that occur in more than one setting |  |  |  |
| managing particular behaviours that occur in only one setting |  |  |  |
| managing frequent behaviours that impact on the learning of others |  |  |  |
| listening to and follow instructions |  |  |  |
| settling and starting a task |  |  |  |
| sustaining concentration |  |  |  |
| completing tasks successfully |  |  |  |
| to ‘join in’ in a paired / group activity |  |  |  |
| controlling emotional and subsequent behavioural responses |  |  |  |
| building and sustaining positive relationships with peers and/or adults |  |  |  |
| bouncing back/recovering from everyday problems |  |  |  |

## Key Stage 3 – Social, Emotional and Mental Health

Year 7, 8 and 9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A young person may need support with some of the following: | Occasionally | Sometimes | Most of the time |
| The young person may need support with some of the following: | having the emotional resilience to find solutions |  |  |  |
| regulating emotions during periods of change/transition |  |  |  |
| expressing feelings/emotional states |  |  |  |
| to be able to recognise and understand his/her own feelings and behaviours |  |  |  |
| managing unpredictable extremes of mood |  |  |  |
| managing incongruent or disproportionate responses |  |  |  |
| managing unpredictable responses to praise and/or criticism. |  |  |  |
| ***Other factors:*** |  |  |  |
| school attendance record |  |  |  |
| whether there are other agencies involved with the family |  |  |  |
| whether there are things happening out of school that may impact on the young person’s social, emotional and mental health, e.g.: bereavement |  |  |  |
| Indicators of school anxiety | Recent change of school, or any other transition |  |  |  |
| Engaging with school, school staff or peers |  |  |  |
| A pattern of late arrivals and absences for minor ailments |  |  |  |
| Frequent absences for minor illnesses |  |  |  |
| Possible avoidance patterns: visiting the medical room frequently, or leaving class for the toilet frequently and for extended periods |  |  |  |
| Regularly attending but unable to attend lessons |  |  |  |
| A pattern of absence at the beginning and end of term and/or half term |  |  |  |
| Returning to school following a period of illness |  |  |  |
| Difficulties with attendance or returning to school following a traumatic event (e.g.: bereavement, divorce, or a parent/carer’s illness) |  |  |  |
| Managing stresses and anxiety related to school based assessments or examinations (e.g.: subject assessments, etc) |  |  |  |
| Has limited social links |  |  |  |
| Withdrawn or hard to get to know |  |  |  |

## Key Stage 3 – Social, Emotional and Mental Health

Year 7, 8 and 9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A young person may need support with some of the following: | Occasionally | Sometimes | Most of the time |
| Indicators of school anxiety | Apparent unhappiness over the long term, for no identifiable reason |  |  |  |
| Frequent complaints of stomach aches/headaches |  |  |  |
| Disturbed sleep patterns or difficulty getting to sleep |  |  |  |
| Has reported bullying where anxiety is shown at school and at home |  |  |  |
| New learners, refugees/asylum seekers or pupils with EAL |  |  |  |

## Key Stage 3 – Sensory and Physical Needs - Hearing

Year 7, 8 and 9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***A young person with a hearing loss may:*** | Occasionally | Sometimes | Most of the time |
| The young person with a hearing need may: | find difficulty in expressing him/herself clearly |  |  |  |
| appear loud, raising his/her voice in conversation |  |  |  |
| use gesture more than peers |  |  |  |
| experience difficulty when activities involve listening & following instructions e.g. appears to ignore, confuses direction of sound, mishears |  |  |  |
| often ask for clarification or repetition particularly in noisy environments or where the speaker cannot be seen |  |  |  |
| use unusual or immature language structures and have unexpected gaps in vocabulary |  |  |  |
| find it difficult to sustain concentration and become tired easily |  |  |  |
| have communication difficulties at home, e.g. TV/computer turned up loud, non-responsive to the voice at normal levels |  |  |  |
| The young person may need support for some of the following: | engaging in activities that involve listening to & following instructions |  |  |  |
| articulating words clearly |  |  |  |
| making him/herself understood by others (this may lead to frustration, restricted communication or withdrawn behaviour) |  |  |  |
| developing language skills (receptive, expressive and pragmatic) |  |  |  |
| developing aspects of learning related to verbal skills, for example to expand and close gaps in vocabulary |  |  |  |
| developing age appropriate language structures |  |  |  |
| developing literacy related skills |  |  |  |
| being confident in tackling activities independently |  |  |  |
| initiating conversations with teachers or peers |  |  |  |
| interacting with others; turn taking, joining in with a conversation, listening |  |  |  |
| following whole class introductions and discussions |  |  |  |
| sustaining concentration in a small group or the whole class |  |  |  |
| managing anxiety and/or frustration |  |  |  |
| establishing and maintaining appropriate peer relationships |  |  |  |
| to build self-esteem |  |  |  |

## Key Stage 3 – Sensory and Physical needs – Visual

Year 7, 8 and 9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A young person with a visual need may: | Occasionally | Sometimes | Most of the time |
| The young person with a visual need may: | tilt his or her head and/or use his/her body in a different way to other young people to maximise vision |  |  |  |
| have a very close working distance |  |  |  |
| touch, rub or cover eyes |  |  |  |
| appear sensitive to light or glare |  |  |  |
| have eye pain, headache, dizziness or nausea, especially after periods of looking closely at something |  |  |  |
| have an inward movement towards the nose when looking at very near objects |  |  |  |
| find it difficult to track the movement of something across the field of vision, e.g. a ball rolling from left to right |  |  |  |
| find scanning difficult, e.g. visually searching for a detail in a text |  |  |  |
| bump into things as they move around |  |  |  |
| find it difficult to find his/her friends in a busy environment |  |  |  |
|  | ***The young person may need support for some of the following:*** |  |  |  |
| The young person may need support for some of the following | moving safely around the school |  |  |  |
| following work on the Smart/white board |  |  |  |
| following whole class introductions and discussions |  |  |  |
| following demonstrations |  |  |  |
| writing legibly and at length |  |  |  |
| reading texts, maps, diagrams, graphs and complex pictures accurately and at an appropriate pace |  |  |  |
| being confident in tackling new activities |  |  |  |
| joining in physical activities and social situations |  |  |  |
| activities that require co-ordination and/or gross motor skills, e.g. catching a ball |  |  |  |
| sitting in a comfortable working position for different activities |  |  |  |
| to safely access activities that are potentially hazardous, eg design and technology |  |  |  |
| carrying out practical tasks independently |  |  |  |
| ***The young person may need support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| managing anxiety and/or frustration |  |  |  |
| establishing and maintaining appropriate friendships |  |  |  |

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## Key Stage 3 – Sensory and Physical Needs – Physical

Year 7, 8 and 9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A young person with physical needs may: | Occasionally | Sometimes | Most of the time |
| The young person with physical needs may need: | move awkwardly or require aids to walk or use a wheelchair |  |  |  |
| try to avoid or have difficulty with some practical activities |  |  |  |
| become tired easily |  |  |  |
| have a medical diagnosis of a physical condition which may or may not be progressive |  |  |  |
|  | ***A young person with physical needs may need support with some of the following:*** |  |  |  |
| Mobility | moving safely around the school |  |  |  |
| carrying their bags between classes |  |  |  |
| moving around on uneven ground |  |  |  |
| managing stairs |  |  |  |
| accessing physical activities |  |  |  |
| developing a sense of danger |  |  |  |
| carrying out controlled movements, e.g. in PE |  |  |  |
| Independence | managing eating and drinking safely, e.g. to eat without choking |  |  |  |
| managing eating and drinking efficiently, e.g. to prevent spills when drinking, to open packages |  |  |  |
| dressing, e.g. clothes on the right way, doing up buttons |  |  |  |
| when using the toilet |  |  |  |
| Accessing learning | attending and listening in a small group or the whole class |  |  |  |
| following age appropriate instructions |  |  |  |
| recalling information, e.g. remembering instructions, a sequence of events |  |  |  |
| organising ideas and thoughts and expressing them coherently |  |  |  |
| articulating clearly and in a timely way |  |  |  |
| being organised for learning, e.g. accessing books and equipment |  |  |  |
| ***The young person may need support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| activities involving fine motor skills, e.g. handwriting, using scissors, using a keyboard, using a ruler |  |  |  |
| activities that involve crossing the midline, e.g. passing an object from one side of the body to the other |  |  |  |
| stabilising the body to participate in learning activities, e.g. science, computing, design and technology |  |  |  |
| being confident to join in with group/whole class activities |  |  |  |
| Social and emotional | managing anxiety and/or frustration |  |  |  |
| to build self esteem |  |  |  |
| establishing and maintaining appropriate friendships |  |  |  |

## Key Stage 4 - Communication and Interaction

Year 10 and 11

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The young person may need support for some of the following:*** | Occasionally | Sometimes | Most of the time |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Speaking and listening | talking in different contexts |  |  |  |
| speaking with an awareness of audience |  |  |  |
| listening with appropriate non-verbal signals |  |  |  |
| listening to establish meaning |  |  |  |
| explaining basic concepts |  |  |  |
| describing ideas in their own and others’ work |  |  |  |
| Reading | reading independently to establish meaning |  |  |  |
| identifying key points in a text |  |  |  |
| using alphabetical order to access resources effectively |  |  |  |
| Writing/Spelling | writing for different audiences |  |  |  |
| writing in a logical sequence |  |  |  |
| writing legibly |  |  |  |
| using ICT to communicate meaning appropriately |  |  |  |
| writing with an awareness of standard conventions |  |  |  |
| using capital letters, full stops, commas and apostrophes |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mathematics | understanding the place value in large whole numbers |  |  |  |
| making estimates using familiar units of measure |  |  |  |
| using simple decimals and fractions to solve everyday problems |  |  |  |
| carrying out simple calculations using the 12 hour clock |  |  |  |
| following or giving instructions related to position |  |  |  |
| choosing appropriate number operations to solve a 2 step problem |  |  |  |
| using language/properties accurately to describe 2D/3D shapes |  |  |  |
| finding areas by counting squares and volume by counting cubes |  |  |  |
| Cognitive Skills | problem-solving |  |  |  |
| Predicting |  |  |  |
| ***The young person may need support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| recognising patterns and connections |  |  |  |
| Organisation | arriving punctually at school or other venues |  |  |  |
| arriving prepared for learning |  |  |  |
| bringing the correct equipment to lessons |  |  |  |
| Handing in homework on time |  |  |  |
| Other indicators | ***Other indicators:*** |  |  |  |
| evidence of immature or inappropriate social interaction |  |  |  |
| difficulty in adapting to change |  |  |  |
| low level of resilience in challenging circumstances |  |  |  |
| poor school or college attendance record that may affect learning |  |  |  |
| self-help skills |  |  |  |

## Key Stage 4 – SpLD

Year 10 and 11

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***The young person may need support with some of the following:*** | Occasionally | Sometimes | Most of the time |
| Word level skills | recognising and remembering words on sight |  |  |  |
| using and remembering spellings on the Y5/6 word list |  |  |  |
| finding an appropriate word to use |  |  |  |
| segmenting and/or blending phonemes and/or syllables |  |  |  |
| learning and remembering new vocabulary, e.g. subject related terminology |  |  |  |
| Language and literacy | exploring basic concepts |  |  |  |
| exploring and communicating ideas |  |  |  |
| following instructions |  |  |  |
| talking in a range of contexts |  |  |  |
| being able to summarise the main points of a discussion |  |  |  |
| using a range of strategies to decode and establish meaning |  |  |  |
| using alphabetical order to access resources effectively |  |  |  |
| identifying key points in a text |  |  |  |
| writing in a logical sequence |  |  |  |
| writing legibly |  |  |  |
| knowing when to use upper and lower-case letters, full stops, commas and apostrophes |  |  |  |
| organising key ideas into paragraphs |  |  |  |
| retaining learned information |  |  |  |
| Writing | forming letters consistently and using the same case |  |  |  |
| writing on lines with spaces between words |  |  |  |
| writing all of the words in a sentence |  |  |  |
| tackling writing tasks confidently |  |  |  |
| writing for a sustained period |  |  |  |
| Number | understanding conservation of number |  |  |  |
| choosing and using all four number operations in calculations |  |  |  |
| ***The young person may need support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| ordering numbers |  |  |  |
| identifying the relative values of two numbers |  |  |  |
| keeping track of time |  |  |  |
| telling the time on a 12 hour clock |  |  |  |
| recording calculations accurately |  |  |  |
| sequencing number patterns |  |  |  |
| being confident to tackle number activities |  |  |  |
| Co-ordination | to discriminating right and left |  |  |  |
| using scissors and tools effectively |  |  |  |
| making the best use of space on a page |  |  |  |
| to run, jump, throw and catch efficiently |  |  |  |
| being confident to join in physical activities |  |  |  |
| Associated needs: behavioural & emotional factors | building self-confidence |  |  |  |
| staying on task, engaging in reading and writing activities |  |  |  |
| managing anxiety and/or frustration |  |  |  |
| withdrawn behaviour/clowning/fatigue (delete as appropriate) |  |  |  |
| being organised for learning |  |  |  |
| interacting appropriately with others |  |  |  |
| Associated needs: study skills | taking notes |  |  |  |
| to plan, sequence and organise thoughts and ideas |  |  |  |
| presenting written work appropriately |  |  |  |
| arriving punctually at lessons |  |  |  |
| arriving prepared for learning |  |  |  |

## Key Stage 4 – Social, Emotional and Mental Health

Year 10 and 11

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | The young person with social, emotional and mental health needs may: | Occasionally | Sometimes | Most of the time |
| The young person may: | frequently display inappropriate behaviour as a coping strategy |  |  |  |
| display inappropriate behaviour that is a result of learning, communication and interaction or sensory needs |  |  |  |
| appear to significantly reject and/or be rejected by peers |  |  |  |
| difficulty building relationships with adults |  |  |  |
| difficulties making/sustaining friendships |  |  |  |
| difficulties repairing breakdowns in communication |  |  |  |
| have regression/lacks motivation with learning |  |  |  |
| lacks confidence with learning tasks |  |  |  |
| frequently display immature emotional responses |  |  |  |
| display behaviour that is dangerous or damaging to him/herself, to others and to property |  |  |  |
|  | ***The young person with need support with some of the following:*** |  |  |  |
| The young person may need support for some of the following: | managing frequent inappropriate behaviours that occur in more than one setting |  |  |  |
| managing particular behaviours that occur in only one setting |  |  |  |
| managing frequent behaviours that impact on the learning of others |  |  |  |
| listening to and follow instructions |  |  |  |
| settling and starting a task |  |  |  |
| sustaining concentration |  |  |  |
| completing tasks successfully |  |  |  |
| to ‘join in’ in a paired/group activity |  |  |  |
| controlling emotional and subsequent behavioural responses |  |  |  |
| building and sustaining positive relationships with peers and/or adults |  |  |  |
| bouncing back/recovering from everyday problems |  |  |  |

## Key Stage 4 – Social, Emotional and Mental Health Needs

Year 10 and 11

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The young person may need support for some of the following: | ***The young person with need support with some of the following:*** |  |  |  |
| having the emotional resilience to find solutions |  |  |  |
| regulating emotions during periods of change/transition |  |  |  |
| expressing feelings/emotional states |  |  |  |
| to be able to recognise and understand his/her own feelings and behaviours |  |  |  |
| managing unpredictable extremes of mood |  |  |  |
| managing incongruent or disproportionate responses |  |  |  |
| managing unpredictable responses to praise and/or criticism. |  |  |  |
| school attendance record |  |  |  |
| whether there are other agencies involved with the family |  |  |  |
| whether there are things happening out of school that may impact on the young person’s social, emotional and mental health, e.g. bereavement |  |  |  |
| Indicators of school anxiety | Recent change of school, or any other transition |  |  |  |
| Engaging with school, school staff or peers |  |  |  |
| A pattern of late arrivals and absences for minor ailments |  |  |  |
| Frequent absences for minor illnesses |  |  |  |
| Possible avoidance patterns: visiting the medical room frequently, or leaving class for the toilet frequently and for extended periods |  |  |  |
| Regularly attending but unable to attend lessons |  |  |  |
| A pattern of absence at the beginning and end of term and/or half term |  |  |  |
| Returning to school following a period of illness |  |  |  |
| Difficulties with attendance or returning to school following a traumatic event (e.g.: bereavement, divorce, or a parent/carer’s illness) |  |  |  |
| Managing stresses and anxiety related to school based assessments or examinations (e.g.: GCSEs, mock examinations) |  |  |  |
| Has limited social links |  |  |  |
| Withdrawn or hard to get to know |  |  |  |
| Apparent unhappiness over the long term, for no identifiable reason |  |  |  |
| Frequent complaints of stomach aches/headaches |  |  |  |
| Disturbed sleep patterns or difficulty getting to sleep |  |  |  |
| Has reported bullying where anxiety is shown at school and at home |  |  |  |
| New learners, refugees/asylum seekers or pupils with EAL |  |  |  |

## Key Stage 4 – Sensory and Physical needs – Hearing

Year 10 and 11

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***A young person with a hearing loss may:*** | Occasionally | Sometimes | Most of the time |
| The young person with a hearing need may: | find difficulty in expressing him/herself clearly |  |  |  |
| appear loud, raising his/her voice in conversation |  |  |  |
| use gesture more than peers |  |  |  |
| experience difficulty when activities involve listening and following instructions e.g. appears to ignore, confuses the direction of sound, mishears |  |  |  |
| often ask for clarification or repetition particularly in noisy environments or where the speaker cannot be seen |  |  |  |
| use unusual or immature language structures and have unexpected gaps in vocabulary |  |  |  |
| find it difficult to sustain concentration and become tired easily |  |  |  |
| have communication difficulties at home, e.g. TV/computer turned up loud, non-responsive to the voice at normal levels |  |  |  |
| The young person may need support for some of the following: | engaging in activities that involve listening to & following instructions |  |  |  |
| articulating words clearly |  |  |  |
| making him/herself understood by others (this may lead to frustration, restricted communication or withdrawn behaviour) |  |  |  |
| developing language skills (receptive, expressive and pragmatic) |  |  |  |
| developing aspects of learning related to verbal skills, for example to expand and close gaps in vocabulary |  |  |  |
| developing age appropriate language structures |  |  |  |
| developing literacy related skills |  |  |  |
| being confident in tackling activities independently |  |  |  |
| initiating conversations with teachers or peers |  |  |  |
| interacting with others; turn taking, joining in a conversation, listening |  |  |  |
| following whole class introductions and discussions |  |  |  |
| sustaining concentration in a small group or the whole class |  |  |  |
| managing anxiety and/or frustration |  |  |  |
| establishing and maintaining appropriate peer relationships |  |  |  |
| to build self-esteem |  |  |  |

## Key Stage 4 – Sensory and Physical needs – Visual

Year 10 and 11

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A young person with a visual need may: | Occasionally | Sometimes | Most of the time |
| The young person with a visual need may: | tilt his or her head and/or use his/her body in a different way to other young people to maximise vision |  |  |  |
| have a very close working distance |  |  |  |
| touch, rub or cover eyes |  |  |  |
| appear sensitive to light or glare |  |  |  |
| have eye pain, headache, dizziness or nausea, especially after periods of looking closely at something |  |  |  |
| have an inward movement towards the nose when looking at very near objects |  |  |  |
| find it difficult to track the movement of something across the field of vision, e.g. a ball rolling from left to right |  |  |  |
| find scanning difficult, e.g. visually searching for a detail in a text |  |  |  |
| bump into things as they move around |  |  |  |
| find it difficult to find his/her friends in a busy environment |  |  |  |
|  | ***The young person may need support for some of the following:*** |  |  |  |
| The young person may need support for some of the following: | moving safely around the school |  |  |  |
| following work on the Smart/white board |  |  |  |
| following whole class introductions and discussions |  |  |  |
| following demonstrations |  |  |  |
| writing legibly and at length |  |  |  |
| reading texts, maps, diagrams, graphs and complex pictures accurately and at an appropriate pace |  |  |  |
| being confident in tackling new activities |  |  |  |
| joining in physical activities and social situations |  |  |  |
| activities that require co-ordination and/or gross motor skills, e.g. catching a ball |  |  |  |
| sitting in a comfortable working position for different activities |  |  |  |
| to safely access activities that are potentially hazardous, e.g. design and technology |  |  |  |
| ***The young person may need support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| carrying out practical tasks independently |  |  |  |
| managing anxiety and/or frustration |  |  |  |
| establishing and maintaining appropriate friendships |  |  |  |

## Key Stage 4 – Sensory and Physical Needs – Physical

Year 10 and 11

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A young person with physical needs may: | Occasionally | Sometimes | Most of the time |
| The young person with physical needs may need: | move awkwardly or require aids to walk or use a wheelchair |  |  |  |
| try to avoid or have difficulty with some practical activities |  |  |  |
| become tired easily |  |  |  |
| have a medical diagnosis of a physical condition which may or may not be progressive |  |  |  |
|  | ***A young person with physical needs may need support with some of the following:*** |  |  |  |
| Mobility | moving safely around the school |  |  |  |
| carrying their bags between classes |  |  |  |
| moving around on uneven ground |  |  |  |
| managing stairs |  |  |  |
| accessing physical activities |  |  |  |
| developing a sense of danger |  |  |  |
| carrying out controlled movements, e.g. in PE |  |  |  |
| Independence | managing eating and drinking safely, e.g. to eat without choking |  |  |  |
| managing eating and drinking efficiently, e.g. to prevent spills when drinking, to open packages |  |  |  |
| dressing, e.g. clothes on the right way, doing up buttons |  |  |  |
| when using the toilet |  |  |  |
| Accessing learning | attending and listening in a small group or the whole class |  |  |  |
| following age appropriate instructions |  |  |  |
| recalling information, e.g. remembering instructions, a sequence of events |  |  |  |
| organising ideas and thoughts and expressing them coherently |  |  |  |
| articulating clearly and in a timely way |  |  |  |
| being organised for learning, e.g. organise books and equipment and where to go for the next lesson |  |  |  |
| ***The young person may need support for some of the following:*** | Occasionally | Sometimes | Most of the time |
| activities involving fine motor skills, e.g. handwriting, using scissors, using a keyboard, using a ruler |  |  |  |
| activities that involve crossing the midline, e.g. passing an object from one side of the body to the other |  |  |  |
| stabilising the body to participate in learning activities, e.g. science, computing, design and technology |  |  |  |
| being confident to join in with group/whole class activities |  |  |  |
| Social and emotional | managing anxiety and/or frustration |  |  |  |
| to build self-esteem |  |  |  |
| establishing and maintaining appropriate friendships |  |  |  |