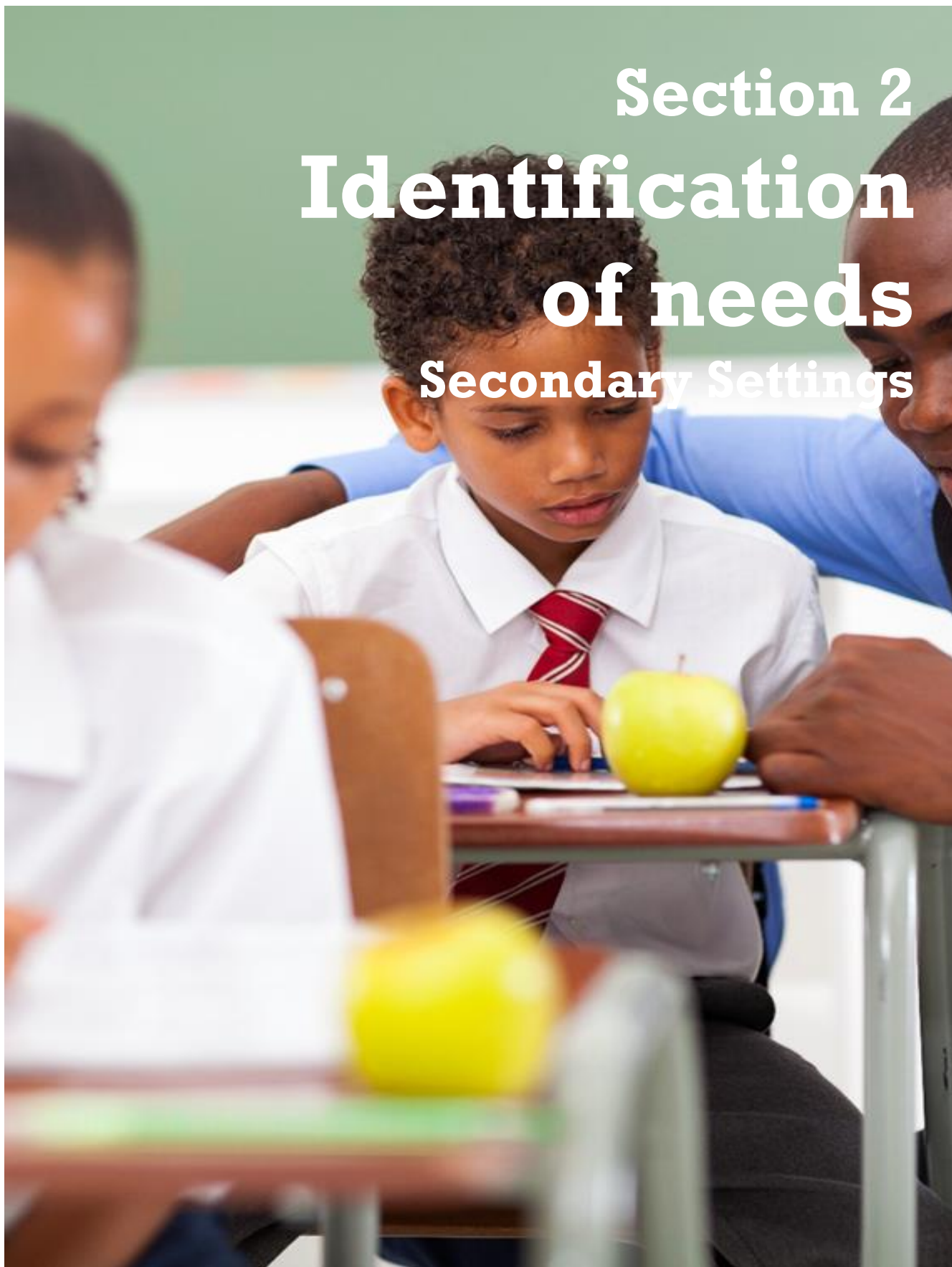


Section 2 Identification of needs Secondary Settings



Section 2: Identification of needs

Key Stage 3 – Communication and Interaction

Year 7, 8 and 9

	<i>The young person may need support for some of the following:</i>	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			

Section 2: Identification of needs

Key Stage 3 – Communication and Interaction

Year 7, 8 and 9

	<i>The young person may need support for some of the following:</i>	Occasionally	Sometimes	Most of the time
Interaction and social	'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

Section 2: Identification of needs

Year 7, 8 and 9

	<i>The young person may need support for some of the following:</i>	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			
	<i>The young person may need support for some of the following:</i>	Occasionally	Sometimes	Most of the time

Section 2: Identification of needs

	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

Section 2: Identification of needs

Year 7, 8 and 9

	<i>The young person may need support with some of the following:</i>	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			
	<i>The young person may need support for some of the following:</i>	Occasionally	Sometimes	Most of the time

Section 2: Identification of needs

	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			

Section 2: Identification of needs

Key Stage 3 – Social, Emotional and Mental Health

Year 7, 8 and 9

	<i>The young person with social, emotional and mental health needs may:</i>	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			
	<i>The young person with need support with some of the following:</i>			
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			

Section 2: Identification of needs

Key Stage 3 – Social, Emotional and Mental Health

Year 7, 8 and 9

	<i>A young person may need support with some of the following:</i>	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.			
	<i>Other factors:</i>			
	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			

Section 2: Identification of needs

Key Stage 3 – Social, Emotional and Mental Health

Year 7, 8 and 9

	<i>A young person may need support with some of the following:</i>	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			

Section 2: Identification of needs

Key Stage 3 – Sensory and Physical Needs - Hearing

Year 7, 8 and 9

	<i>A young person with a hearing loss may:</i>	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				

Section 2: Identification of needs

Key Stage 3 – Sensory and Physical needs – Visual

Year 7, 8 and 9

	<i>A young person with a visual need may:</i>	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			
	<i>The young person may need support for some of the following:</i>			
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			

Section 2: Identification of needs

	<i>The young person may need support for some of the following:</i>	Occasionally	Sometimes	Most of the time
	managing anxiety and/or frustration			
	establishing and maintaining appropriate friendships			

Section 2: Identification of needs

Key Stage 3 – Sensory and Physical Needs – Physical

Year 7, 8 and 9

	<i>A young person with physical needs may:</i>	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			
	<i>A young person with physical needs may need support with some of the following:</i>			
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			

Section 2: Identification of needs

	<i>The young person may need support for some of the following:</i>	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			

Section 2: Identification of needs

Key Stage 4 - Communication and Interaction

Year 10 and 11

	<i>The young person may need support for some of the following:</i>	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			

Section 2: Identification of needs

	<i>The young person may need support for some of the following:</i>	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	<i>Other indicators:</i>			
	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			

Section 2: Identification of needs

Key Stage 4 – SpLD

Year 10 and 11

	<i>The young person may need support with some of the following:</i>	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			

Section 2: Identification of needs

	<i>The young person may need support for some of the following:</i>	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			

Section 2: Identification of needs

Key Stage 4 – Social, Emotional and Mental Health

Year 10 and 11

	<i>The young person with social, emotional and mental health needs may:</i>	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			
	<i>The young person with need support with some of the following:</i>			
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				

Section 2: Identification of needs

Key Stage 4 – Social, Emotional and Mental Health Needs

Year 10 and 11

The young person may need support for some of the following:	<i>The young person with need support with some of the following:</i>			
	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				

Section 2: Identification of needs

Key Stage 4 – Sensory and Physical needs – Hearing

Year 10 and 11

	<i>A young person with a hearing loss may:</i>	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				

Section 2: Identification of needs

Key Stage 4 – Sensory and Physical needs – Visual

Year 10 and 11

	<i>A young person with a visual need may:</i>	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			
	<i>The young person may need support for some of the following:</i>			
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			

Section 2: Identification of needs

	<i>The young person may need support for some of the following:</i>	Occasionally	Sometimes	Most of the time
	carrying out practical tasks independently			
	managing anxiety and/or frustration			
	establishing and maintaining appropriate friendships			

Section 2: Identification of needs

Key Stage 4 – Sensory and Physical Needs – Physical

Year 10 and 11

	<i>A young person with physical needs may:</i>	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			
	<i>A young person with physical needs may need support with some of the following:</i>			
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			

Section 2: Identification of needs

	<i>The young person may need support for some of the following:</i>	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			