

**Special Educational Needs:  
School Guidance  
Pupil Profile Exemplars**

## How To Use These Pupil Profile Exemplars

The pupil profiles contained within this booklet are designed to be used **alongside the School Guidance Booklets** for the four areas of Special Educational Need (SEN). Each profile provides an illustrative example of how support might be delivered in a particular context, based on individual pupil needs and circumstances.

These profiles are **not intended to be used as a model or template** for securing provision or additional funding for children. Instead, they aim to:

- Show how schools might **implement inclusive practices** in a real-world context.
- Support professional reflection and discussion around **effective, needs-led provision**.
- Highlight the importance of **individualised approaches** to planning and support.

It is essential that decisions regarding provision are made based on **the specific needs of each child**, in line with statutory guidance, and in partnership with the pupil, parents/carers, and relevant professionals.

We encourage schools to use these profiles to **inform and inspire**, whilst ensuring they are always tailoring support to the unique profile of each learner.

# **Barking & Dagenham**

**Special Educational Needs:  
Pupil Profiles for Cognition and Learning needs**

## Pupil Profile: Reception

### Primary area of need: Cognition and Learning - *Universal Plus*

#### **Behaviours Observed**

- Difficulty recognising letters, sounds, and numbers.
- Challenges with sequencing, matching, and naming.
- Delayed progress with play and personal independence skills.
- Requires support with self-care, needs an adult to support their toileting needs and eating with utensils.
- No phonological awareness and difficulties learning phonics.
- Acquisition and retention of new vocabulary and concepts is poor.
- Can count to 10 with adult support and reminders.
- Will cry and become emotionally dysregulated during concrete learning.

#### **Needs**

- Observed developmental delay of 15 months.
- Poor expressive and receptive language skills. Has been referred to a SALT.
- Struggles to find the language to communicate needs at times.
- Difficulties playing and communicating with peers.
- Requires adult support when cutting food at lunch and using the toilet.

#### **Strengths**

- Is a kind and helpful pupil.
- Enjoys playing with Lego and painting.
- Thrives off positive reinforcement.
- Has a positive relationship with his siblings and parents.
- Enjoys having a responsibility in the classroom and will often take the register to the office.

#### **Curriculum**

- The curriculum is adapted to support oral language acquisition and the development of phonics.
- Curriculum also incorporates self-help and independence skills as well as social skills.
- A personalised curriculum is in place which is appropriate to her current developmental stage.

#### **Additional Support**

- Structured play to support social skills.
- Small group phonics intervention.
- Use visual and verbal aids to guide thinking, language, and numeracy development.
- Include their own interests and stimulating resources during group play.
- Motor skills intervention to support the development of fine motor skills.
- Encourage discussion around what they are doing during activities or play.
- Incorporate daily working memory games into learning.
- Support self-help and independence through practice and visual aids.
- Use a visual timetable in class.



**Primary area of need: Cognition and Learning - *Universal Plus***

***Behaviours Observed***

- Displays significant difficulties around acquiring and understanding language.
- Becomes incredibly dysregulated in lessons and will display challenging behaviours to be removed from lessons.
- Her attention span is very limited, and she will often distract others.
- Struggles to follow instructions with more than one part.
- Will not attempt classwork and becomes frustrated when an adult attempts to help her.
- Struggles to retain concepts and skills across all areas.

***Needs***

- Noticeable deficits with essential pre-requisite language skills required for verbal reasoning.
- Significant challenges with processing most information.
- Has very limited vocabulary and poor expressive language skills.
- Evident challenges with receptive language, is currently attending a SLCN intervention.
- Struggles to find the language to communicate needs which results in frustration and dysregulation.
- Often misunderstands social situations which can lead to negative interactions with peers.
- Extra time, a reader and a scribe are in place, and she will utilise them in some lessons.

***Strengths***

- Enjoys music lessons and playing instruments.
- Will respond to positive reinforcements occasionally.
- Will engage in group tasks when grouped with her friends.
- Enjoys athletics and will attend an extra-curricular athletics club.

***Curriculum***

**Following the Year 8 curriculum in addition to:**

- A personalised curriculum is in place which focuses on developing her executive functioning and key areas of challenge.
- Visual aids, scaffolding, pre-teaching of key vocabulary and high frequency words are incorporated into all of her lessons.
- Emotional regulation and academic resilience strategies are also incorporated into all her lessons.

***Additional Support***

- Access arrangements are in place with extra time, a reader and a scribe.
- Occasional 1:1 support in lessons that require higher processing and increased literacy skills.
- Attending an emotional literacy intervention.
- 10 minutes of precision teaching completed daily.
- Use visual and verbal aids to guide thinking, language, and numeracy development.
- Include their own interests to encourage engagement and concentration.
- Use of technology to support literacy challenges, immersive reader is utilised in English, History, Geography, RE and Science.
- Alternative recording methods are utilised when extended writing is required.

**Primary area of need: Cognition and Learning – *Universal Plus***  
**Secondary area of need: Communication and Interaction – *Universal***

***Behaviours Observed***

- Struggles to engage in lessons and tends to distract others or become disengaged.
- Struggles significantly to start and complete tasks independently and with adult help.
- Poor fine motor skills and co-ordination - struggles to write in a straight line, even with lined paper, and will often leave large gaps between his letters and words. Writing is not always legible.
- Struggles with phonics and word reading independently.
- Struggles to maintain friendships with peers.

***Needs***

- Reading age of 5 years and 3 months.
- Struggles with self-esteem and is aware of the gaps in his learning.
- Struggles to ask for help and will wait for an adult to help him.
- Has been assessed by SALT and has significant difficulties in receptive and expressive language.
- Delay in meeting developmental milestones.
- Receptive and expressive language is significantly below age expected.

***Strengths***

- Can engage in limited conversations and can express his needs when he chooses to.
- Is in school full time and attendance is good.
- Good relationship with mum and key teachers in school.
- Parental engagement is good, and home learning completed.

***Curriculum***

**Year 3 curriculum is significantly adapted to focus on personalised next steps as outlined on personalised learning plan; this includes:**

- Developing high-frequency vocabulary.
- Developing comprehension skills and phonics.
- Developing social skills.

***Additional Support***

- Scaffolding resources available in class at all times including malleable objects (Numicon, dienes etc), word mat, phonics mat, number lines and topic mats.
- Small group literacy intervention to develop his spelling, phonics, daily reading, comprehension skills. (daily for 15 minutes).
- Teachers have been supported to adapt lessons.
- Staff will check in with him regularly to check his understanding and to keep him on task.
- SENCO to provide class teachers with ongoing support for adapted learning strategies.
- Precision teaching intervention to support reading of high frequency words.
- Pre- teaching used to support understanding of vocabulary.
- Use of a laptop and appropriate program (such as clicker) to support record keeping.
- 'Writing with symbols' used to support understanding.
- Instructions and lessons broken down (chunking) to support understanding and success when learning.
- Access to structured play-based activities at break and lunch times e.g., nurture groups or games clubs.

**Primary area of need: Cognition and Learning – *Enhanced***  
**Secondary area of need: Communication and Interaction – *Universal***

***Behaviours Observed***

- Struggles to engage in lessons and tends to distract others or become disengaged.
- Struggles significantly to start and complete tasks independently and with adult help.
- Poor fine motor skills and co-ordination - struggles to write in a straight line, even with lined paper, and will often leave large gaps between his letters and words. Writing is not always legible.
- Struggles with phonics and word reading independently.
- Struggles to maintain friendships with peers.

***Needs***

- Reading age of 5 years and 3 months.
- Struggles with self-esteem and is aware of the gaps in his learning.
- Struggles to ask for help and will wait for an adult to help him.
- Has been assessed by SALT and has significant difficulties in receptive and expressive language.
- Delay in meeting developmental milestones.
- Receptive and expressive language is significantly below age expected.

***Strengths***

- Can engage in limited conversations and can express his needs when he chooses to.
- Is in school full time and attendance is good.
- Good relationship with mum and key teachers in school.
- Parental engagement is good and home learning completed.

***Curriculum***

**Year 3 curriculum is significantly adapted to focus on personalised next steps as outlined on personalised learning plan, this includes:**

- Developing high-frequency vocabulary.
- Developing comprehension skills and phonics.
- Developing social skills.

***Additional Support***

- Scaffolding resources available in class at all times including malleable objects (Numicon, dienes etc), word mat, phonics mat, number lines and topic mats.
- Small group literacy intervention to develop his spelling, phonics, daily reading, comprehension skills. (daily for 15 minutes)
- Teachers have been supported to adapt lessons.
- Staff will check in with him regularly to check his understanding and to keep him on task.
- SENCO to provide class teachers with ongoing support for adapted learning strategies.
- Precision teaching intervention to support reading of high frequency words.
- Pre-teaching used to support understanding of vocabulary.
- Use of a laptop and appropriate program (such as clicker) to support record keeping.
- 'Writing with symbols' used to support understanding.
- Instructions and lessons broken down (chunking) to support understanding and success when learning.
- Access to structured play-based activities at break and lunch times e.g., nurture groups or games clubs.

### **Primary area of need: Cognition and Learning - *Enhanced*** **Secondary area of need: Communication and Interaction - *Enhanced***

#### ***Behaviours Observed***

- Struggles significantly and persistently with concept development and problem solving.
- Is unable to access and comprehend class work across all subject areas.
- Challenges with communicating with peers and teachers.
- Delay in meeting developmental milestones.
- Poor fine motor skills and gross motor skills.
- Struggles to maintain friendships with peers.
- Will often have his head down in lessons and not engage with adults.
- Will avoid eye contact and environments that are too loud.

#### ***Needs***

- Significant challenges with literacy and numeracy acquisition.
- Working memory and long-term memory are significantly impaired.
- Is unable to concentrate on tasks or actively listen for longer than 2 minutes.
- Has been assessed by SALT and EP who have identified significant difficulties in receptive and expressive language, executive functioning, and cognition.
- Requires adult support and prompting to complete tasks such as copying, organising, and navigating the school building.
- Is unaware of their needs but understands that their learning is not in line with their peers.
- Literacy and numeracy are below KS2 standards.

#### ***Strengths***

- Can express his needs such as requiring the toilet or when hungry.
- Attendance to school is sporadic.
- Has a good relationship with key teachers in school and will seek them out.
- Is good natured and enjoys drawing.

#### ***Curriculum***

- The curriculum has been personalised to meet their needs, and they are currently only accessing functional skills and ASDAN courses.

#### ***Additional Support***

- An EHCP is in place and an autism assessment is currently underway.
- Attends a weekly 1:1 SLCN intervention with a specialist TA and a fortnightly intervention with a SaLT.
- Support from the educational psychological service is in place.
- Staff have been provided with additional training on developing working memory and language skills.
- Additional adult support is in place for subject areas that require higher order processing and extended writing.
- A high level of visual cues are utilised as well as a visual timetable in his planner.

**Primary area of need: Cognition and Learning – *Enhanced***

**Secondary area of need: SEMH – *Enhanced***

**Third area of need: Communication and Interaction – *Universal***

### ***Behaviours Observed***

- Struggles to engage in lessons.
- Avoids completing work by distracting others or displaying defiance.
- Struggles to access work independently.
- Severe delay in meeting developmental milestones including speech and language.
- Poor fine motor skills and co-ordination.
- Struggles with phonics and word reading independently.
- Difficulties socialising with peers, will occasionally engage with structured play with support.

### ***Needs***

- Complex needs in all areas; speech, language and communication, cognition and learning and social and communication needs.
- Multiple medical diagnosis including microcephaly (and associated learning difficulties) and ADHD.
- Working significantly below age related expectation; academically socially and physically
- Sporadic 'crisis' when frustrated if adults do not understand him.
- Progress is in small steps – tracked using engagement model and PIVATs.
- Ongoing and complex difficulties in receptive and expressive language including a limited vocabulary.
- Sensory processing issues especially noise and foods.

### ***Strengths***

- Can occasionally express wants and needs.
- Good relationship with mum and key teachers in school
- Enjoys school and attendance is outstanding.
- Parents engage with the school and implement strategies shared at home.
- Can count by rote to 20.
- Can emotionally regulate with familiar adults.

### ***Curriculum***

**An adapted curriculum for a semi formal learner is in place (engagement model) based around likes and dislikes.**

- Curriculum focuses on developing language to support communication. The curriculum also incorporates self-help and independence skills.

### ***Additional Support***

- Scaffolding resources always available in class including malleable objects; Numicon, dienes, role play characters, structured environment.
- Small group literacy to develop phonics, daily reading and speech and language.
- Teachers have been supported/trained in engagement model and appropriate assessments.
- Multi agency approach taken and health to provide the school with frequent updates.
- Structured teaching strategies used to support understanding of the school day.
- SENCO to provide class teachers with ongoing support for adapted learning strategies.
- Pre- teaching used to support understanding of vocabulary.
- Instructions and lessons broken down (chunking) to support understanding and success when learning.
- Visual timetables used in class.

**Primary area of need: Cognition and Learning – *Targeted***  
**Secondary area of need: Communication and Interaction – *Enhanced***

***Behaviours Observed***

- Has profound and complex needs with limited understanding of language but can use vocalisation to indicate basic needs.
- She regularly performs self-injurious behaviours and requires intense adult support.
- Shows high levels of anxiety and can become extremely distressed which prevents any engagement in any learning.
- Sensory seeking behaviour is evident.
- Requires full time 1:1 adult support and is very reliable on familiar adults.

***Needs***

- Has some hearing impairment but does not require the use of hearing aids.
- Evidence of developmental delay.
- Relies heavily on high levels of adult support.
- Support required for toileting needs and intimate care.
- Has sensory needs. She does not like loud noises and can easily become dysregulated.
- Has very limited language, often uses the same phrases and responses.
- Weekly SaLT input.

***Strengths***

- Has good attendance, despite regular medical appointments.
- Enjoys music and rhythm.
- Enjoys the use of assistive technology.
- Responds well to interactive technologies.

***Curriculum***

**Requires pre-formal curriculum with a high level of sensory input and multi-sensory style of delivery.**

- The curriculum should include access to a wide range of equipment to support both learning and development of gross motor skills. As well as the use of music literature, song, rhyme, and props to support access to learning.

***Additional Support***

- Teachers have been supported/trained to develop and deliver a pre-formal curriculum and appropriate assessments. Input from a multi-agency team is necessary.
- A high ratio of adult support for intimate care.
- A structured routine with clear instructions and repetition.
- Appropriate software and games to develop cognitive skills.
- Provide a multi-sensory environment which tunes into the senses to aid communication.
- Frequent Occupational Therapy (OT) input.
- Enable parents to work alongside staff in identifying learning needs.
- Create meaningful teaching and learning experiences.
- Be pupil led and ensure a highly personalised and individualised approach.
- Use objects and visuals to support learning and develop symbolic understanding.
- Ensure staff are trained to use functional communication techniques.



**Primary area of need: Cognition and Learning – Targeted**  
**Secondary area of need: Communication and Interaction – Targeted**

***Behaviours Observed***

- Has no awareness of danger or their own safety.
- Will often abscond from adults.
- Will become incredibly dysregulated and fall to the floor crying if they are having to complete something they do not wish to.
- Will often bring toys into school and become fixated on playing with them.
- Will bite members of staff if he is dysregulated.
- Recognises familiar adults and will occasionally seek them out if distressed.
- Will approach strangers and attempt to engage with them by waving or saying 'hello'.

***Needs***

- Has co-occurring cognitive, physical, communication and sensory difficulties.
- Has a diagnosis of Down Syndrome.
- He has very limited understanding of language and a very limited vocabulary.
- Has very limited intentional communication but will use gestures to indicate his needs.
- Requires adult support with feeding and reminding to use the toilet.
- Requires intensive adult support to ensure that he is always safe.
- Has sensory needs and becomes distressed when in overstimulating environments.
- Significant difficulties with fine and gross motor skills as well as coordination.

***Strengths***

- He enjoys playing with his toy cars.
- He enjoys being outside in nature and will often want to go outside.
- He is polite and enjoys saying hello to people.
- He is incredibly caring and will open doors for people.

***Curriculum***

- **A highly personalised pre-formal curriculum is required that heavily focuses on strengths, likes, and interests.**

***Additional Support***

- A structured routine with clear instructions and repetition.
- Gain his attention before speaking and use frequent eye contact.
- Use gestures, signs, and visual cues for reinforcement.
- Use familiar words when giving instructions and ensure they are given step by step.
- Use positive reinforcements.
- Intensive adult support at all times.
- Be pupil led and ensure a highly personalised and individualised approach.
- Use objects and visuals to support learning and develop symbolic understanding.
- Implement physical therapy activities.
- Ensure a multi-agency approach is in place to support holistic care and development.
- Individual risk assessment in place to ensure safety whilst on the school site or on school trips.
- Daily parental input and communication as well as providing parents with home-based strategies.
- Frequent Occupational Therapy (OT) and SaLT input.

### Primary area of need: Cognition and Learning – Targeted

#### **Behaviours Observed**

- Ongoing difficulties with communication, emotional regulation
- Is unable to independently access age-appropriate curriculum content
- Can complete tasks with adult guidance and visual prompts
- Struggles with multi-step instructions and abstract concepts
- Retention of new information is impacted when their working memory demand is high
- Tasks requiring independent planning, extended writing or problem-solving are likely to result in disengagement or avoidance.
- Occasionally avoids eye contact or withdraws from interaction when overwhelmed or unsure.

#### **Needs**

- Working below age-related expectations in core subjects, particularly English and maths.
- Able to access curriculum content when it is differentiated and delivered in a structured, step-by-step format.
- May misinterpret social cues, leading to misunderstandings with peers or feelings of exclusion.
- Benefits from explicit teaching of social skills and opportunities to practise communication in small-group or low-pressure contexts.
- Tends to internalise difficulties and may appear withdrawn or disengaged rather than openly distressed.
- Occasional issues with fine motor tasks (e.g., handwriting) which can affect written work pace and presentation.

#### **Strengths**

- Enjoys creative subjects such as art and music and demonstrates enthusiasm in these lessons.
- Has a strong interest in technology and responds well to digital learning platforms.
- Works well one-to-one or in small groups with trusted adults.
- Polite, kind-hearted, and considerate towards others, particularly when given clear expectations.
- Shows strong attention to detail when tasks are structured and expectations are clear.

#### **Curriculum**

**KS4 curriculum is significantly adapted to focus on personalised next steps as outlined on personalised learning plan, this includes:**

- Pre-teaching of key vocabulary and concepts to support understanding and reduce anxiety.
- Extended writing tasks and abstract reasoning are scaffolded with sentence starters, word banks, or graphic organisers.
- Assessments are adapted with extra time and a quiet space where appropriate with access to laptop if required.
- Regular check-ins and mentoring sessions help support engagement, organisation, and emotional well-being.

#### **Additional Support**

- SEN Support plan in place outlining strategies across communication, emotional regulation, and learning support.
- Regular access to a key adult for pastoral check-ins and emotional reassurance.
- Small group intervention (e.g., social communication or study skills) delivered weekly by trained staff.
- Differentiated resources and visual supports used in lessons across the curriculum.
- Staff informed of pupil's profile and trained to use consistent approaches, including chunked instructions and emotion coaching.
- Access to a quiet space available when overwhelmed, with agreed strategies for self-regulation and re-engagement.
- Collaborative working with parents/carers and termly reviews to evaluate progress and support strategies.



## Primary area of need: Cognition and Learning - *Specialist*

### ***Behaviours Observed***

- Presents with profound and pervasive learning difficulties that significantly impact all areas of development.
- There is a high level of need across cognition, communication, sensory processing, and social interaction.
- They required intensive, daily, and multi-agency support within a highly adapted educational environment.

### ***Needs***

- Working significantly below expected levels across all curriculum areas, with attainment levels well below Key Stage 2 benchmarks.
- Demonstrates global developmental delay, with severely limited literacy and numeracy skills.
- Severe difficulties with both working and long-term memory, affecting retention, recall, and application of even previously taught or rehearsed information.
- Inability to access mainstream curriculum content without intensive adult scaffolding, modelling, and regular repetition.
- Heavily reliant on adult facilitation for all learning tasks, including basic classroom routines, task initiation, and completion.
- Highly limited capacity for sustained focus—attention span is typically under 2 minutes, even with adult prompting.
- Limited problem-solving ability and difficulty with sequencing, generalisation, and abstract thinking.

### ***Strengths***

- Responds positively to one-to-one support with familiar adults.
- Enjoys drawing and creative tasks, especially when free from time pressure and academic expectations.
- Able to express basic personal needs reliably when in a calm, low-demand context.
- Demonstrates warmth and humour with trusted adults, especially in structured routines.

### ***Curriculum***

**The pupil is currently withdrawn from mainstream academic subjects and is accessing a highly individualised curriculum focused on life skills, communication, and functional learning (e.g., ASDAN, Functional Skills).**

- All learning is delivered at a significantly simplified level using a highly visual and multi-sensory approach.
- Learning outcomes are personalised and measured over extended timeframes.
- Pupil requires pre-learning, overlearning, and continuous repetition of concepts to maintain functional knowledge.

### ***Additional Support***

- EHCP in place identifying extensive provision across education, therapy, and social care.
- Undergoing assessment for Autism Spectrum Condition; differential diagnoses are being considered.
- Receives weekly 1:1 specialist intervention from a trained SLCN practitioner; reviewed and supported by SaLT.
- Ongoing input from the Educational Psychology Service to support curriculum access and emotional regulation strategies.
- Staff supporting the pupil have received targeted training in language development, executive function, sensory regulation, and trauma-informed practice.
- Daily access to a structured and visually supported environment; use of personalised visual timetable, task schedule, and transition supports.
- Requires high adult-to-pupil ratio across the day, possibly including key worker oversight and enhanced supervision during unstructured times.
- Environmental modifications are in place including access to a quiet space, low-stimulation classroom layout, and planned movement breaks.

**Primary area of need: Cognition and Learning – *Specialist***  
**Secondary area of need: SEMH – *Targeted***

***Behaviours Observed***

- Significant and persistent difficulties in communication, sensory regulation, and emotional development.
- They demonstrate high levels of emotional dysregulation, limited functional communication, and difficulty engaging safely and purposefully in a mainstream classroom setting.
- Oppositional behaviour and physical outbursts are common.
- Transitions and changes to routine trigger anxiety and behaviour escalation.
- The pupil requires a highly adapted, specialist provision to access learning, ensuring safety and development.
- Has significant sensory processing needs, including seeking behaviours such as climbing, mouthing objects, and resistance to touch and noise.
- Frequently uses movement to self-regulate but lacks awareness of personal safety or space.

***Needs***

- Working significantly below age-related expectations in early reading, writing, and number concepts; currently working within the Early Years Foundation Stage (EYFS) framework.
- Demonstrates very limited attention and focus during adult-led tasks; engagement is typically fleeting (under one minute without support).
- Learning is largely exploratory and sensory based; requires continuous adult facilitation to participate in any structured activity.
- Requires repeated modelling, concrete prompts, and visual support to understand and complete even simple tasks.
- Difficulty processing verbal instructions; often appears to not register language without accompanying gesture or visuals.

***Strengths***

- Curious and energetic when engaged in sensory or movement-based play.
- Shows joy and humour when interacting with familiar, trusted adults in low-demand contexts.
- Enjoys activities with strong sensory feedback, such as water play, playdough, or music.
- Able to form trusting attachments with key adults over time; seeks comfort and reassurance when distressed.

***Curriculum***

**Accesses a highly personalised, play-based curriculum based on EYFS principles, adapted for specialist learning needs.**

- Focus is on pre-learning skills: attention, communication, emotional regulation, and sensory integration.
- Tasks are delivered in short, low-demand bursts with embedded sensory supports and visual structure.
- Adult-led learning is highly scaffolded with regular breaks and opportunities for regulation.

***Additional Support***

- EHCP in place identifying intensive support across communication, SEMH, and sensory integration.
- Receives daily input from a specialist teacher and/or 1:1 support from a trained member of staff throughout the school day.
- Ongoing involvement from SaLT, Occupational Therapy, and Educational Psychology to shape provision.
- Uses a total communication approach: visual timetable, Makaton, gesture, and picture exchange systems (PECS)
- Requires a calm, structured, and low-arousal setting with predictable routines and access to a sensory regulation space.
- Positive handling plan in place due to high levels of dysregulation and flight risk; staff trained in de-escalation and Team Teach strategies.
- Daily emotional check-ins and access to a safe, familiar adult throughout transitions and challenging times.
- Attends daily cognitive function interventions to develop meta-cognition, comparison, and categorisation skills.
- Daily activities to support the development of fine and gross motor skills.

**Primary area of need: Cognition and Learning – *Specialist***  
**Secondary area of need: Communication and Interaction – *Specialist***

***Behaviours Observed***

- Struggles to initiate or sustain verbal communication with peers or adults.
- Frequently displays signs of cognitive overload, including withdrawal or shutdowns.
- Needs significant processing time to respond to instructions or questions.
- Often becomes anxious in unfamiliar settings, resulting in distress or refusal behaviours.
- Limited independence with learning tasks; relies heavily on adult guidance and repetition.
- Demonstrates rigid thinking patterns and a preference for routines.
- Avoids group work or open-ended activities; prefers highly structured, familiar tasks.
- Non-verbal communication (e.g. gestures, facial expression) is limited or inconsistent.

***Needs***

- Requires a heavily scaffolded curriculum, significantly adapted from the mainstream offer.
- Needs highly visual, multisensory input with frequent repetition and overlearning.
- Needs adult-supported modelling and role play to develop understanding of social norms.
- Requires alternative communication methods (e.g. visuals, symbols, simplified scripts).
- Benefits from highly predictable routines and clear structure to reduce anxiety.
- Needs support with sequencing tasks and linking learning across sessions.
- Requires a total communication approach, including signs, visuals, and simplified language.
- Ongoing support to understand abstract language, idioms, and figurative speech.
- Regular reinforcement of emotional regulation strategies and structured social communication work.

***Strengths***

- Responds well to praise, encouragement, and consistent adults.
- Engages positively in practical, hands-on learning activities when well-supported.
- Has strong long-term memory for routine processes and factual knowledge.
- Demonstrates perseverance with tasks in areas of personal interest.
- Enjoys contributing to familiar group routines (e.g., handing out materials, helping set up).

***Curriculum***

**Accesses a highly personalised and significantly modified curriculum.**

- Follows Entry Level or Foundation Learning pathways, including ASDAN and Functional Skills.
- Tasks broken down into small, manageable steps with adult facilitation.
- Access to a specialist resource base for core subjects, with reduced mainstream integration.
- Uses structured and visual approaches (e.g., Now/Next boards, task schedules, visual cues).
- Emphasis on life skills, communication, and preparation for adulthood embedded into curriculum.

***Additional Support***

- Education, Health and Care Plan (EHCP) in place.
- Speech and Language Therapist involved in designing a total communication plan.
- Regular input from an Educational Psychologist and Specialist Advisory Teacher for Complex Needs.
- Key adult/key worker model in place with daily check-ins and regulation time.
- Weekly targeted social communication sessions using approaches such as Social Stories and Comic Strip Conversations.
- Access to a low-arousal, quiet workspace with sensory tools available.
- 1:1 or 1:2 support in core subjects with specialist teaching assistant familiar with AAC strategies.
- Personalised transition planning for post-16 including supported visits to FE providers.
- Ongoing support for staff to implement Makaton or PECS where appropriate.

**Special Educational Needs:  
Pupil Profiles for  
Communication and Interaction and  
Autism Spectrum Condition (ASC)**

# **Barking & Dagenham**

**Special Educational Needs:  
Pupil Profiles for  
Communication and Interaction –  
Speech, Language and Communication Needs**

### **Communication and Interaction (SLCN) - *Universal Plus***

#### ***Behaviours Observed:***

- Enjoys familiar rhymes and songs and will join in with whole class
- Has difficulty with task engagement with less motivating activities
- Can follow simple instructions within familiar routines with key adults
- Likes visual and kinaesthetic learning auditory activities need reinforcing with a picture or object
- Challenge to maintain active listening especially in larger groups
- Able to use some key words or word combinations to get needs met
- Stays near to class teacher or teaching assistant even during free flow

#### ***Needs:***

- Using key and core vocabulary across contexts at home and school
- Building concepts around everyday activities, events, people and places
- Use visual supports including photographs and object to support with understanding
- Attention and focus
- Social interaction and peer relationships)

#### ***Strengths:***

- Motivated by stories, songs and action rhymes
- Can get needs met though key words and phrases directed towards key adult
- Responds positively to safe and secure relationships with key adults in school
- Follows familiar routines and can predict what is happening next
- Is able to engage in self-chosen activities independently particularly enjoys fine motor and malleable activities

#### ***Curriculum:***

##### **Working within EYFS Curriculum.**

- Working below in communication and interaction
- Needs a child-centred approach to curriculum planning with some personalised and individual support

#### ***Additional Support:***

- Building vocabulary and speech around familiar activities and events
- Adult focus to expand learning to apply language and vocabulary to a range of learning experiences
- Circle of friends to support with communication and interaction
- Small group and 1:1 sessions to support vocabulary, speech and language - 'See and Learn'
- Increase use of vocabulary boards for topics and activities

## **Communication and Interaction (SLCN) – *Universal Plus***

### ***Behaviours Observed:***

- Friendly and sociable with peers
- Eager to participate in group activities
- Speech is difficult to understand but can use 2-word phrases in context
- Able to name lots of objects but struggles apply this to meaningful interactions
- Limited vocabulary around curriculum topics

### ***Needs:***

- Vocabulary building around curriculum topics and everyday events
- Speech development including articulation
- Sentence balancing and applying knowledge beyond naming objects
- Opportunities to practice skills with peers
- Differentiated tasks to access curriculum learning following the class subject or topic

### ***Strengths:***

- Friendly and presents as happy at school
- Eager to engage with peers and motivated to join in with group activities
- Likes practical activities

### ***Curriculum:***

#### **Currently working at Year One age related expectations across all areas**

- Working below in reading and writing and phonics
- Enhanced language programme linked to vocabulary building and early reading

### ***Additional Support:***

- Language focused opportunities including subject verb colourful semantics to support learning across subjects
- Requires opportunities to complete a daily speech language and vocabulary programme
- Peer support with turn taking vocabulary games
- Tasks broken down into manageable chunks to increase independence and reduce over reliance on adult support

## **Communication and Interaction (SLCN) – *Universal Plus***

### ***Behaviours Observed:***

- Significant delay in speech language and communication
- Is quiet and holds back when asked to participate they will do so with limited effort
- Confused and overwhelmed by complex instructions
- Responds well when learning is broken down into achievable small steps
- Can watch copy and do
- Limited comprehension
- Withdraws and easily goes shutdown when overwhelmed

### ***Needs:***

- Has difficulty with verbal reasoning
- Limited vocabulary
- Difficulty understanding instructions without support
- Social isolation and quick to shut down and withdraw from task

### ***Strengths:***

- Likes quiet working conditions
- Can follow a written sequence
- Responds to small group targeted intervention

### ***Curriculum:***

**He is currently in the Y7 Nurture Group for core curriculum subjects**

- Working at Y4 in Maths and Y3 in English
- Targeted support and an individualised programme to increase comprehension skills and vocabulary building

### ***Additional Support:***

- Core and key vocabulary provided across subject areas
- Learning mats to support with topic knowledge and understanding
- Social Interaction development in small group, both in class and lunch times
- Learning support to address misconceptions and gaps in learning



## **Communication and Interaction (SLCN) – *Universal Plus***

### ***Behaviours Observed:***

- Uses a few single words to communicate basic needs in familiar situations.
- Uses gestures and non-verbal cues to make wants and requests known
- Will choose independently and request help when needed by showing a familiar adult the object or place Will refuse or reject an activity or interaction by removing themselves away from the stimuli
- Responds to self-chosen regulating activities to support with transition to school from home
- Is socially motivated by key adults and some children in nursery and can play alongside others in solitary activities

### ***Needs:***

- Understanding and using language in everyday activities and routines
- Engaging with a broad range of learning experiences
- Developing an understanding of basic concepts to increase understanding of the world
- Building key and core vocabulary in a whole communication approach to learning

### ***Strengths:***

- Can recognise own name and will seek out who is speaking.
- Can understand one-word instructions when combined with visual cues or within a familiar routine.
- Recognises some key words and concepts such as 'stop', 'go', 'mum' and 'home'.
- Is friendly and sociable in play situations.
- Can focus on motivating tasks and show attention.

### ***Curriculum:***

#### **Working within the early years' curriculum.**

- Targeting prime areas: PSED, physical development, communication and interaction.
- Developing early learning skills.

### ***Additional Support:***

- Photographs paired with objects to increase key vocabulary through play.
- Naming or identifying common objects relating to everyday objects, actions and activities.
- Child led play with key adult increasing interaction bids.

## **Communication and Interaction (SLCN) – *Enhanced***

### ***Behaviours Observed:***

- Has good independence skills and is able to manage transitions and organise belongings
- Follows routines within the class with targeted support and 11 for learning
- Attention and focus is fleeting and is easily distracted especially during teacher talk
- Has significant delay in language compared with peer group
- Difficulty with processing verbal information when not presented within a learnt context or visual cue
- Communicates using some key words and phrases in familiar settings with adults and peers
- Has challenges recognising conversational cues and is often off topic
- Needs support developing concepts particularly more abstract and less concrete concepts
- Has difficulties retelling the sequence of a story even familiar stories

### ***Needs:***

- Needs verbal information presented visually to secure understanding
- Develop understanding of the sequence of familiar events and activities following a visual timetable
- Support with language development reinforcing key vocabulary and sentence structure
- Good models for language - peers, small group and targeted one to one support
- Developing social skills and relating to others
- Opportunities to demonstrate knowledge and understanding through planned practical hands-on experiences activities

### ***Strengths:***

- Can be independent in self-help and life skills
- Enjoys practical learning experiences
- Shows increased attention and focus when supported with visuals or objects
- Can take turns in a structured game with 2 other peers

### ***Curriculum:***

#### **Working at the year one curriculum in English Maths and Science**

- Targeted support for language and vocabulary development

### ***Additional Support:***

- Planned learning experiences to include practical activities with visual supports
- Small group support for literacy and social skills
- Colourful semantics to support with sentence structure
- Story boards and sequencing cards for daily routines, familiar events and activities
- 1 to 1 support for targeted language programme from speech and language therapist

## **Communication and Interaction (SLCN) – *Enhanced***

### ***Behaviours Observed:***

- Delays in speech, language and vocabulary has significantly impacted on curriculum and social skills
- Can present as isolated from peers and vulnerable to peer pressure and potential bullying
- Significant delays in following the rules of conversation and engaging in extended interactions with peers
- Low self-esteem and confidence linked to working memory and problem solving
- Significant difficulties in reading and writing and support needed in accessing the curriculum where literacy is required
- Limited interests and prefers to partake in solitary activities such as computing
- Support with planning and organising tasks increases independence and reduces social demands and the need for interactions
- Prefers predictable learning tasks and is easily overwhelmed if the task is too challenging

### ***Needs:***

- To develop language and communication skills
- To increase her vocabulary
- To build self-confidence and self-esteem
- Support for organising and planning
- Literacy support for reading, writing and comprehension
- To build her social skills and understanding

### ***Strengths:***

- Responds well to structure and task breakdown
- Can be independent in learning in familiar and motivating tasks, such as computing
- Can demonstrate understanding more effectively when using IT as it reduces her social anxiety

### ***Curriculum:***

#### **Working at year 2 standards across the curriculum**

- Working at year 1 in reading, writing and speaking and listening

### ***Additional Support:***

- Accessing small group teaching and learning opportunities across curriculum subjects
- Building self-esteem and confidence through targeted 1:1 mentoring
- 1:1 learning support for literacy-based subjects such as English and Humanities
- Access to assistive technology, such as a Chrome Book, to support access to the curriculum
- Ongoing advice and review from the speech and language therapist

## **Communication and Interaction (SLCN) - *Enhanced***

### ***Behaviours Observed:***

- Has complex difficulties in speech, language and communication
- Functioning within the early communication and development stages
- Strong attachments to parents and developing relationships with staff in Reception
- Expresses simple emotions e.g. happy and sad
- Engages in cause-and-effect activities and shows enjoyment by looking and laughing in small groups and one to one interventions
- Can focus on a shared activity for a few minutes when motivated
- Communicates through behaviours and non-verbal means and can be quite persistent when needs are not being met
- Responds to intensive interaction strategies
- Can follow a routine and is beginning to predict what is going to happen next as they are more willing to move on when enticed by music, movement and sensory activities
- Gradual transition into the setting that is sensitively managed by key adults

### ***Needs:***

- Access to focused and personalised regular input for communication and interaction
- Support with accessing the mainstream setting as can become overwhelmed when too busy
- Opportunities to develop the prerequisites to learning - look and attend, control actions, copy and imitate
- Social interaction with key worker and nominated peers
- Building attention and focus in child initiated play
- Trained staff to support with feeding tube

### ***Strengths:***

- Has transitioned from home for the first time as they did not attend nursery
- Strong attachments to mum and building a positive relationship with key worker
- Is curious about the environment and is making good progress towards personalised targets

### ***Curriculum:***

#### **Personalised curriculum with opportunities to engage in the EYFS learning opportunities**

- Developing early communication skills

### ***Additional Support:***

- Child centred approach to learning and engagement
- High levels of need during transition and personalised learning plan
- Small group sensory story and rhymes
- Alternative communication supports e.g. talking tiles, go talk, core boards
- Intensive interaction programme delivered daily

## **Communication and Interaction (SLCN) - *Enhanced***

### ***Behaviours Observed:***

- Can work within a group when the learning is presented using a multi-sensory approach.
- Is motivated to participate in targeted group work and interacts with other children showing enjoyment in shared activities.
- Attends for short bursts in whole class carpet session and shows attention when motivated and supported by key adult or peers.
- Will remove self from the activity and seek out something more meaningful in the classroom to engage.
- Clear progress from own starting point and is developing understanding of early concepts.
- Speech is largely Incomprehensible, but they are motivated to communicate for a range of purposes and can often make their feelings known through vocalisations, sounds and gestures.

### ***Needs:***

- Personalised programme to develop speech and language and vocabulary.
- Learning tasks to be broken down into manageable chunks with breaks between each adult directed activity.
- Visual supports are needed to support with transition, sequence of the day, communication and learning.
- Needs sufficient time to process information and opportunities to go at her own pace.

### ***Strengths:***

- Friendly and sociable - socially motivated and likes to have fun with others.
- Has made significant progress from own starting point in cognition and learning.
- Happy to come to school and accesses learning appropriate to their own level of development.

### ***Curriculum:***

**She is largely taught through a semi formal curriculum with:**

- opportunities for communication and interaction with peers.
- the use of developmental milestones to plan and assess meaningful activities.

### ***Additional Support:***

- Small group teaching with additional support to remain focused and on learning task.
- 1 on 1 targeted support working towards personal targets.
- Opportunities to play and interact with peers in structured social skills groups.
- Access to discovery-based learning opportunities.

## **Communication and Interaction (SLCN) - Targeted**

### ***Behaviours Observed:***

- Severe delay in speech, language and communication which has impacted on overall progress and development across the curriculum.
- High levels of anxiety and seems to-be operating at high alert.
- Stays seated and presents as quiet and still.
- Easy distracted and fleeting attention- learns best through short bursts.
- Difficulty following the sequence of events, stories, and narrative.
- Severe delay in receptive and expressive language included social interaction.
- Speech is difficult to comprehend as it quiet and often the sentence structure is muddled.
- Difficulty recognising feelings and emotions in self and identifying strategies to support with emotional needs.
- Exhibits some sensory needs around noisy and busy environments.

### ***Needs:***

- Literacy skills are significantly below age-appropriate levels. She has a reading age of 6.3 years.
- Targeted and one to one input for learning and understanding.
- Repeated learning opportunities to practice and consolidate skills and knowledge in a safe environment.
- Emotional literacy with support for self-regulation strategies and seeing others as a source of help.
- Intensive support for speech language and communication following specialist advice from SALT or Specialist teacher.

### ***Strengths:***

- Will stay on task when activities are broken down and there is a predictable sequence to learning.
- Learning to request to meet needs and wants with a trusted adult.
- Responds well to one-to-one input and support.
- Is making small steps progress towards individual goals.

### ***Curriculum:***

#### **Access to a limited KS3 curriculum which Includes;**

- Preparation for Entry Level Certificates in English, Maths and Science
- Her adapted and enriched curriculum includes learning support in small groups, 1 on 1 speech and language input and targeted support for social interaction and communication skills

### ***Additional Support:***

- Targeted small group teaching in the Nurture Group
- One to one support for SALT programme
- A supported work experience placement to raise aspirations of what she can achieve in adulthood
- Annual review prioritises the implementation of targets focussed on working towards Independence in KS4.

## **Communication and Interaction (SLCN) - Targeted**

### ***Behaviours Observed:***

- Physical and sensory exploration, hypo-stimulated and wanting to run, jump, climb.
- Complex and profound needs for communication and interaction.
- Responds to highly structured and personalised environment with specialist support for communication, interaction, and functional life skills.
- Engages and interacts with the environment through sensory seeking behaviours.
- Recognises familiar adults and responds best to those who are attuned and responsive to needs.
- Follows personalised timetable and plan which incorporates physical and sensory needs.
- Does not understand instructions when presented visually or verbally even in predictable and familiar routines.
- Communicates through behaviours and some sounds which include expressing being happy and angry.
- Most of communication is to reject interaction and demands from others even familiar key adults.

### ***Needs:***

- High levels of physical and sensory needs
- Follows own agenda and refuses to engage with any task not self-chosen.
- Expresses basic needs with simple sounds, vocalisations and behaviours but will not seek help or assistance.
- Does not understand simple instructions even with prompting and context and will reject interaction or support.

### ***Strengths:***

- Is motivated by physical and sensory experiences.
- Has excellent gross motor skills.
- Likes running, jumping and climbing.
- Has excellent balance.

### ***Curriculum:***

#### **Physical and sensory curriculum**

- Specialist input in all areas of SEND.
- High levels of specialist staff to support with learning, self-help and life skills.
- Functional skills development – ASDAN.

### ***Additional Support:***

- Planned opportunities for increased community presence and participation.
- Highly specialist support with input from SALT OT and specialist teacher.
- Regular access to environments to support physical and sensory exploration including gross motor and proprioceptive activities.

## **Communication and Interaction (SLCN) - Targeted**

### ***Behaviours Observed:***

- Engages in the environment and interacts with others through physical exploration.
- Reaches to request and pushes away to refuse an item, toy, food, person.
- Pulls adults and leads them to what they want and can be determined in this communication will make some vocalisations to express early emotions such as happy and frustrated.
- Can become distressed when communication is not understood, or needs are not responded to.
- Will engage in self-chosen ritualistic play, likes to shake, tip and explore trays with small objects such as unifix cubes.

### ***Needs:***

- Specialist SALT input and early communication programme.
- Personalised specialist plan for cognition and learning.
- Engagement and multisensory learning opportunities.
- Support with personal care and self-help skill.
- Extending child led interactions through intensive interaction.

### ***Strengths:***

- Is determined and persistent at getting needs met through vocalisations and behaviours.
- Can manipulate objects and understands cause and effect.
- Will engage in self-chosen sensory play.

### ***Curriculum:***

**Pre formal curriculum pathway and engagement model which includes a personalised curriculum with opportunities for play, interaction and exploration.**

### ***Additional Support:***

- High levels of targeted 1 to 1 support for early communication.
- Specialist input for communication and learning.
- Child centred approach to learning.
- Enriched sensory and physical activities such as swimming.
- Word mats or visual glossaries for subject-specific vocabulary.
- Use of attention building activities.
- Use of social stories.
- Staff trained on speech, language, and interactions strategies.



## **Communication and Interaction (SLCN) – *Specialist***

### ***Behaviours Observed:***

- Has high rates of interaction when attempting to meet own wants and needs
- Requests by relying on behaviours and physically taking a helpful adult by the hand and using them as a tool to reach or open a desired object or activity
- Is persistent in interactions and demonstrates frustration when the request is not understood or fulfilled
- Is repetitive in behaviours such as trying to open the door, switching off lights, turning the computer off
- Can tolerate sensory input from busy group setting although quiet humming and buzzing is less tolerable
- Will sit and attend a 5-minute attention session
- Switches gaze between supporting adult and engaging stimuli

### ***Needs:***

- Engages in solitary ritualistic play unless carefully directed.
- Emotional dysregulation will escalate if familiar adults do not attend wants, needs and wishes.
- Needs control of the environment, particularly lights and sounds.
- Regular opportunities for outside learning and physical development for regulation.
- Interaction and communication needs- engaging in intensive interaction.
- Pre-formal concepts and repeated learning to develop knowledge and understanding of the world.

### ***Strengths:***

- Is a persistent communicator who is keen to meet their own needs.
- Will initiate interactions to request help and assistance.
- Will engage and attend to a motivating activity.
- Increased engagement when own communication is extended - responds to others following their lead.
- Has made good progress towards personal care goals.

### ***Curriculum:***

#### **Working at early development stages on a sensory and physical pre-formal curriculum with**

- social partner communication opportunities planned between home and school.

### ***Additional Support:***

- Specialist trained staff in Autism and Complex needs.
- Specialist input from SALT, OT and Specialist teachers.
- Specialist provision with access to an outdoor curriculum.
- Use of specialist resources to link feeling with language.
- Regular staff training on.

## **Communication and Interaction (SLCN) - *Specialist***

### ***Behaviours Observed:***

- Multiple and complex needs impacting on all areas of learning and social interaction
- Will respond to a familiar adult and seek comfort
- Will respond to sensory input and show enjoyment by smiling
- Enjoys music and body awareness
- Does not actively seek out stimuli but will respond when presented with object to choose from
- Sensory seeking behaviours such as rocking, humming and rolling
- Will fleetingly look at peers and adults
- High levels of support to complete all self-care and life skills

### ***Needs:***

- Needs careful specialist planning and personalised plan in all areas of SEND
- Specialist input to support with communication and cognition
- Sensory experiences and early engagement activities
- Early communication such as blowing, playing early turn take taking such as peekaboo
- Multi-sensory experiences to build understanding of the world

### ***Strengths:***

- Sensory seeking
- Will respond to a familiar adult
- Shows enjoyment through smiling

### ***Curriculum:***

#### **Sensory and motor discovery-based curriculum**

- Early milestones in child development
- Short, repeated learning opportunities to reinforce basic concepts and understanding

### ***Additional Support:***

- Specialist provision
- School resources shared with home
- Using a multi-sensory approach to communication including touch, texture, sounds and visual objects
- Health and safety risk assessment in place when exploring the physical environment
- Holistic approach to planning including heuristic play
- Regular, joint target setting with SaLT, schools staff, child and family.

**Primary area of need: Communication and Interaction (SLCN) – *Specialist***

**Secondary area of need: Sensory and/or Physical (Hearing Impairment) – *Enhanced***

***Behaviours Observed:***

- Reluctant to engage in verbal interactions with peers or adults, especially in group contexts.
- Frequently requires repetition of instructions and clarification of spoken language.
- Displays signs of frustration when communication breaks down (e.g., avoidance, silence, or emotional distress).
- Becomes fatigued more quickly in lessons requiring sustained listening, particularly in noisy environments.
- Uses gesture or facial expressions to support understanding, though expressive language is limited.
- Appears socially isolated in unstructured settings; hesitant to initiate peer interactions.
- Becomes anxious during transitions or when routines are altered unexpectedly.

***Needs:***

- Requires structured support to develop expressive and receptive language through visual and practical strategies.
- Hearing technology (e.g., radio aid or hearing aids) must be consistently used, checked, and supported by staff.
- Needs a calm, acoustically treated environment to reduce background noise and support listening.
- Pre-teaching of vocabulary and concepts across subjects, supported with visual aids and symbols.
- Adult modelling of spoken language and scaffolded turn-taking in small group work.
- Frequent comprehension checks and simplified instructions delivered clearly and at a slower pace.
- Emotional support to manage frustration when communication or auditory processing becomes difficult.
- Requires speech and language therapy and Teacher of the Deaf (ToD) input embedded into daily practice.

***Strengths:***

- Strong visual learning skills and enjoys drawing, design, and visual planning tasks.
- Very observant and detail-oriented, especially in visual or spatial tasks.
- Responds positively to trusted adults and familiar routines.
- Demonstrates resilience when communication strategies are tailored to their needs.
- Has developed coping strategies such as asking for repetition when confident to do so.

***Curriculum:***

**Follows the Key Stage 2 curriculum with modifications to support both hearing and communication needs.**

- Uses structured visuals, task planners, and symbols to support language comprehension and task sequencing.
- Practical, multisensory, and kinaesthetic activities are used to promote engagement and reduce listening fatigue.
- Collaborative learning opportunities are carefully structured to support interaction without cognitive overload.
- Explicit teaching of subject-specific vocabulary supported through pre-teaching and revision cycles.

***Additional Support:***

- EHCP in place outlining targets in both language development and hearing access.
- Weekly input from Speech and Language Therapist and half-termly visits from Teacher of the Deaf.
- 1:1 or small group support to deliver SaLT programmes and support curriculum access.
- Classroom acoustics considered in seating plans and access arrangements (e.g., child seated near teacher).
- Use of visual timetables, cue cards, and alternative communication aids as appropriate.
- Regular liaison with audiology services and termly hearing technology checks.
- Staff training on hearing impairment awareness, communication strategies, and inclusive teaching.
- Access to quiet breakout space for emotional regulation and recovery from auditory overload.
- Individual risk and evacuation plan in place for safety during emergencies.

# **Barking & Dagenham**

**Special Educational Needs:  
Pupil Profiles for  
Communication and Interaction - ASC**

## **Communication and Interaction (ASC) – Universal Plus**

### ***Behaviours Observed:***

- Highly structured approach to learning with visual and auditory supports in place to help with transition and task engagement.
- Can use 10 + words to communicate wants, needs and wishes.
- Can complete early learning tasks relating to numbers and symbol pictures with support from a visual schedule, objects to manipulate and adult support.
- Can show a determined effort to request an item, object or activity.

### ***Needs:***

- Has a diagnosis of ASC and accompanying learning difficulties.
- Recently transitioned from special school to mainstream due to school due to moving house.
- Parent support with understanding needs.
- Supporting communication needs using symbols and choice boards.
- Building understanding of the world through hands on experiences and structured approach to learning breaking objects into small steps learning.

### ***Strengths:***

- Independent levels and engagement levels have increased since last term.
- Has established relationships with key adults in the new setting.
- Responding to new environment and is familiar when class, groups and key areas around the school.
- Building new skills quickly and is becoming more flexible and open to new experiences.
- Can clearly communicate wishes, wants, and needs through basic language and persistent behaviours to communicate intentions.

### ***Curriculum:***

#### **Working on a semi-formal curriculum and early language partner support and strategies including:**

- Small group interventions to include life skills and self-help skills.

### ***Additional Support:***

- 1:1 support for core learning.
- Opportunities to receive some support in small specialist group to target specific needs.
- Specialist input from range of professionals to inform personalised programme for communication, interaction and life skills.

**Communication and interaction (ASC) – *Universal Plus***

***Behaviours Observed:***

- Responds best to routine and structure within the timetable and supported by familiar people.
- Able to talk about feelings and emotions in self and sometimes finds it challenging to understand the intentions of peers.
- Social groups are centred around similar interests, maths group and computing.
- Support needed to maintain attention and focus on set tasks that are less motivating.
- Can be independent in learning across the curriculum.

***Needs:***

- Support needed if there is a change to the timetable or school routine.
- Transitions need to be managed and prepared, so they are predictable.
- Strategies to support with planning and ensuring all personal resources are available for each lesson.

***Strengths:***

- Enjoys maths and computing and engages in extra curricula groups with a group of peers.
- Is aware of what is needed and able to request help, support and challenge.
- Will let the teacher know if the work is too easy.

***Curriculum:***

**Working on the 9 curriculum with**

- social skills and life skills.
- Working at GCSE level in maths and computing.
- Working at age-related expectations in all other subjects.

***Additional Support:***

- Managing change and transition within activities and settings.
- Daily planner linked to key resources.
- Social skills groups and shared interests.
- Opportunities to extend and develop areas of strength and challenge.

**Communication and interaction (ASC) *Universal Plus***

***Behaviours Observed:***

- Has strong attachments to parents and sibling who attends year 2 at the school.
- Requires a supported transition from home to school which include a regulating self-chosen activity on arrival.
- Enjoys physical outside play and rough and tumble play.
- Can engage with whole class teaching and learning with regular physical and sensory breaks built into the lesson.
- Engages in self-chosen activities within the environment but will opt for outside and physical activities above sedentary tasks.
- Is beginning to express needs using early emotion words and can communicate what they need to help regulate.
- Can follow a shared adult led activity in a small group and will contribute for up to 10 minutes.

***Needs:***

- Learns about the world and social relationships through physical exploration.
- Finds it challenging to switch between motivating activities and adult focused activities.
- Social engagement through physical play and limited imaginative play.
- Development of turn taking and sharing with others in structured play with adult support.

***Strengths:***

- Motivated by the physical world and is able to be engaged in shared activities with peers.
- Is friendly and forms strong attachments to close and familiar people.
- Will follow structure and systems within the environment independently.

***Curriculum:***

- Motivated by the physical world and is able to be engaged in shared activities with peers.
- Is friendly and forms strong attachments to close and familiar people.
- Will follow structure and systems within the environment independently.

***Additional Support:***

- Developing social skills and PSED through targeted support
- Developing speaking and listening skills through structured speech and language sessions.
- Naming common actions, people, places and objects.
- Opportunities to experience a range of learning experiences to expand knowledge and understanding of the world.

**Communication and interaction (ASC) – *Universal Plus***

***Behaviours Observed:***

- Appears anxious in unfamiliar situations and with unfamiliar adults.
- Currently follows the year 2 lesson and focus, sometimes with a gentle reminder.
- Needs a little reassurance to start independent work.
- Can have a conversation with an adult or another child.
- Can answer questions in class fully.
- Is starting to put his hand up and ask for help when he needs to - this has been a target.
- Worries about things like transition but will keep it bottled up at school then let it all out when he goes home.
- If anxious at school his facial expression goes blank, and he stares into space and shuts down.
- Can stutter when nervous or excited.
- Can talk at length about topics that interest him such as football or spiderman.
- Is at expected level in reading, writing and maths. Sometimes needs a little longer to complete tasks.
- Is getting much better at answering questions about his reading - this has been a target. Still finds inference questions difficult.
- Can talk about basic emotions.
- Has an unusual tone to his voice.

***Needs:***

- Needs to be able to discuss advanced emotions such as worried and to tell someone when he is worried.
- Needs to be able to regulate emotions at school with support.
- Needs to be able to answer questions about why things happen and how.

***Strengths:***

- Is confident to make contributions in class.
- Can talk at length about topics of interest.
- Is able to use early emotions and needs to express what is needed.
- Motivated by Spiderman and football.

***Curriculum:***

**Following the Y2 curriculum and is working at expected levels in all areas.**

***Additional Support:***

- Adult support and reassurance to start work.
- Target and visual on the table to remind him to ask for help.
- Close links to home so mum can talk to staff if he is worried about anything or has had a meltdown the previous evening.
- Support to answer questions about reading.



## **Communication and interaction (ASC) – *Universal Plus***

### ***Behaviours Observed:***

- Can use two symbols or signs to request and communicate basic choices, comment on familiar events and express feelings and needs.
- Access small group learning in ARP with opportunities to extend knowledge and experiences through mainstream specialist teaching including Art Music and PE.
- Can demonstrate understanding of learning through recording through IT and symbols.
- Able to follow a simple instruction holding one piece of information before acting on it in the immediate.
- Responds well to lessons which are broken up into independent and adult directed teaching Able to follow key instructions within learnt routines and activities.
- Can predict the sequence of events.
- Will initiate interactions to get needs met, ask for resources to request help.

### ***Needs:***

- Needs small group and targeted 1 to 1 support to access learning appropriate to developmental levels.
- Social interaction and social understanding.
- Predicting routines and sequence of learning in less familiar situations can be overwhelming.
- Intensive support for language and communication including opportunities for engagement and access to visual supports.

### ***Strengths:***

- Can remain regulated through new and changing situations.
- Responds to key adults in a structured environment.
- Has high levels of independence.

### ***Curriculum:***

**Working on a personalised semi-formal curriculum with access to mainstream specialist teachers and/or environments and targeted opportunities to develop:**

- functional life skills
- self-help skills
- independence

### ***Additional Support:***

- High levels of specialist input from a range of specialist SALT and OT.
- High levels of learning support to access modified and adapted curriculum.
- Opportunities for social interaction and developing functional skills across contexts between home, school and the community.

## **Communication and interaction (ASC) - *Enhanced***

### ***Behaviours Observed:***

- Has challenges following the attention of others.
- Highly focused in class in both presentations and tasks.
- Has a strong sense of how the world operates from own perspective.
- Will shout out if someone is in front of them or asks a question in class.
- Finds group dynamics challenging as these are harder to predict.
- Responds to routine, structure and control of own learning.

### ***Needs:***

- Mono-focused and has difficulty with flexibility.
- Struggles with peer relationships and understanding the dynamic of different groups and teachers.
- Has a clear and fixed way of how to organise belongings and learning resources.
- Can become dysregulated if things aren't quite how they should be.

### ***Strengths:***

- Enjoys a range of subjects and topics across the school day.
- Is independent in learning tasks and enjoys a challenge in subjects that are academic.
- Responds positively to predictable and structured learning environments.
- Can initiate and follow conversational cues in 1 to 1 interactions.

### ***Curriculum:***

#### **Following the Y8 curriculum with the addition of:**

- A small group social skills programme.
- Targeted support for social skills in class and group activities.

### ***Additional Support:***

- Support to learning social cues and build the resilience needed to manage social interactions in mainstream.
- Support to build relationships with peers through shared interests and curriculum subjects.
- Targeted social skills development to withstand the impact of others, take turns in a group discussion and show active listening.
- Building strategies to manage emotional regulation.

## **Communication and interaction (ASC) - Enhanced**

### ***Behaviours Observed:***

- Presents as an active listener and follows the rules within small and larger groups.
- Sometimes seems anxious to conform and not fall outside the rules.
- Cautious when exploring the environment and has high levels of awareness of others in their proximity.
- Will engage in reciprocal interaction with key adults and children up to a four-part interaction.
- Has a good vocabulary relating to topics and early learning concepts.
- Social communication presents more challenging and can appear to be shy or withdrawn.
- Will respond with a smile to adults and children although this is switched on and off.
- Usually serious about learning and play.

### ***Needs:***

- Addressing feelings and needs relating to self.
- Developing strategies to support with expressing feelings and needs.
- Regular breaks with opportunities to regulate.
- Building social skills through shared enjoyment activities and structured play.

### ***Strengths:***

- Responds to the learning curriculum and is working at a good level of development.
- Wants to please and is keen to learn.
- Good levels of focus during learning activities.

### ***Curriculum:***

#### **Following a EYFS Curriculum:**

- WTS in PSD - building relationships
- Able to read fluently and support is targeted to ensure comprehension.

### ***Additional Support:***

- Structured play session with familiar adult and two children developing social skills.
- Planned opportunities to practice social skills through interactions.
- Feelings and needs check-in regularly across the day.
- Monitor reactions and responses to whole class regulation strategies to inform planning for emotional regulation opportunities.

## **Communication & Interaction (ASC) - Enhanced**

### ***Behaviours Observed:***

- Demonstrates sensory seeking and regulating behaviours during listening activities.
- Struggles to manage own belongings and needs some support to help organise a task.
- Impulsively calls out to peers and adults during whole class teaching sessions.
- Seeks physical breaks when they have been sitting for long periods.
- Can be distracting to others and enjoys making others laugh and react.
- Works within class with reminders for task focus.
- Enjoys feedback from others either positive or negative- enjoys a reaction.

### ***Needs:***

- Sensory and physical needs.
- Social communication and interaction.
- Understanding and following the social rules of the group.
- Emotional regulation.
- Can become dysregulated if the learning is not engaging and motivating, or physical breaks are not incorporated into daily routine.

### ***Strengths:***

- Sociable, lively, and popular member of the class.
- Has friends and a strong sense of belonging within the setting as they have attended the same school since reception.
- Good relationships with familiar staff.

### ***Curriculum:***

**Following a Yr6 curriculum, planned by the class teacher and supported by the class TA.**

- WTS in core areas of learning.

### ***Additional Support:***

- Careful planning for transition to secondary.
- Support with organisation and task engagement.
- Emotional regulation supports such as zones of regulation or how does your engine run.
- Peer support with social understanding and following social cues in everyday contexts.

## **Communication & Interaction (ASC) – *Enhanced***

### ***Behaviours Observed:***

- Is able to follow the routines and structure of the class and can understand to part instructions.
- Will engage with one peer in a shared activity.
- Is able to navigate the environment to get physical and sensory needs met.
- Will often be in the book corner and quiet areas within the setting.
- Social communication is limited to one peer and does not approach the adults for help or assistance.
- When overwhelmed can resort to self-soothing behaviours such as rocking, covering ears or tapping head.
- Tolerance to sensory stimuli is significantly lower in large busy social groups.
- Supported needed around transitions and any change to the timetable including unpredictable events (trips, visitors or school fairs).

### ***Needs:***

- Does not yet have a diagnosis but on the autism diagnostic pathway.
- Support with managing transition and changes to regular routine.
- Developing understanding early emotions and to request help or a break when needed.
- Building relationships with key adults in the setting.
- Have a range of regulating strategies to support when overwhelmed.
- Developing social' interaction with key adults and peers.
- Parental support.

### ***Strengths:***

- Has a curiosity about the world around them.
- Enjoys reading and early science.
- Currently can relate to one peer and will socially engage through a shared activity.
- Has a good understanding of routines and follows instructions when presented verbally in a familiar context.

### ***Curriculum:***

#### **Working within EYFS Curriculum, making a good level of development in most areas:**

- Targeted plan for social communication and emotional development
- A programme for fine motor skills.

### ***Additional Support:***

- Regular opportunities to target social interaction skills through motivating structured play activities.
- Emotional regulation support from a familiar adult building confidence in asking for help and support before becoming overwhelmed.

## **Communication and Interaction (ASC) – Enhanced**

### ***Behaviours Observed:***

- Has a diagnosis for Autism and exhibits high levels of focus when motivated particularly through music, maths and science.
- Has good reading levels and enjoys books and reading including comprehension.
- Can follow written instructions and can navigate both present and upcoming events.
- Can interact with peers though a focused group or shared interest and can communicate on a range of different topics.
- Is contributing to whole class when given time to process the information or can predict their turn is coming.
- Does not always follow what other peers are contributing and can repeat key information at length.
- Finds transition time within school challenging and needs time to transition quietly with one or two other children.
- Has developed some strategies for self-regulation and when prompted will accept help from others before becoming too overwhelmed.
- Uses headphones and preferred style of working is on the computer.
- Has higher levels of anxiety around year 7 transition and may be vulnerable to social exclusion.

### ***Needs:***

- Understanding the conversational cues between self and peers.
- Taking turns in conversations and responding to what is said.
- Developing interaction skills with peers and adults.
- Sensory supports and strategies when overloaded.
- Learning mentor input to support with specific challenges in the mainstream setting and any adaptation to remove barriers to learning.

### ***Strengths:***

- Has developed some key strategies to support with emotional regulation and sensory overload.
- Is a keen learner and likes to follow the rules of the school, class and group.
- Has particular talent in music and is currently learning to play the piano and guitar.
- Enjoys maths and science and asks inquisitive questions to find out more information or clarification.

### ***Curriculum:***

#### **Working at greater depth in the Y6 curriculum with the addition:**

- Music and piano lessons.
- A targeted programme for social interaction.

### ***Additional Support:***

- Written calendar, weekly and daily timetable.
- Advanced notice for changes.
- Drop-in sessions with learning mentor 3x weekly when required.
- Sensory reduction supports and access to quiet working areas.

**Communication and Interaction (ASC) - Targeted**

***Behaviours Observed:***

- Shows awareness of routines and structures within specialist setting.
- Is attentive to visual stimuli on the computer, tablet or white board.
- Can be passive in communication and holds back from initiating interactions.
- Hypersensitive to the environment and hyper vigilant to people.
- Notices others and will copy and sometimes will conform rather than make an independent choice.
- Avoids textures in food and clothing.
- Shows some ability in early learning development such as matching and sorting.
- Prefers sedentary activity and is developing gross motor awareness with support.
- Has high anxiety around transition.

***Needs:***

- Passive in communication and interaction.
- High levels of anxiety is a major barrier to independence.
- Does not take control and will tolerate and conform rather than protesting and rejecting.
- Complex learning profile as cognition does not match self-help, life skills and independence profile which is functioning much lower.

***Strengths:***

- Eager to learn and can copy some simple laming tasks following a model.
- Is gentle in manner and keen to please.
- Can follow a group or 1 to 1 Instructions.
- Responds to familiar adults who are sensitive and quietly match pace.

***Curriculum:***

**Semi-formal explorer pathway with,**

- specialist speech, language and communication input and support.

***Additional Support:***

- Specialist setting with highly trained teachers and support staff.
- Specialist input from range of professionals including highly specialist speech therapist input with possible additional referrals for oral dyspraxia.
- Communication and interaction opportunities to build sense of belonging and Increase frequency of requests and independent choices.

## **Communication and Interaction (ASC) - Targeted**

### ***Behaviours Observed:***

- Can complete familiar learning tasks and likes to match symbols and can use these to express basic feelings, and comment on familiar events.
- Has some understanding of basic concepts and will engage with visual and auditory stimuli.
- Enjoys repetitive songs, and rhymes and will copy actions and sometimes join in with simple repeated sounds or actions.
- Requires support with personal care and self-help tasks.
- Can become repetitive in interactions and be fixated on certain adults and other peers.
- Relies heavily on prompting and support and needs careful encouragement to be independent in learning and life skills and self help.

### ***Needs:***

- Communication and interaction - to develop reciprocal interactions.
- Social attachments can be a barrier to learning and relationships.
- Repetitive learning opportunities to secure understanding.
- Developing independence appropriate to developmental levels.

### ***Strengths:***

- Has strong social attachments and focuses on relationships with key members of the group including adults and children.
- Shows enjoyment to music, rhymes, and action songs.
- Can demonstrate understanding of key concepts in their learning.
- Uses symbols to comment on feelings and events with some accuracy.

### ***Curriculum:***

#### **A semi-formal curriculum with the addition of:**

- ASDAN qualifications.
- Functional skills-based learning opportunities.
- A programme to develop independence in self-help and life skills.

### ***Additional Support:***

- Access to Specialist support with highly specialist and trained staff in autism and supporting transition to adulthood.
- Ongoing professional specialist support from health, education and social care.



## **Communication and Interaction (ASC) – Targeted**

### ***Behaviours Observed:***

- Responds to structure and routine in a familiar setting with key adults.
- Shows an interest in peers in specialist group and will engage in short bursts of group activity.
- Can complete early tasks relating to maths, literacy and early science.
- Can manage self-help and personal care with minimal support.
- Overall profile can change significantly depending on being regulated and happy.
- There is a learning cycle of skills disappearing or regressing before making rapid and sustained progress = Shutting down when overwhelmed.
- Will become fixed and ritualised in sensory feedback when dysregulated.
- Can become intensely distressed for sustained periods despite support and strategies.
- By contrast has a great sense of humour and will look to Interact in a playful way showing enjoyment in joint attention and interaction when happy and regulated.
- Enjoys and seeks independence in everyday tasks and activities.

### ***Needs:***

- High levels of emotional dysregulation that impact on the overall profile of need.
- Changeable profile with wide range of skills paired with complex learning profile.
- Communication and interaction are severely impacted.
- Finding others as a source of assistance and help when dysregulated.

### ***Strengths:***

- Demonstrates good self-help skills and practices good hygiene.
- Is Independent in transition and managing belongs and resources.
- Has a strong sense of fun and will initiate interactions to get a response from both adults and peers.
- Recognises that symbols carry meaning and can use these to support with communication needs to request and comment.
- Enjoys picture books, music, movement and climbing.

### ***Curriculum:***

#### **Access to a semi-formal curriculum.**

- Working towards standard 1 in reading, writing and maths.
- Completing functional skills and ASDAN courses.

### ***Additional Support:***

- High levels of specialist input including specialist environment to support with high emotional dysregulation.
- Small specialist teaching and learning opportunities.
- Targeted learning support.
- Input from range of professionals including SALT, OT and Social care.
- Staff trained staff in supporting learners with autism, particularly emotional regulation.

## **Communication and Interaction (ASC) - Targeted**

### ***Behaviours Observed:***

- Very active and physically explores the environment independently and needs high levels of supervision to ensure safety.
- Is motivated by food and long thin objects that they can flick such as sticks, straws and string.
- Likes to walk on tip toes and skip down the corridor and can find their way around the environment and recognises people, places and timings of the day.
- Is comfortable around familiar adults and peers, and shows enjoyment in interacting fun and motivating adults.
- Demonstrates an attachment with one peer who has started in reception at the same time.
- Recognises own name and can distinguish between symbols or photographs to request food straw and string.
- Has recently become more independent around personal care needs and can now manage their own toileting and personal care needs.

### ***Needs:***

- Autistic with a hyper-active sensory seeking profile.
- Impulsive and compulsive behaviours including constant physical and sensory seeking exploration of all environments.
- Little awareness of danger including traffic, people, heights and drops.
- High levels of adult supervision for play, communication and exploration.
- Safety in school, home and the community.
- Task engagement on adult focused learning and moving from self-chosen activities.

### ***Strengths:***

- Has made clear progress from own starting points.
- Can request a familiar and highly motivating object from a choice of 4 symbols.
- Has intentional communication to get needs met.
- Has made and maintained positive relationships with familiar adults and peers.

### ***Curriculum:***

**She is a semi-formal explorer but benefits from the engagement model assessment to inform personalised planning.**

This should include:

- sensory and motor developmental curriculum.
- early learning tasks relating to functional skills in language, communication and cognition.

### ***Additional Support:***

- Specialist input to inform plan from SALT OT and Advisory teachers.
- High levels of specialised staff to support with planning, delivery and daily support.
- Staff trained in supporting learners with Autism, particularly with emotional regulation and engagement.

**Communication and interaction (ASC) - Targeted**

***Behaviours Observed:***

- Can function in small highly structured setting with familiar adults.
- Will seek out quiet corners and spaces in the nursery to retreat and engage in self-soothing and sensory play.
- Will respond to a familiar adult for emotional regulation and will seek physical comfort for soothing.
- Has strong attachments to mum and has a heavily supported daily transition.
- Is beginning to regulate over time and shows fleeting interest in cause-and-effect toys.
- Has no verbal or intentional communication and does not respond to verbal instructions.
- Beginning to understand key adults are a source of assistance and will communicate 'I want' or 'I don't want' through behaviours and actions (reach and reject).

***Needs:***

- Highly sensitive to the sensory environment.
- High levels of dysregulation and shut down.
- Low levels of social interaction.
- Fleeting engagement in self-chosen activities, limited motivation.

***Strengths:***

- Has strong relationship and attachment to mum.
- Understands cause and effect.
- Shows some awareness of the environment and can navigate to safe and quiet spaces.
- Can express early emotions happy and sad through vocalisations.

***Curriculum:***

**He is working on an early developmental curriculum so follows a pre formal curriculum with a focus on:**

- developing prerequisites to learning.
- building engagement.
- specialist input for emotional regulation.

***Additional Support:***

- Key adult to provide support who is emotionally sensitive and in tune with needs.
- Specialist Input from SALT and advisory teachers.
- Specialist placement in an ARP with access to mainstream inclusion where appropriate.

**Communication and interaction (ASC) - Specialist**

***Behaviours Observed:***

- Transition from home to school has been problematic due to erratic sleeping patterns.
- Observations over time have been challenging for the setting to fully understand the needs.
- Sensory needs, including sleeping and eating are impacting on their overall well being.
- Care planning to ensure a gentle transition to school making their basic needs a priority as not currently eating or sleeping.
- Attends school for short bursts.
- Can arrive upset and then needs to sleep or they can arrive very late and at different times so they cannot predict what is happening.
- High levels of dysregulation including crying and screaming followed by emotional exhaustion.
- Is beginning to make secure relationships with key worker.
- Sensory overload even in quiet environments - highly sensitive to sounds and touch.
- Likes to engage with small fluff that they hold between their finger and thumb, this forms a circle that they like to look through.
- Can become upset if they lose the small piece of dust or fluff.

***Needs:***

- Autistic with complex sensory profile.
- Erratic eating and sleeping.
- Emotionally overwhelmed leading to shut down/ sleeping.
- Significant concerns for well-being and limited ability to thrive.

***Strengths:***

- Can recognise key people who are important to them.
- Engages with the world in a unique way.
- Is attached to mum and is beginning to form attachments at school.

***Curriculum:***

**A pre-formal sensory curriculum which is child-centred and largely personalised and includes:**

- A focus on early developmental milestones.
- Opportunities for sensory-motor development.
- A programme to support basic care, specifically eating, drinking and sleeping routines and behaviours.

***Additional Support:***

- Highly specialist multi agency approach including speech therapist for eating and drinking, dietician and sleep clinic, OT for a detailed sensory profile.
- School placement to include calm quiet spaces for regulation and learning.
- Daily plan includes multi opportunities for sensory regulation to support engagement in learning.

## **Communication and interaction (ASC) - Specialist**

### ***Behaviours Observed:***

- Transition from home to school and has been problematic due to erratic sleeping patterns.
- Observations over time have been challenging for the setting to fully understand the needs.
- Sensory needs, including sleeping and eating are impacting on their overall well being.
- Care planning to ensure a gentle transition to school making their basic needs a priority as not currently eating or sleeping.
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- Autistic with complex sensory profile.
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- Emotionally overwhelmed leading to shut down/ sleeping.
- Significant concerns for well-being and limited ability to thrive.

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- Can recognise key people who are important to them.
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- Is attached to mum and is beginning to form attachments at school.

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**A pre-formal sensory curriculum which is child-centred and largely personalised and includes:**

- A focus on early developmental milestones.
- Opportunities for sensory-motor development.
- A programme to support basic care, specifically eating, drinking and sleeping.

### ***Additional Support:***

- Highly specialist multi agency approach including speech therapist for eating and drinking, dietician and sleep clinic.
- School placement to include calm quiet spaces for regulation and learning.

## **Communication and interaction (ASC) - Specialist**

### ***Behaviours Observed:***

- Has a diagnosis of ASC but socially motivated.
- Likes open spaces especially when they are empty.
- Responds positively to being outside, especially the nature garden.
- Will engage and show high levels of motivation to communicate in a narrow area of self-chosen topics.
- Particularly likes cards, paper including books and these are used to repetitively flick the card and paper.
- Also likes pushing and pulling round objects that roll.
- Limited interests that haven't changed from starting school in reception.
- Is hypersensitive to movement and sounds.
- Likes people and has made some significant relationships that have developed over time.
- Can engage in an attention activity but often becomes overwhelmed and hits out in response to the stimuli.

### ***Needs:***

- Autistic with severe and complex profile in all areas of SEND.
- Hypo sensitive sensory profile relating to movement and sounds.
- Limited interests and easily overwhelmed with joint attention activities.
- Needs support with all aspects of personal care and self-help skills.
- Smells steps progress has been limited over key stages.
- Concerns around safety of others including staff and peers due to some physical behaviours directed at others.

### ***Strengths:***

- Can follow the attention of a communication partner.
- Is motivated by people, including peers who are very familiar.
- Is beginning to understand to take food to their own mouth.
- Is often happy to engage with a range of people.

### ***Curriculum:***

**A pre-formal curriculum pathway, using the Engagement Model and therapeutic approaches to learning to inform the personal plan.**

### ***Additional Support:***

- Whole child approach with ongoing support and advice from a range of professionals who are specialised in complex needs and autism
- Highly specialised setting with qualified staff trained in pre formal learning approaches, complex needs and autism
- Personalised risk assessment to support management of anxiety, stress and dysregulated behaviours

**Communication and interaction (ASC) - Specialist**

***Behaviours Observed:***

- Has developed and demonstrates several strategies to ensure task avoidance which includes all forms of social interaction.
- High sensory needs and a hyperactive sensory profile.
- Engages in negative interactions that can escalate to pulling and pushing, throwing, and bolting.
- Often regurgitates food either as a sensory seeking activity or to avoid social interaction.
- Has mastered effective distraction strategies and has creative escape techniques.
- Can sequence three or four actions to fulfil an impulsive behaviour.
- Fleeting attention to learning activities but can problem solve and navigate the environment independently.
- Unsafe and dangerous behaviours resulting in high levels of adult support and supervision.

***Needs:***

- Complex Needs: Has a diagnosis of ASC with co-occurring ADHD and sensory processing disorder.
- Hypo sensitive sensory profile.
- Rejects social interaction and any demand on them that isn't on their terms.
- Communicates all needs and wishes through behaviours that can be challenging to support.
- High levels of dysregulation with impulsive and dangerous sensory seeking behaviours.

***Strengths:***

- Good problem solving.
- Able to use resources creatively.
- Can sequence several actions to cause an effect.
- Understands and observes the attention focus of others.
- Able to wait before acting.
- Has a good knowledge of the layout of the setting including exits and outside spaces.

***Curriculum:***

**A bespoke personalised programme of work with the inclusion of:**

- Pre-formal engagement opportunities.
- Early functional skills.
- A sensory and physical curriculum.

***Additional Support:***

- Intensive and ongoing support, advice and input from a range of specialist practitioners and therapists in relation to complex needs.
- High levels of specialist support across the day including carefully managed transitions.
- Teachers and support staff are experienced in understanding autism, sensory needs and hyper-active ADHD profiles.
- A personalised risk assessment to manage stress, anxiety and dysregulated behaviours.

## **Special Educational Needs: Pupil Profiles for Physical and Sensory Needs**



## **Special Educational Needs: Pupil profiles for Hearing Impairment/Deafness**

**Primary area of need: Hearing Impairment/Deafness – *Universal plus***

**Secondary area of need: SEMH – *Universal***

***Behaviours Observed:***

- Permanent hearing loss in both ears.
- Refusal to discuss needs with staff.
- Can be argumentative with adults.
- Can get into arguments and physical altercations with peers.
- Difficulties participating in Physical Education lessons.
- Will not engage in whole group activities.
- Speaks quietly.

***Needs:***

- Support to access aspects of learning which include speaking and listening.
- Can struggle to self and co-regulate.
- Adaptations made in the classroom to secure access to group activities.
- A space for regulation is clearly defined and accessible as required.
- Support and encouragement to access the wider school community.
- Support from a qualified SaLT who can support with expressive and receptive language skills.

***Strengths:***

- Has developed coping strategies for hearing in the classroom including lip reading.
- Works well with adults with whom they have positive relationships, including their form tutor.
- Has high aspirations for their future.
- Has a small group of close friends.

***Curriculum:***

**Access to the full curriculum and entered for all GCSEs.**

- Opportunity to access small group and 1:1 intervention for social communication skills and speech and language support.
- Access to quieter working spaces away from the classroom when required.
- Access arrangements in place including completing GCSEs where listening is the primary activity, in a separate room.
- Ensures the child's views are sought when planning.

***Additional Support:***

- Regular reviews with a qualified teacher of the deaf
- A support assistant to work with class teachers to secure engagement.
- Support from a mentor or counsellor to assist with acceptance of needs.
- Liaison with post-16 institution to ensure key information is shared which facilitates a smooth transition and plan of support.
- Zones of regulation used at school and at home.
- Flexible seating plan to support access to learning, depending on the nature of the activities.
- Offer of assistive technology such as radio aids.
- Ongoing and bespoke programme of support from SaLT.

### Hearing Impairment/Deafness – *Universal plus*

#### ***Behaviours Observed:***

- Has settled in well to reception and is curious and inquisitive about the world around them.
- Can communicate using some speech sounds and shows understanding of key concepts.
- Needs to be able to see the teacher's mouth, although wears hearing aids they rely heavily on lip reading.
- Finds the noisy environment overwhelming and confusing, relies on support from key communicator in the classroom.
- Can access whole class learning when the learning is rich in context – pictures and drawings to illustrate learning points.
- Can use a number fan to show how many in response to objects and pictures of sets.

#### ***Needs:***

- Permanent hearing loss in the severe range.
- Difficulty with receptive and expressive language beyond concrete everyday social communication and early learning concepts.
- Significant difficulties with speech sounds and accessing phonics and other listening activities in EYFS.
- Significant barriers to developing social skills and friendships.

#### ***Strengths:***

- Good level of development from own starting point.
- Keen to learn and eager to join in and be part of the learning.
- Has developed skills relating to reading and matching, reading symbol sentences and early number.
- Can sequence events and has a good understanding of the routines in school.
- Is very friendly.

#### ***Curriculum:***

**Can access the early years curriculum.**

- Personal targets for developing vocabulary relating to topics and more abstract concepts.
- Communication programme from SALT following recommendations for individual, groups, and whole class sessions.
- Teacher of the deaf to input into deaf awareness and setting individual targets.

#### ***Additional Support:***

- Advice and support from specialist teacher of the deaf.
- Class Teacher wears a mic, and a sound field system is installed in the classroom.
- Visual learning opportunities during whole class teaching including supports to demonstrate understanding.
- 1 to 1 focused time to build vocabulary and understanding of concepts in quiet space without background noise.

## **Hearing Impairment/Deafness – *Universal Plus***

### ***Behaviours Observed:***

- Significant speech sound delay.
- Will choose to isolate from peers despite their bids for interaction.
- Lack of academic resilience.
- Difficulties with executive functioning skills.
- Makes mistakes in class work as they will not ask for information to be repeated if it is missed.

### ***Needs:***

- Support to build and maintain friendships with peers.
- Support with organisation due to lack of parental input.
- Improvement in self-esteem.
- Alternative methods of communication available.
- Opportunities to pre-learn key vocabulary and concepts.

### ***Strengths:***

- Positive relationship with SENDCo and Form tutor.
- Enjoys practical lessons.
- Able to speak about difficulties when emotionally regulated and with trusted adult.
- Independent in use of hearing aids.
- Wants to go to university and travel abroad.

### ***Curriculum:***

#### **Access to the full Year 9 curriculum in addition to;**

- Adaptions to accommodate individual speech, language, and communication needs.
- Opportunities to work with peers who can model effective speech and language skills.
- Use of Laptop/iPad for sharing views and contributing to discussions if the child is feeling particularly tired.
- Access to a varied and engaging timetable which does not rely on extended periods of lip reading as this is very tiring.
- Use of visuals such as writing and speaking prompts which facilitate engagement.

### ***Additional Support:***

- Support to build positive relationships with a range of peers.
- Staff to ensure they always position themselves in front of the child, when communicating.
- Bright lighting in all classrooms.
- Teaching takes place in rooms with carpet and/or soft furnishing to support quality hearing.
- Use of subtitles or live remote captioning when videos are shown.
- System in place for the maintenance of hearing aids including battery replacement and cleaning.
- Regular input from a Teacher of the deaf.

**Primary area of need: Cognition & Learning – *Universal plus***  
**Secondary area of need: Hearing Impairment/Deafness – *Universal Plus***

***Behaviours Observed:***

- Aggressive and violent outbursts towards adults when overwhelmed, embarrassed or overstimulated.
- Difficulty following multi-step instructions.
- Will ignore instructions if over-tired.
- Working below in all areas of the curriculum.
- Homework not always completed.
- Prefers to ask for help from peers rather than adults.

***Needs:***

- Additional time for literacy and numeracy intervention.
- Emotional regulation support such as Zones of Regulation delivered as an intervention.
- Access to social communication skills support.
- Frequent checks for understanding in all aspects of school life.
- Support with organisation when at home.
- Consistent and firm boundaries.

***Strengths:***

- Responds well to praise from adults.
- Enjoys having responsibility in the classroom.
- Can work independently if work is clearly scaffolded.
- Enjoys drama lessons.

***Curriculum:***

**Accessing the full Year 6 curriculum.**

- SaLT, social skills and emotional regulation support is built into their daily timetable.
- Staff to be aware of the pace of their speech when communicating with the child.
- Staff to carefully consider groupings for small group/1:1 work to ensure the child is with supportive peers who are also role models for communication and behaviour.
- Use of visuals such as writing scaffolds, word mats, prompt sheets, pictures, and real-life events to support engagement and reduce stress.

***Additional Support:***

- Support to build positive relationships with adults and peers. This could be a social communication skills group led by a SaLT or trained TA.
- Staff to ensure they always position themselves in front of the child when communicating.
- Bright lighting in all classrooms.
- Ideally, teaching takes place in rooms with carpet and soft furnishing to support quality hearing.
- Use of subtitles or live remote captioning.
- Teaching staff to use non-verbal cues to signal for the class to stop talking and listen.
- Ongoing training for key staff on teaching and supporting children who are deaf.
- Summer term transition plan once secondary school identified.

### Hearing Impairment - *Enhanced*

#### **Behaviours Observed:**

- Passive approach to learning except for in Science.
- Frequent periods of non-attendance.
- Difficult relationship with parents.
- Elevated levels of independence due to lack of parental support.

#### **Needs:**

- Support with motivation for learning.
- Family supported to ensure student's educational needs are met.
- Adaptations made for practical lessons to ensure barriers to hearing are addressed.
- Hearing Assistant for some lessons.

#### **Strengths:**

- Always polite to staff and other students.
- Good sense of humour. Will also laugh at themselves.
- Enjoys helping others, particularly younger peers.
- Aspires to become a Paediatrician.

#### **Curriculum:**

##### **Accessing the Year 8 curriculum.**

- Motivating activities to promote engagement using a multisensory approach to learning.
- Access to a broad range of learning opportunities which are not always Teacher-led.
- Use of non-verbal instructions/resources to promote independent working i.e. task lists.
- Opportunities for learning within the community.

#### **Additional Support:**

- Counselling/Mentoring to facilitate speaking about their hearing impairment.
- Frequent visits with Teacher of the Deaf.
- SaLT programme implemented to include teacher support in this area.
- Half-termly progress reviews with SENDCo, student and parents in addition to weekly check-ins.
- Opportunities to meet and work with other Deaf students.
- A space to work quietly inside of, and outside of the classroom as required.
- Personalised evacuation plan for fires and other emergencies.
- Travel training.
- Staff training.
- Access arrangements for all assessments.
- Support with practicing social communication skills.

## **Hearing Impairment/Deafness - *Enhanced***

### **Behaviours Observed**

- Becomes confused in unfamiliar environments Becomes confused in unfamiliar environments.
- Frequent hearing infections which can cause trips and occasion falls.
- Social communication difficulties.
- Experiences outbursts of frustration which can impact ability to regulate and engage in learning.
- Lack of academic resilience.

### **Needs:**

- Support with social communication skills.
- Working below peers in science and maths.
- Difficulty in accessing verbal information/instruction.
- Some group sporting activities need adapting to secure inclusion.
- Short term memory and concentration support.
- Difficulty in expressing and labelling emotions.

### **Strengths:**

- Long-term memory.
- Reading comprehension skills.
- Can work independently if tasks are clearly explained/modelled.
- Fine motor skills

### **Curriculum:**

**Access to the full Year 4 curriculum with additional support to meet the needs of the learner.**

- A range of support aids to facilitate access to the curriculum such as visual prompts.
- Pre teaching of key vocabulary, formulas, and processes.
- Additional time for assessments due to listening fatigue.
- Access to an IPAD or Laptop as required and particularly when tired.

### **Additional Support**

- Teachers to ensure their lips and eyes are always visible.
- Room lighting should be bright and soft furnishing in place to support quality sound.
- Ongoing specialist teacher of the deaf involvement.
- Regular review of targets involving the learner, their family, and key staff to evaluate provision and progress.
- Care plan implemented and reviewed as required.
- Timetable features opportunities to work on self-help and independence skills.
- Support to develop Speech language and communication skills including being able to ask for help and to talk about their deafness.
- Personal evacuation plan and risk assessments in place for learning outside of the classroom and on school trips.
- Support to access extra-curricular activities.

**Primary area of need: Communication and Interaction – *Enhanced***  
**Primary area of need: Hearing Impairment/Deafness – *Enhanced***

***Behaviours Observed:***

- Often appears tired or disengaged by late morning, particularly in whole-class sessions.
- Hesitant to participate in group discussions; prefers structured, adult-led interactions.
- Frequently seeks reassurance before beginning tasks, especially when auditory instructions are unclear.
- Reluctant to join in active playground games; tends to stay close to familiar peers or adults.
- Uses gestures or copying others when unsure, rather than asking for clarification.

***Needs:***

- Requires consistent and clear visual access to the adult leading the lesson.
- Adult check-ins during and after group instruction to ensure understanding.
- Seating arrangements and classroom layout need regular adjustment to support hearing technology use and visibility.
- Support to develop confidence in asking for help or clarification.
- Support in noisy or unstructured environments such as lunch, transitions, and PE.
- Ongoing support with vocabulary development, particularly subject-specific language.
- Consistent use of hearing aids and regular monitoring by Teacher of the Deaf.

***Strengths:***

- Friendly and caring towards others, especially younger children or those who are upset.
- Highly observant and picks up on small details in visual tasks and routines.
- Enjoys books, particularly when shared 1:1 or in a small group with pictures and discussion.
- Shows strong persistence with tasks when supported and praised.
- Creative and expressive through drawing, building, and imaginative play.

***Curriculum:***

**Accesses the full Year 3 curriculum with adaptations to support hearing needs.**

- Tasks are supported with visual instructions, pictorial schedules, and reduced language complexity.
- Pre-teaching of new vocabulary and key concepts is embedded into weekly planning.
- Opportunities for repeated listening and reinforcement of key learning points.
- Adult-led small group work is used to encourage interaction and language use in a safe, supported setting.

***Additional Support:***

- Weekly visits from a Teacher of the Deaf to support access and staff strategies.
- Termly audiology liaison and regular checks of hearing equipment.
- Small group or 1:1 SaLT intervention focusing on language comprehension and expressive confidence.
- Access to a quiet space during unstructured times if needed to reduce fatigue or sensory overload.
- Half-termly review meetings with parents, pupil, SENDCo, and hearing support staff.
- Staff trained in deaf awareness, including use of visual cues, pace of speech, and classroom acoustics.
- Social skills groups to build confidence in communication and peer interaction.
- Early warning system in place for when pupil is showing signs of auditory fatigue.
- Access arrangements planned for assessments, including rest breaks and use of radio aid.
- Fire and emergency evacuation plan personalised to include visual signals and buddy system.



**Primary area of need: Hearing Impairment/Deafness – *Enhanced***

**Secondary area of need: Cognition & Learning – *Universal***

***Behaviours Observed:***

- Often appears anxious or overwhelmed in unfamiliar or unstructured environments (e.g. busy corridors, assemblies).
- Becomes visibly distressed when unable to follow verbal instructions, particularly in fast-paced lessons.
- Tends to isolate themselves during break and lunch; prefers predictable, quiet spaces.
- Struggles to initiate or maintain conversations with peers; often misinterprets tone or intent.
- Uses repetitive phrases or routines for reassurance.
- Can become rigid in thinking; may react strongly to changes in routine or sensory discomfort.

***Needs:***

- Consistent adult support to navigate social and academic environments.
- Instructions need to be delivered with clear visuals and supported with written keywords.
- Reduced auditory complexity; background noise management strategies required.
- Staff awareness of both hearing impairment and sensory processing difficulties.
- Pre-teaching of both subject vocabulary and social expectations.
- Access to a quiet, low-stimulation space for regulation and decompression.
- Support with emotional literacy and interpreting social cues.
- Safe space and trusted adult for emotional check-ins or recovery after distress.

***Strengths:***

- Highly motivated by personal interests, especially in science and technology.
- Strong visual learner with excellent attention to visual details and patterns.
- Polite, thoughtful, and keen to do the right thing when expectations are clear.
- Responds well to structure, consistency, and visual routines.
- Excellent memory for factual information and enjoys working independently once confident.

***Curriculum:***

**Access to full Year 7 curriculum with modifications to presentation and pace of delivery.**

- Visual schedules, written instructions, and task planners provided for each subject.
- Adjustments made for group work expectations; alternative approaches offered when needed.
- Personalised approaches to homework tasks, with clear instructions and additional time.
- Opportunities for alternative recording methods (e.g. typing, visuals, oral explanation).

***Additional Support:***

- Regular support from the Teacher of the Deaf and audiology team.
- Radio aid and hearing aids managed consistently; staff trained in correct use and troubleshooting.
- Termly multi-agency meetings involving SENDCo, parents, and external specialists.
- Weekly 1:1 or small group SaLT sessions targeting pragmatic language and comprehension.
- Adult support available in high-demand lessons (e.g. PE, Science, group discussion tasks).
- Sensory profile in place with strategies integrated into lessons and transitions.
- Social communication intervention group focused on peer interaction and self-advocacy.
- Visual supports used across all subjects to promote independence.
- Fire and emergency plan includes visual prompts and clear staff support roles.
- Key adult available for daily check-in/check-out and emotional regulation support.

## **Hearing Impairment/Deafness – Targeted**

### ***Behaviours Observed:***

- Difficulty focusing on work and interactions in noisy environments.
- Can misinterpret instructions.
- Finds assemblies and PE in the main hall distracting.
- Withdrawn in noisy environments e.g., lunch hall, assembly lunch hall, assembly.
- Difficulty focussing during whole class discussions.
- Doesn't always answer to name in noisy classroom environment.

### ***Needs:***

- Concentration.
- Self-esteem, self-confidence, and resilience.
- Gaps in learning.
- Delay in expressive language.

### ***Strengths:***

- Can access the full curriculum with appropriate adaptations to accommodate individual learning needs.
- Working below in most areas of the curriculum.
- Works confidently and independently.
- Picks up on visual cues in the environment e.g., everyone lining up.
- Will ask for help from trusted adult.

### ***Curriculum:***

#### **Access to the full year 5 curriculum.**

- Visual aids to support curriculum access and verbal instructions.
- Opportunity to access quiet spaces for some learning activities.

### ***Additional Support:***

- Seating plan adjusted to maximise hearing.
- Opportunities for quiet learning activities
- Staff training on inclusive teaching practices.
- Visual supports in class and around the building.
- Risk assessments in place for evacuations, lock downs, trips, and visits.
- Additional resources easily accessible.
- SaLT programme in place to support expressive and receptive language.
- Visual cues to transition from activities.
- Regular review of support plan.

## **Hearing Impairment/Deafness - Targeted**

### ***Behaviours Observed***

- Reluctance to ask for help in class.
- Concentration and listening fatigue.
- Tends to eat alone or with one other peer due to difficulties with group conversations.
- Periods of low-mood due to their individual needs.
- Speech is significantly impacted.

### ***Needs:***

- Prompting to ask for help.
- Key person/Mentor to check in with on a weekly basis.
- Practicing Interview techniques in preparation for university applications.
- Support to find their own deaf community.

### ***Strengths:***

- Exceptional computer skills.
- Learning BSL and knows some Makaton signs.
- High aspirations.
- Positive relationship with mother.

### ***Curriculum:***

**Highly specialised curriculum.**

- A range of support aids to facilitate access to the curriculum such as visual prompts.
- Teaching styles are adapted to ensure maximum inclusion and engagement.
- Additional time for assessments due to listening fatigue.
- Access to technology which facilitates engagement in learning.
- High expectations from all staff.
- Frequent checks for understanding.

### ***Additional Support:***

- Therapeutic support in the form of counselling.
- Access to a quiet study space
- Careers advice to support finding an appropriate university placement.
- Individual support plan co-constructed with the learner, shared with all teachers.
- Personal funding allowance which facilitates access to inclusive activities outside of school/college for accessing Inclusive events such as the Theatre.
- Provide learning materials in advance of the lesson or during pre-lesson tutoring.
- Facilitation of group work is considered with the student's input.
- Avoidance of idioms or colloquialisms when giving instructions due to the limitations with their vocabulary.
- Ongoing medical support for routine hearing appointments possibly including support from NHS SaLT team.

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## **Hearing Impairment/Deafness – Targeted**

### ***Behaviours Observed:***

- Socially isolated which impacts their ability to engage with hearing peers and adults.
- Limited spoken language. Speech sounds perceived through hearing aids and may be mostly inaudible.
- Frequent emotional dysregulation triggered by internal frustration.
- Misinterpretation of instructions.
- Loss of concentration in loud/noisy environments.
- Lack of confidence results in low self-esteem.
- Will not answer questions in group situations.

### ***Needs:***

- Speech may be difficult to understand therefore needs SaLT programme.
- Heavy reliance on visuals to support verbal instruction and general interaction within learning environments.
- Use of augmented communication such as BSL.
- Assessment of cognitive abilities.

### ***Strengths:***

- Can access the full curriculum with appropriate adaptations made.
- Beginning to build strong relationships with peers.
- They excel in activities which do not rely heavily on verbal instruction.
- Responds well to adult support though can work independently with support.
- Uses BSL at home and in school.

### ***Curriculum:***

#### ***Accessing the full year 5 curriculum.***

- Person centred planning demonstrates an understanding of learners with HI.
- A range of communication strategies/aids are used.
- Clear verbal or audio instruction is used to support access to the curriculum.
- Pre-teaching of key vocabulary.
- Subtitles provided for any online media.
- Pitched at the correct language level for pupil's individual speech, language, and communication needs.

### ***Additional Support:***

- Hearing friendly learning environment including opportunities to work in a quiet environment..
- Communication support worker as required.
- Hearing loops in all areas of the school.
- Regular specialist teacher of the deaf input.
- Personal evacuation plans and risk assessments in place for learning outside of the classroom.
- Regular staff training to ensure needs are being met.
- Buddy system in place with regular reviews.
- Use of non-verbal and visual ways to gain pupil attention e.g. switch on and off light to note end of lesson.
- Opportunities to support play and social interactions particularly with other hearing-impaired peers.
- Bespoke speech and language programme which is reviewed regularly with child and key stakeholders.

## **Hearing Impairment/Deafness – Specialist**

### ***Behaviours Observed:***

- Reluctant to engage in group activities; prefers parallel play or solitary tasks.
- Often appears confused or frustrated during whole-class teaching sessions.
- Limited speech; uses gestures or vocalisations to communicate basic needs.
- Can become withdrawn or distressed when routines change unexpectedly.
- Avoidant of noisy environments such as the lunch hall or assembly.

### ***Needs:***

- Full-time support from an adult with signing skills.
- Consistent use and monitoring of cochlear implants with support from audiology team.
- Specialist provision for spoken language development using a Total Communication approach.
- Highly visual teaching methods with repetition and simplified language.
- Individualised sensory and play-based learning to build early language foundations.
- Structured routines and transition supports (e.g. first/then boards, visual schedules).

### ***Strengths:***

- Curious and observant; enjoys exploring new materials and sensory activities.
- Strong memory for visual patterns, songs, and routines.
- Responds well to familiar adults and repetition.
- Shows enjoyment of music through rhythm and movement.

### ***Curriculum:***

#### **Highly personalised EYFS/KS1 curriculum.**

- Focused on early communication and sensory learning Tasks broken into very small, achievable steps with adult modelling.
- Access to specialist speech, language, and communication interventions daily.
- Learning delivered through practical, play-based approaches.

### ***Additional Support:***

- Weekly visits from Teacher of the Deaf with daily strategies embedded by school staff.
- Specialist speech and language therapy input (weekly direct, daily indirect).
- Staff trained in Makaton and deaf awareness.
- Regular liaison with family to support consistency of communication at home.
- Use of visual supports (PECS, visual timetable, object cues).
- Access to a calm, low-stimulation space when overwhelmed.
- Personalised evacuation plan and trained key workers.

## **Hearing Impairment/Deafness - Specialist**

### ***Behaviours Observed***

- Participates well in small groups but struggles in larger, fast-paced classroom settings.
- Becomes visibly anxious when required to process or follow verbal instructions in noisy settings.
- Tends to mimic peers rather than ask for help or clarification.
- Demonstrates frustration when misunderstood or unable to express ideas.
- Shows increased sensory sensitivity to sound and light, particularly during transitions.

### ***Needs:***

- Full-time communication support to access verbal teaching and peer interaction.
- Specialist support for expressive language difficulties, particularly narrative and reasoning.
- Adjustments for auditory fatigue, including reduced verbal load and movement breaks.
- High-contrast visual materials and signed instructions used across the curriculum.
- Structured interventions to support self-esteem and reduce communication anxiety.

### ***Strengths:***

- Hardworking and eager to please when expectations are clear.
- Talented artist; uses drawing to express ideas and feelings.
- Enjoys reading independently and can comprehend age-appropriate texts with support.
- Engages enthusiastically in practical and creative subjects.

### ***Curriculum:***

#### **Broad and balanced curriculum accessed through specialist delivery model.**

- Use of pre-tutoring and scaffolded vocabulary instruction.
- Adjusted group work and alternative communication methods (e.g. visual or written responses).
- Literacy and numeracy reinforced through structured visual and multisensory strategies.

### ***Additional Support:***

- Weekly ToD input with daily review of access and inclusion strategies.
- Regular SaLT input (direct and consultative).
- Use of signing system (BSL or SSE, depending on communication mode).
- Participation in a Deaf peer group for identity and social connection.
- Specialist equipment monitored daily; FM/radio aids used effectively.
- Rest breaks and quiet area access for auditory fatigue.
- Communication passports and staff training regularly updated.

## **Hearing Impairment/Deafness – Specialist**

### ***Behaviours Observed:***

- Motivated and independent but frequently misses key classroom instructions.
- Struggles with verbal reasoning and abstract vocabulary, especially in subjects like English and History.
- Experiences frustration in peer communication, especially during group tasks.
- Reluctant to disclose hearing needs or advocate for adjustments.
- Fatigued by midday, especially after lessons without visual supports.

### ***Needs:***

- Personalised access plan across all subjects, focusing on linguistic access and processing time.
- Access to signed support in class (SSE/BSL) depending on context.
- Use of real-time captioning or transcripts in certain lessons.
- Ongoing support for development of metacognitive strategies and self-advocacy.
- Emotional wellbeing support to manage stress and fatigue.

### ***Strengths:***

- Excellent independent study skills.
- Strong written communication and creative writing ability.
- High level of self-discipline; completes homework consistently.
- Confident when presenting with preparation and visual supports.

### ***Curriculum:***

#### **Full access to KS3 curriculum through specialist provision and communication adjustments**

- Use of scaffolded worksheets, key vocabulary banks, and visual instructions.
- Practical lessons adapted to reduce reliance on verbal instructions.
- Differentiated assessment arrangements including extra time and communication support.

### ***Additional Support:***

- Regular support from ToD and Communication Support Worker in targeted lessons.
- SaLT support with a focus on language structure and curriculum vocabulary.
- Opportunities to attend Deaf youth clubs or enrichment activities.
- Weekly check-ins with key worker to monitor emotional wellbeing and hearing access.
- Staff-wide training in deaf awareness and subject-specific communication strategies.
- Visual fire alarms and personal evacuation plan.
- Equipment checks logged daily.



## **Hearing Impairment/Deafness – *Specialist***

### ***Behaviours Observed:***

- Increasingly anxious about post-16 transition and future independence.
- Selective participation in oral components of subjects due to language barriers.
- Works well independently but reluctant to work in unfamiliar groups.
- Sometimes isolates themselves socially, particularly during unstructured time.
- Can become disengaged in lessons with fast-paced auditory delivery or abstract content.

### ***Needs:***

- Bespoke careers advice and transition planning tailored to Deaf identity and communication mode.
- Exam access arrangements (extra time, reader, BSL interpreter if required).
- Adapted delivery of coursework and assessments, with clear and accessible instructions.
- Support for developing self-advocacy, independence, and confidence in communication settings.
- Consistent emotional wellbeing support around peer relationships and anxiety.

### ***Strengths:***

- Thoughtful, mature, and reflective when supported in a trusting environment.
- Skilled in using assistive technology and managing personal hearing devices.
- Passionate about creative subjects; demonstrates strong photography and ICT skills.
- Committed to personal goals; completes coursework independently and thoroughly.

### ***Curriculum:***

**Access to full the GCSE curriculum with modifications for hearing access.**

- Tasks broken down into visually supported steps; use of visual summaries and notes.
- Alternative approaches to oral assessment tasks (e.g. pre-recorded presentations).
- Structured peer work with supported communication scaffolds.

### ***Additional Support:***

- Weekly specialist input from ToD and Communication Support Worker with BSL/communication support.
- 1:1 SaLT input with a focus on exam language, idioms, and extended writing.
- Specialist key worker support for emotional and social wellbeing.
- Personalised timetable including additional time for coursework and exam prep.
- Access to Deaf role models and mentoring as part of identity development.
- Visual alerts for emergencies and personalised evacuation procedures.
- Post-16 planning supported through annual reviews and external agency involvement.

# Barking & Dagenham

## **Special Educational Needs: Pupil Profiles for School Guidance for Visual Impairment/Blindness**

**Visual Impairment/Blindness – *Universal Plus***

***Behaviours Observed:***

- Cannot access learning if resources and the environment are not adapted.
- Reduced vision in both eyes caused by loss of peripheral vision.
- Weak fine motor skills.
- Accident prone.

***Needs:***

- Support where fine motor skills or hand-eye coordination are required such as in design/food technology.
- All visual resources to be enlarged to a minimum font size of 18.
- Support with appropriate social communication skills.
- Support with emotional regulation due to bouts of sadness.
- Designated time for the development of literacy skills.

***Strengths:***

- Has the confidence to try new activities.
- Has secure friendships.
- Enjoys drama and attends additional lessons outside of school.
- Is meeting expected targets in many foundation subjects.

***Curriculum:***

**Access to the full Year 10 curriculum.**

- Adaptations made to resources and the environment to facilitate access.
- Opportunity for pre-teaching of physical skills ahead of whole class teaching.
- Social communication skills group
- Laptop/iPad available for subjects with a heavy literacy content and examinations.
- Access arrangements in place including extra-time, supervised rest breaks,

***Additional Support:***

- In class support assistant or in some cases a buddy for practical lessons.
- Regular reviews of provision.
- Ongoing training for all staff on strategies to support learners with visual impairment.
- The building and classrooms have brightly coloured signs and clear pathways.
- Careers guidance and support for choosing suitable post-16 educational setting.
- Regular support from a teacher of the visually impaired.
- Risk assessments and personal evacuation plans in place for onsite and out of school activities.
- Use of a guide cane when offsite.
- Access to a dimly lit room if experiencing eye strain.
- Teaching of emotional regulation strategies which are shared and implemented at home.
- Support to develop self-help skills outside of school environment.

## **Visual Impairment/Blindness – *Universal Plus***

### ***Behaviours Observed:***

- Nystagmus (involuntary eye movements).
- Reluctance to engage with activities linked to reading and writing.
- Finds it difficult to share and take turns.
- Has not reached most of their early development goals.
- Prefers to interact with adults.

### ***Needs:***

- Assistance to move around the school.
- Pre-teaching of key vocabulary.
- Additional time to consolidate learning.
- Support to develop self-help skills including dressing, brushing teeth, and eating.
- Individual and small group teaching of literacy and numeracy.
- Opportunities to develop social communication skills.

### ***Strengths:***

- Is happy to attend school.
- Enjoys physical activity.
- Excellent listening skills. Enjoys listening to music, stories, and the general environment.
- Has built positive relationships with Teaching Assistants.

### ***Curriculum:***

**Access to the full Year 3 curriculum with appropriate adaptations to meet the needs of the learner.**

- Daily timetable to include individual intervention based on gaps in learning and the development of their social communication skills.
- Opportunities to build their self-esteem and resilience.
- Dark pens/pencils and lined books.
- Multi-sensory opportunities for learning which promote engagement.

### ***Additional Support:***

- Clear verbal instruction.
- In class practical assistant for support with fine and gross motor skill activities.
- Braille.
- Use of assistive technology such as iPad, visualiser, and slanted desk.
- Brightly coloured equipment, signs, and labels.
- Risk assessment and personal evacuation plans for all classroom-based activities as well as trips and visits.
- Use of braille.
- Whole school approach to visual impairment.
- Clear pathways around the building and within learning spaces.
- Guide cane available.
- Social skills group.

## **Visual Impairment/Blindness – *Universal Plus***

### ***Behaviours Observed:***

- Severe visual impairment.
- Headaches caused by dizziness.
- Difficulty reading text with fluency.
- Anxiety heightened in social situations.
- Unsteady on their feet.

### ***Needs:***

- Assistance to move around.
- A multisensory approach to teaching and learning.
- Opportunities to work with a wide range of peers.
- Extra time to complete learning tasks.

### ***Strengths:***

- Has a basic understanding of braille.
- Can touch type.
- Self-help skills are strong.
- Can communicate needs to different stakeholders.

### ***Curriculum:***

#### **Access to much of the Year 11 curriculum with;**

- significant adaptations made to facilitate engagement and progress.
- Specialist approach to teaching with input from a Teacher of the Visually Impaired.
- Opportunities to develop self-help and independence are built into their daily timetable.
- Access arrangements include, but are not limited to, modified papers, extra time, scribe/speech technology, different assessment location and supervised rest breaks.

### ***Additional Support:***

- In class support assistant or in some cases a buddy for practical lessons.
- Comprehensive transition to post-16 setting plan including regular visits and meetings with key staff.
- Ongoing training for all staff on strategies to support learners with visual impairment.
- Learning braille.
- Regular support from a Qualified teacher of the visually impaired.
- Risk assessments and personal evacuation plans in place for onsite and out of school activities.
- Guide cane.
- Transport.
- Reduction in use of handouts.
- Use of colour coding to support with visual structures.
- Use of assistive technology such as magnifier, iPad/laptop, and tilted desk.
- Portable recorder to aid organisation.

**Primary area of need: Visual Impairment/Blindness – *Universal Plus***  
**Secondary area of need: Cognition & Learning – *Universal Plus***

### ***Behaviours Observed:***

- Colour blindness and light sensitivity.
- Working below across all areas of the curriculum.
- Inability to access learning without assistance or adaptations.
- Reduced concentration skills.
- Fluctuations in self-esteem.

### ***Needs:***

- 1:1 support for access to learning materials and the environment.
- Support with accessing colour.
- Opportunities for pre-teaching and consolidation.
- Reassurance from adults.

### ***Strengths:***

- Making good progress in maths.
- Enjoys working independently where possible.
- Secure attachment style and easily makes friends with peers.
- Engages with other visually impaired people outside of school.

### ***Curriculum:***

#### **Access to the Year 6 curriculum with;**

- Access to specialist interventions which support with their visual needs and developing independence skills.
- Use of assistive technology including raised tables, dark lined paper, large print materials.
- Access arrangements in place for SATs.
- Teachers to support any visual instructions with verbal reinforcement.

### ***Additional Support:***

- Transition into Year 7.
- Access to a sensory room with a range of light features.
- Regular input from a qualified teacher of the visually impaired.
- Adaptations are made in the classroom and around the building to support as much independence as possible.
- Transition cues are audible.
- Regular staff training as required.
- Risk assessments and personal evacuation plans in place for onsite and out of school learning.
- Support to develop self-help skills outside of the school environment.
- Social skills training.
- Work is annotated with colour prior to lesson.

## **Visual Impairment/Blindness – Enhanced**

### ***Behaviours Observed:***

- Significant visual impairment resulting in tunnel vision since birth.
- Unable to access the learning environment without significant adaptations made.
- Significant mobility difficulties.
- Significant speech, language, and communication delays.
- Working memory difficulties.
- Light sensitivity.

### ***Needs:***

- Full time support in the classroom.
- Access to individual and small group teaching of literacy and numeracy skills.
- Guide cane when moving around the school.
- Sensory regulation support.
- Prescribed dark glasses.

### ***Strengths:***

- Enjoys learning.
- Auditory memory is exceptional.
- Desires to be independent is a motivator for engagement in learning activities.
- Knows some braille.

### ***Curriculum:***

**Highly bespoke curriculum consisting of mainstream subjects and need specific interventions.**

- Access arrangements in place include extra time, supervised rest breaks, use of assistive technology as their usual way of working.
- Access to regular social skills support.
- Access arrangements in place for all lessons and assessments and include extra time and use of assistive technology.

### ***Additional Support:***

- Sitting by a window to support rest seeing breaks.
- Regular review of provision with learner's involvement.
- Staff training on how to support learners with visual impairment.
- The building and classrooms have brightly coloured signs and clear pathways.
- Social skills support.
- Reduction in visual stimulation in the learning environment.
- Careers guidance and support for considering post-16 educational setting.
- Regular support from a qualified teacher of the visually impaired.
- Risk assessments and personal evacuation plans in place for onsite and out of school activities.
- Space for sensory regulation following concentration fatigue.
- Support to familiarise self with new environments each time their timetable changes.
- Teaching of braille.

**Primary area of need: Visual Impairment/Blindness – *Enhanced***  
**Secondary area of need: ASC – *Universal***

***Behaviours Observed:***

- Easily confused in unfamiliar environments.
- Falls over regularly.
- Social communication and Interaction difficulties.
- Emotional dysregulation is expressed through frustration/anger.
- Lack of resilience.

***Needs:***

- Support with social communication skills.
- Support with movement around the classroom and school building.
- Unable to participate in some group sports.
- Short term memory support
- Concentration
- Difficulty in expressing emotions and making eye contact with others.

***Strengths:***

- Able to access the curriculum with reasonable and appropriate adjustments including motivational tools for engagement.
- Reading comprehension skills.
- Identifying things through touch.
- Learn number concepts through hearing.
- Gross and fine motor skills.

***Curriculum:***

**An adapted curriculum to meet the needs of the learner without removing access to mainstream subjects.**

- A range of multi-sensory support aids to encourage engagement such as a talking calculator, E-reader/iPad.
- Pre teaching of key information with an opportunity to revisit prior learning.
- Individual copies of books with large and clear print.
- Additional time for assessments.
- Additional verbal explanations

***Additional Support:***

- Low vision aids.
- Consideration of in class seating and lighting.
- Adaptions to the physical environment including marked steps and handrails.
- Specialist teaching support.
- Care plan in place, routinely updated and shared with key adults.
- Braille resources.
- Large print resources.
- Opportunities to learn and practice self-help and independence skills.
- School website is fully accessible.
- Risk assessments and Personal evacuation plans in place for all learning activities as well as trips and visits.
- Development and use of a sensory profile to support regulation.



## **Visual Impairment/Blindness - Targeted**

### ***Behaviours Observed:***

- Congenital visual impairment – Microphthalmia (small eyes both)
- Experiences frequent low mood.
- Unable to work independently for many aspects of the curriculum.
- Social communication difficulties impact their ability to engage with peers without adult support.
- Light sensitivity.

### ***Needs:***

- Concrete resources which are motivating and engaging.
- Opportunities to learn outside of the classroom to enhance independence.
- Support to learn braille.
- Support to develop social communication skills.
- Regular reassurance from trusted adults.
- Dark glasses.

### ***Strengths:***

- Has a good sense of humour.
- Can identify many objects through touch.
- Resilient to challenges or difficulties.
- Willing to try new things.

### ***Curriculum:***

**Highly bespoke curriculum with some specialist support and intervention.**

- Access arrangements in place to include extra time and reader/computer reader.
- Multiple opportunities to access concrete and engaging resources.
- Therapeutic support is built into a broad and varied daily timetable.
- High level of adult support is required across the curriculum.

### ***Additional Support:***

- School building has wide corridors, handrails.
- Access to a Qualified Teacher of the Visually Impaired.
- Daily social skills intervention.
- Emotional regulation support is aided by therapeutic support.
- Sensory profile is created and drawn upon in daily schedule.
- Guide plate for eating.
- Regular access to learning within the community.
- Access to a range of assistive technologies such as text-to-audio, magnifier, raised and tilted desks.
- Adult support throughout the day.
- Toileting support due to weak motor skills.
- Large print for all texts including handouts.
- Lined paper with dark lines.
- High contrast for handouts.
- Use of an audio recorder.

## **Visual Impairment/Blindness – Targeted**

### ***Behaviours Observed:***

- Significant reduction in vision with weak depth perception.
- Difficulties with literacy.
- Difficulties with expressive language skills due to limited vocabulary.
- Sensitive to feedback or constructive criticism.

### ***Needs:***

- Access to a wide range of resources.
- Support from adults who have a good level of emotional intelligence.
- Extra time to complete tasks.
- Access to assistive technologies such as audio books,

### ***Strengths:***

- Enjoys social interaction.
- Enjoys maths and science.
- Finds school enjoyable.
- Good hearing and listening skills.

### ***Curriculum:***

**Access to a highly bespoke mainstream curriculum with specialist interventions to support needs.**

- Concrete and multi-sensory resources which motivate and engage the learner.
- Taught in a spacious environment which has clear pathways and natural lighting.
- Adults are trained in supporting children and young people with visual impairment.

### ***Additional Support:***

- Regular review of provision with appropriate adjustments made to support the needs of the learner.
- Daily eye exercises to support depth perception.
- Social skills intervention.
- Adult support throughout the day.
- All printed resources are enlarged with strongly contrasting colours.
- Opportunities for learning life skills such as going shopping or setting a dinner table.
- Access to a sensory room and/or sensory garden.
- Care plan/IEP is shared with staff.
- Support with vocabulary development.
- Verbal instructions are clear.
- Access to assistive resources such as a raised desk, magnifier, or text to audio software.
- Use of a laptop/e-reader/iPad.
- Fine motor skills support.

**Primary area of need: Visual Impairment/Blindness – Targeted**

**Secondary area of need: Physical and sensory – Targeted**

**Third area of need: Communication and Interaction (ASC) – Enhanced**

***Behaviours Observed:***

- Congenital coloboma in right eye and anophthalmia in left eye causing blindness.
- Verbal and physical outbursts.
- A range of sensory needs which impact their ability to focus and concentrate.
- Inconsistent social communication skills.
- Weak motor skills which impacts walking

***Needs:***

- Full time support.
- Support with walking, personal, and intimate care needs.
- Opportunities to develop self-confidence and self-esteem.
- Physical closeness to trusted adults.
- Needs support with hormone production.
- Soft diet due to digestive difficulties.

***Strengths:***

- Enjoys listening to audio books, music, and people's conversations.
- Is very curious and likes to ask lots of questions.
- Very good at mimicking others and other enjoyable sound bites.
- Excellent relational memory.

***Curriculum:***

**Specialist provision with access to mainstream classes at a level which is appropriate to the individual's abilities.**

- Learning is interwoven with the need to develop self-help and independence skills.
- Includes a range of interventions which support difficulties caused by ASC and Visual impairment.
- Emotional regulation training and support.

***Additional Support:***

- Guide cane when legs are tired.
- Full time 1:1 support in and out of school.
- Physiotherapy to support with weak lower leg muscles.
- Access to regular respite.
- Use of prosthetic eye at night to prevent the collapse of the right eye socket.
- Nighttime hormone injections to stimulate growth.
- Verbal instructions and reassurances.
- Access to assistive technology such as audio books, talking calculators, text to speech on laptops/PCs, and voice recognition software.
- Regular review meetings with key stakeholders and in consultation with the learner.
- Access to PE equipment which has sound, i.e. a ball with a bell.
- Sensory circuits built into daily schedule.

**Visual Impairment/Blindness - Targeted**

***Behaviours Observed:***

- Congenital anophthalmia in both eyes.
- Difficulties with mobility due blindness.
- Needs support with eating, drinking, and dressing.
- Difficulty accessing learning content without any adaptations.

***Needs:***

- Support to access all aspects of the curriculum.
- Guide cane when moving around independently.
- Learning braille.
- Access to concrete and multi-sensory resources to promote learning and engagement.

***Strengths:***

- Close relationship with mother who also has a congenital visual impairment.
- Enjoys singing and has a good singing voice.
- Always polite to others.
- Responds well to praise and encouragement.

***Curriculum:***

**Highly bespoke curriculum which balances academic, sensory, and physical needs.**

- Access to a range of assistive technologies which facilitate curriculum access.
- Opportunities for self-help and independence are built into their daily timetable.
- Social skills interventions focusing on tactile and auditory cues.

***Additional Support:***

- Guide cane always available.
- Full time support from an adult.
- Opportunities to access outdoor activities which help to build confidence and resilience.
- Guide plate for eating.
- Sensory resources are available for all activities.
- Verbal instructions and reassurance.
- Access to assistive technology such as audio recorder,
- Regular sensory support
- Access to a sensory room and sensory garden.
- Regular review meetings.
- Care plan/IEP shared with staff.
- Support to get changed for PE.
- Resources with braille.
- Emotional regulation support.

**Visual Impairment/Blindness – *Specialist***

***Behaviours Observed:***

- Relies heavily on auditory input to navigate and engage with tasks.
- Frequently anxious in new environments or with sudden changes to routine.
- Shows distress if separated from known adults for long periods.
- Often vocalises feelings when overwhelmed or overstimulated.
- Demonstrates emerging interest in peer interactions but needs facilitation.

***Needs:***

- Access to all learning materials in tactile and auditory formats.
- Structured, predictable routines supported by consistent adult support.
- Orientation and mobility training embedded into daily school life.
- Pre-teaching of new concepts through real objects and hands-on experiences.
- Ongoing support for emotional regulation and confidence in social settings.

***Strengths:***

- Demonstrates excellent auditory memory and pattern recognition.
- Enjoys music, rhymes, and structured story time.
- Responds positively to praise and adult attention.
- Beginning to engage in imaginative play using sound and texture.

***Curriculum:***

**Adapted KS1 curriculum with strong focus on multisensory and experiential learning.**

- Emphasis on early literacy through pre-Braille and phonological awareness activities.
- Numeracy taught using tactile manipulatives and song-based routines.
- Group sessions adapted for inclusion using verbal cues and clear descriptions.

***Additional Support:***

- Daily input from a Qualified Teacher of the Visually Impaired and specialist TA trained in total visual impairment.
- Weekly habilitation input focused on mobility, independence, and self-care.
- Home–school communication book used to ensure consistency.
- Classroom fitted with tactile markers and object cues for independence.
- Emotional literacy support to aid transitions and build resilience.
- Specialist equipment includes tactile storybooks, Braille labeller, and audio devices.

## **Visual Impairment/Blindness - Specialist**

### ***Behaviours Observed:***

- Frequently seeks reassurance in practical or group activities.
- Becomes frustrated with unclear instructions or fast-paced lessons.
- Avoids playground spaces without peer or adult support.
- Shows heightened sensitivity to glare or poor lighting.
- Demonstrates emerging self-advocacy in requesting adaptations.

### ***Needs:***

- Large print, high-contrast materials tailored to residual vision.
- Seating plans that reduce glare and visual distractions.
- Scaffolded support in handwriting and reading-intensive subjects.
- Regular breaks and fatigue management strategies.
- Explicit teaching of social and emotional coping strategies.

### ***Strengths:***

- Curious and inquisitive when learning is accessible.
- Strong verbal communication and questioning skills.
- Enthusiastic about reading via accessible technology.
- Enjoys helping younger children and supporting classroom routines.

### ***Curriculum:***

**Full access to KS2 curriculum using modified print and assistive tech.**

- Touch-typing introduced to increase access to extended writing tasks.
- Practical activities adapted with guided support and verbal modelling.
- Pre-learning used to support complex visual concepts (e.g., maps, graphs).

### ***Additional Support:***

- Weekly check-ins with Qualified Teacher of the Visually Impaired and specialist TA.
- Training in the use of digital magnification and contrast tools.
- Access to peer group for pupils with visual impairment.
- Modifications in PE and art to ensure safety and inclusion.
- Staff trained in use of screen readers and inclusive teaching strategies.
- Personalised risk assessments for all off-site visits and practical activities.

## **Visual Impairment/Blindness – *Specialist***

### ***Behaviours Observed:***

- Strong self-awareness and ability to verbalise needs.
- Expresses frustration when independence is restricted.
- Highly motivated by topics that allow verbal discussion and reasoning.
- Uses assistive tech with confidence but occasionally needs technical support.
- Increasingly assertive in peer group activities when supported.

### ***Needs:***

- Access to the full curriculum in Braille and/or audio format.
- Structured exam preparation with assistive technology and additional time.
- Training in life skills including personal organisation and mobility.
- High adult consistency in transitions and subject-specific support.
- Support for emotional preparation for secondary transition..

### ***Strengths:***

- Strong spoken vocabulary and expressive language.
- Excellent Braille literacy and developing editing skills using technology.
- Interested in current affairs, debate, and advocacy.
- High levels of perseverance and independence.

### ***Curriculum:***

**Fully adapted KS2 curriculum aligned with future KS3 access needs.**

- Supported in preparation for SATs using tactile and digital resources.
- Subjects such as science, geography, and maths taught using concrete objects and audio description.
- Integrated transition planning with secondary staff and QTVI input.

### ***Additional Support:***

- Daily support from a Qualified Teacher of the Visually Impaired and assistive technology specialist.
- Participation in a regional peer support network for pupils with VI.
- Weekly habilitation input for road safety, wayfinding, and self-advocacy.
- Career-related learning and goal setting.
- Termly Multi Disciplinary Team reviews including family, QTVI, SENDCo, and mobility team.
- High-tech equipment (e.g. Braille Note, laptop with screen reader) provided and maintained.

## **Visual Impairment/Blindness – *Specialist***

### ***Behaviours Observed:***

- Engaged and motivated when technology is used effectively.
- Shows confidence in structured social settings, but less so in unfamiliar environments.
- Can mask fatigue or difficulty, requiring regular emotional check-ins.
- Becomes withdrawn if classroom support is inconsistent.
- Prefers clear, one-step instructions and well-structured tasks.

### ***Needs:***

- Digital access to all resources with screen magnification and audio.
- Teaching staff to plan and provide accessible formats in advance.
- Support with organisation, homework tracking, and time management.
- Structured independence programme to prepare for post-16 options.
- Strategies to support social inclusion and friendship-building.

### ***Strengths:***

- Strong interest in computing and coding.
- Proficient with a range of accessibility software and platforms.
- Highly articulate and thoughtful in verbal assessments.
- Enjoys project-based learning and collaborative discussion.

### ***Curriculum:***

Access to full KS3 curriculum with support to visualise and conceptualise abstract ideas.

- Resources provided in accessible formats: large print, digital, audio.
- Use of voice typing, screen readers, and dictation software embedded across subjects.
- Preparation for GCSE options and transition planning with careers input.

### ***Additional Support:***

- Weekly Qualified Teacher of the Visually Impaired support and progress monitoring.
- Mobility and life skills training (shopping, budgeting, independent travel).
- Access arrangements in place for all internal assessments.
- Specialist TA support during practical lessons (e.g. science, DT).
- Emotional wellbeing check-ins and access to school counsellor if needed.
- Staff CPD around fatigue, access planning, and inclusive teaching.



# Barking & Dagenham

**Special Educational Needs:  
Pupil Profiles for  
Physical and/or Neurological Impairment**

**Physical and/or Neurological Impairment – *Universal Plus***

***Behaviours Observed:***

- Speaks using short (one or two word) sentences.
- Tiredness impacts concentration and attention.
- Can be unsteady on their feet and drop things.
- Processing of language requires time.

***Needs:***

- Emotional regulation support.
- Communication and interaction.
- Adjustments to timetable depending on needs.
- Adult support to move safely around the building safely.
- Cognition and learning.
- Physical and sensory.

***Strengths:***

- Motivated to learn.
- Enjoys working with others.
- Maths.
- Can focus on one, preferred activity, mostly independently.
- Will attempt new/unfamiliar language.

***Curriculum:***

**Access to the full curriculum.**

- Objects of reference in place.
- Additional learning time built into planned activities.
- Support to develop self-help and independence.

***Additional Support:***

- Adult support with learning and personal care needs.
- Teaching staff supported to implement adjustments.
- Access to assistive technology such as a slopping desk, pencil grip or wobble cushion.
- SaLT assessment and interventions.
- Daily meet and greet and handover with parents/school.

**Physical and/or Neurological Impairment – *Universal Plus***

***Behaviours Observed:***

- Can only concentrate for short amounts of time
- Difficulty with fine motor skills.
- Occasional dysarthria and expressive aphasia.
- Fatigue throughout the day.
- Muscle aches and spasms in lower limbs.

***Needs:***

- In class support in addition to class teacher.
- Intimate care support.
- Intermittent wheelchair use.
- Occasional difficulty with speech sounds (dysarthria).
- Emotional support.
- Additional cognitive processing time.

***Strengths:***

- Enjoys drama in and out of school.
- Has leadership qualities.
- Home-school relationship is positive.
- High aspirations for their career path.
- Sociable and has lots of friends.
- Working in line with personal targets but below peers, across the curriculum.

***Curriculum:***

**Access to the full curriculum.**

- Adaptions made to practical lessons such as Science, Technology and P.E
- Access arrangements to include extra time, supervised rest breaks and a scribe/laptop.

***Additional Support:***

- Timetable adjusted daily to meet presenting needs.
- Key support staff trained in manual handling (hoist) and personal/intimate care support.
- Teachers trained and supported to make reasonable adjustments.
- Mentoring for self-esteem and emotional resilience.
- SALT assessments and interventions.
- Extra time for transitions between lessons when required.
- OT/Physiotherapist led programme to support with sensory and mobility difficulties.
- PEP and risk assessments in place for school and off-site visits.
- Multi-agency working to ensure provision supports the CYP working towards independence.
- A place for rest as required.
- Support with feeding as required.

## **Physical and/or Neurological Impairment – *Universal Plus***

### ***Behaviours Observed:***

- Difficulties with balance and coordination.
- Difficulty with thinking, learning, and processing information.
- Difficulty controlling their bladder.
- Can experience numbness and tingling in extremities.
- Frequent colds and infections.

### ***Needs:***

- Alternative to handwriting offered when required.
- Movement breaks to facilitate blood circulation and reduce numbness.
- Cognitive processing time.
- Concrete resources to support working memory.
- Key adult/s to support range of needs.

### ***Strengths:***

- Resilient to setbacks.
- Good sense of humour.
- Polite and sociable.
- Positive home-school relationship.
- Works well the adults and peers.

### ***Curriculum:***

#### **Access to the full curriculum.**

- Extra processing times for all assessments.
- Adaptations to practical activities when numbness and balance are particularly difficult to manage.
- Laptop/iPad or voice recorder when writing is difficult.
- Interventions to support missed learning time caused by absences.
- Support with accepting and managing their condition.

### ***Additional Support:***

- May require a scribe for assessments.
- Space for stretching and movement breaks.
- Support with home learning.
- Physiotherapy delivered during the day.
- Teaching staff and support staff supported to manage needs.

**Physical and/or Neurological Impairment – *Universal Plus***

***Behaviours Observed:***

- Difficulties with memory recall.
- Poor handwriting.
- Experiences fatigue throughout the day.
- Regular absences.

***Needs:***

- Communication and Interaction.
- Processing support.
- Emotional regulation support.
- Support with activities requiring fine and/or gross motor skills.
- Academic resilience due to gaps in learning.
- Self-esteem.

***Strengths:***

- Will contribute to class discussions when feeling confident.
- Can work independently with clear instructions.
- Responds well to praise and encouragement.
- Working broadly in line with his peers.

***Curriculum:***

**Access to the full curriculum.**

- Consideration given to physical needs and abilities.
- Access arrangements to include supervised rest breaks and/or extra time during assessments.
- Teaching staff to ensure instructions are clear and concise with additional resources used as required.

***Additional Support:***

- Support with individual areas of need as well as small group interventions.
- Academic mentoring.
- Access to assistive technology as required.
- Personal Evacuation plan and risk assessments in place.
- Referral to OT for support with additional resources and/or interventions to address sensory needs.
- Class resources printed and shared in case of absence.

**Physical and/or Neurological Impairment - *Enhanced***

***Behaviours Observed:***

- Ataxia caused by a defective gene which affects the nervous system.
- Can experience difficulties with speech, movement, eating, and gait.
- Fatigues easily which can negatively impact their level of engagement with learning.
- Enjoys practical subjects such as PE and Science.
- Will mask difficulties so as not to cause worry in others.

***Needs***

- Use of a wheelchair on days where walking is difficult.
- Regular rest breaks to support difficulties with mobility.
- Support with activities which most activities.
- Pre-teaching and revisiting of key literacy and numeracy skills.
- Access to specialist equipment such as a wobble cushion, thick pens/pencils, and access to an iPad/Laptop.
- Quality sleep routine.
- Working below age related standards but is making good progress from their starting points.

***Strengths:***

- Excellent communication skills and works well with a range of peers.
- Excellent working memory.
- Demonstrates a natural ability to problem solve.
- Has a curious nature which helps them maintain resilience in the face of challenge or disappointment.

***Curriculum:***

**A multisensory curriculum which includes access to concrete resources.**

- Exercises provided by a physiotherapist are included in their timetable.
- Teaching of Life skills.
- Access arrangements in place for all assessments to include, supervised rest breaks, assistive technology i.e., laptop and extra time.

***Additional Support:***

- Travel training support.
- Access to a calming space such as a sensory room for rest breaks.
- Consultation with an Occupational Therapist with regards to appropriate equipment.
- Speech and Language Therapy as part of their daily timetable.
- Opportunities to develop life skills which support independence.
- Support to acknowledge and label all of their feelings and how to process them.
- Flexibility in their schedule to allow for periods where their muscle control is particularly difficult. This may be working away from the main classroom with a familiar adult.
- Regular review of provision to ensure all their needs are being met. Led by SENCo/TA.
- Frequent communication with home to ensure there is a seamless quality of provision and support.

### Physical and/or Neurological Impairment – Enhanced

#### ***Behaviours Observed:***

- Responds positively to circle of friends who are supportive and aware of differences.
- Has good attention and focus during whole class sessions.
- Can request help from friends when support is needed with some physical tasks.
- Can attend to learning and is working alongside peers with some adaptations for writing.
- Transitions are managed with additional support from an adult to support accessing different areas of the school.

#### ***Needs***

- Rare genetic disorder impacting on physical growth.
- Very small muscles impact PE, long walks and transporting upstairs which requires careful planning with support from adults and usually a wheelchair.
- Adaptations to classroom equipment for sitting and working.
- Specialist advice and support around physical needs.
- SEMH needs due to difficulty accepting differences and the impact as they grow up.
- Adult support can sometimes be a barrier and where possible peer support is preferred.

#### ***Strengths:***

- Strong sense of belonging to the class and wider school community.
- Identifies with mainstream peer group, is popular and has a good sense of humour.
- Has similar interests to peers and remains socially engaged through learning and playtimes.
- Able to access the learning through an adapted curriculum.

#### ***Curriculum:***

**Working below age related standards but in line with a peer group within the mainstream setting.**

- Individual risk assessment for the classroom and careful planning for trips to include accessibility and quiet resting areas to reset.
- Adaptations to independent learning support and alternative and creative ways to record work.
- Developing sense of self, understanding physical differences and disability.

#### ***Additional Support:***

- Advice and guidance from specialist SEND teacher in complex medical needs to remove barriers to learning and support with understanding self.
- 1 to 1 drop-in sessions with learning support to address feelings and emotions relating to learning, relationships, self-care, and wellbeing.

**Physical and/or Neurological Impairment - Enhanced**

***Behaviours Observed:***

- Experiences low mood and will school refuse.
- Socially isolated due to needs.
- Struggles to access learning due to cognitive difficulties.
- Can physically and verbally lash out at staff.
- Difficulties with expressive and receptive language skills.
- Has a limited vocabulary.

***Needs:***

- Short tasks with planned breaks,
- Activities which are motivating and engaging.
- Access to sensory and concrete resources which promote engagement.
- Walking frame and/or wheelchair available.
- Visuals to support with verbal instructions.

***Strengths:***

- Enjoys social interactions.
- Enjoys performing, particularly singing and dancing.
- Good at matching activities.
- Enjoys physical activity.

***Curriculum:***

**Access to an adapted curriculum which focusses on developing their independence.**

- Life skills support including accessing the community.
- Daily speech and language intervention.
- Access to appropriate specialist equipment including wobble cushion, ear defenders.

***Additional Support:***

- Support with personal care needs.
- Working with a range of adults.
- Travel training support
- Frequent brain and movement breaks.
- Support from Occupational therapist and/or Physiotherapist.
- A space for emotional regulation.
- Use of PECs to aid communication skills with others.
- Taught by SEND specialist.
- Care plan shared with all staff.
- Staff trained on how to support children with Downs Syndrome.
- Personal reward system.
- Daily home-school handover.
- Use of a weighted blanket when unsettled.
- Daily use of a sensory room.
- Staff team teach trained in case of physical outbursts and the need to de-escalate.



## **Physical and/or Neurological Impairment - Enhanced**

### ***Behaviours Observed:***

- Difficulty accessing main school resources e.g., pens, writing at a table, paintbrushes, crayons.
- Difficulty in concentrating for long periods of time.
- Difficulty in joining social activities such as playtime, running games etc.
- Difficulty eating, using cutlery.
- Can appear withdrawn.
- Significant mobility difficulties leads to a refusal to join in activities such as PE.
- Low attendance due to frequent illness and medical appointments.
- Difficulty with fine and gross motor skills.
- Finds crowded and noisy spaces stressful.
- Falls over easily.

### ***Needs:***

- Support for personal and intimate care needs.
- Support to address gaps in learning.
- May seek adult company as a preference for social communication.
- Support to develop self-esteem.
- Needs support to move around the building.

### ***Strengths:***

- Enjoys tasks adapted to needs e.g., disability sports.
- Building relationships with adults.
- Working with younger peers.

### ***Curriculum:***

**Adapted curriculum including mainstream lessons, tailored to the needs of the pupil.**

- Use of AI resources to allow for access to curriculum.
- Adapted resources such as thick pens and pencils, writing slant, adaptive cutlery to allow for independence.
- Use of pupil's strengths to plan and provide opportunities for success.
- Multi-sensory curriculum with access to specialist equipment.
- Shortened tasks to allow for brain breaks and reduce fatigue.
- Use of alternative communication strategies.
- Focus on the development of self-help and independence.

### ***Additional Support:***

- Seating plan adjusted to ensure child/young person is sat close enough to the teacher.
- Personal evacuation plan in case of a fire or other emergencies.
- Feeding support.
- Personal care support/plan.
- Alternative play options that allow for activities that are not playground based alongside peers.
- Medication/care plan to include the use of a hoist.
- Adaptive furniture.
- Specialist teaching support.
- Adaptive changing facilities.
- Physiotherapy/Hydrotherapy/Occupational Therapy support.
- Risk assessment for trips, visits, and new activities.

**Physical and/or Neurological Impairment - Targeted**

***Behaviours Observed:***

- Early signs of Juvenile Huntington's disease.
- Increasing difficulties with memory and concentration.
- Experiences muscle spasms.
- Noticeable deterioration in the quality of speech sounds.
- Feeling fearful of the future.

***Needs***

- Therapeutic support to manage the physical symptoms of their condition and their emotions.
- Pre-teaching of key information with an opportunity to revisit prior learning away from the classroom.
- A space to relax and be calm when muscle spasms occur.
- Access to assistive technology when writing is difficult such as a laptop/iPad.

***Strengths:***

- Can articulate when they are tired or when they are experiencing muscle spasms.
- Enjoys, and is making good progress in Maths.
- Cognitively able and agile. Was performing in line with and in some cases, ahead of, their peers.
- Home-school relationship is positive.

***Curriculum:***

***Access to the full year 7 curriculum with adaptations which consider the emerging needs of the learner.***

- Small group intervention for literacy and numeracy.
- SaLT programme to support changes in the functional aspects of speech.
- Access arrangements in place to facilitate access to assessments.

***Additional Support:***

- TA support is available.
- Morning check ins with SENDCo/Head of Year to plan any adaptations to the timetable.
- Regular review meetings to help manage the changes in need.
- Therapeutic support to help the young person talk about their needs.
- Input from a physiotherapist to support the management of muscle spasms during the school day.
- Training for staff on how to support the needs of the learner in the classroom.
- Resources are printed for the learner to take home and access in their own time to support retention.
- Use of interleaving and retrieval practice to support the acquisition and retention of key information.
- Use of a wheelchair or cane when walking is difficult.
- May need a later start to the day due to muscle contraction upon waking.
- Opportunities for daily exercise.
- Sign posting to a Huntington's support group.

**Physical and/or Neurological Impairment - Targeted**

***Behaviours Observed:***

- Difficulty navigating spaces – furniture, corridors, and steps.
- Difficulty sitting on the floor.
- Difficulty accessing main school resources e.g., pens, writing at a table, paintbrushes, crayons and writing in fine lines.
- Difficulty concentrating for long periods of time.
- Can be withdrawn and experience frequent mood shifts.
- Low attendance due to medical appointments/needs.
- Some difficulty with fine and gross motor skills
- Dislikes crowded and noisy spaces.

***Needs:***

- Difficulty in accessing main school resources for things like writing, talk partners, carpet time, maths concrete resources.
- Difficulty accessing PE equipment.
- Some support for personal care – toileting, dressing and eating.
- Support to integrate with peers as they prefer adult interaction.
- Support to develop self-esteem.

***Strengths:***

- Enjoys tasks adapted to needs e.g., disability sports.
- Building relationships with adults.
- Working with younger peers.
- Verbal communication for explanations.

***Curriculum:***

**Bespoke and adapted curriculum to support the needs and inclusion of the pupil.**

- Use of AI resources to allow for access.
- Adapted resources such as thick pens and pencils, writing slant and adaptive cutlery to cultivate independence.
- Plan and provide opportunities for success using shorter tasks and cognitive breaks to reduce fatigue.
- Easy access to equipment required/
- Pre teaching and re-visiting of learning.
- Additional time given for classroom assessments.

***Additional Support:***

- Seating plan adjusted to maximise engagement.
- Personal evacuation plan and risk assessments in place.
- Alternative play options that allow for activities that are not playground based
- Specialist teaching support
- May need physiotherapy/occupational therapy sessions built into the curriculum.
- Development of well-being and resilience.
- Calm and purposeful environment.
- Visual and audio demonstrations available.
- Alternatives to writing are used frequently.

## **Physical and/or Neurological Impairment - Targeted**

### ***Behaviours Observed:***

- Diagnosed with Cerebral Palsy due to oxygen deprivation at birth.
- Easily upset, especially if they feel they have offended someone.
- Lack of muscle control impacts their ability to write, eat and walk.
- Is unable to control their bladder.
- Can become confused when recalling the details of an event.
- Meeting expected targets.
- Speech sounds are sometimes difficult to understand.

### ***Needs:***

- Extra time to complete work.
- Use of a wheelchair supports their independence.
- Full-time adult support with all aspects of learning, personal and intimate care.
- Support to socialise with a range of peers.
- Evac chairs or similar around the school.

### ***Strengths:***

- Volunteers at a football club.
- Attends drama lessons outside of school.
- Polite to staff and students and enjoys talking.
- Works hard in all lessons.
- Cognitively able to engage with the curriculum.

### ***Curriculum:***

**Access to the Year 11 curriculum with appropriate adjustments made to meet the needs of the learner.**

- Access to a laptop/scribe for times when they are unable to write.
- Height adjustable desks.
- Speech and Language therapy programme woven into their provision.

### ***Additional Support:***

- Staff trained to use the hoist for toileting and changing for PE.
- Staff supported to make appropriate adjustments to the learning environment.
- Support with eating at lunch times including a member of staff carrying their food tray to the table.
- Requires an anti-slip mat for their plate when eating.
- Use of a hygiene room for toileting and changing for PE.
- A place to store toileting resources including, gloves, pads, and wipes.
- Rest breaks as required.
- Support to develop emotional literacy and resilience.
- A space to work quietly if they are feeling particularly overwhelmed or tired.
- Opportunity to practice life skills including travel training.
- May need support with stretching when it is particularly cold as muscles can spasm.
- Long transition plan to post-16 setting.
- Ongoing SaLT support with staff utilising strategies shared.
- Daily hand over with parents to ensure smooth transition between home and school.
- Risk assessments and personal evacuation plans in place for school and offsite activities.

**Physical and/or Neurological Impairment - Targeted**

***Behaviours Observed:***

- Difficulty in joining social activities such as playtime, running games etc. due to mobility difficulties.
- Difficulty eating and using cutlery.
- Changeable moods.
- Lots of medical appointments.
- Difficulty with fine and gross motor skills.
- Falls over easily.
- Fatigues easily.

***Needs:***

- Support for personal care – toileting, dressing and eating.
- Working significantly below peers.
- Support to move around the building.
- Difficulty understanding and describing what they see.
- Motor impairments.
- Developmental co-ordination difficulties.
- Communication difficulties.
- Sensory impairment.
- Support to cope with new experiences.

***Strengths:***

- Enjoys tasks adapted to needs e.g., disability sports.
- Building relationships with adults.
- Working with younger peers.
- Sensory activities.
- Music based activities.

***Curriculum:***

**Personalised curriculum adapted to support the needs and strengths of the pupil.**

- Adapted resources and furniture such as thick pens/pencils, writing slant and hoist.
- Multi-sensory curriculum
- Short activities which allow for variety throughout the day.
- Tactile approach to learning
- Total communication environment

***Additional Support:***

- Personal care support/plan and risk assessments in place.
- Medication/care plan with pain management addressed.
- Specialist teaching support.
- Adaptive changing facilities such as a hoist.
- Access to Physiotherapy/Hydrotherapy/Occupational Therapy/speech and language therapy.
- Equipment clearly labelled using words and images.
- Flexible working spaces incorporating the floor and tables.
- Access to a quiet room for 1:1 and small group work where needed.
- Tactile resources including sensory stimulation resources.

**Physical and/or Neurological Impairment - Specialist**

***Behaviours Observed:***

- Presents with muscle spasticity impacting fine and gross motor skills.
- Fatigues quickly, particularly during writing and physical activity.
- May display frustration when unable to complete tasks independently.
- Engages positively with peers in structured, supported environments.
- Demonstrates variable attention span depending on task demand and fatigue.

***Needs:***

- Specialist equipment for posture and access (e.g. supportive seating, sloped desk).
- Highly scaffolded support in writing tasks, including use of assistive technology.
- Occupational Therapy input for coordination and handwriting support.
- Time-limited, frequent movement breaks to prevent fatigue.
- Close monitoring for signs of discomfort, pain, or sensory overload.

***Strengths:***

- Excellent verbal reasoning and vocabulary.
- Enthusiastic contributor in class discussions.
- Creative thinker and enjoys storytelling.
- Responds well to adult praise and positive reinforcement.

***Curriculum:***

**Full access to Year 4 curriculum through tailored and differentiated resources.**

- Writing supported through voice typing software and adult scribing when needed.
- PE adapted to include inclusive games and modified physical activities.
- Pre-teaching and overlearning routines used to build confidence and reduce anxiety.

***Additional Support:***

- Daily input from OT and adapted physical activity programme.
- Access to a laptop with word prediction and speech-to-text software.
- Key adult trained in manual handling and intimate care where appropriate.
- Multi-agency review meetings termly, including SENDCo, OT, school nurse, and family.
- Access arrangements and risk assessments in place for all off-site visits.

**Physical and/or Neurological Impairment - *Specialist***

***Behaviours Observed:***

- Uses a wheelchair for mobility throughout the school day.
- Engages well in lessons when physically comfortable.
- Occasionally reluctant to ask for help, even when needed.
- Enjoys leading tasks involving verbal communication.
- Demonstrates sensitivity to peer attention regarding mobility aids.

***Needs:***

- Full physical access to all areas of school with ramps, lift, and accessible toilet.
- Assistance with transitions, including door navigation and classroom layout adaptations.
- Modified PE curriculum focused on ability, confidence, and inclusion.
- Social support for building confidence and peer relationships.
- Emotional support around independence, puberty, and identity.

***Strengths:***

- Highly articulate and confident speaker.
- Strong reader with excellent comprehension.
- Resilient and determined in problem-solving.
- Passionate about sports and inclusive participation.

***Curriculum:***

**Broad and balanced Year 6 curriculum accessed through inclusive teaching practices.**

- Use of a height-adjustable desk and adapted resources (e.g. scissors, rulers).
- Outdoor learning and group activities supported by tailored risk management.
- Opportunities for leadership and advocacy within school life.

***Additional Support:***

- Weekly sessions with a physiotherapist and regular input from school nurse.
- Inclusion in school's peer mentoring programme.
- Transition support for secondary including visits with mobility focus.
- Individual Health Care Plan with clear emergency procedures.
- Staff training in physical disability awareness, handling, and accessibility.

**Physical and/or Neurological Impairment - Specialist**

***Behaviours Observed:***

- Experiences muscle weakness impacting stamina, handwriting, and coordination.
- Requires extended time for transitions and task completion.
- Occasionally withdrawn when unable to fully participate in physical or fast-paced tasks.
- Demonstrates quiet determination and strong focus in preferred subjects.
- Sensitive to changes in routine or personnel.

***Needs:***

- Individualised timetable with rest breaks built into the day.
- Use of assistive technology for written work.
- Consistent adult to support transitions and emotional wellbeing.
- Adapted practical activities across subjects (e.g. DT, science).
- Access to medical care as per Health Care Plan during the day.

***Strengths:***

- Deep interest in history and current affairs.
- Excellent memory and retention of verbal information.
- Strong work ethic when learning is accessible.
- Positive relationships with a small group of peers.

***Curriculum:***

**Adapted KS3 curriculum with access to all core subjects and supported options.**

- Homework adjusted based on fatigue levels.
- Visual organisers and scaffolded tasks used to support independence.
- Encouraged to use voice typing and editing software to maximise participation.

***Additional Support:***

- Termly Multi-Disciplinary Team review involving physiotherapy, OT, SENDCo, and parents.
- Supported travel arrangements to ensure safe arrival and dismissal.
- Personal evacuation plan in place.
- Training for all staff in neuromuscular awareness and manual handling.
- Peer awareness sessions delivered in consultation with family.



**Physical and/or Neurological Impairment – *Specialist***

***Behaviours Observed:***

- Cerebral Palsy (Hemiplegia)
- Difficulties with fine motor tasks, particularly affecting dominant hand.
- Expresses frustration when not able to complete tasks at the same speed as peers.
- Tends to underplay physical difficulties in group settings.
- Demonstrates resilience and determination in most subjects.
- Prefers structure and clearly defined expectations in lessons.

***Needs:***

- Modified materials and tools for practical subjects.
- Extra time and scribe provision for extended writing tasks.
- Physiotherapy support and daily hand strengthening exercises.
- Access to adaptive technology to increase speed and fluency in typing.
- Emotional wellbeing support, particularly around transition and peer dynamics.

***Strengths:***

- Strong verbal expression and sense of humour.
- Independent thinker, particularly in English and ethics.
- Passionate about inclusion and disability rights.
- Developing maturity and self-awareness.

***Curriculum:***

**Full KS4 curriculum including GCSEs, with personalised support in exam subjects.**

- Curriculum access through differentiated resources and assistive software.
- Access arrangements for all assessments, including extra time and use of a laptop.
- Careers advice tailored to physical ability and long-term goals.

***Additional Support:***

- Weekly TA support in practical and extended writing subjects.
- Support from specialist agencies in equipment use and environmental adaptation.
- Regular health check-ins and physiotherapy on site.
- Termly review involving family, SENDCo, and external professionals.
- Development of post-16 pathway supported by careers and transition workers.

# Barking & Dagenham

## **Special Educational Needs: Pupil Profiles for Social Emotional Mental Health (SEMH)**

**Primary area of need: SEMH – *Universal Plus***

**Secondary area of need: Communication and Interaction (SLCN) – *Universal***

***Behaviours Observed:***

- May require prompting with regard to focus, staying on track and engagement.
- May be challenging towards adults, which can lead to disruption and, at times, becomes verbally aggressive
- May use some inappropriate and offensive language when he is emotionally dysregulated.
- May become non-compliant or volatile if needs are not met.
- On occasions, he is a perpetrator of bullying.
- Finds it difficult to build sustainable peer and adult relationships.
- On occasions, demonstrates some inappropriate sexualised behaviours with female peers.

***Needs:***

- Has not developed age-appropriate social skills.
- Is socially isolated as a result of social behaviours.
- Is making limited progress in academic subjects.
- Has difficulties with expressive and receptive language.
- Has low self-confidence, self-esteem and levels of resilience.
- Is hypervigilant, particularly in less familiar contexts or with new adults.
- Family functioning is a concern.

***Strengths:***

- Has represented the school in athletics and came first in the 100 and second in 200 metres in recent borough- wide competition.
- Can focus and complete activities when they are modelled for him and broken down into small steps.
- Has engaged well with TA support and the Speech and Language Therapist.
- Is keen to pursue a career in sports coaching.

***Curriculum:***

**Following the Y9 curriculum with the addition of:**

- TA support in classes for English, Maths, Science, Humanities.
- The Literacy Skills for Secondary programme during morning registration.
- Talk About for Teens group during PSHE.

***Additional Support:***

- A stress management plan, developed with student and family, to identify key triggers and what works to de- escalate quickly and effectively.
- an AIM3 assessment to support development of a programme for potential risks around Harmful Sexual Behaviour.
- ongoing support from SaLT to refine Communication Passport and identify further classroom-based strategies to support language needs.
- Objectives and strategies from Talk About for Teens shared with all staff so they can support generalisation of skills. • Training for all subject teachers in Low Arousal Approach and co-regulation strategies.
- Report to the Inclusion Hub at the end of the day for mentoring, initially focusing on daily report card. Stress management plan will be updated and shared with staff in response to any useful information identified in these sessions.
- Weekly contact with home to celebrate achievements against targets.
- Encouragement to attend lunchtime table tennis club regularly.
- SENCO to work with PE Dept to find a local running or athletics club.
- SEND to work with PE Dept to identify a local sports coach who can meet with him to explain routes into this career. SENCO and Work Experience Co-ordinator to explore possibility of sports-related placement for WEX in Y10.

## **Pupil Profile: Year 4**

### **SEMH - Universal Plus**

#### ***Behaviours Observed:***

- A late in-year admission in Y4 who is still struggling to settle into class routines and form friendships.
- Has attended two previous schools; the family have moved around as a result of unstable housing.
- The immigration status of the family is currently uncertain, and they have no recourse to public funds.
- Struggling to manage daily routines so will often leave the classroom to seek out the Deputy Head.
- If the Deputy Head is unavailable, will seek out older sibling.
- Does not willingly speak to any adult, except the Deputy Head, or to peers.
- Struggling to engage in any learning activities but it is difficult to assess whether this is as a result of wider C&L needs, EAL/SLCN or emotional needs.

#### ***Needs:***

- One parent is struggling with mental health needs and on a waiting list for support
- The family have experienced significant levels of trauma, and the children have experienced a number of ACES.
- The family have significant financial instability and currently live in temporary housing which is not big enough for their needs
- Student 7 is exhibiting persistent signs of ongoing challenge with wellbeing/mental health.
- Unhealthy over-dependence on Deputy Head and older sibling.
- At breakfast club and lunchtimes, they will eat excessively.
- Receptive and expressive language is not developing as expected, considering length of time in the UK.

#### ***Strengths:***

- Has formed a significant bond with Deputy Head.
- Attends school willingly every day.
- Family is open to support and honest about their ongoing challenges.

#### ***Curriculum:***

**Highly personalised curriculum developed and monitored by SENCO and class teacher and delivered by HLTA through;**

- targeting early learning goals in literacy and numeracy.
- Supported inclusion in art, PE and music with Y4 class

#### ***Additional Support:***

- Planned opportunities to build relationship with class teacher and HLTA, supported by Deputy Head.
- Weekly review meeting with parents, class teacher and SENCO to identify what is working.
- Referral to CAMHS Hot Clinic with view to referral for mental health support.
- Referral to EPS and SaLT to discuss best way forward with assessment of needs.
- Seek appropriate support for family, initially through Early Help and RAMFEL referrals.
- Structured opportunities to build relationships with supportive class peers, including at play and lunchtimes.
- Carefully planned transition to Y5 to begin in April, initially focused on building relationship with class teacher.

**Primary area of need: SEMH – *Universal Plus***

**Secondary area of need: Cognition and Learning Needs – *Universal Plus***

***Behaviours Observed:***

- Frequently unsettled and disruptive behaviour in class.
- Struggles to concentrate in lessons and distracts others or disrupts the learning.
- Shows no value in learning activities or work.
- Will not engage in interventions or accept support in class.
- Frequently loses their temper, particularly in response to perceived criticism or sanction.
- Challenges staff in a verbally aggressive way and has, on rare occasions, become physically threatening towards male staff.
- Struggles to make appropriate positive choices, even when given closed options.
- Engages in anti-social behaviour both in and out of school.
- Has had 5 suspensions this year.

***Needs:***

- Having struggled to transition, student 8 was identified as having unmet learning needs in relation to cognition and learning in Y7.
- He has a reading age of 8.2 years.
- He had, and has maintained, an 'anti-school' attitude.
- He will not engage in interventions to target his difficulties and does not welcome support. As a result, he is struggling to access the Y9 curriculum, except in music.
- He has affiliated himself with negative peer influences and has always preferred older students. Now there are concerns about his affiliations outside of school.
- Parents feel that they have lost all control; he does what he wants and will be out late at night.
- He has been assessed by the SaLT and has moderate difficulties in receptive and expressive language.

***Strengths:***

- He is in the school band and performed in assemblies and various celebration events.
- He has a good relationship with the music teacher.
- He would like to pursue a career in music, although he feels this is unlikely.
- He has a good relationship with an older female cousin who can reason with him.

***Curriculum:***

**Currently following the Y9 curriculum with;**

- Appropriate differentiation but the school is exploring a more specialised offer for Y10 to increase chances of success and ensure he is prepared for post-16.

***Additional Support:***

- A stress management plan, developed with student 8 and family, to identify key triggers and what works to de-escalate quickly and effectively.
- SENCO to provide class teachers with ongoing support for differentiation of learning activities.
- Training in Low Arousal Approaches for all class teachers.
- Referral to YARM in response to out-of-school concerns.
- SENCO to seek advice from Inclusion Adviser and/or the PRU regarding supporting mainstream inclusion.
- SENCO to contact the Future Youth Zone and arrange an opportunity to visit to try out music facilities with student 8
- Encouragement to maintain attendance at lunch-time music clubs.
- Music teacher has volunteered to provide weekly mentoring session - time to be confirmed.
- An assessment for exam arrangements although he has been provided with supervised rest breaks in all assessments in KS3.
- Weekly contact with home to celebrate achievements against targets.
- Parents to complete Triple P Teen and then review with SENCO.

***Behaviours Observed:***

- Has emotional outbursts and loses his temper throughout the day.
- Displays limited ability to apply emotional regulation strategies.
- Frequently refuses to complete work in class.
- Frequently challenges teachers verbally.
- Persecutes children he perceives to be weaker than him.
- Displays little empathy for others
- Seems unable to regulate risk-taking behaviour so it is difficult to take him off site with other children.
- Had previous success in Behaviour Recovery ARP in Y4 so reintegrated at start of Y5. However, he has significantly regressed since start of Y6.

***Needs:***

- Father was incarcerated when student 9 was in Y5 and he refuses to talk about it.
- He is one of three children and younger sibling has significant medical needs.
- Family have current and historical involvement with social care.
- Needs support to develop self-regulation and appropriate social skills.
- He is a reluctant writer.

***Strengths:***

- Was successful in Behaviour Recovery ARP in Y4 so reintegrated at start of Y5.
- Has previously shown ability to self-regulate and develop positive relationships with peers and adults.
- He was making expected progress in Maths and Reading in Y5.

***Curriculum:***

**Following Y6 curriculum with the addition of:**

- Check-in with Family Support Worker at the start of every day.
- Designated 1:1 support from the Thrive Practitioner.
- Access to a laptop to complete extended writing tasks.

***Additional Support:***

- Individual risk assessment, developed with Student 9, which is reviewed in response to any incidents.
- Referral to EPP to request placement at SEMH ARP for the remainder of Y6. Student 9 will need targeted therapeutic provision and further assessment to support transition to appropriate placement in KS3.
- Support from SEMH specialist to develop appropriate curriculum and further strategies to support current needs.
- Time out card which enables him to go to the DSL or Family Support Worker if he recognises, he may escalate into crisis.
- All adults to follow pre-agreed script when it appears he is escalating into crisis.
- Referral to CAMHS following advice of professionals at CAMHS Hot Clinic. In the interim, it has been agreed he will have access to counselling while CAMHS assessment is being completed. Counsellor will liaise with CAMHS to support assessment.
- Exam arrangements for KS2 SATs, specifically alternative accommodation for assessments and supervised rest breaks.
- DSL to continue to liaise with social care and maintain regular contact with home. Relevant information will be shared with SENCO, Family Support Worker and class teacher.
- Regular professionals' meetings organised by the DSL.
- DSL to discuss support from Family Thrive with parent.
- Access to lunchtime support group to mitigate against negative incidents at play and lunchtimes.



**Primary area of need: SEMH *Enhanced***  
**Secondary area of need: Cognition and Learning – *Universal Plus***

***Behaviours Observed:***

- Struggles to form trusting relationships with adults or peers.
- Experienced total social isolation in previous setting.
- Positive handling was frequently required in previous setting for her safety and that of others.
- Has very little ability to manage socially unless it is a familiar setting and familiar people where she feels comfortable.
- Appears to have little empathy for anyone except mum, younger sister, her niece, her current form tutor, the learning mentor and one TA.
- However, displays negative attachment seeking behaviours.
- Can exhibit rapid changes in mood.
- Struggles to manage any changes in expected routine.
- Cannot see a positive future for herself.
- Can display complete disregard for her own safety.
- Concerns around eating which are being monitored by paediatric team.

***Needs:***

- Student 10 has complex needs in the areas of C&L, SLCN and SEMH.
- She is significantly below expected developmentally and academically.
- Family has ongoing involvement with social care.
- All children in the family have experienced complex trauma.
- Very low self-confidence, self-esteem and extremely low levels of resilience.
- No healthy attachments to peers.

***Strengths:***

- Need for positive handling has reduced over time in response to more therapeutic approaches to behaviour management.
- Is beginning to show some ability to self-regulate when supported by trusted adults.
- Fewer incidents of running around the building.
- Is beginning to engage in preferred activities in lessons.
- Is hugely empathetic when she develops strong bonds with adults.

***Curriculum:***

**A personalised therapeutic and academic curriculum, targeted at an appropriate developmental stage.**

***Additional Support:***

- An individual risk assessment and stress management plan.
- Form tutor will contact home every day to celebrate success however small and, when necessary, identify one area for improvement.
- Weekly SaLT sessions and implementation of targeted strategies to support language development in other contexts, counselling sessions to explore feelings and needs.
- 1:1 breakfast session with form tutor to assess emotional state at the start of the day. When she is going to be unable to manage her day, she will work with LSU team on her personalised programme.
- She is to be supervised at all times, including transitions between lessons.
- Close, unobtrusive monitoring of her eating habits.
- A 'now' and 'next' board with a visual timetable to support transition between activities and lessons.
- Use of sand timers to show her how long she needs to focus in lessons, with positive reinforcement when she achieves or exceeds expectations. The time limit should be comfortably achievable based on her emotional state at the time and consider what she has previously been able to manage.
- Use of ear defenders when she is struggling to manage noise.
- Peer mentoring from X in Y11 to provide a positive female role model.
- Support to develop her resilience by ensuring expectations of learning and social interaction are in tune with her emotional state.
- Referral for ADHD assessment.

**Primary area of need: SEMH– *Enhanced***

**Secondary area of need: Cognition and Learning - *Enhanced***

***Behaviours Observed:***

- Is a significant flight risk.
- Prone to violent, emotional outbursts.
- Has limited ability to play with peers.
- Frequently challenges adults and peers physically.
- Fixates on individual children and then will persecute them.
- Engages in self-harming behaviours when distressed.
- Positive handling is often necessary to safeguard him or others.

***Needs:***

- Has a diagnosis of disordered expressive and receptive language.
- Social and emotional development significantly below age related expectations.
- Very limited ability to self-regulate.
- Has limited ability to communicate his feelings and needs.

***Strengths:***

- Has built a good relationship with the speech and language therapy assistant and his class teacher.
- Is beginning to use emotions board to show how he is feeling.
- Is beginning to use communication board to indicate when he is hungry or tired.
- Parent is beginning to trust colleagues at the school have their son's best interest at heart.

***Curriculum:***

Following a semi-formal curriculum, personalised where necessary.

***Additional Support:***

- Individual risk assessment and stress management plan.
- Review of individual risk assessment immediately following any incidents, particularly if positive handling was required.
- Close supervision at all times so any emotional dysregulation can be swiftly managed, using de-escalation strategies on stress management plan.
- Highly structured and predictable routine for his day and activities within it.
- Transactional supports to be used as directed by SaLT assessment and review.
- Refer to OT for full assessment of needs.
- Daily 1:1 session with the speech and language therapy assistant, following a programme designed by the SaLT.
- Class teacher to contact parent every day to share progress against individual targets and celebrate success.
- All strategies to support emotional regulation and communication to be shared with parent so they can implement at home.
- Half-termly professionals' meeting to review progress and set new targets.



**Primary area of need: Social Emotional Mental Health (SEMH) - *Enhanced***

**Secondary area of need: Cognition and Learning - *Enhanced***

**Third area of need: SLCN - *Universal Plus***

***Behaviours Observed:***

- Presents with frequent low mood and disengagement, particularly during morning lessons.
- Demonstrates oppositional behaviour when faced with unexpected changes or perceived failure.
- Periods of avoidance, including leaving class or refusing to complete tasks.
- Tends to isolate from peers but maintains one or two positive adult relationships.
- Can be argumentative or defensive when feeling overwhelmed or criticised.

***Needs:***

- Has a diagnosis of disordered expressive and receptive language.
- Social and emotional development significantly below age related expectations.
- Very limited ability to self-regulate.
- Has limited ability to communicate his feelings and needs.

***Strengths:***

- Has built a good relationship with the speech and language therapy assistant and his class teacher.
- Is beginning to use emotions board to show how he is feeling.
- Is beginning to use communication board to indicate when he is hungry or tired.
- Parent is beginning to trust colleagues at the school have their son's best interest at heart.

***Curriculum:***

**Following a semi-formal curriculum, personalised where necessary.**

***Additional Support:***

- Individual risk assessment and stress management plan.
- Review of individual risk assessment immediately following any incidents, particularly if positive handling was required.
- Close supervision at all times so any emotional dysregulation can be swiftly managed, using de-escalation strategies on stress management plan.
- Highly structured and predictable routine for his day and activities within it.
- Transactional supports to be used as directed by SaLT assessment and review.
- Refer to OT for full assessment of needs.
- Daily 1:1 session with the speech and language therapy assistant, following a programme designed by the SaLT.
- Class teacher to contact parent every day to share progress against individual targets and celebrate success.
- All strategies to support emotional regulation and communication to be shared with parent so they can implement at home.
- Half-termly professionals' meeting to review progress and set new targets.

## **Social Emotional Mental Health (SEMH) - *Specialist***

### ***Behaviours Observed:***

- Presents with frequent low mood and disengagement, particularly during morning lessons.
- Demonstrates oppositional behaviour when faced with unexpected changes or perceived failure.
- Periods of avoidance, including leaving class or refusing to complete tasks.
- Tends to isolate from peers but maintains one or two positive adult relationships.
- Can be argumentative or defensive when feeling overwhelmed or criticised.

### ***Needs:***

- Requires predictable routines and clear boundaries to feel safe and regulated.
- Needs frequent low-key check-ins from key staff to support engagement and emotional wellbeing.
- Support with developing emotional literacy and recognising personal triggers.
- Adult modelling of appropriate responses to stress and frustration.
- Gradual preparation for post-16 transitions, with supported exposure to new environments.

### ***Strengths:***

- Strong verbal reasoning skills when calm and emotionally regulated.
- Creative thinker with a passion for music and performance.
- Highly observant of the behaviour of others and can demonstrate empathy in 1:1 settings.
- Can complete extended tasks independently when interested and supported effectively.

### ***Curriculum:***

**Following a semi-formal curriculum, personalised where necessary.**

### ***Additional Support:***

- Individual risk assessment and stress management plan.
- Review of individual risk assessment immediately following any incidents, particularly if positive handling was required.
- Close supervision at all times so any emotional dysregulation can be swiftly managed, using de-escalation strategies on stress management plan.
- Highly structured and predictable routine for his day and activities within it.
- Transactional supports to be used as directed by SaLT assessment and review.
- Refer to OT for full assessment of needs.
- Daily 1:1 session with the speech and language therapy assistant, following a programme designed by the SaLT.
- Class teacher to contact parent every day to share progress against individual targets and celebrate success.
- All strategies to support emotional regulation and communication to be shared with parent so they can implement at home.
- Half-termly professionals' meeting to review progress and set new targets.

**Primary area of need: SEMH – *Specialist***

**Secondary area of need: Communication and Interaction - *Enhanced***

***Behaviours Observed:***

- Presents with high levels of emotional dysregulation, often resulting in verbal outbursts or refusal to engage.
- Demonstrates low self-esteem and often uses negative self-talk (“I’m stupid,” “No one likes me”).
- Struggles significantly with peer interactions—can be controlling or withdrawn depending on perceived social status.
- Displays anxiety-driven behaviours, including hiding, clinging to adults, or avoiding new tasks.
- Difficulty transitioning between tasks or changes in routine, often leading to crisis-level behaviour.
- History of exclusion and multiple incidents requiring significant adult intervention.
- Can become hypervigilant in the classroom, interpreting neutral interactions as threats.
- When regulated and supported, shows a desire to connect and succeed but struggles to sustain engagement.

***Needs:***

- Requires intensive emotional regulation support throughout the school day.
- Needs a consistent, trauma-informed approach from all staff to support trust and reduce anxiety.
- High adult support to navigate social interactions, with frequent modelling and conflict resolution.
- Clearly structured and visually supported routines to reduce uncertainty and promote predictability.
- Access to a safe, low-stimulation space during periods of dysregulation.
- Tailored support to build identity, self-worth, and positive learning attitudes.
- Emotional literacy programme and targeted interventions for anxiety and self-regulation.
- Multi-agency involvement including CAMHS and an Educational Psychologist.

***Strengths:***

- Creative and expressive through art and music; uses these mediums to explore emotions when supported.
- Strong sense of justice—advocates for fairness and enjoys helping others in controlled environments.
- Curious and imaginative; can be highly engaged in storytelling, role play, and project-based tasks.
- Has begun forming a positive attachment with one key adult in school.
- Demonstrates good understanding of emotions when in a regulated state.

***Curriculum:***

- Accesses the full KS2 curriculum with significant scaffolding and therapeutic integration.
- Literacy and maths delivered with relational support in a low-arousal setting.
- Visual task lists, chunked instructions, and sensory movement breaks embedded into daily timetable.
- Social and emotional development is prioritised alongside academic learning.
- Alternative provision (e.g., Forest School, therapeutic interventions) integrated to build resilience.
- Curriculum content tailored to the child’s interests and emotional readiness to maintain engagement.

***Additional Support:***

- EHCP in place with specialist provision for SEMH, including therapeutic input and relational-based strategies.
- Daily access to a designated key adult for emotional check-ins, transitions, and co-regulation support.
- Structured Therapeutic Interventions, including Play therapy (weekly), Zones of Regulation and emotion coaching, ELSA support (Emotional Literacy Support Assistant)
- Specialist SEMH provision part-time (e.g., nurture group or internal therapeutic base), with ongoing review.
- Multi-agency team support including: CAMHS, Educational Psychologist, Early Help, and social care.
- A bespoke risk assessment and positive handling plan developed with input from behaviour support service.
- Ongoing staff training in trauma-informed practice, restorative approaches, and attachment needs.
- Home–school communication system in place (daily check-ins, shared behaviour logs, pastoral liaison).
- Access arrangements for assessments, including a familiar adult and reduced sensory input.
- Flexible timetable with built-in safe space time, sensory breaks, and movement opportunities.

**Primary area of need: Social Emotional Mental Health (SEMH) – Specialist**  
**Secondary area of need: Communication and Interaction (SLCN) - Enhanced**

### **Behaviours Observed:**

- Regularly dysregulated in response to perceived criticism, peer conflict, or unpredictable environments.
- Displays challenging behaviour including verbal aggression, refusal, and occasional absconding.
- Highly sensitive to peer judgement; avoids group work and will often isolate socially.
- Demonstrates limited emotional literacy; struggles to name or regulate feelings without adult support.
- Has difficulty interpreting social cues, often resulting in misunderstandings or reactive behaviour.
- May present as confident or disengaged to mask low self-esteem and underlying anxiety.
- Frequently uses humour or deflection as a coping strategy when anxious or overwhelmed.
- Inconsistent attendance due to anxiety and low self-worth related to past negative school experiences.

### **Needs:**

- Requires intensive and relational support to build trust, emotional resilience, and a sense of safety.
- Needs highly structured environments with predictable routines and clear boundaries.
- Support to develop social communication skills, including interpreting tone, facial expression, and body language.
- Requires adults trained in trauma-informed and restorative approaches to co-regulate during crises.
- Regular opportunities to engage in emotional literacy work and explore feelings safely.
- Needs consistent adult advocacy to navigate peer relationships and conflicts.
- Support to re-engage with learning through relational, interest-led activities and positive reinforcement.
- Requires access to a therapeutic provision base or highly adapted classroom setting.

### **Strengths:**

- Articulate when regulated; able to reflect on situations with the right support and time.
- Demonstrates empathy for younger pupils and enjoys mentoring roles in structured settings.
- Creative thinker who engages well with practical and project-based learning.
- Can form strong, trusting relationships with specific adults.
- Shows perseverance when learning is personalised and success is achievable.

### **Curriculum:**

#### **Access to a highly differentiated KS3 curriculum delivered through:**

- a therapeutic and trauma-informed approach.
- Learning is embedded within structured, supportive settings with low cognitive and emotional demand initially.
- Small-group or 1:1 instruction used to rebuild confidence, particularly in literacy and communication-heavy subjects.
- Curriculum designed around practical, hands-on learning experiences (e.g., DT, Art, Outdoor Learning).
- Opportunities to develop life skills, emotional regulation, and communication within the school day.
- Academic goals aligned with SEMH targets to ensure emotional readiness for learning.

### **Additional Support:**

- EHCP in place with clearly defined SEMH outcomes and communication/interaction targets.
- Daily access to a key adult who provides co-regulation, advocacy, and check-ins.
- Weekly therapeutic support, e.g.:
- Trauma-informed mentoring
- Therapeutic story writing or Art therapy
- ELSA sessions targeting emotional recognition and social communication
- Regular social skills groups (e.g., Lego Therapy, role play, group problem-solving).
- Speech and Language Therapist support termly, with embedded strategies led by trained support staff.
- Provision of a calm space for emotional regulation, reflection, and restorative conversations.
- Positive Behaviour Support Plan in place with contributions from family, SENDCo, and external services.
- Regular multi-agency involvement (e.g., CAMHS, youth services, social care) and Team Around the Child reviews.
- Personalised curriculum timetable allowing for flexible withdrawal and reintegration as needed.
- Weekly reviews involving student voice to promote ownership of progress and self-advocacy.
- Regular home-school communication via pastoral staff and structured support at key transition point

**Primary area of need: Social Emotional Mental Health (SEMH) – Specialist**

**Secondary area of need: Sensory and/or Physical – Hearing Impairment – Enhanced**

### **Behaviours Observed:**

- Frequently dysregulated during transitions, changes in routine, or noisy environments
- Displays aggressive or avoidant behaviours when overwhelmed (e.g., hitting, hiding, shouting, or refusal).
- Becomes withdrawn or non-verbal in group settings or when unable to follow auditory instructions.
- Struggles to engage in whole-class teaching sessions; may leave the carpet or cover ears.
- Difficulty maintaining attention during auditory-heavy tasks or when adult voice is not clearly heard.
- Has limited confidence with peers and can be socially isolated due to communication barriers and mistrust.
- Easily frustrated and may act impulsively when communication breaks down.
- Often reliant on a known adult to interpret situations and support emotional regulation.

### **Needs:**

- A highly consistent and nurturing environment with predictable routines and calm transitions.
- Access to a **key adult** trained in trauma-informed and deaf-aware practices for co-regulation and interpretation.
- Emotion coaching and visual emotion tools to support identification and expression of feelings.
- Opportunities for low-stimulus, supported communication throughout the day using visuals, objects of reference, and simplified language.
- Classrooms should have good acoustics and consistent use of **radio aids/soundfield systems** to support hearing access.
- Differentiated behaviour support planning that acknowledges sensory needs and communication barriers.
- Regular breaks in a quiet, low-arousal area for sensory regulation.
- Adult-led modelling of play and interaction to support emerging social communication skills.

### **Strengths:**

- Curious about the world and enjoys exploring through sensory and hands-on activities.
- Responds well to 1:1 adult attention and play-based relational interactions.
- Shows emerging empathy—may try to comfort others once own needs are met.
- Creative thinker and enjoys role play, building, and drawing.
- Can sustain engagement in structured, supported, and visually guided tasks.

### **Curriculum:**

#### **Accesses the EYFS/KS1 curriculum through;**

- A highly personalised and therapeutic approach.
- Adult support in all core subjects, with activities adapted to match emotional readiness and communication access.
- Use of visual timetables, now-and-next boards, and objects of reference to support transitions and understanding.
- Emphasis on play-based and practical learning, including movement and sensory input.
- Regular focus on emotional development, communication, and social play alongside academic learning.
- Short, structured learning sessions delivered in a low-distraction environment, with repetition and multisensory support.

### **Additional Support:**

- EHCP in place with detailed outcomes for SEMH and hearing support needs.
- Daily access to a calm and regulated space (nurture or sensory room) for emotional recovery.
- Weekly ELSA or emotional literacy intervention focusing on feelings, friendships, and self-regulation.
- Regular input from the Teacher of the Deaf, including equipment monitoring and staff advice.
- Close liaison with Speech and Language Therapist (SaLT) for social communication strategies.
- Use of individual visual supports for routines, behaviour expectations, and emotional regulation.
- Class staff trained in deaf awareness, emotion coaching, and trauma-informed approaches.
- Weekly meetings between the SENDCo, class teacher, and key adults to adapt provision as needed.
- Opportunities for the child to work in small, consistent groups or 1:1 to build confidence and success.
- Daily structured home–school communication to ensure consistent expectations and emotional safety.

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