

Cognition and Learning Needs

Cognition and Learning Needs Guidance	
Range Descriptors Overview	
Range 1 Mild	<ul style="list-style-type: none"> • May be below age-related expectations • Difficulty with the acquisition/use of language, literacy and numeracy skills • Difficulty with the pace of curriculum delivery • Some problems with concept development • Evidence of some difficulties in aspects of literacy, numeracy or motor coordination • Attainment levels are likely to be a year or more delayed
Range 2 Mild - Moderate	<ul style="list-style-type: none"> • Continuing and persistent difficulties in the acquisition/use of language/literacy/numeracy skills • The pupil is operating at a level well below expected outcomes and there is evidence of an increasing gap between them and their peers despite targeted intervention and differentiation through a support plan • Evidence of difficulties with aspects of cognition i.e. memory, concept development, information processing, understanding, sequencing and reasoning that impact on learning and/or limit access to the curriculum • Progress is at a slow rate but with evidence of response to intervention • Support is required to maintain gains and to access the curriculum • Attainment is well below expectations despite targeted differentiation • Processing difficulties limit independence and pupil may need adult support in some areas • The pupil will have mild but persistent difficulties in aspects of literacy, numeracy or motor co-ordination despite regular attendance, appropriate intervention and quality first teaching • May have difficulties with organisation and independence in comparison to peers • Difficulties impact on access to the curriculum • Pupil will require special arrangements and adjustments to support them in the classroom • Self-esteem and motivation may be an issue • Possibly other needs or circumstances that impact on learning
Range 3 Moderate	<p>As above plus:</p> <ul style="list-style-type: none"> • Persistent difficulties in the acquisition/use of language/literacy/numeracy skills • May appear resistant to previous interventions • Pupil is operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers despite targeted intervention, differentiation and curriculum modification • Moderate difficulties with independent working and may sometimes need the support of an adult and a modified curriculum • Assessment by an Educational Psychologist indicates significant and enduring difficulties with several aspects of cognition e.g. memory, concept development, information processing, understanding, sequencing and reasoning

	<ul style="list-style-type: none"> • Difficulties impact on learning and/or limit access to the curriculum • Significant discrepancies between different areas of cognition or a highly unusual profile of strengths and difficulties • Personalised learning plan • Access to advice from a specialist • Support for reading/recording to access the curriculum at the appropriate level of understanding • Pupil will have moderate and persistent difficulties with literacy, numeracy and/or motor co-ordination despite regular attendance, significant levels of focused intervention, effective provision mapping and quality first teaching • Difficulties in some aspect of cognitive processing will be present, i.e. slow phonological processing, poor working memory, and difficulties with auditory and visual processing • Difficulties will affect access to curriculum, and specialist support/advice and arrangements will be required • May require assistive technology and/or augmented or alternative communication supports • Difficulties with learning may impact on self-esteem, motivation and emotional wellbeing despite positive support • Involvement of pupil in target setting and personalised learning
<p>Range 4a Significant</p>	<ul style="list-style-type: none"> • Pupil will have significant and persistent difficulties with literacy, numeracy or motor co-ordination despite regular attendance and high-quality specialist intervention and teaching • Key language, literacy and/or numeracy skills are well below functional levels for their year group – the pupil cannot access text or record independently • Pupil has significant levels of difficulty in cognitive processing, requiring significant alteration to the pace and delivery of the curriculum • Difficulties likely to be long term/lifelong • Condition is pervasive and debilitating • Significantly affects access to curriculum and academic progress • High levels of support required which include assistive technology • Social skills and behaviour may be affected and issues of self-esteem and motivation are likely to be present • The pupil may appear to be increasingly socially immature and vulnerable because of limited social awareness, difficulties with reasoning, understanding or expressing thoughts

Range 4b	<p>As Range 4a plus:</p> <ul style="list-style-type: none"> • Difficulties are so significant that specialist daily teaching in literacy and numeracy and access to a modified curriculum are required • The level of adjustment and specialist teaching across the curriculum required is significantly greater than is normally provided in a mainstream setting
Range 5a Severe	<ul style="list-style-type: none"> • Severe learning difficulties have been identified • Significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills within the curriculum and out of school activities • Complex and severe language and communication difficulties • Access to specialist support for personal needs • Complex needs identified*
Range 6 Profound	<ul style="list-style-type: none"> • Profound learning needs with another significant barrier to learning e.g. SLCN/Sensory/Physical/ASD • Profound difficulties with cognitive impairment that severely restrict access to the curriculum and require specialist provision • Profound and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, that impact on all aspects of daily life • Lifelong disability • Complex and profound language and communication difficulties • Profound learning difficulties • Complex Needs identified *

* *Complex Needs funding represents a funding model for those pupils with Complex Learning Difficulties and Disabilities (CLDD) that create a complex profile of 3 or more areas of need. These pupils present with a range of issues and combination of layered needs, e.g. mental health, relationships, behavioural, physical, medical, sensory, communication, cognitive. They need informed significant support and strategies which will include trans-disciplinary input to engage effectively in the learning process and to participate actively in the classroom activities and wider community.*

Range 1 Presenting Behaviours	Assessment and Planning	Teaching and Learning strategies	Curriculum/Intervention	Resources and Staffing
<p>The pupil will have mild difficulties in aspects of literacy, numeracy or motor co-ordination despite regular attendance, appropriate intervention and quality teaching. Pupil may have difficulties with some or all of the following:</p> <ul style="list-style-type: none"> • Below expected rate of attainment • Below age-related and national expectations • Difficulty with the acquisition/ use of language, literacy, numeracy skills • Difficulty with the usual pace of curriculum delivery • Some problems with concept development • Evidence of some difficulties in aspects of literacy, numeracy and/or motor co-ordination • Attainment levels are likely to be a year or more delayed 	<p>SCHOOL</p> <ul style="list-style-type: none"> • Part of normal school and class assessments • Normal curriculum plans include Quality First Teaching (QFT) strategies • Parents and children involved in monitoring and supporting their targets <p>Assessment</p> <ul style="list-style-type: none"> • In addition to normal classroom assessments, the teacher will also discuss next steps with the SENCO • As appropriate, screen for Irlen's (coloured overlays), dyslexia, dyscalculia, motor skills difficulties • Tools you might use: GL Assessment online screeners, Lucid • For concerns regarding motor skills use a motor skills check list and/or speak to the school nurse/OT • Seek advice and information from Dyslexia Guidance and Dyscalculia Guidance <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans to include QFT strategies and adjustments to activities to remove any barriers which difficulties may present • Timetable any one-to-one intervention into weekly routine as appropriate (the number of sessions would be dependent on the intervention) 	<ul style="list-style-type: none"> • Mainstream class with flexible grouping arrangements • Consider Kagan structures • Opportunities for small group work based on identified need e.g. listening/thinking • Mainstream class with flexible grouping arrangements • Opportunities for small group work based on identified need e.g. reading, maths, motor skills • Opportunities for generic type one-to-one programmes aimed at addressing gaps – any intervention should have clear entry and exit criteria 	<ul style="list-style-type: none"> • Quality First Teaching • Simplify level/pace/amount of teacher talk • Emphasis on identifying and teaching gaps assessment • Opportunities for skill reinforcement/revision/transfer and generalisation • Formal teaching of vocabulary and concepts 	<ul style="list-style-type: none"> • Main provision by class/subject teacher • Mainstream class with enhanced differentiation • Regular targeted small group support, where staffing allows • Time limited programmes of small group work based on identified need • Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored • Pupils should be in mainstream classes and should not routinely be withdrawn and taught by a TA • All school staff should have access to regular, targeted Continuing Professional Development • Full inclusion within the curriculum through use of differentiation and group support • Activities planned through QFT with emphasis on concrete, experiential and visual supports • Multi-sensory learning opportunities • Strategies employed to encourage cognitive engagement, transferring and generalising learning e.g. Thinking Skills and problem solving • Links established between new and prior learning with support from review and overlearning techniques

	<ul style="list-style-type: none">• Monitor effectiveness of interventions ensuring clear entry and exit points and detailed provision map• Parents and children involved in monitoring and supporting their targets			
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Range 2 Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
<p>The pupil will have mild but persistent difficulties in aspects of literacy, numeracy or motor co-ordination despite regular attendance, appropriate intervention and quality teaching.</p> <p>Take note of descriptors for other SEN needs, which may not be primary need.</p> <ul style="list-style-type: none"> Continuing and persistent difficulties in the acquisition/use of language/literacy/numeracy skills The pupil is operating at a level well below expected outcomes and there is evidence of an increasing gap between them and their peers despite targeted intervention and differentiation through support plan Evidence of difficulties with aspects of cognition i.e. memory, concept development, information processing, understanding, sequencing and reasoning that impact on learning and/or limit access to the curriculum Progress is at a slow rate but with evidence of response to intervention Support is required to maintain gains and to access the curriculum Attainment is well below expectations despite targeted differentiation 	<p>SCHOOL As Range 1 plus:</p> <p>Assessment</p> <ul style="list-style-type: none"> SENCO will use screening tools available for use in schools to establish a profile of the pupil's strengths and weaknesses. This will inform areas for intervention and adjustments/arrangements required for access to the curriculum and exams <p>Planning</p> <ul style="list-style-type: none"> Teaching plans clearly show adjustments made for individual pupil to access the curriculum This should include planning for additional adults supporting the pupil within the classroom SENCO to oversee planning of a personalised multi-sensory intervention. This should be time-tabled and a private area made available Regular monitoring and reviewing of interventions so they can be adapted accordingly – this should take place termly Staff trained regularly on whole class differentiation, with opportunities for peer support 	<ul style="list-style-type: none"> Mainstream class with enhanced differentiation, regular targeted small group support Time limited programmes of small group work based on identified need Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored <p>As Range 1 provision plus:</p> <ul style="list-style-type: none"> 1:1 specific multisensory, cumulative, structured programmes to support the acquisition of literacy, cursive handwriting, numeracy and motor skills (at least 3 x 30 minute sessions per week) Opportunities for mixed groupings as pupil's cognitive ability is likely to be higher than their literacy skills might indicate The child experiences success through carefully planned interventions and expectations 	<ul style="list-style-type: none"> Quality First Teaching Programme includes differentiated and modified tasks within an inclusive curriculum Modify level/pace/amount of teacher talk to pupil's identified need Programmes to consist of small achievable steps Pre-teach concepts and vocabulary Multi-sensory learning opportunities Emphasis on using and applying and generalisation of skills Individual targets within group programmes and/or 1:1 carefully monitored and reviewed <p>As Range 1 provision plus:</p> <ul style="list-style-type: none"> Differentiated curriculum with modifications that include alternative methods to record and access text. This will include ICT as appropriate e.g. word prediction, text-to-speech 	<ul style="list-style-type: none"> Parents are fully informed of school provision for child and involved in decisions about interventions to meet the pupil's needs Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate Additional adult, under the direction of teacher, provides sustained and targeted support on an individual/group basis Include withdrawal on a time limited basis, entry and exit criteria clearly stated <p>As Range 1 provision plus:</p> <ul style="list-style-type: none"> Trained staff to deliver 1:1 programme for at least 30 minutes, 3 times weekly Adults use the developmental level of language appropriate to the child in questioning and explanation Simple Thinking Skills Activities/ Intensive use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/ classifying and categorising Use real objects wherever possible Individual reading Individual maths Alphabet arc activities Precision teaching Motor co-ordination programme Busy box 5 minute box Visual timetables, timeline

<ul style="list-style-type: none">• Processing difficulties limit independence and may need adult support in some areas• May have difficulties with organisation and independence in comparison to peers• Difficulties impact on access to the curriculum and the pupil will require special arrangements and additional support in the classroom• Self-esteem and motivation may be an issue• Possibly other needs or circumstances that impact on learning				<ul style="list-style-type: none">• QFT is supplemented by appropriate small group work with close monitoring in place• Individualised programmes are incorporated into provision• Clear entry and exit criteria
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Range 3 Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
<p>The pupil will have moderate and persistent difficulties with literacy, numeracy or motor co-ordination despite regular attendance, significant levels of focused intervention, effective provision mapping and quality teaching</p> <ul style="list-style-type: none"> • Persistent difficulties in the acquisition/use of language/literacy/numeracy skills and appear resistant to previous interventions • Pupil operating at a level significantly below expected outcomes • Evidence of an increasing gap between them and their peers despite targeted intervention, differentiation and curriculum modification • Moderate difficulties with independent working • Needs the support of an adult and a modified curriculum • Assessment by an Educational Psychologist indicates significant and enduring difficulties with several aspects of cognition e.g. memory, concept development, information processing, understanding, sequencing and reasoning • Difficulties impact on learning and/or limit access to the curriculum • Significant discrepancies between different areas of cognition or a highly unusual 	<p>SCHOOL</p> <ul style="list-style-type: none"> • SENCo should take advice from assessment by EP/specialist teacher • Involvement of education and non-education professionals as appropriate • Reviews should take note of evidence based needs to move towards an EHC plan • Curriculum plans and progress are closely monitored by CASPA (online SEN tracking tool) or school tracker • Targets are individualised, short term and specific • Continued regular engagement of parents/carers • Involvement of pupil in target setting and personalised learning 	<ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks • Frequent opportunities for small group work based on identified need • Daily opportunities for 1:1 support focused on specific support plan targets • Grouping needs to be flexible and include positive peer models with input from class teacher as well as additional adults • Adults use the developmental level of language appropriate to the child in questioning and explanation 	<ul style="list-style-type: none"> • Quality First Teaching • Tasks and presentation increasingly individualised and modified in an inclusive curriculum • Visual cues to support auditory information at all stages of delivery • Individualised level/pace/amount of teacher talk • Ensure transfer and generalisation of skills has occurred before teaching anything new • Small steps targets within group programmes and/or 1:1 • Alternative ways of recording as appropriate • Individualised programmes are incorporated into provision • Clear entry and exit criteria 	<ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate • A consistent structured environment which may include withdrawal, carefully monitored and planned by class teacher for a specific target • Additional adult, under the direction of the teacher, provides sustained targeted support on an individual/group basis • Clear monitoring of effectiveness of interventions • Additional adult to be trained to deliver interventions and support • Use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/classifying and categorising • Pupil experiences success through carefully planned interventions and expectations • SLCN activities • Motor co-ordination programme • QFT is supplemented by appropriate small group work (this can be in class with the teacher directing) with close monitoring in place

<p>profile of strengths and difficulties which require a personalised support plan</p> <ul style="list-style-type: none">• Difficulties in some aspects of cognitive processing will be present, i.e. slow phonological processing, poor working memory, difficulties with auditory and visual processing• Difficulties will affect access to curriculum• Specialist support/advice and arrangements required• Likely to need assistive technology• Difficulties with learning may impact on self-esteem, motivation and emotional wellbeing despite positive support				
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Range 4a Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
<p>The pupil will have significant and persistent difficulties with literacy, numeracy and/or motor co-ordination despite regular attendance and high-quality specialist intervention and teaching.</p> <ul style="list-style-type: none"> • Key language, literacy and/or numeracy skills are well below functional levels for their year group • Pupil cannot access text or record independently • Pupil has significant levels of difficulty in cognitive processing requiring significant alteration to the pace and delivery of the curriculum • Difficulties likely to be long term/lifelong • The condition is pervasive and debilitating and significantly affects access to curriculum and academic progress • High levels of support are required which include assistive technology • Social skills and behaviour may be affected and issues of self-esteem and motivation are likely to be present • The pupil may appear to be increasingly socially immature and vulnerable because of limited social awareness, difficulties with reasoning, understanding or expressing thoughts 	<p>SCHOOL</p> <ul style="list-style-type: none"> • SENCo takes advice from assessment by EP/specialist teacher and the involvement of education and non-education professionals, such as Health professionals as appropriate • Curriculum plans and progress are closely monitored by CASPA, or in school monitoring • Targets are highly individualised • Continued regular engagement of parents • EHC plan in place • Curriculum plans, classroom support and interventions are planned in accordance with the EHCP 	<ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks • Frequent opportunities for small group work based on identified need • Daily opportunities for support focused on specific support plan targets • Opportunities for multi-sensory interventions to address core difficulties will be in place • Schools may refer to Occupational therapy, or commission services where waiting lists are too long 	<ul style="list-style-type: none"> • Quality First Teaching • Tasks and presentation increasingly individualised and modified in an inclusive curriculum • Visual cues to support auditory information at all stages of delivery • Teaching and activities are adapted to reduce the impact of processing difficulties e.g. working memory, processing speed • Individualised level/pace/ amount of teacher talk • Ensure transfer and generalisation of skills has occurred before teaching anything new • Small steps targets within group programmes and/or 1:1 • Tasks and presentation are personalised to the pupil's needs and monitored regularly to ensure they remain appropriate • Emphasis on literacy, numeracy, PSHCE and ICT • Access arrangements and adjustments are part of everyday learning and practice (normal way of working) 	<ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate • A consistent structured environment may include withdrawal, carefully monitored, and planned by class teacher for a specific target • Additional adult, under the direction of the teacher, provides sustained targeted support on an individual/group basis • Clear monitoring of effectiveness of interventions • Additional adult to be trained to deliver interventions and support • Modified class curriculum • Pupil still included in activities wherever appropriate • Use real objects for thinking skill activities (explore the context for the objects) • Appropriate thinking skills strategies • Access to assistive technology must be made for those pupils with SPLD – e.g. Clicker 6, TextHelp Read/Write, Penfriend and audio recording devices

Range 4b Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
<p>Severe and persistent difficulties in the acquisition/use of language /literacy/numeracy skills, within the curriculum and in out of school activities</p> <ul style="list-style-type: none"> Severe cognitive impairment severely restricts access to the curriculum Severe level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence and requires specialist teaching Severe Learning Difficulties Complex needs identified* The level of adjustment and specialist teaching across the curriculum required is significantly greater than is normally provided in mainstream setting 	<p>SCHOOL</p> <ul style="list-style-type: none"> SENCo takes advice from assessment by EP and the involvement of education and non-education professionals as appropriate Targets are individualised, short term and specific, using B squared/pivats to set targets Continued regular engagement of parents Progress is closely monitored and tracked Rely on education and outside professionals for assessment and advice Curriculum plans, classroom support and interventions are planned in accordance with the EHCP 	<ul style="list-style-type: none"> Mainstream class, predominantly working on modified curriculum tasks Frequent opportunities for small group work based on identified need by specialist teacher and specialist support staff Daily opportunities for support focused on specific provision targets The pupil experiences success through carefully planned interventions and expectations Adults use the developmental level of language appropriate to the child in questioning and explanation Simple language level with instructions chunked 	<ul style="list-style-type: none"> Modified class curriculum Quality First Teaching Tasks and presentation increasingly individualised and modified in an inclusive curriculum Visual cues to support auditory information at all stages of delivery Individualised level/pace/ amount of teacher talk Ensure transfer and generalisation of skills has occurred before teaching anything new Small steps targets within group programmes and/or 1:1 Emphasis on literacy, numeracy PSHCE and ICT Tasks and presentation are personalised to the pupil's needs and as 4a monitored regularly to ensure they remain appropriate Highly adapted teaching methods which incorporate the use of learning aids and multi-sensory teaching as standard 	<ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate A consistent structured environment may include withdrawal, which is carefully monitored, and planned by the class teacher for a specific target Additional adult, under the direction of the teacher provides sustained targeted support on an individual/group basis Clear monitoring of effectiveness of interventions Additional adult to be trained to deliver interventions and support Intensive use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/ classifying and categorising Use real objects wherever possible Pupil still included in group activities wherever appropriate Mastery learning – use of the Education Endowment Fund Toolkit to locate appropriate interventions Precision teaching Motor co-ordination programme Visual timetables, timeline, cues, task plans

				<ul style="list-style-type: none"> • For those pupils with SPLD access to assistive technology must be made • QFT is supplemented by small group work with close monitoring in place • Individualised literacy/ numeracy incorporated into provision • Clear entry and exit criteria • 1:1 Speech and Language Therapy if appropriate
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** Complex Needs funding represents a funding model for those pupils with Complex Learning Difficulties and Disabilities (CLDD) that create a complex profile of 3 or more areas of need. These pupils present with a range of issues and combination of layered needs, e.g. mental health, relationships, behavioural, physical, medical, sensory, communication, cognitive. They need informed significant support and strategies which will include trans-disciplinary input to engage effectively in the learning process and to participate actively in the classroom activities and wider community.*

Range 5a Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
<p>Severe and persistent difficulties in the acquisition/use of language /literacy/numeracy skills, within the curriculum and in out of school activities.</p> <ul style="list-style-type: none"> Moderate or severe learning difficulties have been identified Complex and severe language and communication difficulties Profound Learning Difficulties, which are lifelong. Complex Needs identified * 	<p>SCHOOL</p> <ul style="list-style-type: none"> As 4b with long term involvement of specialist provision and appropriate non-educational professionals in accordance with the agreed Education, Health and Care Plan. Previous assessment informs the planning process for appropriate programmes Targets are short-term and specific, monitored and reviewed on a short-term basis Parents/carers are naturally involved 	<ul style="list-style-type: none"> Extremely modified and individualised work Small group and 1:1 daily developing basic skills Need for specialist intervention from time to time to model interventions for schools to follow 	<ul style="list-style-type: none"> As 4b plus access to aids personalised to the pupil's needs e.g. communication needs Ensure that appropriate advice and materials are always available such as PECS, Makaton, ICT 	<ul style="list-style-type: none"> Staff need to be trained and have experience working with pupils with high cognition and learning needs Access to extra staffing to support pupils in times of crisis and stress and to escort pupils on outings and trips Appropriately trained staff to deal with medical and physical issues as appropriate Extreme modification of curriculum Group activities carefully monitored to ensure the pupil is not isolated or excluded Pupil still included in activities wherever appropriate Emphasis on using real objects and experiences for all activities Visual support throughout Specialist ICT hard and software AAC systems to support communication environment Specialist equipment to promote self-help, physical access and mobility Appropriate indoor and outdoor provision in a safe and secure setting Specialist hygiene facilities if necessary Access to specialist educational and non-educational services in accordance with the EHC Plan

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cognitive. They need informed significant support and strategies which will include trans-disciplinary input to engage effectively in the learning process and to participate actively in the classroom activities and wider community.

Definition of Acronyms

AAC	Augmentative and Alternative Communication
AAD	Adaptive, Assistive Devices
ALP	Alternative Learning Provision
ANSD	Auditory Neuropathy Spectrum Disorder
ARC	Additionally Resourced Centre
ARP	Additional Resource Provision
ASD	Autism Spectrum Disorder
AWPU	Age-weighted Pupil Unit (funding related)
BOO	Basket of Opportunities
BSL	British Sign Language
CAMHS	Child and Adolescent Mental Health Service
CLDD	Complex Learning Difficulties and Disabilities
CVI	Cerebral Visual Impairment
CYP	Child or Young Person
DAF	Disability Access Fund
dB HL	Decibels Hearing Level
DfE	Department for Education
EAL	English as an Additional Language
ECAT	Every Child a Talker
EHA	Early Health Assessment
EHCP	Education, Health and Care Plan
ELKLAN	Training by Speech and Language Specialists to Education Staff
ELSA	Emotional Literacy Support Assistant
EYFS	Early Years Foundation Stage
FRIENDS	An intervention programme underpinned by the principles of Cognitive Behaviour Therapy with the primary aim of reducing participant anxiety levels.
HI	Hearing Impairment
LA	Local Authority

LD	Learning Difficulty / Learning Disability
LI	Language Impairment
LINS	Low Incidence Needs Service
MSA	Midday Supervisory Assistant
MSI	Multi-Sensory Impairment
MAPPA	Multi-Agency Public Protection Arrangements
NatSIP	National Sensory Impairment Partnership
NPSLBA	National Programme for Specialist Leaders of Behaviour and Attendance
NVC	Non-Verbal Communication
OT	Occupational Therapist
PECs	Picture Exchange Communication System
PHSE	Personal, Social, Health and Economic Education
QFT	Quality First Teaching
QTMSI	Qualified Teacher of the Multi-Sensory Impaired
QTVI	Qualified Teacher of Children and Young People with Vision Impairment
SALT	Speech and Language Therapy
SEAL	Social and Emotional Aspects of Learning
SILVER SEAL	An early intervention for children who need additional support in developing their social, emotional and behavioural skills.
SEMH	Social, Emotional and Mental Health
SENAP	Special Educational Needs Advisory Panel
SENCO	Special Education Needs Co-ordinator
SEND	Special Education Needs and Disability
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SLT	Speech and Language Therapist
SMART	Specific, Measurable, Achievable, Relevant, Timebound (relating to targets)
SSE	Sign Supported English
TA	Teaching Assistant
TAF	Team Around the Family
ToD	Teacher of the Deaf

VI	Visual Impairment
VOCA	Voice Output Communication Aids
YOS	Youth Offending Service

Version Number	Description	Date
1.0	Initial draft	October 2017
1.1	Updated following feedback from parent carer consultation	November 2017
1.2	Updated following feedback from the High Needs conference February	February 2018
1.3	Updated following feedback from the Moderation events	April 2018
1.4	Updated following feedback from Early Years and LINS	May 2018
1.5	Updated following feedback from the NHS	July 2018
Final	Final version agreed 06.09.18	September 2018