

Areas of Need Information: Special Educational Needs and Disabilities

This report details the main needs according to the SEND Code of Practice (COP) 2014

SEND is everyone's responsibility



SEND Information Report: Key Contacts

We welcome any feedback and any suggestions for involvement in this offer, **so please do contact us and make an appointment.**










If you think your child may have a learning barrier, special educational need or disability, please call us on 01527 526800, or email us at avasenco@arrowvaleacademy.co.uk and we will triage appropriately

- ▶ Laura Davis – Director of SEND
- ▶ Hannah Alabaster – Assistant SENDCo
- ▶ Debbie Smith – SLT SEND Link
- ▶ Gary Tomlinson – SEND Governor
- ▶ Claire Round – CRST SEND Lead



SEND Information Report: Meet the Team



<p>Laura Davis Director of SEND and Inclusion and Deputy Designated Safeguarding Lead</p> 	<p>Hannah Alabaster Assistant SENDCO</p> 	<p>Naomi Beckford Higher Level Teaching Assistant</p> 	<p>Jana Harvey Higher Level Teaching Assistant</p> 	<p>Jo Banner Achievement Assistant</p> 	<p>Rachael Sazio Achievement Assistant</p> 
<p>Angela Timothy Achievement Assistant</p> 	<p>Ashley Lune Achievement Assistant</p> 	<p>Jez Thomas Achievement Assistant</p> 	<p>Michaela Simmonds Achievement Assistant</p>	<p>Tashantie Thomas Achievement Assistant</p>	<p>Michelle Cramer Achievement Assistant</p>

SEND Information Report: SENDIASS

If you need any independent help or support, please contact SENDIASS: Special Educational Needs and Disabilities Information and Support Services

[SENDIASS Worcestershire and Herefordshire \(hwsendiass.co.uk\)](http://hwsendiass.co.uk)



Contact SENDIASS

Office opening hours are Monday to Friday from 8.30am to 4.00pm.

Hereford:

- > 01432 260955
- > sendiass@herefordshire.gov.uk

Worcester:

- > 01905 768153
- > sendiass@worcestershire.gov.uk

Please ensure that you contact the office of the county in which you live.

We have a 24-hour answering service and endeavour to return your calls within 24 working hours.



[Return to 'quick links'](#)



Areas of Need Information: Introduction

Further Information about the 4 broad areas of special educational needs follows.

Each need is unique in their symptoms and barriers, and some pupils will have traits across several needs (neurodiverse).

Here at Arrow Vale, we go the extra mile to provide personalised support, and to prepare all students for adulthood and independent living.

Having and understanding your diagnosis is just the beginning. You can still achieve and be successful.

“There’s nothing wrong with shooting for the stars.”

Justin Timberlake, multi Grammy and Brit Award winning artist. ADHD

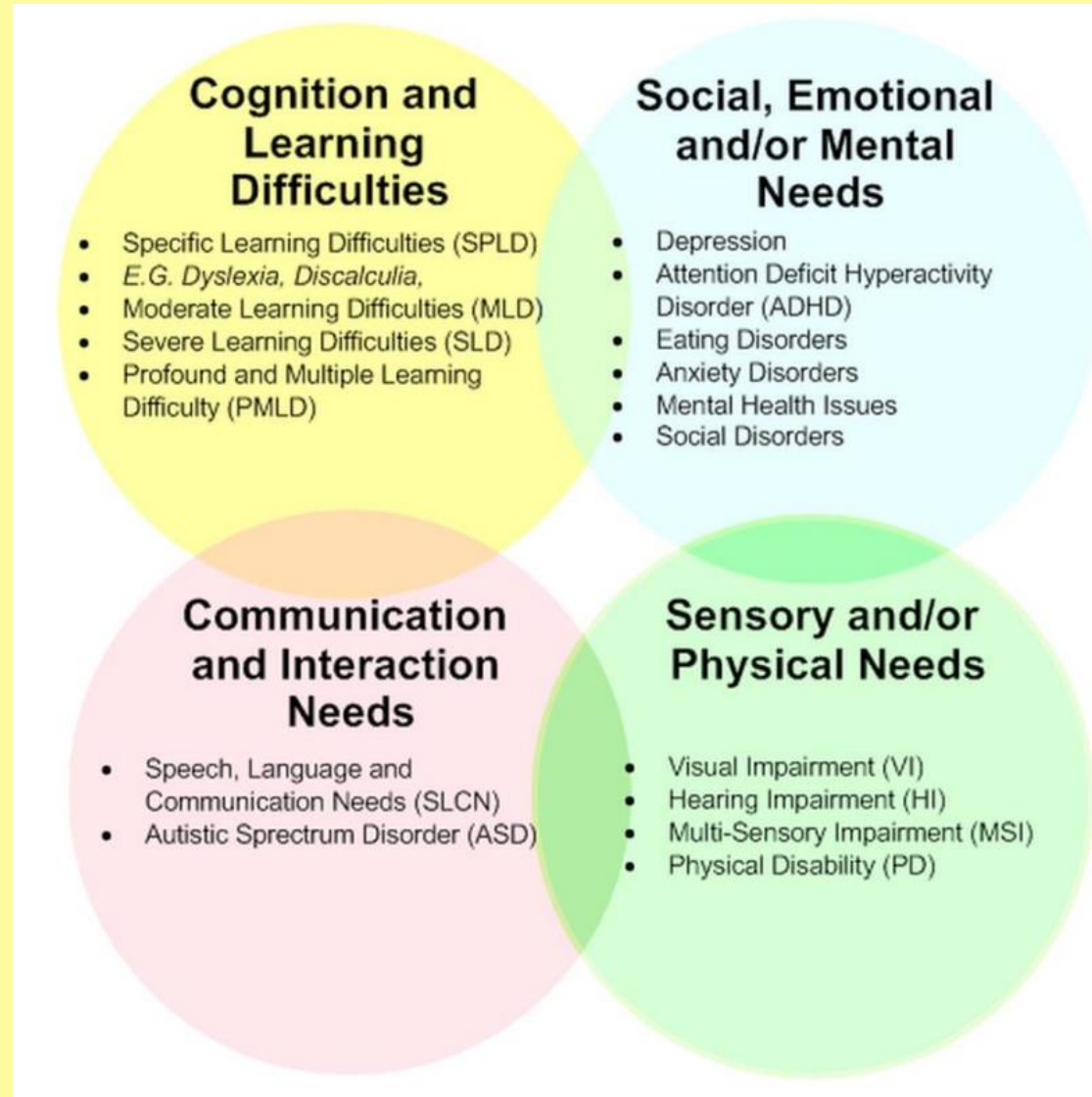
“All of us every single year, we’re a different person. I don’t think we’re the same person all our lives.”

Stephen Spielberg, multi Oscar and BAFTA winning director.

Dyslexia



Areas of Need Information: Four broad categories of SEND





Areas of Need Information: Cognition and Learning (C&L)

This is when any student has a specific or delayed learning difficulty associated with processing and understanding.

Support for a wide range of learning difficulties may be required when students learn at a slower pace than their peers.

- **MLD: Moderate Learning Difficulties** acquiring basic numeracy and literacy skills
- **SpLD: Specific Learning Difficulties** (one or more aspect of learning e.g., dyslexia, dyspraxia, dyscalculia, dysgraphia)
- **SLD: Severe Learning Difficulties** (associated difficulties with mobility and communication) **PMLD** – profound and multiple learning difficulties (severe and complex learning difficulties as well as a physical disability or sensory impairment).

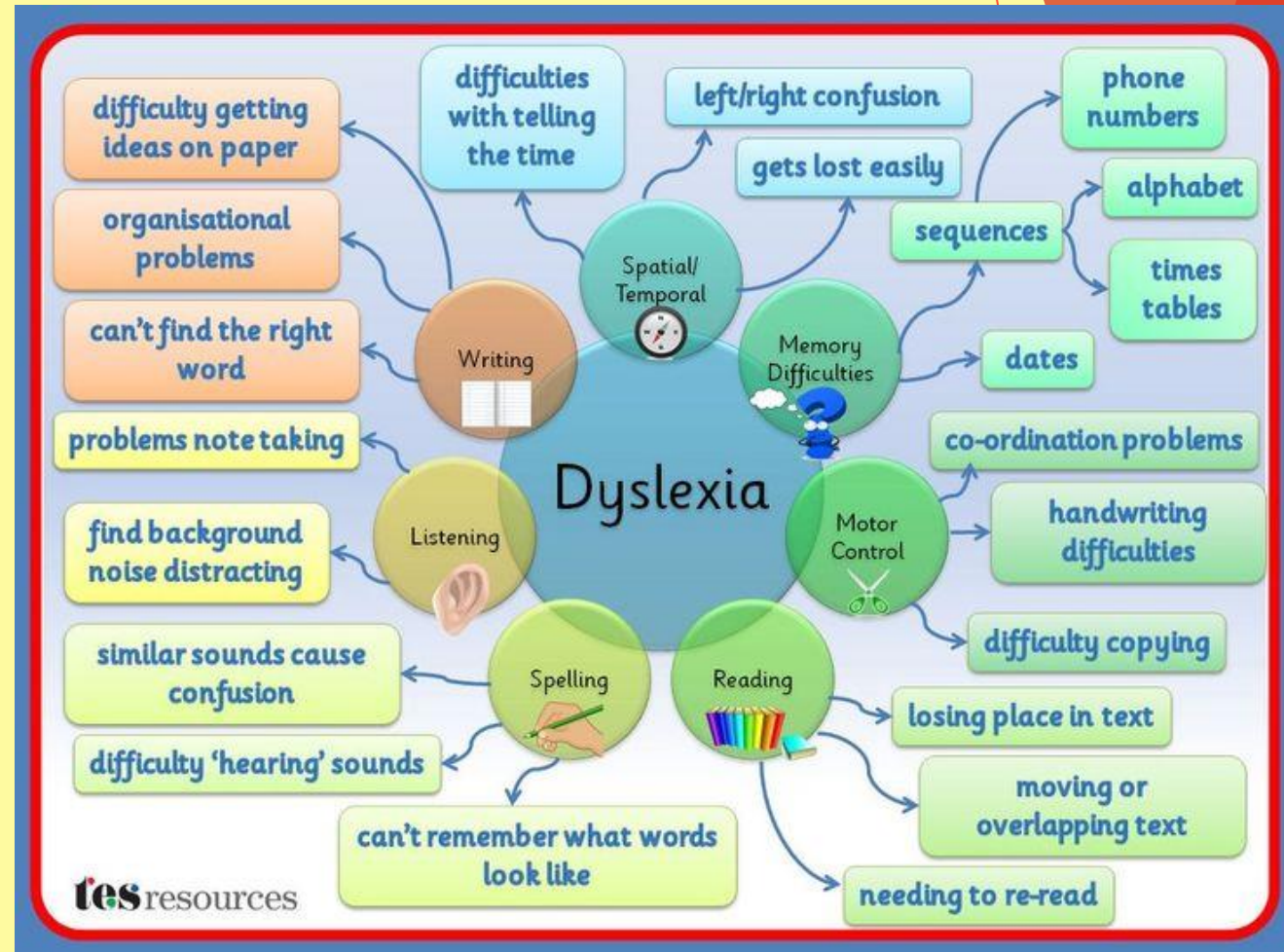
Cognition and Learning Difficulties

- Specific Learning Difficulties (SpLD)
- *E.G. Dyslexia, Dyscalculia,*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Areas of Need Information: Cognition and Learning (C&L) - Dyslexia

Cognition and Learning Difficulties

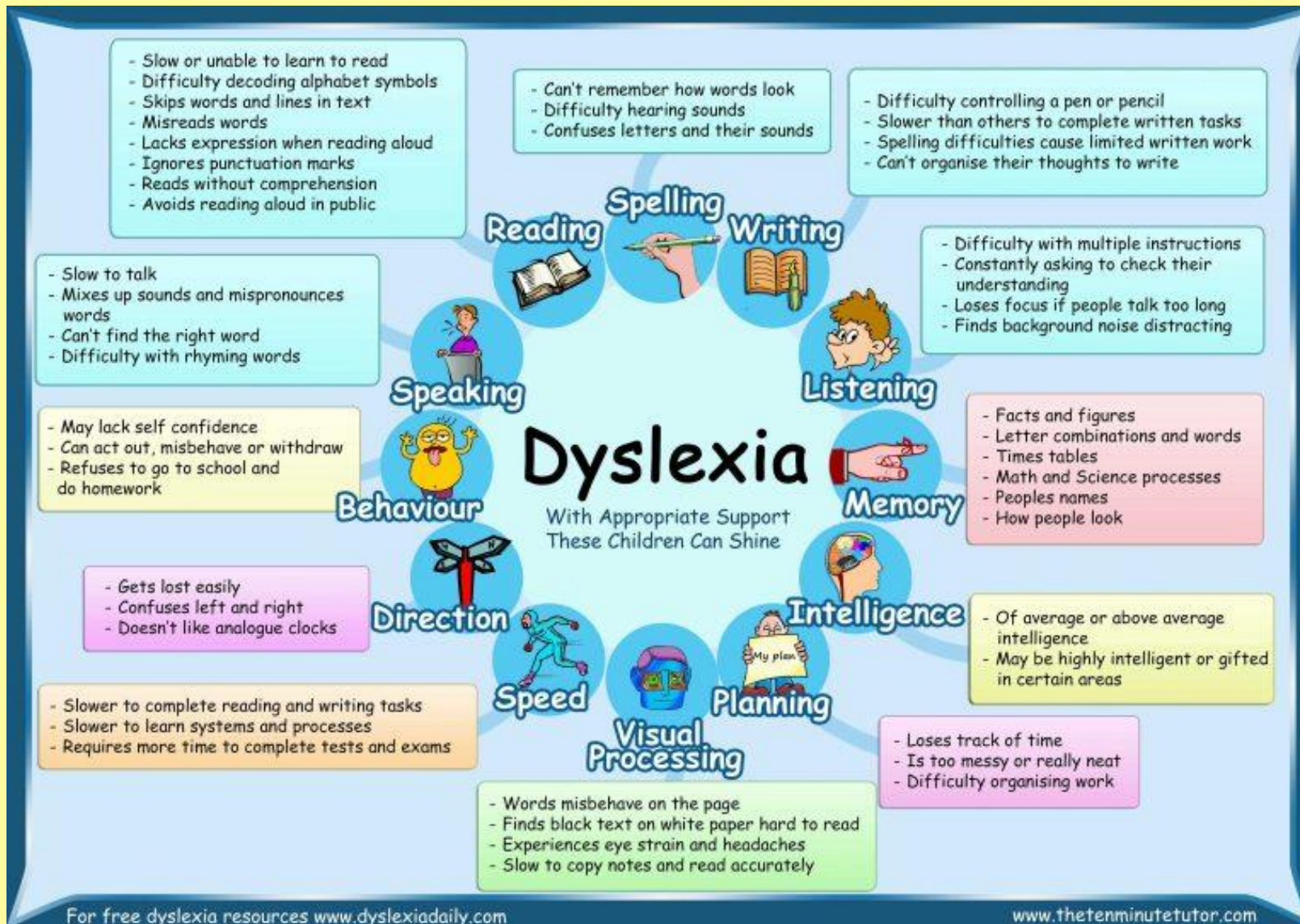
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What is Dyslexia?

- When fluent and accurate word identification (reading) and/or spelling do not develop – or do so very incompletely or with great difficulty.
- Short term memory, working memory executive functioning, concentration, personal organisation and speaking may be affected.
- Its effect is to create neurological anomalies in the brain, and this can cause tiredness as they have to work hard to overcome their difficulties. This needs to be taken into account in the pace of lessons and in differentiating tasks.

Areas of Need Information: Cognition and Learning (C&L) - Dyslexia



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Areas of Need Information: Cognition and Learning (C&L) - Dyslexia



Business and Career Strengths You can be anything you want Use your strengths and choose your career path


Singer
Musician
Actor
Performer
Dancer
Cook
Chef
Gardener
Gymnast
Personal fitness trainer
Athlete
Sportsperson
Artist
Photographer
Fashion designer
Beautician
Hairdresser
Inventor
Planner
Designer
Architect
Engineer
Scientist
Builder
Mechanic
Plumber
Electrician
Metal or Wood worker
Technology/Futurist

Mental Strengths

- ❑ May possess a high pain tolerance
- ❑ Incredibly determined - never gives up
- ❑ Sets personal goals and reaches them
- ❑ Highly inquisitive
- ❑ Overcomes obstacles to achieve success
- ❑ Fantastic memory for whole words, texts, lyrics etc
- ❑ May possess an amazing understanding of mechanics electronics or computers
- ❑ Can tell or write amazing stories
- ❑ May have a structured mind to process new information
- ❑ Big picture, strategic thinkers
- ❑ High level managers

Personality Strengths

- ❑ Excellent communicators
- ❑ Popular with their peers
- ❑ Fantastic organisers
- ❑ Good at delegating
- ❑ Great leaders and project managers
- ❑ Incredible public speakers
- ❑ Can troubleshoot and problem solve
- ❑ Quick witted and funny
- ❑ Caring towards people and animals
- ❑ Intuitive and switched on



Dyslexic Strengths

What are you really good at?

Physical Strengths

- ❑ High energy levels
- ❑ Capable on both the right and left sides
- ❑ Excels in physical activities
- ❑ Incredible at sport
- ❑ Fast reflexes and response rates
- ❑ Great dexterity
- ❑ High physical endurance levels

Visual Strengths

- ❑ Can visualize in three dimensions from every angle
- ❑ Sees the world in incredible detail
- ❑ Has heightened appreciation of colour and form
- ❑ Excellent hand-eye, foot-eye coordination

Auditory Strengths

- ❑ Heightened sense of hearing
- ❑ Well developed vocabulary
- ❑ Excellent memory for rhythm, beat, tone - music
- ❑ Hears new information and remembers it

Business owner
Manager
C.E.O.
Entrepreneur
Electronics
Computers
Sales
Retail
Marketing
Advertising
Public relations
Driver
Service provider
Charity worker
Nurse
Doctor
Physiotherapist
Psychologist
Carer
Teacher
Trainer
Lawyer
Financier
Accountant
Economist
Mathematician
Armed forces
Pilot
Sailor

Life is a journey not a destination
 www.helpingchildrenwithdyslexia.com
 Determine your own path to success

Cognition and Learning Difficulties

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Areas of Need Information: Cognition and Learning (C&L) - DCD (Dyspraxia)

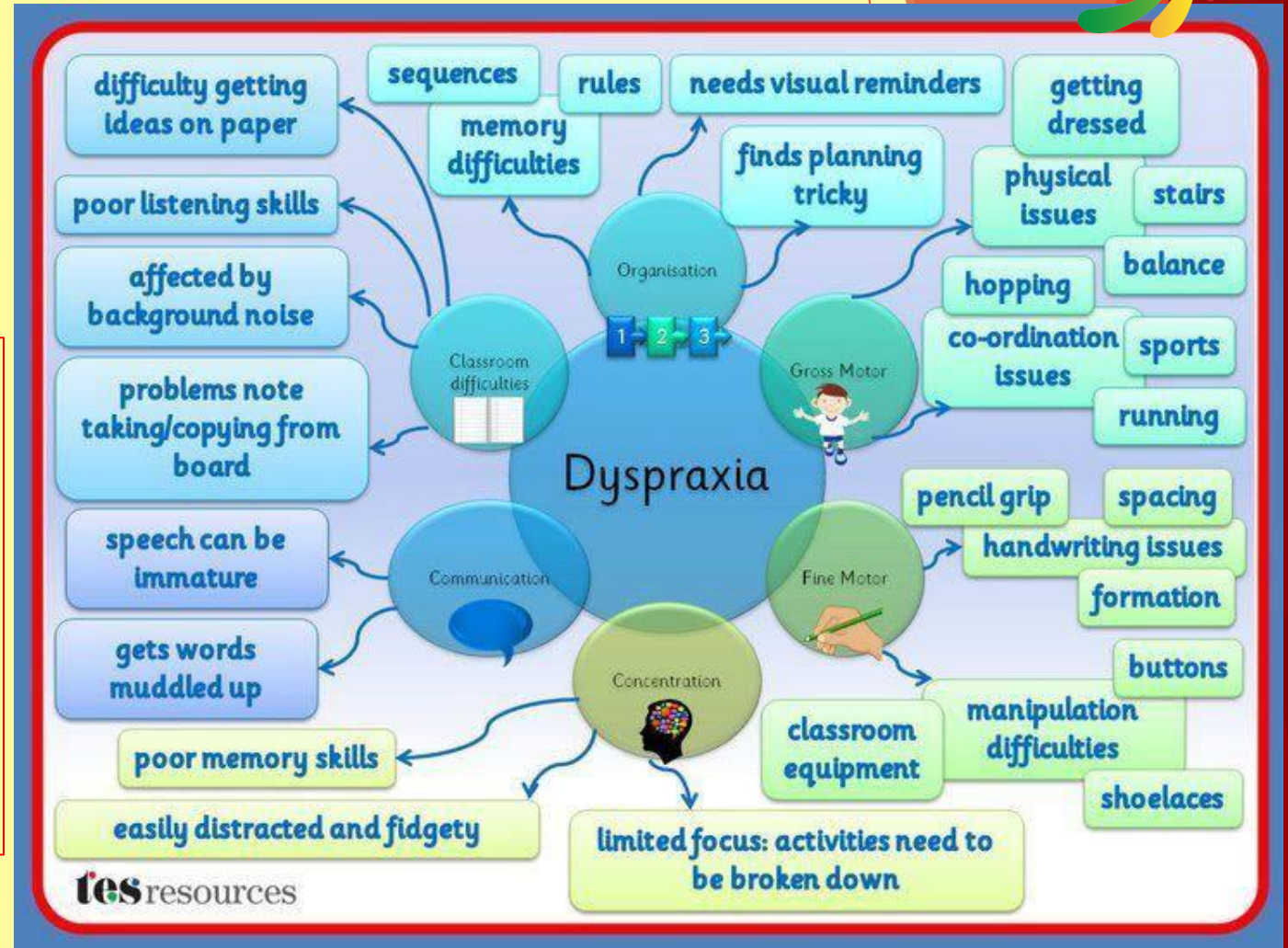


Cognition and Learning Difficulties

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What is Dyspraxia?

- (also Developmental Co-ordination Disorder) - literally means 'difficulty in carrying out an action' and in the medical world the term specifically denotes difficulty with planning and executing movement.
- In the educational world, the definition is usually broadened to include difficulty...
 - using fine and gross motor skills
 - motor co-ordination
 - difficulty with spatial and perceptual skills
 - sometimes also social skills

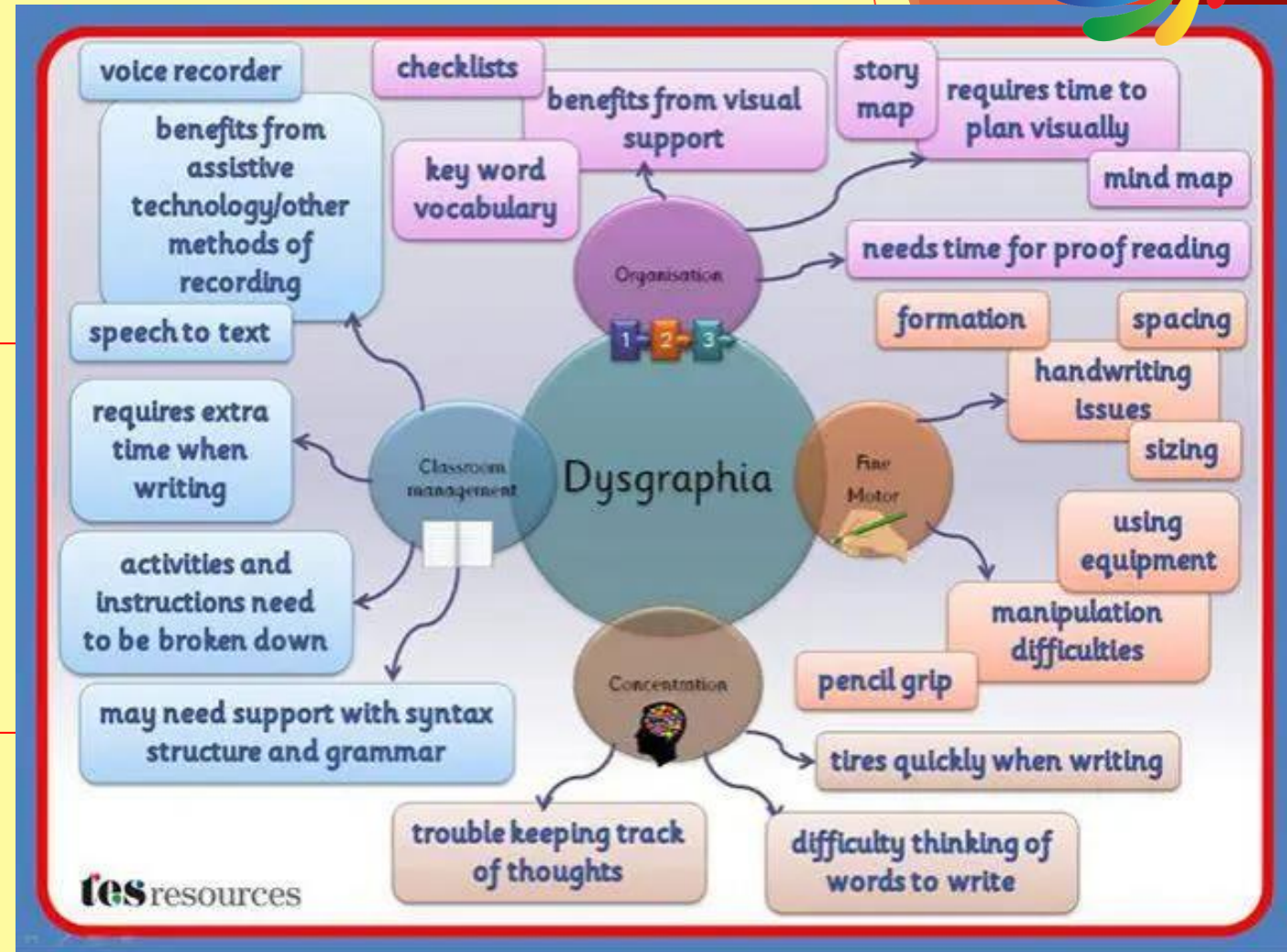


Areas of Need Information: Cognition and Learning (C&L) - Dysgraphia



What is Dysgraphia?

- a learning disability that affects writing abilities.
- It can manifest itself as difficulties with:
 - Spelling
 - poor handwriting / finger sequencing
 - trouble putting thoughts on paper.
- Writing requires a complex set of motor and information processing skills, so there are often links to dyspraxia

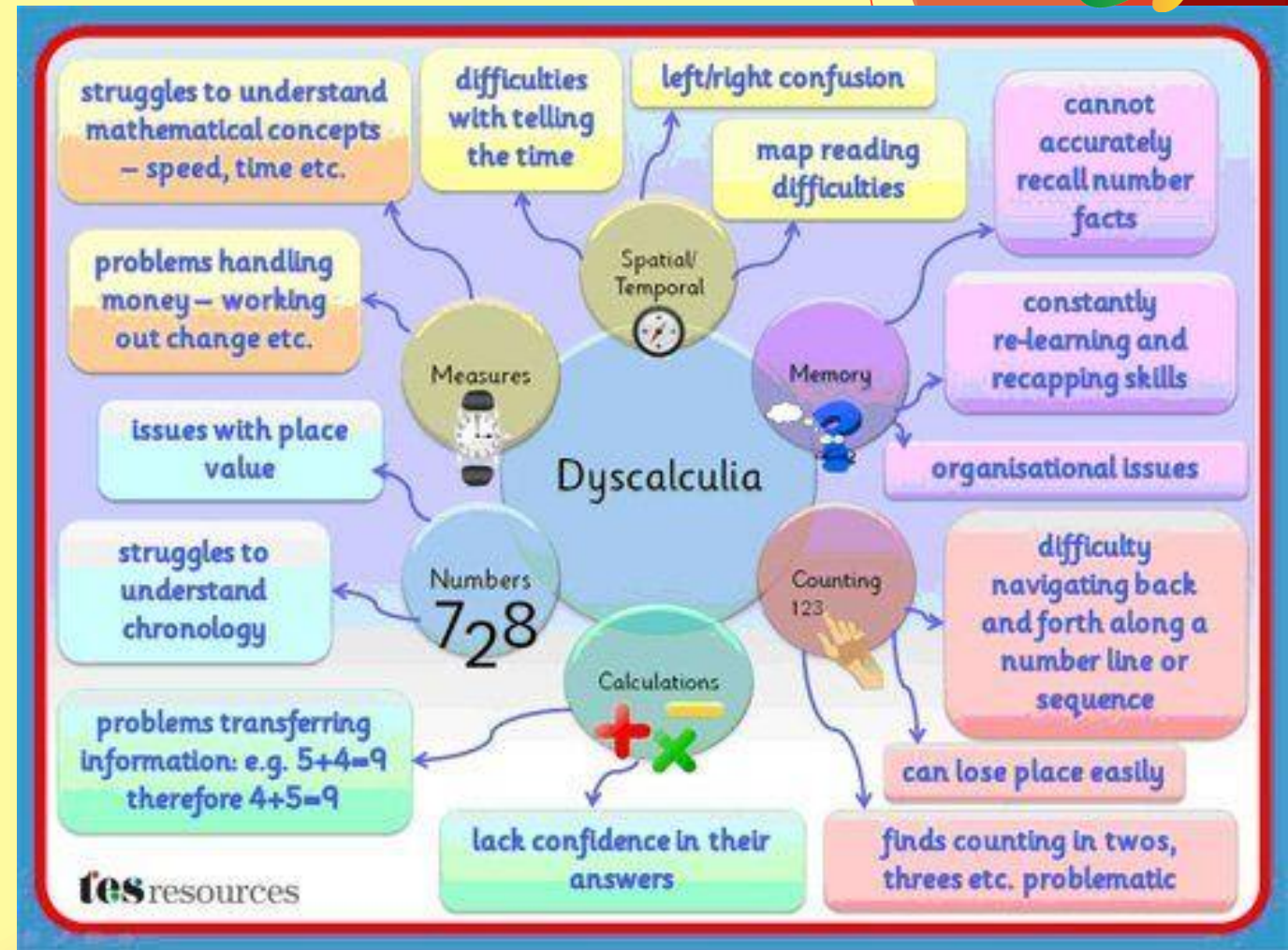


Areas of Need Information: Cognition and Learning (C&L) - Dyscalculia

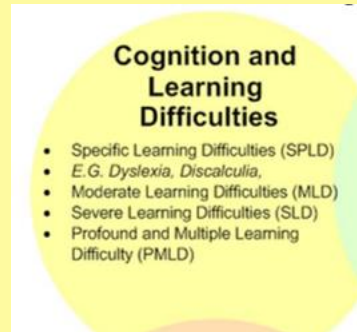


What is Dyscalculia?

- a maths learning disability that impairs an individual's ability to:
 - learn number-related concepts
 - basic numeracy skills using symbols
 - perform accurate / fluent maths calculations
 - reason and problem solve
- perform other basic maths skills such as:
 - counting backwards
 - remembering 'basic' facts
 - slow to perform calculations
 - weak mental arithmetic skills
 - a poor sense of estimation,
 - difficulty in understanding place value

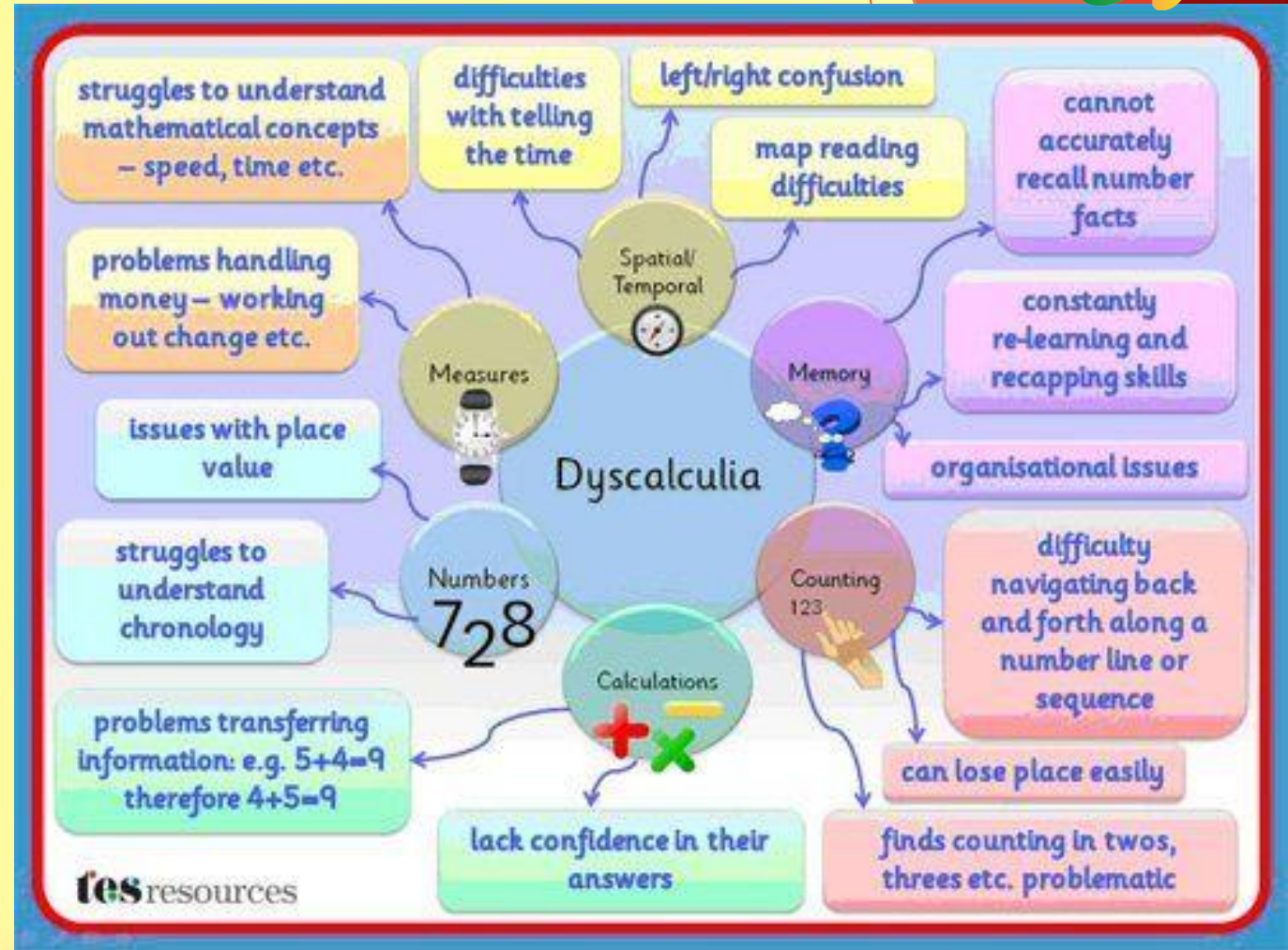


Areas of Need Information: Cognition and Learning (C&L) - Dyscalculia



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Areas of Need Information: Communication and Interaction: Autism (ASD)

This is when any student has difficulty with a limited awareness of social communication skills and understanding and/or interaction.

The **Autism Spectrum** usually shows difficulty in understanding:

- Social interaction:
 - Situations
 - emotional expression
 - Feelings
 - Intentions
 - reciprocal relationships
- Using communication and language
 - verbal / non-verbal
 - expressive and/or receptive
 - literal understanding

- How information is processed:
 - routine
 - rules
 - planning
 - personal memory,
 - rigidity and inflexible thinking
- How to predict the unfamiliar after sudden change
- Differences in the way sensory information is processed – can lead to extreme stress and anxiety / rejection of body contact
 - over sensitivity e.g., lighting, smells, sound
 - under sensitivity e.g., pain threshold, body awareness, hunger Substantial anxiety in other settings (e.g., home)
- **Strengths:**
 - in factual memory
 - personal areas of interest (exceptionality)
 - concrete tasks



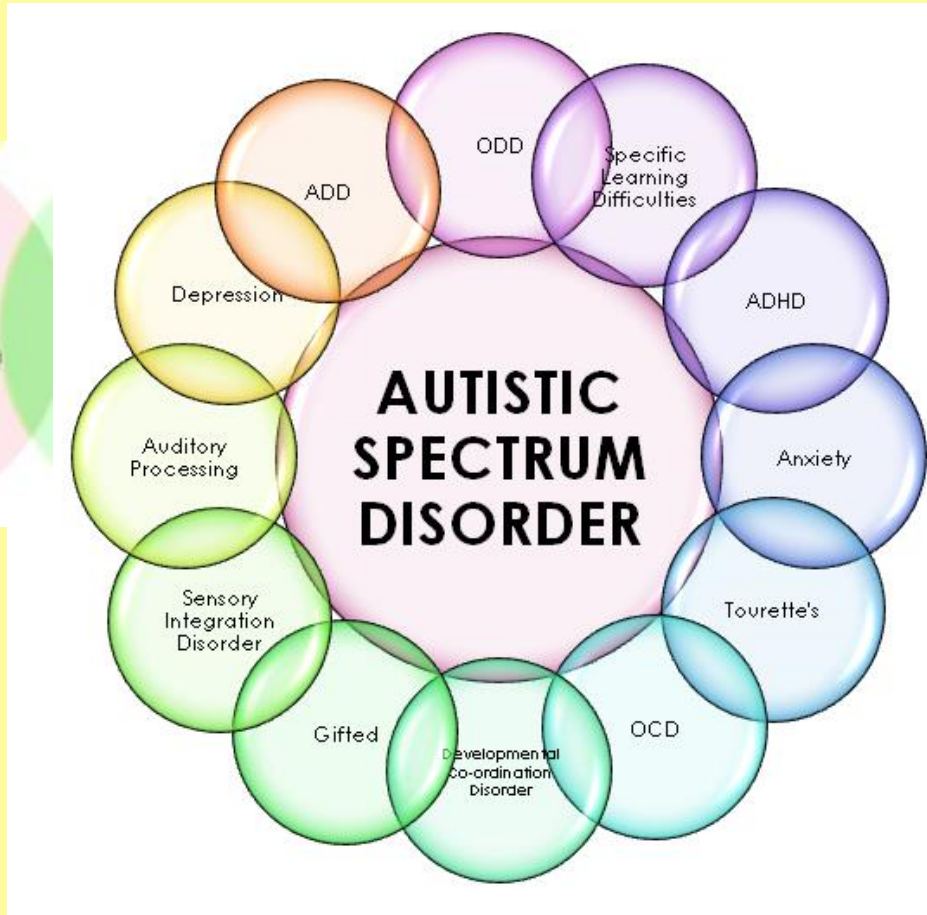
*All page references and information sourced from Worcestershire Graduated Response



Areas of Need Information: Communication and Interaction: Autism (ASD)

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)



Areas of Need Information: Communication & Interaction – (SLCN) Speech Language and Communication Needs

Speech Language and Communication Needs are defined by difficulty communicating with others (COP 6.28)

Speech

- Sounds used accurately to build up words
- Processing speech sounds
- Fluency Language
- Speaking (expressive), using words to convey meaning

Understanding (receptive), processing and making sense of what people say

Communication

- The way people use language to interact – speaking and listening
- Using language for different purposes and situations to question, to clarify, to describe, to debate
- Non-verbal: eye contact, turn-taking, gestures and body language
- Also includes Speech & language delay, impairments or disorders

Worcestershire SLCN Pathway

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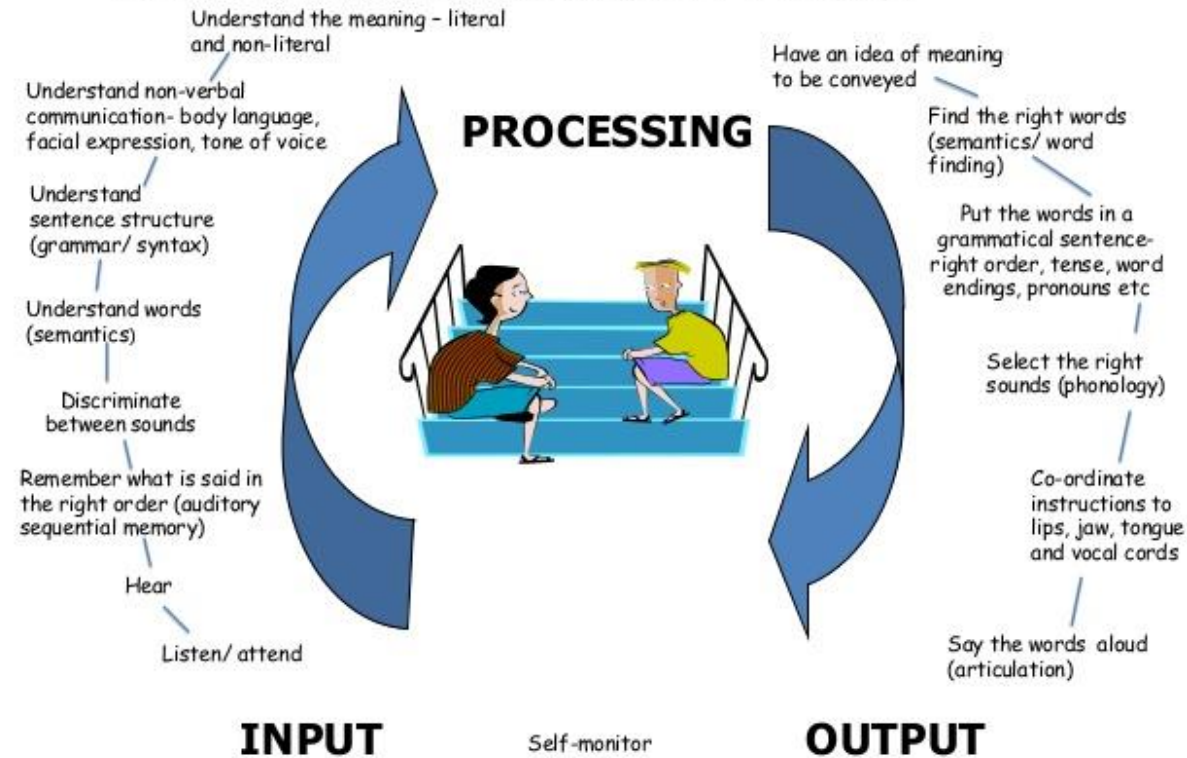
Areas of Need Information: Communication & Interaction – (SLCN) Speech Language and Communication Needs



Receptive and Expressive Language	
 <p>Receptive language is the ability to understand.</p>	 <p>Expressive language is the ability to communicate.</p>
Listening and reading skills fall into this category.	Speaking and writing skills fall into this category.
First language skills to be developed	Developed after the receptive language skills
Relatively easier to develop	More difficult to develop than receptive skills

Information processing

The Communication Chain





Areas of Need Information: (SEMH) Social Emotional and Mental Health



Liaison with
Safeguarding
Team essential

This can manifest in many ways such as:

- being withdrawn
- Feeling isolated
- displays of challenging, disruptive, or disturbing behaviour.

All may reflect underlying mental health difficulties and challenges such as:

- low mood
- Anxiety
- Depression
- self-harm
- substance misuse
- eating disorders
- disaffection and antisocial behaviour.

*All page references and information sourced from Worcestershire Graduated Response



Areas of Need Information: (SEMH) Social Emotional and Mental Health

There are other disorders such as:

- attention deficit disorder (ADD)
- attention deficit hyperactive disorder (ADHD)
- attachment disorder
- oppositional defiance disorder (ODD).

These difficulties will interfere with their own ability to:

- learn effectively
- interact with others
- cause disruption (low to high level, be unpredictable) to the learning of other students, and the teaching being delivered.
- Conforming to behaviour codes / expected socialisation, interpersonal skills will be challenged.

Triggers may be also linked to:

- home situations
- family communication/domestic breakdown (divorce, bereavement, unemployment, homelessness),
- early years trauma or acute childhood experiences such as becoming a refugee, asylum seeker, LAC, gender transformation

Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEN.



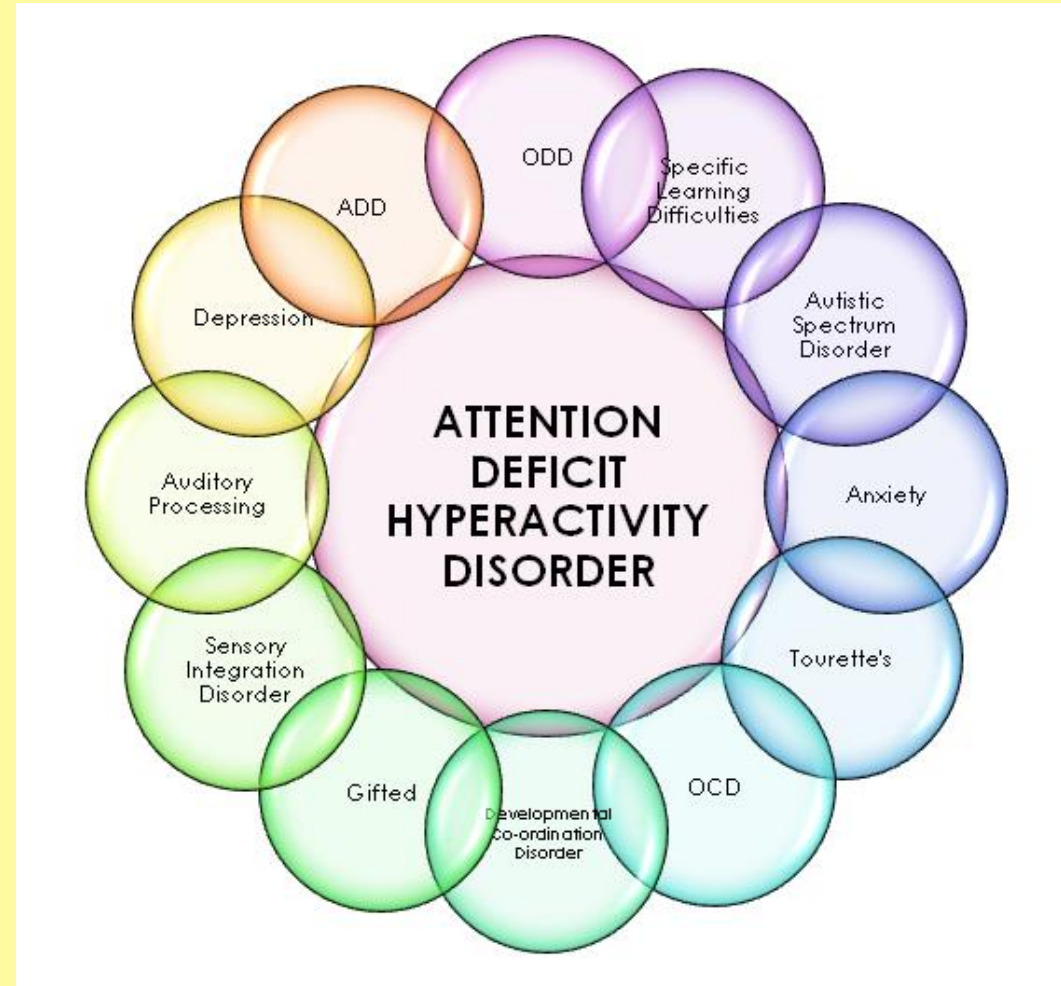
**Liaison with
Safeguarding
Team essential**

Areas of Need Information: (SEMH) Social Emotional and Mental Health – ADHD



Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders



Areas of Need Information: (SEMH) Social Emotional and Mental Health – ADHD



- ### Social, Emotional and/or Mental Needs
- Depression
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Eating Disorders
 - Anxiety Disorders
 - Mental Health Issues
 - Social Disorders

By: Sanskruti Awasthi and Hailey Zimmer

What is ADHD?

ADHD is a neurodevelopmental condition characterized by persistent patterns of **inattention**, **hyperactivity**, or **impulsivity** that interfere with functioning and development.

What Does ADHD Look Like?

Predominantly Inattentive	Predominantly Hyperactive/Impulsive	Combined
Trouble processing information Daydreaming Shy or withdrawn	Fidgets or squirms Quick temper Talks excessively	Some combination of signs in both inattentive and hyperactive/impulsive types

How is ADHD Managed?

- Classroom Intervention**
Special Education addresses individual needs and gives a structure or routine.
- Behaviour Therapy/Intervention**
Learn and strengthen positive behaviour & eliminate unwanted or problem behaviour.
Learn better ways to handle emotions and frustrations.
- Parent Training**
Learn strategies to help your child succeed in school, at home, and in relationships
- Medication**
Stimulants are most common (Adderall, Ritalin). If they do not respond well to stimulants, non-stimulants can be prescribed.
- Exercise**
Relieves stress, works off excess energy, boosts mood, and calms a running mind.

ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD)

The FACTS

- ADHD is the most common diagnosed mental disorder in children
- Boys diagnosed at a rate of **3 to 1**
- 4%** of adults have ADHD
- 5%** of children have ADHD

Areas of Need Information: Sensory or Physical Needs



A medical need or disability does not necessarily imply a SEN need – but it can still be a significant barrier and have impact on / to learning, achievement and participation.

Children & Families Act 2014 place a duty to support students at school with medical conditions

Students with Medical Needs will need an Individual Health Care Plan. See Supporting Pupils at School with Medical Conditions (2015) Conditions include:

- Asthma
- Diabetes
- Arthritis
- Epilepsy
- severe allergies
- Incontinence
- Eczema
- Cystic Fibrosis
- Pregnancy
- Tumour
- Cancer,
- Tracheotomy, Colostomy, Ileostomy

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Areas of Need Information: Sensory or Physical Needs

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

The Accessibility Plan is regularly updated and is available on the website. Staff training needs are regularly updated and reviewed according to an assessment of needs within school.

<p>Physical Difficulty / Disability: A condition that hinders students from (as early as pre-school) using facilities generally provided for their peers. Students may need adaptive specialist equipment and moderate adaptations for conditions such as Cerebral Palsy. Other students will have accidents, emergency surgery or break limbs that will require extended absence / adaptive equipment like a cast and or crutches.</p>	<p>VI – Visual Impairment:</p> <ul style="list-style-type: none"> ▪ mild/moderate partial sight to total blindness ▪ Severe is usually permanent ▪ can affect mobility around school, depending on functional vision capabilities. ▪ Colour blindness visual stress strategies include can coloured overlays. ▪ Cerebral Vision Impairment ▪ Perceptual difficulties (inability to perceive, integrate and recall visual stimuli) ▪ Most will have glasses with different thickness of lenses. 	<p>HI – Hearing Impairment: (mild to profound; temporary to permanent) – can cause:</p> <ul style="list-style-type: none"> • learning delay • reduced curricular access • History of ‘glue ear’ (temporary) • long-term conductive (middle ear) loss (bilateral or unilateral – hearing loss in one ear & good in the other ear or sensori-neural (inner ear) in origin • Hearing aids / cochlea implants. • Auditory Neuropathy Spectrum Disorder • MSI – Multi-Sensory Impairment (combined visual and hearing)
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Areas of Need Information: Sensory or Physical Needs – Visual Impairment (VI)



Identification of Visual Impairments

- Complaints of headache
- Blinks eye frequently
- Holds objects close to his eyes
- Rub eyes excessively
- The pupils of the eyes are of different sizes
- Seem very sensitive to light
- Becomes inattentive during reading sessions
- Watering of eyes
- Takes false steps while walking

Types of Vision Loss

- **Congenital**
 - Albinism
 - Retinitis of prematurity (ROP)
 - Cortical visual impairment
- **Adventitious**
(Note: These are also progressive eye conditions.)
 - Macular degeneration
 - Retinitis pigmentosa (RP)
 - Glaucoma
 - Cataracts

Areas of Need Information: Sensory or Physical Needs – Hearing Impairment (HI)

