



Prime Areas of Need

At Hollymount School we ensure that we form strong connections with the children that we teach. Through developing these relationships, we as teachers, might become aware of areas in which individuals and groups might need additional support. Below are some of the examples of things that we might observe which could indicate that a pupil will need additional support, either for a short period of time or for a longer period.

Areas of Need			
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
<ul style="list-style-type: none"> • A specific learning difficulty often affecting the development of accurate and fluent word reading, spelling, phonological awareness, memory difficulties, listening and attention. (Dyslexia) • A specific learning difficulty often affecting number sense, place value, counting using 1:1 correspondence, subitising, remembering number facts, over reliance on step counting in 1s and use of fingers, telling the time. Often results in maths anxiety. (Dyscalculia) • Poor working memory – difficulty processing, 	<ul style="list-style-type: none"> • Speech and language delay – development isn't what would be expected for a child of that age • Receptive language difficulty – problems with understanding words, sentences or instructions • Expressive language difficulty – issues with using language to express ideas, needs or feelings. • Speech or articulation difficulty – saying words clearly using the correct sounds • Social interaction difficulty – problems following the 'rules' of communication. Maybe struggles to 	<ul style="list-style-type: none"> • Difficulties managing emotions and behaviour • May show inappropriate responses and feelings to situations • ADHD (Attention deficit hyperactivity disorder) • ADD (Attention deficit disorder) • Struggles to build positive relationships with peers • Experiencing anxiety • Self-harm • Feeling overwhelmed or out of control • Lacks resilience • Displays disruptive, antisocial or uncooperative behaviour • Temper tantrums 	<ul style="list-style-type: none"> • Hearing impairment • Visual impairment • Physical disability • Gross motor co-ordination difficulties – appears clumsy, falls, bumps into things, loses balance, walks and runs awkwardly etc. • Difficulty in catching and throwing games • Fine motor difficulties – poor pencil grip, tires in handwriting, weak letter formation and irregular size, scissor skills, manipulating small resources, opening lids etc. • Lateral confusion e.g. writes with left hand, kicks a football with right foot

<p>retaining and recalling information</p> <ul style="list-style-type: none"> • Short attention span • Difficulty understanding abstract ideas and making links/connections • APD (Auditory processing difficulty) • Limited understanding of vocabulary • Difficulties with reading comprehension and inference/deduction 	<p>understand metaphor and nuanced language</p> <ul style="list-style-type: none"> • Speaks about subjects of personal interest but is not able to enter into a reciprocal conversation. • Unable to 'read' facial expressions and body language • ASC • Oral DCD 	<ul style="list-style-type: none"> • Frustration and anger seen in verbal and physical outbursts • Withdrawn and depressed • Hyper vigilant on high alert • Low self esteem • Attachment disorder • Experienced trauma and/or abuse • OCD (Obsessive compulsive disorder) • Eating disorders • Psychosis 	<ul style="list-style-type: none"> • Sensory processing difficulties – increased sensitivity to noise, smells, touch and sights • Sensory seeking behaviours observed – e.g. needs to tap, hum, touch, lick, move, rock • Presents with fixated or repetitive behaviours • Self-care – e.g. Experiences difficulties in dressing, using cutlery, toileting • Medical diagnosis • DCD • Sensory Processing Disorder
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If a child presents with needs in any of these areas a teacher will be adapting the delivery of their teaching in order to meet the needs of the pupil. This in turn may prompt the teacher to start the initial concerns process with the parents to discuss the needs evident in class. Through this process significant progress might be made and the initial concerns process might cease. Additionally it might continue and lead to the child receiving an Inclusion and Additional Support plan and being placed on the SEN register. The initial concern process is also a way to potentially access assessments from the EP and Learning Services.