

	Areas of SEND need identified in Core Standards documents	Sub-areas of need in Core Standards documents	SEND Needs and Provision		High Needs and Provision
Cognition and Learning	Cognition and Learning	Reading/phonics, spelling, writing/recording, maths, working memory/ processing/ executive functioning, attitude to learning/self-esteem as a learner	Working at least one year below ARE in at least two key areas. OR Working at least 18mth behind ARE in one key area.	Targeted intervention and support within the classroom environment.	Working at least 3-4yrs below ARE in at least one key area. Working below Key Stage expectations.
Communication and Interaction	Speech and Language	Receptive language (understanding) expressive language (speaking), intelligibility, attention and listening, social development, interaction and play	Delayed and disordered language skills that are impacting their ability to access the curriculum and interact successfully with others.	Targeted intervention and support within the classroom environment. Targeted support to reinforce instructions. Visuals support for instructions.	Receptive and expressive language skills are half their chronological age. Language skills are having a significant impact on their ability to make progress and communicate and interact successfully.
	Autistic Spectrum Condition/ Social Communication and Interaction Difficulties	Social Communication and Interaction/ASD: social communication, social interaction, social imagination/ flexibility, sensory processing/ physical, emotional understanding/self-awareness, learning	Difficulty managing the sensory and social demands of the classroom as well as the social interactions with peers. Difficulty managing transition and change. Difficulties impact on their ability to engage in the learning.	Targeted support. Targeted strategies that support sensory needs. Adult support.	Significant difficulty in accessing the learning environment and learning activities. Change and transition causes anxiety. Limited social interactions and relationships. Require personalised programme of support to manage. Demonstrates anxiety and distress.

Provision outlined in EHCP

Social, Emotional and Mental Health (SEMH)	Social, Emotional and Mental Health (SEMH)	Engagement and motivation/feeling safe, self-esteem and self-confidence, resilience, empathy, managing relationships	Require targeted support to demonstrate positive learning behaviours to access the environment. Difficulty in regulating their emotions. Low self-esteem.	Targeted support to access the learning environment as well as social interactions. Strategies to help manage the demands in the classroom. Support during unstructured times of the day.	Significant amount of adult support to manage across the day. Emotional needs leads to anxiety and distress. Have significant difficulties in managing interactions with peers.	
Physical and/or sensory needs	Physical/Medical	Curriculum access, fine motor skills, gross motor/mobility needs, personal care, medical needs, environmental/safety	Difficulty with self-care, moving around the building, participate in PE/play fully and safely,	Specialist devices and adaptive technologies. OT support and strategies in place. 1:1 target support. Staff supervision.	Complex, specialist equipment. Trained staff in specific medical needs. Physical supports	
	Hearing Impairment	Listening skills, curriculum access, communication, social and emotional wellbeing, other considerations, multi-sensory impairment	Difficulties to access the curriculum, hear and understand instructions, communicate and interact successfully.	Specialist teaching support. Allocated adult to support technology.	Severe/Profound hearing loss. Permanent hearing loss. Cochlear implant. More than 12mth delay in expressive and receptive language.	
	Visual Impairment	Learning/access to the curriculum, independence and mobility, social and emotional wellbeing, multi-sensory impairment			Moderate visual impairment. Specialist equipment required.	