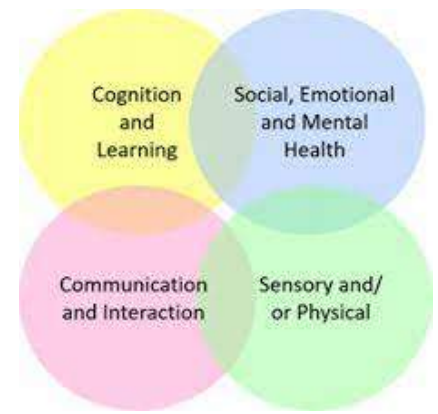


The four broad areas of need

The SEND Code of Practice sets out 4 broad areas of special educational need. We should provide support based on these areas as an overview of the range of needs that should be planned for. Some children may have needs in more than one or across all 4 areas.



The 4 areas of need are:

1. Communication and Interaction (CI)

Understanding and using language is a complicated process. Speech and language are different. Speech is how we say sounds and words. Language refers to the words we use and how we use them to share ideas and interpret what is said to us.

The area of CI also includes Autistic Spectrum Condition (ASC) as well as Speech, Language and Communication Needs (SLCN) where children can experience a range of needs. Speech and Language Therapy Service and Lincolnshire Working Together Team (WTT) are the referral pathways to further support this area of need.

Some terms and examples in this area are:

- **Speech** - the production of sounds to articulate words
- **Articulation** – the control of speech organs in order to produce speech sounds
- **Phoneme** – the individual sound we use when producing sounds
- **Auditory discrimination** - the ability to hear the difference in sounds
- **Receptive language** – understanding and making sense of spoken language
- **Expressive language** – the use of spoken language to convey meaning
- **Phonology** - the speech sound system of language; the rules that govern how sounds are organised in words to convey different meanings
- **Semantics** - the meaning of words and sentences
- **Pragmatics** – the use of language in social situations, including conversational skills and understanding the use of non-verbal communication
- **Morphology** – the way in which word structures change to signal a change in meaning, e.g. sleep, sleeping, slept, asleep
- **Intonation** – the rising and falling pitch patterns of language that express a wide range of meaning
- **Prosody** - the melody of language determined by pitch and loudness, speed and rhythm
- **Listening and attention skills** - the ability to maintain focus and concentration
- **Auditory memory** - the ability to process, make sense of and remember information that is heard
- **Following instructions** - requiring sequencing skills
- **Rhyming** and rhythmic skills
- **Vocabulary** development and word finding skills
- **Motivation** to communicate
- **Concept development** - classifying objects with shared characteristics, e.g shape, size, colour, texture
- **Theory of mind** - awareness that others have different thoughts, feelings and knowledge from yourself
- **Understanding non-literal** or ambiguous language, including sarcasm and metaphors
- **Social communication skills** including turn taking, self- awareness and awareness of other people's thoughts through interaction with others

2. Cognition and Learning (CL)

The area of CL can cover a range of needs including Specific Learning Difficulties (SpLD) involving literacy and numeracy, which impacts ability to access learning across the curriculum. The Educational Psychology Service and Lincolnshire Specialist Teaching Team (STT) are referral pathways that can further support this area.

CL also includes children who may have more general learning difficulties that may be described as global difficulties and include moderate learning difficulties (MLD), severe learning difficulties (SLD), and profound and multiple learning difficulties (PMLD).

Some examples of specific learning difficulties are:

- **Dyscalculia** - differences in acquiring maths-based skills.
- **Dysgraphia** - children can express themselves fluently orally but struggle with fine motor skills and expressing themselves through writing.
- **Dyslexia** - a difference in the way that someone processes information. This makes skills like spelling and reading more difficult and can affect organisational skills and memory.
- **Dyspraxia** - also known as developmental coordination disorder (DCD) where fine and gross motor skills can be difficult to organise, plan and execute. Therefore, children may have poor balance, coordination, and spatial awareness. This makes certain actions like running, skipping, hopping and PE activities difficult and they could try to avoid them.

3. Social Emotional and Mental Health (SEMH)

Children can display signs of SEMH in a variety of different ways. Some may be withdrawn and introvert preferring to be alone, while others may be extrovert or demonstrate hyperactivity and find it difficult to relax. This area may include anxiety, depression, and attachment differences Lincolnshire Behaviour Support Service (BOSS) or CAMHS can further support this area of need.

For some children, their emotional needs may impact their learning. It is important that children with SEMH needs can learn in an environment that suits them. For example, they may need self-regulation activities. Clear routines and expectations each day and a key adult they feel comfortable talking with to positively express their own emotions can help.

We use the Zones of Regulation (Leah Kuypers), a cognitive behaviour theory approach, to teach self-regulation as well as a number of calming techniques, mindfulness and sensory modulation activities that can help children to manage their feelings and express them. Staff have also had training in the use of therapeutic stories.

4. Sensory and/or Physical (SP)

This area includes multisensory differences and includes hearing, visual needs and sensory processing differences. Occupational therapist and the Working Together Team (WTT) can support this area of need.

Some children may be overly sensitive to small amounts of sensory input – e.g. clothing tags, corridor noise/movement and excessive visual stimuli which can make them restless and distracted. Other children may be under sensitive to stimuli, seeking out intense input to feel just right. Some children may have difficulty processing and modulating sensory input and swing between both sensory seeking and sensory avoidance.

Adapting the learning environment to meet individual needs will enable children to concentrate, give attention to their learning and improve wellbeing. The Zones of Regulation supports sensory modulation so that children can learn strategies to self-regulate over time.