

Section 2 Identification of needs



Section 2: Identification of needs

Foundation Years - Communication and Interaction

	<i>By 1 year old the child may need support for some of the following:</i>	Occasionally	Sometimes	Most of the time
Communication and interaction	smiling, looking and moving in response to your interaction			
	vocalising back when talked to, making own sounds, especially to a familiar adult and when a smiling face is used			
	listening to nursery rhymes with enjoyment			
	showing excitement at the sound of approaching voices, footsteps and other sounds.			
	<i>By 2 years old the child may need support for some of the following:</i>			
Understanding	understanding and following simple instructions in context, eg 'come for snack'			
	pointing to simple body parts when asked			
Speaking	spontaneously naming common objects which interest them, eg car, bird			
	copying expressions they hear a lot, eg 'all gone!' 'oh dear!'			
Listening & attention	enjoying nursery rhymes and trying to join in with actions or sounds by copying			
Interaction	being aware of other people's feelings – for example to look concerned if hears crying or to look excited if hears a familiar voice			
	taking turns in a simple 'conversation'			
	pointing to draw attention to things of interest.			
	<i>By 3 years old the child may need support for some of the following:</i>			
Understanding	understanding simple instructions involving a choice of 2 people or objects, eg 'Give the car to James' 'Give the ball to Annie'			
Speaking	joining 2/3 words together with meaning, eg 'Daddy car' 'Mummy gone'			
	being understood by familiar adults			
Listening & attention	recognising and joining in with songs and actions, eg 'The wheels on the bus'			
	concentrating on an activity of their own choosing for a short period of time			

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Interaction	playing ball co-operatively with an adult (eg kick or roll back and forth)			
	starting interaction with and playing alongside other children			
	expressing emotions and seeking a reaction, for example crying at a minor injury and asking for help or comfort.			
	<i>By 4 years old the child may need support for some of the following:</i>			
Understanding	understanding position words, 'in' 'on' 'under' eg 'put Dolly under the chair'			
	answering 'who' 'what' 'where' questions about a story			
Speaking	talking about ownership, eg 'My teddy' 'Jack's car'			
	using simple pronouns correctly, eg 'I' 'me' 'you'			
	being understood by unfamiliar adults			
	talking about what s/he has been doing			
Listening & attention	stopping and listening to an adult who has called their name and then refocus on their original activity			
	attending to an adult's choice of activity for a short period of time			
Interaction	including another child in their play sequence and talking to them as they do so, eg give a child a cup to drink from			
	seeking out others to share experiences, eg by saying 'watch me'.			
	<i>By 5 years old the child may need support for some of the following:</i>			
Understanding	identifying an object from a description of its use, eg 'What do we use to cut things with?'			
Speaking	retelling a simple past event or familiar story in the correct order, eg Went down the slide and hurt finger			
Listening & attention	remaining focussed during a short story/singing session in a large group			
Interaction	expressing wishes and needs clearly and understanding when these are not immediately met			
	regularly using adults as sources of knowledge, comfort and shared activities			
	enjoying and joining in with shared play.			

Foundation Years – Cognition and Learning

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	<i>By 2 years old the child may need support for some of the following:</i>	Occasionally	Sometimes	Most of the time
Copying / Pretend	imitating some everyday routines eg using a mobile phone, washing the car			
Problem solving	Retrieving out of reach toys or other objects			
Memory	remembering where familiar things are kept and how to find them			
Concepts	building 3 blocks, scribbling on paper			
Social	bringing a book or toy to share with an adult			
Curiosity	filling and emptying containers.			
	<i>By 3 years old the child may need support for some of the following:</i>			
Copying / Pretend	developing simple sustained play with dolly/teddy eg eating, drinking, sleeping			
Problem solving	operating a mechanical toy, for example turning the knob on a wind up toy, pushing a button to open a flap			
Memory	spontaneously singing some of the words and actions of a familiar rhyme			
Concepts	matching pictures of familiar objects in play			
	painting or drawing horizontal lines and circles in imitation			
Social	watching others play and joining in briefly			
	following the daily routine			
Curiosity	participating in a range of creative activities eg exploring and experimenting with sensory materials, musical instruments, using paint etc			
	<i>By 4 years old the child may need support for some of the following:</i>			
Copying / pretend	joining in make-believe play with other children			
Problem solving	suggesting using sticky tape to mend a torn book, choosing an appropriate tool to dig in the sand			
Memory	recalling 2 or 3 pictures/objects hidden in a memory game			
Concepts	understanding size difference, eg selecting the bigger or smaller object or picture when asked, putting features on a drawn face			
Social	demonstrating concern towards others who are upset, for example offering a favourite toy, patting arm or back			

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Curiosity	showing a curiosity about how things work, how things feel, how things sound etc.			
	<i>By 5 years old the child may need support for some of the following:</i>			
Copying / pretend	imitating adult roles, eg dressing up for dramatic play			
Problem solving	choosing appropriate resources when making things			
Memory	retelling or demonstrating something that happened in a familiar story			
Concepts	sorting objects into categories eg all the animals, all the cars			
	drawing a simple human face (head and facial features)			
Social	taking turns with other children in a child initiated activity			
Curiosity	wanting to know how things work eg taking things apart, collecting things, asking questions.			

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Foundation Years – Social, Emotional and Mental Health

	<i>By 2 years old the child may need support for some of the following:</i>	Occasionally	Sometimes	Most of the time
Making relationships	giving a positive response to a familiar adult, eg turning, looking and smiling when spoken to			
	engaging in social interaction, eg bringing toys to a familiar adult to show and share			
Self confidence and self awareness	taking pleasure in exploring objects			
	indicating his/her own needs, eg banging or bringing a drinks cup to an adult to indicate they would like a drink			
Managing feelings & responses	using their key person for 'emotional refuelling', eg happy to explore activities but looks for key person for reassurance.			
	<i>By 3 years old the child may need support for some of the following:</i>			
Making relationships	sharing/turn taking with an adult in a simple activity that they enjoy, eg rolling or kicking a ball back and forth			
	giving a positive response to a familiar adult			
Self confidence and self awareness	separating from main carer with support of their key person (alternatively may show no sense of care in separating from main carer)			
	showing interest in the play of other children alongside them whilst sustaining their own, eg watching with interest what other children are doing in the water play whilst continuing their own exploration			
Managing feelings & responses	cooperating with age appropriate familiar expectations in relation to the routines of the setting, eg sitting for snack			
	sitting in a small group (3-4 children) with a familiar adult for more than 3 minutes doing an activity which interests and excites them, eg songs and rhymes.			
	<i>By 4 years old the child may need support for some of the following:</i>			
Making relationships	engaging in positive interactions with other children in a structured situation, eg talking to other children whilst playing and joining in a group activity			
Self confidence and	responding positively to a variety of adults, eg feeling confident to approach any adult in the setting for help			

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	spending time in groups with other children but engaged in own play, eg is able to complete their task, i.e. junk modelling whilst being alongside others			
Managing feelings & responses	understanding that some things are theirs, some are shared and some belong to other people			
	making predictable responses in a range of situations, eg helping to put toys away and get ready for group time			
	consistently responding positively to and coping with different events, social situations and changes of routines in the setting			
	expressing their own feelings and doing so in an appropriate way.			
	<i>By 5 years old the child may need support for some of the following:</i>			
Making relationships	engaging in and sustaining positive interactions with other children			
	initiating and sustaining conversations with adults and children			
Self confidence and self awareness	receiving praise and taking a pride in him/her self			
Managing feelings & responses	staying on task to complete an age appropriate adult initiated activity			
	managing their emotions if their needs are not met quickly			
	demonstrating concern towards other children, eg to comfort a child in distress			
	understanding that his/her own actions affect others			
	responding appropriately to simple instructions			
	understanding the needs of others and usually being able to share and take turns without adult intervention.			

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Foundation Years – Sensory and Physical needs - Hearing

	<i>A child with a hearing loss may:</i>	Occasionally	Sometimes	Most of the time
The child with a hearing need may:	find difficulty in expressing him/herself clearly			
	appear loud, raising his/her voice in conversation			
	experience difficulty when activities involve listening and following instructions eg appears to ignore, confuses the direction of sound, mishears			
	often ask for clarification or repetition particularly in noisy environments or where the speaker cannot be seen			
	be more physical and use less language than peers in play activities			
	find it difficult to sustain concentration and become tired easily.			
The child may need support for some of the following	listening in a small group or the whole class			
	articulating words clearly			
	making him/herself understood by an adult (this may lead to frustration or withdrawn behaviour)			
	aspects of learning and development related to language/verbal skills, eg to expand vocabulary			
	developing age appropriate language structures			
	to be confident in tackling new activities			
	initiating conversations with teachers or peers			
	following whole class introductions and discussions			
	sustaining concentration in a small group or the whole class			
	managing anxiety and/or frustration			
	establishing and maintaining appropriate peer relationships			
	building self-esteem.			

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Foundation Years – Sensory and Physical needs - Hearing

	<i>A child with a hearing loss may:</i>	Occasionally	Sometimes	Most of the time
The child with a hearing need may:	find difficulty in expressing him/herself clearly			
	appear dreamy and distracted			
	appear loud, raising his/her voice in conversation			
	startle easily			
	use gesture more than his/her peers			
	not appear to understand common phrases and may have a limited vocabulary use			
	be more physical when expressing their needs and wants			
	find it difficult to sustain concentration especially when there is background noise.			
The child may need support for some of the following	listening in a range of situations			
	following instructions; the child may be noticeably more able to do this in a quiet area			
	joining in activities in a small group			
	following and responding in an age appropriate conversation, especially where visual clues are not available			
	making him/herself understood by others; his/her expressive language may be unclear			
	sustaining attention during whole group activities, e.g. listening to a story; the child may be noticeably more attentive and able to maintain concentration in a quiet area			
	developing and using age appropriate language; the child may use gesture to compensate			
	accessing TV/DVD/music at normal sound levels			
	enjoying songs and rhymes and join in by copying			
	to start interaction with and play alongside other children of a similar age			
	sustaining age appropriate positive interactions with other children			
	developing pretend play activities			
	managing anxiety and/or frustration.			

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Foundation Years – Sensory and Physical needs - Visual

	<i>A child with a visual need may:</i>	Occasionally	Sometimes	Most of the time
The child with a visual need may:	tilt his or her head and/or use his/her body in a different way to other children to maximise vision			
	bring eyes close to a toy, or a toy close to eyes			
	blink frequently			
	touch, rub or cover eyes			
	appear sensitive to light or glare			
	have eye pain, headache, dizziness or nausea, especially after periods of looking closely at something			
	move eyes towards the nose when looking at very near objects			
	find it difficult to track the movement of something across the field of vision, eg a ball rolling from left to right			
	find scanning difficult, eg searching for a toy in a room			
	bump into things as they move around			
	not respond to a non-verbal gesture.			
The child may need support for some of the following	<i>By 2 years the child may need support for at least one of the following:</i>			
	to spoon food or pick up a cup			
	playing with a ball			
	pointing to pictures.			
	<i>By 3 years the child may need support for at least one of the following:</i>			
	drawing features on a pre-drawn face			
	catching a ball with both hands			
	kicking a moving ball			
	recognising detail in a picture.			
	<i>By 4 years the child may need support for at least one of the following:</i>			
	for age appropriate activities that involve hand-eye co-ordination, eg placing small pegs in a board, threading beads			
	cutting with scissors			
	completing inset puzzles			
	copying simple shapes, eg a cross			
	finding small details in pictures, eg Where's Wally?			

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	joining in with outdoor play and physical activities.			
	<i>By 5 years the child may need support for at least one of the following:</i>			
	for age appropriate activities that involve hand-eye co-ordination, eg threading a large needle			
	copying a pattern, eg a sequence of bricks			
	copying his/her own name			
	recognising letters and numbers even when printed boldly			
	drawing a recognisable human figure with details like hair/buttons			
	using outdoor equipment, eg playing games with balls, hoops.			

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Foundation Years – Multisensory needs

	<i>A child with a deaf blindness/multi-sensory need may:</i>	Occasionally	Sometimes	Most of the time
The child with a multi-sensory need may:	make idiosyncratic responses to auditory and/or visual stimuli			
	avoid touch or make a startled response to touch (tactile defensiveness or reluctance)			
	have problems with eye contact and interaction			
	find it difficult to fix and track an object, eg a ball rolling across the floor			
	be delayed in developing skills and in achieving developmental milestones, eg walking			
	tilt his or her head and/or use his/her body in a different way to other children to maximise vision and hearing			
	have difficulty in making sense of the world because of fragmentary information received through the senses			
	appear withdrawn or isolated, eg may spend an unusual amount of time asleep			
	display unusually passive behaviour			
	display repetitive or challenging behaviour; this is likely to be a result of sensory overload			
	use smell, taste, movement and touch to gain information or to support mobility			
	be unable to find things or people when they have moved			
	have difficulty caused by changes in light levels, glare and reflection			
	have difficulty when attending unfamiliar places			
	appear clumsy – bumping into doorways, tripping over objects on the floor.			

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Foundation Years – Sensory and Physical needs - Physical

The child may need support for some of the following	<i>By 2 years the child may need support for at least one of the following:</i>	Occasionally	Sometimes	Most of the time
	walking holding an adult's hand			
	trying to feed him/herself with a spoon			
	holding a lidded beaker in 2 hands and drinking			
	holding a crayon and use different strokes to make a scribble			
	building a tower of 2 blocks			
	taking off easily removed clothes, eg socks			
	using a finger thumb pincer grasp, eg picking up a raisin.			
	<i>By 3 years the child may need support for at least one of the following:</i>			
	walking confidently, avoiding obstacles			
	helping with dressing and hygiene routines			
	walking up and downstairs, holding on, 2 feet to each step			
	kicking a large ball			
	using hands to screw and unscrew simple toys and lids, turn door knobs			
	holding a pencil between thumb and two fingers and make a circular scribble			
	squatting steadily to rest or play with objects on the ground and rising to feet without using hands.			
	<i>By 4 years the child may need support for at least one of the following:</i>			
	building a tower of 6 – 9 blocks			
	climbing on nursery play equipment			
	walking downstairs, two feet to a step			
	taking off an unzipped coat			
	undoing Velcro fasteners			
	trying to use scissors to make snips in paper			
	manipulating simple construction toys, eg Duplo.			
	<i>By 5 years the child may need support for at least one of the following:</i>			
	pedalling a trike			
	running confidently			
	washing and drying his/her hands			
	catching a large ball			
	jumping forward on two feet			
	communicating the need to use the toilet			
	holding a pencil between thumb and forefingers and drawing different shapes.			

Y1 - Communication and Interaction

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	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
Listening and attention	Listening and attention			
	sustaining concentration in a small group or the whole class			
	listening to an instruction whilst carrying out a task			
	focusing independently on an adult initiated task for 5 minutes or more.			
Speaking	recalling known words in conversation			
	making him/herself understood by an adult (this may lead to frustration or withdrawn behaviour)			
	constructing sentences verbally			
	making needs and wants known appropriately.			
Understanding and processing	following 2 step instructions			
	recalling information, eg remembering instructions, following the sequence of a story			
	understanding abstract terms or concepts, eg time, space, quantities.			
Interaction and social communication	interacting appropriately with others, understanding the accepted rules of social interaction			
	joining in with group and whole class activities			
	taking turns in engaging in a 2 way conversation with a familiar adult or peer			
	sharing resources, eg books, games, learning equipment			
	understanding that communication is a shared process			
	interpreting non literal language			
	establishing and maintain appropriate friendships			
	making a choice when given a limited range of options			
	to 'read' the physical clues of non-verbal language, eg facial expressions, gestures			
	knowing what to do at unstructured times of day			
	managing changes in routine.			
Other	Managing stresses and anxieties			
	managing sensory responses (these may be hypo or hyper).			

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Y1 – Cognition and Learning

	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
Speaking and listening	carrying out a one-step instruction			
	retelling a simple story or rhyme in own words			
	listening and responding in a small group			
	speaking freely in a one to one situation			
	naming everyday objects correctly			
	asking questions to find out information and listening to the answers.			
Reading	identifying a rhyming pair			
	identifying the initial sound of a word they hear			
	understanding the difference between letters and words.			
	anticipating repeated phrases in rhymes and stories			
	recognising familiar words and signs.			
	Identifying syllables			
Writing and spelling	ascribing meaning to the marks they make			
	writing recognisable letters independently, other than those in own name.			
	Generating syllables			
Mathematics	counting objects to 10 using 1-1 correspondence			
	counting on up to ten from any number less than ten			
	seeing without counting (subitising) dot patterns to six on a dice or domino			
	representing numbers to ten using structured apparatus			
	sorting according to size (e.g. big, little)			
	sorting by shape.			
Cognitive skills	problem solving			
	predicting			
	recognising patterns and connections.			
Visual/ Motor skills	completing inset puzzles and jigsaws with 6 pieces			
	drawing recognisable pictures			
	identifying colours			
	tracing simple shapes.			

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Other indicators	evidence of immature or inappropriate social interaction			
	poor school attendance record that may affect learning			
	self-help skills			
	difficulty in adapting to change			
	low level of resilience in challenging circumstances.			

Section 2: Identification of needs

Y1 – SpLD

	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
Word Level Skills	supplying a plausible rhyme in a simple rhyming book when read to, or hearing rhyming pairs			
	identifying the initial and sound in a word			
	Clapping the syllables of a word			
	writing recognisable letters independently other than those in their name			
	Copying his/her name from a model			
	Engage in the words in a book when being read to			
Language and literacy skills	Sequencing the alphabet			
	Articulating/pronouncing words			
	Developing/acquiring new vocabulary			
	Learning nursery rhymes			
	Expressing him/herself			
	Comprehension of oral and/or written language			
	Decoding Pink Book Band/One books			
	Remembering/following two-step instructions			
	Recalling auditory information			
Writing skills	Using a pencil comfortably and effectively			
	Forming letters consistently and using the same case			
	Leaving spaces between words			
	Tackling writing tasks confidently			
Number skills	seeing without counting (subitising) dot patterns to six on a dice or domino			
	Counting on from a given number between one and 10			
	Copying single digit numbers correctly			
	Seeing patterns and sequences			
	Explaining mathematical processes			
Co-ordination	Building a tower of bricks			
	Using scissors			
	Keeping track of his/her place when reading			
	Undoing and doing up easily accessible fastenings			
	Standing on one leg, hopping			
	Turning in a particular direction when requested			
Co-ordination	Building self-confidence			
	Sustaining concentration in a small group or the whole class			
	Joining in with group and whole class activities			
	Interacting appropriately with others			

Section 2: Identification of needs

Y1 – Social, Emotional and Mental Health

	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
The child may:	frequently display inappropriate behaviour as a coping strategy			
	display inappropriate behaviour that is a result of learning, communication and interaction or sensory needs			
	appear to significantly reject and/or be rejected by peers			
	have regression in his/her learning			
	frequently display immature emotional responses			
	display behaviour that is dangerous or damaging to him/herself, to others and to property.			
The child may need support for the following	managing frequent inappropriate behaviours that occur in more than one setting			
	managing particular behaviours that occur in only one setting			
	managing frequent behaviours that impact on the learning of others			
	listening to and follow instructions			
	settling and start a task			
	sustaining concentration			
	completing tasks successfully			
	to 'join in' in a group			
	controlling emotional and subsequent behavioural responses			
	building and sustaining positive relationships with peers and/or adults			
	to have the emotional resilience to find solutions			
	being able to recognise and understand his/her own feelings and behaviours			
	being able to verbalise the reasons for his/her own feelings and behaviours			
	managing unpredictable extremes of mood			
	managing incongruent or disproportionate responses			
	managing unpredictable responses to praise and/or criticism.			
Other factors	school attendance record			
	whether there are other agencies involved with the family			
	whether there things happening out of school that may impact on the child's social, mental and emotional health, eg bereavement			

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Y1 – Sensory and Physical needs - Hearing

	<i>A child with a hearing loss may:</i>	Occasionally	Sometimes	Most of the time
The child with a hearing need may:	find difficulty in expressing him/herself clearly			
	appear loud, raising his/her voice in conversation			
	experience difficulty when activities involve listening and following instructions eg appears to ignore, confuses the direction of sound, mishears			
	often ask for clarification or repetition particularly in noisy environments or where the speaker cannot be seen			
	be more physical and use less language than peers in play activities			
	find it difficult to sustain concentration and become tired easily.			
The child may need support for some of the following	listening in a small group or the whole class			
	articulating words clearly			
	making him/herself understood by an adult (this may lead to frustration or withdrawn behaviour)			
	aspects of learning and development related to language/verbal skills, eg to expand vocabulary			
	developing age appropriate language structures			
	to be confident in tackling new activities			
	initiating conversations with teachers or peers			
	following whole class introductions and discussions			
	sustaining concentration in a small group or the whole class			
	managing anxiety and/or frustration			
	establishing and maintaining appropriate peer relationships			
	building self-esteem.			

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Y1 – Sensory and Physical needs - Visual

	<i>A child with a visual need may:</i>	Occasionally	Sometimes	Most of the time
The child with a visual need may:	tilt his or her head and/or use his/her body in a different way to other children to maximise vision			
	bring eyes close to an object, e.g. a book, or the object close to eyes			
	blink frequently			
	touch, rub or cover eyes			
	appear sensitive to light or glare			
	have eye pain, headache, dizziness or nausea, especially after periods of looking closely at something			
	have an inward movement towards the nose when looking at very near objects			
	find it difficult to track the movement of something across the field of vision, eg a ball rolling from left to right			
	find scanning difficult, eg visually searching for a toy in a room			
	bump into things as they move around			
	find it difficult to find his/her friends in a busy environment.			
The child may need support for some of the following	moving safely around the school			
	following work on the Smart/white board			
	drawing with age appropriate accuracy			
	developing reading and writing skills, in particular reading and writing all of the letters in a word and words in a sentence			
	interpreting pictures, maps and diagrams			
	following whole class introductions and discussions			
	to be confident in tackling new activities			
	to join in physical playground activities			
	activities that require co-ordination and/or gross motor skills, eg catching a ball			
	sitting in a comfortable working position for different activities			
	safely accessing activities that are potentially hazardous, eg design and technology			
	managing anxiety and/or frustration			
	establishing and maintaining appropriate friendships.			

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Y1 – Sensory and Physical needs - Physical

		<i>A child with a physical need may:</i>	Occasionally	Sometimes	Most of the time
The child with a physical need may:		move awkwardly or require aids to walk			
		try to avoid or have difficulty with some practical activities			
		become tired easily			
		have a medical diagnosis of a physical condition which may or may not be progressive.			
The child may need support for some of the following	Mobility	moving safely around the school			
		moving around on uneven ground			
		managing stairs			
		accessing physical activities, eg using climbing frame, trike, equipment			
		to develop a sense of danger			
		carrying out controlled movements, eg in PE			
	Independence	managing eating and drinking safely, eg to eat without choking			
		managing eating and drinking efficiently, eg to prevent spills when drinking, to open packages			
		dress, eg getting clothes the right way round			
		getting to and using the toilet			
	Accessing learning	attending and listening in a small group or as part of the whole class			
		following age appropriate instructions			
		processing and recalling information, eg remembering instructions, the sequence of a story			
		articulating clearly and in a timely way			
		being organised, eg putting lunchbox away, getting a pencil			
		activities involving fine motor skills, eg holding a pencil, using scissors			
		activities that involve crossing the midline, eg passing an object from one side of the body to the other			
		stabilising the body to participate in learning activities (eg sand tray, painting)			
		having confidence to join in with group and whole class activities			
	Social & emotional	managing anxiety and/or frustration			
		building self esteem			
		establishing and maintaining appropriate friendships			

Section 2: Identification of needs

Y2 - Communication and Interaction

	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
Listening and attention	Listening and attention			
	sustaining concentration in a small group or the whole class			
	listening to an instruction whilst carrying out a task			
	focusing independently on an adult initiated task for 5 minutes or more.			
Speaking	recalling known words in conversation			
	making him/herself understood by an adult (this may lead to frustration or withdrawn behaviour)			
	constructing sentences verbally			
	making needs and wants known appropriately.			
Understanding and processing	following 2 step instructions			
	recalling information, eg remembering instructions, following the sequence of a story			
	understanding abstract terms or concepts, eg time, space, quantities.			
Interaction and social communication	interacting appropriately with others, understanding the accepted rules of social interaction			
	joining in with group and whole class activities			
	taking turns in engaging in a 2 way conversation with a familiar adult or peer			
	sharing resources, eg books, games, learning equipment			
	understanding that communication is a shared process			
	interpreting non literal language			
	establishing and maintain appropriate friendships			
	making a choice when given a limited range of options			
	to 'read' the physical clues of non-verbal language, eg facial expressions, gestures			
	knowing what to do at unstructured times of day			
	managing changes in routine.			
Other	Managing stresses and anxieties			
	managing sensory responses (these may be hypo or hyper).			

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Y2 – Cognition and Learning

	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
Speaking and listening	carrying out two step instruction			
	making up own story and telling it			
	reciting a simple rhyme			
	listening and responding appropriately in a small group			
	speaking freely in a small group			
	asking questions to find out information and listening to the answers.			
Reading	continuing rhyming strings			
	identifying the initial and final sounds of a word they hear			
	segmenting the sounds in simple words			
	blending phonemes to read CVC words			
	reading and understanding simple sentences.			
Writing and spelling	writing first name independently			
	linking sounds to letters.			
Mathematics	counting objects to 20 using one to one correspondence			
	saying the number that is one more or less than any number to 20			
	counting backwards from twenty			
	being able to represent a two digit number using apparatus			
	using language such as more or less to compare two numbers/sets of objects			
	sorting by more than one attribute (e.g. size and shape).			
Cognitive skills	problem solving			
	predicting			
	recognising patterns and connections.			
Visual/ Motor skills	completing inset puzzles and jigsaws with 8 pieces			
	drawing recognisable pictures			
	identifying colours			
	tracing simple shapes.			
Other indicators	evidence of immature or inappropriate social interaction			
	poor school attendance record that may affect learning			
	self-help skills			
	difficulty in adapting to change			
	low level of resilience in challenging circumstances.			

Section 2: Identification of needs

Y2 – SpLD

	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
Word Level Skills	continuing rhyming strings			
	identifying initial and final sounds in a word they hear			
	segmenting the phonemes of a CVC word			
	blending the phonemes of a CVC word			
	writing 15 letters recognisably with correct formation			
	writing his/her first name independently.			
Language and literacy skills	Sequencing the days of the week			
	Articulating/pronouncing words			
	Developing/acquiring new vocabulary			
	Expressing him/herself			
	Comprehension of oral and/or written language			
	Decoding Red Book Band Two books			
	Remembering/following two-step instructions			
	Recalling auditory information			
Writing skills	Using a pencil comfortably and effectively			
	Forming letters consistently and using the same case			
	Leaving spaces between words			
	Tackling writing tasks confidently			
Number skills	seeing without counting (subitising) dot patterns to six on a dice or domino			
	Counting on from a given number between one and 20			
	Copying single digit numbers correctly			
	Seeing patterns and sequences			
	Explaining mathematical processes			
Co-ordination	Building a tower of bricks			
	Using scissors			
	Keeping track of his/her place when reading			
	Dressing and undressing for PE			
	Standing on one leg, hopping			
	Turning in a particular direction when requested			
Co-ordination	Building self-confidence			
	Sustaining concentration in a small group or the whole class			
	Joining in with group and whole class activities			
	Interacting appropriately with others			

Section 2: Identification of needs

Y2 – Social, Emotional and Mental Health

	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
The child may:	frequently display inappropriate behaviour as a coping strategy			
	display inappropriate behaviour that is a result of learning, communication and interaction or sensory needs			
	appear to significantly reject and/or be rejected by peers			
	have regression in his/her learning			
	frequently display immature emotional responses			
	display behaviour that is dangerous or damaging to him/herself, to others and to property.			
The child may need support for the following	managing frequent inappropriate behaviours that occur in more than one setting			
	managing particular behaviours that occur in only one setting			
	managing frequent behaviours that impact on the learning of others			
	listening to and follow instructions			
	settling and start a task			
	sustaining concentration			
	completing tasks successfully			
	to 'join in' in a group			
	controlling emotional and subsequent behavioural responses			
	building and sustaining positive relationships with peers and/or adults			
	to have the emotional resilience to find solutions			
	being able to recognise and understand his/her own feelings and behaviours			
	being able to verbalise the reasons for his/her own feelings and behaviours			
	managing unpredictable extremes of mood			
	managing incongruent or disproportionate responses			
	managing unpredictable responses to praise and/or criticism.			
Other factors	school attendance record			
	whether there are other agencies involved with the family			
	whether there things happening out of school that may impact on the child's social, mental and emotional health, eg bereavement			

Section 2: Identification of needs

Y2 – Sensory and Physical needs - Hearing

	<i>A child with a hearing loss may:</i>	Occasionally	Sometimes	Most of the time
The child with a hearing need may:	find difficulty in expressing him/herself clearly			
	appear loud, raising his/her voice in conversation			
	experience difficulty when activities involve listening and following instructions eg appears to ignore, confuses the direction of sound, mishears			
	often ask for clarification or repetition particularly in noisy environments or where the speaker cannot be seen			
	be more physical and use less language than peers in play activities			
	find it difficult to sustain concentration and become tired easily.			
The child may need support for some of the following	listening in a small group or the whole class			
	articulating words clearly			
	making him/herself understood by an adult (this may lead to frustration or withdrawn behaviour)			
	aspects of learning and development related to language/verbal skills, eg to expand vocabulary			
	developing age appropriate language structures			
	to be confident in tackling new activities			
	initiating conversations with teachers or peers			
	following whole class introductions and discussions			
	sustaining concentration in a small group or the whole class			
	managing anxiety and/or frustration			
	establishing and maintaining appropriate peer relationships			
	building self-esteem.			

Section 2: Identification of needs

Y2 – Sensory and Physical needs - Visual

	<i>A child with a visual need may:</i>	Occasionally	Sometimes	Most of the time
The child with a visual need may:	tilt his or her head and/or use his/her body in a different way to other children to maximise vision			
	bring eyes close to an object, e.g. a book, or the object close to eyes			
	blink frequently			
	touch, rub or cover eyes			
	appear sensitive to light or glare			
	have eye pain, headache, dizziness or nausea, especially after periods of looking closely at something			
	have an inward movement towards the nose when looking at very near objects			
	find it difficult to track the movement of something across the field of vision, eg a ball rolling from left to right			
	find scanning difficult, eg visually searching for a toy in a room			
	bump into things as they move around			
	find it difficult to find his/her friends in a busy environment.			
The child may need support for some of the following	moving safely around the school			
	following work on the Smart/white board			
	drawing with age appropriate accuracy			
	developing reading and writing skills, in particular reading and writing all of the letters in a word and words in a sentence			
	interpreting pictures, maps and diagrams			
	following whole class introductions and discussions			
	to be confident in tackling new activities			
	to join in physical playground activities			
	activities that require co-ordination and/or gross motor skills, eg catching a ball			
	sitting in a comfortable working position for different activities			
	safely accessing activities that are potentially hazardous, eg design and technology			
	managing anxiety and/or frustration			
	establishing and maintaining appropriate friendships.			

Section 2: Identification of needs

Y2 – Sensory and Physical needs - Physical

		<i>A child with a physical need may:</i>	Occasionally	Sometimes	Most of the time
The child with a physical need may:		move awkwardly or require aids to walk			
		try to avoid or have difficulty with some practical activities			
		become tired easily			
		have a medical diagnosis of a physical condition which may or may not be progressive.			
The child may need support for some of the following	Mobility	moving safely around the school			
		moving around on uneven ground			
		managing stairs			
		accessing physical activities, eg using climbing frame, trike, equipment			
		to develop a sense of danger			
		carrying out controlled movements, eg in PE			
	Independence	managing eating and drinking safely, eg to eat without choking			
		managing eating and drinking efficiently, eg to prevent spills when drinking, to open packages			
		dress, eg getting clothes the right way round			
		getting to and using the toilet			
	Accessing learning	attending and listening in a small group or as part of the whole class			
		following age appropriate instructions			
		processing and recalling information, eg remembering instructions, the sequence of a story			
		articulating clearly and in a timely way			
		being organised, eg putting lunchbox away, getting a pencil			
		activities involving fine motor skills, eg holding a pencil, using scissors			
		activities that involve crossing the midline, eg passing an object from one side of the body to the other			
		stabilising the body to participate in learning activities (eg sand tray, painting)			
		having confidence to join in with group and whole class activities			
	Social & emotional	managing anxiety and/or frustration			
		building self esteem			
		establishing and maintaining appropriate friendships			

Y3 & 4 - Communication and Interaction

Section 2: Identification of needs

	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
Listening and attention	listening actively in a small group or the whole class			
	sustaining concentration in a small group or the whole class			
	listening to an instruction whilst carrying out a task			
	focusing independently on an adult initiated task for 10 minutes or more.			
Speaking	articulating words clearly			
	recalling known words in conversation			
	constructing sentences verbally			
	making needs and wants known appropriately			
Understanding and processing	following instructions			
	recalling information, eg remembering instructions, following the sequence of a story			
	understanding abstract terms or concepts, eg time, space, quantities			
	comprehending tasks involving literacy skills			
Interaction and social communication	interacting appropriately with others, understanding the accepted rules of social interaction			
	joining in with group and whole class activities			
	sharing resources, eg books, games, learning equipment			
	understanding that communication is a shared process			
	interpreting non literal language			
	establishing and maintain appropriate friendships			
	making a choice when given a limited range of options			
	to 'read' the physical clues of non-verbal language, eg facial expressions, gestures			
	knowing what to do at unstructured times of day			
	managing changes in routine.			
Other	Managing stresses and anxieties			
	managing sensory responses (these may be hypo or hyper).			
	Being organised for learning			

Section 2: Identification of needs

Y3 & 4 – Cognition and Learning

	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
Speaking and listening	retelling a sequence of events in chronological order			
	carrying out two or more step instructions			
	adding detail to their own accounts and stories			
	developing and explaining ideas			
	entering into discussion appropriately in a small group			
	articulating polysyllabic words clearly.			
Reading	recognising initial consonant and short vowel sounds			
	using known grapheme-phoneme correspondences to blend sounds in unfamiliar words			
	being able to check the text makes sense as they read it			
	being able to predict the end of a story			
	making inferences on the basis of what is said or done in a story.			
	Recognising consonant blends			
Writing and spelling	verbalising the sentence they want to write			
	forming most upper and lower case letters correctly			
	writing simple sentences using phonetically plausible words			
	spacing letters and words correctly.			
Mathematics	reading and writing numbers from 1-20 in numerals and words			
	counting forward to 100 in 1's			
	counting in multiples of 2, 5 and 10			
	adding and subtracting numbers to 20			
	understanding addition and multiplication can be done in any order			
	identifying the value of coins			
	comparing two lengths, masses or capacities by direct comparison			
	carrying on a three element pattern			
	showing practical understanding of a half and a quarter			
	recognising and naming common 2-D and 3-D shapes.			
Cognitive skills	problem solving			
	predicting			
	recognising patterns and connections.			
	identifying colours			
Other indicators	tracing simple shapes.			
	evidence of immature or inappropriate social interaction			
	difficulty in adapting to change			
	low level of resilience in challenging circumstances			
	poor school attendance record that may affect learning			
	self-help skills.			

Section 2: Identification of needs

Y3&4 – SpLD

	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
Word Level Skills	Recognise rhymes and generating rhyming strings			
	Using phonic skills to decode new words			
	Forming letters and numerals correctly			
	reading frequently encountered words quickly and accurately			
	segmenting the separate sounds in words			
	blending the separate sounds in words.			
Language and literacy skills	Developing/acquiring new vocabulary			
	Expressing him/herself orally			
	Comprehension of oral and/or written language			
	Articulating polysyllabic words			
	sequencing (days, months, alphabet, etc.) for age appropriate tasks			
	carrying out 2 or more step instructions			
	Recalling auditory information			
Writing skills	Using a pencil comfortably and effectively			
	Forming letters consistently and using the same case			
	Leaving spaces between words			
	Writing all of the letters in a word			
	Writing for a sustained period			
	Tackling writing tasks confidently			
Number skills	Seeing numbers without counting (subitising)			
	Counting on from a given number between one and 100			
	Repeating back a short sequence of numbers			
	Counting backwards from 20 to 0			
	Writing the digits of a 2 digit number in the correct order			
	Using simple mathematical symbols			
	Seeing patterns and sequences			
	Explaining mathematical processes			
	Recording calculations accurately			
	Being confident at tackling number activities			
Co-ordination	Throwing and catching a ball			
	Completing simple jigsaw puzzles			
	Use a tripod grip to hold a pencil			
	Dressing and undressing for PE			
	Understand concepts like “in” and “on”			

Section 2: Identification of needs

	Being confident to join in physical activities			
Co-ordination	Building self-confidence			
	Staying on task, engaging in reading or writing activities			
	Managing anxiety and/or boredom			
	Withdrawn behaviour/clowning/fatigue (delete as appropriate)			
	To be organised for learning			
	Interacting appropriately with others			

Additional questions to consider

Does the child have a history of ear infections/glue ear/otitis media?

Section 2: Identification of needs

Y3 & 4 – Social, Emotional and Mental Health

	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
The child may:	frequently display inappropriate behaviour as a coping strategy			
	display inappropriate behaviour that is a result of learning, communication and interaction or sensory needs			
	appear to significantly reject and/or be rejected by peers			
	have regression in his/her learning			
	frequently display immature emotional responses			
	display behaviour that is dangerous or damaging to him/herself, to others and to property.			
The child may need support for the following	managing frequent inappropriate behaviours that occur in more than one setting			
	managing particular behaviours that occur in only one setting			
	managing frequent behaviours that impact on the learning of others			
	listening to and follow instructions			
	settling and start a task			
	sustaining concentration			
	completing tasks successfully			
	to 'join in' in a group			
	controlling emotional and subsequent behavioural responses			
	building and sustaining positive relationships with peers and/or adults			
	to have the emotional resilience to find solutions			
	being able to recognise and understand his/her own feelings and behaviours			
	being able to verbalise the reasons for his/her own feelings and behaviours			
	managing unpredictable extremes of mood			
	managing incongruent or disproportionate responses			
	managing unpredictable responses to praise and/or criticism.			
Other factors	school attendance record			
	whether there are other agencies involved with the family			
	whether there things happening out of school that may impact on the child's social, mental and emotional health, eg bereavement			

Section 2: Identification of needs

Y3 & 4 – Sensory and Physical needs - Hearing

	<i>A child with a hearing loss may:</i>	Occasionally	Sometimes	Most of the time
The child with a hearing need may:	find difficulty in expressing him/herself clearly			
	appear loud, raising his/her voice in conversation			
	experience difficulty when activities involve listening and following instructions eg appears to ignore, confuses the direction of sound, mishears			
	often ask for clarification or repetition particularly in noisy environments or where the speaker cannot be seen			
	be more physical and use less language than peers in play activities			
	find it difficult to sustain concentration and become tired easily.			
The child may need support for some of the following	listening in a small group or the whole class			
	articulating words clearly			
	making him/herself understood by an adult (this may lead to frustration or withdrawn behaviour)			
	aspects of learning and development related to language/verbal skills, eg to expand vocabulary			
	developing age appropriate language structures			
	to be confident in tackling new activities			
	initiating conversations with teachers or peers			
	following whole class introductions and discussions			
	sustaining concentration in a small group or the whole class			
	managing anxiety and/or frustration			
	establishing and maintaining appropriate peer relationships			
	building self-esteem.			

Section 2: Identification of needs

Y3 & 4 – Sensory and Physical needs - Visual

	<i>A child with a visual need may:</i>	Occasionally	Sometimes	Most of the time
The child with a visual need may:	tilt his or her head and/or use his/her body in a different way to other children to maximise vision			
	bring eyes close to an object, e.g. a book, or the object close to eyes			
	blink frequently			
	touch, rub or cover eyes			
	appear sensitive to light or glare			
	have eye pain, headache, dizziness or nausea, especially after periods of looking closely at something			
	have an inward movement towards the nose when looking at very near objects			
	find it difficult to track the movement of something across the field of vision, eg a ball rolling from left to right			
	find scanning difficult, eg visually searching for a toy in a room			
	bump into things as they move around			
	find it difficult to find his/her friends in a busy environment.			
The child may need support for some of the following	moving safely around the school			
	following work on the Smart/white board			
	drawing with age appropriate accuracy			
	developing reading and writing skills, in particular reading and writing all of the letters in a word and words in a sentence			
	interpreting pictures, maps and diagrams			
	following whole class introductions and discussions			
	to be confident in tackling new activities			
	to join in physical playground activities			
	activities that require co-ordination and/or gross motor skills, eg catching a ball			
	sitting in a comfortable working position for different activities			
	safely accessing activities that are potentially hazardous, eg design and technology			
	managing anxiety and/or frustration			
	establishing and maintaining appropriate friendships.			

Section 2: Identification of needs

Y3 & 4 – Sensory and Physical needs - Physical

		<i>A child with a physical need may:</i>	Occasionally	Sometimes	Most of the time
The child with a physical need		move awkwardly or require aids to walk, or may use a wheelchair			
		try to avoid or have difficulty with some practical activities			
		become tired easily			
		have a medical diagnosis of a physical condition which may or may not be progressive.			
The child may need support for some of the following	Mobility	moving safely around the school			
		moving around on uneven ground			
		managing stairs			
		accessing physical activities, eg using climbing frame, trike, equipment			
		to develop a sense of danger			
		carrying out controlled movements, eg in PE			
	Independence	managing eating and drinking safely, eg to eat without choking			
		managing eating and drinking efficiently, eg to prevent spills when drinking, to open packages			
		dress, eg getting clothes the right way round, doing up buttons			
		getting to and using the toilet			
	Accessing learning	attending and listening in a small group or the whole class			
		being organised for learning, eg accessing books and equipment			
		following age appropriate instructions			
		recalling information, eg remembering instructions, a sequence of events			
		organising ideas and thoughts and express them coherently			
		articulating clearly and in a timely way			
		activities involving fine motor skills, eg handwriting, using scissors, using a keyboard, using a ruler			
		activities that involve crossing the midline, eg passing an object from one side of the body to the other			
		stabilising the body to participate in learning activities, eg art, group activities at a table, cooking			
		having confidence to join in with group and whole class activities			
	Social & emotion	managing anxiety and/or frustration			
		building self esteem			
		establishing and maintaining appropriate friendships			

Section 2: Identification of needs

Y5 & 6 - Communication and Interaction

	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
Listening and attention	Listening and attention			
	sustaining concentration in a small group or the whole class			
	listening to an instruction whilst carrying out a task			
	focusing independently on an adult initiated task for 20 minutes or more.			
Speaking	articulating words clearly			
	recalling known words in a conversation			
	making needs and wants known appropriately			
	retelling an event in sequence eg something that has happened at break or at home			
Understanding and processing	following instructions and spoken information in the classroom			
	understanding abstract terms or concepts, eg time, space, quantities			
	understanding what they have read			
Interaction and social communication	interacting appropriately with others, understanding the accepted rules of social interaction			
	joining in with group and whole class activities			
	taking turns in engaging in a 2 way conversation with a familiar adult or peer			
	sharing resources, eg books, games, learning equipment			
	understanding that communication is a shared process			
	interpreting non literal language			
	establishing and maintain appropriate friendships			
	making a choice when given a limited range of options			
	to 'read' the physical clues of non-verbal language, eg facial expressions, gestures			
	knowing what to do at unstructured times of day			
	managing changes in routine.			
Other	Managing stresses and anxieties			
	managing sensory responses (these may be hypo or hyper).			
	Being organised for learning			

Section 2: Identification of needs

Y5 & 6 – Cognition and Learning

	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
Speaking and listening	retelling a simple sequence of real or imaginary events in chronological order			
	carrying out 2 or more step instructions			
	developing and explaining ideas			
	entering into class discussion appropriately.			
Reading	using existing knowledge to decode and understand new words			
	making inferences from the actions of characters within a story			
	being able to predict the end of a story.			
Writing and spelling	forming letters correctly			
	composing sentences orally			
	writing simple sentences using conjunctions			
	writing sentences using capital letters and full stops			
	sequencing simple stories.			
Mathematics	reciting numbers to 100			
	reading numbers to 100			
	reliably counting objects to 100			
	recalling more than five addition and subtraction facts for each number to 20			
	counting in 2s, 5s and 10s using money			
	estimating, measuring and comparing lengths, masses and capacities using standard units.			
Cognitive skills	problem solving			
	predicting			
	recognising patterns and connections.			
Other indicators	evidence of immature or inappropriate social interaction			
	poor school attendance record that may affect learning			
	self-help skills			
	difficulty in adapting to change			
	low level of resilience in challenging circumstances.			

Section 2: Identification of needs

Y5&6 – SpLD

	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
Word Level Skills	Recognising rhymes			
	recognising single letters and common digraphs (sh, ch, etc)			
	remembering letter shapes, numerals, etc for writing			
	recognising and remembering high frequency words at sight			
	spelling common, irregular words in written work			
	segmenting and/or blending the separate sounds in words			
	developing/acquiring new vocabulary.			
Language and literacy skills	expressing him/herself orally			
	comprehension of oral and/or written language			
	articulating/pronouncing words			
	reading continuous text			
	sequencing (days, months, etc) for age appropriate tasks			
	following instructions			
	retaining learned information.			
Writing skills	using a pencil comfortably and effectively			
	forming letters consistently and using the same case			
	writing on lines with spaces between words			
	writing all of the words in a sentence			
	tackling writing tasks confidently			
	writing for a sustained period.			
Number skills	seeing numbers without counting (subitising)			
	counting on from a given 3 digit number			
	counting back from a given 2 digit number			
	using and distinguishing between mathematical symbols			
	writing the digits of a 2 digit number in the correct order			
	seeing patterns and sequences			
	explaining mathematical processes			
	recording calculations accurately			
	tackling number activities confidently			
Co-ordination	discriminating right and left			
	using scissors effectively			
	making the best use of space on a page			
	dressing and undressing for PE			
	running, jumping, throwing and catching efficiently			
	joining in physical activities confidently.			

Section 2: Identification of needs

Co-ordination	building self confidence			
	staying on task, engaging in reading and writing activities			
	managing anxiety and/or frustration			
	withdrawn behaviour/clowning/ fatigue (delete as appropriate)			
	to be organised for learning			
	interacting appropriately with others			

Additional questions to consider

Does the child have a history of ear infections/glue ear/otitis media?

Section 2: Identification of needs

Y5 & 6 – Social, Emotional and Mental Health

	<i>The child needs support for some of the following:</i>	Occasionally	Sometimes	Most of the time
The child may:	frequently display inappropriate behaviour as a coping strategy			
	display inappropriate behaviour that is a result of learning, communication and interaction or sensory needs			
	appear to significantly reject and/or be rejected by peers			
	have regression in his/her learning			
	frequently display immature emotional responses			
	display behaviour that is dangerous or damaging to him/herself, to others and to property.			
The child may need support for the following	managing frequent inappropriate behaviours that occur in more than one setting			
	managing particular behaviours that occur in only one setting			
	managing frequent behaviours that impact on the learning of others			
	listening to and follow instructions			
	settling and start a task			
	sustaining concentration			
	completing tasks successfully			
	to 'join in' in a group			
	controlling emotional and subsequent behavioural responses			
	building and sustaining positive relationships with peers and/or adults			
	to have the emotional resilience to find solutions			
	being able to recognise and understand his/her own feelings and behaviours			
	being able to verbalise the reasons for his/her own feelings and behaviours			
	managing unpredictable extremes of mood			
	managing incongruent or disproportionate responses			
	managing unpredictable responses to praise and/or criticism.			
Other factors	school attendance record			
	whether there are other agencies involved with the family			
	whether there things happening out of school that may impact on the child's social, mental and emotional health, eg bereavement			

Section 2: Identification of needs

Y5 & 6 – Sensory and Physical needs - Hearing

	<i>A child with a hearing loss may:</i>	Occasionally	Sometimes	Most of the time
The child with a hearing need may:	find difficulty in expressing him/herself clearly			
	appear loud, raising his/her voice in conversation			
	experience difficulty when activities involve listening and following instructions eg appears to ignore, confuses the direction of sound, mishears			
	often ask for clarification or repetition particularly in noisy environments or where the speaker cannot be seen			
	be more physical and use less language than peers in play activities			
	find it difficult to sustain concentration and become tired easily.			
The child may need support for some of the following	listening in a small group or the whole class			
	articulating words clearly			
	making him/herself understood by an adult (this may lead to frustration or withdrawn behaviour)			
	aspects of learning and development related to language/verbal skills, eg to expand vocabulary			
	developing age appropriate language structures			
	to be confident in tackling new activities			
	initiating conversations with teachers or peers			
	following whole class introductions and discussions			
	sustaining concentration in a small group or the whole class			
	managing anxiety and/or frustration			
	establishing and maintaining appropriate peer relationships			
	building self-esteem.			

Section 2: Identification of needs

Y5 & 6 – Sensory and Physical needs - Visual

	<i>A child with a visual need may:</i>	Occasionally	Sometimes	Most of the time
The child with a visual need may:	tilt his or her head and/or use his/her body in a different way to other children to maximise vision			
	bring eyes close to an object, e.g. a book, or the object close to eyes			
	blink frequently			
	touch, rub or cover eyes			
	appear sensitive to light or glare			
	have eye pain, headache, dizziness or nausea, especially after periods of looking closely at something			
	have an inward movement towards the nose when looking at very near objects			
	find it difficult to track the movement of something across the field of vision, eg a ball rolling from left to right			
	find scanning difficult, eg visually searching for a toy in a room			
	bump into things as they move around			
	find it difficult to find his/her friends in a busy environment.			
The child may need support for some of the following	moving safely around the school			
	following work on the Smart/white board			
	drawing with age appropriate accuracy			
	developing reading and writing skills, in particular reading and writing all of the letters in a word and words in a sentence			
	interpreting pictures, maps and diagrams			
	following whole class introductions and discussions			
	to be confident in tackling new activities			
	to join in physical playground activities			
	activities that require co-ordination and/or gross motor skills, eg catching a ball			
	sitting in a comfortable working position for different activities			
	safely accessing activities that are potentially hazardous, eg design and technology			
	managing anxiety and/or frustration			
	establishing and maintaining appropriate friendships.			

Y5 & 6– Sensory and Physical needs - Physical

Section 2: Identification of needs

		<i>A child with a physical need may:</i>	Occasionally	Sometimes	Most of the time
The child with a physical need		move awkwardly or require aids to walk, or may use a wheelchair			
		try to avoid or have difficulty with some practical activities			
		become tired easily			
		have a medical diagnosis of a physical condition which may or may not be progressive.			
The child may need support for some of the following	Mobility	moving safely around the school			
		moving around on uneven ground			
		managing stairs			
		accessing physical activities, eg using climbing frame, trike, equipment			
		to develop a sense of danger			
		carrying out controlled movements, eg in PE			
	Independence	managing eating and drinking safely, eg to eat without choking			
		managing eating and drinking efficiently, eg to prevent spills when drinking, to open packages			
		dress, eg getting clothes the right way round, doing up buttons			
		getting to and using the toilet			
	Accessing learning	attending and listening in a small group or the whole class			
		being organised for learning, eg accessing books and equipment			
		following age appropriate instructions			
		recalling information, eg remembering instructions, a sequence of events			
		organising ideas and thoughts and express them coherently			
		articulating clearly and in a timely way			
		activities involving fine motor skills, eg handwriting, using scissors, using a keyboard, using a ruler			
		activities that involve crossing the midline, eg passing an object from one side of the body to the other			
		stabilising the body to participate in learning activities, eg art, group activities at a table, cooking			
		having confidence to join in with group and whole class activities			
	Social & emotional	managing anxiety and/or frustration			
		building self esteem			
		establishing and maintaining appropriate friendships			