

## LEARNING NEEDS PROFILE

Name:	School:	DoB	Year Group	Gender M/F	SA /SA+/ Statement/EHCP
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Learning Indicators Highlight as Appropriate Only highlight an indicator if there is supporting evidence.		Possible Interventions: highlight as appropriate and add as necessary		
		School/education provision	Other Agency/service provision	Cost
<b>A R E Q U I R I N G</b>	<ol style="list-style-type: none"> <li>1. Requires some targeted support make expected progress with</li> <li>2. Low baseline scores, e.g. assessment on entry, indicates some learning delay or possible difficulty</li> <li>3. Speech unclear/difficult to understand and grammatically incorrect</li> <li>4. Has difficulty in getting started on tasks</li> <li>5. Has difficulty in completing tasks</li> <li>6. Concentration span not age appropriate</li> <li>7. Lack of previous school experience</li> <li>8. Attendance issues/patterns</li> <li>9. Health issues</li> <li>10. Change in Home circumstances</li> </ol>	<ul style="list-style-type: none"> <li>Liaison with Parents/carers</li> <li>Personal Learning Plan</li> <li>Provision map</li> <li>In-class support from class TA</li> <li>Target group differentiation</li> <li>Access to visual resources e.g. alphabet chart, concrete aids, peer support</li> <li>Assessments for SLCN as appropriate</li> <li>Access arrangements for exams e.g. reader, scribe extra time</li> <li>EWO monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Speech and Language Therapy (SALT) programme</li> </ul>	
<b>B S U B S T A N T I A L</b>	<ol style="list-style-type: none"> <li>1. Attainment below age related expectations.</li> <li>2. Not making expected progress despite targeted support</li> <li>3. Literacy and/or numeracy delay impacting on progress in other areas of the curriculum.</li> <li>4. Has some difficulty retaining and using learned skills independently in specific or general learning contexts.</li> <li>5. Expressive and receptive language delays compared to age related expectations</li> <li>6. Evidence of possible specific language impairment.</li> <li>7. Some difficulty generating ideas, e.g. for story creation</li> <li>8. Some difficulty in articulating ideas.</li> <li>9. Specific learning difficulty e.g. requires adult support to access and comprehend text in other subjects.</li> <li>10. Concentration span significantly not age appropriate</li> <li>11. Can remain on task with adult support</li> <li>12. Has difficulty in following a two-step instruction</li> </ol>	<ul style="list-style-type: none"> <li>Increased liaison with Parents/carers</li> <li>SLI assessment</li> <li>SpLD assessment</li> <li>Personal Learning Plan</li> <li>Provision map</li> <li>Differentiated approaches.</li> <li>Request sssessment by EPS</li> <li>Specialist Literacy TA support in a small group setting</li> <li>Small groups programmes</li> <li>Monitored by EWO, Nurse, TA</li> <li>Access to specific resources including specific SEN ICT e.g. Active Literacy Kit, 'Toe by Toe', 'Wordshark' or 'Type to Learn'</li> <li>Circle of Friends</li> <li>Learning Mentor</li> <li>Access arrangements for exams e.g. reader, scribe, extra time.</li> </ul>	<ul style="list-style-type: none"> <li>SALT programme in school possibly small group</li> <li>Assessment by EPS</li> </ul>	
<b>C V E R Y S U B S T A N T I A L</b>	<ol style="list-style-type: none"> <li>1. Significant general delay: e.g. at least 3 sub-levels in attainment at primary phase and 2 full levels behind at secondary phase behind in core subject areas</li> <li>2. Specific area of learning difficulty.</li> <li>3. Not making expected progress despite generally or specifically despite ongoing intervention/support.</li> <li>4. Has difficulty in retaining learned skills and/or knowledge and in using basic skills independently,</li> <li>5. Speech and Language needs impacting significantly on accessing learning in other areas of the curriculum.</li> <li>6. Literacy delay impacting significantly on other areas of the curriculum: e.g. can only access and comprehend text in other subjects with significant help.</li> <li>7. Difficulties with acquiring pre-requisite skills for literacy e.g. phonological awareness, visual memory/discrimination</li> <li>8. Significant difficulty in generating ideas, e.g. for story creation</li> <li>9. Significant difficulty in articulating ideas</li> <li>10. Has a restricted vocabulary</li> <li>11. Requires significant adult support to engage and sustain a task</li> <li>12. Short span of concentration on directed tasks of less than 5 minutes</li> </ol>	<ul style="list-style-type: none"> <li>Increased liaison with Parents/carers</li> <li>IEP/ individual provision map</li> <li>PIVATS/P level assessments</li> <li>Access to specifically trained TA support</li> <li>Access additional specialist support as required for staff training, individual learning strategy support.</li> <li>Small group targeted inputs</li> <li>1:1 withdrawal for specific programmes</li> <li>Individual resources e.g. word banks with visual clues e.g. symbols/photographs / visual timetable</li> <li>Opportunities to rehearse tasks/preview vocabulary /texts</li> <li>Alternative forms of recording e.g. ICT, Camera, video, scribe</li> <li>Specific ICT programmes e.g. 'Wordshark' Clicker 5.</li> <li>Continued assessment of other needs.</li> <li>Access additional EPS support as required.</li> <li>Access to support for unstructured time</li> <li>Targeted interactive music/social/relationships work</li> <li>Circle of friends</li> <li>WAVE 3 resources e.g./ CRIS, Code breakers</li> <li>Highly differentiated resources/support in class</li> <li>Transition programme between Key stages</li> <li>Home/school diary and communication</li> </ul>	<ul style="list-style-type: none"> <li>SALT programme 1:1 or small group</li> <li>Specialist language impairment team</li> <li>Enhanced EPS support</li> </ul>	

<p><b>D</b></p>	<ol style="list-style-type: none"> <li>1. Learning generally achieving between P4 - level 1 for the majority of school life</li> <li>2. Significant needs that will require high levels of support to make discernible progress.</li> <li>3. Difficulties in more than one other area e.g. sensory, physical, medical</li> </ol> <p>Despite a high level of support</p> <ol style="list-style-type: none"> <li>4. Very small steps of progress</li> <li>5. Significant difficulty with receptive and expressive language</li> <li>6. Restricted vocabulary impacts on access to learning</li> <li>7. Communicates needs using phrases/short sentences accompanied by signs, symbols or objects</li> <li>8. Reliant on visual clues to support understanding e.g. signs, symbols or objects</li> <li>9. Unable to follow class/school routines independently. Inappropriate physical and verbal interaction with peers and adults e.g. hugs strangers</li> <li>10. Difficulties making and sustaining friendships</li> <li>11. Needs adult support to cooperate, take turns or share equipment.</li> <li>12. Vulnerable –easily led, needs support to make 'good' choices</li> <li>13. No sense of danger may escape from open gate/door</li> <li>14. May be unaware of personal care needs e.g. toileting</li> </ol>	<ol style="list-style-type: none"> <li>1. IEP/ Individual provision map</li> <li>2. PIVATS or B-Squared profile</li> <li>3. multi agency meeting annually</li> <li>4. more than one outside agency involved, such as EPS, SLT, Social Care</li> <li>5. 1:1 or small group support throughout the day</li> <li>6. visual time table/task planner use of signs/symbols across the curriculum</li> <li>7. likely to have high cost e.g. lap top, PC</li> <li>8. 1:1 support for unstructured times/extra curricular activities</li> <li>9. 1:1 or small group programme for sex/relationships or life skills</li> <li>10. individual SLT programme from a specialist team</li> <li>11. access to WAVE 3 resources 1:1</li> <li>12. specific ICT programmes e.g. 'Switch it'</li> <li>13. 1:1 support for PE/swimming</li> <li>14. Social stories</li> <li>15. may have individual handling policy/care plan</li> <li>16. individualised curriculum/ personalised programme and resources e.g. photograph books</li> <li>17. transition support/programme between year groups/phases</li> <li>18. Circle of Friends/peer or buddy support .</li> </ol> <p>home communication system in place</p>		
<p><b>E</b></p>	<ol style="list-style-type: none"> <li>1. Generally working between P 1 – 4 for majority of their school life</li> <li>2. Severe and complex needs that will extend beyond school years</li> <li>3. Has needs in several areas e.g. learning and cognition, communication and interaction sensory and physical, medical</li> <li>4. Has difficulty making needs known, some vocalisation utterances</li> <li>5. May respond/react to familiar people, objects or events</li> <li>6. Makes intermittent reactions e.g. stilling or turning to a sound</li> <li>7. May be unaware of what is happening in the environment</li> <li>8. Needs a high level of care to ensure health and safety</li> </ol>	<ol style="list-style-type: none"> <li>1. Individual provision map/IEP</li> <li>2. PIVATS or B-Squared profile</li> <li>3. regular Multi Agency Meetings - termly</li> <li>4. ongoing support/advice several outside agencies e.g. EPS, physiotherapy, O/T, Community Paediatrician .</li> <li>5. individual SLT/feeding programme from specialist team</li> <li>6. High Cost/specialist equipment e.g. standing frame, hoist, communication aid</li> <li>7. objects of reference to support the use of a visual timetable</li> <li>8. access to specialist provision e.g. hydrotherapy pool, sensory room</li> <li>9. specific ICT programmes e.g. 'Touch Balloons' high level of support e.g. 1:1 or 1:2 throughout the day</li> <li>10. access to sensory equipment/room</li> <li>11. individual curriculum/resources e.g. photograph books</li> <li>12. multi sensory curriculum</li> <li>13. needs adaptations to buildings e.g. ramps/lift</li> <li>14. transport provided</li> <li>15. intimate care plan, moving and handling plan</li> <li>16. support to communicate including objects of reference, signs, symbols, communication aid (switches, BIG Mack)</li> <li>17. home/school communication system in place</li> </ol>	<ul style="list-style-type: none"> <li>•</li> </ul>	

<p><b>STRENGTHS AND ABILITIES</b></p>	
<p><b>AGREED ACTIONS</b></p>	<p><b>New Interventions</b></p>
<p><b>THOSE PRESENT</b></p>	<p><b>Date of this review</b></p> <hr/> <p><b>Date of next review</b></p>