

Likelihood that needs can be met

| Area of difficulty | Likely | Uncertain/variable | Unlikely |
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| Autism Spectrum Difficulties | <p>Level of additional need is very low.</p> <p>General adaptations for ASD are effective.</p> <p>No additional equipment is required.</p> | <p>Has great difficulty dealing with change.</p> <p>Has a high level of social interaction difficulties.</p> | <p>Responds negatively to change.</p> <p>Requires specialist ASD provision.</p> <p>Has associated significant learning difficulties.</p> |
| Mental Health Difficulties | <p>There are no children aged CAHMs at Mount Pleasant.</p> <p>This need cannot be met at Mount Pleasant.</p> | <p>This need cannot be met at Mount Pleasant.</p> | <p>This need cannot be met at Mount Pleasant.</p> |
| Behaviour, including Attention Deficit Hyperactivity Disorder (ADHD) | <p>Normal range of misbehaviour that is amenable to sanctions and incentives.</p> | <p>Behaviour that is persistent, challenging and possibly linked to an underlying developmental condition, but amenable to ongoing strategies.</p> <p>Variable degrees of disruption to class in school.</p> | <p>Persistent disruption that cannot be contained in a normal sized classroom with extra adult support and frequent physical restraint.</p> <p>Problems of safe physical containment when safety of other pupils or staff is an issue.</p> <p>Persistent disruption of classes, requiring flexibility of approach and high levels of adult support.</p> |

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| General Learning Difficulties | Moderate developmental delay (Moderate Learning Difficulty, MLD) but otherwise socially well adjusted and integrated with peer-group. Child accepts and responds to adult help. No additional equipment is required. | Learning difficulty compounded by difficulties of social adjustment or behaviour. Variable attitude towards adult help. | Complex combinations of learning and adjustment difficulties, Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulties (PMLD). Above plus resistant or negative attitude towards adult. |
| Area of difficulty | Likely | Uncertain/variable | Unlikely |
| Vision | No additional equipment is required. | Mild to moderate visual impairment where training and equipment requirements are straightforward. | Moderate visual impairment with additional complications that require regular specialist support. Registered Partially Sighted. Registered Blind. |
| Hearing | Mild to moderate hearing loss, where practical implications are straightforward. No additional equipment is required. | Moderate hearing loss with additional complications (e.g. impaired language, difficulties of social adjustment). | Specialist equipment, signing required. (e.g. Makaton) Registered Hearing Impaired. Registered Deaf. Full signing system required (e.g. British Sign Language) |
| Specific Learning Difficulties | Some cases of Dyslexia, Dyscalculia and Dyspraxia. No additional equipment is required. | Some cases of Dyslexia, Dyscalculia and Dyspraxia. Additional complications. | Children who require additional specialist support (e.g. occupational therapy). Additional complications. Children with long-standing difficulties that are severe and little or no progress has been made, despite intensive input. |
| Mobility and Self-Help | No additional equipment is required. | Able to attend to most but not necessarily all personal mobility | Requires services (e.g. occupational therapy, physiotherapy), or facilities (e.g. disabled toilet, |

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| | | and self-help requirements with the assistance of an adult. Able to use standard facilities. | <p>specialist seating supports, wheelchair access).</p> <p>Possible access to services or facilities through host country.</p> <p>Identified need to buy in advice or training support.</p> <p>Regular requirement for intimate care support.</p> <p>Low incidence requirements for high cost, high maintenance equipment. Examples: Specialist ICT peripherals and/or software. Orthopaedic supports and mobility aids.</p> |
| Social Communication Disorders (including Autism Spectrum Difficulties) | <p>Children able to cope with changes of school, but socially vulnerable due to lack of social awareness, and low social communication skills.</p> <p>Examples: Mild Autism Spectrum Difficulties, Asperger Syndrome, where behavioural adaptation is relatively successful.</p> <p>No additional equipment is required.</p> | Children beginning to show signs that they find it difficult to cope with repeated moves, and adjust to new contexts. | <p>Children with Autistic Spectrum Disorder (ASD) that require regular access to specialist services.</p> <p>Evidence of unsettled behaviour or other complications starting to emerge.</p> <p>Children who show significant levels of distress at any changes in their routine.</p> <p>Confirmed ASD with additional complications including learning difficulties or maladaptive behaviour.</p> <p>This may include stereotyping, and evidence of self harm.</p> |
| Speech, Language & Communication Needs | Some children with low level needs that require no specialist support. | Children have received SLCN support in the past and are receiving some non-specialised support (LSA) in class. | <p>Children have been assessed and require ongoing specialist support.</p> <p>Children working with SALT or other external agencies.</p> |