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Communication and interaction

7:55 "Most children with special educational needs have strengths and difficulties in one, some or all areas of speech, language and communication. Their communication needs may be both diverse and complex. They will need to continue to develop their linguistic competence in order to support their thinking as well as their communication. The range of difficulties will encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autism spectrum;....."

7:56 These children may require, some or, all of the following:

- flexible teaching arrangements
- help in acquiring, comprehending and using language
- help in articulation
- help in acquiring literacy skills
- help in using augmentative and alternative means of communication
- help to use different means of communication confidently and competently for a range of purposes, including formal situations
- help in organising and coordinating oral and written language
- support to compensate for the impact of a communication difficulty on learning in English as an additional language
- help in expressing, comprehending and using their own language, where English is not the first language.

Cognition and learning

7:58 Children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, require specific programmes to aid progress in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and those on the autistic spectrum. Some of these children may have an associated sensory, physical and behavioural difficulties that compound their needs. These children may require some or all the following:

- flexible teaching arrangements
- help with processing language, memory and reasoning skills
- help and support in acquiring literacy skills
- help in organising and coordinating spoken and written English to aid cognition
- help with sequencing and organisational skills
- help with problem solving and developing concepts
- programmes to aid improvement of fine and motor competencies
- support in the use of technical terms and abstract ideas
- help in understanding ideas, concepts, experiences when information cannot be gained through first hand sensory or physical experiences.