

## How to identify barriers to learning

For all areas of need, the following steps will be important:

1. Look at any professional reports (e.g. SALT, EP, OT) written within the past 18 months.
2. Interview a staff member who knows the CYP best.
3. Interview a parent/carer.
4. Complete direct assessment yourself (e.g. through observation/interview).

Sometimes the type of need will be observable, and the task will be to identify the level of severity of that need.

### Identifying severity of needs

1. I can see or hear what this CYP is finding difficult. For example, speech or sound difficulties, motor skills difficulties.
2. I need to think about how severe these needs are.
3. Actions:
  - a. Complete targeted observation schedules
  - b. Complete checklists and use assessment tools
  - c. Refer for assessment from a professional, such as speech and language therapist or occupational therapist
  - d. Consider commissioning assessment from professionals if below NHS or other thresholds
4. Select the Statements of Need most relevant to this CYP.

Sometimes a behaviour is observable however the underlying needs are less obvious. The educational setting then gathers more information in order to undertake assessment in order to determine what the CYP need is.

### Identifying more complex needs when there is an observable behaviour

#### School staff to consider in close communication with parents and carers

1. I can see acting out or withdrawn behaviour
2. Consider:
  - a. What is this behaviour communicating?
  - b. What is the function of this behaviour?
  - c. How can we understand this behaviour in terms of this child or young person's story or experiences?
3. What could be triggering this?
4. What could be maintaining this behaviour?

## School staff to investigate further, in close communication with parents and carers

1. Complete targeted observation schedules.
2. Complete checklists and use assessment tools.
3. Refer for assessment from a professional, such as a speech and language therapist or occupational therapist.
4. Consider commissioning assessment from professionals, if below NHS or other thresholds.

Use the SST to select the statements of needs most relevant to this child or young person.