

Pupil 1 is a young child who has special educational needs in the areas of communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical development.

Pupil 1 is making progress in expressing herself and understanding functional communication. She uses gestures, such as taking an adult's hand, to indicate her desires, whether it's opening a door or putting a ball in the fridge. She displays positivity during intensive interactions, with increased eye contact and vocalisations. Pupil 1 also shows some ability to explore independently and make sounds. However, her communication skills are significantly delayed, and she struggles to understand and respond to verbal instructions. Pupil 1 primarily relies on non-verbal communication and has difficulty making her needs known. She does not use gestures or eye contact for communication and does not respond to her name when called.

Pupil 1 has some strengths in sensory-based exploration and outdoor activities. She enjoys spending time in the sensory room, watching lights and bubbles, and finds real bubbles calming. Pupil 1 shows particular interest in balls and engages in activities like tapping surfaces, feeling fans, and splashing water. She has also shown progress in accepting adult modelling of play and imitating actions. However, her overall cognitive skills are around the 12-month level, and she struggles to pay attention to activities or toys, apart from sensory experiences. Pupil 1 has difficulty following routines, participating in group activities, and engaging with others.

In terms of social, emotional, and mental health development, Pupil 1 has shown progress in settling into the nursery and recognizing key workers. She finds comfort in the presence of her keyworker and sometimes accepts hugs when upset. Pupil 1 displays excitement through smiling, high-pitched noises, and arm flapping. However, she shows limited interactions with adults and peers and lacks awareness or interest in playing with others. Pupil 1 struggles with frustration and may exhibit behaviours such as high-pitched noises, protest growls, squeals, crying, and head-banging. She finds nappy changing and changes in her environment difficult to cope with, and she requires support during transitions. Pupil 1 shows signs of anxiety, becomes easily distressed, and struggles with self-soothing.

In terms of sensory and/or physical development, Pupil 1 demonstrates age-appropriate gross motor skills and enjoys active play such as running and climbing. She prefers quieter rooms for sensory experiences and engages with her keyworker in such activities. However, her fine motor skills are limited, and she requires hand-over-hand support to engage with messy play and manipulate resources. Pupil 1 has not yet started toilet training and resists having her nappies changed. She has difficulties with eating and drinking, rarely feeds herself, and does not readily eat or

drink. Pupil 1 also displays little awareness of danger, such as running out of open doors or gates, and does not pay attention to others' play.

Overall, Pupil 1 requires support and intervention in various areas of development to address her communication, social, emotional, cognitive, and sensory and/or physical needs. With targeted interventions.

Pupil 2 has had involvement with several professionals due to concerns about communication that were raised by parents when the child was between 12-18 months old. The child has been assessed by a private Speech and Language Therapist, seen by a Paediatrician, and has a diagnosis of developmental delay. The child's primary areas of need are in communication, interaction, learning, and play skills.

Pupil 2 primarily relies on non-verbal communication such as pointing and gesturing to express their needs. They have limited verbal language skills, with only a few words spoken over time and no consistent use or contextual understanding of these words. Their eye contact and attention during activities and interactions with others are fleeting. Pupil 2's thinking skills are at a level similar to a child aged 16-26 months. They engage in repetitive and non-functional play, mostly following their own agenda, and have difficulty with adult-led activities or group times. Their personal, social, and emotional development is also at a level similar to a child aged 16-26 months, with limited interactions with others and a focus on playing alongside adults and peers.

Pupil 2 understands that adults can help them and will approach available adults to express their needs. They are becoming more vocal and attempting to make different sounds and words, although not consistently. They show understanding of some key word instructions and can respond with eye contact when their name is called. Pupil 2 demonstrates excitement and motivation towards a range of items and activities, and they are making progress in communication through the use of single words and Picture Exchange Communication System (PECS).

In terms of cognition and learning, Pupil 2 enjoys activities such as painting, playing outside, and engaging with specific toys. They can show good attention for self-chosen activities and demonstrate some matching and problem-solving skills. Their play is often repetitive and non-functional, and they have difficulty engaging in imaginative play and following adult-led activities or group time.

Pupil 2 is generally happy, settled, and confident in the nursery environment. They tolerate the presence of other children and can take part in some interactive games. Pupil 2 seeks comfort from adults when upset and shows some understanding of boundaries and behavioural expectations. However, they have limited interactions with others, particularly peers, and their focus is mainly on toys and activities rather than social interaction.

In terms of sensory and/or physical needs, there are no specific concerns about Pupil 2's physical development. They enjoy being active, running, climbing, and engaging in messy play activities. Pupil 2 demonstrates self-care skills such as undressing, handwashing, and using the potty or toilet. However, they display a lack of awareness of environmental dangers and exhibit sensory seeking and avoiding behaviours, such as covering their ears or flapping their hands.

Overall, Pupil 2's main needs are in the areas of communication and interaction, as well as cognition and learning. They require support and intervention to develop functional communication skills, improve attention and engagement, promote social interactions, and enhance play skills. Additionally, their sensory and physical needs should be considered to create an inclusive and supportive learning environment.

Pupil 3 demonstrates an understanding that adults can fulfill his needs and uses physical gestures to communicate his desires. While he can use some words and sing songs, his functional communication is primarily non-verbal, making it challenging for him to express his needs effectively. Pupil 3 also shows limited understanding of making choices and has inconsistent responses to his name and eye contact. Following verbal instructions can be difficult for him, and he often struggles with attention during interactions.

Pupil 3 has a keen interest in playing with vehicles, animals, and building blocks. He enjoys cause-and-effect toys and has good memory skills for songs and animal names. While he can sort objects and engage in specific activities for an extended period, he tends to exhibit repetitive and non-functional play patterns. He often requires activities to align with his interests to fully engage with them and may resist adult-led activities or changes in his play. Pupil 3's attention span can vary, and he may become easily distracted.

Pupil 3 has made progress in settling into his environment and developing positive relationships with key adults. He seeks physical contact and cuddles, which provide him with a sense of security. While he is becoming more interested in watching other children during play, he tends to focus more on toys or activities rather than interacting with peers. Turn-taking and sharing skills are limited, and he often avoids social contact and interaction, preferring to play alongside adults rather than with

them. Pupil 3 may experience anxiety, particularly during transitions, and may express his discomfort through crying, shouting, or hand-flapping. However, he seeks comfort through cuddles when upset.

Pupil 3 enjoys being active and engaging in outdoor play. He can use a pincer grip and participating in activities such as painting. While he may not enjoy sensory play, he finds water play particularly enjoyable. Pupil 3 demonstrates some self-care skills, such as eating with a spoon and drinking from a water bottle. However, he exhibits sensory sensitivities, particularly to sudden noises, and may grind his teeth during play. There is a lack of awareness of personal safety, as he may wander through open gates or doors without considering potential danger. Pupil 3 also experiences difficulties with eating, exhibiting a limited diet and struggling with certain food textures. He is not yet toilet trained and requires assistance with self-care tasks such as putting on a coat.

In summary, Pupil 3 faces challenges in communication, functional play, social interaction, and sensory processing. With the support of professionals, pupil 3 can benefit from individualized strategies and interventions to address his SEND needs and help him thrive in his learning environment.