Westfield Nursery School
Special Educational Needs and Disabilities (SEND) Policy

Date policy last reviewed: May 2026

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

May 2026
-Updated the dates of documentation in the legal framework
-Removed reference to old SENCo qualification
-Corrected the formatting & changed EHC plan to EHCP
-Updated SEND Plan information
-Corrected name of inclusion funding
-Removed strategies/ interventions as these are included in the SEND statement

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Statement of Intent
'Inspired beginnings, outstanding futures'

All children are entitled to an education that enables them to:
- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education'

(SEND Code of Practice 2015)

We believe every child is entitled to equal access to the curriculum, regardless of ability. All the individual needs of the children should be met as far as possible. The teaching and learning of children with specific needs is an integral part of the Early Years Foundation Stage curriculum and is the responsibility of ALL staff. We recognise the definitions of Special Educational Needs and Disabled Children and Young People as defined by the SEND Code of Practice 2015.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities. The school will work with the Local Authority in ensuring the following principles underpin this policy:

- The involvement of parents/ carers in decision-making
- The early identification of pupils' needs and early intervention to support them
- A focus on inclusive practice
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings

1. Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR) 2018 & Data Use and Access Act 2025
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2026) 'Working Together to Safeguard Children 2026'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2025) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Accessibility Policy
- Admissions Policy
- Behaviour Policy
- Complaints Procedures Policy
- Equality Policy
- General Data Protection Regulations Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy

2. Objectives

Every school is required to identify and address the SEND of the pupils they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum
- Ensure pupils with SEND engage in the activities of the school alongside pupils who do not have SEND
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure disabled pupils are not at a substantial disadvantage compared with their peers

- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCo
- Inform parents/ carers when they are making special educational provision for their child
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
  - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND
  - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others
  - A SEND statement about the implementation of the school's policy for pupils with SEND

3. Roles and Responsibilities

The Governing Board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school
- Ensuring the school meets its duties in relation to supporting pupils with SEND
- Ensuring there is a qualified teacher designated as SENCo for the school

The Headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the Headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND
- Establish and sustain culture and practices enabling pupils with SEND to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents/ carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice
- Work with the governing board to ensure there is a qualified teacher designated as SENCo for the school
- Ensure the SENCo has sufficient time and resources to carry out their functions
- Provide the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities
- Ensure the SENCo has, is or will be completing the National Professional Qualification for Special Educational Needs Co-ordinators
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's assessment and performance management arrangements
- Ensure procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND

The SENC0 will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school
- The day-to-day responsibility for the operation of SEND policy
- The coordination of specific provision made to support individual pupils with SEND
- Liaising with the relevant designated teacher for LAC with SEND
- Advising on a graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with the parents/ carers of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals as required
- Being a key point of contact for external agencies, especially the Local Authority (LA) and LA support services

- Liaising with the potential future providers of education to ensure pupils and their parents/ carers are informed about the options, and a smooth transition is planned
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEND up to date, in line with the school's General Data Protection Regulations Policy
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family

Class Leaders will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents/ carers, the SENCo and, where appropriate, the pupils themselves
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment
- Being accountable for the progress and development of the pupils in their class
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCo
- Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern
- Representing the school in meetings with multi-agencies
- Completing referrals

Staff at the school will:

- Set high expectations for every pupil
- Use appropriate assessment to set targets which are deliberately ambitious
- Be responsible and accountable for the progress and development of the pupils in their class, including when pupils access support from teaching assistants
- Understanding and implementing strategies to identify and support vulnerable pupils

4. Identifying SEND

All children learn in different ways and at different rates. There are some children who are identified as having additional needs that cannot be met through basic adaptive teaching. These children require extra support in order to make progress during their time at Westfield Nursery. There are a range of ways in which these needs can be identified such as:

- Concerns raised by parents/carers
- Concerns raised by nursery staff
- Concerns raised by previous childcare or educational provision
- If a child is working well below age related expectations
- If a child is not making expected progress
- Concerns or a diagnosis made by health care staff or external agencies

The school recognises early identification, and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEND Statement.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

- Sensory and/or physical needs

Identification, Range of Needs

Neurodiversity

The term 'neurodiversity' was first coined in 1998. It is used to describe the phenomenon of neurological diversity (including brain structures, connections, and functions) that is a feature of **all** humans– everyone has different brains.

'Neurodivergent' is a term that describes people whose underlying neurology gives rise to differences in both experience and behaviour that can be labelled (or categorised). Neurodivergent is a useful collective term that encompasses a large range of people who commonly experience barriers to learning. Including

-autism
-dyslexia
-dyspraxia
-dyscalculia
-ADHD
-DLD (Developmental Language Disorder)
-PDA (Pathological Demand Avoidance)
-ODD (Oppositional Defiant Disorder)
- TS (Tourette syndrome)

See Appendix 1

Speech and Language

Language development has different parts, and children may have problems with:

- Understanding what others say (receptive language). This could be due to
    - Not hearing the words (hearing loss)
    - Not understanding the meaning of the words

- Communicating thoughts using language (expressive language). This could be due to
    - Not knowing the words to use
    - Not knowing how to put words together
    - Knowing the words to use but not being able to express them

Language and speech disorders can exist together or by themselves.

Examples of problems with language and speech development include the following:

- Speech disorders
    - Difficulty with forming specific words or sounds correctly
    - Difficulty with making words or sentences flow smoothly, like stuttering or stammering
- Language delay – the ability to understand and speak develops more slowly than is typical
- Language disorders
    - Aphasia (difficulty understanding or speaking parts of language due to a brain injury or how the brain works)
    - Auditory processing disorder (difficulty understanding the meaning of the sounds that the ear sends to the brain)

5. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment. The school recognises there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration
- These pupils being more prone to peer group isolation or bullying than other pupils
- Communication barriers and difficulties in managing or reporting these challenges

The Headteacher and Governing Body will ensure the school's Safeguarding and Child Protection Policy reflects the fact these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Positive Handling Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the Designated Safeguarding Lead (DSL) in collaboration with the SENCo. School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs. Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCo.

6. Involving Pupils and Parents/ Carers

The school is committed to working in partnership with all parents/ carers in the best interests of their child.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class leader, supported by the SENCo, will meet with the parents/ carers at least three times each year. The planning the school implements will help parents/ carers and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual
- Be easy for parents/ carers to understand
- Highlight the pupil's strengths and capabilities
- Tailor support to the needs of the individual

Where the LA provides a pupil with an Education Health Care Plan (EHCP), the school will involve the parents/ carers in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education and will discern the expected impact of the provision on the pupil's progress.

7. SEND Support

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – assess, plan, do, review – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess**: establishing a clear assessment of the pupil's needs
- **Plan**: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do**: implementing the agreed interventions and support
- **Review**: analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

The school adopts a graduated response to meeting SEND. If a pupil is known to have SEND when he/she arrives at the school, the SENDCo, class teacher and/or Head teacher will meet with the parents and any involved advisors/professionals for a transition meeting. The aim of this meeting is to understand the needs of the child and determine any extra support and/or adaptions to the routine or equipment that may be required. Where possible the SENDCo will visit the child at their previous setting prior to starting Westfield Nursery to ensure a smooth transition can take place.

Stage 1:

Provision will be made in collaboration with pupils and their parents at this point. Long- and short-term outcomes will clarify what form this provision might take, and targets for the pupil. The class teacher, in conjunction with the SENDCo, will formulate the long- and short-term

outcomes with the parents/ carers. Progress should be monitored each half term, by way of a meeting with parents and relevant staff.

At Stage 1, the SENDCo may support the assessment of the pupil, assisting in planning future support and monitoring action taken. Class teachers will remain responsible for planning and delivering individualised programmes.

The SENDCo may provide support through the use of different learning materials or introduce individual or small group support using a TA. It may also be appropriate to introduce further staff development. External agencies may be consulted to provide effective inset support for staff. Where the pupil makes progress, support will be gradually reduced as appropriate for individual need.

Stage 2:
This is characterised by the involvement of external agencies and will follow a request by the SENDCo/Head teacher for help in consultation with colleagues and parents. This is likely to occur following a review of the short-term outcomes or where the needs of a child are more complex. External agencies may provide more specialist assessments, give advice on the use and application of new or specialist strategies or materials, and may advise on new outcomes. The school will provide these services with the records which identify strategies already employed and targets already set and achieved. Information will be recorded in a SEND Support Plan which will be written with the SENDCo, class teacher, parents and any external agencies involved.

Special Educational Needs and Disabilities Plan
Children have a Special Educational Needs and Disabilities Plan (SEND) plan. This document written by the staff with input from parents/ carers and sometimes with support from outside agencies, strengths, interests and difficulties; support, parents views, background information, continuous provision, long- and short-term targets. These are reviewed regularly to monitor the impact and success of the strategies tried. These plans ensure a consistent approach by staff and the correct approach is used.

Some children also have a speech and language plan with ideas to support their speech and language acquisition.

For some children, whether they have a diagnosis or not a SEND plan is enough to ensure staff are aware of their needs and how best to support them. Other children require a greater level of support and at Nursery we may apply for extra funding for them to 1:1 support, for example from a teaching assistant (TA). This TA will support your child to access the Nursery environment, interact with other children and make the best progress they can against their particular need.

Special Educational Needs Inclusion Funding (SENif)
When a child has identified and specific needs that require additional support, the staff in conjunction with external agencies and with parental consent, may request inclusion funding. At this age this is often used to ensure additional staff support to help keep a child safe as well as support their learning.

Education, Health, Care Plans
The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not need more support. In these cases, the school will consult with parents/ carers and consider requesting an EHCP needs assessment.

The purpose of an EHCP is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHCP needs assessment, the school will meet its duty by:

- Providing the Local Authority with any school-specific information and evidence about the pupil's profile and educational progress
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes
- Responding to any request for information as part of the EHCP needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice

If, following the assessment, the LA decides not to issue an EHCP, the school will be provided with written feedback collected during the EHCP needs assessment. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school.

Where the LA decides to issue an EHCP, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHCP. The school will meet its duty to provide views on a draft EHCP within 15 days.

The school will admit any pupil that names the school in an EHCP and will ensure all those teaching or working with a pupil named in an EHCP are aware of the pupil's needs and arrangements are in place to meet them.

Reviewing EHCPs

The school will ensure leaders monitor and review the pupil's progress during the year and conduct a formal review of the EHCP at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place
- Ensure the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting
- Ensure sufficient arrangements are put in place at the school to host the annual review meeting
- Contribute any relevant information and recommendations about the EHCP to the LA, keeping parents/ carers involved at all times
- Lead the review of the EHCP to create the greatest confidence with parents/ carers
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan
- Clarify to the parents/ carers they have the right to appeal the decisions made regarding the EHCP
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element
- Review each pupil's EHCP to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another

If a pupil's needs significantly change, the school will request a re-assessment of an EHCP at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

Arrangements for providing access to a broad and balanced curriculum; Strategies to support
Every child is different, for example some may need calming strategies, others emotional regulation, others might be oversensitivity, some may need sensory support. At Nursery we use a range of strategies to support children, where a strategy works, we will continue to build on this, where a strategy doesn't prove to support, we will try something else or we may ask for further advise- see external agencies. **See SEND Statement**

External Agencies
We work closely with a number of outside agencies so that we can get the best expert advice in ensuring we give each child the very best support. They may complete observations of the child or 1:1 session and advise us on next steps. No child is seen without a parent/ carers prior consent.

The Early Years Support Team (EYST): The Early Years Support Team comprises of specialist teachers and specialist practitioners who work with children, parents/carers and settings offering advice and guidance on all aspects of child's development, progress and future planning. They help settings to identify any additional support the child may need and support them to provide this, including targets for the SEND plan. The team work closely with other professionals, e.g. physiotherapists or speech and language therapists.

Speech and Language Therapist (SALT): The Speech and Language Therapist will observe and listen to the child and advise the best way to support a child's language acquisition. For example, they may suggest particular sound games to play at home and Nursery.

Child Development Centre- Edwin Lobo: Some children are referred to the Edwin Lobo Centre for a multi-disciplinary assessment. Here a child will see a range of experts who will make suggestions as how to best support a child. If a child is diagnosed for example with ASD, this will happen here.

Educational Psychologist: They are usually asked to provide support regarding a pupil when progress may not be being made at school, despite the support the school is providing.

These agencies are able to give advice about how best to support individual children and how to ensure the best SEND provision at the nursery. Staff are often able to attend meetings at the Edwin Lobo Centre with the parents, to inform external professionals about the child's development at nursery and to support parents where necessary.

Facilities for Inclusion
The school is equipped with two ramps and one disabled toilet. The open plan design of Westfield allows adaptability for all children and adults to have access to all inside and outside areas of the building.

8. English as an Additional Language (EAL)
The school is aware there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

9. Admissions
Please refer to school's admission policy.

10. Transition

The school is aware of the importance of planning and preparing for the transitions between classes and phases of education.

Opportunities are given for staff of transferring lower schools to visit pupils in nursery and discuss their needs with the teacher/SENDCo. Where appropriate, provision is also made for SEND pupils to make a series of integration visits to their new school within their final term at Westfield. A transition meeting is held with parents/ carers and representatives from both schools

11. Managing Complaints

Please see complaints Policy

Parents will be made aware Ofsted can consider complaints relating to whole school SEND early years provision if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

12. Staff Training and Improving Practice

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD plan.

The school SENCo will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

13. Use of Data and Record keeping

See General Data Protection Regulations Policy

14. Confidentiality

The school will not disclose any EHCP without the consent of the pupil's parents/ carers, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996
- On the order of any court for any criminal proceedings
- For the purposes of investigations of maladministration under the Local Government Act 1974
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections of schools and LAs
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education

The school will adhere to the Pupil Confidentiality Policy at all times.

15. Publishing Information

The school will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEND statement will be prepared and published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years.'

16. Joint Commissioning, Planning and Delivery

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHCP.

17. Local Offer

Each school is now required to report on SEND Information. The SEND Information for Westfield Nursery can be found on the website.

Each Local Authority is now required to outline the SEND provision for the area in a Local Offer. The Local Offer for Central Bedfordshire Council can be found on the following link: http://www.centralbedfordshire.gov.uk/children/sen-disability/local-offer/overview.aspx

18. Monitoring and Review

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents/ carers of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is May 2027.

Westfield Nursery School
Neurodivergent Learners
Appendix 1

ADHD (Attention Deficit Hyperactivity Disorder)
People with ADHD may
- Have difficulties with behaviour, seeming restless
- Have trouble concentrating
- Act on impulse

Autism
Autistic people may:
- Find it hard to listen, attend and communicate
- Find it hard to communicate and interact with others
- Find it hard to understand how other people think or feel
- Find bright lights or loud noise stressful
- Get anxious when out of routine
- Take longer to understand information
- Do or think the same things repetitively

Dyscalculia
People with Dyscalculia may
- Have a specific and persistent difficulty in understanding numbers which leads to difficulties with Mathematics

Dyslexia
Dyslexic people may:
- Find it hard to read, write and spell

Dyspraxia (Developmental Co-ordination Disorder)
Dyspraxic people may:
- Find it hard to complete in daily physical activities compared to others of the same age and may appear more clumsy (gross and fine motor control)

DLD (Developmental Language Disorder)
People with DLD may
- Have significant, ongoing difficulties understanding and/or using spoken language

PDA (Pathological Demand Avoidance)
People with PDA may
- Avoid everyday demands and expectations to an extreme extent

ODD (Oppositional Defiant Disorder)
People with ODD may
- be angry
- throw tantrums
- find it hard to follow rules
- purposefully harm others

TS (Tourette Syndrome)
People with Tourette's may
- Make involuntary sounds and movements (tics)

The majority of neurodivergent learners have more than one condition.