

INDIVIDUAL LEARNING NEEDS AT MIS

The individual learning needs of our students are supported through; the use of differentiated learning tasks and materials and/or specialised equipment, in class and/or specifically targeted small group interventions. In addition, staff development is aimed at improving and updating classroom practice to support individual learning needs.

We cater for individual learning needs in the following ways;

Communication and Interaction

- Students with English as a second language, who have a significant difficulty in communication and interaction, created by a short-term language barrier are identified and appropriate support is allocated to meet their needs.
- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness and flexible thinking.
- Access to a 'safe area' which provides a quiet, low stimulus area.
- Careful planning of transitions.

Cognition and Learning

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- Access to a 'safe area' which provides a quiet, low stimulus area.
- Careful planning of transitions

Social, Emotional and Mental Health Difficulties

- Access to time out/individual work area
- 1:1 sessions with a member of the SEND team
- Allocation of a SEND Mentor

Sensory/and or Physical Needs

- School is fully accessible to all students

Executive function

- We recognise that within our student population there are learners who have poor executive functions or a 'hidden' disability. Hidden (or 'invisible') disabilities is an umbrella term that captures a whole spectrum of challenges that are primarily neurological in nature. There are several key skills involved with executive functioning but not all learners will struggle to the same degree. These often include issues with working memory, flexibility of thought, planning and organising, organisation, self-monitoring, task initiation, impulse or emotional control Impulse control