

Section B Parents proposed amendments in **bold**. Parents proposed deletions in ~~**bold**~~
~~**strikethrough**~~

Dan's Special Educational Needs
Communication and Interaction
<p>Need 1: Eye contact was poorly modulated and tended to be avoidant</p> <p>Need 2: Dan can struggle to read peoples moods using their facial expression</p> <p>Need 3: - Dan's language used can be dry and matter of fact in tone.</p> <p>Need 4: Mum notes he can be very literal and black and white in his thinking. He can appear matter of fact in the things he says.</p> <p>Need 5: Dan can have a glazed look when spoken to and he is monotone in his response.</p> <p>Need 6: Mum notes he never exaggerates and can lack imagination. In Dan's ADOS assessment it was noted that he showed little spontaneous creative activity and that there was no symbolic representation of objects</p> <p>Need 7: Dan can be very minimal in his response during conversation, he appears to struggle opening up to people and he showed no examples of emphatic gestures</p> <p>Need 8: - While Dan has a group of friends he sees less of them.</p> <p>Need 9: Dan did not express any enjoyment throughout his assessment, gave minimal descriptions of his own affect and struggled to provide answers when asked about these</p> <p>Strength: - Dan has had a group of friends in secondary school and they still keep in touch via social media though Dan sees less of them now.</p> <p>Need 10: Dan's insight into friendships lacked the insight that might be expected for his age</p> <p>Need 11: Dan showed limited indication of responsibility for his own actions</p>
Cognition and Learning
<p>Need 12: - Dan has a diagnosis of dyspraxia and experiences difficulties associated with this condition, like problems with personal organisation, feeling overwhelmed in</p>

situations, motor planning and very slow production of written work.

Strength: - Dan presents as an able boy and some recent ability testing carried out by Mrs P, School SENDCo, suggested that his verbal ability is above average and nonverbal ability in the average/low average range.

When Dan was regularly attending in Year 9, his attainments were close to age related expectations albeit with slow progress in some subjects and some effort grades rated only as 'satisfactory' or below that.

Need **13**: - In March 2016 the majority of his grades (8/13) were at Level 5a or above, though for half of those subjects Dan received an effort grade of C or below. It maybe that his increasingly passive and depressed presentation was perceived as a lack of effort, though he was receiving higher effort grades in other subjects (like Science, Drama and PE).

Need **14**: - Dan's reading and spelling development were reported as being slower than others and parents requested an assessment for dyslexia which Mrs P carried out. The assessment results did not indicate dyslexic difficulties, with reading accuracy, spelling and reading comprehension all in the average range An assessment of Dan' handwriting showed that he had a significantly slow rate of writing.

Need **15**: - Dan agreed that frustration can arise from having a 'quick mind' and slow production. He also noted that he has always found personal organisation hard, being in the right place at the right time with the right things and this can make him feel anxious and overwhelmed.

Need **16**: - School reports had described him initially as overly talkative ("he's a distracter"), often needing refocussing on tasks. More recently, his presentation in class was lethargic and withdrawn.

Social, Emotional and Mental Health

Need **17**: - ~~Dan can struggle to read people's moods by their facial expression; possibly he finds this easier by tone of voice.~~ Dan can become distressed if people don't give him focus when he's talking to them. He often prefers to isolate himself and Mum notes he can be very insular. Often Dan is known to sit on his own at parties and at school. He will prefer the company of younger children when at family gatherings.

Strength: - Dan has a keen interest in computers where he can spend hours discussing the components with friends, and is able to build them from scratch. He also is an excellent drawer and uses his computer to do this. Dan will talk at length to people about things that he is confident with and things that spark his interest.

Need 18: - Over the last 18 months Dan has struggled with profound feelings of depression. He has withdrawn from social activities and social contact with peers, and presented with low mood, low appetite, excessive sleeping and poor self-care. He is struggling with feelings of low self-esteem and hopelessness and 'stuck' in a vicious cycle of not feeling able to access experiences that would challenge his negative state of mind.

There are days when Dan will engage with some activity, either work sent from school or following his own interests, though he needs to be actively prompted to do anything and sustaining interest in activity is hard for him.

Need 19: His motivation for doing any activity is very low and there are times when he will not get out of bed or leave his room. He has withdrawn from activities he used to enjoy, like Youth Club, Duke of Edinburgh scheme and brass band. His self-care is low, with personal hygiene becoming an issue, especially around changing his clothes which he is reluctant to do.

Dan went through a period of self-harming and was reported to be involved in a social group who were interested in exploring self-harm. He threatened suicide on one occasion and was taken to Accident and Emergency.

Need 20: - Dan can get upset easily if there are changes to routine or activity he is expecting. He will need a clear explanation giving, and needs preparation to adjust to the change. He struggles to follow lists and needs instructions being given to him clearly and directly. Dan has been known to become very distressed if he loses a possession. He is likely to notice small changes to his environment.