

Additional Support Needs



Glashieburn Primary School

Sensory Processing

Sensory processing disorder (SPD) is a condition that exists when sensory signals don't integrate to provide appropriate responses.



A person with Sensory Processing Disorder may:

- Have hypersensitive hearing
- Exhibit touch aversion
- Poor motor coordination, fidgety and appears clumsy
- No sense of boundaries or personal space of others
- High or low tolerance of pain
- Are not aware of their own strength and can crave rough contact/wrestling games.
- Impaired language development
- Difficulty learning new things
- is easily overwhelmed at the playground and in class.

However, many people can have one or two aspects of sensory processing and it is a vast spectrum of traits.

Autistic Spectrum Condition (ASC)

Autistic Spectrum Condition affects social interaction,
communication, interests and behaviour.

ALWAYS
UNIQUE
TTOTALLY
INTELLIGENT
SSOMETIMES
MMYSTERIOUS

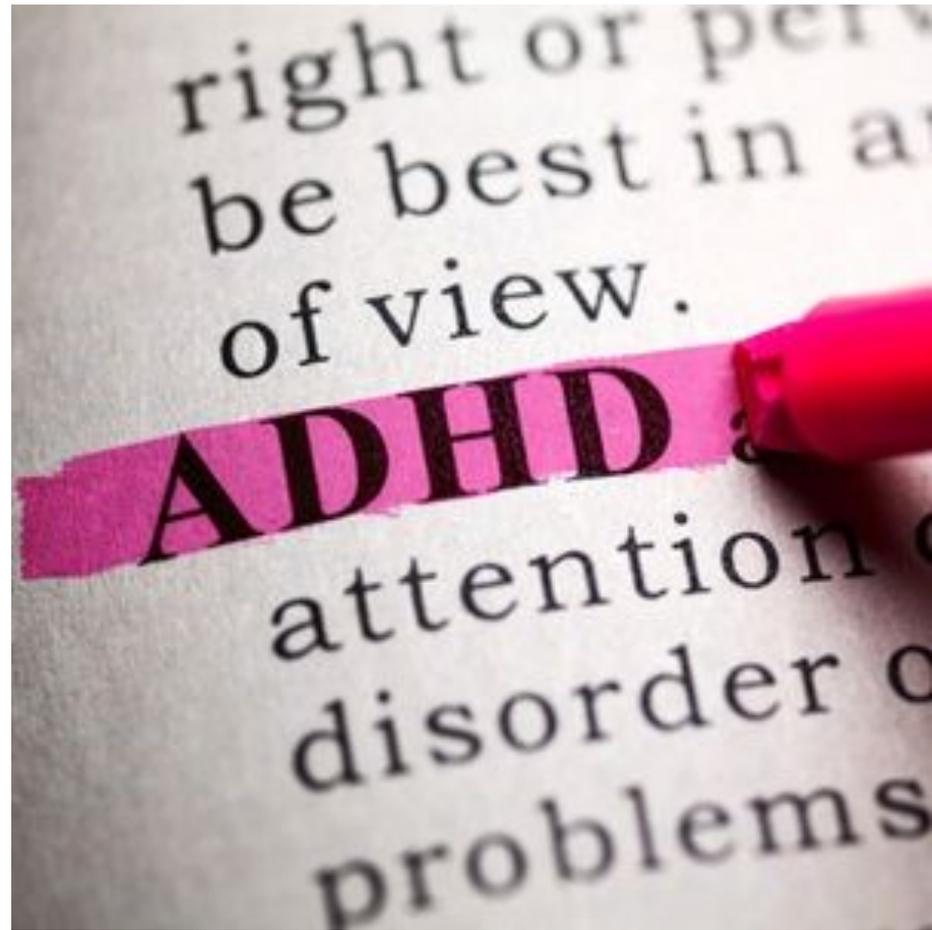
A person with Autism may:

- Avoid eye-contact and prefer to play alone
- Only interact to achieve a desired goal
- Has flat or inappropriate facial expressions
- Does not understand personal space boundaries
- Avoids or resists physical contact and is not comforted by others during distress
- Has trouble understanding other people's feelings or talking about own feelings
- Repeat words or phrases over and over (echolalia)
- Give unrelated answers to questions and may get upset by minor changes
- Have obsessive interests
- Flap their hands, rock their body, or spin in circles
- Have unusual reactions to the way things sound, smell, taste, look, or feel

However, people with Autism are often very honest, have deep passions and interests, can be very detailed oriented, can have a very good memory, are very punctual/good routines, very good at visual thinking and can be gifted in a specific area.

Attention Deficit Hyperactivity Disorder(ADHD)

ADHD is persistent inattention,
hyperactivity, and sometimes impulsivity.
It begins in childhood and often lasts into
adulthood.



A person with ADHD may:

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- Have self focused behaviour
 - Interrupt and have trouble waiting their turn
 - Have trouble regulating their emotions
 - Fidgetiness
 - Problems playing quietly and finishing tasks
 - Lack of focus and avoidance of difficult tasks that require mental effort
 - Day dream
 - Struggle to get organised

However, people with ADHD are often creative, adventurousness and have lots of energy. They can see the bigger picture and think outside the box. They are comfortable with change and chaos.

Oppositional Defiance Disorder(ODD)

ODD is characterised by uncooperative, defiant, negative, irritable and annoying behaviours towards parents, peers, teachers and other authority figures.



A person with ODD may:

- Frequent temper tantrums
- Excessive arguing with adults
- Often questioning rules
- Active defiance and refusal to comply with adult requests and rules
- Deliberate attempts to annoy or upset people
- Blaming others for his or her mistakes or misbehavior
- Often being touchy or easily annoyed by others
- Frequent anger and resentment
- Mean and hateful talking when upset
- Spiteful attitude and revenge seeking

However, people with ODD can be creative, be trailblazers, have determination and strength.

Dyslexia

Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell.



Learning Ally

DETERMINED
UNYIELDING
VERSATILE
INTELLIGENT
PIONEERING
EXCEPTIONAL
BRILLIANT
CREATIVE

A person with dyslexia may:

- read and write very slowly
- confuse the order of letters in words
- put letters the wrong way round – such as writing "b" instead of "d"
- have poor or inconsistent spelling
- understand information when told verbally, but have difficulty with information that's written down
- find it hard to carry out a sequence of directions
- struggle with planning and organisation

However, people with dyslexia often have good skills in other areas, such as creative thinking and problem solving.

Fine and Gross Motor Skills

Fine motor skills are small movements — such as picking up small objects and holding a spoon — that use the small muscles of the fingers, toes, wrists, lips, and tongue.

Gross motor skills are the bigger movements — such as rolling over and sitting — that use the large muscles in the arms, legs, torso, and feet.



A person with fine motor skills may:

- Have an awkward or immature pencil grasp for their age.
- Have messy, slow or laborious drawing, colouring or writing skills.
- Fatigue quickly when typing or using a mouse on a computer.
- Have difficulty (or achieves a messy/choppy outcome) when using scissors.
- Have difficulty performing precise manipulation tasks (i.e. doing up buttons, threading, or tying shoelaces).
- Dislike precise hand and eye coordination tasks (e.g. construction).
- Have difficulty performing age appropriate self-care tasks independently.
- Have difficulty mastering new fine motor tasks.
- Tire easily when engaged in fine motor tasks.

A person with gross motor skills may:

- Have difficulties throwing and catching a ball
- Can lack co ordinated or be clumsy
- Have a history of early delay in this area. Sit up later as a baby/walk later etc
- Have difficulty in using a cup, fork or spoon.
- Find hand to eye co ordination tasks tricky.

Trauma

- Abuse of a child: emotional, physical or sexual abuse
- Trauma in child's household environment: substance misuse, parental separation and/or divorce, mentally ill or suicidal household member, domestic violence, imprisoned household member.
- Neglect of child: abandonment, child's basic physical and/or emotional needs not met.



A child with trauma can differ from child to child and depend on the trauma itself. These are a few basic signs :

- Major changes in eating or sleeping
- Nightmares
- Anger or rage
- Unreasonable fear
- Unusually strong startle reactions

Speech

- **Speech disorders or a need for Speech and Language Therapy (SALT) normally occur where 'normal' speech is disrupted. This can mean stuttering, lisps, incorrect pronunciation of sounds, delayed speech etc.**



A child with speech difficulties could:

- Your child rarely asks questions or often lets adults do most of the talking, speaks only in short phrases and sentences, ~~or~~ seldom adds additional information to a story.
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- Your child can't find the right word to express what he means – for instance, he may substitute words with related meanings ("cake" for "cupcake"), substitute words with similar sounds ("knob" for "knock"), or substitute visually related words ("clock" for "watch").
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- Your child talks around words ("something we eat on" for table) or frequently says "thing" or "stuff" instead of using specific words.
- Your child uses long pauses between words and sentences.
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- Your child drools when he mispronounces words or has difficulty eating or swallowing.
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- Your child has trouble pronouncing many sounds or has trouble expressing himself.