

## SECTION B – Strong Wording Examples (Needs)

### 1. Cognition & Learning

 Weak:

“X has difficulties with reading and writing.”

 Strong:

“X is working at a reading level approximately 3 years below chronological age. X can decode simple CVC words but is unable to read unfamiliar words without adult support. X experiences significant difficulty with written expression, requiring adult prompting to construct simple sentences and is unable to independently record ideas in writing.”

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### 2. Speech, Language & Communication

 Weak:

“X has speech and language difficulties.”

 Strong:

“X has a significant receptive and expressive language disorder. X is unable to process verbal instructions longer than one step without repetition and visual support. X frequently misinterprets language, leading to confusion and disengagement. Expressively, X uses limited sentence structures and struggles to formulate responses without extended processing time.”

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### 3. 🧑 **Social, Emotional & Mental Health**

✗ Weak:

“X has anxiety.”

✓ Strong:

“X experiences high levels of anxiety within the school environment, particularly during transitions and unstructured times. This presents as withdrawal, refusal to engage in tasks, and occasional emotional dysregulation. X requires adult support to regulate emotions and is unable to independently return to learning following distress.”

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### 4. **Autism / Social Interaction**

✗ Weak:

“X struggles socially.”

✓ Strong:

“X has significant difficulties with social interaction and understanding social cues. X is unable to initiate or maintain peer interactions without adult facilitation and often misinterprets others’ intentions, leading to social isolation. X demonstrates rigid thinking and becomes distressed when routines change.”

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### 5. 🖐️ **Sensory / Physical Needs**

✗ Weak:

“X has sensory needs.”

✓ Strong:

“X presents with sensory processing difficulties, including hypersensitivity to noise and tactile input. In a classroom environment, X

becomes overwhelmed by background noise, leading to reduced attention and increased anxiety. X frequently leaves their seat and requires movement breaks to self-regulate.”

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## SECTION F – Strong Wording Examples (Provision)

 Golden rule:

Provision must be **specific, quantified, and enforceable**

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### 1. Cognition & Learning Support

 Weak:

“Access to support with literacy.”

 Strong:

“X will receive daily 1:1 support for a minimum of 60 minutes focused on developing reading and writing skills, delivered by a trained teaching assistant under the supervision of a qualified teacher. Sessions will follow a structured, evidence-based literacy programme.”

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### 2. Speech & Language Therapy

 Weak:

“Access to SALT.”

 Strong:

“X will receive direct Speech and Language Therapy delivered by a qualified Speech and Language Therapist for 30 minutes, twice weekly.”

In addition, a daily 15-minute language programme will be delivered by trained school staff, with programmes reviewed termly by the therapist.”

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### 3. Emotional Regulation Support

 Weak:

“Support for emotional needs.”

 Strong:

“X will have access to a named key adult for daily check-ins (minimum 2 x 10 minutes per day) and immediate support when distressed. X will receive weekly 1:1 sessions (30 minutes) focused on emotional regulation strategies, delivered by a trained member of staff following a structured intervention programme.”

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### 4. Social Communication Support

 Weak:

“Support with social skills.”

 Strong:

“X will participate in a structured social communication programme delivered in a group of no more than 3 pupils, for 30 minutes, three times per week, led by a trained adult. Skills will be generalised through supported activities during unstructured times.”

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## 5. 🖐️ Sensory Support

✖ Weak:

“Access to sensory breaks.”

✔ Strong:

“X will have a personalised sensory diet, including scheduled movement breaks of 10 minutes every hour. X will have access to a quiet, low-stimulation space when overwhelmed, with immediate access permitted without delay.”

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## 6. 🧑 1:1 Support

✖ Weak:

“May need 1:1 support.”

✔ Strong:

“X requires full-time 1:1 support throughout the school day to access learning, manage transitions, and regulate emotions. This support must be delivered by a consistent, trained adult.”

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## 7. 🏠 Environment & Structure

✖ Weak:

“Structured environment recommended.”

✔ Strong:

“X will be taught in a highly structured environment with a visual timetable provided at all times. Transitions will be prepared for with at least 5 minutes’ warning and supported by an adult.”

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## Linking B to F (Critical Example)

### Section B:

“X is unable to follow instructions longer than one step without support.”

### Section F:

“All instructions will be delivered in single-step format, supported by visual prompts. An adult will check understanding after each instruction and repeat or rephrase as necessary.”

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## Words to Avoid (Tribunals Dislike These)

- “Access to”
- “Opportunities for”
- “Should”
- “Could”
- “Regular” (without saying how often)

 Replace with:

- **Will**
  - **Must**
  - **Daily / weekly / exact frequency**
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## Final Tip

Think of it like this:

**Section B paints the full picture of difficulty**  
**Section F is the exact instruction manual to fix it**

If F doesn't clearly *fix* B → it's not strong enough.