

SEN and Hydrocephalus

1. Communication and Language

| Possible Communication and Language Needs | Possible Communication and Language Strategies |
|--|---|
| <ul style="list-style-type: none"> • Hyper-verbal communication • Repetitive speech • Difficulties with keeping to conversational rules: Quality, Quantity, Relevance and Manner • Understanding of implicit and pragmatic meanings • Asymmetric discourse • Formulaic language use • Responding to questions and commands differently • Turn-taking and turn-holding in conversation • Concentrating when in social conversation • Literal understanding in spoken and written communication • Differences between verbal abilities and comprehension • Reading texts in various forms differently • Managing different text layouts | <ul style="list-style-type: none"> • Full attention by prefixing instructions with child's name • Avoid generic instructions • Use visual cues • Break down instructions • Adapt instructions to child's level of understanding • One instruction at a time • Checklists • Repeat instructions, a story, or process to check their understanding • Reiteration to consolidate a task • Writing frames • Avoid open ended questions in full class situations to reduce choices • Role play • Rehearsal of speech for different social situations • Practise schema of conversations and transactional language |

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2. Cognition and Learning

| Possible Cognition and Learning Needs | Possible Cognition and Learning Strategies |
|--|---|
| <ul style="list-style-type: none">• Abstract reasoning abilities• Executive functioning skills• Working memory, retrieval and recall skills• Visual memory and recognising visual patterns• Processing speed and skills• Concentration and maintaining attention on a task• Pathological inertia - organising and planning for learning• Multi-tasking• Transferring skills to new situations• Initiating and prompting• Concept of time, prospective memory and anticipation• Awareness of the passage of time• Numeracy skills like place value, symbols, overloading of instructions and processes• Understanding money values and budgeting | <ul style="list-style-type: none">• Memory aids like mind maps and mnemonics• Routine and consistency• Multi-sensory memory prompts list• Diary to record reminders• Talk through activities• Rote learning cues, clues and 'scaffolding'• Consolidate learning• Personal digital photos• Clear sequencing• Colour-code books and equipment• Organise own workspace• Revisit previous work• Give fewer choices• Longer response time• Provide extra time• Shorten tasks• Quality rather than quantity• Paper copies of worksheets• Practical, hands on learning• Transference of skills• Practical Experience• SMART goals• Minimal Distraction |

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3. Social, Emotional and Mental Health

| Possible Social, Emotional and Mental Health Needs | Possible Social, Emotional and Mental Health Strategies |
|---|---|
| <ul style="list-style-type: none">• Making connections and building relationships• Feelings of frustration• Being motivated and on-task• Social behaviour• Appropriate behaviour for situation• Habitual or obsessive behaviours• Compromise issues• Eagerness to please or high compliance leading to vulnerability• Confidence and self esteem• Coping with change, leading to panic attacks• Understanding social cues• Reading facial expressions and body language• Expression of emotions• Self-regulation and impulsive behaviour• Low level anxiety• Varying levels of performance due to fatigue• Emotional and behavioural regulation | <ul style="list-style-type: none">• Encourage talk feelings• Descriptive praise• Praise and reward systems• Positive behaviour reinforcement strategies• Modelling appropriate behaviour• Playing games which require turn-taking or start and stop skills• TA or adult support facilitation• Child's difficulties in their one page profile• Consider one to one support in unstructured situations to establish desired play skills• Routines established throughout the school day, inside and outside the classroom• 'Circle of friends' or a 'buddy' seat' to relieve social anxiety and to reduce social isolation• Establish good communication links with parents and carers, who know their child best and have invaluable information to support teaching and learning |

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4. Sensory and Physical

| Possible Sensory and Physical Needs | Possible Sensory and Physical Strategies |
|--|---|
| <ul style="list-style-type: none"> • Perceptual abilities • Interpreting visual messages • Visual judgement • Figure-ground discrimination • Spatial orientation and awareness • Visual and perceptual inter-relation • Internal map issues • Sensory processing needs • Hypersensitivity to noise • Sensitivity to food textures • Proprioception • Co-ordination of movement • Fine motor skills or hand skills • Gross motor skills concerns • Vestibular system and balance • Habitual movements to ease vestibular issues | <ul style="list-style-type: none"> • Practise moving about in a new environment with a partner at first, especially in a new school • Accessibility arrangements where steps and slopes hinder judging distance • Supervision when moving around school • Verbalise spatial activities to embed the sequence and movement required • Tracking from left to right may require prompts • A sloping desk or different coloured paper to overcome problems with following text • Removal of visual distractions • Classroom reorganisation should be kept to a minimum • Seating plans are ideal for providing feelings of security for a child • Specialised equipment aid learning or communication • Play games that require the use of visual discrimination • Construction toys and puzzles should be encouraged to fill skills gaps |