



Understanding the anxiety (assessment)

Assessment approach Additional Support Needs identification	Making it successful	Resources																				
<p>To fully understanding a child/young person's anxiety difficulties, it is critical that assessment is undertaken to identify and assess any further additional support needs the child has. This will enable effective planning for intervention and provision to meet all their needs including anxiety needs.</p>	<p>There is a wide range of factors which may lead to some children and young people having a need for additional support. These fall broadly into four overlapping themes: learning environment, family circumstances, disability or health need, and social and emotional factors. The same factor may have different impacts on individual learning.</p> <p>What methods will you use to assess the child's learning and development to identify if they have additional support needs in addition to anxiety?</p> <p>Consider who should contribute to the assessment.</p>	<p>The legal definition of additional support needs from Education (Additional Support for Learning) Scotland Act 2004 (as amended): <i>A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person.</i></p> <p>In terms of children who are Looked After: <i>Education authorities must presume that all looked after children and young people have additional support needs unless the authority determine that they do not require additional support to enable them to benefit from school education.</i></p> <p>Schools should be recording in SEEMiS (Education Management Information System) the additional support needs that a child is identified to have. The categories are:</p> <table border="0"> <tr> <td>Learning Disability</td> <td>Autism Spectrum Disorder</td> </tr> <tr> <td>Dyslexia</td> <td>Social, emotional and behavioural difficulty</td> </tr> <tr> <td>Other specific learning difficulty</td> <td>Physical health problem</td> </tr> <tr> <td>Other moderate learning difficulty</td> <td>Mental health problem</td> </tr> <tr> <td>Visual impairment</td> <td>Interrupted learning</td> </tr> <tr> <td>Hearing Impairment</td> <td>English as an additional language</td> </tr> <tr> <td>Deafblind</td> <td>Looked after</td> </tr> <tr> <td>Physical or motor impairment</td> <td>More able pupil</td> </tr> <tr> <td>Language or speech disorder</td> <td>Communication support needs</td> </tr> <tr> <td>Young carer</td> <td></td> </tr> </table>	Learning Disability	Autism Spectrum Disorder	Dyslexia	Social, emotional and behavioural difficulty	Other specific learning difficulty	Physical health problem	Other moderate learning difficulty	Mental health problem	Visual impairment	Interrupted learning	Hearing Impairment	English as an additional language	Deafblind	Looked after	Physical or motor impairment	More able pupil	Language or speech disorder	Communication support needs	Young carer	
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