

Special Education Needs and Disability (SEND) Policy

Co-educational Independent Boarding and Day School
Wycliffe College

September 2025

Key author	SENDCO (Senior)
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Incorporating the Wycliffe Graduated Response and aligned with Gloucestershire's SEND guidance

1. Introduction

1.1. Purpose and Ethos

Wycliffe College ('the School') is committed to providing a supportive, inclusive learning environment in which every pupil can thrive. The School recognises that some children may require additional support to achieve their potential, and we are proud to deliver a school-wide approach to Additional Needs (AN) that reflects our values of care, flexibility, and personalised provision.

This policy outlines our commitment to pupils with Special Educational Needs and/or Disabilities (SEND), from **Nursery through to Year 13**, in line with the Wycliffe **Graduated Response**, local authority guidance, and legal and statutory frameworks.

2. Legal and Statutory Framework

This policy is informed by the following:

- **Children and Families Act (2014)**
- **SEND Code of Practice: 0–25 years (2015)**
- **Equality Act (2010)**
- **Statutory Framework for the Early Years Foundation Stage (2021)**
- **Wycliffe's Graduated Pathway for SEND Support**

The School complies with its duties to identify, assess and make reasonable adjustments for pupils with SEND, including those with disabilities under the Equality Act.

3. Definitions

A child or young person has **Special Educational Needs (SEN)** if they have a learning difficulty or disability that requires special educational provision. This includes:

- A significantly greater difficulty in learning than the majority of peers
- A disability that prevents or hinders access to mainstream education

A child has a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to carry out normal daily activities (Equality Act 2010).

4. Areas of Need

The School supports pupils with needs that fall into one or more of the following four areas:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and Mental Health (SEMH)**
- **Sensory and/or Physical Needs**

5. The Wycliffe Graduated Response

The School uses a **four-tier Graduated Response** to meet additional needs. This is tailored to the School's context while referencing **SEND guidance** and the **Graduated Pathway tools** provided by the local authority:

Tier 1: Quality First Teaching (QFT)

- High-quality, differentiated classroom teaching
- Use of adaptive strategies and inclusive classroom routines
- Monitoring of all learners' progress

Tier 2: Targeted Support (School-Based)

- Short-term interventions in class or in small groups
- Small group intervention relevant to 'Areas of Need'
- Recorded using **My Plan** documentation when required

Tier 3: Specialist Support (Multi-agency)

- Involvement and referral to external professionals (e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy, School Nurses, Counselling Services and assessment pathways for ADHD and/or ASC)
- Use of **My Plan Plus** in line with LA guidance
- Greater collaboration between school, home and services

Tier 4: Statutory Support (EHCP)

- For pupils with complex, long-term needs
- Wycliffe works in partnership with **Local authorities** to request an **Education, Health and Care Needs Assessment (EHCNA)**
- Wycliffe contributes to and hosts annual **EHCP Reviews**

In some cases, from Tier 2 onwards, additional charges will be necessary

6. Admissions and Reasonable Adjustments

The School aims to eliminate from the admissions process, as far as possible, any significant disadvantages that may be encountered by disabled applicants. The School has a broad ability intake and welcomes applications from Neurodiverse pupils.

The School will require a relevant up to date assessment, alongside school records and any educational plans and permission to contact any previous schools as part of the admission process. The Head of Learning Support will assess all documentation in line with the 'Legal and statutory frameworks' to assess whether the School can meet need.

7. Identification and Assessment

Early identification is key. The School's staff:

- Observe and monitor pupils closely

- Engage parents early
- Use age-appropriate assessments and tracking tools
- Seek advice from the local authority where appropriate

In the **EYFS**, the School follows the “Assess–Plan–Do–Review” cycle in partnership with parents and refer to *Gloucestershire’s Guidance for Practitioners Working with Children 0–5*.

In Years 1–8, the School uses a combination of internal data, classroom observations, and professional screening to identify potential barriers to learning.

In Years 9–13, including the above, , the School assess, apply and implement access arrangements for exams where required in accordance with JCQ regulations.

8. Early Years Provision

Provision for children in **Nursery and Reception** is led by the **Prep School SENCO** and the Head of Pre-Prep who:

- Work closely with key workers and families
- Uses **Early Support tools** and **Gloucestershire My Plan formats**
- Liaises with local services such as Early Years Inclusion Officers and Health Visitors
- Supports transition into Reception and then into Key Stage 1

9. Transitions

The School ensures smooth transitions at key stages:

- **EYFS to Year 1:** Enhanced handovers between EYFS and KS1 team
- **Year 8 to Senior School:** Transition plans and data sharing for pupils with ongoing needs
- Additional transition support is planned for pupils on the School's send register

10. Roles and Responsibilities

- **SENCOS and College Leadership Team (CLT):** Coordinates SEND provision, liaises with external agencies, and oversees documentation and reviews, managing the policy and reporting to the Trustees the effectiveness of the policy
- **Class Teachers and Key Workers:** Deliver Quality First Teaching and any recognised interventions in collaboration with learning support. Ensure pupils who are eligible for access arrangements are implementing them as normal way of working. Report any cause for concern via proforma (the Schools format)
- **Parents/Carers:** The School's values strong, transparent relationships with parents, recognising that collaboration is key to supporting each pupil effectively. Families are involved in all stages of the Wycliffe Graduated Response, receiving written Individual Pupil Profiles (IPPs), My Plans, and regular review updates. The School provides guidance on home support and, where needed, referrals to external services, while always respecting parents' knowledge and insight into their child
- **Pupils:** Where appropriate, contribute to targets and share their views
- **Council of Trustees:** the Education Committee ratifies this policy and maintains oversight

11. Record Keeping, Monitoring and Review

- **The Wycliffe Graduated Response:** Continually reviewed against progress and any additional concerns. All stakeholders will be notified if any pupils are moving tiers or are removed.
- **My Plans** and **My Plan Plus** documents follow the LA format and are reviewed **termly**
- **EHCP Reviews** are held annually and include School staff, parents and external professionals
- Documentation is securely stored and shared in line with GDPR and safeguarding requirements
- **SWANs** (student with additional needs) are recorded on the School's Send Register with an IPP (individual pupil plan) in line with the Wycliffe Graduated Response

12. Staff Development

All staff receive regular professional development on:

- Inclusive teaching strategies
- Identifying additional needs
- Supporting the Wycliffe Graduated Response plans
- Understanding neurodiversity and specific learning profiles
- Accessing student IPPs

The SENCOs support staff across the school.

13. Monitoring and Review of Policy

This policy is reviewed annually by:

- The **SENCOS (Nursery to Year 14)**
- The **CLT**
- The **Education Committee**

Monitoring includes stakeholder feedback, case audits, training records and analysis of pupil progress.

14. Appendices

- Wycliffe Graduated Response
- SEND Parent Handbook

Wycliffe College Learning Support Guidance

1. Introduction

Wycliffe College is a dynamic and ambitious learning environment where pupils experience a rich and varied education, shaped by specialist subject teaching, busy lesson transitions, and long, engaging days. We take pride in offering a broad curriculum that extends beyond the classroom, with a strong focus on creativity and sporting excellence. We recognise that every learner is unique, and we are committed to supporting all pupils, including those with Special Educational Needs and Disabilities (SEND), to access the full breadth of school life.

As a mainstream independent school, we provide a high level of support through a **graduated response**, ensuring that appropriate interventions and reasonable adjustments are made in line with the **SEND Code of Practice (2015)** and the **Equality Act (2010)**. We offer a range of support strategies across different tiers, including targeted interventions and bespoke learning plans, to enable pupils to achieve their potential.

Our goal is to facilitate high levels of academic achievement and personalised exam outcomes in Year 11 and Year 13 by embedding the principles of **Rosenshein's Theory of Effective Instruction** in our teaching. Alongside academic success, we are committed to fostering increasing levels of independence; equipping our pupils with the skills and confidence needed for life beyond education.

To ensure we can confidently meet the needs of every pupil, we encourage full transparency from parents during the admissions process. This collaborative approach allows us to assess the right level of support and provide the best possible experience for each child. While we are proud of our inclusive approach and commitment to helping every pupil thrive, we recognise that our school and boarding environment may not be suited to all pupils. The wellbeing and safety of our pupils are always at the forefront of our principles, and individual assessments will be carried out in consultation with parents, pupils, and relevant professionals to determine how best to meet each child's needs within our setting.

Some of our more specialised support provisions, particularly within Tier 2 and Tier 3, may require additional costs to ensure the most effective interventions. We are dedicated to working in partnership with families to provide a supportive and nurturing environment where pupils can achieve their potential, both academically and personally.

For more detail, please contact the Head of Learning support or read the full SEND Policy [here](#).

2. Definitions

SEND

A pupil has a Special Educational Need and/or Disability if they have a learning difficulty or disability requiring special educational provision. This includes:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

We adhere to the SEND Code of Practice, ensuring teachers are responsible for the progress of pupils in their class and providing high-quality, inclusive teaching. SEND needs are categorised into four broad areas of need: Cognition and Learning, Communication and interaction, Social, Emotional, Mental Health and Physical and Sensory.

Cognition and Learning

Cognition and learning refer to a wide range of SEND needs. They are divided into two broad categories. The first is 'learning difficulties' which mean that children learn at a slower pace than their peers which

means they will be significantly behind the typical learning profile of a child the same age. This is commonly known as global delay. The second broad category is specific learning difficulties (SpLD) which affect more specific aspects of learning. SpLDs include dyslexia, dyscalculia, dyspraxia and visual perceptual disorder.

Communication and Interaction

Children with communication and interaction needs may struggle to communicate with others and/or struggle to understand what others are communicating to them. Examples of SEND needs that fall under this category include, autistic spectrum disorders, receptive and expressive language difficulties and language disorders.

Social, Emotional, Mental Health (SEMH)

Social, emotional and mental health refer to attention deficit hyperactivity disorder (ADHD), anxiety disorders, eating disorders, trauma/attachment disorder and depression. Children with SEMH difficulties typically struggle with social skills and/or managing their emotions, which may affect their ability to develop and maintain healthy relationships with others. Children with ADHD may struggle with concentration, impulsivity and distractibility. As a result, children with ADHD can find education difficult without the correct interventions and support in place.

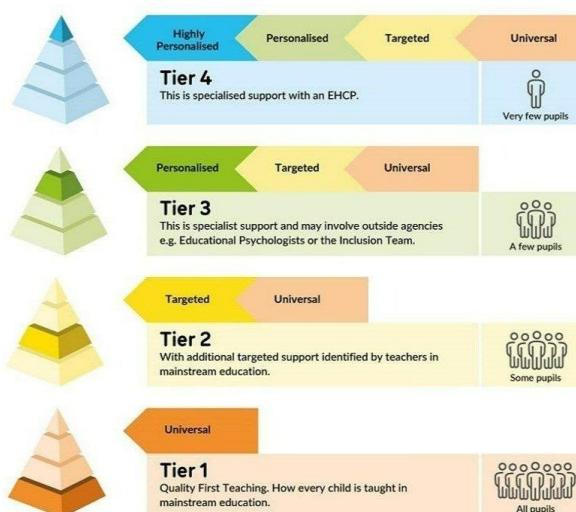
Sensory and/or physical needs

Children with these needs have a sensory need or disability that means they need additional support and perhaps specialist equipment to access education. There are five categories within this group: visual impairments, hearing impairments, multi-sensory impairments, sensory processing difficulties and physical disability.

3. Graduated Response for SEND Support

The College follows a graduated response to SEND, ensuring support is tailored to individual needs. This approach includes:

- **Tier 1 Universal Support:** High-quality teaching with differentiated strategies to address diverse needs.
- **Tier 2 Targeted Support:** Small group interventions or in-class support for pupils not making expected progress.
- **Tier 3 Personalised Support:** Individualised interventions or external specialist services for students requiring intensive support.
- **Tier 4 Highly Personalised Support:** Pupils with an EHCP/CEA SENA or on the pathway to obtaining an EHCP/CEA SENA.



Cognition & Learning

Tier 1:

- Rosenshine's Principles of Instruction to ensure quality first teaching for all
- Individual Pupil Profile (Prep & Senior)
- Seating plans (Prep & Senior)
- Reading and spelling intervention programmes (Prep)
- Lunchtime academic support sessions (Prep & Senior)
- Classroom displays that act as a learning aid (Prep & Senior)

Tier 2:

- Small group intervention sessions in Learning Support (replacement of x1 MFL subject)
- Read/Write software (Prep & Senior)
- Reader pens (Prep & Senior)
- Touch typing intervention (Prep & Senior)
- Drop-in intervention with subject teacher (Prep & Senior)
- Exam access arrangement- Prep School (best working practise) Senior School Psychometric testing to meet JCQ requirements.

Tier 3:

- 121 Learning Support lessons with specialist teachers (costed provision in Prep & Senior)
- 121 Teaching Assistant, if required (costed provision in Prep & Senior)
- External Educational Psychologist assessment (costed provision Prep & Senior)
- External Occupational Therapists (costed provision Prep & Senior)
- External Specific Learning Difficulties Assessments (costed provision Prep & Senior)
- My Plan implementation and reviews (Prep & Senior)
- Early Help referral for parents/carers (Prep & Senior)

Tier 4:

- My Plan Plus implementation and reviews (Prep & Senior)
- Education, health and care needs assessment (Prep & Senior)
- EHCP/CEA SENA (Prep & Senior)

Communication and interaction

Tier 1:

- Individual Pupil Profile (Prep & Senior)
- Life Skills programme (Prep & Senior)
- Visual timetables and 'now and next' boards (Prep & Senior)
- Zones of Regulation in all classrooms (Prep)
- Seating plans (Prep & Senior)
- Restorative practice (Prep & Senior)

Tier 2:

- Small group Zones of Regulation intervention (Prep & Senior)
- Cartoon strips/behaviour narrative strips/social stories/visualisation (Prep & Senior)
- Small group social detective interventions (Prep & Senior)
- Word webs to support with key academic vocabulary (Prep & Senior)
- Exam access arrangement- Prep School (best working practise) Senior School Psychometric testing to meet JCQ requirements.

Tier 3:

- External Speech and Language Therapist (costed provision Prep & Senior)
- External Occupational Therapists/Physiotherapists (costed provision Prep & Senior)
- External Educational Psychologist assessment (costed provision Prep & Senior)
- 121 Teaching Assistant, if required (costed provision in Prep & Senior)
- My Plan implementation and reviews (Prep & Senior)
- Early Help referral for parents/carers (Prep & Senior)
- Reduced timetable application to the Local Authority (Prep & Senior)
- Gloucestershire ASC Team referral (Prep & Senior)

Tier 4:

- My Plan Plus implementation and reviews (Prep & Senior)
- Education, health and care needs assessment (Prep & Senior)
- EHCP/CEA SENA (Prep & Senior)

SEMH

Tier 1:

- Individual Pupil Profile (Prep & Senior)
- Zones of Regulation in all classrooms (Prep) and sensory breaks (Prep & Senior)
- Restorative practice (Prep & Senior)
- Seating plans and standing desks (Prep & Senior)
- Discrete fidget toys & use of timers (Prep & Senior)
- Weekly reflection time (Prep)

Tier 2:

- Small group emotional literacy interventions (Prep & Senior)
- Small group social detectives' interventions (Prep)
- Small group interventions on generating a culture of mutual respect (Prep & Senior)
- Personalised sensory break with sensory box –content provided by parents/cares (Prep & Senior)
- Wobble cushions/stools (Prep & Senior)
- Access to six sessions with school counsellor via Health Care (Prep & Senior)
- Access to trusted adult/time out card (Prep & Senior)
- Exam access arrangement- Prep School (best working practise) Senior School Psychometric testing to meet JCQ requirements.

Tier 3:

- Long term counselling referral if required (costed provision in Prep & Senior)
- External Educational Psychologist assessment (costed provision Prep & Senior)
- 121 Teaching Assistant, if required (costed provision in Prep & Senior)
- My Plan implementation and reviews (Prep & Senior)
- Early Help referral for parents/carers (Prep & Senior)
- ADHD/CAMHS referral (Prep & Senior)
- External specialists, including Art Therapy (costed provision Prep & Senior)
- Reduced timetable application to the Local Authority (Prep & Senior)

Tier 4:

- My Plan Plus implementation and reviews (Prep & Senior)
- Education, health and care needs assessment (Prep & Senior)
- EHCP/CEA SENA (Prep & Senior)

Physical and Sensory

Tier 1:

- Individual Pupil Profile (Prep & Senior)
- Seating plans (Prep & Senior)
- Access to health care team (Prep & Senior)
- Adapted learning equipment- pencil grips, writing slopes etc. (Prep & Senior)
- Discreet fidget and sensory regulation aids (Prep & Senior)
- Dietary considerations (Prep & Senior)

Tier 2:

- Health care plan assessment, if required (Prep & Senior)
- Rest breaks/sensory circuits (Prep & Senior)
- Small group intervention on motor skills and proprioception (Prep & Senior)
- Use of ear loop/noise cancelling headphones in the classroom (Prep & Senior)
- Adaptation to uniform (Prep & Senior)
- Exam access arrangement- Prep School (best working practise) Senior School Psychometric testing to meet JCQ requirements.

Tier 3:

- External Speech and Language Therapists, Occupational Therapists and Physiotherapists (costed provision Prep & Senior)
- External Educational Psychologist assessment (costed provision Prep & Senior)
- 121 Teaching Assistant, if required (costed provision in Prep & Senior)
- My Plan implementation and reviews (Prep & Senior)
- Early Help referral for parents/carers (Prep & Senior)
- Reduced timetable application to the Local Authority (Prep & Senior)
- Personal Health Care Plan (costed provision Prep & Senior)
- Reduced timetable application to the Local Authority (Prep & Senior)
- Adaptations to uniform (Prep & Senior)

Tier 4:

- My Plan Plus implementation and reviews (Prep & Senior)
- Education, health and care needs assessment (Prep & Senior)
- EHCP/CEA SENA (Prep & Senior)

Welcome to Wycliffe: Supporting Your Child's Individual Journey

At Wycliffe, we believe every child deserves the opportunity to flourish. This handbook explains our approach to supporting students with additional needs, helping you understand how we create an inclusive environment where all pupils can thrive. Our graduated response ensures each child receives the right level of support tailored to their individual requirements.

Our Ethos and Values

At Wycliffe, we promote a pioneering spirit and encourage individuals to flourish and embrace their futures as global citizens. We are a proudly diverse and outward-looking community where all pupils develop the skills, confidence, and independence to thrive throughout their lives.

We believe that every child, regardless of learning differences, deserves access to a high-quality, inclusive education that fosters curiosity, enrichment, and enjoyment. Our commitment to supporting the whole child—mind, body, and soul—ensures that every student receives the necessary guidance to unlock their full potential.

Understanding Additional Needs

What are Additional Needs?

Additional needs refer to circumstances where a student finds learning significantly more challenging than their peers of the same age, or when they have a condition that makes it difficult to use the same educational facilities as others.

Our approach positions teachers at the centre of supporting all students. Through inclusive teaching practices, many needs can be met directly in the classroom environment.



At Wycliffe, we follow national guidelines to ensure consistent, effective support for all students. We work collaboratively with families to identify needs early and implement appropriate strategies for success.

Four Areas of Additional Needs

Cognition and Learning

Including general learning delays and Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia. These affect a student's ability to process, remember, or apply information.

Communication and Interaction

Including autism spectrum conditions, receptive and expressive language difficulties, and language disorders that affect how students communicate with others and interpret social cues.

Sensory and/or Physical

Including visual/hearing impairments, multi-sensory impairments, sensory processing difficulties, and physical disabilities that may require adaptations to the learning environment.

Social, Emotional, Mental Health

Including anxiety, ADHD, eating disorders, attachment issues, and depression that impact a student's wellbeing and ability to engage with learning.

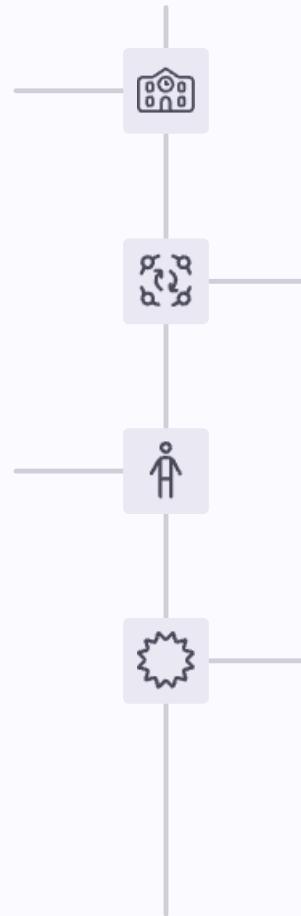
Understanding these four areas helps us identify and address each child's specific needs with appropriate strategies and support.

Our Graduated Response Framework



Tier 1: Universal Support

High-quality teaching with differentiated strategies available to all students. This includes strategic seating plans, visual aids, and inclusive classroom practices.



Tier 3: Personalised Support

Individualised interventions or external specialist services for students with significant needs. This tier will require additional parental funding to provide the necessary level of support.

Tier 2: Targeted Support

Small group interventions for students not making expected progress despite universal support. This tier may require additional parental funding to provide specialized resources.

Tier 4: Highly Personalised Support

Comprehensive support for students with an Education, Health and Care Plan or those on a pathway to obtaining one. This level provides intensive, tailored assistance and will need additional funding from our local authority. (Gloucestershire)

Our graduated response ensures that support is proportionate to need, beginning with universal strategies and progressively introducing more targeted interventions as required.

Cognition & Learning Support

Universal Support (Available to All)

- Structured teaching following Rosenshine's evidence-based principles.
- Individual pupil profiles to understand learning styles
- Strategic seating plans to maximize engagement
- Reading and spelling interventions within regular classes

Targeted Support (Tier 2)

- Small group intervention sessions
- Assistive technology like Read/Write software
- Touch typing intervention programmes
- Exam access arrangements where appropriate

This level may require additional funding.

Personalised Support (Tier 3)

- One-to-one learning support with specialist teachers
- External assessments from educational psychologists
- Individual learning plans with regular reviews

This level will require additional funding.

Highly Personalised Support (Tier 4)

- Comprehensive learning plans
- Education, health and care needs assessment
- Structured support aligned with official documentation

Communication & Interaction Support



Universal Support

Visual timetables, 'now and next' boards, life skills programme, Zones of Regulation in classrooms, strategic seating plans, and restorative practice approaches.



Targeted Support (May Require Additional Funding)

Small group regulation activities, social stories, social detective interventions, vocabulary development through word webs, and appropriate exam arrangements.



Personalised Support (Will Require Additional Funding)

External speech and language therapy, occupational therapy, educational psychology assessment, one-to-one support, individual plans, and specialist team referrals.



Highly Personalised Support

Comprehensive support plans, education and health assessments, and structured provision aligned with official documentation and recommendations.

Social, Emotional & Mental Health Support



Universal Support

We provide all students with access to individual pupil profiles, Zones of Regulation in classrooms, restorative practice approaches, strategic seating plans, appropriate fidget tools, use of timers, and weekly reflection time.

Personalised Support

More intensive support includes long-term counselling, educational psychology assessment, one-to-one assistance, individualized plans, referrals to external services, and specialised therapies such as art therapy.

This level will require additional funding to provide the necessary resources and specialist input.

Targeted Support

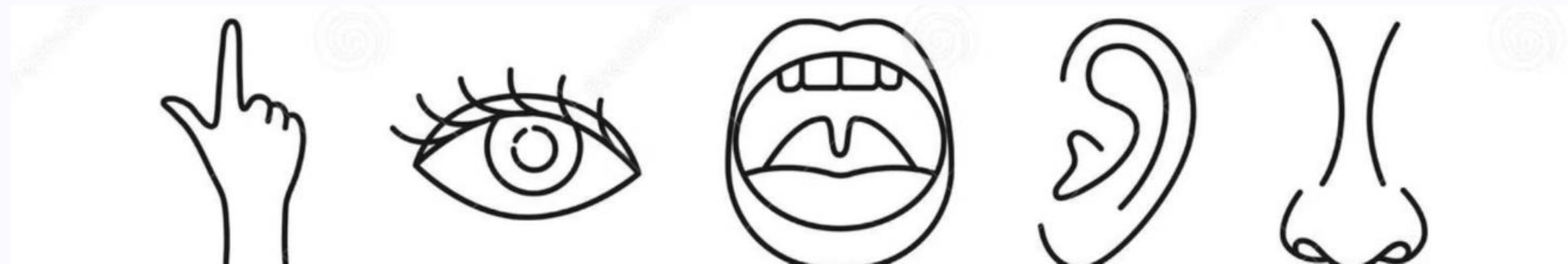
Students needing additional help may receive small group emotional literacy interventions, social skills development, personalised sensory breaks, specialized seating options, counselling sessions, and access to trusted adults.

This level may require additional funding to implement effectively.

Highly Personalised Support

The most comprehensive support includes detailed individual plans, thorough education and health assessments, and structured provision aligned with official documentation for students with significant needs.

Physical & Sensory Support



Universal Support

Individual pupil profiles, strategic seating plans, rest breaks, sensory circuits, and personal healthcare plans ensure all students can access the learning environment comfortably.



Targeted Support

For students requiring additional assistance, we offer noise-cancelling headphones, sensory regulation aids, motor skills interventions, adapted learning equipment, and uniform adaptations where necessary.



Personalised Support

Students with more significant needs receive one-to-one teaching assistant support, access to the healthcare team, individual plans with regular reviews, and external therapeutic input as required.



Highly Personalised Support

Our most comprehensive support includes healthcare plan assessments, external therapist collaboration, detailed support plans, education and health assessments, and options for reduced timetables when beneficial.

Understanding Specific Learning Difficulties

What Are Specific Learning Difficulties?

Specific Learning Difficulties (SpLD) affect particular aspects of learning rather than a student's global ability. They include conditions such as dyslexia, dyscalculia, dyspraxia, and visual perceptual disorders.

Students with SpLD often have average or above-average intelligence but experience challenges in specific areas of learning or skill development.

Our Approach to SpLD

At Wycliffe, we identify SpLD through a careful process of screening, assessment, and specialist diagnosis when necessary. We then implement targeted interventions and reasonable adjustments to support learning.

Our graduated response ensures that students with SpLD receive appropriate support while maintaining high expectations for achievement. We believe in fostering independence and building on strengths while addressing areas of difficulty.

Behaviour and Additional Needs



Needs Identification

All pupils' needs are properly identified and documented to ensure appropriate support.



Appropriate Support

Reasonable adjustments and strategies are implemented to address identified needs.



Clear Communication

Support strategies are clearly communicated to the pupil their parents and all relevant staff.



School Rules Apply

Once needs are met, standard behaviour expectations remain the same for all students.

Having additional needs does not exempt pupils from school rules. After identifying needs and implementing appropriate support, we expect all pupils to adhere to the same behaviour standards. This approach ensures consistency and equity while recognising individual circumstances. We believe in maintaining clear boundaries alongside understanding and support.

Contact Information

We are committed to working in partnership with parents to ensure the best possible outcomes for your child. If you have questions or would like to discuss your child's additional needs, please contact our specialist staff:

Senior School (Years 9 to 13)

Chloe Fourie

Head of College Learning Support

Chloe.fourie@wycliffe.co.uk

[01453822416](tel:01453822416)

Preparatory School

Heidi Da Re

Head of Learning Support Preparatory School

heidi.dare@wycliffe.co.uk

[01453820492](tel:01453820492)

We welcome your visit to Wycliffe and look forward to showing you how our supportive environment helps every child thrive according to their individual needs and strengths.