



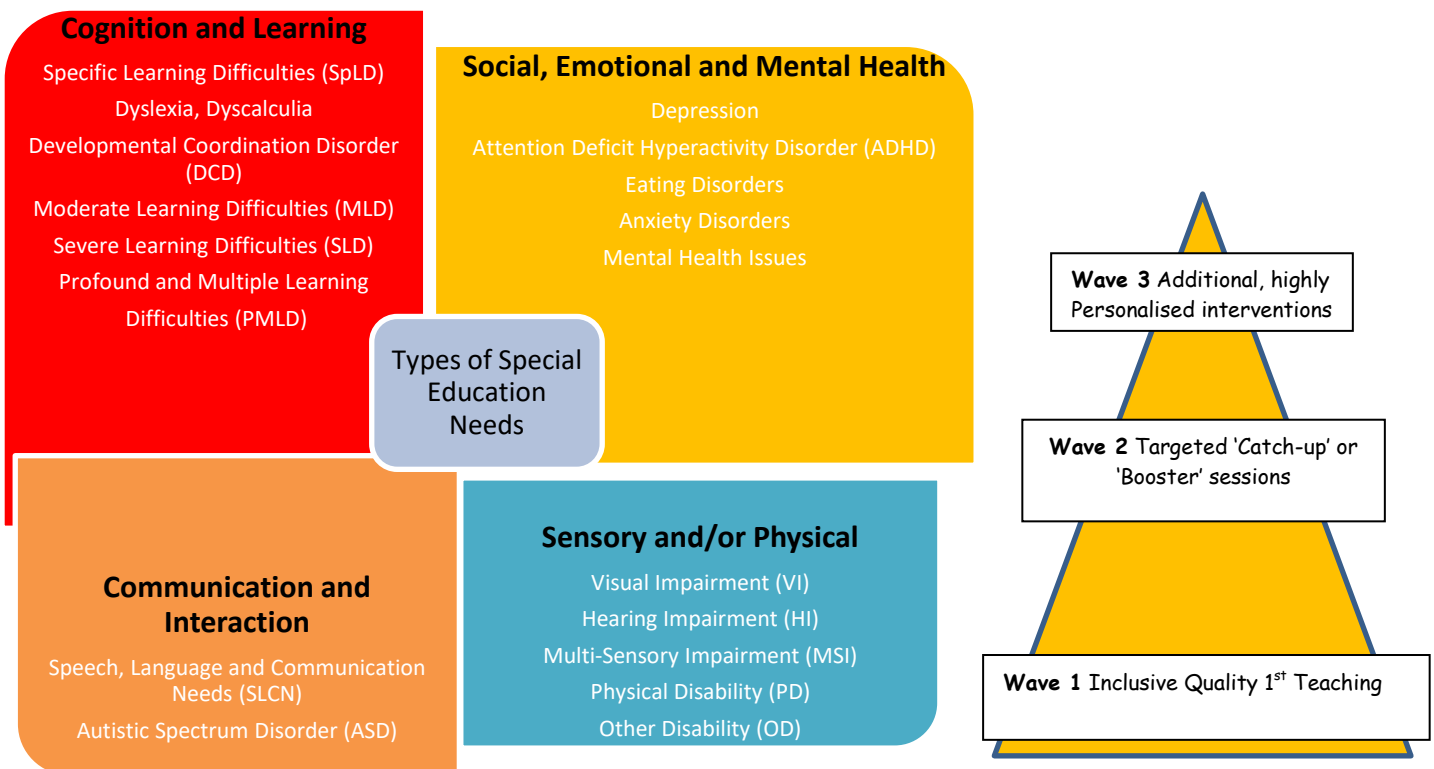
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Pupil Support Identification Criteria

*This document was created in October 2014 and is reviewed yearly
Amended/Reviewed- September 2020 by Maxine Mewett SENCO in conjunction with the Senior Leadership Team*

In order for a child to be placed on the special educational needs and/or disability (SEND) register and identified as a 'SEND Support' Pupil they must have a learning difficulty that means they make significantly less progress than expected. Or, they must have a physical and/or sensory disability which means that provision must be made in order for them to make expected progress alongside their peers.



	<i>Pupils will be considered for <u>Wave 2</u> targeted intervention (booster/catch-up) support if:</i>	<i>Pupils will be assessed and considered for identification as a 'SEN Support' pupil requiring <u>Wave 2 or 3</u> additional highly personalised support if:</i>
Cognition and learning	<p>They fail to make the expected progress despite good quality first teaching at <u>Wave 1</u> level and are working below age related expectations.</p> <p>If teachers have identified gaps in skills or understanding they wish to target.</p>	<p><i>They require support that is different from and additional to the <u>wave 1 and 2</u> teaching that is available to all pupils.</i></p> <p><i>They are making significantly less progress than expected established through analysis of specific assessments, taking into account a picture of the whole child.</i></p> <p><i>A decision will be made at the discretion of the SENCO in consultation with the school management team.</i></p> <p><i>A range of indicators may be considered such as if:</i></p> <ul style="list-style-type: none"> • They continue to make less than the expected progress towards age appropriate skills despite good quality first teaching at Wave 1 and Wave 2 intervention (booster/catch-up) courses. • They are working significantly below age related expectations. • They achieve standardised testing scores of 84 or less across a range of assessments. • Outside agencies such as Learning Support Services or Occupational Therapists are involved with the pupil.
Communication and Interaction	<p>They fail to make the expected progress despite good quality first teaching at <u>Wave 1</u> level and are working below age related expectations.</p> <p>If teachers have identified gaps in speaking, listening or interaction skills they wish to target.</p>	<p><i>They require support that is different from and additional to the <u>wave 1 and 2</u> teaching that is available to all pupils.</i></p> <p><i>They are making significantly less progress than expected, established through analysis of specific assessments, taking into account a picture of the whole child.</i></p> <p><i>A decision will be made at the discretion of the SENCO with the school management team.</i></p> <p><i>A range of indicators may be considered such as if:</i></p> <ul style="list-style-type: none"> • They have areas of significant need identified using appropriate assessment checklists. • They have significant areas of need identified using the 'Talk About' assessment wheel and/or The Primary SLCN (Speech, Language and Communication Need) pupil profile check list. • Outside agencies such as the Autism and Communication Team or Integrated Therapy Services - Speech and Language Therapists or Educational Psychologist are involved with the pupil.
Social, Emotional and/or Mental Health	<p>If teachers have identified gaps in Social, Emotional development they wish to target.</p> <p>If the pupil is displaying behaviours that challenge and are affecting their own learning and that of others at a low to medium level on a regular basis.</p>	<p><i>They require support that is different from and additional to the <u>wave 1 and 2</u> teaching that is available to all pupils.</i></p> <p><i>They are making significantly less progress than expected, established through analysis of specific assessments, taking into account a picture of the whole child.</i></p> <p><i>A decision will be made at the discretion of the SENCO with the school management team.</i></p> <p><i>A range of indicators may be considered such as if:</i></p> <ul style="list-style-type: none"> • They have areas of significant need identified using a 'Boxall Profile' assessment. • They have areas of significant need identified using an 'NFER Emotional literacy' assessment. • Analysis of ABCC communication of need record sheets. • The pupil is displaying behaviours that challenge and are affecting their own learning and that of others at a consistently high level resulting in regular use of sanctions as detailed in the behaviour policy. • Outside agencies such as the Child and Adolescent Mental Health Services, Social, Emotional, Mental Health Service or Educational Psychologist are involved with the pupil.
Sensory and/or physical	A sensory or physical need has been identified by a specialist.	<p><i>They require support that is different from and additional to that which is available to all pupils and if:</i></p> <ul style="list-style-type: none"> • A sensory or physical need has been identified by a specialist.