

Criteria for Pupils being on the SEND Record of Need

- A specific area of need has been identified through assessment (either in-house or by external professionals), that impacts on educational progress and/or attainment
- Strategies and interventions at “On Alert” have had little or no impact on progress and/or attainment.
- The pupil requires teaching, intervention and/or support that is “additional and different” to the school’s usual (universal) provision.
- The pupil may be accessing support from an external professional, although this is not a necessary requirement.

The following points may offer additional guidance:

Social, Emotional and Mental Health	Sensory and/or Physical needs	Communication and Interaction	Cognition and Learning
Boxall profile or SDQ has identified areas of need and strategies to support.	School provision includes physical interventions, such as physiotherapy sessions, movement breaks, provision of specialised equipment.	Speech and Language difficulties have been identified through Language Link/Speech Link screening .	Regular use of additional support for formal assessment (e.g. additional time, scribe, reader)
The cause of challenging behaviour and emotional dysregulation has been identified through assessment e.g. ADHD diagnosis (CAMHS), MHST	Sensory/physical impairments present barriers to education progress and/or attainment.	Speech and Language therapist maybe involved in assessment, although not necessarily providing intervention.	Specific Learning need has been identified through assessment (e.g. dyslexia, processing, working memory, dyscalculia) Screening via Nessy .
The pupil shows typical behaviours of mental health needs, such as withdrawal, destructive behaviour, mutism, aggression,	Pupil has a specific sensory need (other than impairment) that requires additional support.	School is providing specific Speech and Language intervention that is additional to the usual provision.	Academic performance is assessed at working below KS1(2) test standard. Use of pre key stage standards

reliance on adults, self-harm.			where appropriate.
The pupil has suffered a traumatic or life-altering event, requiring additional and different support.	Developmental coordination disorder questionnaire (DCDQ) assessment shows considerable need.	Speech and Language needs present a significant barrier to attainment and progress.	Pupil has a cognitive ability assessment giving age standardised score of <85. (Cognition and Learning report)
	The pupil has a medically identified sensory/physical impairment, such as hearing loss, visual impairment or loss of limb.	Pupil has an ASD diagnosis and significant adaptation is required to enable access to the curriculum.	The pupil is working at more than one year below age expected attainment.
	The pupil has sensory seeking or avoiding needs identified through completion of OT resource pack flow chart or formal sensory profile assessment.	The pupil has significant difficulties with social relationships and interactions affecting their ability to work within the usual boundaries and expectation of the classroom environment.	The pupil has made little or no academic progress across at least one term.
		The pupil is unable to manage being given instructions/direction, working on their own terms to the detriment of others.	
		The pupil is unable to cope with changes to routine, resulting in challenging behaviour and meltdowns that significantly affect engagement, progress and attainment.	
		Difficulties have been identified using strengths and	

		difficulties questionnaire SDQ	
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Levels of Provision:

- Universal – available to all, as and when required, catch up provision, short-term. (Ordinarily Available Provision)
- Targeted – additional and different, tailored to the individual's needs, outcome driven. External agencies may be involved, although not a necessary requirement.
- Specialist – accessing a high level of support professionals or highly trained support staff. May include a provision of specialised equipment. Only available under extreme circumstances. Consideration of application for EHCP is likely.

Criteria for On Alert List:

This is a list of pupils who are making less than expected progress or are not achieving age expected attainment and are accessing universal provision. Their progress **MUST** be monitored and records of conversations and strategies in place **MUST** be kept.

- ✓ Pupils with EAL
- ✓ Pupils with medical needs that do not currently have a significant impact on progress/attainment e.g. diabetes, epilepsy
- ✓ Behaviour is challenging but an underlying cause has not yet been identified.
- ✓ Pupils accessing “catch-up” interventions as progress is slower than expected.
- ✓ Pupils accessing “catch-up” provision because they have not reached age expected attainment.
- ✓ Pupils home life is currently disrupted
- ✓ Pupils have an identified need but are on track to achieve at least age expected attainment e.g. dyslexia, autism.