

East Somerset Federation



Bruton
Primary School

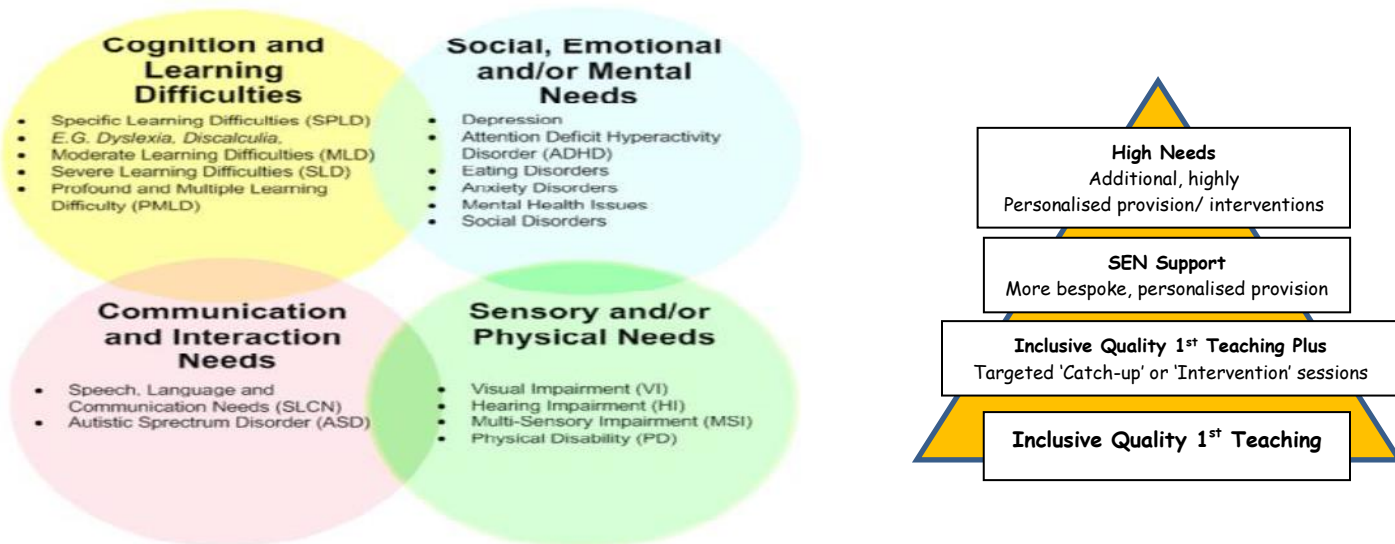


Upton Noble
C of E VC Primary

(in conjunction with the Tower Learning Community)

Pupil Support Identification Criteria

In order for a child to be placed on the Special Educational Needs (SEN) register and identified as a 'SEN 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 Quality 1st Teaching Plus targeted intervention/ catch up support if:</i>	<i>Pupils will be assessed and considered for identification as a 'SEN Support' pupil if:</i>
Cognition and learning	<p>They fail to make the expected progress within the national curriculum despite good quality first teaching and are working below age related expectations.</p> <p>If teachers have identified gaps in learning/ skills that should be addressed.</p>	<p><i>They require support that is different from and additional to the Quality 1st Teaching plus teaching that is available to all pupils in this area.</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 senior leaders.</i></p> <p><i>A range of indicators may be considered such as:</i></p> <p>They continue to make less than the expected progress towards age appropriate skills despite good quality first teaching and in intervention /catch-up courses.</p>

		<p>They are working a whole year or more below age related expectations from a range of curriculum subjects.</p> <p>They fall 2 years or more below the expected levels in reading and/or spelling age, writing and or mathematics.</p> <p>They achieve standardised testing scores of 84 or less across a range of assessments.</p> <p>Outside agencies such as Speech and Language Therapists or Occupational Therapists are involved with the pupil.</p>
Communication and Interaction	<p>They fail to make the expected progress in national curriculum levels despite good quality first teaching at 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 Quality 1st teaching plus that is available to all pupils in this area.</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 senior leaders.</i></p> <p><i>A range of indicators may be considered such as:</i></p> <p>They have areas of significant need identified using an Early Communication and Language (ECAT) checklist.</p> <p>They have significant areas of need identified using the 'Talk About' assessment wheel and/or 'Strengths and Difficulties' questionnaire.</p> <p>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.</p>
Social, Emotional and 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 Quality 1st Teaching plus 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 senior leaders.</i></p> <p><i>A range of indicators may be considered such as:</i></p> <p>They have areas of significant need identified using assessments such as: 'Boxall Profile', 'NFER Emotional literacy' assessment, Snap IV/ Vanderbilt/ Conners questionnaires.</p> <p>Analysis of ABCC communication of need record sheets.</p> <p>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 the schools final sanctions in the behaviour policy.</p> <p>Outside agencies such as the Child and Adolescent Mental Health Services or Educational Psychologist are involved with the pupil.</p>
Sensory and/or physical	<p>A sensory or physical need has been identified by a specialist.</p>	<p><i>They require support that is different from and additional to that which is available to all pupils and:</i></p> <p>A sensory or physical need has been identified by a specialist.</p>

