

Criteria for Identification of Additional Needs

| | Communication & Interaction | Cognition & Learning | Social, Mental & Emotional | Physical & Sensory |
|-----------------------------|--|--|---|---|
| Watching | <p>Difficulty in new/unfamiliar Situations/adjust to change.</p> <p>Anxiety in busy/unpredictable environments.</p> <p>Difficulty in pragmatic skills</p> <p>Difficulty in forming and maintaining peer relationships.</p> | <p>Low levels of attainment and progress.</p> <p>Difficulties in literacy and numeracy on entry (below level 4).</p> <p>Assessment scores such as Year 6 SATs/CATs and other diagnostic assessments in the very low average range (i.e. below 84).</p> <p>An uneven profile.</p> | <p>Difficulty focusing/concentration in lessons and remaining on task leading to under-achievement.</p> <p>Low level disruption or attention seeking behaviours.</p> <p>Presents as withdrawn.</p> <p>Difficulty making/maintaining friendships</p> | <p>Short term/temporary physical or sensory need which needs staff awareness</p> <p>Ongoing sensory need which can be accommodated in the class by the class teacher</p> |
| SEN Additional Needs | <p>Diagnosis of Autistic Spectrum Condition.</p> <p>Recognised/identified speech, language or communication need.</p> <p>Requires support to access learning, study skills, or maintain relationships.</p> | <p>Recognised/identified global learning delay which causes persistent difficulties in accessing the curriculum.</p> <p>Struggles to acquire and retain skills – so previous interventions have not made a sustained impact.</p> | <p>A recognised / diagnosed social/mental health or emotional difficulty which impedes learning; this difficulty is severe and persistent.</p> | <p>Identified/diagnosed physical/ sensory difficulty.</p> <p>Has required some input from an outside agency.</p> <p>School is making alterations to accommodate this need..</p> |
| EHCP | <p>A significant/substantive language disorder, complex diagnosed communication and interaction needs requiring long term support from agencies and a significant /intensive support arrangement in school</p> | <p>A severe significant and long term learning difficulty recognised by a professional where the needs is so complex that the student needs intensive support to access the curriculum and live independently.</p> | <p>A substantial and long term diagnosed difficulty whereby an EHCP has been granted to provide long term and intensive support to the child or young person.</p> | <p>Registered disabled or long term substantial difficulty whereby it has been agreed that an EHCP is needed to support the child.</p> <p>Intensive support from outside agencies.</p> <p>Intensive/significant alterations to the programme.</p> |

Cognition & Learning Provision Map



| | |
|--|--|
| <p>Watching</p> <p>Universal Provision</p> | <ul style="list-style-type: none"> • Name Cue • Clear/simple instructions • Vocabulary support • Modified tasks • Check for understanding • Give time for response • Visual cues/prompts • Study buddy • Repetition and reinforcement • Tasks simplified • Whole school awareness/training • Reading Buddy • Scaffolds for writing • Cloze exercises • Reading Ruler • Use of Alpha Smart • Placement in smaller groups/sets where appropriate – Maths, English • Access to short term, focused interventions (e.g. Maths intervention) • Specialist shared resources i.e. ACE dictionary |
| <p>SEN Support</p> | <ul style="list-style-type: none"> • Precision Teaching • Visual timetable • Specialist 1:1 teaching • Long term specialist interventions • Specialist software – /Clicker/Dragon • Electronic spellcheckers • Alternative curriculum • Modified timetable • Social stories Intervention • THRIVE Intervention |
| <p>EHCP</p> | <ul style="list-style-type: none"> • Bespoke programme • Outside Agency support • 1:1 TA support • Support with Education, health and /or social care as agreed in the EHCP |

Communication & Interaction Provision Map

| | |
|--------------------|---|
| Watch | <ul style="list-style-type: none"> • Teacher language adaption • Preparation for change • Visual prompting/cues • Clear rewards/sanctions • Teacher awareness of student need. • Buddy system • Monitoring cards/reports • Chunking instructions • Extra time to process • Visual support • Name Cueing • Simple instructions • Awareness of possible triggers for anxieties |
| SEN Support | <ul style="list-style-type: none"> • De-sensitized /calm safe place – THRIVE • Support from trained ASD TA • Allow students to use diagrams to record ideas • 1:1 social story Intervention • 1:1 mentoring for progress • Visual rewards/sanction system and close monitoring • Alternative curriculum • Visual timetable • Visual prompt cards • THRIVE programme in a group • Whole school awareness and training • Pre-teaching vocabulary /topic in a group • Support catch up studies (years 10/11) • EEA application in place and ongoing support to enable usage • Information on SIMS • Support from Key workers • THRIVE Assessments |
| EHCP | <ul style="list-style-type: none"> • (All of above +) • Scheduled and long term study skills support on 1:1 level • Termly review meetings • Bespoke support package in base • Outside Agency intervention • Therapy based approach • Speech Therapy 1:1 long term programme |

Physical & Sensory Provision Map

| | |
|--------------------|---|
| Watch | <ul style="list-style-type: none"> • Seating plan • Good lighting/acoustics • Organisation of learning environment • Some specialist equipment in subject areas i.e. PE/Technology • Vocabulary support • Thinking time • High/low contrast whiteboard/resource • Coloured overlays |
| SEN Support | <ul style="list-style-type: none"> • Vocabulary – pre teaching of topics • Personalised Curriculum • Use of radio systems • Site amendments for individual • Modified resources • Life skills/social skills support • Exam special arrangements • Personal laptop • Occupational Therapy programme • Handwriting/touch typing programme • 'Down time' support needed in appropriate sensory /supported environment |
| EHCP | <ul style="list-style-type: none"> • (all of above +) • 1:1 TA – specialist support • Specialist equipment/ICT advisor input • Regular agency monitoring and advice |

Social, Mental & Emotional Health Provision Map

| | |
|---------------------------|---|
| <p>Watch</p> | <ul style="list-style-type: none"> • Whole school behaviour strategy • Consistent use of rewards/sanctions • Buddy systems/friendship circle • PSHE – specialist curriculum • Solution focused approaches • Seating plan • Parking to a calm environment • Report card • Personal mentoring • Restorative approaches • Advocacy and social story support • Pastoral support team • Anti-bullying support/ambassadors |
| <p>SEN Support</p> | <ul style="list-style-type: none"> • (All above +) • THRIVE Intervention • Solution focused coaching • Involvement of parents in DAF/My plan meeting • Self- esteem group / 1-1 intervention • Anger management group/1:1 intervention • Managing friendships intervention • Focus and motivation group/1:1 intervention/mentoring • Full restorative conversation support • Gardening/club/green team • Family support and parenting advice • Work with CAMHS • PSP |
| <p>EHCP</p> | <ul style="list-style-type: none"> • (All of above +) • EP/outside agency offering sustained support • 1:1 THRIVE • Behaviour Support Plan • Referral to specialist external providers |