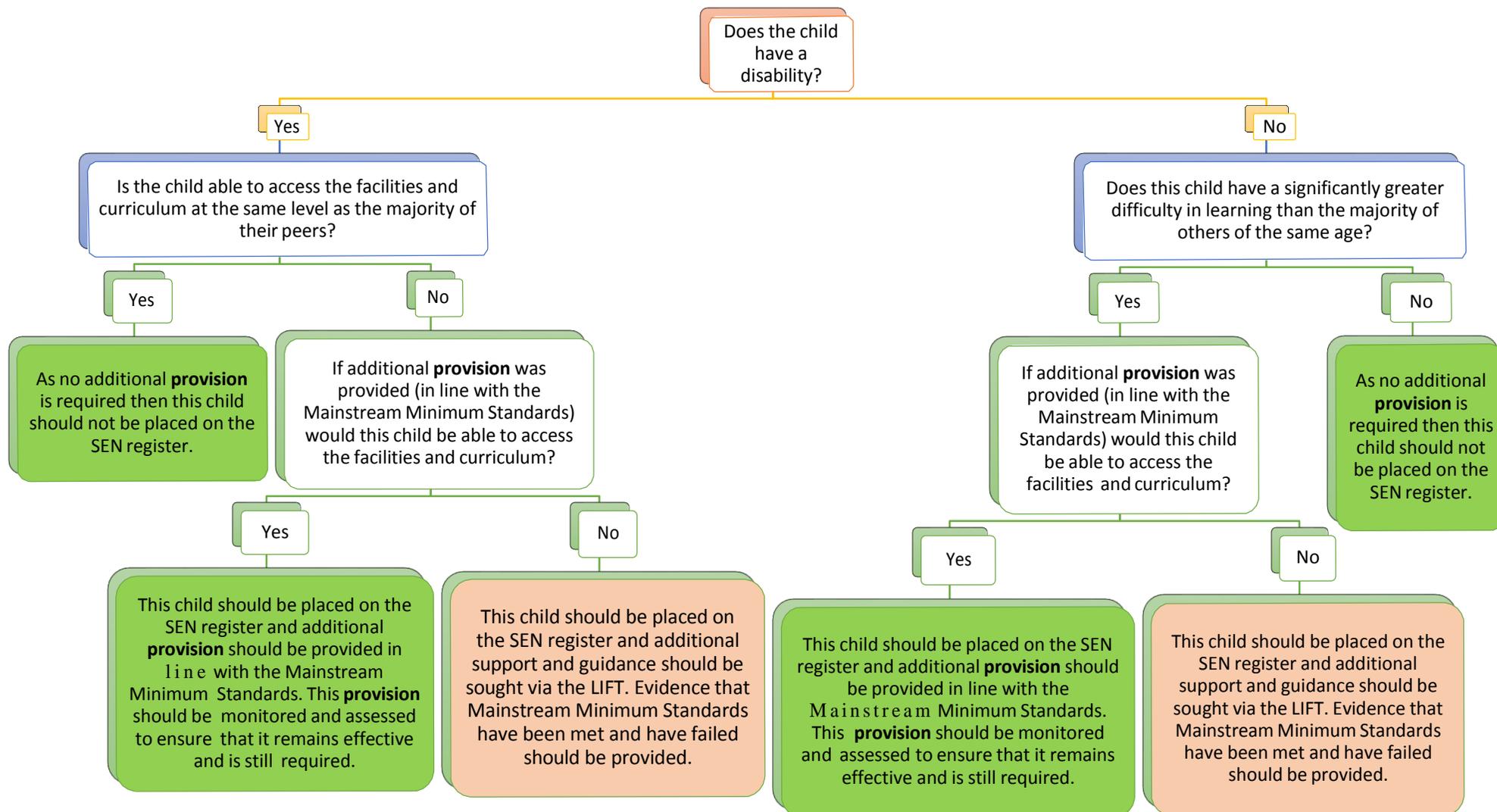
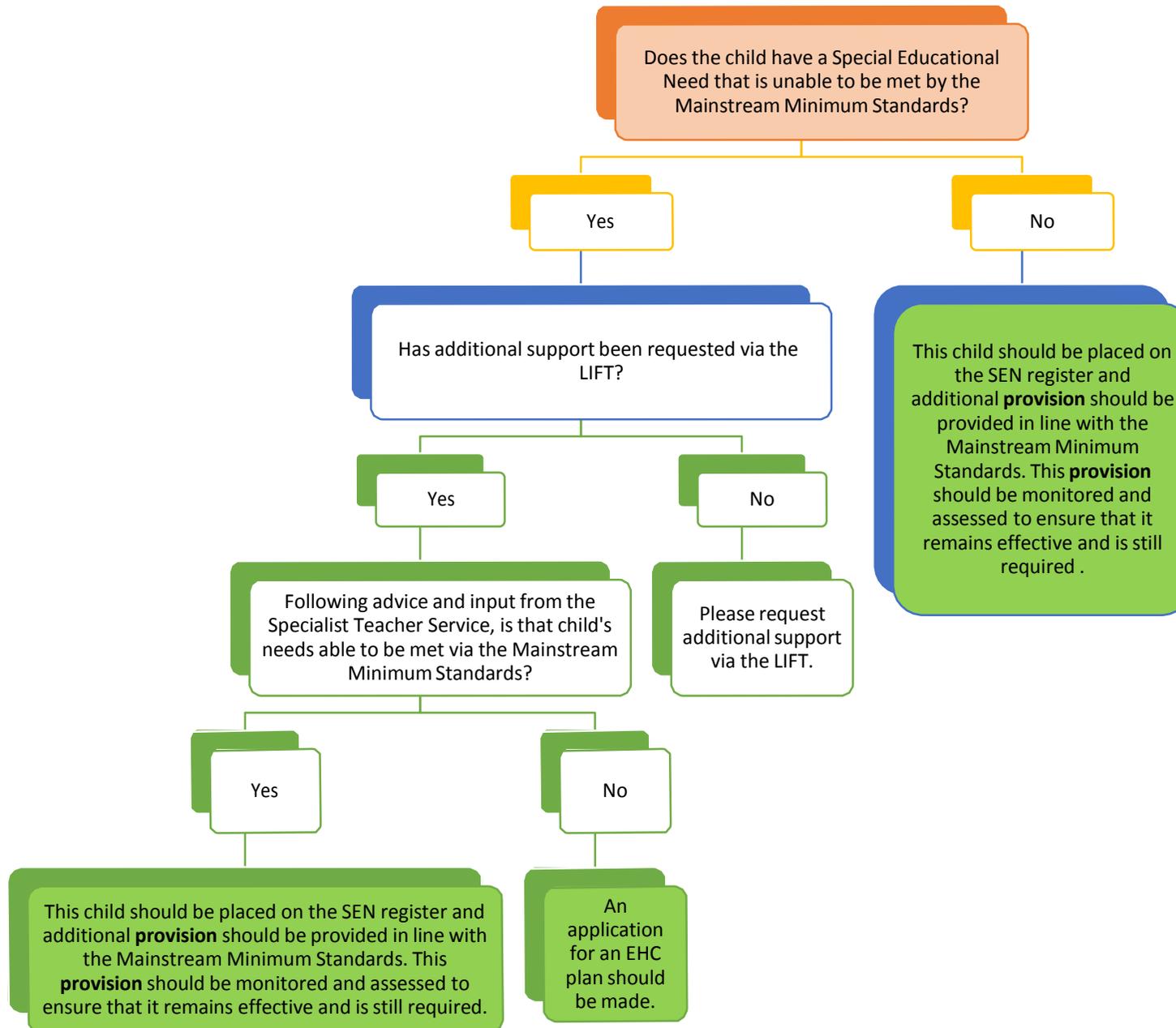


How do we decide if a child should be placed on the SEN register?

Provision is one of the key words in the new guidance. All pupils on the SEN register have been identified as having a Special Educational Need that requires 'special educational **provision**'. Below is a diagram reflecting the decision making process regarding identifying which pupils require 'special educational provision'.



How do we decide when an EHC plan should be applied for?



SEN NEED TYPES

Need Type	Specific disabilities / needs	Areas of learning likely to be affected	Recommended support / interventions
<p>Communication and Interaction (C&I)</p>	<p>Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.</p> <p>Speech, Language and Communication Needs (SLCN)</p> <p>Autism Spectrum Disorder (ASD)</p> <p>Asperger's Syndrome and Autism</p>	<p>Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy.</p> <p>Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions</p>	<p>Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication.</p> <p>Interventions will need to take account of their individual sensory needs and requirements.</p>
<p>Cognition and Learning (C&L)</p>	<p>Severe Learning Difficulties (SLD)</p> <p>Profound and Multiple Learning Difficulties (PMLD)</p> <p>Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).</p> <p>A discrepancy between achievement and general</p>	<p>Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.</p> <p>Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and</p>	<p>Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts.</p> <p>They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the</p>

	<p>intellectual ability may indicate that a child or young person has a SpLD</p>	<p>co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent.</p> <p>Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.</p>	<p>curriculum, such as physical impairments or communication difficulties.</p> <p>Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.</p>
<p>Social, mental and emotional health (SMEH)</p>	<p>A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;</p> <ul style="list-style-type: none"> • problems of mood (anxiety or depression), • problems of conduct (oppositional problems and more severe conduct problems including aggression), • self-harming, • substance abuse, • eating disorders or physical symptoms that are medically unexplained. • Attention deficit disorder (ADD), 	<p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p>	<p>Schools, colleges and early years providers should identify clear processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Many schools and colleges offer pastoral support, which may include access to counselling sessions, to help their pupils and students with emotional, social or mental health difficulties. This should be described in their published SEN policy and schools should ensure a solid evidence base for any interventions offered.</p> <p>Staff may need training and support to understand the nature and extent of problems that require more specialist intervention.</p> <p>Where more specialist provision is required, schools, colleges and early years providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS).</p>

	<ul style="list-style-type: none"> • Attention deficit hyperactive disorder (ADHD), • Attachment disorder, • Autism or pervasive developmental disorder, • An anxiety disorder, • A disruptive disorder or, rarely, schizophrenia or bipolar disorder. 		<p>This might include schools and colleges commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a ‘triage’ service to identify and provide for children and young people who need specialist provision very quickly.</p>
<p>Sensory and/or physical needs (S/PD)</p>	<p>Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability</p>	<p>Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p>	<p>Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment.</p> <p>Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.</p> <p>Some children and young people require special educational provision. It is this group that should be identified as having a SEN.</p>

Provision

Most pupils will have their needs met through quality first teaching (QFT.) Pupil’s progress and achievements will be monitored and any pupil not making adequate progress will be given further targeted support as part of quality first teaching. The effectiveness of this will be monitored and reviewed as part of the schools ongoing cycle of assessment for learning.

When a pupil has been identified as requiring a provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, the pupil will be placed on the SEN register under one of the four SEN categories.

At this point parents or carers will be informed and will be invited to discuss the additional support required and how best they can assist their child with their home-school learning.

The provision required for each pupil will be specific to that pupils needs and where possible school will seek and follow advice from additional professionals such as Occupational Therapists, Physiotherapists, Paediatricians and Specialist Teachers.

Below is an example of the provision provided by Kemsley Primary Academy and the tiered response to pupils needs

Quality First Teaching (All Pupils)	SEN pupils without an EHC plan	SEN pupils with an EHC plan
Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids – letter formation, number lines. Visual timetables (class and individual) Illustrated dictionaries Use of writing frames Alternative recording methods General ICT access with appropriate software. Sensitive grouping/ pairing / class or playground buddy. Spelling banks for new subject specific words. Where appropriate simple and clearly laid out worksheets. Structured school and class routines Use of symbols for understanding Individual work station Whole school and class reward system / individual reward systems. Whole school/class rules / Whole school policy for behaviour Circle time as part of PSHE curriculum Use of positive language to promote self esteem Wellbeing and involvement assessments Time out facilities Modified/adapted resources Desk slopes / Magnifiers Overlays / Use of coloured paper Fizzy/Clever hands (Whole Class) Language Link Assessment.	Quality First Teaching Named part of whole class provision mapping Group intervention English Group intervention Maths Additional Phonics Support. Speech and Language Support. Time out/Anger Management support cards. Group intervention for behaviour and emotional support. Sensitive class seating arrangements. 1:1 Reading intervention. 1:1 Phonics intervention. 1:1 Maths intervention Communication and support from external agencies. Support in line with individualised advice from an external agency including Health Plans.	Quality First Teaching, Assistance and support in line with individual EHC plans (statements)