Identification of SEND needs in school

Level of support	General Description	Area of need	Specific Description
Universal	Pupil can do the same work as most of the class. Is able to work as an independent learner. Close to achieving or exceeding the expected progress of their national curriculum year group.	Cognition and learning	Currently working near to, at or beyond expected level within the curriculum. This would include those working towards the standard who require a catch-up intervention
		Communication and interaction	The language friendly environment offers focused support and prompts from adults. Screening may identify some need for intervention. Once delivered, pupils can learn alongside their peers with appropriate scaffolding.
		Social, emotional and mental health	Pupils are able to access the whole school behaviour policy. They are able to access a whole school curriculum, which teaches social and emotional aspects of learning. Some may require access to small group intervention to repeat and reinforce whole class learning
		Physical/Sensory	With ordinarily available provision, pupils can access the physical and learning environment.
SEND support	Pupil needs more support than most of the class to access learning and make progress. Struggles to maintain focus on tasks, especially when required to work independently.	Cognition and learning	Currently working within the EYFS curriculum at KS1 or at least two national curriculum years below year group expectations at KS2. External support may be required to enhance learning. Due to a range of needs, some pupils who are just working towards the standard may also need SEND support. Professional judgement will be used to decide on these pupils.
		Communication and interaction	Screening has identified difficulties with receptive and expressive language and/or social communication. Increased intervention is required to meet individual needs. External support is required to enhance learning
		Social, emotional and mental health	Observation/screening has established any areas of difficulty with social emotional and mental health. A high level of adaptation is required to support pupil to access the whole school behaviour policy. Specialist services e.g. outreach, PRU, CAMHS, educational psychology may provide additional advice and support
		Physical/Sensory	Further scaffolding is required to enable pupils to access the physical and learning environments
EHC plan	The complexity, severity and persistence of need impacts on independence and access to some/most areas of the curriculum, social inclusion and/or social situations and unstructured times.	Cognition and learning	Currently working at the very early stages of the EYFS curriculum at KS1 or at least three national curriculum years below year group expectations at KS2
		Communication and interaction	Pupils require increased, personalised support. Some may require Assistive or Augmentative Communication (AAC) e.g. Signing or communication boards. Ongoing external support will be required
		Social emotional and mental health	Pupil requires the provision of an increasingly personalised creative plan, as advised by appropriate specialists, to support curriculum access. Support to develop social skills using adult intervention to structure learning situations both within the curriculum and during unstructured times - targeted, individual support to implement a crisis management plan
		Physical/sensory	Significant adaptations are required for pupils to access the physical and learning environment

St John's RCPS **SEN**
Identification Strategy

