

Indicators for Special Educational Need categories – C and K

| Category of Need | Key Indicators – as part of a whole school assess, plan, do, review process | Provision - as part of a whole school assess, plan, do, review process |
|--|---|--|
| <p>C</p> <p>Students who have their needs met through Inclusive Quality First Teaching either in the classroom or a short term intervention to build on classroom skills</p> | <ul style="list-style-type: none"> • Mean CATS of 85 or less. • A difference of 15 points or more between CATS Verbal and Non Verbal Scores • KS2 results are considered with primary school comments. • Diagnosis of a SpLD such as dyslexia • Diagnosis of a Neurotypical condition such as ASD or ADHD. • Diagnosis of a mental health condition such as anorexia, anxiety and depression • Diagnosis of a physical difficulty such as cerebral palsy, cystic fibrosis, spina bifida or Ehlers Danlos Syndrome • EAL students- new arrivals only (NOT SEN) • Referral to external agency for further assessments – eg CAMHS, Speech and language, OT, Ed psych • Disengagement with learning • Visual or hearing impairment • Fine motor skills difficulties such as handwriting, posture etc. • Access Arrangements for exams agreed | <p>Refer to QFT strategy cards and booklet</p> <p>Short term interventions could include:</p> <ul style="list-style-type: none"> Study Skills Exam prep Touch typing EAL support Mentoring Telling the time Hand Gym Open access to LZ Exam / assessment arrangements Reading booster Social Skills Talking Teenagers Chill Club |
| <p>K</p> <p>Students who have a significant difficulty or disability in learning than the majority of other students and need greater support than QFT can provide.</p> | <ul style="list-style-type: none"> • Mean CATS score of 80 or less • A speech and language diagnosis • Primary School identification on transition • Students are not making adequate progress despite QFT strategies and short term interventions. • Review of short term interventions has shown little or no impact and the need has become more complex and needs longer term, consistent support. <p style="text-align: center;"><i>If a student has long term, complex needs that we are not meeting then a statutory assessment for an Education, Health Care plan should be considered and applied for.</i></p> | <p>Refer to QFT strategy cards and booklets Passport</p> <p>Longer Term Interventions could include:</p> <ul style="list-style-type: none"> Reading / Spelling Intervention programme SpLD intervention programme Vocabulary intervention programme Nurture ELSA Outreach LSA Support in class High Needs Block Funding |

All students will be reviewed termly in line with their progress check and other assessments used in school which will determine their SEN category (on or off the register).