

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
C 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	<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. • Reading age is greater than 2.5 years below chronological age • 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 speech and language need • Diagnosis of a physical difficulty such as cerebral palsy, cystic fibrosis, spina bifida or Ehlers Danlos Syndrome • Referral to external agency for further assessments – eg CAMHS, Speech and language, OT • Working with external agencies for behaviour; YOS, Aspire • Access Arrangements for exams agreed 	Refer to HQT booklet Short term interventions could include: Access to Hub Exam / assessment arrangements (including Touch typing) Dyslexia specialist teacher Lexia (short term) Numeracy (short term) Pastoral support
K Students who have a significant difficulty or disability in learning than the majority of other students and need greater support than HQT can provide.	<ul style="list-style-type: none"> • Mean CATS score of 80 or less • Primary School identification on transition • Students with an identified need who are not making adequate progress despite HQT 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. • SEMH needs requiring longer term intervention (see SEMH offer) • Visual or hearing impairment with support from STS • Working with external agencies; SaLT, OT, STS, AuTC. <p><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>	Refer to HQT booklet and Pupil Passport Longer Term Interventions could include: Vocabulary Social Skills SaLT Nurture ELSA Key Worker Lexia (group and 1:1) External interventions 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).