

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).