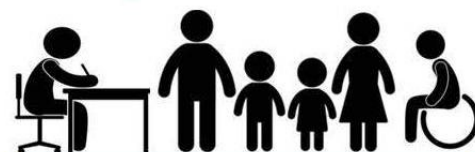


Guidance Criteria for Statutory Assessment 2014

The new SEND Code of Practice (0-25 years) 2014, which comes into effect on 1st September 2014, identifies four broad areas of need (page 86):

- Cognition and learning
- Speech, language and communication needs
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

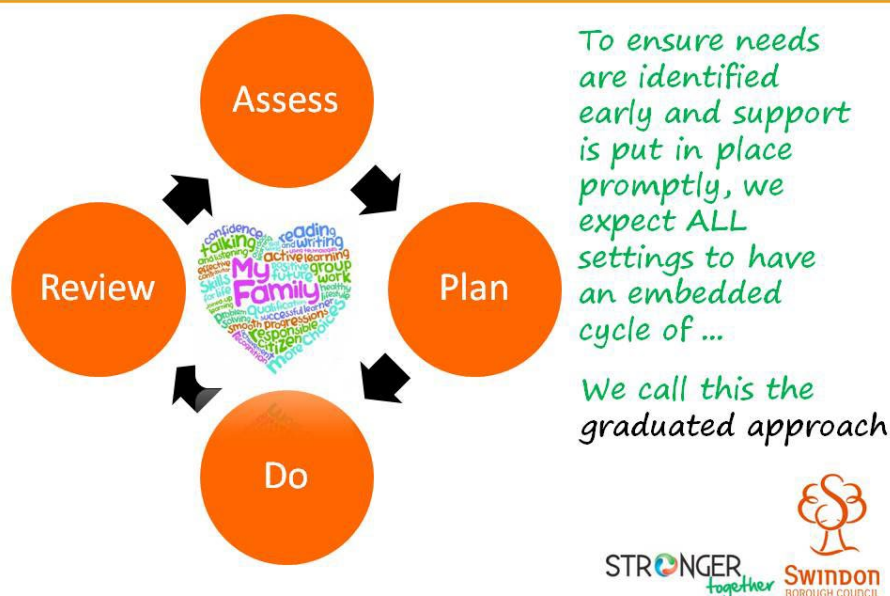
 **Education**
Health
Social Care



SEND 2014

High quality teaching, differentiated for individual learners, is the first step in responding to individuals who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools and settings are advised to look at the [Swindon Good Practice Guide 2014 \(SGPG2014\)](#) to ensure appropriate provision has been put in place and that this has been carefully monitored, evaluated and reviewed through the **graduated approach**.

The needs of ALL children and young people matter...



There is also an expectation that the school or setting has regularly communicated with parents about progress, long-term aspirations, outcomes and short-term targets. Where a learner continues to make less than expected progress, despite evidence-based support and interventions that are matched to the learner's area of need, the school or setting should consider involving specialists, including those secured by the school itself or from outside agencies.

It is important to note the SEND Code of Practice (2014) now covers the age range 0-25 years and there is an expectation of all providers to support long-term aspirations of preparing for adulthood.

Early Help Record and Plan

The Early Help record and Plan should be used by schools, early years settings and colleges as part of the graduated response to meet the needs of children and young people with SEN to record, monitor and evaluate provision, intervention and progress against outcomes set. This can then be

used as a basis and evidence for statutory assessment for an EHC Plan if this is required in the future.

[Early Help Record and Plan](#)

Underpinning principles

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents;
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions;
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person, and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Supporting Evidence

In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that, despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision, the local authority will need to take into account a wide range of evidence and should pay particular attention to:

- ✓ evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress;
- ✓ information about the nature, extent and context of the child or young person's SEN;
- ✓ evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN;
- ✓ evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided;
- ✓ evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals, and what has been done to meet these by other agencies, and
- ✓ where a young person is aged over 18, the local authority **must** consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.

In using this Guidance Criteria for Statutory Assessment, schools and settings are encouraged to consider the definitions of SEN and disability, as well as three broad age bands of provision:

Definition of Special Educational Needs:

A child or young person has a special educational need or learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Definition of Disability:

The Equality Act 2010 states that a disability is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Three broad age bands

1. Under compulsory school age
2. Two years through compulsory school age
3. Post-16-25 years for those young people still in further education or training

Under compulsory school age

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

For a child under two years of age, special educational provision means educational provision of any kind.

Two years though compulsory school age

Early years practitioners, and class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all children. These should seek to identify children making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child’s previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

It can include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

To review high quality universal and targeted provisions view the [SGPS2014](#). Additional support and provision may be sought through the [Swindon Local Offer](#)



Across *Education, Health & Social Care*, children, young people and their families can access help and support through:

- ✓ Universal services
- ✓ Targeted services
- ✓ Specialist services
- ✓ Community and personal networks

STRONGER
together

Practitioners should bear in mind the National Curriculum, Assessment and Accountability reforms introduced by the DfE for September 2014

<https://www.gov.uk/government/publications/national-curriculum-and-assessment-information-for-schools>

NB: As information about the Assessment reforms is updated nationally, we will be amending this document, so practitioners are advised to revisit the guidance regularly.

Timelines for schools: useful and mandatory information

<https://www.gov.uk/government/collections/mandatory-and-useful-timelines-information-for-schools>

P scales: attainment targets for pupils with SEN (published July 2014) is a useful document to consider <https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen>

The Swiss Cottage School have published Progression planners to support schools/settings

<http://www.swisscottagedrc.org/progression-planners-launch/>

Criterion one for all need types :

The graduated response has been followed and evidenced:

- Consider the actions already taken by the early years setting, school or post-16 institution. Actions should be clearly planned, reviewed and the impact evaluated over time. The period of time should be determined as appropriate to the individual.
- Advice has been sought, implemented and evaluated through review by relevant professionals; school has followed advice and evaluated outcomes over time. The period of time should be determined as appropriate to the individual.
- Plan should have clear outcomes; actions/intervention in place through the graduated response should have clear entry and exit criteria and success measures.
- Progression has been recorded, monitored and evaluated

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Need	Criteria
Cognition and Learning (includes Profound & multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD) and Moderate Learning Difficulties (MLD))	<p><u>PMLD:</u></p> <ul style="list-style-type: none"> • Likely to have lifelong illnesses • Attainments of these pupils are likely to remain in the early P scale range (P1-4) throughout their school career, below level 1 of the National Curriculum. <p><u>SLD:</u></p> <p>Attainments of pupils with SLD may be within the upper P scale range (P4 –P8) for most of their school careers, which is below Level 1 of the National Curriculum.</p> <p><u>MLD:</u></p> <ul style="list-style-type: none"> • General level of academic attainment will be considerably below that of their peers and will have particular difficulties acquiring basic numeracy and literacy skills • MLD is long-term low attainment. <p>To meet the criteria for consideration of Statutory Assessment the pupil will meet the threshold criteria below for MLD <u>and</u> have additional complex needs,</p>

	and will need modification of content and a differentiated teaching style for substantial parts of the curriculum.	
Age of pupil at end of school year	Year group	Criteria for Learning Difficulties (Moderate and Specific) These criteria are a guideline in understanding the child/young person's learning difficulty in the context of cognition. These criteria may not be relevant where the lack of achievement is due to Behavioural, Emotional or Social difficulties, as well as other contributing factors to low attainment, eg, English as an Additional Language.
3 years	-	Level of functioning not above half chronological age
4 years	FS1 (N)	Level of functioning not above half chronological age
5 years	FS2 (R)	Level of functioning not above half chronological age
6 years	Y1	Child functions between 1 – 3 scale points in Foundation Stage Profile in CLL/PSED/MD. Working towards Level 1 in all NC core subjects – P level 4-5
7 years	Y2	Working towards Level 1 in all NC core subjects – P level 4-6
8 years	Y3	Working towards Level 1 in all NC core subjects – P level 5-7
9 years	Y4	Working towards Level 1 in all NC core subjects – P level 6-8
10 years	Y5	Working at P: level 7-8 or Level 1c in all NC core subjects
11 years	Y6	Working at P: level 8, Levels 1c or 1b in all NC core subjects.
12 years	Y7	Level 1c or 1b in all NC core subjects
13 years	Y8	Working at Level 1b or 1a in all NC core subjects
14 years	Y9	Working at Level 1a or 2c in all NC core subjects
15* years	Y10	Working at Level 2c in all NC core subjects

<p>Specific Learning Difficulties (SpLD) / Dyslexia</p>	<ul style="list-style-type: none"> • Significant difficulties in reading and writing, spelling or numbers, which are not typical of their general level of functioning across the curriculum, and • Poor phonological ability as evidenced by below average standard scores in phonological awareness, verbal memory and verbal processing speed • They may demonstrate a higher level or ability orally in other subjects which do not correspond to the difficulty they experience gaining literacy or numeracy skills, and • These difficulties are persistent and long-term, and impact on their performance in areas of the curriculum, and • Involvement and findings from other educational professionals involved with identifying Specific Learning Difficulties, and • Significant (more than two levels) variance between English (Speaking and Listening) or Maths levels and other core levels, e.g., Science. (Please refer to levels above from Year 1 only but these are only applicable for SpLD in English or Maths.), and • They have made no National Curriculum sub-levels of progress during a reasonable period of monitoring and intervention (typically, one academic year), and require modification of materials for aspects of the curriculum associated with literacy or numeracy.
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Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Useful resources:

The Communication Trust <https://www.thecommunicationtrust.org.uk/>

What works: <http://www.thecommunicationtrust.org.uk/whatworks>

Progress Checker: <http://www.talkingpoint.org.uk/progress-checker>

Need	Criteria	
Communication and Interaction	<ul style="list-style-type: none"> • Speech, language and communication difficulties which are long term difficulties and affect participation in school; this may affect the development of their spoken language (expressive language) and/or their understanding (receptive language), and may or may not be accompanied by difficulties with pronunciation. • The language difficulty must impact significantly on the child’s ability to interact with others and access the curriculum, and • Speech and language therapy assessment and clear evidence of multi-professional concern, and • Meet the threshold criteria below. • (Please note that pupils whose first language is <u>NOT</u> English should not be regarded as having speech, language or communication difficulties <u>UNLESS</u> they also have an identified difficulty in this area in their mother tongue.) 	
Age of pupil at end of school year	Year group	<p align="center">Criteria for Speech and Language Difficulties</p> <p align="center"><i>Attainment Levels as a criterion is a guideline only.</i></p>
4 years	FS1(N	Speech and language skills not above half chronological age
5 years	FS2(R)	Speech and language skills not above half chronological age
6 years	Y1	Working at P levels 2/3 in English (Speaking & Listening)
7 years	Y2	Working at P levels 3/4 in English (Speaking & Listening)
8 years	Y3	Working at P levels 4/5 in English (Speaking & Listening)
9 years	Y4	Working at P levels 5/6 in English (Speaking & Listening)
10 years	Y5	Working at P levels 6/7 in English (Speaking & Listening)
11 years	Y6	Working at P levels 7/8 in English (Speaking & Listening)
Autistic Spectrum Condition (ASC)	<ul style="list-style-type: none"> • Diagnosis of Autistic Spectrum Condition (including Autism, Aspergers or Pervasive Development Disorder(PDD)), and • Significant evidence that the diagnosed condition, including marked sensory processing difference and/or high levels of anxiety, is affecting their ability to access the curriculum, and • Evidence that the degree of social communication and interaction impairment significantly affects access to the curriculum, and • Evidence of difficulties with oral and written comprehension, and with communicating thoughts and feelings to others, and • Modification of content and materials or equipment, and a differentiated teaching style 	

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Resources:

The DfE has published guidance to support schools (June 2014)

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

MindEd <http://counsellingminded.com/>

Young Minds <http://www.youngminds.org.uk/>

Need	Criteria
Social, emotional and mental health difficulties	<p>Supported by professional and medical advice, evidence that suggests significant effect on access to the curriculum, and the safety and wellbeing of the child or young person, or of others.</p> <p>There are two key elements that enable schools/settings to reliably identify children at risk of mental health problems:</p> <ul style="list-style-type: none"> • Effective use of data so that changes in patterns of attainment, attendance or behaviour are noticed and can be acted upon, and • An effective pastoral system so that at least one member of staff (e.g., a form tutor or class teacher) knows every child or young person well and can spot where bad or unusual behaviour may have a root cause that needs addressing. Where this is the case, the pastoral system or setting policies should provide the structure through which staff can escalate the issue and take decisions about what to do next. An audit trail of all actions and next steps should be logged. <p>Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by the children and young people themselves.</p> <p>School or setting-based evidence may include:</p> <p>Strengths and Difficulties Questionnaire (SDQ) http://www.sdqinfo.com/py/sdqinfo/b3.py?language=Englishqz(UK)</p>

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Resources:

RNIB <http://www.rnib.org.uk>

RNID is now Action on Hearing Loss <http://www.actiononhearingloss.org.uk>

The Dyspraxia Foundation <http://www.dyspraxiafoundation.org.uk>

Need	Criteria
Sensory and /or physical Needs	<p><u>Physical Disability:</u> Clear evidence of multi-professional concern that the pupil's physical, medical or sensory disability may, if appropriate action is not taken, have a significant impact on their progress in the curriculum</p> <p><u>Visual impairment:</u> Diagnosed eye condition affecting both eyes and causing severe visual impairment</p> <p><u>For both physical or visual impairment:</u></p> <ul style="list-style-type: none"> • The pupil's physical disability, medical condition or visual impairment prevents them from taking full part in the school/community life, and • Modification of content, materials, equipment or a differentiated teaching style, and/or • Clear evidence that the adaptations required to meet the pupil's needs cannot be met within the resources available in the school. <p><u>Hearing impairment:</u></p> <ul style="list-style-type: none"> • The pupil will have a diagnosis of severe to profound, bi-lateral, sensory-neural hearing loss, and • The pupil will have been prescribed hearing aid equipment, including cochlear implants, or specialist communication support requirements that could not have been provided for within resources available to the school, and • There will be clear evidence based on specific examples that the pupil's hearing impairment prevents them from taking a full part in school/community life, and • There will be evidence that the hearing impairment impacts significantly on the development of language skills, which, in turn, affects access to the curriculum, and • There will be evidence of difficulties with oral and written comprehension, and with communicating thoughts and feelings to others, and • The pupil will need modification of content, materials and equipment,

	<p>or a differentiated teaching style and/or setting for substantial parts of the curriculum. The pupil may require additional systems to support communication, such as British Sign Language, Total Communication, Lip Speaker or Note-taker.</p>
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Progression Guidance

The progression measures set out a clear national expectation of the minimum rate of progress that all pupils of all abilities should make: **two National Curriculum levels of progress between Key Stage 1 and Key Stage 2 and three National Curriculum levels of progress between Key Stage 2 and Key Stage 4.**

P scale Quartiles

Lower, median and upper quartile tables 2009: English, mathematics and science – KS1-2, KS2-3 and KS3-4

Key Stage 1 to Key Stage 2 quartile tables											
English				Maths				Science			
KS1 Prior attainment	KS2 LQ	KS2 Median	KS2 UQ	KS1 Prior attainment	KS2 LQ	KS2 Median	KS2 UQ	KS1 Prior attainment	KS2 LQ	KS2 Median	KS2 UQ
P1(i)	P1(i)	P2(ii)	P2(ii)	P1(i)	P1(i)	P1(ii)	P2(i)	P1(i)	P1(ii)	P2(ii)	P2(ii)
P1(ii)	P2(i)	P2(i)	P2(ii)	P1(ii)	P1(ii)	P2(i)	P2(ii)	P1(ii)	P1(ii)	P2(ii)	P3(ii)
P2(i)	P2(i)	P2(ii)	P3(ii)	P2(i)	P2(i)	P2(i)	P3(i)	P2(i)	P2(i)	P2(ii)	P3(i)
P2(ii)	P2(ii)	P3(ii)	P4	P2(ii)	P3(i)	P3(ii)	P4	P2(ii)	P2(ii)	P3(ii)	P4
P3(i)	P3(i)	P3(ii)	P5	P3(i)	P3(i)	P4	P4	P3(i)	P3(ii)	P4	P4
P3(ii)	P4	P4	P5	P3(ii)	P4	P5	P5	P3(ii)	P4	P5	P5
P4	P5	P5	P7	P4	P5	P6	P6	P4	P5	P6	P
P5	P6	P7	P8	P5	P6	P7	P8	P5	P6	P8	L1B
P6	P7	L1C	L1A	P6	P8	L1C	L1B	P6	P8	L1B	L2C
P7	L1C	L1B	L2C	P7	L1C	L1B	L2C	P7	L1C	L1A	L2B
P8	L1A	L2C	L2B	P8	L1B	L1A	L2B	P8	L1B	L2C	L2B

Key Stage 2 to Key Stage 3 quartile tables											
English				Maths				Science			
KS2 Prior attainme nt	KS3 LQ	KS3 Medi an	KS3 UQ	KS2 Prior attainme nt	KS3 LQ	KS3 Medi an	KS3 UQ	KS2 Prior attainme nt	KS3 LQ	KS3 Medi an	KS3 UQ
P1(i)	P1(i))	P1(i)	P1(i)	P1(i)	P1(i))	P1(i)	P1(i)	P1(i)	P1(i))	P1(i)	P2(i))
P1(ii)	P1(i i)	P1(ii)	P3(i)	P1(ii)	P1(i i)	P2(i)	P2(ii))	P1(ii)	P1(i)	P1(ii)	P2(i i)
P2(i)	P2(i)	P2(ii)	P2(ii))	P2(i)	P2(i)	P2(ii)	P2(ii))	P2(i)	P2(i)	P2(i)	P3(i)
P2(ii)	P2(i i)	P2(ii)	P3(ii))	P2(ii)	P2(i i)	P2(ii)	P3(ii))	P2(ii)	P2(i i)	P2(ii)	P3(i i)
P3(i)	P3(i)	P3(ii)	P4	P3(i)	P3(i)	P3(ii)	P4	P3(i)	P2(i i)	P3(i)	P3(i i)
P3(ii)	P3(i i)	P4	P4	P3(ii)	P3(i)	P3(ii)	P4	P3(ii)	P3(i)	P3(ii)	P4
P4	P4	P4	P5	P4	P4	P4	P5	P4	P4	P5	P6
P5	P5	P6	P6	P5	P5	P6	P7	P5	P5	P6	P7
P6	P6	P7	P8	P6	P6	P7	P8	P6	P6	P7	L1B
P7	P7	P8	L1C	P7	P7	P8	L1C	P7	P7	P8	L1B
P8	L1C	L1B	L1A	P8	L1C	L1B	L1A	P8	L1B	L1A	L2B

Key Stage 3 to Key Stage 4 quartile tables											
English				Maths				Science			
KS3 Prior attainment	KS4 LQ	KS4 Median	KS4 UQ	KS3 Prior attainment	KS4 LQ	KS4 Median	KS4 UQ	KS3 Prior attainment	KS4 LQ	KS4 Median	KS4 UQ
P1(i)	P1(i))	P1(i)	P1(i)	P1(i)	P1(i))	P1(i)	P1(i)	P1(i)	P1(i))	P1(i)	P1(i)
P1(ii)	P1(i))	P1(ii)	P2(i)	P1(ii)	P1(i))	P1(ii)	P1(ii))	P1(ii)	P1(i) i)	P1(ii)	P2(i))
P2(i)	P2(i))	P2(i)	P2(ii))	P2(i)	P2(i))	P2(i)	P2(ii))	P2(i)	P2(i))	P2(i)	P2(i) i)
P2(ii)	P2(i i)	P2(ii)	P2(ii))	P2(ii)	P2(i))	P2(ii)	P2(ii))	P2(ii)	P2(i i)	P2(ii)	P3(i i)
P3(i)	P3(i))	P3(ii)	P4	P3(i)	P2(i i)	P3(i)	P4	P3(i)	P3(i)	P3(ii)	P3(i i)
P3(ii)	P3(i i)	P3(ii)	P4	P3(ii)	P3(i i)	P3(ii)	P4	P3(ii)	P3(i i)	P4	P4
P4	P4	P4	P5	P4	P4	P4	P5	P4	P4	P4	P5
P5	P5	P5	P6	P5	P5	P5	P6	P5	P5	P5	P6
P6	P6	P6	P7	P6	P6	P6	P7	P6	P6	P7	P7
P7	P7	P7	P8	P7	P7	P7	P8	P7	P7	P8	L1C
P8	P8	L1C	L1B	P8	P8	L1C	L1B	P8	P8	L1B	L1B

NC Quartiles

Lower, median and upper quartile tables 2009 for English and mathematics - KS1-2, KS 2-3, KS 3-4 and KS 2-4.

Key Stage 1 to Key Stage 2 quartile tables											
KS2 P levels / NC levels				KS2 P levels / NC levels				KS2 P levels / NC levels			
English				Maths				Science			
KS1 Prior attainment	KS 2 LQ	KS2 Media n	KS 2 U Q	KS1 Prior attainme nt	KS 2 LQ	KS2 Median	KS 2 U Q	KS1 Prior attainme nt	KS 2 LQ	KS2 Media n	KS 2 U Q
W	1	2	3	W	1	2	3	W	NA	NA	NA
1	3	3	4	1	2	3	3	1	NA	NA	NA
2C	3	4	4	2C	3	4	4	2C	NA	NA	NA
2B	4	4	4	2B	4	4	4	2B	NA	NA	NA
2A	4	4	5	2A	4	4	5	2A	NA	NA	NA
3	4	5	5	3	5	5	5	3	NA	NA	NA
4	5	5	5	4	5	5	5	4	NA	NA	NA
Key Stage 2 to Key Stage 3 quartile tables											
KS3 P levels / NC levels				KS3 P levels / NC levels				KS3 P levels / NC levels			
English				Maths				Science			
KS2 Prior attainme nt	KS 3 LQ	KS3 Media n	KS3 UQ	KS2 Prior attainme nt	KS 3 LQ	KS3 Media n	KS3 UQ	KS2 Prior attain ment	KS 3 LQ	KS3 Media n	KS 3 UQ
W	0	1	2	W	0	1	2	W	NA	NA	NA
1	2	2	3	1	2	2	3	1	NA	NA	NA
2	3	4	4	2	3	3	4	2	NA	NA	NA
3	4	4	5	3	4	4	5	3	NA	NA	NA
4	5	5	6	4	5	6	6	4	NA	NA	NA
5	6	6	7	5	7	7	8	5	NA	NA	NA

Key Stage 3 to Key Stage 4 quartile tables											
KS4 GCSEs				KS4 GCSEs				KS4 GCSEs			
English				Maths				Science			
KS3 Prior attainment	KS 4 LQ	KS4 Media n	KS 4 UQ	KS3 Prior attainment	KS 4 LQ	KS4 Media n	KS 4 UQ	KS3 Prior attainment	KS 4 LQ	KS4 Media n	KS 4 UQ
W	G	F	E	W	U	U	G	W	NA	NA	NA
1	G	F	E	1	U	U	G	1	NA	NA	NA
2	G	F	E	2	U	G	F	2	NA	NA	NA
3	F	E	E	3	G	G	F	3	NA	NA	NA
4	E	D	D	4	F	E	E	4	NA	NA	NA
5	D	C	C	5	D	D	C	5	NA	NA	NA
6	C	B	A	6	C	C	C	6	NA	NA	NA
7	A	A	A*	7	B	B	A	7	NA	NA	NA
8	A	A	A*	8	A	A	A*	8	NA	NA	NA

Key Stage 2 to Key Stage 4 quartile tables											
KS4 GCSEs				KS4 GCSEs				KS4 GCSEs			
English				Maths				Science			
KS2 Prior attainment	KS 4 LQ	KS4 Media n	KS 4 UQ	KS2 Prior attainment	KS 4 LQ	KS4 Media n	KS 4 UQ	KS2 Prior attainment	KS 4 LQ	KS4 Media n	KS 4 UQ
W	G	F	E	W	U	G	F	W	NA	NA	NA
1	G	F	E	1	U	G	F	1	NA	NA	NA
2	F	E	E	2	G	F	F	2	NA	NA	NA
3	E	D	D	3	F	E	D	3	NA	NA	NA
4	D	C	B	4	D	C	C	4	NA	NA	NA
5	B	B	A	5	B	B	A	5	NA	NA	NA

Key: W = below level 1 LQ= 25th percentile Median= 50th percentile UQ= 75th percentile

Post-16 to 25 years

Post-16 institutions often use the term “learning difficulties and disabilities (LDD)”. The term SEN is used in this document across the 0-25 age range but includes LLD.

Colleges should be involved in transition planning between school and college so that they can prepare to meet the student’s needs and ensure a successful transition into college life. Colleges should give all applicants an opportunity before or at entry and at subsequent points to declare whether they have a learning need, a disability or a medical condition which will affect their learning. If a student makes a declaration, the college should discuss with the student how they will provide support. Any screenings and assessments should be differentiated and proportionate to the likely level of SEN.

Some needs may emerge after a student has begun a programme. Teaching staff should work with specialist support to identify where a student may be having difficulty which may be because of SEN.

Students who fell behind at school, or who are studying below level 2, should have their needs identified and appropriate support should be provided. It should not be assumed that they have SEN just because they have lower attainment levels than the majority of their peers. They may do but this should be identified specifically and supported. Equally, it should not be assumed that students working on higher level courses do not have any learning difficulty or disability that may need special educational provision.

Where a student has a learning difficulty or disability that calls for special educational provision, the college **must** use its best endeavours to put appropriate support in place.

Support should be evidence-based. This means that colleges should be aware of effective practice in the sector and elsewhere, and personalise it for the individual. They should keep the needs of students with SEN or disabilities under regular review. Colleges should take a cyclical approach to assessing need, planning and providing support, and reviewing and evaluating that support so that it can be adjusted where necessary. They should involve the student and, particularly for those aged 16 to 18, their parents closely at all stages of the cycle, planning around the individual, and they should ensure that staff have the skills to do this effectively.

Where a student is identified as having SEN and needing SEN support, colleges should bring together all the relevant information from the school, from the student, from those working with the student and from any screening test or assessment the college has carried out.

The effectiveness of the support and its impact on the student’s progress should be reviewed regularly, which may lead to changes in the type and level of their support. This review should take into account the student’s progress and any changes to the student’s own ambitions and aspirations, which may lead to changes in their support. The college and the student together should plan any changes in support. Colleges should revisit this cycle of action, refining and revising their decisions about support as they gain a richer understanding of the student, and what is most effective in helping them secure good outcomes.

Colleges are not expected to meet the full costs of more expensive support from their core and additional funding in their main allocation. They are expected to provide additional support which costs up to a nationally prescribed threshold per student per year. If Swindon is the young person’s home authority, additional top-up funding may be available where the cost of the special educational provision required to meet the needs of an individual young person exceeds the nationally prescribed threshold. This should reflect the cost of providing the additional support that is in excess of the nationally prescribed threshold. There is no requirement for an EHC Plan for a

young person for whom a college receives additional top-up funding, except in the case of a young person who is over 19 but where the local authority considers it is necessary for special educational provision to be made through an EHC Plan it should carry out an EHC needs assessment. The process about how decisions are made regarding high needs funding and education placements is transparent. As stated previously, there are principles and supporting evidence requirements which underpin those decisions with schools and colleges, and with parents and young people.

It should be noted that colleges are funded by the Education Funding Agency (EFA) for all 16-18 year olds and for those aged 19-25 who have EHC Plans, with support from the home local authority for students with high needs. Colleges **must not** charge tuition fees for these young people.