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| **Name:****Date of Birth:****Current Year Group:****Date completed:** |
| **Identification Criteria** |
| When identifying that a pupil has a special educational need (SEN), consideration must be given to whether the support required by the pupil in order for them to access the curriculum and make sufficient progress is different from or additional to that which would normally be available to pupils of the same age. For each area where a need has been identified, record how often this difficulty is evident.Rare/never – Only on the odd occasion i.e. once a term, maybe when distracted or not in the right frame of mind.Occasionally – Maybe once or twice a weekFrequently – Every day or every time the subject is taught or activity undertakenIn the comments/evidence box, outline the support required by the pupil in that area. This support should not be Universal Provision but should be additional, targeted provision e.g. targeted adult support, 1:1 or small group targeted interventions or specific adaptations to the curriculum. Interventions need to be named. |

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| **Cognition and learning**In order for a pupil to be placed on the SEN Register at SEN Support with a primary need of Cognition and Learning, the child/young person will usually be working at least one year below Age Related Expectations in at least two key areas or 18 months to 2 years below Age Related Expectations in one key area (reading, writing, spelling, maths.) The pupil will be failing to make expected progress in at least one key area (reading, writing, spelling, maths) despite appropriate strategies and support being put in place to support progress in this area, through Universal Provision.On assessment, the Standardised Scores for a pupil who meets criteria to be at SEN Support with a primary need of Cognition and Learning, will usually be 85 or below. |

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| Indicate using a cross, or the date, the frequency of support required: **Frequent**, **Occasional** or **Rare/Never**.Add comments, including the support required and links to evidence and assessments used in space below each descriptor.Any specialists involved and date referred: | **Rarely/Never** | **Occasionally** | **Frequently** |

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| **Attainment and progress** |
|  | **Yes** | **No** |
| The pupil is working at least one year below Age Related Expectations in two or more key areas or at least 18 months below Age Related Expectations in one key area. |  |  |
| Comments/evidence |
|  | **Yes** | **No** |
| The pupil is not making expected progress in at least one key area, despite appropriate focused support being put in place through Universal Provision. |  |  |
| Comments/evidence |

| **Reading/Phonics** |
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|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Difficulty with fluently decoding words at an age appropriate level. |  |  |  |
| Comments/evidence |
| Difficulty with recognising High Frequency Words at an age appropriate level. |  |  |  |
| Comments/evidence |
| Difficulty with adding intonation and recognising punctuation in their reading. |  |  |  |
| Comments/evidence |
| Difficulty with recalling what they have read. |  |  |  |
| Comments/evidence |
| Difficulty with answering verbal/written comprehension questions at an age appropriate level. |  |  |  |
| Comments/evidence |
| Unable to read with age appropriate fluency and speed. |  |  |  |
| Comments/evidence |

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| **Writing/Recording** |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Difficulty with communicating their ideas in writing in a legible way. |  |  |  |
| Comments/evidence |
| Difficulty with communicating their ideas in writing in an organised and readable way. |  |  |  |
| Comments/evidence |
| Difficulty with organising their writing into age appropriate sentence structures. |  |  |  |
| Comments/evidence |
| Difficulty with writing using age appropriate, accurate grammar. |  |  |  |
| Comments/evidence |
| Difficulty with writing using age appropriate, accurate punctuation. |  |  |  |
| Comments/evidence |

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| **Spelling** |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Difficulty with applying phonics knowledge to their spelling. |  |  |  |
| Comments/evidence |
| Difficulty with applying knowledge of High Frequency Word spellings. |  |  |  |
| Comments/evidence |
| Difficulty with spelling age appropriate High Frequency Words correctly. |  |  |  |
| Comments/evidence |
| Difficulty with retaining and applying taught spelling rules. |  |  |  |
| Comments/evidence |

| **Maths** |
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|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Difficulty with retaining taught maths facts and concepts. |  |  |  |
| Comments/evidence |
| Difficulty with understanding basic maths concepts e.g. place value. |  |  |  |
| Comments/evidence |
| Difficulty with applying a taught concept in different situationse.g. using a method to solve a problem. |  |  |  |
| Comments/evidence |
| Difficulty with organising their work neatly on a page and working accurately. |  |  |  |
| Comments/evidence |

| **Working memory/Processing/Executive functioning** |
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|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Difficulty with regulating and maintaining their attention so that they can focus on a task for a reasonable amount of time. |  |  |  |
| Comments/evidence |
| Difficulty with remembering and follow instructions. |  |  |  |
| Comments/evidence |
| Difficulty with organising themselves for a task. |  |  |  |
| Comments/evidence |
| Difficulty with working independently. |  |  |  |
| Comments/evidence |
| Difficulty with dealing with abstract ideas, generalising from experience and/or using problem solving skills. |  |  |  |
| Comments/evidence |

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| **Attitude to learning/Self-esteem as a learner** |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Lacks confidence to attempt work independently. |  |  |  |
| Comments/evidence |
| Lacks self-esteem in relation to learning. |  |  |  |
| Comments/evidence |