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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 week  Frequently – Every day or every time the subject is taught or activity undertaken  In 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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| **Physical/ Medical needs** | | | |
| 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: | | | |
| **Curriculum access** | | | |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Has difficulty accessing the curriculum and engaging with activities. |  |  |  |
| Comments/evidence | | | |
| **Fine motor skills** | | | |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Difficulty recording their ideas successfully. |  |  |  |
| Comments/evidence | | | |

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| **Fine motor skills** | | | |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Difficulty with developing writing skills.  e.g. letter formation, word spacing, joined handwriting |  |  |  |
| Comments/evidence | | | |
| Difficulty with setting work out neatly on a page. |  |  |  |
| Comments/evidence | | | |
| Difficulty with manipulating and using apparatus successfully.  e.g. ruler, compasses, protractor |  |  |  |
| Comments/evidence | | | |
| Difficulty with independently carrying out self-care skills e.g. toileting, dressing, buttons, zips, feeding. |  |  |  |
| Comments/evidence | | | |

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| **Gross motor/ mobility needs** | | | |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Difficulty with moving safely and confidently around the site. |  |  |  |
| Comments/evidence | | | |
| Difficulty with independently positioning themselves comfortably in a chair. |  |  |  |
| Comments/evidence | | | |
| Difficulty with independently participating fully and safely in P.E and sports activities. |  |  |  |
| Comments/evidence | | | |
| Difficulty with developing physical skills involving co-ordination.  e.g. skipping, climbing, jumping | | | |
| Comments/evidence | | | |
| Difficulty with developing physical skills involving hand-eye co-ordination.  e.g. throwing and catching, bat and ball skills |  |  |  |
| Comments/evidence | | | |

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| **Gross motor/ mobility needs** | | | |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Difficulty with developing skills involving balance.  e.g. walking along a beam, standing on one foot |  |  |  |
| Comments/evidence | | | |
| Difficulty with developing skills involving bi-lateral integration and crossing the mid-line.  e.g. |  |  |  |
| Comments/evidence | | | |
| Difficulty with developing skills involving spatial awareness.  e.g. moving around classroom without bumping into things, running games without bumping into people |  |  |  |
| Comments/evidence | | | |
| Difficulty with developing skills involving core strength.  e.g. good posture while sitting for writing, holding a stable position in an activity |  |  |  |
| Comments/evidence | | | |
| Difficulty with participating fully and safely at play times. |  |  |  |
| Comments/evidence | | | |