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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 need is noted.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 taughtIn 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. Any intervention needs to be named. |

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| Social Emotional and Mental Health Needs (SEMH)In order for a pupil to be placed on the SEN Register at SEN Support with a primary need of SEMH, the child/young person must be demonstrating social, emotional or mental health needs that are impacting on their access to the curriculum; this could be due for instance to difficulty coming into school, difficulty managing their emotions within the classroom environment, difficulty managing social interactions, low self-esteem affecting ability to engage with learning. School staff must consider whether the social and emotional needs could be due to another underlying difficult such as cognition and learning needs or communication and interaction needs. If a primary need in another area is identified, the SEMH needs would be a secondary or additional need. In this case, it is important that appropriate support and intervention is put in place to address the primary needs.For support with identifying whether a pupil’s SEMH needs are the primary or a secondary/additional need, please see the SEMH icebergs. |
| 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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| **Engagement and motivation/ Feeling safe** |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Difficulty with putting hand up to share ideas. |  |  |  |
| Comments/evidence |
| Difficulty with making the right choices when a routine is changed. |  |  |  |
| Comments/evidence |
| Difficulty with starting an activity independently. |  |  |  |
| Comments/evidence |
| Difficulty with working hard independently. |  |  |  |
| Comments/evidence |
| Difficulty with independently trying their best. |  |  |  |
| Comments/evidence |
| Difficulty with following adult instructions. |  |  |  |
| Comments/evidence |
| Difficulty with being in the right place at the right time. |  |  |  |
| Comments/evidence |

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| **Engagement and motivation/ Feeling safe** |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Difficulty with respecting own, and others property. |  |  |  |
| Comments/evidence |
| **Engagement and motivation/ Feeling safe** |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Lacks confidence to try new activities. |  |  |  |
| Comments/evidence |
| Finds it difficult to ask tricky questions on their own. |  |  |  |
| Comments/evidence |
| Finds it difficult to take risks to learn more. |  |  |  |
| Comments/evidence |
| Finds it difficult to challenge themselves. |  |  |  |
| Comments/evidence |
| Difficulty with asking for help when needed. |  |  |  |
| Comments/evidence |

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| **Engagement and motivation/ Feeling safe** |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Unable to show extra interest in an activity started in class. |  |  |  |
| Comments/evidence |
| Difficulty with keeping hands and feet to themselves. |  |  |  |
| Comments/evidence |
| **Self-Regulation** |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Difficulty with telling adults how they feel. |  |  |  |
| Comments/evidence |
| Difficult with expressing their feelings appropriately. |  |  |  |
| Comments/evidence |
| Unable to accept school rules. |  |  |  |
| Comments/evidence |

| **Self-Regulation** |
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|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Difficulty dealing with negative emotions. |  |  |  |
| Comments/evidence |
| Difficulty using words appropriately to say how they feel. |  |  |  |
| Comments/evidence |
| Unable to ignore distractions and tell an adult when something is distracting them. |  |  |  |
| Comments/evidence |
| Unable to ignore/move away from others that are distracting them. |  |  |  |
| Comments/evidence |
| Unable to say when they need to take a break. |  |  |  |
| Comments/evidence |
| Difficulty with talking about how they feel and knowing what they need. |  |  |  |
| Comments/evidence |
| Unable to find resources to help them concentrate when things get tricky. |  |  |  |
| Comments/evidence |
| Finds it difficult to be in the right place at the right time. |  |  |  |
| Comments/evidence |
| Difficulty with taking responsibility for own actions. |  |  |  |
| Comments/evidence |
| Unable to make good choices about the friendships they make. |  |  |  |
| Comments/evidence |
| Unable to understand that all actions have consequences. |  |  |  |
| Comments/evidence |
| Unable to be happy and content most of the time. |  |  |  |
| Comments/evidence |
| Difficulty with being proud of own work. |  |  |  |
| Comments/evidence |
| Unable to be spontaneous in play. |  |  |  |
| Comments/evidence |
| Difficulty with sharing ideas with the class. |  |  |  |
| Comments/evidence |
| Unable to start work straight away and work independently. |  |  |  |
| Comments/evidence |
| Difficulty with accepting praise. |  |  |  |
| Comments/evidence |

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| **Self-esteem and Self-confidence** |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Difficulty with saying what they find hard. |  |  |  |
| Comments/evidence |
| Unable to choose to play with others independently. |  |  |  |
| Comments/evidence |
| Unable to help others with their learning. |  |  |  |
| Comments/evidence |
| Unable to share opinions appropriately. |  |  |  |
| Comments/evidence |
| Difficulty with talking about what they can and can’t do. |  |  |  |
| Comments/evidence |
| Unable to explore ways to understand something. |  |  |  |
| Comments/evidence |
| Difficulty with explaining their thinking when they take part in an activity. |  |  |  |
| Comments/evidence |

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| **Self-esteem and Self-confidence** |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Unable to use other people’s ideas to solve problems. |  |  |  |
| Comments/evidence |
| Unable to explain how they solved a problem and why they did what they did. |  |  |  |
| Comments/evidence |

| **Resilience** |
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|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Unable to have another go at something. |  |  |  |
| Comments/evidence |
| Difficulty with trying new things. |  |  |  |
| Comments/evidence |
| Finds it difficult to take their time over an activity. |  |  |  |
| Comments/evidence |
| Difficulty with taking turns when playing games with friends. |  |  |  |
| Comments/evidence |
| Unable to manage making mistakes. |  |  |  |
| Comments/evidence |
| Difficulty with staying in the classroom. |  |  |  |
| Comments/evidence |
| Unable to work through distractions. |  |  |  |
| Comments/evidence |
| Difficulty with completing set tasks. |  |  |  |
| Comments/evidence |
| Unable to show an interest in learning outside of school. |  |  |  |
| Comments/evidence |
| Unable to understand that when they find things hard they can try to make them better. |  |  |  |
| Comments/evidence |
| Difficulty accepting the need to edit/change their work when asked by an adult. |  |  |  |
| Comments/evidence |
| Difficulty with accepting the need to finish an activity and move on to another one. |  |  |  |
| Comments/evidence |
| Difficulty with accepting that others’ ideas may work better than theirs. |  |  |  |
| Comments/evidence |
| Difficulty with solving problems independently. |  |  |  |
| Comments/evidence |
| Difficult with talking about what they could do differently next time. |  |  |  |
| Comments/evidence |

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| **Empathy** |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Unable to talk about tricky emotions like embarrassment, guilt and disappointment. |  |  |  |
| Comments/evidence |

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| **Empathy** |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Unable to comfort a friend if they are upset. |  |  |  |
| Comments/evidence |
| Difficulty with listening to a friend’s point of view. |  |  |  |
| Comments/evidence |
| Difficulty with understanding how others feel. |  |  |  |
| Comments/evidence |
| Unable to see when others need support and to help them or to find an adult to help them. |  |  |  |
| Comments/evidence |
| Difficulty with understanding another person’s likes and dislikes. |  |  |  |
| Comments/evidence |
| Difficulty with using a quiet, calm voice. |  |  |  |
| Comments/evidence |

| **Empathy** |
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|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Unable to show an interest in other people’s news and interests. |  |  |  |
| Comments/evidence |
| Unable to share ideas to help classmates learn. |  |  |  |
| Comments/evidence |
| Finds it difficult to respect the feelings and ideas of others. |  |  |  |
| Comments/evidence |
| Difficulty with making links to past experiences. |  |  |  |
| Comments/evidence |
| Finds it difficult to make positive comments about others. |  |  |  |
| Comments/evidence |
| Unable to use the ideas of others to learn more. |  |  |  |
| Comments/evidence |
| Finds it difficult to let friends make helpful changes to work. |  |  |  |
| Comments/evidence |
| Finds it difficult to ask for or listen to other’s ideas. |  |  |  |
| Comments/evidence |

| **Managing Relationships** |
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|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Finds it difficult to help make things better if they have damaged or hurt. |  |  |  |
| Comments/evidence |
| Finds it difficult to follow the rules in a game. |  |  |  |
| Comments/evidence |
| Finds it difficult to play a game led by another. |  |  |  |
| Comments/evidence |
| Finds it difficult to say kind things to friends when playing/socialising together. |  |  |  |
| Comments/evidence |
| Unable to play with friends without adult support. |  |  |  |
| Comments/evidence |
| Difficulty with taking part in an adult led activity. |  |  |  |
| Comments/evidence |
| Finds it difficult to encourage others. |  |  |  |
| Comments/evidence |
| Difficulty with resolving issues with peers independently. |  |  |  |
| Comments/evidence |
| Finds it difficult to follow the rules of others. |  |  |  |
| Comments/evidence |
| Unable to manage meeting new people. |  |  |  |
| Comments/evidence |
| Difficulty with choosing to work with others and organising own group independently. |  |  |  |
| Comments/evidence |
| Finds it difficult to accept feedback. |  |  |  |
| Comments/evidence |
| Difficulty with building relationships outside of the classroom. |  |  |  |
| Comments/evidence |
| Difficulty with solving problems in social and emotional situations. |  |  |  |
| Comments/evidence |
| Unable to get attention in a positive way. |  |  |  |
| Comments/evidence |

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| **Focus and attention** |
|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Finds it difficult to focus and maintain attention for a task without being distracted. |  |  |  |
| Comments/evidence |
| Finds it difficult to manage fidgetiness and to sit still in order to be able to engage in a task for a reasonable length of time. |  |  |  |
| Comments/evidence |
| Difficulty with managing impulsive behaviours e.g calling out, blurting. |  |  |  |
| Comments/evidence |
| Finds it difficult to manage within school without reaching the limit of normal school sanctions. |  |  |  |
| Comments/evidence |