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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 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. |
| Physical and SensoryVisual Impairment |
| 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** |

| **Curriculum Access** |
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|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Does the pupil hold books very close or at an unusual angle? |  |  |  |
| Comments/evidence |
| Do they lose their place when reading, skip lines or words or struggle to find text on a page? |  |  |  |
| Comments/evidence |
| Do they close or cover one eye when reading or working on near/close activities? |  |  |  |
| Comments/evidence |
| Do they have a short attention span when reading or writing? |  |  |  |
| Comments/evidence |
| Do they lean in close to work or have a poor or unusual sitting posture when reading? |  |  |  |
| Comments/evidence |
| Do they make excessive head movements when reading? |  |  |  |
| Comments/evidence |
| Does the pupil squint or frown when looking at the board? |  |  |  |
| Comments/evidence |
| Does the pupil make errors in copying near or from a distance? |  |  |  |
| Comments/evidence |

| **Independence and mobility** |
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|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Do they rub their eyes frequently? |  |  |  |
| Comments/evidence |
| Do they show hesitancy when walking? |  |  |  |
| Comments/evidence |
| Does the pupil find it difficult to move around on different surfaces and when presented with changes in levels? |  |  |  |
| Comments/evidence |
| Do they regularly bump into things or knock things over? |  |  |  |
| Comments/evidence |
| Do they have poor performance in or demonstrate anxiety/ lack of confidence in sports/outdoor activities? |  |  |  |
| Comments/evidence |
| Do they demonstrate poor hand/eye co-ordination? |  |  |  |
| Comments/evidence |
| Do they have difficulty finding dropped items? |  |  |  |
| Comments/evidence |
| Does the pupil have an obvious tendency to favour one eye? |  |  |  |
| Comments/evidence |
| Do they peer at distant objects? |  |  |  |
| Comments/evidence |
| Does the pupil have a tendency to tilt their head to one side up, or down? |  |  |  |
| Comments/evidence |
| Does the pupil demonstrate a dislike of noisy environments? |  |  |  |
| Comments/evidence |

| **Social and emotional wellbeing** |
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|  | **Rarely/Never** | **Occasionally** | **Frequently** |
| Is the pupil nervous, irritable, tense or restless after maintaining visual concentration? |  |  |  |
| Comments/evidence |
| Does the pupil struggle to recognise people from a distance? |  |  |  |
| Comments/evidence |
| Do they show lack of confidence in group activities? |  |  |  |
| Comments/evidence |
| Does the pupil fail to respond to non-verbal instructions e.g. facial expressions? |  |  |  |
| Comments/evidence |
| Does the pupil demonstrate anxiety or changes in behaviour in unfamiliar environments? |  |  |  |
| Comments/evidence |