



Criteria for Special Educational Needs

**Love life,
Love learning,
Achieve together in God's love.**

SEN Criteria for Record of Concern

- Children who are working below average within their year group.
- Children you are generally concerned about.
- A record of concern sheet should be completed, signed by the parent of the child (as evidence that they know and have been informed of your concerns.)
- Class teacher to sign the Concern sheet.
- The completed sheet should then be scanned and emailed to the SENCO to be electronically filed. The child's name will be added to a list held by the SENCO.

SEN Criteria for Education Plan

- Children who are working below average in your class. This child will be still struggling in areas where you have provided extra support.
- Makes little or no progress even when teaching approaches are targeted, particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing English or Mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

This support must be documented on an Education Plan

- An Education Plan must be written by the class teacher (in consultation with all the professionals working with the child) signed by the parent of the child (as evidence that they know and have been informed of your concerns).
- The Education Plan should be signed by the class teacher.
- The parents should be sent a copy of their child's Support Plan by email from the SENCO.
- The completed Education Plan should then be emailed to the SENCO to be electronically filed and a copy should be kept in class in the SEND file. The child's name will be added to a list held by the SENCO.

Seeking Outside Agency/Specialists to support SEN Provision

Seeking outside agency support/specialist support – this will be done if the pupil:

- Continues to make little or no progress in specific areas of a significant period of time.
- Continues to work at National Curriculum levels substantially below those expected of a similar age.
- Continues to have difficulty developing English and Mathematics skills.
- Has emotional and behavioural difficulties which substantially and regularly interfere with their own learning or that of a class group, despite having an individualised behaviour management programme.

This support must be documented on an Early Help Assessment.

- An Early Help Assessment must be opened and written by the SENCO (in consultation with all the professionals working with the child) signed by the parent of the child (as evidence that they know and have been informed of your concerns).
- The Early Help Assessment should be signed by the lead professional, usually the SENCO.
- The completed Early Help Assessment should then be filed away by the SENCO and sent to the Integrated Working Team in Bolton. The child's name will also be added to a list held by the SENCO.
- An Early Help Assessment should be reviewed and updated by the SENCO every 8 to 10 weeks. The SENCO should invite parents of the child and all the professionals working with the child to the review meeting.

Referral made to Outside Agency/Specialist

- Outside agencies will be then be contacted or referred to by the SENCO
- In some cases outside agencies will work with children/teachers in other situations they might not always do so
- These outside agencies may include:
 - Bloom Wellbeing
 - Sensory Support service
 - Ladywood Outreach
 - Speech and Language service
 - Clinical Psychologists
 - Child Psychiatrists
 - Occupational Therapy
 - Paediatrician
 - School Nurse

Educational Psychologist Criteria

- The Educational Psychologist will only see children who have an Early Help Assessment.
- The list of children to see the Educational Psychologist will be drawn up by all members of teaching staff.
- This list will then be prioritised. The neediest children will be seen by the Educational Psychologist.

Higher Needs Funding Block

As soon as additional cost of support exceed £6000 (in one three-term period) school need to apply to the Local Authority for High Needs Block Funding. An individual provision map will need to be written to provide evidence of support cost.

Removing children from the SEN list/moving children to the next level of SEN.

- A child cannot be removed from the list without consulting the SENCO.
- The SENCO will then discuss this with the Head Teacher.
- Moving children from concern to Support Plan and from Support Plan to referral to Outside agencies/Specialists must be discussed at the meeting when staff amend the SEN list.

Possible issues that may impact on progress and attainment but are not Special Education Needs

- Disability (we must make reasonable adjustments – but disabilities alone do not constitute as Special Educational Needs)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant money
- Being LAC

Implementation

SEN Co-ordinator: Mrs J Lucas (Member of the SLT, Year 6 Class Teacher)

SEN Governor: Mrs N Callaghan

Document history

Date	Amendments
May 2014	Original documents
April 2019	Reviewed and Updated by the SENCO
June 2023	Reviewed and Updated by the SENCO: filing systems altered, change in SEND governor and update to outside agencies
October 2024	Reviewed by the SENCO