

Criteria Area	Guidance	Checklist Ref
1. EVIDENCE OF Special Educational Needs (SEN)		
<p>The child or young person (CYP) has or may have a learning difficulty or disability which is classed as a SEN, leading to the CYP requiring provision that is in addition to and/or different from what is ordinarily available.</p>	<p><i>Is the child or young person's (CYP) primary area of SEND identified (as defined within the SEND Code of Practice 0-25) and is there evidence to support this need requiring additional special educational provision to meet this need.</i></p> <ul style="list-style-type: none"> • <i>Cognition and Learning</i> • <i>Communication and Interaction</i> • <i>Social, Emotional and Mental Health</i> • <i>Sensory and Physical</i> <p><i>Note - If a child or young person has a medical diagnosis, this does not necessarily mean that the child has special educational needs requiring special educational provision to be put in place.</i></p> <p><i>What are the CYP, parents/carers view and wishes?</i></p> <p><i>A child or young person may have additional needs that require support via other routes than the statutory SEND process, e.g.,</i></p> <ul style="list-style-type: none"> • <i>A Health Care plan</i> • <i>A Speech and Language Therapy (SALT) plan</i> • <i>Emotional Literacy Support (ELSA)</i> • <i>Mental health support and intervention</i> • <i>An ATTEND plan</i> • <i>A Behaviour Support plan</i> 	1 6
2. GRADUATED APPROACH – Steps taken by the school/educational setting to identify and meet SEN outside of the statutory SEND process.		
2.1 Internal Support		
<p>Evidence that the provision in place links to the CYP's presenting SEN need, provided by school/setting existing budget</p>	<p><i>Consider what are the barriers to learning and what is in place to address the identified barriers for the CYP?</i></p> <p><i>Refer to other supporting materials, such as:</i></p> <ul style="list-style-type: none"> • <i>A provision map</i> • <i>SEN Support Plan</i> • <i>Additional Funding Needs (AFN) and/or High Level Needs (HLN) Funding Bid</i> • <i>CYP's curriculum has been reviewed and adapted in line with their SEN</i> 	4 5

<p>(Place and Notional SEND funding).</p>	<p><i>Has the CYP accessed AP – if so, how much and for how long was it for and what was the impact?</i></p> <p><i>What adjustments have been made to the young person’s educational provision?</i></p> <ul style="list-style-type: none"> • <i>e.g. Evidence of 1:1 support, evidence of small group intervention</i> <p><i>and as a result, what has been the impact?</i></p> <ul style="list-style-type: none"> • <i>e.g. improved academic attainment, reduced suspensions and exclusions, increased attendance</i> 	
<p>Evidence that cycles of Assess, Plan, Do, Review (ADPR) have taken place.</p>	<p><i>There should be evidence of a minimum of 2 cycles of review, demonstrated through Individual Education Plan (IEP) review meetings.</i></p>	<p>4 11</p>
<p>Evidence of CPD linked to the CYP’s SEN and its practical application in the setting.</p>	<p><i>Have school staff working with CYP completed CPD relevant to their SEN?</i></p> <ul style="list-style-type: none"> • <i>Were any adjustments made to the young person’s educational provision as a result and what was the impact?</i> 	<p>10</p>
<p>2.2 External Support</p>		
<p>Evidence that advice and guidance has been sought from external support services to inform educational provision at school/in the educational setting, linked to the identified SEN.</p>	<p><i>Surgeries for Early Years and/or Cognition and Learning Team.</i></p> <p><i>Evidence that discussion took place at Springboard.</i></p> <ul style="list-style-type: none"> • <i>Consider what the outcome was.</i> <p><i>(It is also important to remember that it is not a requirement under the Code of Practice for a school to refer to Springboard or to request additional funding, or to seek external support service involvement for a request for an EHCNA. If the school has existing knowledge and expertise within its system to support special educational provision to be put in place, this forms part of the graduated response to meeting the child’s needs.</i></p> <p><i>Routes to referral for Education, Learning and Inclusion support services include but are not limited to:</i></p> <ul style="list-style-type: none"> • <i>Springboard - access to Schools and Families Support Service (SFSS) and Educational Psychology Service (EPS)</i> • <i>Behaviour Partnerships (Social Emotional and Mental Health Team, SEMH)</i> • <i>Team Around the Family</i> • <i>Health Related Education Team (HRET)</i> 	<p>11</p>

	<p>Referrals may also include health and social care services, where health and social care needs have an impact on a young person's access to education. E.g.,</p> <ul style="list-style-type: none"> • Team Around the Family • SALT • Occupational Therapy • Physiotherapy • The Healthy Family Team • Continence Team • Child and Adolescent Mental Health Services (CAMHS) • Mental Health Support Team (MHST) <p>If professional support was offered, how was it implemented and what was the outcome?</p>	
<p>Referral(s) have been made to appropriate support services linked to the outlined needs/SEN.</p>	<p>Routes to referral include:</p> <ul style="list-style-type: none"> • Springboard (access to SFSS and EPS) • Behaviour Partnerships (SEMH Team) • Team Around the Family • HRET <p>If professional support was offered, how was it implemented and what was the outcome?</p>	<p>11</p>
<p>Evidence that the special educational provision in place is over and above the notional budget for SEN support (£6K) or additional funding has been sought.</p>	<p>Reference supporting material, such as:</p> <ul style="list-style-type: none"> • An HLN/AFN bid. • Behaviour Partnership Funding • Vulnerable Children Education Commissioning (VCEC) funding or involvement <p>AFN/HLN is equivalent to SEND Support because they are receiving something additional / or different from but does not necessarily mean an EHCP is required. Children have access to additional support and top-up funding outside of the statutory SEND process.</p> <p>Consider if the CYP has made progress in response to this provision being put in place. N.B., the notional budget of £6K may not necessarily result in a CYP being SEND support i.e. used for dyslexia friendly strategies or midday supervision club for children struggling or reducing class sizes (not bespoke to an individual child). Need to consider the school and child context.</p>	<p>5</p>
<p>2.3 Graduated Response considerations specific to Early Years What support and provision are put in place from early years settings? (If applicable).</p>		

<p>CYP has been accessing support or provision from an early years setting.</p>	<p><i>Consider what support and provision are in place from early years settings. Refer to supporting materials such as:</i></p> <ul style="list-style-type: none"> • <i>Evidence that SEND inclusion funding including transition and bridging funding has been in place or requested</i> • <i>Involvement of SFSS – early years and sensory (teachers of the visually and hearing-impaired teams)</i> • <i>Involvement of SALT</i> • <i>Evidence of Neurodevelopmental Behaviour Pathway referral</i> • <i>Known to Paediatrics service</i> 	<p>EY5 EY10 EY11 EY16</p>
<p>2.4 Graduated Response considerations specific to Post-16</p>		
<p>Has the graduated response been implemented before and if not, is there a clear reason for this. E.g., requires longer in education to achieve potential aspirations.</p>	<p><i>Consider whether any significant education missed, or if the CYP requires longer in education to achieve potential aspirations.</i></p> <p><i>Explore any transition documentation.</i></p>	<p>13</p>
<p>Is this a request for a supported internship?</p>		<p>N/A</p>
<p>3. PROGRESS AND ATTAINMENT</p>		
<p>Is the young person making academic progress according to their starting point, in response to the Special Educational Provision implemented?</p>	<p><i>Provide evidence of detailed assessment data over time i.e. at least 5 academic terms.</i></p> <p><i>Please refer to the evidence considered within the graduated approach above.</i></p>	<p>8</p>
<p>Rates of progress remain below expectations despite evidence-based interventions being applied consistently over time.</p>	<p><i>Consider similar age, need, and starting point for academic and social aspects. Has there been evidence that the CYP has not made progress over 5 terms?</i></p> <p><i>Has there been improvement in social interaction and development?</i></p> <p><i>Please refer to the evidence considered within the graduated approach above.</i></p> <ul style="list-style-type: none"> • <i>Provision map/SEN support plan</i> • <i>Level of adult support and intervention</i> 	<p>8</p>

	<i>For early years attainment, this may be EYSFS development matters and B-Squared assessments if SFSS is involved (at least 6 months).</i>	EY2
4. ATTENDANCE		
Is the young person persistently absent from school/education or are they finding it difficult to attend at all over a sustained period, despite significant intervention and support?	<p><i>Check to see if ATTEND framework used. What was the impact and to what effect?</i></p> <p><i>Have referrals been made to appropriate services? E.g., Family Service, HRET, Alternative Provision etc. What was the impact and to what effect?</i></p>	4