

## SEND Identification Criteria

Name: \_\_\_\_\_



### Cognition and Learning

Working 2 bands below month band in Prime areas (FS)	
Still emerging in Reading, Writing, Number (FS)	
Working in the band below the child's year band	
Working 5-6 steps below national average	
Difficulty acquiring new skills / retaining basic skills	
Difficulty carrying out simple / more complex instructions	
<b>Salford</b> – reading 18 months below chronological age	
Working below the expected Letters and Sounds phase	
<b>NARA</b> – reading accuracy / comprehension / rate 18 months below chronological age	
<b>Spelling</b> – spelling age 18 months below chronological age / below 5%	
<b>Sandwell</b> – age equivalent 18 months below chronological age / below 5%	
Needs support to access the lower ability differentiated planning	
Needing to access 2/3 interventions	
Specific difficulty e.g. English – proven confidence in other areas evident in teacher assessments	
Reluctance to read / write – may show frustrations / behaviours	
Difficulties involving specific skills such as sequencing, ordering, word finding	
Avoidance strategies / periods of disengagement	
Other:	

## SEND Identification Criteria

Name: \_\_\_\_\_



### Communication and Interaction

Difficulty making and maintaining friendships	
Difficulty knowing how to talk and listen to others in a conversation	
Difficulty coping in new or unfamiliar situations	
Over / under sensitivity to touch, light, taste, sound, smell	
Needs support to manage behaviour	
Inability to cope with unstructured social situations, including transitions	
Inability to use knowledge and skills functionally to generalise to various situations	
Difficulty reading the facial expressions of others	
Attention focused on own needs and interests	
Anxiety in busy, unpredictable environments	
Extreme reactions, rather than a graded response	
Considerable difficulties with receptive and / or expressive vocabulary	
Short and inaccurate sentences – oral and written	
Considerable difficulty understanding words, sentences and instructions	
Speech is often difficult to understand	
Speech difficulties are impeding English development	
Other:	

## SEND Identification Criteria

Name: \_\_\_\_\_



### Social, emotional and mental health

Diagnosis of ASD, ADHD etc.	
Needs support to interact with peers / make friends	
Difficulty knowing how to talk and listen to others in a conversation	
Difficulty coping in new or unfamiliar situations	
Over / under sensitivity to touch, light, taste, sound, smell	
Needs support to manage behaviour	
Need support to concentrate on the class input	
Inappropriate acting out behaviour occurring more than the usual number of times compared with an average pupil	
Learning of self or others affected by behaviour	
Teacher interrupted regularly	
Behaviour that is dangerous / damaging to self or others	
Spends a significant amount of time off task / producing little / no work	
Seeks adult support	
Low level disruptions or attention seeking behaviours	
Presenting as withdrawn or tearful	
Other:	