

# Core Standards for SEND for Swindon

Guidance Materials

Swindon Core Standards for SEND

## 5.1.2 Needs Checker and Summary table

[Needs Checker \(editable resource\)](#)

[Needs checker summary sheet \(editable resource\)](#)

**At this stage it is the responsibility of the teacher or tutor to assess the level of need. This is the ASSESS stage of Assess Plan Do Review.**

The Needs checker should be used by a class, tutor or subject teacher when they first have concerns that a child or young person may have SEN **and they have implemented and fully embedded the principles of Quality First Teaching and High Quality Teaching in their class.** It is used to identify the possible barriers to a child or young person's learning and complements the Universal Provision materials.

***A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.*** SEND Code Of practice PP6.15 p 94-5

The checker is organised into areas of need based upon the 4 broad areas of need defined in the Code of Practice 2014 - Cognition and Learning; Communication and Interaction - Speech and Language(S&L) and Social, Communication and Interaction Difficulties (SCID); Social Emotional and Mental Health (SEMH) difficulties; Physical/Sensory needs – Physical/Medical needs, Hearing Impairment and Visual Impairment.

Use the Needs-checker summary table at the end of the needs checker assessment. This is where a teacher can summarise the key areas of need identified and then use the Universal Provision documents.

