

# Core Standards for SEND for Swindon

Guidance Materials

Swindon Core Standards for SEND

## 5.2 Resources for the graduated response – SEN Support

### 5.2.1 Identification Criteria for SEN

#### 4.1 Identification

[Cognition and Learning Identification Final \(editable resource\)](#)

[Hearing Impairment Identification Final \(editable resource\)](#)

[Physical/ Medical needs Identification Final \(editable resource\)](#)

[Social Communication and Interaction Difficulties/Autistic Spectrum Condition \(ASC\) Identification Final \(editable resource\)](#)

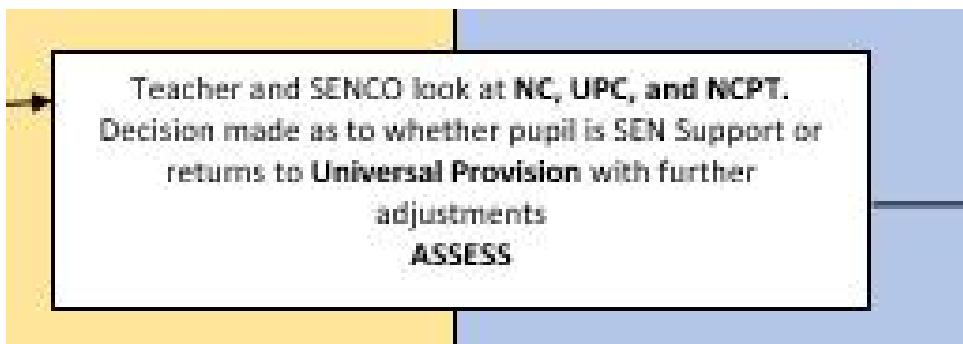
[Definition of SEMH primary needs \(editable resource\)](#)

[SEMH Pupil Profile \(editable resource\)](#)

[SEMH Identification Final \(editable resource\)](#)

[Visually Impaired Identification Final \(editable resource\)](#)

At this stage the teacher should seek the support of the SENCO or other senior leader with responsibility for SEND/Inclusion to ASSESS the impact of the universal provision so far. This is the ASSESS stage of the Assess Plan Do Review.



The Pupil will be added to the SEN register. The teacher or tutor discusses with the SENCO the Identification criteria, stating the recorded evidence that demonstrates the criteria. This is based upon the knowledge of the child or young person through Universal Provision and what has worked or not worked to meet need. They will fill in the identification summary chart.