



# Devon Graduated Response Tool

## KS2: Identification of Need

October 2017

## Devon Graduated Response to SEND Support: The pupil profile

The Devon Graduated Response to SEND support profile should be used as an electronic tool to support teachers and SENCO's to identify, assess and record the needs of children and young people requiring special educational provision. It supports the planning and recording of appropriate provision and provides guidance for reviewing progress.

It has been designed to help educational settings meet their duties as outlined in the SEND Code of Practice: 0-25 years (January 2015). Further information on this can be found in part two (*see below*).

It aims to ensure a graduated approach to meeting need through effective implementation of foundation levels of support before moving a child or young person onto higher levels of support by following the Assess, Plan, Do, Review cycles.

The tool is in two parts;

1. This part of the tool supports schools with the **identification** of special educational needs
2. This part of the tool supports schools in **planning** to meet the needs identified in part one, signposts to appropriate resources and websites and provides further guidance on meeting the SEND Code of Practice requirements.

### This is part 1



## What is the Devon Graduated Response Tool?

The Devon Graduated Response is an evidenced based reference tool to guide schools in meeting the needs of pupils with special educational and medical needs within Devon.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age  
**or**

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

[Definition of Special Educational Needs \(SEN\) from the SEND Code of Practice: 0-25 years \(July 2014\)](#)

It provides a point of reference for school staff when deciding which level of the graduated response pupils are working at

It can be used as an audit tool for individual pupils or for school practice, so that staff can check they are providing appropriate and purposeful support for pupils at different levels. It may identify gaps in provision or new ideas for working with individual pupils

It can provide clarity and transparency when explaining the provision school provides for individual pupils

It can be used by Devon Local Authority to determine whether schools are making appropriate provision to meet the needs of all pupils and to help determine whether schools have taken sufficient, relevant and purposeful action before requesting additional resources.

It aims to build on the good practice that is already evident in schools by developing robust systems and processes, and improving staff skills for responding to pupils' needs.

## The 3 levels of SEN provision within the Graduated Response

### Universal Provision

- **Pupil characteristics**
- Pupils operate broadly within the expected range of abilities for their age but their progress/development may occur at a somewhat slower pace than that of other pupils
- The pupils remain part of the mainstream teaching timetable for all activities
- Individual goals for improvement are identified and the quality of teaching and learning is monitored to ensure it is appropriate to pupils' needs

### Targeted Provision

- **Pupil characteristics**
- Pupil progress with learning and development is at a very slow rate and additional support is needed to achieve this
- Pupils may be attaining at a level significantly below age-related expectations and there may be evidence of an increasing gap between them and their peers
- Evidence based interventions (group or individual) have been identified and put in place on the basis of the identified need
- Evidence of impact of the intervention is recorded, to inform decisions about whether the intervention remains appropriate

### Specialist Provision

- **Pupil characteristics**
- Pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support
- Pupils may have life-long learning difficulties or disabilities, across several areas of development, and will require more specialist intervention and advice.

## How to use this tool electronically:-

1. Use the 'Save as' command to save a copy of the document. Name the file so that it will uniquely identify the child or young person.
2. There are forms to guide thinking processes and record information on each page. Teachers and SENCOs may fill them in as wished. The document has not been 'protected' so that users can modify the forms, adding their own indicators, strategies, resources and web links. **Warning:** *the document is divided by section breaks, deleting or amending these will affect the headers and footers and is generally a bad idea!*
3. With the exception of the Quickchecker, it is suggested that dates in mm/yy style should be entered into tables. This enables the profile tool to be used over time to record information.
4. Some forms have a space for comments to record actions. It is suggested that other evidence for information could be linked to by inserting hyperlinks to relevant documents (e.g. School-based My Plans, reports, assessments) saved locally or by paper documents being signposted (e.g. "see School-based My Plans dated...")
5. There are three types of hyperlink in the document identified by underlined text:
  - Navigation Links** link to other parts of the tool to aid navigation and will work off-line.
  - Website Links** link to useful websites and need an internet connection. For example: <http://www.nasen.org.uk/>
  - Code of Practice Links** reference the relevant section of the SEND Code of Practice: 0-25 years (July 2014). They are designed to illustrate how the tool links to the CoP requirements. Hovering over them with the mouse will show the relevant extract. Clicking on them will link to the government website that hosts the CoP.

## How to use this as a paper document

Whilst this tool has been designed for electronic use, if users before a paper version, it should print reasonably well. Please note that some areas at the page margins may be lost. Large spaces for handwriting text into tables/forms are not a feature, if desirable spaces could be enlarged before printing.

Website links have been written in full so that they will still be accessible in print but the navigation and CoP hyperlink features will be lost in paper copies.

## Contents

Use hyperlinks to navigate the document. To return to this page at any time, double click on the footer and then Ctrl+Click on Devon Graduated Response to SEND Support.

<b>Identify needs</b> <i>This section records and highlights areas of concern</i>	<a href="#">Quickchecker</a>	<a href="#">Page 6</a>
	<a href="#">Quickchecker summary</a>	<a href="#">Page 8</a>
<b>Assess needs and impact</b> <i>This section highlights and prioritises the area of need. Relevant assessments and reports should then support the identification of SMART desired outcomes</i>	<a href="#">Assessment checklist</a>	<a href="#">Page 9</a>
	SEND Indicators, Assessing impact and Recording for needs within: <a href="#">Communication &amp; Interaction</a>	<a href="#">Page 10</a>
	<a href="#">Cognition &amp; Learning (lower KS2)</a>	<a href="#">Page 14</a>
	<a href="#">Cognition &amp; Learning (upper KS2)</a>	<a href="#">Page 17</a>
	<a href="#">Social, Emotional and Mental health</a>	<a href="#">Page 20</a>
	<a href="#">Sensory &amp; Physical</a>	<a href="#">Page 24</a>
<b>Plan and Do</b> <i>This section highlights strategies/interventions to consider when planning provision</i>	SEND planning checklist	Please see Part 2of the tool: Plan and Review
	Universal provision checklist, Enhanced and Specialist provision and Relevant support for SEND planning for needs within: <a href="#">Communication &amp; Interaction</a>	
	<a href="#">Cognition &amp; Learning</a>	
	<a href="#">Social, Emotional and Mental health</a>	
	<a href="#">Sensory &amp; Physical</a>	
<b>Review</b> <i>Impact of provision must be evaluated and the plan reviewed</i>	Staff training and Environment	
	Planning a review	
	Review decision tree	

## Quickchecker

Y/N

<b>Communication and interaction</b>	
<i>There are concerns about...</i>	
the pupil's attention and/or listening skills – their ability to engage successfully with language	
the pupil's receptive language – their ability to understand spoken language	
the pupil's expressive language – their ability to use language to communicate with others	
the pupil's speech sound development – their ability to produce the sounds necessary for clear, intelligible speech	
the pupil's social communications – their ability to use language appropriately and successfully in social situations	
the pupil's uneven learning profiles and learning styles i.e. they do not follow the usual developmental patterns	
the pupil's communication skills e.g. verbal and non-verbal, ability to recognise the feelings or perspectives of others and respond appropriately	
the pupil's social development e.g. capacity to 'share interest' and/or 'share attention'	
the pupil's rigidity of thought e.g. ability to manage changes in routine	
the pupil's sensory skills e.g. over sensitivity or under sensitivity to sensory stimuli	
the pupil's cognitive development e.g. capacity to sustain concentration or self-direct their learning	

<b>Cognition and learning</b>	
<i>There are concerns about...</i>	
the pupil's lack of progress, even when differentiated teaching approaches are targeted at areas of weakness	
the pupil's performance levels i.e. they are below the level within which most pupils are expected to work	
the pupil's indicative test scores are below expected levels	
the pupil's attainment in underlying skills which is beginning to interfere with their ability to make appropriate progress e.g. skills in speech and language, literacy and numeracy	
the pupil's difficulty in dealing with abstract ideas, generalising from experience, and/or using problem solving skills	
the pupil's attitude and/or approach to learning which is restricting access to the curriculum e.g. pupil is demotivated, disorganised or lacks independent learning skills	

## Assess : Quickchecker

<b>Social, emotional and mental health</b>	
<i>There are concerns about...</i>	
the pupil's learning behaviour, which is negatively affecting the pupil's and/or peers' access to the curriculum	
the pupil's social behaviour, which is negatively affecting the pupil's and/or peers' access to the curriculum	
the pupil's emotional wellbeing or mental health, which is negatively affecting the pupil's and/or peers' access to the curriculum	
the frequency with which the pupil reaches the limit of normal school sanctions	

<b>Sensory and physical</b>	
<i>Areas of concern...</i>	
the pupil presents with having a visual impairment which is affecting their learning and/or access to the curriculum e.g. holds books very closely or at an unusual angle, fails to respond to non-verbal instructions, loses place when reading, skips lines and struggles to find text on a page	
the pupil present with having a hearing impairment which is affecting their learning and/or access to the curriculum e.g. distractible in class, poor listening skills in a busy environment, asks you to repeat instructions	
the pupil presents with poor speech intelligibility, difficulty with recognising and responding to phonics, chooses to either avoid attention or is over demanding, limited vocabulary both receptive and expressive, immature grammatical structures in spoken language	
the pupil presents with having a multi-sensory need which is affecting their learning and/or access to the curriculum e.g. have a dual sensory loss where both vision and hearing are recued	
the pupil's physical skills/needs are affecting their learning and/or access to the curriculum	
the pupil's medical needs are affecting their learning and/or access to the curriculum	



## Quickchecker Summary

Please indicate areas of concern identified by school, parents and pupil.

Area of Need	School Concern (Date & comment)	Parent Concern (Date & comment)	Pupil Concern (Date & comment)
Communication & Interaction			
Cognition & Learning			
Social, Emotional and Mental Health			
Sensory & Physical			

At this point it is important to consider other possible contributing factors such *as EAL, poor attendance* or *safeguarding* issues.

If you believe the pupil may have SEN proceed to **Assess**

## Assessment checklist

In order to identify a child or young person as needing SEN support, the class or subject teacher, working with the SENCO, should establish a clear analysis of the pupil's needs (SEND Code of Practice: 0-25 years; 2014)

	Date and Comment
Discussion with the pupil's parents/carers, to establish their views and experience of the child and their needs; Signpost parents/carers to <a href="#">Devon's Local Offer</a> information and to independent parent support from <a href="#">Devon Information Advice and Support</a> ;	
Discussion with the <a href="#">child or young person</a> , where appropriate, to establish their views on what they consider their strengths and weaknesses to be;	
If applicable, discussion with any <a href="#">outside practitioners</a> from health or social care whom the pupil is already known to;	
<a href="#">Teacher assessments</a> , including teacher's knowledge and experience of the pupil;	
Analysis of progress in comparison to the pupil's peers with reference to <a href="#">school data and national data and expectations</a> .	

To review the assessment indicators, record the impact of needs and record standardised assessments proceed to Assess Needs and Impact. This covers the following areas;

- [Communication & Interaction](#)
- [Cognition & Learning](#)
- [Social, Emotional and Mental Health](#)
- [Sensory & Physical](#)

## SEND Indicators: Communication & Interaction

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	Rare/Never	Occasional	Frequently	Specialist
<b>Social interaction and development</b> <i>The pupil requires support to...</i>				
develop self-confidence and establish a positive self-image				
communicate with peers e.g. shows frustration/aggression when not understood				
understand and comply with the rules of social interaction e.g. turn taking, eye contact, listening to others, participating in playground games, group work				
negotiate and problem solve				
engage in imaginative and interactive play				
share equipment e.g. will usually give up item or move away				
work or play interactively in a group and recognise the importance of involvement				
make appropriate social approaches to adults and peers e.g. lack of personal space or privacy, inappropriate touch/smelling/licking				
develop awareness and degree of control over socially inappropriate behaviour and ability to show appropriate behaviour despite difficulties e.g. develop alternative ways to manage anxiety, frustration, need for routine, (Y5-6) development of anger management and negotiation skills				
(Y5-6) develop awareness of consequences to actions e.g. hurting others				
(Y5-6) comply with requests and respond to rewards/sanctions				
respond to the needs of others e.g. finds a different friend when a peer doesn't want to play				
<b>Other:</b>				
<b>Attention and listening</b> <i>The pupil requires support to...</i>				
participate in classroom activities dependent on listening e.g. in topic discussion may be off task or disruptive				
maintain attention and work at same pace as peers in a range of learning situations				
manage transition from one activity to another easily				
demonstrate shared attention with others e.g. sharing looking at a book				
appropriately seek adult attention				
be able to ignore distractions from peers/environment and minimise self-distraction				
<b>Other:</b>				

## Assess: Communication &amp; Interaction

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	Rare/Never	Occasional	Frequently	Specialist
<b>Understanding language and communication</b> <i>The pupil requires support to...</i>				
understand conversations, questions, complex sentences and instructions e.g. remembers the beginning of longer instructions retained by the majority of peers				
remember words that pupils of that age would be expected to know				
understand new vocabulary and concepts, including abstract information e.g. time, space, quantities				
answer questions following a class discussion or DVD				
avoid literal interpretation of language and understand humour and sarcasm				
interpret non-verbal language such as facial expressions, gesture and tone of voice				
apply and transfer knowledge and vocabulary/concepts across subjects or situations				
understand the difference between facts/reality and fiction/fantasy				
<b>Other:</b>				
<b>Expressive (spoken) language and communication</b> <i>The pupil requires support to...</i>				
consistently and correctly use pronouns, irregular past tenses, plurals and words such as <b>is/are, the ,to</b>				
retain and use specific vocabulary e.g. topic words				
make relevant contributions to class/group discussion				
use narrative e.g. tell a story and recall past events				
<b>(Y5/6)</b> express and discuss anxiety/other emotions e.g. related to secondary transition				
develop speaking and listening skills to access the curriculum and in line with peers				
<b>Other:</b>				
<b>Intelligibility</b> <i>The pupil requires support to...</i>				
develop more mature speech sounds in one/a few specific area e.g. avoiding simplifying consonant blends such as 'moke' for 'smoke'				
make themselves understood in all situations e.g. may use strategies other than speech to communicate				
<b>Other:</b>				

## Assess: Communication &amp; Interaction

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	Rare/Never	Occasional	Frequently	Specialist
<b>Flexibility of thought</b> <i>The pupil requires support to...</i>				
follow another person's agenda/adult directed process				
manage preference for things to be the same e.g. the same seat or place for equipment				
become less reliant on obsessive objects, topics or activities				
make appropriate choices or decisions particularly at unstructured times				
manage over-arousal or frustration especially at transition times				
manage reaction to specific changes to routine or unexpected outcomes e.g. trips, Christmas play				
engage and learn in creative /open-ended tasks				
manage home-school links				
<b>Other:</b>				
<b>Sensory processing</b> <i>The pupil requires support to...</i>				
develop balanced sensitivity to sensory information – may show over/under sensitivity e.g. overwhelmed by noisy/visually stimulating room or show lack of awareness of pain				
avoid self-harm or harming others when agitated				
participate in activities dependent upon physical coordination				
vary the pace e.g. able to change quickly for PE when necessary				
develop awareness of/have strategies to manage physical reactions such as flapping, rocking, tooth grinding, tapping				
<b>Other:</b>				

**Assess Impact**

Consider the following question and record priority areas of need in the summary table accessed here

[Assess Impact: Summary of Priority Areas of Need](#)

**What is the key barrier for access to learning for this pupil?**

## Record Assessments

Use this space to record or link to relevant assessments/reports

Relevant Assessments/Reports				
Assessment/Report	Date	Chronological Age	Standard Score	Age Equivalent Score

### Decide

Do assessments show that the pupil has a **special educational need** or **disability**?

If **Yes** – Proceed to **Plan** or select another **area of need** to assess further needs.

- [Communication & Interaction](#)
- [Cognition & Learning](#)
- [Social, Emotional and Mental Health](#)
- [Sensory & Physical](#)

## SEND Indicators: Cognition & Learning (*Lower KS2*)

CoP (6.23) Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Please refer to KS1 Assessment indicators, if appropriate to pupil's development

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	Rare/Never	Occasional	Frequently	Specialist
<b>Reading</b> <i>The pupil requires support to...</i>				
use language skills to support decoding				
read many of the regular and exception words from the first 100 high-frequency words				
become familiar with a wide range of stories and retell them to others				
understand reading materials as a result of continuing effortful decoding, low reading rate or limited language skills, and despite well-founded intervention to encourage comprehension strategies				
use phonic knowledge where useful				
<b>Other:</b>				
<b>Phonics</b> <i>The pupil requires support to...</i>				
recognise syllables, alliteration and rhyme				
automatically recognise single letters and most common digraphs				
read quickly those words the pupil encounters repeatedly				
use phonic skills such as blending and segmenting despite well-founded intervention and considerable opportunity for development				
<b>Other:</b>				
<b>Recording</b> <i>The pupil requires support to...</i>				
consistently write lower and upper case letters				
develop cursive handwriting				
spell many of the regular and exception words from the first 100 high frequency words, and from statutory spelling lists for Y3/4				
write simple sentences with simple punctuation				
record ideas, using simple assistive technology				
acquire and develop simple planning strategies; e.g. use a writing frame or simple concept map				
<b>Other:</b>				

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	Rare/Never	Occasional	Frequently	Specialist
<b>Maths</b> <i>The pupil requires support to...</i>				
recognise the place value of each digit in two digit numbers e.g. tens, ones				
recall early number/multiplication facts quickly (e.g. number bonds to 20, 2x/5x/10x tables) with ongoing use of 'hands-on' resources				
understand that simple addition and multiplication can be carried out in any order, using 'hands-on' resources				
recognise simple fractions in diagrams and begin to understand equivalence				
compare and order quantities: weights, lengths, capacities etc				
name basic shapes and solids				
<b>Other:</b>				
<b>Attitude/approach to learning</b> <i>The pupil requires support to...</i>				
maintain attention and interest on an adult directed task				
shows independence in carrying out task instructions or will seek support when unsure				
persevere with difficult tasks				
<b>Other:</b>				
<b>Recording</b> <i>The pupil requires support to...</i>				
consistently write lower and upper case letters				
develop cursive handwriting				
spell many of the regular and exception words from the first 100 high frequency words, and from statutory spelling lists for Y3/4				
write simple sentences with simple punctuation				
record ideas, using simple assistive technology				
acquire and develop simple planning strategies; e.g. use a writing frame or simple concept map				
<b>Other:</b>				

Assess: Cognition and Interaction

**Assess Impact**

Consider the following question and record priority areas of need in the summary table accessed here

[Assess Impact: Summary of Priority Areas of Need](#)

**What is the key barrier for access to learning for this pupil?**



## Record Assessments

Use this space to record or link to relevant assessments/reports

Relevant Assessments/Reports				
Assessment/Report	Date	Chronological Age	Standard Score	Age Equivalent Score

Assess: Cognition and Interaction

**Decide**

Do assessments show that the pupil has a **special educational need** or **disability**?

If **Yes** – Proceed to **Plan** or select another **area of need** to assess further needs.

- [Communication & Interaction](#)
- [Cognition & Learning](#)
- [Social, Emotional and Mental Health](#)
- [Sensory & Physical](#)

## SEND Indicators: Cognition & Learning (*Upper KS2*)

Please refer to Lower KS2 or KS1 Assessment indicators, if appropriate to pupil's development

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	Rare/Never	Occasional	Frequently	Specialist
<b>Reading</b> <i>The pupil requires support to...</i>				
use language and comprehension skills to support the reading of unfamiliar words				
read the majority of the regular and exception words from the first 100 high-frequency words				
read with good accuracy and at a rate to support effective comprehension				
demonstrate independence, fluency or enthusiasm when reading				
extract meaning from a text e.g. identify the main point, make a prediction based on the text, justify their viewpoint				
read new words outside their spoken vocabulary, using a range of strategies including phonic knowledge				
<b>Other:</b>				
<b>Recording</b> <i>The pupil requires support to...</i>				
record ideas with reasonable accuracy				
use simple punctuation consistently				
spell most of the regular and exception words from the first 100 high-frequency words, and from the statutory spelling lists for y3/4/5				
sequence ideas (even when using learnt strategies) e.g. to order and record events within a story				
use a spelling dictionary or personal spelling support list				
<b>Other:</b>				
<b>Maths</b> <i>The pupil requires support to...</i>				
recognise the place value of each digit in three digit numbers (i.e. hundreds, tens, ones)				
recall number/multiplication facts (up to 10x) including with on-going use of 'hands-on' resources				
use formal written methods consistently for (columnar) addition and subtraction, when adding or subtracting three digit numbers				
carry out routine mental arithmetic				
use money in practical situations				
read and record time using 12hr/24hr analogue/digital clock				
understand and use simple fractions, using diagrams and 'hands-on' resources				

<b>Other:</b>				
<b>Attitude/approach to learning</b> <i>The pupil requires support to...</i>				
maintain positive attitude to literacy and numeracy				
maintain attention and interest on adult directed tasks				
persevere with difficult tasks				
use learnt strategies e.g. mind-mapping, use of taught mnemonics, writing frames etc.				
<b>Other:</b>				

**Assess Impact**

Consider the following question and record priority areas of need in the summary table accessed here [Assess Impact: Summary of Priority Areas of Need](#)

**What is the key barrier for access to learning for this pupil?**

Assess: Cognition and Interaction

## Record Assessments

Use this space to record or link to relevant assessments/reports

Relevant Assessments/Reports				
Assessment/Report	Date	Chronological Age	Standard Score	Age Equivalent Score

Assess: Cognition and Interaction

### Decide

Do assessments show that the pupil has a **special educational need** or **disability**?

If **Yes** – Proceed to **Plan** or select another **area of need** to assess further needs.

- [Communication & Interaction](#)
- [Cognition & Learning](#)
- [Social, Emotional and Mental Health](#)
- [Sensory & Physical](#)

## SEND Indicators: Social, Emotional and Mental Health needs

- CoP (6.21) Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.
- It is important that schools identify special educational needs in terms of their **primary** needs. An unmet SEN such as a learning need will most likely result in an additional social, emotional or even a mental health (SEMH) need.
- Certain individuals or groups are more at risk of developing SEMH needs than others. Risks can relate to the child/Young person, family or to their community or life events. This tool should be considered alongside other information known about the child/young person and family in order to identify needs holistically. This information may be drawn from a range of professionals including other school staff i.e. it may be that the primary need is environmental and the child/young person needs safeguarding. It is recommended that schools use the assessment triangle where appropriate and consult with (social care) **Early Help** for further advice, where required.
- Schools **must not** diagnose mental illness (this is a medical diagnosis reached by medical professionals). Assessment tools such as SDQ, Thrive, Boxall profile etc. will highlight individual need and support schools to identify suitable support and provision.
- The **presentation of poor behaviour** does not necessarily mean that a child/young person has a behavioural problem, mental health difficulty or a SEN. For example;
  - Impolite to an adult may merely be an indication of a relationship fall out as opposed to SEN
  - Display of anxious behaviour may be linked with particular events in and outside of school that can pass with time i.e. family separation, school exams etc.
- It is recommended that when completing this section schools are mindful of the extent to which environmental and familial factors are thought to be influencing the presentation of behaviour seen.

Enter date (mm/yy) for <b>Frequent, Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	Rare/Never	Occasional	Frequently	Specialist
<b>Social development</b> <i>The pupil requires support to...</i>				
form and maintain basic relationships				
respect another’s personal space				
accept friendly approaches from other pupils				
be polite towards adults				
be calm and considerate to others				
help other pupils when they are upset				
await their turn in a group				
share equipment or adults with other pupils				
take part in an adult led group activity				
ask for, or accept help appropriately				
accept direction without argument				
<b>Other:</b>				

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	Rare/Never	Occasional	Frequently	Specialist
<b>Emotional development and mental health</b> <i>The pupil requires support to...</i>				
think about another's feelings				
discuss concerns with staff when upset				
accept responsibility for good/poor choices				
allow other class members to feel safe in their presence				
be aware of behaviour that puts self or others at risk				
avoid self-harming behaviours				
show happiness when appropriate e.g. receiving praise				
try things that are difficult				
accept the sensitive correction of mistakes				
identify in self and others basic feelings beyond happy/sad/angry such as excited, surprised or disappointed				
to make links between basic feelings and causative events				
to communicate their feelings to others e.g. say they feel sad because of a broken toy				
<b>Other:</b>				

Assess: Social, Emotional and Mental Health

Assess: Social, Emotional and Mental Health Needs

Enter date (mm/yy) for <b>Frequent, Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	Rare/Never	Occasional	Frequently	Specialist
<b>Self-regulation</b> <i>The pupil requires support to...</i>				
calm themselves after being upset				
control angry feelings e.g. inhibit physical aggression towards pupils/adults				
avoid being overwhelmed by excited feelings				
avoid being overwhelmed by worried/anxious feelings				
attend school consistently				
stay on school site				
focus or concentrate on an activity				
give attention to adults				
start adult directed activities				
make safe, appropriate and purposeful use of materials provided				
work alongside other pupils without interfering with them or causing a disturbance				
think things through before acting				
avoid calling out or singing at inappropriate times				
<b>Other:</b>				

**Assess Impact**

Consider the following question and record priority areas of need in the summary table accessed here

[Assess Impact: Summary of Priority Areas of Need](#)

**What is the key barrier for access to learning for this pupil?**

## Record Assessments

Use this space to record or link to relevant assessments/reports

Relevant Assessments/Reports				
Assessment/Report	Date	Chronological Age	Standard Score	Age Equivalent Score

Assess: Social, Emotional and Mental Health

**Decide**

Do assessments show that the pupil has a **special educational need** or **disability**?

If **Yes** – Proceed to **Plan** or select another **area of need** to assess further needs.

- [Communication & Interaction](#)
- [Cognition & Learning](#)
- [Social, Emotional and Mental Health](#)
- [Sensory & Physical](#)



## SEND Indicators: Sensory Needs

This section has been sub-divided into:

Sensory needs	Physical needs	Medical needs			
Enter date (mm/yy) for <b>Frequent, Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place		<b>Rare/Never</b>	<b>Occasional</b>	<b>Frequently</b>	<b>Specialist</b>
<b>Visual impairment</b>					
<i>Behaviours noticed...</i>					
does the pupil hold books very close or at an unusual angle?					
does the pupil fail to respond to non-verbal instructions e.g. facial expressions?					
do they lose their place when reading, skip lines or struggle to find text on a page?					
do they have difficulty finding dropped items?					
do they close or cover one eye when reading or working on near/close activities?					
do they show hesitancy when walking?					
do they show lack of confidence in group activities?					
do they have a short attention span when reading or writing?					
do they have a poor or unusual sitting posture when reading?					
does the pupil tilt their head excessively to one side up, or down?					
do they make excessive head movements when reading?					
does the pupil squint or frown to see the board clearly?					
do they close or cover one eye when reading or working on near/close activities?					
do they rub their eyes frequently?					
do they peer at distant objects?					
do they bump into things or knock things over?					
does the pupil have an obvious tendency to favour one eye?					
do they have poor performance or show lack of interest in sports/outdoor activities, poor hand/eye co-ordination?					
do they have poor memory and concentration?					
is the pupil nervous, irritable, tense or restless after maintaining visual concentration?					
does the pupil make errors in copying at near or from a distance?					
<b>Other:</b>					
<i>does the pupil also have an identified hearing impairment (see below)</i> <i>If Yes; do they require assessing as a multi-sensory impaired learner?</i>					

## Assess: Sensory Needs

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	Rare/Never	Occasional	Frequently	Specialist
<b>Hearing impairment</b> <i>Behaviours noticed...</i>				
do they tell you or do you know when their hearing aid isn't working?				
does the pupil tell you when they haven't heard/understood what you have said?				
do they ask you to repeat instructions?				
does the pupil have issues with friendship groups or issues with socialising with peers?				
how often does the pupil become distracted/ lose focus in comparison to peers?				
after instruction, does the pupil have difficulty in starting the task (e.g. looks at other pupils or asks for help)?				
does the pupil complain about/become upset by loud sounds?				
in a quiet place do they respond to a familiar voice or to their name the first time you call when they can't see your face? E.g. do they turn their head and smile, look up, respond verbally?				
do they have difficulty expressing their needs clearly?				
are they difficult to understand if the context is not known?				
do they use alternative means to speech to try and express themselves e.g. gestures, taking and pointing				
do they withdraw from social situations?				
is their speech grammatically immature? i.e. 'me want car'				
is their language non-specific i.e. 'that one', 'over there'				
are they very quiet in group situations?				
are they making less than expected progress in phonics?				
do they have difficulty joining in appropriately with playground games?				
<b>Other:</b>				
<i>does the pupil also have an identified visual impairment (see above)</i> <i>If Yes; do they require assessing as a multi-sensory impaired learner?</i>				

**Assess Impact**

Consider the following question and record priority areas of need in the summary table accessed here [Assess Impact: Summary of Priority Areas of Need](#)

**What is the key barrier for access to learning for this pupil?**

## Record Assessments

Use this space to record or link to relevant assessments/reports

Relevant Assessments/Reports				
Assessment/Report	Date	Chronological Age	Standard Score	Age Equivalent Score

Assess: Sensory, Physical and Medical Needs

**Decide**

Do assessments show that the pupil has a **special educational need** or **disability**?

If **Yes** – Proceed to **Plan** or select another **area of need** to assess further needs.

- [Communication & Interaction](#)
- [Cognition & Learning](#)
- [Social, Emotional and Mental Health](#)
- [Sensory & Physical](#)

## SEND Indicators: Physical Needs

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	Rare/Never	Occasional	Frequently	Specialist
<b>Fine motor skill development</b> <i>The pupil requires support to...</i>				
display pre-writing skills required prior to beginning formal handwriting i.e. — ○ + \ □ / X △				
record work by writing with a pen or pencil e.g. poor letter formation, slow speed of recording, difficulty recording ideas				
record work by using an ordinary keyboard because they have poor keyboard skills or limited dexterity to access the keys				
control the mouse using a standard mouse or glidepad				
manipulate tools e.g. scissors, rulers, mathematical equipment, construction equipment				
managing two handed tasks e.g. holding a book and turning a page, cutting with scissors, using a knife and fork, doing up buttons				
be accurate due to fatigue				
complete tasks of daily living e.g. dressing, wiping their face, eating				
complete tasks that they used to be able to do because their fine motor skills are deteriorating				
complete tasks as it takes significantly longer than their peers				
<b>Other:</b>				
<b>Gross motor development</b> <i>The pupil requires support to...</i>				
maintain sitting balance				
maintain functional working position in the seat provided				
sit still				
maintain standing balance				
move between equipment e.g. chair to standing, chair to floor				
walk				
carry items whilst walking e.g. tray at dinner time				
engage with tasks/activities at certain times of the day as physical skills may fluctuate or deteriorate				
complete tasks that they used to be able to do because their gross motor skills are deteriorating				
carry out prescribed physiotherapy activities in school				
complete tasks that require sustained strength				
access activities involving throwing and catching or using a bat and ball				
participate in PE lessons				

Assess: Sensory Needs

Enter date (mm/yy) for <b>Frequent, Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	Rare/Never	Occasional	Frequently	Specialist
<b>Energy levels</b> <i>The pupil requires support to...</i>				
combat fatigue linked to the condition/ medication/ pain levels and poor sleep patterns /lack of sleep				
maintain full time attendance at school				
manage the impact of fatigue levels on the ability to concentrate and keep up with school work, whilst in school				
pace themselves throughout the day and week				
manage the impact of fatigue levels on the ability to socialise or do school work outside of school				
<b>Other:</b>				

Assess: Sensory, Physical and Medical Needs

## Assess: Sensory Needs

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	Rare/Never	Occasional	Frequently	Specialist
<b>Sensory / Perception</b> <i>The pupil requires support to...</i>				
access activities involving shape, size and position e.g. puzzles, tables, graphs				
organise themselves to be ready to complete a task				
be aware of others who may be in their physical space (as they may unknowingly knock into them)				
learn new physical skills				
follow age appropriate instructions				
concentrate on the task in hand				
<b>Other:</b>				
<b>Social and emotional</b> <i>The pupil requires support to...</i>				
develop and maintain social relationships that may be compromised by repeated or prolonged absence				
take part in some classroom or social activities due to restricted mobility e.g. a wheelchair user whose peers play football at lunchtime, a child who walks with a frame so cannot run around the playground with their peers				
maintain self-esteem				
enhance verbal communication as they have difficulty using gesture, facial expression and body language				
interpret gesture, facial expression and body language which support verbal communication				
understand and cope with their emotional needs relating to their condition				
<b>Other:</b>				

## SEND Indicators: Medical Needs

Enter date (mm/yy) for <b>Frequent</b> , <b>Occasional</b> or <b>Rare/Never</b> to indicate frequency of support Date <b>Specialist</b> when internal or external specialist advice is in place	Rare/Never	Occasional	Frequently	Specialist
<b>Independence and participation</b> <i>The pupil requires support to...</i>				
participate in aspects of school life e.g. playtime, lunch clubs, PE etc.				
learn how to be as independent as possible				
carry out age-appropriate self-care e.g. dressing				
change for PE				
carry out age-appropriate self-care e.g. feeding				
eat because of difficulties with chewing and swallowing				
drink because of difficulties with swallowing				
carry out age-appropriate self-care e.g. toileting				
be aware of toileting needs				
achieve continence				
manage constipation				
manage medication/ medical procedures				
<b>Other:</b>				
<b>Safety</b> <i>The pupil requires support to...</i>				
avoid contact with any known triggers e.g. allergic reactions to known substances such as peanuts or lactose				
access curriculum activities by having staff adapt them to accommodate physical needs e.g. having a practical assistant in practical lessons				
ensure safety when driving a powered chair				
access curriculum activities by having staff adapt them to accommodate their medical needs e.g. a science experiment, making it safe for a pupil using oxygen				
manage medical needs with adult on hand to monitor condition				
fully access the curriculum ( <i>N.B: a risk assessment and handling plan must be in place if moving and handling is required</i> )				
evacuate a building in the event of an emergency ( <i>N.B: a personal emergency evacuation plan (peep) must be in place</i> )				
<b>Other:</b>				

### Assess Impact

Consider the following question and record priority areas of need in the summary table accessed here

[Assess Impact: Summary of Priority Areas of Need](#)

**What is the key barrier for access to learning for this pupil?**

## Record Assessments

Use this space to record or link to relevant assessments/reports

Relevant Assessments/Reports				
Assessment/Report	Date	Chronological Age	Standard Score	Age Equivalent Score

### Decide

Do assessments show that the pupil has a **special educational need** or **disability**?

If **Yes** – Proceed to **Plan** or select another **area of need** to assess further needs.

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- [Cognition & Learning](#)
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- [Sensory & Physical](#)



## Assess Impact: Summary of Priority Areas of Need

- It is recommended that when completing this section schools are mindful of the extent to which environmental or familial factors are thought to be influencing the presentation of behaviours seen.
- Prioritise the areas of specific need identified in each section. These will become the focus areas for the planning stage.
- Identify which of the highlighted needs are key to moving the pupil on in their learning. These needs should form the basis of the next set of **Desired Outcomes** on the pupils **school based plan**.

Area of need	Specific area of need identified	Comments on impact on learning	Priority rating (1=low impact, 5 high impact)
Communication & Interaction			
Cognition & Learning			
Social, Emotional and Mental Health			
Sensory			
Physical & Medical			

Email: [specialeducation0-25-mailbox@devon.gov.uk](mailto:specialeducation0-25-mailbox@devon.gov.uk)

Web: <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

Tel: 01392 383000

This Graduated Response tool has been developed for use by Devon schools and is based on the Wiltshire City Council tool. We express our sincere thanks and acknowledgement to Wiltshire City Council for sharing this with us