

SEN Decision Making Guidance - which level and type of support does this child need?

Communication and Interaction

	school/EY action	school/EY action plus	school action plus - Band A	Statement - Band B+
area(s) of difficulty	SLCN (Speech, Language, Communication Needs) Speech/ Language Delay	SLCN Speech/ Language Delay/Disorder	SLCN Speech/Language delay/Disorder	SLCN + 1 of BESD, PD,VI,HI, MLD etc Specific Speech/Language Impairment Diagnosis
test scores	Communication skills and/or verbal cognitive skills below average Kent Communication and Interaction Scale for ASD and SLCN - - can help identify areas for focus aphasia checklist	Communication skills and/or verbal cognitive skills significantly below average Kent Communication and Interaction Scale for ASD and SLCN-- can help identify areas for focus	Communication skills and/or verbal cognitive skills below 2 nd Centile/ Standard Score 5/4 on formal assessment Kent Communication and Interaction Scale for ASD and SLCN - can help identify areas for focus	At or below 1 st Centile/ Standard score of 3 or below on formal assessment For ASD children, standard test scores may not be possible/appropriate or ASD/SLI Diagnosis - or in process of diagnosis Kent Communication and Interaction Scale for ASD and SLCN - hits cut off according to age - see table
attainment NC levels -see sheet with more detailed guidance	At end of: Rec - FSP score >78 Y2 - 1b Y4 - 2b Y6 - 3c Y9 - 3b	At end of: Rec - FSP score - >58 Y2 - 1c Y4 - 1a Y6 - 2a Y9 - 3c	At end of: Rec - FSP score > 52 Y2 - P8 Y4 - 1c Y6 - 2c Y9 - 2a	At end of: REC - FSP score>35 Y2 - p7 Y4 - p8 Y6 - 1b Y9 - 2c
progress	progress made only with good quality teaching and wave 2 intervention support.	progress made only with good quality teaching and wave 2 and 3 intervention support.	progress made only with good quality teaching and wave 2 and 3 intervention support including Band A funding.	Progress not made despite good quality teaching and wave 2, 3 including Band A intervention support and

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<p>3-4 years (Use EYFSP)</p> <p>NS - National Strategy documents to be found on EGFL - "Every Child a Talker" - "Record of Communication and Language development"</p>	<ul style="list-style-type: none"> Child has already triggered checkpoints and is being monitored. At 30-50month stage Child is functioning below 30-50 month stage in at least 2 strands on NS (i.e. listening and attention/ understanding/ expressive/ social communication/ speech sounds) 	<ul style="list-style-type: none"> At 30-50 month stage Child is functioning below 30-50 month stage in at least 3 strands on NS (i.e. listening an attention/understanding/expres sive/social communication/ speech sounds) At 30-50month stage Child is not functioning at 22-36 month stage in at least 1 strand on NS (i.e. listening an attention/understanding/expres sive/social communication/speech sounds) 	<ul style="list-style-type: none"> At 30-50month stage Child is functioning below 16-26 month stage in at least 1 strand on NS (i.e. listening an attention/understanding/expressive/so cial communication/ speech sounds) 	<p>At 30-50month stage Child is functioning below 16-26 month stage in at least 2 strands on NS (i.e. listening an attention/understanding/expressive/social communication/ speech sounds)</p>
<p>Description of communication and interaction - end of Foundation stage descriptors</p>	<ul style="list-style-type: none"> Child has already triggered concerns and is being monitored. At 40-60 month stage Child is functioning below 40-60 month stage in at least 2 strands on NS (i.e. listening an attention/ understanding/ expressive/ social communication/ speech sounds) 	<ul style="list-style-type: none"> At 40-60 month stage Child is functioning below 40-60month stage in at least 3 strands on NS (i.e. listening an attention/understanding/expres sive/social communication/ speech sounds) At 40-60 month stage Child is functioning below 30-50 month stage in at least 1 strand on NS (i.e. listening an attention/understanding/expres sive/social communication/speech sounds) 	<ul style="list-style-type: none"> At 40-60 month stage Child is functioning below 30-50 month stage in at least 3 strands on NS(i.e. listening an attention/understanding/expressive/so cial communication/ speech sounds) At 40-60 month stage Child is functioning below 22-36 month stage in at least 1 strand on NS(i.e. listening an attention/understanding/expressive/so cial communication/ speech sounds) 	<p>At 40-60 month stage Child is functioning below 22-36 month stage in at least 2 strands on NS (i.e. listening an attention/understanding/expressive/social communication/ speech sounds)</p>

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Description of communication and interaction - end of Y1 stage descriptors	<ul style="list-style-type: none"> Has needs in at least 2 strands of orange column, on Communication Skills Checklist (CCS) Child accesses a targeted group as selected by the school 	<ul style="list-style-type: none"> Has needs in at least 1 strand/area of green column on CCS. Child accesses a targeted group as selected by the school 	<ul style="list-style-type: none"> Has needs in at least 2 strand/area of green column on CCS. 	Has needs in 3 or more strands of green column on CCS
Description of communication and interaction – Y2 and 3	<ul style="list-style-type: none"> Has needs in at least 2 strands of orange column, on Communication Skills Checklist (CCS) Child accesses a targeted group as selected by the school 	<ul style="list-style-type: none"> Has needs in at least 1 strand/area of green column on CCS. Child accesses a targeted group as selected by the school 	<ul style="list-style-type: none"> Has needs in at least 2 strand/area of green column on CCS. 	Has needs in 3 or more strands of green column on CCS
Y 4,5,6	<ul style="list-style-type: none"> Has needs in at least 2 strands of orange column, on Communication Skills Checklist (CCS) Child accesses a targeted group as selected by the school 	<ul style="list-style-type: none"> Has needs in at least 1 strand/area of green column on CCS. Child accesses a targeted group as selected by the school 	<ul style="list-style-type: none"> Has needs in at least 2 strand/area of green column on CCS. 	Has needs in 3 or more strands of green column on CCS
Training	<ul style="list-style-type: none"> Staff to have attended Universal Training – Levels 1 & 2 	<ul style="list-style-type: none"> Staff to have attended Universal Training – Levels 1 & 2 	<ul style="list-style-type: none"> Previous columns + Staff to attend targeted training relevant to student 	<ul style="list-style-type: none"> Previous columns + Staff to receive 1:1 training in specialist sessions with student and TA Staff to access an Eiklan accredited course or equivalent

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Level of SLT input required	<ul style="list-style-type: none"> Universal – at present provided by core service – school need to be proactive in accessing 	<ul style="list-style-type: none"> Universal – at present provided by core service - school need to be proactive in accessing 	<ul style="list-style-type: none"> Targeted – at present provided by core service - school need to be proactive in accessing Environmental Communication Checklist – early Years available on EGFL every child a talker “ Quality indicators for supporting all children’s communication development” - apply to SLT for 5+ checklist 	<ul style="list-style-type: none"> Previous columns + Staff to receive 1:1 training in specialist sessions with student and TA Level of input depends on diagnosis <ul style="list-style-type: none"> SLI – St John’s – if St John’s is not available fortnightly with termly review of input needed (with the aim of gradually reducing as appropriate over time) Annual Communication environment checklist ASD is MS minimum of 1 block per year and half Termly/Termly reviews Severe learning difficulties - termly review session <p>Special School: Previous columns + 6 SLT sessions per year, individual or group</p>
description of support given plus physical/environmental resources	differentiated teaching - wave 1 and 2 support	differentiated teaching - wave 1,2 and 3 support	differentiated teaching - wave 1, 2 and 3 support +some individually designed programme requiring adult support within week +staff training required	differentiated teaching - wave 1, 2 and 3 support +some individual designed programme requiring adult support within week - more than Band A +staff training required
additional resources needed from panel	use of devolved funding	use of devolved funding	use devolved funding plus band A funding devolved to schools in budget. (£3369 - £5616) - not including that used for wave 1 and 2 support	more than wave 1,2 and 3 plus band A already given
other info	+staff training required +£ specialist equipment needed	+staff training required +£ specialist equipment needed	+staff training required +£specialist equipment needed	+staff training required +£specialist equipment needed

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provision	mainstream	mainstream school + external specialist advice to be acted upon in school	mainstream school + external specialist advice to be acted upon in school	<ul style="list-style-type: none"> • mainstream school + external specialist advice • dual placement or outreach may be needed • ARP • special school