Graphical user interface

Description automatically generated with medium confidence

**SEND Indicators: Physical Needs**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Enter the date (mm/yy) for **Frequent**, **Occasional** or **Rare/Never** to indicate the frequency of support  Date **Specialist** when internal or external specialist advice is in place | **Rare/Never** | **Occasional** | **Frequently** | **Specialist** |
| **Fine motor skill development**  *The pupil requires support to…* | | | | |
| display pre-writing skills required prior to beginning formal handwriting for example **+** **\** **/** X |  |  |  |  |
| write words with a pen or pencil |  |  |  |  |
| type words by using an ordinary keyboard for example limited dexterity to access the keys |  |  |  |  |
| control the mouse using a standard mouse or glide pad |  |  |  |  |
| manipulate tools for example scissors, rulers, mathematical equipment, construction equipment |  |  |  |  |
| manage two-handed tasks for example holding a book and turning a page, cutting with scissors, using a knife and fork, doing up buttons |  |  |  |  |
| complete tasks of daily living for example 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 |  |  |  |  |
| **Other:** |  |  |  |  |
| **Gross motor development**  *The pupil requires support to…* | | | | |
| maintain sitting balance |  |  |  |  |
| maintain functional working position in the seat provided |  |  |  |  |
| sit still |  |  |  |  |
| maintain standing balance |  |  |  |  |
| move between equipment for example chair to standing, chair to the floor |  |  |  |  |
| walk |  |  |  |  |
| carry items whilst walking for example 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 |  |  |  |  |
| **Other:** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Enter the date (mm/yy) for **Frequent**, **Occasional** or **Rare/Never** to indicate the frequency of support  Date **Specialist** when internal or external specialist advice is in place | **Rare/Never** | **Occasional** | **Frequently** | **Specialist** |
| **Energy levels**  *The pupil requires support to…* | | | | |
| 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 |  |  |  |  |
| **Other:** |  |  |  |  |
| **Sensory / Perception**  *The pupil requires support to…* | | | | |
| access activities involving shape, size and position for example 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 at hand |  |  |  |  |
| **Other:** |  |  |  |  |
| **Social and emotional**  *The pupil requires support to…* | | | | |
| 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 for example 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 gestures, facial expressions and body language |  |  |  |  |
| interpret the gesture, facial expression and body language which support verbal communication |  |  |  |  |
| understand and cope with their emotional needs relating to their condition |  |  |  |  |
| take turns |  |  |  |  |
| not become overly dependent on others |  |  |  |  |
| **Other:** |  |  |  |  |

# SEND Indicators: Medical Needs

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Enter the date (mm/yy) for **Frequent**, **Occasional** or **Rare/Never** to indicate the frequency of support  Date **Specialist** when internal or external specialist advice is in place | **Rare/Never** | **Occasional** | **Frequently** | **Specialist** |
| **Independence and participation**  *The pupil requires support to…* | | | | |
| participate in aspects of school/setting life for example playtime, lunch clubs, PE etc. |  |  |  |  |
| learn how to be as independent as possible |  |  |  |  |
| carry out age-appropriate self-care for example dressing |  |  |  |  |
| change for PE |  |  |  |  |
| carry out age-appropriate self-care for example feeding |  |  |  |  |
| eat because of difficulties with chewing and swallowing |  |  |  |  |
| drink because of difficulties with swallowing |  |  |  |  |
| carry out age-appropriate self-care for example toileting |  |  |  |  |
| be aware of toileting needs |  |  |  |  |
| achieve continence |  |  |  |  |
| manage constipation |  |  |  |  |
| manage medication/ medical procedures |  |  |  |  |
| **Other:** |  |  |  |  |
| **Safety**  *The pupil requires support to…* | | | | |
| avoid contact with any known triggers for example allergic reactions to known substances such as peanuts or lactose |  |  |  |  |
| access learning activities by having staff adapt them to accommodate physical needs for example zoning an area in PE so a child does not get knocked |  |  |  |  |
| ensure safety when driving a powered chair |  |  |  |  |
| manage medical needs with an adult on hand to monitor the condition |  |  |  |  |
| fully access learning *(N.B: a risk assessment and handling plan must be in place if moving and handling are required)* |  |  |  |  |
| evacuate a building in the event of an emergency *(N.B: a personal emergency evacuation plan (peep) must be in place)* |  |  |  |  |
| **Other:** |  |  |  |  |

**Assess Impact**

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

**What is the key barrier to 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](#_SEND_Indicators:_Communication)
* [Cognition & Learning](#_SEND_Indicators:_Cognition)
* [Social, Emotional and Mental Health](#_Assess:_Social,_Emotional)
* [Sensory & Physical](#_SEND_Indicators:_Sensory)