



SEN Register Entry & Exit Criteria

Area of Need	Entry Criteria	Exit Criteria	Possible interventions	High Quality Teaching should include:
Cognition and Learning	<ul style="list-style-type: none"> • Diagnosis of dyslexia Significant working memory difficulties (standardised score of 80 or less) • Progression from Amber support, working below ARE without making progress. Discussion must be had with SENCO first. 	Hasn't had support, additional to or different from others for 6 months and needs are being met through high quality teaching.	Numicon Memory training	Word banks and glossaries Pre-teaching of key vocabulary Overlays (where appropriate) Use of appropriate coloured paper & backgrounds Overlearning (pre/post tutoring) Strategies in ISP being followed
Communication and Interaction	<ul style="list-style-type: none"> • Diagnosis of ASD • Diagnosed S+L difficulty • Expressive or receptive language disorder • Getting an intervention currently or within the last 6 months 	Hasn't had support, additional to or different from others for 6 months and needs are being met through high quality teaching.	Social skills groups Lego Therapy ASD Awareness ASD support sessions SaLT led interventions Use of social stories and comic strip stories Visual timetables and prompts	Breaking tasks down Clear and explicit success criteria Unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters Use of checklists Students using visual prompts and being encouraged in this by staff Use of visuals Care over use of abstract language Strategies in ISP being followed

Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Diagnosis of ADHD • Diagnosis of ODD • Diagnosis of other significant mental health disorder • LAC (Discussion with Inclusion Manager first) 	Hasn't had support, additional to or different from others for 6 months and needs are being met through high quality teaching.	Anger management Emotional Regulation group ELSA Active CAMHS involvement Support groups External specialist support	Careful consideration of seating plan Consideration given to groupings Clear boundaries, rewards and sanctions Strategies in ISP being followed Positive behaviour management strategies being followed
Physical and Sensory	<ul style="list-style-type: none"> • Diagnosed visual impairment • Diagnosed hearing impairment • Physical disability 	Hasn't had support, additional to or different from others for 6 months and needs are being met through high quality teaching.	Touch typing Handwriting support Specialist equipment Monitoring and intervention from Sensory service Teaching Assistant Support	Consideration given to seating plan Use of specialist equipment where appropriate Strategies in ISP being followed. Effective use of Teaching Assistants