



SEND Support Checklist

These checklists cover three broad areas of special educational; **Cognition and Learning, Social, emotional and Mental Health difficulties and Communication and Interaction**. The checklists below outline the appropriate provisions that all educational settings should have due regard for. **These provisions are in addition to the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.** *This guidance has been taken from the Central Bedfordshire Guidance on SEND: A Graduated Approach.*

The SENCO/College Tutor should be aware of any interventions and outcomes.

The checklists below are just a guideline and do not mean that every provision on the lists should be provided. Use the checklists below as a tool to assess how the school/college are meeting the needs of the child or young person. Use the boxes below each provision to record the individual intervention or provide more details (ie. 1 hour social skills intervention per week.) This will help to identify provisions if evidence is required at a later date. **Remember also that SEND support should take the form of a four-part cycle – assess, plan, do and review.**

Stage 1 Support – Some additional or different intervention within the school or setting will be required to enable the young person to access independent learning and the curriculum.	
Provision in Place	Y/N
Specific additional support, ie homework strategy	
(Details if yes)	
Communication system in place to provide details of how to support the young person. E.g home – school contact book	
(Details if yes)	
Child or young person provided with details of local services available via local offer	
(Details if yes)	
Individual Learning Plan outcome focussed, reviewed termly and review recorded	
(Details if yes)	

Use of SMART targets	
(Details if yes)	
Planning involves child or young person, parent/carer, SENCO or Class Teacher	
(Details if yes)	
Grouping strategies used flexibly to promote independent learning	
(Details if yes)	
Access to 1:1 study support	
(Details if yes)	
Increased level of differentiation of activities, materials and experiences to support learning	
(Details if yes)	
Access to ICT and specialist equipment/materials	
(Details if yes)	
Inclusive process with emphasis on small step approach	
(Details if yes)	
Access to individual and small group work support	
(Details if yes)	
Staff to be trained in strategies related to specific areas of need	
(Details if yes)	
Strategies/training shared with parents as appropriate	
(Details if yes)	
Multi agency meeting or similar in place to ensure joined up support for young people	
(Details if yes)	
Small group programmes using evidence based interventions	
(Details if yes)	

Implementing praise and reward systems, making consequences clear	
(Details if yes)	
Use of de-escalation techniques	
(Details if yes)	
Conflict resolution programmes	
(Details if yes)	
Access to a keyworker, adult or peer mentor on a regular basis	
(Details if yes)	
Buddy/Peer mentoring scheme	
(Details if yes)	
Use of Counsellors/learning mentors is school has access to this support	
(Details if yes)	
Equal access to both curriculum and out-of-hours learning opportunities ie. Homework clubs, lunchtime clubs etc	
(Details if yes)	
Use of visual aids to support language	
(Details if yes)	
Visual schedule, visual cues as appropriate both in and out of the classroom (ASD)	
(Details if yes)	
Emphasis on differentiation for curriculum access in response to the young person's preferred learning style and areas of strength (for example, utilise visual approaches and modify use of language) (ASD)	
(Details if yes)	
Some specific reinforcements or skill development activities as required (such as social stories) (ASD)	
(Details if yes)	

Stage 2 Support – Builds on the arrangements for stage 1 and draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of young people.	
Provision in Place	Y/N
As for stage 1 but with increased individualisation of activities and materials with key learning outcomes identified from individual learning plan.	
(Details if yes)	
Further access to ICT and specialist equipment/materials as necessary	
(Details if yes)	
Outside agency support to model strategies and approaches and to inform practices	
(Details if yes)	
External interventions may be appropriate	
(Details if yes)	
Monitoring and reviewing of programmes and strategies as advised by outside agencies	
(Details if yes)	
A risk assessment may be helpful in informing appropriate interventions depending on presenting behaviours/areas of concern	
(Details if yes)	
Implementation of a positive handling plan depending on the presenting concern	
(Details if yes)	
Individual support from an identified member of staff within class as appropriate	
(Details if yes)	
Increased flexibility re. curriculum	
(Details if yes)	

Implementation of programmes and strategies as advised by relevant outside agencies	
(Details if yes)	
Support during unstructured parts of the school/college day as needed	
(Details if yes)	
Support provided for transition between classes as appropriate	
(Details if yes)	
Individual Learning Plan to include advice/assessments made by external agencies (for example SALT)	
(Details if yes)	
Holistic assessment of how the areas of need impact on the individual young person's ability to access the educational setting	
(Details if yes)	
Environmental adaptations to minimise impact of sensory distractions and differences (ASD)	
(Details if yes)	
Use of individualised visual structure to facilitate independent learning and management of change. Eg homework system, visual timetable, systems for organisation, personalised reward systems (ASD)	
(Details if yes)	

This information does not include specialist provisions for hearing impairments, visual impairments or physical disabilities but more information can be found in the Central Bedfordshire Guidance on SEND: A Graduated Approach.