



RATIONALE FOR PLACEMENT OF STUDENTS ON SEND REGISTER

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UCC Staff Role Responsible	Mrs Marian Wiggin

CONTENT	PAGE
POLICY TITLE	
SEND Register or Additional Needs Register	3
Students with SEN meeting age-related expectations	4

SEND register or additional needs register?

Students should only be added to the SEND register if they require provision that is **additional and different to that offered to all students** in order to reach the expected standard, because they have SEN or a disability.

This might include students who:

- Have an education, health and care (EHC) plan
- Receive internal interventions
- Work with an external specialist
- Receive one-to-one support

Additional needs register

Unless the student has additional and different support to that offered to all students, the student does not need to be on the SEND register. This includes students with SEN who do not require additional support to reach age-related expectations.

It may be more appropriate to put a student on an additional needs register.

This may also include:

- Students with medical needs
- Students with English as an additional language (EAL)
- Students from a specific vulnerable group.

Within UCC students who are identified as having Additional Needs are placed on an Additional Needs register. These students are actively monitored and holistically supported in co-partnership with the Wellbeing Team, the SEN Team and UCC pastoral staff.

At UCC the SEND team review the register at least every term. For efficiency, the timing of the review should coincide with:

- Review meetings with parents
- Broader progress assessments
- Other related paperwork, such as SEN support plans

Students with SEN meeting age-related expectations

Principles

If a student is working at the expected standard but receiving support that is **additional and different to** the universal support for all students, the student should be on the SEND register.

If the student is not receiving additional support, the student does not need to be on the SEND register.

Examples: ADHD or ASD

For example, a student with attention deficit hyperactivity disorder (ADHD) or an autistic spectrum disorder (ASD) who struggles with social skills but is working at the expected standard in class does not necessarily need to be on the SEND register.

If the student receives a specific intervention for this which is not offered to all students, such as a 'social story', the student should be put on the SEND register.

If a student receives a specific intervention from an external agency that is additional to or different from that offered to other students, the student should be put on the SEND register.

If the student receives additional support from a classroom teaching assistant (TA) who would offer similar support to other students in the classroom, the student should not be put on the SEND register.

If the student receives additional support from a Personal Development Coach who would offer similar support to other students in the classroom, the student should not be put on the SEND register.

The school may wish to add the student to the additional needs register instead, recording whether they receive any medicine. This would alert staff to the fact that the student may be at risk of falling behind if his or her medical needs are not met.

Example: SALT

A student receiving Wave 3 speech and language therapy (SALT) interventions who is working at age-related expectations should be added to the SEND register. For example, the student may have a stammer or other specific issues which do not affect receptive language ability, i.e. understanding information.

In this case since the support is additional to or different from that offered to other students by the school, the student should be placed on the SEND register.