



Oakridge Schools Federation

SEND Criteria 2025 - 2026

In the *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)* it states:

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.”

(Paragraph 1.24 SEND Code of Practice)

Special educational provision goes beyond normal adapted and personalised teaching and learning approaches, it is individual provision that is additional to or different from that made for other children of the same age. The most effective means of closing the gap is through high quality, carefully adapted and inclusive teaching.

At Oakridge Schools Federation, in order to know precisely where children and young people with SEN are in their learning and development, we:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.”

(Paragraph 1.25 SEND Code of Practice)

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

(Teachers’ Standard (5) and the National curriculum in England: framework for key stages 1-4 (July 2014) Section 4.1 (DfE))

The majority of children will have their needs met through additional help that is put in place by the school, sometimes with advice from specialist services; these children will receive SEN Support. Some children who have high or complex needs may need an Education Health and Care (EHC) plan.

SEN Support

If a child's learning is affected by the following factors they will be given SEN Support:

- Speech, language and communication (SLCN), this includes Autistic Spectrum Condition (ASC) also known as Autistic Spectrum Disorder (ASD)
- Physical needs/Sensory needs, including visual impairment, hearing impairment or physical disability
- Social, emotional and mental health (SEMH)
- Cognition and learning needs, including specific learning disabilities (SpLD)

If teachers' assessment, planning and review is showing that a child is not making progress despite adapted learning opportunities and discussion with parents, then teachers and the Inclusion team may decide that the child will be provided with SEN support. This will mean that the child will be placed on the SEN register. Personalised planning will then take place, which links interventions to classroom practice.

The child may remain on the SEN register for part or all of their education; this should be reviewed termly by staff members in conjunction with parents and outside agencies.

Speech, language and communication

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with SLCN may be seen by the Speech and Language Therapist (SALT), they will therefore follow an individualised NHS programme. If the communication is predominantly an issue with understanding then the 'Language Links' programme will be used in school as an assessment tool and then continued in grouped/1:1 intervention.

Description of difficulty/Barriers to learning

- The child/young person (CYP) has language and communication difficulties which create a barrier to learning and/or impedes the development of social skills and relationships.
- Areas of speech, social communication, language, fluency skills are not age appropriate and/or consistent with peers.
- The child/young person has disordered/delayed receptive and/or expressive language. Speech may also be disordered or delayed, so that social interactions are limited and this may result in frustration, stress and/or challenging behaviour.
- They may have difficulty in understanding and/or expressing emotions, abstract and non-literal language, inference, social interactions all of which could result in ritualistic and/or rigid behaviours.

- Any of the above result in challenging behaviours, school refusal, difficulty in forming relationships, frustration or anxiety.

Speech, language and communication

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<p>The child/young person will be based in the classroom and will need any or all of the following:</p> <ul style="list-style-type: none"> • A range of visual support prompts to support language and communication. • Visual support for listening and understanding. • Adaptation of teaching styles and amount of language. • Checking of instructions. • Sensitive grouping arrangements to enable social interaction and use of language. • Opportunities for experiential learning and the use of modelling. • Peer support for unstructured time. • A quiet, distraction free area to undertake specific speech, language and communication learning. • Wave 2 or 3 interventions as a priority to meet personalised plan targets. • Access to an adult keyworker or mentor. 	<ul style="list-style-type: none"> • Access to the school curriculum with emphasis on differentiation based on assessment and review for curriculum access and some specific reinforcement on language, communication and speech skills development activities in support of personalised plan targets. • Targeted small group work, eg narrative, pre-learning of vocabulary, listening, memory and social skills. • Adult support to enable full participation in learning/social activities. • Identified behaviours require firm consistent expectations with explicit guidelines. • Interventions in line with personalised learning. • Some children/young people require visual whole word approaches to literacy because of difficulty with sound systems. 	<ul style="list-style-type: none"> • The class/subject teacher is responsible for the appropriate delivery, differentiation and adaptations, with the SEN Co-ordinator (SENCo) and accredited language assistant involvement in assessment, planning and review. • The class teacher/subject teacher(s) takes responsibility for opportunities to implement specific language and communication targets/support within the classroom setting. • All staff will need to be aware of the CYPs' difficulties/differences since they may manifest themselves in a variety of ways. • Planned time for home/school liaison. • Speech, language and communication interventions to be delivered by language assistants who preferably have an accredited/recognised SLCN qualification, eg ELKLAN • Social/behaviour skill interventions delivered by assistants who have a accreditation, eg ELSA, ELKLAN. • Where speech/language or communication resources have been identified or provided as beneficial/ necessary for the child/young person to communicate/learn the class/subject teacher is responsible for ensuring these are available and referred to, eg signs, symbols, writing frames, flexible timetable. • Staff need to prepare the young person for non-routine events, eg supply teachers, changes to timetable, visitors.
		<p>The headteacher/governors are responsible for ensuring the appropriate provision required by the CYP/young person is provided plus teachers and assistants have the appropriate access to the accreditation and CPD to support the identification of communication and interaction.</p>

Autistic Spectrum Disorder

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

(Paragraph 6.28 and 6.29 SEND Code of Practice)

Description of difficulty/Barriers to learning

The child/young person (CYP) has difficulties with communication, social interaction and flexible thinking which cause barriers to learning and the development of positive social relationships despite the provision of adapted learning opportunities.

- The difficulties may include: inappropriate obsessive rigid and/or ritualistic behaviours; receptive and expressive language difficulties; hyper/hyposensitivity to sensory input; and significant anxiety and self-esteem issues.
- The CYP may have difficulty in recognising and/or understanding emotions.
- CYP diagnosed with high functioning autism are included in the autistic spectrum. Such children/young people often function within or above the normal range of ability but may display any of the above behavioural characteristics. From 2014 the term 'Asperger syndrome' has been replaced with the descriptor of 'high functioning autism'.
- Any post 2011 diagnosis will have been confirmed through multi-disciplinary and multi-dimensional assessment in line with the NICE guidelines and any subsequent alteration to this guidance.

A number of external factors will need to be considered in relation to the learning environment. A CYP reacts in response to the learning environment. Relationships between adults and CYP and those between CYP and their peers are important dimensions. It is expected that the school will demonstrate its positive ethos and culture through every aspect of its provision for CYP with these additional needs. This will include the use of evidence based, effective and proven interventions and learning techniques informed through current research (eg Hattie, Dweck and current research into AS).

Autistic spectrum disorder (ASD)

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<p>The CYP will be based in the ordinary classroom and may need any or all of the following:</p> <ul style="list-style-type: none"> • Consistent and structured routines and organisation. • Use of a visual timetable to manage transition between activities and aspects of the school day and to manage changes to routines. • Access to groupings that enable the CYP to work with positive role models in terms of expectations, social interaction and communication, co-operation, concentration and independence. • Access to a low distraction area in the classroom. • Access to praise and 'reward activities'. • Good practice will include and be demonstrated through any or all of previous strategies and the following (according to need): • School based risk assessments to be completed and actioned. • Some individual tuition within a withdrawal setting. • Access to a detailed visual timetable throughout the day, mediated by an adult as appropriate to year group. • Significant support in interactions with peers. 	<ul style="list-style-type: none"> • Teaching and learning that is led by/takes account of the needs and preferences of the CYP and is appropriately differentiated to ensure the best outcomes for the CYP. • Flexible grouping arrangements. • Access to 'reward activities' where appropriate. • Opportunities to be taught, learn and apply social communication and skills. • Flexible planning to include recognition of areas of difficulty. • Access to adult guidance as necessary and appropriate to support learning including the use of communication skills for different purposes and to coordinate oral and written language. • Some adult advocacy to support communication with peers within the learning environment. • Support to transfer attention from self-selected tasks and activities. • Inference and active listening and specific language to be taught. • Good practice will include and be demonstrated through any or all of the previous strategies and the following (according to need) • A high degree of task differentiation within the 	<ul style="list-style-type: none"> • The Head teacher and leadership of the school will ensure that anyone teaching the CYP has access to appropriate advice and support from within a school structure, culture and ethos that promotes the inclusion of the CYP. • Focused support and assistance. • Provision for non-routine events, eg supply teachers, visitors. • Resources appropriate to intervention activities and the differentiated curriculum. • Planned time for home/school liaison to allow parents to be involved in developing, implementing and reviewing the personal plan. • The head teacher and leadership of the school will ensure that anyone teaching the CYP has access to the advice, support, financial and other resources necessary to deliver the personal plan effectively and achieve better outcomes for the CYP. • Draw on the advice and expertise of external professionals to inform and contribute to the CYP's personal plan. • Identify and secure specific training for key staff to better support the CYP.

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<ul style="list-style-type: none"> • Skilled adult support to manage anxiety, distress, mood swings. • Account to be taken of sensory stimuli. • School based risk assessment to be completed and actioned. 	<p>NC, that takes account of the impact of AS on learning preferences.</p> <ul style="list-style-type: none"> • Careful use of language and avoidance of information overload. • Provision of PECS or similar alternative communication system. • Access to individual programmes and other strategies to address specific needs identified through further multi-professional involvement. • Detailed and specific routines and significant preparation for changes using such strategies as 'social stories'. • Precise and structured intervention and support for curriculum access with specific reference to comprehension and use of language, co-ordination of oral and written responses. • Inference, active listening and response to be taught specifically. • Key staff able to promote positive behavioural/emotional skills through negotiation. • Detailed and specific routines and significant preparation for changes using eg social stories. • Precise and structured interventions and support for curriculum access. 	

Physical/Sensory Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(Paragraph 6.34 and 6.35 SEND Code of Practice)

Description of difficulty/Barriers to learning

- The child/young person (CYP) has an identified physical disability that causes barriers to learning. This may also affect the development of emotional well-being and self-esteem.
- The CYP will need additional adult support to overcome barriers to learning, personal care and transfers between specialist equipment.
- The CYP may require: specialist equipment relating to their disability and advice from the STA Service; and adult support to access the curriculum, manage their condition and personal care, and move safely within the environment.
- They will be subject to regular review including a range of external professionals who may help to monitor their curriculum plan.

Physical disability (PD)

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<p>In the classroom the CYP may need any or all of the following:</p> <ul style="list-style-type: none"> • A school based risk assessment completed and actioned. • Adjustments and adaptations allowing independent access and mobility. • Appropriate seating arrangements, eg cushion, foot rest, position in class. These adjustments should be sensitively implemented. • Support strategies and groupings to foster emotional well being and self esteem. • Sensitive support and flexible grouping arrangements to encourage social interaction and collaborative work. • Opportunities to work with others of similar abilities in areas of strength • Withdrawal sessions for some small group or one to one work to increase skill levels. • Extra support (should be made available) in new and/or old unfamiliar environments • Environmental adaptations, eg ramps. • Additional support in practical aspects of the curriculum. • Space for visiting professionals to advise, monitor and review therapy programmes. 	<p>The CYP will need:</p> <ul style="list-style-type: none"> • Access to the school curriculum with differentiated learning tasks to meet their preferred learning styles and physical skills to ensure increasing independence. • Monitoring and oversight for practical subjects where safety is an issue in order to increase independence. • Help and support when choosing the most appropriate medium for accessing and recording the curriculum. • Planned support to access learning activities and to support independence. • Access to specific skills development. • Planning that includes where appropriate therapeutic programmes. • Sensitive support to manage identified physical needs. • Verbal prompting and/or physical assistance to set up some activities. • Appropriate access to technology. • Special access arrangements for internal/external test and examinations where appropriate. • Planning and Teaching strategies informed by personalised learning targets, to be monitored, reviewed and modified so as to maximise progress and independence 	<ul style="list-style-type: none"> • Key staff awareness of the CYP's physical disability and implications. • Access for staff to training, as appropriate. • Time will need to be available for liaison between SEN Co-ordinator and class teacher/subject teacher(s) and support staff. • Liaison with other professionals, eg Occupational Therapists or Physiotherapists, as appropriate. • Access to specialist equipment, as appropriate. • Planned time for home/ school liaison so that parents can be involved in both long and short term planning and support. • On-going contact with the STA for PD team. • Key staff trained in moving and handling and using specialist equipment as appropriate.

Social, Emotional and Mental Health (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

(Paragraph 6.32 and 6.33 SEND Code of Practice)

Description of difficulty/Barriers to learning

- Where children and young people (CYP) have social, emotional or mental health difficulties, these may substantially affect their behaviour and regularly create barriers to their own learning or that of others.
- They may experience a range of difficulties in acquiring the social and emotional skills that are necessary to succeed.
- Some CYP may persistently experience these difficulties despite adapted learning opportunities and the strategies usually employed to promote positive behaviour.

- Behaviours manifested over time may include distractibility, failure to make anticipated progress, poor relationships, frustration, non-co-operation, lack of emotional literacy, withdrawal and non-attendance for a variety of reasons.

A number of external factors will need to be considered in relation to the learning environment. How the CYP reacts in response to the learning environment. Relationships between adults and CYP and those between CYP and their peers are important dimensions. It is expected that the educational setting will demonstrate its positive ethos and culture through every aspect of its provision for CYP with these additional needs.

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<p>The CYP may need any or all of the following:</p> <ul style="list-style-type: none"> • Key staff to make positive/secure and trusting relationships with the CYP. • Support strategies such as circle of friends, mentoring by a skilled adult (learning and/or emotional). • Use of visual reminders. • Clear expectation of 'on task' behaviour within explicit guidelines. • Explicit opportunities for genuine praise and reward. • Small group or individual teaching to develop emotional literacy and resilience. • A specific routine which allows the CYP to start the day/session in a settled frame of mind. • Specific support for unstructured times of the day. • Risk assessment may need to be considered to enable the CYP to work with positive role models in terms of expectations, communication, co-operation, concentration and independence. • A safe place for 'time out' (this strategy is unlikely to be suitable for children in the early years age group, please see or seek advice from your Area Inclusion Co-ordinator for more information www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/developmentconcerns/areainclusion). • A key worker/mentor with whom to review progress and discuss strategies. • Small group work focusing on socially appropriate ways of behaving in social situations and to support social confidence and self-esteem. • Specific opportunities to make a contribution to school life. • Staff trained in positive intervention strategies. 	<ul style="list-style-type: none"> • Teaching and learning that is led by/takes account of the needs and preferences of the CYP and is appropriately differentiated to ensure the best outcomes for them. • Flexible grouping arrangements. • Access to 'reward activities' where appropriate. • Opportunities to be taught and learn socially acceptable ways of managing situations. • Aspects of the daily timetable adjusted to promote positive behaviours and access to learning. • Planned access to teaching and learning programmes which may address anger management, self-control and social skills. • Flexible task planning which offers positive experiences despite the impact of SEMH. • Interspersing of non-preferred with preferred activities for the CYP. • Assistance to promote on task behaviour and access to learning. 	<ul style="list-style-type: none"> • The Head teacher and leadership of the education setting will ensure that anyone supporting the CYP has access to appropriate advice and support that promotes the SEMH of CYP. • Focused support and assistance. • Resources appropriate to intervention activities and the differentiated curriculum • Planned time for home/professional liaison so that parents/CYP and encouraged to be involved in developing, implementing and reviewing the personal plan. • The leadership of the education setting will ensure that anyone working with the CYP has access to the, financial and other resources necessary to deliver the personal plan effectively and achieve better outcomes for the CYP. • The educational setting's behaviour policy should reference how the needs of CYPs with SEMH difficulties are met. • Draw on the advice and expertise of external professionals to inform and contribute to the CYP's personal plan, as appropriate. • Identify and secure specific training for key staff to better support the CYP.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.”

(Paragraph 6.30 SEND Code of Practice)

A child or young person (CYP) with a specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, - although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD. CYP with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.

Description of difficulty/Barriers to learning

- These children/young people (CYP) will have difficulty in attainment in aspects of learning as defined by national measures and despite appropriate interventions.
- Their rate of progress is slow and they are working substantially below that expected for children of a similar age.
- They may have experienced some delay in the acquisition of language and this is reflected in oral and written communication skills.
- They may have specific learning difficulties (SpLD) and/or motor skills delay.
- They may have difficulty in understanding concepts, and may exhibit memory and processing difficulties.
- They may lack motivation to learn and have a limited concentration span.
- They may also be socially and emotionally immature and have limited interpersonal skills, including low self-esteem.

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<ul style="list-style-type: none"> • The CYP will be based in the classroom and may need any or all of the following: <ul style="list-style-type: none"> - Some supported group work or 1:1 with targeted support. • Access to a suitable learning environment which is appropriate to the activity. • Access to grouping which enables the CYP to work with good role models in terms of language and communication skills, co-operation and independence. 	<ul style="list-style-type: none"> • Personalised learning opportunities for curriculum access. • Flexible planning and grouping strategies for effective learning. • Planned multi-sensory teaching opportunities taking account of differing learning/cognitive styles. • Teachers to review learning targets and modify as needed to maximise progress. • Alternative strategies for reading and 	<ul style="list-style-type: none"> • Access to advice as appropriate from relevant professionals to inform planning. • Planned support time. • Equipment and resources including assistance as appropriate to identified learning needs. • Planned time for home/school/college liaison so that parents can be involved in both short and long term planning, support and review.

	<p>recording.</p> <ul style="list-style-type: none"> • Focus on successful learning outcomes to support confidence, independence and self-esteem and resilience. • Interventions to match identified focused needs. • Personalised plans to inform teacher's planning. • Continuous assessments by class/subject teacher(s) may be supplemented by standardised and/or diagnostic tests. Rates of progress must be systematically monitored to measure impact. • Some 'scaffolded' individual learning tasks. 	
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Educational Health Care Plans (EHCP)

At some time in their school lives, some children or young people will have special educational needs (learning and/or behavioural). For a very small number of these children and young people whose needs are considered significant and complex the local authority may have to undertake an Education, Health and Care (EHC) needs assessment.

Decisions are made on the basis of the information and evidence provided and the circumstances of each individual child. The early years setting, school or college will be asked to state clearly the reasons for the request and submit written information which will include:

- The parents recorded views (Our Story) and, where appropriate, those of the child (My Views) on the graduated approach to assessment and any action and support to date
- copies of personal plans indicating the approaches adopted, the monitoring arrangements followed, reviews and educational outcomes
- evidence of health checks and any relevant medical advice offered to the early years setting, school or college
- evidence of the involvement of other external professionals with relevant specialist knowledge
- information relating to any involvement of Social Care.

An EHC needs assessment will be carried out if we believe that it is necessary to determine the child's special educational provision rather than the setting determining this on its own.

What is an EHC plan?

An EHC plan is a legal document that sets out the child's needs and the extra provision they require. The EHC Plan is made when the Local Authority (LA) decides that the special educational provision the child needs cannot reasonably be provided within the resources normally available to the school. These resources can include staff time and special equipment.

If a child's needs are demonstrating significant cause for concern, then a request for an Education, Health and Care (EHC) needs assessment may be made. The purpose of the assessment is to find out, exactly what the child's special educational needs are and to identify the special help they might need.

The EHC needs assessment is requested by either the school or the parents. The school will have already shared with the parents their concerns, the support already given and the progress the child has made.

Once the request has been made, the LA will contact the relevant people involved with the child for additional information and evidence. They review all this and make a decision, which would be either:

- The child is issued with an EHC Plan, or
- The LA do not feel at that time the child needs the extra support and so it is turned down

The whole process, from the request to the final EHC Plan, should take no longer than 20 weeks.

An EHC plan is set out in sections:

Section A - The views, interests and aspirations of the child and his or her parents or the young person.

Section B - The child or young person's special educational needs (SEN).

Section C - The child or young person's health needs which are related to their SEN.

Section D - The child or young person's social care needs which are related to their SEN or to a disability

Section E - The outcomes sought for the child or young person.

Section F - The special educational provision required by the child or young person.

Section G - Any health provision reasonably required by the learning difficulties or disabilities, which result in the child or young person having SEN.

Section H - Any Social Care provision reasonably required by the learning difficulties or disabilities, which result in the child or young person having SEN.

Section I - The name and type of the school, maintained nursery school, post 16 institution or other institution to be attended by the child or young person.

Section J – Personal Budget.

Section K – Appendices to the plan.

A child with an EHC Plan will have an annual review, which is arranged by the school. The school will invite the parents and everybody working with the child to a formal meeting. They will request information and advice in the form of a written report, in advance. During the meeting, the provision detailed in the EHC Plan will be reviewed to check it is still meeting the child's needs. If it is practical, the child should have the opportunity to produce their own report and participate in the meeting. Following the annual review meeting, a report will be written which will be circulated to all the people who were involved in the annual review process. Once the LA has received the report, they will review the EHC plan and decide whether or not to accept the recommendations. They will then send the parents and school a letter with the outcome.

Exit Criteria for the SEND register

When a child has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is provided through quality first teaching and differentiation, they will no longer be seen as requiring SEN support. At

this point, through discussion and agreement with teaching staff and parents, the child will be removed from the SEND register.

This criteria was written in conjunction with SEND Code of Practice: 0 to 25 years, DfE / DoH (2015), Educational Health Care needs assessment procedures (2015), Hampshire County Council, SEN Support Guidance (2017) Hampshire County Council

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/sencriteria>