



Short Wood Primary School

Special Educational Needs and Disability Policy

Date of Policy creation	September 2015
Policy lead	Hazel Waterhouse and Karen Richards
Date of Policy adoption by Governing body	17 th September 2015
Frequency of review	Annually
Review due	September 2016

Special Educational Needs and Disability Policy

The SENCO (person responsible for managing the provision made for children with SEN) is Hazel Waterhouse (NASENCO Award achieved September 2013). She is a member of the SLT.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (date XXX) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (May 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- State how this policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND - refer to co-producing policy in the spirit of current reform.

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1. Aims

At Short Wood Primary School our vision is 'Building the belief you can'. We believe that each child is entitled to a range of educational opportunities which promote personal, social and intellectual growth regardless of race, gender, creed, class or disability. We consider it an imperative that all pupils reach their full potential and find a place within the school community.

Our aim is to provide children with a learning experience that enables them to acquire the skills and concepts needed in order to become a confident, independent learner. We offer a curriculum which encourages children to build on existing knowledge and achievements, experience success and make further progress.

In so doing, we recognise that some children may experience significantly different learning needs than those of their peers. They may need extra help or support to access the learning opportunities provided, in our school and, as all children are individuals, we understand that learning programmes need to acknowledge the often complex nature of each child's barrier to learning.

Therefore, it is the aim of this special educational needs policy to provide information for parents/families, governors, teachers and support staff about the school's philosophy and practice in relation to special educational needs and to offer practical guidance on the process of identification and assessment of special educational needs. It will also describe the strategies which have been developed to support these needs.

2. Principles

The school's Special Educational Needs and Disability (SEND) Policy is based on the following principles:

- That all teachers are teachers of children with Special Educational Needs and have responsibility to meet those needs with the advice of the school co-ordinators, teachers with expertise and external professionals as appropriate
- That needs will be identified at an early stage and that assessment of all children whether or not they have Special Needs is an ongoing process
- The effective management, school ethos and the learning environment can help prevent some Special Educational Need from arising and minimise others
- That pupils with Special Educational Needs will be fully included into the life of the school and its curriculum, enabling them to maximise their potential as learners and to contribute to the social and the cultural activities of the school
- The children receive appropriate support by the organisation of:
 - special groupings within class
 - withdrawal for specific interventions
 - in-class support
- That parental/family support and involvement is crucial to the success of any Special Educational Needs intervention

- That information is provided for all those concerned - parents and families, Governors, teachers, support staff - related to the policy and practice of SEN provision in school
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The school follows the guidelines set out in the SEND Code of Practice: 0-25 years (Department for Education: May 2015)

3. Definition of Special Educational Needs

A child has special educational needs if they experience a significantly greater difficulty in learning than the majority of their peers or has a disability which prevents or hinders them from making use of the educational facilities provided for children of the same age. The nature of the difficulty could be due to both academic and non-academic factors (sensory, cognitive, social or emotional or more complex which cover a range of difficulties).

Record Keeping.

Once a child has been entered on the SEN Register formal records are kept in individual files in the school reception.

Records are accessible to all teachers and professionals in consultation with the SENCO.

Broad areas of need

Special education provision is matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support:

Communication and interaction

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

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.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

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.

Sensory and/or physical needs

Some children and young people require additional 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 a vision impairment (VI), hearing impairment (HI) and or multisensory impairment (MIS) 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 difficulty (PD) require additional ongoing support and equipment to access all opportunities available to their peers.

In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas. A detailed assessment of need aims to ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is based on a full understanding of their particular strengths and needs and

seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Children with English as an additional language are not regarded as having a learning difficulty.

4. Supporting pupils at school with medical conditions.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school policy for administering medicines and the asthma policy has further information about how we support pupils with medical conditions.

5. Identification, Assessment and Review

In order to provide intervention specific to a child's need we adopt a staged process, this enables us to prioritise need within school, allocate resources effectively, ensure good liaison between everyone involved with the child, allow for variation in the intensity and duration of support in response to changing individual need.

We feel it is essential to identify learning needs as early as possible and to work with parents to fully identify each child's strengths and weaknesses. This cooperation can only serve to maximise the effect of the learning support offered.

On entry to our school, all children are screened and assessed in order to gather the information necessary to plan effectively to meet each individual child's needs.

Interventions are regularly reviewed following a whole school system that has been developed to allow us to vary the intensity and duration of input as appropriate. This system also helps us to assess when advice from external agencies might be needed and to prioritise resources within school.

To help identify and monitor children who may have special educational needs, the school will measure progress by:

- The teacher monitoring of child's performance as part of the ongoing process of observation and assessment
- Looking at outcomes from baseline assessment results

- Comparing their progress against the objectives of the Foundation Stage, Early learning Goals and the primary framework
- Monitoring progress against level descriptors within the National Curriculum
- Screening and assessment tools (school based assessments)

Based on assessments made the child's teacher in consultation with the SENCO and parent will adopt a graduated response in line with the Code of Practice, identified children will be placed on the school's SEN register.

We aim to identify children with special educational needs as early as possible in their school career. When a class teacher identifies a child with SEN h/she should inform the SEN Coordinator using the appropriate referral form.

If a class teacher has concern about a child these concerns will be discussed in the first instance with the SEN Coordinator, who may suggest that the class teacher should monitor the child's progress or behaviour for a period of time. Once this concern has been registered the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child. The SENCO will also

discuss the concerns with the parents. A decision may be reached at that meeting to begin SEN support, in which case the child's name must be entered on the SEN Register and the class teacher must include that pupil in their SEN file for that class. Children at this stage should be offered extra support from within the schools resources and this will be recorded on a class provision map.

Pupils may be placed on the SEN register if they are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

6. SEN support in school.

We make a commitment to:

- Identify pupils who need special support
- Consult and co operate with parents
- Deliver support from within the school resources
- Enlist external support when necessary

- Monitor pupils' progress and the effectiveness of intervention
- Enable pupils with SEN to play a full part in the life of the school
- Offer pupils with special needs full access to the curriculum and life of the school.

Special Educational Provision means:

- Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in maintained schools, other than special schools in the area.

Where a pupil is identified as having SEN, school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess

In identifying a child as needing SEN support, the SENCO, class teacher and the child's parents, will carry out an analysis of the child's needs. This initial assessment is reviewed termly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more

specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting.

Plan

Where it is decided to provide SEN support, and having formally notified the parents/family, the class teacher and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. The plan will take into account the views of the child. The support and intervention provided is selected to meet the outcomes identified for the child. Parents are involved in planning support so that they are able to reinforce the provision at home.

A plan for individual provision will be put in place for children on the SEN register, this may include:

- Delivery of specific intervention programmes, e.g. RWI Freshstart, Wave 2 / 3,
- Additional adult time for individual or group support
- Involvement of outside agencies

Do

The class teacher with support from the SENCO, will oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO will support the class teacher in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress is reviewed in line with the agreed date. The impact and quality of the support is evaluated by the practitioner and the SENCO working with the child's parents/families and taking into account the child's views. During this time any changes to the outcomes and support for the child are agreed in light of the child's progress and development. Providing parents/families with clear information about the impact of the support provided.

7. Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

We may involve specialists at any point to advise us on early identification of SEN and effective support and interventions. Where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of similar age despite evidence-based SEN the school will seek consent from parents/families to involve a specialist. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents/families and teaching staff supporting the child in the same way as other SEN support. Where assessment indicates that support from specialist services is required, the school aims that children and young people receive it as quickly as possible.

The SENCO and class teacher, together with the specialists and the pupil's parents/families, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. We will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

8. Requesting Education, Health and Care Assessments.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made good progress, we will consider requesting an Education, Health and Care assessment. To

help inform the local authority's decision they will send evidence of the action taken by the school as part of SEN support.

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents/families and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

9. Involving families and pupils in planning and reviewing progress.

Short Wood will provide an annual report for parents and families on their child's progress. Termly meetings will enable the families of those children receiving SEN support to set outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the families, the pupil and the school.

These discussions aim to strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs. It will

provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. The views of the pupil will be central to these discussions. Through working in partnership with families and the pupil we aim to provide the best support to enable the child to be successful.

10. Provision maps

All pupils on the SEN register with Education and Health and Care Plan (EHCP) must have an Individual Provision Map. The provision for children at SEN Support will be included within class provision maps. Both Individual Provision Maps (IEP) and Class Provision maps must be reviewed at least three times a year. If a pupil is making good progress the IEP review can be used to consider removing a child from the SEN register. Alternatively, if targets have not been met and all the required support has been in place the review may be the first part of the process to move the pupil to the next step on the register for example from SEN Support to a request for an Education, Health and Care Plan. There must be clear evidence in each class teacher's SEN file of when Provision Maps have been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to Education, Health and Care assessment.

11. Transitions

In the Summer term the SENCo will liaise with the different nurseries which the children are attending to establish which of the pupils who are progressing to the Reception classes are on the Early Years SEN register. This information will be collated by the SENCo in order to draw up the SEN register for the Reception class.

As pupils on the SEN register progress to secondary school the SENCo will liaise with the various receiving schools. This will include specialist provision in the case of some pupils with statement

12. Responsibilities

The Headteacher, Governors and all members of staff are committed to ensuring that all children have the right to access a broad, balanced, relevant and differentiated curriculum, including the National curriculum.

All members of staff, parents and families have a shared responsibility for identifying and assessing the needs of individual pupils, for planning and putting into practice individual provision which meets the full range of pupils' needs and abilities and for developing positive and supportive attitudes, promoting confidence and self esteem in children and for creating a community in which we are all genuinely valued.

All staff are involved in ongoing development of skills to identify and respond to the needs of individuals who have special educational needs. This is to ensure we remain informed about what works for learners and what does not and to improve the quality of all children's experiences from day to day.

A Graduated Response to SEN

All staff have a responsibility for identifying students with Special Educational Needs (see Appendix One). Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

Head Teacher

- The day to day management for all aspects of school's work including the provision for children with SEN
- Keeping the Governing Body fully informed of the operation of the SEN policy
- Setting suitable learning challenges
- Responding to the diverse needs of pupils
- Overcoming potential barriers to learning

- Assessment of individual and groups of pupils
- To ensure that the needs of SEN children are met within the school.

SEN Co-ordinator

The school's SENCO is Hazel Waterhouse, Mrs Julie Jones will be acting SENCO during Hazel Waterhouse's maternity leave. The co-ordinator is responsible for:

- Overseeing day to day operation of the school's SEN policy
- Co-ordinating provision for children with SEN, ensuring provision maps are written and reviewed termly
- To ensure the schools SEN register is updated regularly
- Liaising with the Head Teacher and Class Teachers regarding the deployment and organisation of additional adults to support children with SEN
- Overseeing the records of provision for all children with SEN
- Contributing to CPD and disseminating information, including updates on current policy and practice, as appropriate
- Liaising with external agencies such as LSAT, Educational Psychologist, School nurse, Speech and Language Therapists, Visual and Hearing Impairment Services and other integrated services
- To organise annual and termly reviews.
- Ensuring the school is represented at Case Conferences, Core Group meetings, LAC reviews, CAF and TAC meetings involving individual children
- Liaising with and informing parents
- When appropriate to apply to the local authority for Education, Health and Care assessments
- To report to Governors as requested by the head teacher.
- To keep their own skills updated by reading, researching and attending INSET on SEN and appropriate related external courses.

Class teacher

- To know which pupils in their class are on the SEN register and at what stage.
- To write individual provision maps for children who have a statement or those at School Action Plus who may need referral for statutory assessment.
- Working with the child on a daily basis and identifying and monitoring individual needs
- Planning and delivering a provision that is additional to or different from the normal differentiated curriculum, this will be recorded on Class provision maps
- Daily organisation of Learning Support Assistants/Teaching Assistants.
- To ensure TAs are supporting children in class as directed
- Liaising with the SENCO and outside agencies
- Sharing outcomes on provision maps with the children
- Maintaining close liaison with parents

Teaching Assistants:

Under the guidance of the class teacher to:

- Carry out activities and learning programmes planned by the class teacher and the SENCO
- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEN policy.
-

Governors

The governor with responsibility for SEN is Karen Richards

The governing body should:

- Ensure that provision is made for pupils who have SEN
- Ensure that the needs of pupils with SEN are made known to all who are likely to teach them
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
- Consult the LA and the Governing Bodies of other schools, when necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- Ensure that a pupil with SEN joins in all activities as far as is reasonably practical and compatible with the children's abilities and to ensure their learning needs are met
- Report to parents on the implementation of the school's policy for pupils with SEN
- Have regard to the Code Of Practice when carrying out its duties to pupils with SEN

- Ensure that parents are notified of the decision of any extra provision being made for their child.

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel services.

The role of parents and families

It is vital that a working partnership between parents and families, school and other professionals is developed in order to work together to address the needs of the child. Contact with parents/families is part of the everyday running of the school therefore initial concerns should have been communicated prior to the provision of additional learning support. Once additional support is provided parents/families will be kept informed of the interventions that children receive.

13. Allocation of resources

The SEN budget is directly devolved to the school. Emphasis is placed on providing a broad, balanced, creative and differentiated curriculum; therefore money is allocated to provide a range of resources. These are allocated according to need and include ancillary help, speech and language therapist, teacher time and materials and ICT support.

Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement/EHCP of SEND.

14. Arrangements for considering complaints about special educational provision within the school.

We aim for a close working partnership with parents and families, if they are anxious about any aspect of their child's education, they can approach the school.

Informal complaints can be discussed with the class teacher.

Formal complaints can be discussed with the Headteacher in the hope that a satisfactory resolution can be found.

The Governor with responsibility for Special Needs may be consulted.

A committee of the Governing Body may be convened to hear the complaint if it has not been resolved.

15. Other Related Policies and Sources of Information

The following policies give further detail on other aspects of support for pupils with SEN or a disability.

- Accessibility Plan

- Admissions Policy
- Single Equality Scheme
- Behaviour Policy

16. Reviewing the policy.

This policy was written September 2015 and will be reviewed annually.

Appendix 1 - A graduated response to SEN

Action	Who is involved?	What is involved?	Next steps
Differentiation	The class teacher is responsible for differentiating work for all the pupils.	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, placing the child on the SEN register at School Action is considered. The teacher responsible for the child informs the SENCO of the Concern.
SEN Support - Stage 1	The child is placed on the SEN register at SEN Support. Appropriate interventions are identified and parents/carers are informed.	Additional and/or Different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/carers. Details are included on the class provision map which is reviewed regularly.	Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies.

<p>SEN Support - Stage 2</p>	<p>The SENCO requests advice from an external agency. The pupil moves to SA+(P). Provision is adapted based on advice from external agency. This support is shared with parents/carers. The teacher involved delivers the plan of action.</p>	<p>The provision is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. The provision is reviewed regularly.</p>	<p>The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment.</p>
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Appendix Two

SEN Cause for Concern Referral Form

(Please complete this form with as much detail as possible and e-mail to Hazel Waterhouse)

Name of Pupil_____ Class_____ DoB_____

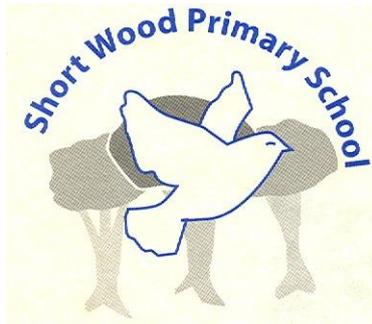
1. Please tick which area(s) of SEN is/are of concern for this pupil

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs

2. Briefly explain how you have differentiated the work for this pupil.

3. Briefly explain what difficulties they are experiencing in accessing the curriculum.

4. Please detail any other factors which might be relevant i.e recent conversations with parents.



Referral for SEN Support

Name of Child:	
Date of referral:	
Current Attainment levels	Reading Age: Reading Level: Writing Level: Maths Level:
Year and Class:	
Reason for referral:	
Support currently received / Strategies used:	

Date shared with parents:	
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Request for EHC needs assessment

Child/Young person's Name:

Date of Birth:

This information is sought in accordance with the Children and Families Act 2014, using the guidance within Chapter 9 of the SEND Code of Practice 2015.

The SEN Code of Practice 2015 requires that all educational settings use their best endeavours to meet the needs of children and young people with special educational needs.

To support this request for an Education, Health and Care needs assessment, the educational setting must provide the following up to date and relevant paperwork: Please indicate the information included

		✓
1.	Brief description of parent/carer and child's views and aspirations	
2.	School/setting based assessment of the child's identified needs with samples of the pupil's work, (indicate level of support provided, if any)	
3.	Outcomes sought for the child by the educational setting	
4.	Attendance data	
5.	Attainment data (over time)	
6.	Costed provision map detailing current support and interventions	
7.	Costed provision map detailing support and interventions required	
8.	Advice from external professionals	
9.	Most recent CAF/TAC paperwork	
10.	Signed parental/carer consent form	

*Press the return key to move down through text boxes as you type.

Pupil information:

Child/young person's full name:	Educational setting: Date started:
Unique Pupil Number:	Date of Birth:
Male <input type="checkbox"/> Female <input type="checkbox"/>	Year Group:
Child/young person's address:	Child in care? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes: Authority Social Worker
Parent/Carer's name:	Parent/Carer's name:
Relationship:	Relationship:
Address if different from above:	Address if different from above:
Contact Number:	Contact Number:
Email:	Email:
Home Language:	Ethnicity:
Interpreter needed? Yes <input type="checkbox"/> No <input type="checkbox"/>	Religion:
Preferred method of contact Letter/e-mail/text/phone/mobile phone	Preferred method of contact Letter/e-mail/text/phone/mobile phone

Section 1a: Child/young person's views and aspirations

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Section 1b Parent/carer's views and aspirations

Section 2: Identified Special Educational Needs – what do you consider are the child's difficulties which create a barrier to their curriculum access and progress? You may wish to complete more than one section, but please indicate the primary area of need.

Contextual Information

		✓
Communication and interaction	Brief description of need:	
Cognition and Learning	Brief description of need:	
Social, Emotional and Mental Health	Brief description of need:	
Sensory and/or Physical Needs	Brief description of need:	

Are there any other known significant factors relating to their SEN– if yes attach copies of relevant information/advice

Health Yes No

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Results of standardised assessments – please add relevant tests and any additional assessment data.

Date	Name of Test	Standard Score

Section 6*: Current support provided – all mainstream schools, settings and colleges are provided with resources to support children/young people with additional needs, including pupils with SEN and disabilities. Please identify the provision made from the school/ colleges delegated budget and indicate if you have applied for additional support from the LA.

Type of provision with staff to pupil ratio (in class, small group, 1:1)	Objective of provision	Frequency & Duration	Delivered by	Start date	Review date	Outcomes; (Achieved, partially, not met)
Total Cost						

Section 7*: Additional support required – list what additional support do you feel is required over and above that already provided

Type of provision with staff to pupil ratio (in class, small group, 1:1)	Objective of provision	Frequency & Duration	Outcomes Sought

***NB: Schools can include their own documentation (scanned provision map/spreadsheet etc) to evidence the costed provision.**

Section 8: Professional involvement – list details of the **attached** reports/evidence from appropriate services

Report provided by (name and role)	Date of report	Date assessed	Brief description of evidence attached

Additional Information

Form completed by:

Signed:

(Head Teacher/ Owner/ Manager/ Principal)

Date:

Signed:

(SENCo)

Date:

Section 10: Agreement of Parents / Carers

Please tick:

- I/we confirm that my/our child's educational setting has discussed this referral with me/us and I/we have been fully informed in the decision to refer.
- I/we have worked in partnership with the educational setting to help my/our child.
- I/we support the educational setting's view that an EHC needs assessment of my/our child should be considered.
- I/we agree to assessments by professionals as required
- If a needs assessment takes place I/we agree with papers being shared with educational settings, schools and professionals as and when appropriate.
- I/we understand that an Education, Health and Care plan will only be agreed by the Local Authority in circumstances where the EHC needs assessment concludes that my/our child has educational needs which are long term, severe and complex.

Signed:
(Parent/Carer)

Date:

Signed:
(Parent/Carer)

Date: