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| Pupil Name |  |
| Year Group |  |
| School |  |
| Type of Request | School/Parent |
| Primary Need |  |

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| Documentation |  | Evidence provided |
| Signed Family Conversation  An About Me pupil profile  Signed Request |  |  |
| Current attainment and how this relates to the pupils age – evidencing how many months/year they are behind age related expectations  Explanation of how the school measures progress and how many steps of progress they are expected to make each year |  |  |
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| Evidence of a graduated approach over at least 3 terms with reviews of interventions, impact and evidence that interventions have been adapted where required. (e.g. My Support Plan, IEPs etc)  Evidence that the interventions have been formulated with involvement of external support agencies.  e.g. Speech and language, CCT, SEML, OT, Physio, Early Years Services/Portage, Sensory Support Team |  |  |
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| If appropriate, EPS involvement & a report written within the last 12 months. |  |  |
| If appropriate evidence of health advice being sought and implemented.  e.g. relevant information on medical advice to the school from Community Paediatrics, CAMHS, CAMHS Neuro, School Nursing, Health Visitor, Clinical Psychology |  |  |
| If appropriate, evidence relating to social care involvement:  Has an Early Help assessment has been offered, provide evidence even if parents have refused this support.  Details of LAC, CIN, CP if appropriate.  Is there a CAF in place? If so evidence of the support that has been put in place and what impact it has had |  |  |

**2. Area of Need**

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| Cognition and Learning |  | Evidence provided |
| Significant levels of difficulty usually a range of 1st/2nd Percentile scores  **OR** where the pupil has exceptional complexity of needs in a number of areas. |  |  |
| Working at a level significantly below age-related expectations (at least 2 years below / half age if early years) in any of the core subjects. |  |  |
| Gap between age-related expectations is widening; falling progressively and increasingly behind and the pupil is making no discernible progress. |  |  |
| Persistent inability to concentrate |  |  |
| A significant discrepancy between cognitive ability and academic attainments.  e.g. SEMH needs impacting on ability to access curriculum |  |  |

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| Communication and Language |  | Evidence provided |
| A major discrepancy between expressive language and levels of understanding |  |  |
| Expressive and/or receptive language is significantly below majority of children of same age |  |  |
| Impaired social interaction; communication impedes development of purposeful relationships with adult/peers  **OR** communication or a significantly restricted repertoire of activities, interests and imaginative development. |  |  |

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| Social, Emotional & Mental Health |  | Evidence provided |
| Withdrawn or disruptive behavior, lack confidence and is unable to form relationships with adults and peers, over a period of time. |  |  |
| Severely impaired social interaction (not less 3 terms) which have received support from appropriate services. E.g. SEML or CAMHS, CCT |  |  |
| Unpredictable, bizarre, obsessive, violent or severely disruptive behavior over a period of time. |  |
| Obsessional eating habits/substance/alcohol abuse |  |  |
| Significant emotional or physical stress due to the inability to fully take part in school life |  |  |

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| Criteria for Physical, Sensory, Independence. |  | Evidence provided |
| A significant discrepancy between the child’s physical / sensory / independence development and age-related expectations. |  |  |
| The child is unable to take part fully in particular aspects of the school’s curriculum without close adult supervision and/or substantial adaptation of teaching materials or of the environment.  Evidence of impact on learning. |  |  |
| Current hearing difficulties and/or history of hearing problems cause speech delay |  |  |

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| Plus any additional evidence evidenced from the last 3 terms |  | Evidence provided |
| Significant problems in school attendance; irregular school attendance. |  |  |
| Subject to neglect and/or abuse at home; or has faced difficulties at home **and** where appropriate, evidence that CAF/Early Help/Social care has not met the child’s needs. |  |  |
| Contributory medical diagnosis /difficulties  **OR** similar evidence from assessments or interventions by health or social care. |  |  |
| Appropriate reasonable adjustments have not met child’s needs (access to technology visual timetables, now and next boards, etc.) |  |  |
| Participation in or has been bullied at school |  |  |
| Significant self-help difficulties; e.g. toileting, feeding. |  |  |
| The child’s condition gives rise to serious safety issues. |  |  |