



Request for Support

Pupil Surname	PRICE				
Pupil Forename	THOMAS			Sex	Male Female
Date of Birth	11.8.10	NC Year	4	Pupil UPN	E88 529 1514077
Parents/Carers	Mrs Caroline Price				
Telephone	07736 316664				
School	THE COPPICE PRIMARY				
School Postcode	B47 5JN	School Telephone	01564 826 709	Attendance in Previous Term	99%
SENCO email	rjh136@coppice.warcs.sch.uk				
SENCO	Acting Rebecca Heptinstall		Class Teacher	VIKKI WILLCOX	
Who has parental responsibility?	Mum & dad			Is pupil in LAC system?	YES NO
Are there any medical conditions that staff working with the pupil need to be aware of?	YES NO				
<p>Areas of Concern:</p> <p>(Please tick)</p> <div style="display: flex;"> <div style="flex: 1;"> <p><input type="checkbox"/> Literacy</p> <p><input type="checkbox"/> Numeracy</p> <p><input type="checkbox"/> Language & Communication</p> <p><input type="checkbox"/> Movement</p> <p><input type="checkbox"/> EAL</p> <p><input type="checkbox"/> Other (please specify)</p> </div> <div style="flex: 1; border: 1px solid black; padding: 5px;"> <p>Motor planning (co-ordination)</p> </div> </div>					
<p>Main Concerns:</p> <ul style="list-style-type: none"> • DIFFICULTY WITH FRIENDSHIPS • CONSTANTLY FIDGETING, HUMMING, HYPERACTIVE, 'ON-THE-GO' • HIGH-FUNCTIONING • CONSTANTLY BUMPING INTO OTHER CHILDREN - POOR UNDERSTANDING OF OWN BODY AND SPACE AROUND HIM • ERRATIC MOVEMENTS • TALKS AT SPEED AND GIVES LENGTHY EXPLANATIONS (DOESN'T KNOW WHEN TO STOP) • CAN COME ACROSS AS RUDE AND UNCOOPERATIVE 					
Which team are you requesting support from? (e.g. Learning Support Team, Autism Team etc.)					
Occupational Therapy					
Background information (e.g. ASD diagnosis, dyslexia etc.)					
None but does exhibit possible ASD traits					
Please indicate the pupil's status regarding the SEN Code of Practice:					
<input checked="" type="radio"/> Does not have SEN <input type="radio"/> SEN Graduated Response <input type="radio"/> IA Requested <input type="radio"/> IA commenced <input type="radio"/> EHCP <input type="radio"/> High Level Need					

Please indicate services which have been involved with the pupil:

BST | ISSS | S< | EP | Early Intervention | Stronger Families | CAMHS | School Health
OT | GRT | Physiotherapy | Probation Service | Other (please specify)

Please attach copies of the following reports (where relevant)

- Pupil's current IEP / Provision Map
- Most recent reports from other agencies
- Most recent SAT results and Teacher Assessment Levels
- Any recent observations by Class Teacher / SENCO / Head of Year / EWS
- Any other reports which may be relevant to support the referral

If the request is for a Learning Support Assessment, please include a sample of writing from the named pupil being referred

Current Attainment:

NC Levels:	Reading	<div>Y4D #3+</div>	Writing	<div>Y4D #3+</div>	Maths	<div>Y4D #3+</div>
GCSE Levels:	English	<div></div>	Maths	<div></div>		
Early Years Age Bands:	Language & Communication	<div></div>	Reading	<div></div>	Writing	<div></div>
	Numbers	<div></div>	Physical	<div></div>		
Language Link Results:		<div></div>				

In all cases, parental consent must be obtained prior to CTSA involvement. It is the commissioning school's responsibility to obtain this. Please ensure that this has been done before returning this form. Please see our GDPR privacy statement regarding data protection. Photographs may be used as part of the assessment and these will be stored securely in line with GDPR regulations. Reports will be shared, as required, with other appropriate specialists within the CTSA support portfolio (e.g. SALT).

I confirm that parents/carers have consented to CTSA involvement ☒ Date obtained

1.5.19

Signature of person commissioning support:

Rebecca Heptinstall

Position:

ACTING SENCO

We regret that we cannot accept typed signatures. Digital signatures or scanned electronic copies are suitable.

Name (in capitals):

REBECCA HEPTINSTALL

Date:

10.5.19

Please return completed form confidentially to:

Chadsgrove Teaching School

Meadow Road, Catshill, Bromsgrove, Worcestershire B61 0JL

☎ 01527 871511



National Teaching School
designated by



National College for
Teaching & Leadership

National Support School
designated by



Learning Support Team School Questionnaire



To be completed and returned to the school SENCo
Please print and return your completed form in colour

Pupil name: THOMAS PRICE
Date of Birth: 11.8.10

Name of person completing this form: VIKKI WILLCOX	
Role in school: CLASS TEACHER	
Relationship to pupil: CLASS TEACHER	
Date form completed: 29/4/19	
School Address: Shadhurst Lane Wythall Worcestershire B47 8JN	Contact details Telephone number: 01564 826 709 Email address: rjh136@coppice wocs.sch.uk
Attendance (%) 99	

Details of any current or previous support provided by the school: *More*
other than class differentiation and
appropriate planning.

Current subject overview (in relation to age expected outcomes):

	Above average	Average	Below Average	Significantly below average
English				
Reading accuracy	✓			
Reading comprehension	✓			
Speaking and listening	✓			
Writing	✓			
Spelling	✓			
Maths				
Number and counting	✓			
Shape, space and measure				
Calculation	✓			
Using and applying	✓			
Data handling	✓			
Science	✓			
Languages (MFL)	✓			
Humanities	✓			
PE		✓		
Art		✓		
DT	✓			
ICT	✓			
Any further information:				

<i>For each behaviour, select not at all, sometimes, or often</i>	<i>not at all</i>	<i>sometimes</i>	<i>often</i>
Other family members with similar difficulties	✓		
Difficulty with phonological awareness	✓		
Difficulty following instructions			✓
Lack of fluency in reading, affecting comprehension	✓		
Inaccurate word decoding	✓		
Persistent and marked difficulty with spelling	✓		
Difficulty in finding the right word to describe things		✓	
Mispronounces words	✓		
Poor short term and/or working memory	✓		
Takes longer than average to complete written tasks		✓	
Difficulty copying from the board	✓		
Has obvious good/bad days		✓	
Low self esteem	✓		
Written work doesn't reflect verbal ability	✓		
Needs additional time to produce an oral response		✓	
Lack of enjoyment of reading	✓		
Can be clumsy and lack coordination			✓
Difficulty hopping/skipping			✓
Often late in reaching milestones; some do not crawl	✓		
Persistent difficulties dressing	✓		
Bumps into things/people			✓
Difficulties running, hopping, jumping, riding a bicycle			✓
Handwriting difficulties		✓	
Difficulty using scissors, cutlery, etc		✓	
Unaware of external dangers		✓	
Classwork rarely finished		✓	
Poor at ball skills and general co-ordination			✓
Difficulty following instructions			✓
Poor posture/hypermobility			✓
Poor stamina		✓	
Inconsistent performance	✓		
Attention difficulties			✓
Delayed acquisition of speech and language	✓		
Sensory issues (e.g. problems with unexpected noise, some materials, textures, etc.)		✓	
Takes longer to process information	✓		

	not at all	some times	often
Not seeming to listen when spoken to directly			✓
Not following through on instructions		✓	
Difficulty in organising tasks or activities or knowing where to start		✓	
Easily distracted by extraneous stimuli			✓
Forgetful in daily activities		✓	
Loses things and is disorganised		✓	
Cannot sit still when expected or required			✓
Blurts out answers before the question is finished			✓
Difficulty in engaging in activities quietly			✓
Inability to control emotions			✓
"On the go" constantly			✓
Talks at speed			✓
Interrupts or intrudes on others			✓
Appears inattentive/day dreamer		✓	
Can't wait to take their turn			✓
Difficulty sustaining attention in tasks		✓	
Inability to perceive risk/danger		✓	
Responds to social interaction but does not initiate it	✓		
Difficulty understanding jokes/figures of speech	✓		
Difficulty reading social interactions			✓
Lack of awareness of personal space			✓
Makes honest but inappropriate observations		✓	
Socially inappropriate eye contact		✓	
Is hyperactive/uncooperative/oppositional		✓	
Difficulty maintaining friendships			✓
Is over-sensitive to certain textures or sounds		✓	
Resistant to change		✓	
Difficulty in transferring skills from one area to another	✓		
Difficulty with reading comprehension	✓		
Abnormal use of tone/pitch in speech		✓	
Engages in the same task repeatedly and/or in ritual behaviours		✓	
Has unusual movement patterns			✓
Experiences anxiety and heightened behaviours in new situations		✓	
Inability to perceive risk/danger		✓	

	not at all	some times	often
Problems with counting	✓		
Confusion with number direction, e.g. 92 or 29	✓		
Difficulty remembering how numbers are written	✓		
Difficulties understanding mathematical symbols	✓		
Difficulties with the concept of space and/or direction		✓	
Takes a long time to complete mathematical tasks	✓		
Problems with estimating	✓		
Problems with the planning of activities	✓		
Poor memory for basic maths facts	✓		
High levels of debilitating anxiety related to maths	✓		
Problems with orientation/direction	✓		
Mixes up similar looking numbers	✓		
A poor understanding of place value and its use in calculations	✓		
Problems remembering shapes	✓		
Problems counting backwards	✓		
Poor concept of time and reading analogue clocks/watches	✓		
Inability to subitise (instantly recognise number of items without counting)	✓		
Listens well but still seems unable to understand	✓		
Slow or struggles to respond when given an instruction or asked a question	✓		
Understanding may be limited to the 'here and now'	✓		
Difficulties understanding idioms, metaphors, and multiple meanings	✓		
Might respond to just part of an instruction, usually the beginning or end	✓		
Difficulty learning and using new words	✓		
Knows a word but can't remember it or says a word that's similar	✓		
Difficulty making longer sentences	✓		
Sentences sound muddled or confused	✓		
Pauses a lot while talking or restarts sentences		✓	
Finds it hard to understand and make up stories	✓		
Difficulty joining in and following games			✓
Difficulty joining in and keeping up with conversations		✓	
Poor behaviour due to communication frustration		✓	
Difficulties with reading and writing	✓	✓	
Often good with practical tasks		✓	

Signed: *vwiller*

Date: 29/4/19

Data protection statement

Chadsgrove Teaching School Alliance is fully committed to compliance with the requirements of the GDPR regulations which came into force on 25th May 2018. We will therefore follow procedures which aim to ensure that all employees, who have access to any personal data held by or on behalf of the school, are fully aware of and abide by their duties under GDPR.

Learning Support Team

Parental Questionnaire



To be completed and returned to the school SENCo
Please print and return your completed form in colour

Pupil name: Thomas Price
Date of Birth: 11.8.10

For each behaviour, select <i>not at all</i> , <i>sometimes</i> , or <i>often</i>	not at all	sometimes	often
Other family members with similar difficulties	✓		
Difficulty with phonological awareness	✓		
Difficulty following instructions		✓	
Lack of fluency in reading, affecting comprehension	✓		
Inaccurate word decoding	✓		
Persistent and marked difficulty with spelling	✓		
Difficulty in finding the right word to describe things	✓		
Mispronounces words	✓		
Poor short term and/or working memory	✓		
Takes longer than average to complete written tasks		✓	
Difficulty copying from the board	✓		
Has obvious good/bad days	✓		
Low self esteem		✓	
Written work doesn't reflect verbal ability	✓		
Needs additional time to produce an oral response	✓		
Lack of enjoyment of reading	✓		
Can be clumsy and lack coordination		✓	
Difficulty hopping/skipping	✓		
Often late in reaching milestones; some do not crawl	✓		
Persistent difficulties dressing	✓		
Bumps into things/people		✓	
Difficulties running, hopping, jumping, riding a bicycle	✓		
Handwriting difficulties	✓		
Difficulty using scissors, cutlery, etc	✓		
Unaware of external dangers		✓	
Classwork rarely finished	✓		
Poor at ball skills and general co-ordination		✓	
See above Difficulty following instructions			
Poor posture/hypermobility	✓		
Poor stamina	✓		
Inconsistent performance	✓		
Attention difficulties	✓		
Delayed acquisition of speech and language	✓		
Sensory issues (e.g. problems with unexpected noise, some materials, textures, etc.)		✓	
Takes longer to process information	✓		

	not at all	some times	often
Not seeming to listen when spoken to directly	✓		
Not following through on instructions		✓	
Difficulty in organising tasks or activities or knowing where to start	✓		
Easily distracted by extraneous stimuli		✓	
Forgetful in daily activities		✓	
Loses things and is disorganised		✓	
Cannot sit still when expected or required		✓	
Blurts out answers before the question is finished		✓	
Difficulty in engaging in activities quietly		✓	
Inability to control emotions	✓		
"On the go" constantly	✓		
Talks at speed		✓	
Interrupts or intrudes on others		✓	
Appears inattentive/day dreamer	✓		
Can't wait to take their turn		✓	
Difficulty sustaining attention in tasks	✓		
Inability to perceive risk/danger		✓	
Responds to social interaction but does not initiate it	✓		
Difficulty understanding jokes/figures of speech	✓		
Difficulty reading social interactions		✓	
Lack of awareness of personal space		✓	
Makes honest but inappropriate observations		✓	
Socially inappropriate eye contact	✓		
Is hyperactive/uncooperative/oppositional	✓		
Difficulty maintaining friendships		✓	
Is over-sensitive to certain textures or sounds		✓	
Resistant to change	✓		
Difficulty in transferring skills from one area to another	✓		
Difficulty with reading comprehension	✓		
Abnormal use of tone/pitch in speech	✓		
Engages in the same task repeatedly and/or in ritual behaviours		✓	
Has unusual movement patterns	✓		
Experiences anxiety and heightened behaviours in new situations		✓	
Inability to perceive risk/danger		✓	

	not at all	some times	often
Problems with counting	✓		
Confusion with number direction, e.g. 92 or 29	✓		
Difficulty remembering how numbers are written	✓		
Difficulties understanding mathematical symbols	✓		
Difficulties with the concept of space and/or direction	✓		
Takes a long time to complete mathematical tasks	✓		
Problems with estimating	✓		
Problems with the planning of activities	✓		
Poor memory for basic maths facts	✓		
High levels of debilitating anxiety related to maths	✓		
Problems with orientation/direction	✓		
Mixes up similar looking numbers	✓		
A poor understanding of place value and its use in calculations	✓		
Problems remembering shapes	✓		
Problems counting backwards	✓		
Poor concept of time and reading analogue clocks/watches	✓		
Inability to subitise (instantly recognise number of items without counting)	✓		
Listens well but still seems unable to understand	✓		
Slow or struggles to respond when given an instruction or asked a question	✓		
Understanding may be limited to the 'here and now'	✓		
Difficulties understanding idioms, metaphors, and multiple meanings	✓		
Might respond to just part of an instruction, usually the beginning or end	✓		
Difficulty learning and using new words	✓		
Knows a word but can't remember it or says a word that's similar	✓		
Difficulty making longer sentences	✓		
Sentences sound muddled or confused	✓		
Pauses a lot while talking or restarts sentences	✓		
Finds it hard to understand and make up stories	✓		
Difficulty joining in and following games		✓	
Difficulty joining in and keeping up with conversations	✓		
Poor behaviour due to communication frustration	✓		
Difficulties with reading and writing	✓		
Often good with practical tasks			✓

Family History – Learning is complex and often people can experience difficulties/problems in various areas. It is helpful to know if any of the family struggle or have struggled with any of the following (please tick all that are appropriate):

Speaking	Reading	Writing	Spelling	Maths



Pregnancy, Birth and Early Development

It is useful to have an overview of your child's early life and development.

	Yes	No
Were there any difficulties during pregnancy?		✓
Was the pregnancy full term?	✓	
Was delivery/birthing normal?	✓	
Further details/comments:		
At what age did your child		
Sit up ³⁻⁴ months	Crawl: 6.5 month	Walk: 8.5 months
If your child did not crawl, please indicate how they moved around:		
At what age did your child begin to use a few words? 11 month 1 year		
	Yes	No
Was your child understandable by people (other than family) by the age of 3?	✓	
Did or does your child mispronounce words?		✓
Did or does your child have difficulties with clarity of speech?		✓
Did or does your child have any difficulty with hearing?		✓
Did or does your child have any difficulty with vision?		✓

Has the child been assessed by any external support agencies outside of school (e.g. Speech and Language Therapist, Occupational Therapist, Psychologist, Specialist Teacher etc.)- please give details and attach any reports:

No

Does your child receive extra tuition outside of school?

Yes No ✓

Details:

Parent/ guardian views
Do you have any concerns about your child? He finds social aces difficult and has always had tics but these are mild.
What is your view of any difficulties your child experiences? He finds social aces hard appears eccentric in comparison to peers but this doesn't affect mood/happiness.
What views has your child expressed? He mentions how other people have done things he doesn't understand (motive). We talk a lot about 'why' people might react in a certain way.
What special interests or hobbies does your child have? Reading, Lego - hes very good at planning and strategic games so we do a lot of that.
What do you think is going well for your child? He's very strong academically. He has a small group of good friends. He's imaginative and creative and charming - just loves everything and has boundless enthusiasm.

Signed: 

Date: 2/5/19

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