

Oliver Tranter.

Chadsgrove Teaching School



Request for Support

Pupil Surname	Tranter											
Pupil Forename	Oliver	Sex	<input checked="" type="radio"/> Male <input type="radio"/> Female									
Date of Birth	29/07/14	NC Year		Pupil UPN	E885291517105							
Parents/Carers	Mrs Leticia Tranter Mr Neville Tranter											
Telephone	07908291811		07900214892									
School	The Coppice Primary											
School Postcode	B475JN	School Telephone	01564 826709	Attendance in Previous Term	%							
SENCO email	rjh136@coppice-worcs-sch-uk											
SENCO	Mrs Robinson	Class Teacher	Mrs Bond									
Who has parental responsibility?	Mum and dad		Is pupil in LAC system?	YES <input checked="" type="radio"/> NO								
Are there any medical conditions that staff working with the pupil need to be aware of?	YES <input checked="" type="radio"/> NO											
Areas of Concern: (Please tick)	<table border="1"> <tr> <td><input type="checkbox"/> Literacy</td> <td rowspan="6"> Main Concerns: Oliver is significantly delayed with his gross motor skills and fine motor skills. He is working in the 22-36 month. He also has trouble with attention and listening. </td> </tr> <tr> <td><input type="checkbox"/> Numeracy</td> </tr> <tr> <td><input type="checkbox"/> Language & Communication</td> </tr> <tr> <td><input checked="" type="checkbox"/> Movement</td> </tr> <tr> <td><input type="checkbox"/> EAL</td> </tr> <tr> <td><input type="checkbox"/> Other (please specify)</td> </tr> </table>					<input type="checkbox"/> Literacy	Main Concerns: Oliver is significantly delayed with his gross motor skills and fine motor skills. He is working in the 22-36 month. He also has trouble with attention and listening.	<input type="checkbox"/> Numeracy	<input type="checkbox"/> Language & Communication	<input checked="" type="checkbox"/> Movement	<input type="checkbox"/> EAL	<input type="checkbox"/> Other (please specify)
<input type="checkbox"/> Literacy	Main Concerns: Oliver is significantly delayed with his gross motor skills and fine motor skills. He is working in the 22-36 month. He also has trouble with attention and listening.											
<input type="checkbox"/> Numeracy												
<input type="checkbox"/> Language & Communication												
<input checked="" type="checkbox"/> Movement												
<input type="checkbox"/> EAL												
<input type="checkbox"/> Other (please specify)												
Which team are you requesting support from? (e.g. Learning Support Team, Autism Team etc.)	OT - Initial assessment with report & advice											
Background information (e.g. ASD diagnosis, dyslexia etc.)	PT staff											
Please indicate the pupil's status regarding the SEN Code of Practice:												
Does not have SEN SEN Graduated Response IA Requested IA commenced EHCP 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 Writing Maths

GCSE Levels: English Maths

Early Years Age Bands: Language & Communication Reading Writing
40-60 Low *40-60 low* *40-60 Low*

Numbers Physical
40-60 MID *Well below ARF*

Language Link Results:

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 *11.3.19*

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:

27.3.19

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: Oliver
Date of Birth: 29/07/14

Name of person completing this form: Amy Bond	
Role in school: Class Teacher	
Relationship to pupil: Class Teacher	
Date form completed: 13/3/19	
School Address: The Coppice Primary.	Contact details Telephone number: Email address:
Attendance (%)	

Details of any current or previous support provided by the school:

Oliver has Thrive sessions once a week.
He is also involved in multiple intervention groups.

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:

Oliver struggles in every day movements, taking his coat off and putting things away, easily standing / sitting on the carpet. He finds PE (all aspects) particularly difficult. Oliver can not change independently for PE / forest school and seems to lack muscle strength in his upper body. His core strength is underdeveloped and he seems to find it tricky to sit for longer than 10mins on the carpet. Although his fine motor is improving he finds using a pencil tricky - although grip is improving with use of a pencil grip. He lacks stamina with most activities.

For each behaviour, select not at all , sometimes , or often		not at all	sometimes	often
Other family members with similar difficulties	N/A			
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	N/A			✓
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			✓	

age appropriate

	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	NA			
Problems with estimating		✓		
Problems with the planning of activities	NA			
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	NA			
Problems remembering shapes		✓		
Problems counting backwards			✓	
Poor concept of time and reading analogue clocks/watches	NA			
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			✓	

age appropriate

Signed:

Amy Bond

Date: 13/3/19

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: Oliver Tranter
Date of Birth: 29/07/14

For each behaviour, select not at all, sometimes, or often	not at all	some times	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	Don't		Knew
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 (running fine)	✓		✓
Handwriting difficulties	✓		
Difficulty using scissors, cutlery, etc	✓		
Unaware of external dangers	✓		
Classwork rarely finished	✓		
Poor at ball skills and general co-ordination Can't catch a ball - only issue	✓		
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	✓		

* we are informed by school he is behind in gross motor.



	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	N/A?		
Problems remembering shapes	✓		
Problems counting backwards	✓		
Poor concept of time and reading analogue clocks/watches	N/A		
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
		✓	✓	

(as a child) (as a child)



	<i>not at all</i>	<i>some times</i>	<i>often</i>
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	✓		



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?	✓ 37 weeks	
Was delivery/birthing normal?	✓	
Further details/comments:		
At what age did your child		
Sit up: 6 months	Crawl: 12 months	Walk: 17 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 months		
	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?

No

What is your view of any difficulties your child experiences?

We are told that Oliver's gross motor skills are significantly lower than his peers. Our view is that this is probably due to a lack of practice + encouragement at home, instead more focus on academic ability.

What views has your child expressed?

Not asked him, we don't think it's appropriate

What special interests or hobbies does your child have?

Crafts, role play, acting stories out (ones he knows and ones he's made up), singing, nature

What do you think is going well for your child?

Quick ~~learn~~ learner. Keeping up with work although he is the youngest in his class. Hes enjoying school. Confident amongst peers & adults. Comprehension, reading & phonics. Big improvement in pencil grip & use of scissors.

Signed:

11/03/19 *[Signature]*

Date:

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.