



Request for Support

Pupil Surname	George											
Pupil Forename	James	x in Reception class		Sex	<input checked="" type="radio"/> Male <input type="radio"/> Female							
Date of Birth	28.12.12	NC Year	1*	Pupil UPN	K885309118022							
Parents/Carers	Jayne George (mother)											
Telephone	07583742366											
School	Feckenham CE First School											
School Postcode	B96 6QD	School Telephone	01527 892756	Attendance in Previous Term	100 %							
SENCO email	tLW49@feckenhamfirst.worcs.sch.uk											
SENCO	Tanya Welsh	Class Teacher	Sian Rajayyabun									
Who has parental responsibility?	mother			Is pupil in LAC system?	YES <input type="radio"/> NO <input checked="" type="radio"/>							
Are there any medical conditions that staff working with the pupil need to be aware of?	YES <input type="radio"/> NO <input checked="" type="radio"/> but premature baby											
Areas of Concern: (Please tick)	<table border="1"> <tr> <td><input type="checkbox"/> Literacy</td> <td rowspan="6"> Main Concerns: James says only a few isolated words eg. 'up', 'cake', 'cat'. He finds communication very difficult and cannot make his needs known. </td> </tr> <tr> <td><input type="checkbox"/> Numeracy</td> </tr> <tr> <td><input checked="" type="checkbox"/> Language & Communication</td> </tr> <tr> <td><input 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: James says only a few isolated words eg. 'up', 'cake', 'cat'. He finds communication very difficult and cannot make his needs known.	<input type="checkbox"/> Numeracy	<input checked="" type="checkbox"/> Language & Communication	<input type="checkbox"/> Movement	<input type="checkbox"/> EAL	<input type="checkbox"/> Other (please specify)
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<input type="checkbox"/> Numeracy												
<input checked="" type="checkbox"/> Language & Communication												
<input 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.)	Speech and language / Learning Support											
Background information (e.g. ASD diagnosis, dyslexia etc.)	Was seen by SEND Team through pre-school forum											
Please indicate the pupil's status regarding the SEN Code of Practice:												
Does not have SEN SEN Graduated Response IA Requested IA commenced EHCP <input checked="" 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 Writing Maths

GCSE Levels: English Maths

Early Years Age Bands: Language & Communication Reading Writing

Numbers Physical

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

Signature of person commissioning support:

Little

Position:

Headteacher

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

Name (in capitals):

JEANNETTE LITTLE

Date:

26.2.19

Please return completed form confidentially to:

Chadsgrove Teaching School

Meadow Road, Catshill, Bromsgrove, Worcestershire B61 0JL

☎ 01527 871511

@ tsa@chadsgrove.worcs.sch.uk

🌐 www.chadsgrove.worcs.sch.uk



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Report for Pre-School Forum

NAME:	James Gabriel George	DATE OF BIRTH:	28.12.12
GENDER:	Male	PARENT/CARERS:	Jayne George
HOME ADDRESS:	44 Long Meadow Road Lickey End Bromsgrove B60 1GD		
CURRENT SETTING:	None	IDENTIFIED SCHOOL IF KNOWN:	Feckenham First School
DATE OF FEEDBACK TO PSF:	17.06.18	PARENTAL PREFERENCE:	Feckenham First School
OTHER AGENCIES INVOLVED:	SaLT/Inclusion	DATE/S OF ASSESSMENT	25.05.18

BACKGROUND:

James was born at 32 weeks gestation and was in special care for several weeks. He lives with his mother and twin brother. He previously attended the Reception class at The River School, Worcester. After a term in Reception, it was considered by school that James' needs could be met better in the Nursery class. Ms George (Parent) strongly believes that James regressed whilst at The River School and that the current presentation is different from the child that she knows.

At the time of this observation, James had started visiting Ombersley Nursery the previous week. He had had 3 'stay and play' sessions with his mother and aunty for an hour each time. He then had one more visit where his mother did not stay and he was supported by the SENCo.

James was observed for 2 hours during a free play session. It began with a 10 minute session on the carpet. The focused activity for the session was a biscuit decorating activity in preparation for the Royal Wedding.

A feedback meeting was held with Ms George after the observation. She reported that James does not always want to do what adults want him to do. However, if he is interested, he can engage for up to 3 hours. Subsequent to the meeting, Ms George withdrew James from Ombersley Nursery. He will be attending Feckenham First School in September.

DURING THE OBSERVATION, JAMES DEMONSTRATED THE FOLLOWING:

STRENGTHS:

- Beginning to sit with peers, e.g., James sat on the carpet at the edge of a group for a few minutes.
- Some awareness of adults, e.g., James occasionally looked around the room in the direction of various adults. At one point he walked over to one of the practitioners and climbed onto her lap. He remained there for a few minutes and then climbed down.
- Some brief periods of engagement with his environment, e.g., at one point James picked up a toy stethoscope and tapped the small world farm animals with it for a few seconds. He picked up a small world plastic cow and put it on the floor, tapped it with his foot a few times and then started rocking vigorously.

DIFFICULTIES:

- Some behaviours which may have a sensory component, e.g., James tended to rock back and forth on his chair, sometimes quite vigorously. The rocking appeared to become more vigorous when his brother was close. He picked up a soft toy and held it close. Then he swapped it for another. He held his flat hand horizontally in front of his face from time to time. He also repeatedly tapped his hands together under his chin and in front of his face.
- Struggling to engage with whole group activities for more than a few minutes at a time, e.g., during carpet time, James got up from the carpet after 3 minutes and travelled around the room briefly. He returned to the carpet, sat down again and stayed for a further 5 minutes.
- Limited interaction with his peers, e.g., James did not engage with peers at any point during the observation. He tended not to go to areas where his peers were playing and spent most of the time sitting on a chair near a quiet area of the room.
- Some verbalising without immediately obvious communicative intent, e.g., James made some repeated noises that were similar to 'humming' throughout the observation.
- A tendency to become overstimulated by too much sensory information, e.g., when the other pupils in the class started to go into free play and the general noise level of the classroom rose, James became highly animated and started running back and forth across the classroom. He appeared to be waving his arms in the air at times and then moving them up and down quickly at the elbow.

- A preference for alone time, e.g., when his peers got up from the carpet to go to free play, James also left. After a short period of 'excitable' behaviour he returned to sit on a chair in the carpet area where he remained for the most of the session.
- Limited use of non-verbal skills, e.g., James did not appear to turn his head towards or make eye contact with adults or peers during the observation. He did, however, appear to engage in some sideways looking.
- Limited understanding of task expectation, e.g., James spontaneously approached the biscuit decorating task, took a biscuit and started eating it. He faced away from the adult whilst he did so.
- Engaging in periods of focused sensory activity, e.g., James found a ball near his chair and spent at least 5 minutes tapping it against his lips, jumping up and down, waving his arms, making noises that were similar to an "arrgh".
- A tendency to spend time 'within self', e.g., when James was sitting on a chair near the carpet area, he appeared to look ahead for extended periods of time as if he were lost in his own thoughts. After a few minutes of this behaviour, he engaged in some vigorous rocking back and forth for a few seconds. He then appeared to return to his own thoughts.

EYFS LEVELS:

Communication and Language
Physical Development
Personal, Social and Emotional Developments
Literacy
Mathematics
Understanding the World
Expressive Arts and Design

It has not been possible to gather up-to-date information about James' current levels because he is not in Nursery. The most recent data (as reported by Ms George) indicates that he was working at 8-20 months across the range. However, Ms George feels that there has been significant regression and that in the Autumn Term he was working at a higher level.

RECOMMENDATIONS:

James will benefit from the following:

- Entering school with Enhanced SEN Support – A letter will be sent to school, from the Local Authority and School should respond by making a request for Enhanced Funding to the Local Authority's, SEN Services – this additional funding, if granted, should enhance the facilities, support and resources which are Ordinarily Available at Wave 3 of the Graduated Response. Any additional funding allocated will be in addition to support (as evidenced by School) using Notional SEN Budgets.
- School to gather evidence of at least 2 'assess, plan, do and review' cycles so that they have sufficient evidence to warrant a school request for an EHCP Assessment as soon as possible.
- The CCN Team to remain involved with James and school until the end of the first half of the Autumn Term. Further involvement after this time is available – please discuss this with your Specialist CCN Teacher.
- School to set a review meeting towards the end of November to review transition and to consider next steps.
- A structured transition programme to the next setting to include extra visits and opportunities to join in with routines and get to know staff etc.
- An information book about the next setting to include photographs of the classroom and the staff so that he can refer to it over the holidays.
- A pupil profile (devised with parents) and a pupil passport (i.e. an 'All About Me' book) outlining key information to be handed on to the next setting.
- A reduced timetable in the first instance, with a gradual build-up to full-time so that James can settle without distress.
- A key adult with whom James can begin to build a trusting relationship.
- Gradual introduction to new routines, visual reminders and frequent opportunities to practise.
- Warning of transitions and pre-emptive teaching of changes to routines.
- Use of visual communication and simple visual task management in the first instance until routines are established, e.g., a Now/Next board.
- Preceding communication with James' name so that he understands that he needs to listen.
- Activities which capture James' interest and develop his focusing/listening skills.
- Positive instructions, e.g. feet on the floor and increased opportunities to reward desired behaviour.

- Modelling of words and simple phrases and gradually expanding on his vocabulary e.g., initially labelling and then expanding on the word "apples" by saying "two apples".
- Finished versions of what is expected within tasks so that James knows what to aim for.
- Access to a low arousal space away from his peers whenever necessary.
- Adult modelling and frequent opportunities to role play simple social situations such as how to share or how to play a simple game in response to immediate situations.
- Chunked instructions/information and giving him processing time of up to eight seconds before repeating using the same language.
- Structured play activities with adult modelling how to develop play.

SPECIALIST TEACHER CCN TEAM:	Kimberly Turnbull
DATE:	28.06.2018

If you would like to discuss this report, please contact Karen Broderick on 01905 678172 or write to CCN Team, Babcock Prime, Prime House, Woodbury Lane, Worcester, WR5 2PT or email Karen.Broderick@babcockinternational.com

Copies:				
Parent/Carers:	School:	SEN Services:	SENIA (if involved)	File
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

PUPIL PROFILE		Photograph of Pupil
Name: James Gabriel George (known as James)		
Date: 18.06.18	D.O.B: 28.12.12	
Diagnosis/Medical Condition: <ul style="list-style-type: none"> • None • 2 months premature. 		
Medication: <ul style="list-style-type: none"> • None 		Medical Protocol:
Dietary/Toileting Needs: <ul style="list-style-type: none"> • Needs help with wiping and some prompting to wash hands. • Dairy intolerant. 		
Self-help/Independence: <ul style="list-style-type: none"> • Feeds himself with fork. • Dresses himself with minimal support, such as picking up the next item of clothing. 		
Parental permission given for all activities except: <ul style="list-style-type: none"> • Yes 		
Communication/Social Understanding: <ul style="list-style-type: none"> • Makes his needs known by making sounds. Sometimes he takes people to what he wants or brings it to them. Sometimes he points and can indicate what he wants to play with. • His understanding of language is fine; he can follow quite complex instructions. • Very limited vocabulary; he knows 20-30 words. • Plays alongside others but does not seek interaction with peers. • Enjoys exploring the possibilities of play objects on his own. • Limited response to the play ideas of others. 		
Sensory Needs: <ul style="list-style-type: none"> • Rocks back and forth for a few seconds in new situations. 		
Information Processing/Flexibility of Thought: <ul style="list-style-type: none"> • Does not rely on routines. • Has some favourite toys and plays differently with them each time. • His play is more "experimental" than "narrative". • Can play for hours on preferred activities. • He tends to walk away from non-preferred activities. • He stops an activity when he is asked. 		

- Short focus of attention for group activities.
- Transitions between activities without distress.

Strengths/Interests/Motivators:

- Loves books and reading with an adults and points to pictures.
- Running - he can run 2 kilometres in 15.5 minutes.
- Being outside.
- Assault courses.
- Loves the Science museum.
- Motivated by puzzles and interactive games on IPad.
- Loving and kind.
- Shares toys.
- Likes trampolining and cats.
- Shows interest in numbers and letters.

Sources of Stress/Anxiety

- If food is not what he wants he can become distressed. He may walk off or stamp his feet and cry.

Strategies to De-stress/Calm:

- Talking to him.
- Give him time.
- Non-confrontational use of voice.

Support needs/preferences:

- Specific speech and language support to develop vocabulary.
- Frequent prompting and bringing back to develop concentration.
- Making connections between things.
- Use his interests to underpin his learning.

Other:

Report compiled by: Jayne George and Sarah Gibbons

Review date: TBC