SEND Support and Education, Health and Care Plans in Halton

School's Responsibility for Children with SEND

Schools and settings are required under the Equality Act (2010) to make reasonable adjustments to ensure that the needs of disabled pupils are not discriminated against. This includes providing additional support where necessary.

The vast majority of children and young people with SEND go to a mainstream school. Although many children and young people might need some extra help in their school there are only a small number who will have special educational needs that are long term or a disability or a medical condition that significantly affects their learning. In Halton there is a wide variety of mainstream provision including; faith schools, maintained schools, academies, and a free school available who are able to meet the needs of pupils including those with SEND.

The Local Offer

Each school is required to detail the provision they offer in order to meet the needs of pupils with SEND. It is a requirement that this is reviewed and updated annually and placed on the setting website and placed on the Local Offer:
https://localoffer.haltonchildrenstrust.co.uk/schools/

In order to support schools with the inclusion of pupils with SEND and to ensure they make good progress, there are a range of support services available which all schools can access. These services include; the Education Psychology Service, Specialist Teachers, Specialist Advisors for; Communication and Interaction, Physical and Medical Needs, Education Welfare Service and Speech and Language Therapy Service. In addition, support and advice is offered through health services such as CAMHS and through Woodview Child Development Centre which includes; Paediatricians, Additional Needs Nursing, Occupational and Physio Therapy Services.

All primary and secondary schools have a notional SEND budget available to them in order to help meet the needs of pupils with special educational needs. The SEND Code of Practice (2015) requires all schools to use their best endeavours to meet the needs of children with special educational needs. In Halton we expect schools to use a Graduated Approach to supporting pupils with SEND.

The Graduated Approach

The first step in this process is to ensure that Quality First teaching targeted at the individual area of need is deployed. Additional support cannot compensate for a lack of quality first teaching (SEN Code of Practice, 2015). Quality First Teaching is; good teaching and learning that is personalised, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of the help provided.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEN Code of Practice, 2015). Where a pupil is identified as needing support for SEN (this is called SEND Support), cycles of assess, plan, do, review should be followed with appropriate provision and support made for the pupil using the school's own resources. Schools can also access the support of external agencies where necessary. The details of this support should be included within a SEN Support Plan which should include both the child and the family.

There is a wealth of information on the Local Offer for what support looks like at each stage within the Graduated Approach under the **Graduated Approach and Dimensions for Learning** tab: https://localoffer.haltonchildrenstrust.co.uk/schools/

School Support

There is an expectation that from its own resources the school will have:
- Assessed the pupil's learning needs.
- Planned an appropriate curriculum which has been individualised and which sets suitable learning challenges.
- Set outcomes for support in SEN Support Plans and/or Provision Maps.
- Identified teaching methods and strategies and considered grouping for teaching purposes.
- Deployed additional resources which may include staffing.
- Sought the advice from appropriate external agencies
- Monitored the impact of intervention and made adjustments or changes to increase effectiveness.
- Tracked the progress made by the pupil and carried out appropriate assessments.

Applications for an Education Health and Care Plan

A request for an Education, Health and Care (EHC) needs assessment should not be the first step in the process for helping to meet the needs of a child or young person but should build on co-ordinated work that is already happening between families, educational settings and support services, health and social care professionals.

Before considering a request for an EHC needs assessment educational settings must demonstrate that they have used a graduated approach and feel additional help is required to manage long term needs. Children or young people who may require a statutory assessment will have been supported from within the school's provision and with resources already available to them. The support will have been provided on a cyclical basis as outlined above. The length of a cycle should be defined by individual needs and progress towards meeting goals. It is expected that it usually takes about 6 weeks to enable support strategies to be reasonably tried, reviewed and adjusted i.e. one cycle of assess, plan, do and review. It is expected that at least 2 or 3 cycles will have taken place before a decision can be reached about whether or not a request for a statutory EHC needs assessment may be the next step.

There may be exceptions to this rule. For example:

- For a young child where there has been no prior identification of needs or nursery experience, some of whom may require assessment placements in specialist provision
- For a young child with extremely complex medical needs who immediately requires a high level of adult support in order to access an educational placement
- Where a child/young person has recently been diagnosed with a life limiting illness or has been damaged in a serious accident

Discretionary Top-Up Funding (Formerly Enhanced Provision)

We recognise that for some pupils, an urgent response is required before an EHC needs assessment can be made by the school. These exceptional cases may include:

- Pupils who are at serious risk of exclusion and the relevant **At Risk** paperwork including the CARE protocol has been agreed and reviewed at panel. (See Appendix 3 and 4)
- Pupils who have been permanently excluded from another setting and while the pupil is transitioning to their new setting. There must be clear evidence that the pupil would benefit from time limited support while the pupil is assessed in their new provision.
- Pupils who have experienced some form of critical incident which is preventing them or other pupils from accessing their educational entitlement.
- Pupils who have moved into Halton who have previously been identified by their Local Authorities as requiring a level of support beyond SEND Support but may not have an EHC.

Any funding allocated through this discretionary top-up funding will be time limited.

School's Responsibility

It is expected that the school will:

- Include the pupil and their family in any request and be clear about the support is intended for (See Appendix 1)
- Set out in the paper work why they cannot reasonably use their own resources to meet the needs of the pupil.
- Demonstrate in any application that the needs are exceptional.
- Demonstrate how their notional SEND budget has been used to help address the pupil's needs.
- Demonstrate how any funding approved will be used by the setting and the intended outcome of any support (See Appendix 4)
- Be accountable for the additional resource which the Local Authority has provided, providing evidence of the impact of the additional funding on the outcomes of the pupil
- Understand that the funding is time-limited and will not be extended.
- Follow the advice from panel with regards to any requests for outside agency referrals and any suggestions for future EHC needs assessments.

Panel

The current membership of the Panel will be revised with the budget and decision making delegated to a panel of schools with advice and support from members of the Local Authority Inclusion Officers.

Panel's Responsibility

In making any decision about emergency discretionary top-up funding, the expectation of the panel is as follows:

- To ensure that there is adequate representation from schools when making decisions regarding top-up requests.
- To respond to requests in a timely manner
- To be rigorous and consistent when considering any requests to ensure that the process is fair and equitable for all settings.
- To ensure that there is transparency in any decision making and that there is a clear rationale for any decisions made which is shared with the school.
- To share the outcome from any decision made within 5 working days.
- To audit decision making based on the information provided by the setting to ensure there is consistency of any decisions made.

REQUEST FOR DISCRETIONARY TOP-UP FUNDING

The information on this form is confidential to the pupil, individuals with parental responsibility and those people professionally involved. This form should be signed by the parent/main carer, Headteacher and SENCO and a hard copy returned to the SEN Team at Rutland House or to SENAT@halton.gov.uk

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Parent/Main Carers' Consent

I/we agree that this information can be sent to the SEND team so that a Panel can consider requests for:

Discretionary Top-Up Funding.

If this request is successful we give consent for information to be shared with other relevant agencies for assessment purposes.

Parents are advised that there may also be exceptional circumstances where information may be shared with other agencies in line with the Data Protection Act 1998.

Parents/Main Carers _____ **Date** _____

Parents/Main Carers _____ **Date** _____

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1.   Child/young person's details

Name:	School/Setting:
Date of Birth:	Age: years months NCY: Year	Gender:
Home address: Telephone Number: Post Code:	
Home Language: Interpreter Needed?	CAF*: Child in Need: Child Protection: Looked After Child: If Yes, which Authority?

2. Persons with parental responsibility

Name:	Name:
Relationship to pupil:	Relationship to pupil:
Address:	Address:
Post Code:	Post Code
	Telephone Number:
Telephone Number:	

3. School/Setting Details

Current school/setting:

Attendance over last 12 months:

Previous schools, with dates attended:

4. Pupil's Aspirations and Views

Guidance: Your own format can be attached for pupil views and numbered as 4.
Please submit this in a style which is appropriate to the child/pupil's age and ability eg using photos, symbols, drawings for younger or less able children. Please remember to include your one page profile, which should include the pupil's views and aspirations.

5. Parent/Carer Aspirations and Views

What are your child's strengths/areas of concern?

What does he/she find difficult in school?

What do you feel he/she needs help with?

Is he/she happy in school?

Does your child enjoy reading/writing with you at home?

What are you child's interests in school?

Is there anything else you would like us to know e.g. Any advice you would like to give us about what works well for your child?

Parents/ Main Carers……………………………………………………Date……………….

6. History of Child/Young Person to date (What was working well- what has changed and over what period of time) from School perspective

History of Child/Young Person to date (What was working well- what has changed and over what period of time) from School perspective

Guidance: This should include the following

- *Child/Young Person history since starting with you*
- *Date placed at SEND Support*
- *Detail of how the Notional SEND budget was used to support the CYP*
- *Success of those interventions*
- *Current position that has led to this request being made- this may include comparative progress between CYP and average class progress/attainment*

In order to give the Discretionary Funding Panel a full picture please identify all areas of need

Special Educational Needs

PRIMARY AREA OF NEED:

Primary Need		Tick 1 only
Cognition and Learning	Cognition and Learning Difficulty	
	Specific Learning Difficulty	
Social, Emotional and Mental Health Needs	Social, Emotional and Mental Health Needs (SEMH)	
Communication and Interactive Needs	Speech, Language and Communication Needs (SLCN)	
	Sensory processing difficulty	
	Autistic Spectrum Disorder (ASD)	
Sensory and / or Physical Needs	Visual Impairment (VI)	
	Hearing Impairment (HI)	
	Multi Sensory (Visual/Hearing) Impairment (MSI)	
	Physical Disability	
Other	(Specify)	

Guidance: give further details of all of the needs of the child or young person and how these impact on learning	Identified strengths and needs	Barriers to Learning
Cognition and Learning		
Social, Emotional and Mental Health		
Communication and Interaction		
Physical/sensory		

In order to give the Discretionary Funding Panel a full picture please identify all areas of need

Appendix 2

THE Primary C.A.R.E Schedule

Pupil Version

Checklist assessing Risk of Exclusion

Name_____

DOB_____FORM/YEAR GROUP_____

School/College_____

Date_____

This schedule is to be completed with a student. It is for you together to rate the number of factors in terms of their influence relating to the risk of exclusion. It is important to document the pupil's voice within this schedule.

Well-being factors	This is really true of me	This is quite true of me	This is only a bit like me	No problem
I often feel too tired for school	3	2	1	0
I don't feel very good about myself	3	2	1	0
I often feel sad or miserable and I can't shake these feelings off	3	2	1	0
I often worry a lot and can't seem to stop worrying	3	2	1	0
I don't have many friends	3	2	1	0
I have been bullied a lot	3	2	1	0
I am growing, changing physically and that sometimes worries or confuses me	3	2	1	0
I don't like to tell people how I feel	3	2	1	0
I guess the problems I have had aren't going to go away.	3	2	1	0
			TOTAL	/27

Learning	This is really true of me	This is quite true of me	This is only a bit like me	No problem
Not being able to read or write very well makes me behave badly	3	2	1	0
It's hard to say things or to understand things and that makes me behave badly	3	2	1	0
I don't understand much of what we have to do and that makes me behave badly	3	2	1	0
I sometimes behave badly because I am not good at maths	3	2	1	0
I forget books and equipment or what lesson is next and that gets me into trouble with the teachers	3	2	1	0
They go too fast in lessons and that makes me behave badly	3	2	1	0
It's hard to pay attention in class and that gets me in trouble with the teachers	3	2	1	0
			TOTAL	/21

Social skills and performance	This is really true of me	This is quite true of me	This is only a bit like me	No problem
I don't get on well with the other kids	3	2	1	0
I often do things the other kids tell me to do even if it is wrong	3	2	1	0
Some kids do quite bad things and I often think that is ok or cool	3	2	1	0
I get into a lot of trouble in the playground	3	2	1	0
I guess I don't listen to or talk to people very well	3	2	1	0
I don't have many interests out of school (like sports etc)	3	2	1	0
I have been in trouble with the police	3	2	1	0

TOTAL /21

General behaviour pattern	This is really true of me	This is quite true of me	This is only a bit like me	No problem
I often act before I think of the consequences	3	2	1	0
I can get really angry and hurt people	3	2	1	0
People think I have got a bad reputation	3	2	1	0
I often just won't do homework	3	2	1	0
I have often bunked off from school	3	2	1	0
I get very angry when I am told off – and I show it	3	2	1	0
A few particular teachers really cause me problems	3	2	1	0

TOTAL /21

General attitude / coping	This is really true of me	This is quite true of me	This is only a bit like me	No problem
I blame others for things I do	3	2	1	0
I dislike people who tell me what to do in school	3	2	1	0
I don't like it when people praise me	3	2	1	0
I'm not very bothered about school and learning	3	2	1	0
I don't like it when people try to help me with learning	3	2	1	0
I get angry if people tell me off – they pick on me	3	2	1	0
I don't behave better just because people praise me	3	2	1	0
I often don't admit when I have done	3	2	1	0

something wrong /misbehaved				
			TOTAL	/24

Family/ parenting	This is really true of me	This is quite true of me	This is only a bit like me	No problem
My parents can't control me very well	3	2	1	0
There is a lot of stress and problems in my family	3	2	1	0
My parents don't back school up if I have misbehaved	3	2	1	0
We don't have enough money	3	2	1	0
It really bugs me that my real parents are not together	3	2	1	0
			TOTAL	/15

THE C.A.R.E Schedule Primary

Teacher Version Primary

Checklist assessing Risk of Exclusion

Name_____

DOB_____FORM/YEAR GROUP_____

School/College_____

Schedule completed by_____Date_____

This schedule is to be completed by teachers. It is for you to rate the number of factors in terms of their influence relating to the risk of exclusion. It is important to document any evidence you have alongside this schedule.

The higher the score on each factor the more important the factor is in exclusion risk

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Well-being factors	Considerable influence	Important influence	Slight influence	Not an issue
Often seems to be tired	3	2	1	0
Low self esteem	3	2	1	0
Seems somewhat depressed	3	2	1	0
Seems somewhat anxious	3	2	1	0
Has very few friends	3	2	1	0
Is or has been bullied	3	2	1	0
Is in the midst of significant physical development (e.g. puberty, growth spurt, language development)	3	2	1	0
Keeps feelings very much to self	3	2	1	0
Has a pessimistic outlook and resignation that problems are not going to go away.	3	2	1	0
			TOTAL	/27

Learning	Considerable influence	Important influence	Slight influence	Not an issue
Low literacy	3	2	1	0
Some speech and language issues	3	2	1	0
Curriculum access is an issue due to learning difficulties	3	2	1	0
Number skills are weak	3	2	1	0
Has problems with personal organisation	3	2	1	0
Keeping up in many lessons is a problem	3	2	1	0
Has difficulty paying attention	3	2	1	0
			TOTAL	/21

Social skills and performance	Considerable influence	Important influence	Slight influence	Not an issue
Does not get on well with peers	3	2	1	0
Is easily led by dominant peers	3	2	1	0
Is subject to undesirable peer influence	3	2	1	0
Has many problems in unstructured times	3	2	1	0
Poor social communication skills	3	2	1	0
Has few leisure interests	3	2	1	0
Has been in trouble with the police	3	2	1	0
			TOTAL	/21

14

General behaviour pattern	Considerable influence	Important influence	Slight influence	Not an issue
Has an impulsive nature	3	2	1	0
Can be somewhat aggressive	3	2	1	0
Is developing an established reputation	3	2	1	0
Completing school work is a problem	3	2	1	0
There is some history of truancy	3	2	1	0
Tends to react aggressively when admonished	3	2	1	0
Has problems with particular teachers	3	2	1	0
			TOTAL	

/21

General attitude / coping	Considerable influence	Important influence	Slight influence	Not and issue
Tends to blame others for his/her actions	3	2	1	0
Generally resents authority	3	2	1	0
Finds it hard to accept praise	3	2	1	0
Is poorly motivated	3	2	1	0
Does not readily accept help	3	2	1	0
Handles criticism badly	3	2	1	0
Praise has little positive impact on behaviour	3	2	1	0
Seldom takes responsibility for actions	3	2	1	0
			TOTAL	/24

Family/ parenting	Considerable influence	Important influence	Slight influence	Not an issue
Parental control of behaviour seems to be a problem	3	2	1	0
There is a lot of stress in the family	3	2	1	0
Parents do not cooperate well with school	3	2	1	0
Lives in socially disadvantaged family	3	2	1	0
Lives in a re-constructed family (single parent/ step parent)	3	2	1	0
			TOTAL	/15

THE C.A.R.E Schedule

Pupil Version Secondary

Checklist assessing Risk of Exclusion

Name_____

DOB_____FORM/YEAR GROUP_____

School/College_____

Date_____

This schedule is to be completed with a student. It is for you together to rate the number of factors in terms of their influence relating to the risk of exclusion. It is important to document the pupil's voice within this schedule.

Well-being factors	This is really true of me	This is quite true of me	This is only a bit like me	No problem
I often feel too tired for school	3	2	1	0
I don't feel very good about myself	3	2	1	0
I often feel sad or miserable and I can't shake these feelings off	3	2	1	0
I often worry a lot and can't seem to stop worrying	3	2	1	0
I don't have many friends	3	2	1	0
I have been bullied a lot	3	2	1	0
I am growing, changing physically and that sometimes worries or confuses me	3	2	1	0
I don't like to tell people how I feel	3	2	1	0
I guess the problems I have had aren't going to go away.	3	2	1	0
			TOTAL	/27

Learning	This is really true of me	This is quite true of me	This is only a bit like me	No problem
Not being able to read or write very well makes me behave badly	3	2	1	0
It's hard to say things or to understand things and that makes me behave badly	3	2	1	0
I don't understand much of what we have to do and that makes me behave badly	3	2	1	0
I sometimes behave badly because I am not good at maths	3	2	1	0
I forget books and equipment or what lesson is next and that gets me into trouble with the teachers	3	2	1	0
They go too fast in lessons and that makes me behave badly	3	2	1	0
It's hard to pay attention in class and that gets me in trouble with the teachers	3	2	1	0
			TOTAL	/21

Social skills and performance	This is really true of me	This is quite true of me	This is only a bit like me	No problem
I don't get on well with the other kids	3	2	1	0
I often do things the other kids tell me to do even if it is wrong	3	2	1	0
Some kids do quite bad things and I often think that is ok or cool	3	2	1	0
I get into a lot of trouble in the playground	3	2	1	0
I guess I don't listen to or talk to people very well	3	2	1	0
I don't have many interests out of school (like sports etc)	3	2	1	0
I have been in trouble with the police	3	2	1	0

TOTAL   /21

General behaviour pattern	This is really true of me	This is quite true of me	This is only a bit like me	No problem
I often act before I think of the consequences	3	2	1	0
I can get really angry and hurt people	3	2	1	0
People think I have got a bad reputation	3	2	1	0
I often just won't do homework	3	2	1	0
I have often bunked off from school	3	2	1	0
I get very angry when I am told off – and I show it	3	2	1	0
A few particular teachers really cause me problems	3	2	1	0

TOTAL

/21

General attitude / coping	This is really true of me	This is quite true of me	This is only a bit like me	No problem
I blame others for things I do	3	2	1	0
I dislike people who tell me what to do in school	3	2	1	0
I don't like it when people praise me	3	2	1	0
I'm not very bothered about school and learning	3	2	1	0
I don't like it when people try to help me with learning	3	2	1	0
I get angry if people tell me off – they pick on me	3	2	1	0
I don't behave better just because people praise me	3	2	1	0
I often don't admit when I have done something wrong /misbehaved	3	2	1	0

TOTAL   /24

Family/ parenting	This is really true of me	This is quite true of me	This is only a bit like me	No problem
My parents can't control me very well	3	2	1	0
There is a lot of stress and problems in my family	3	2	1	0
My parents don't back school up if I have misbehaved	3	2	1	0
We don't have enough money	3	2	1	0
It really bugs me that my real parents are not together	3	2	1	0

TOTAL   /15

THE C.A.R.E Schedule Secondary

Teacher Version Secondary

Checklist assessing Risk of Exclusion

Name_____

DOB_____FORM/YEAR GROUP_____

School/College_____

Schedule completed by_____Date_____

This schedule is to be completed by teachers. It is for you to rate the number of factors in terms of their influence relating to the risk of exclusion. It is important to document any evidence you have alongside this schedule.

The higher the score on each factor the more important the factor is in exclusion risk

Well-being factors	Considerable influence	Important influence	Slight influence	Not an issue
Often seems to be tired	3	2	1	0
Low self esteem	3	2	1	0
Seems somewhat depressed	3	2	1	0
Seems somewhat anxious	3	2	1	0
Has very few friends	3	2	1	0
Is or has been bullied	3	2	1	0
Is in the midst of significant physical development (e.g. puberty)	3	2	1	0
Keeps feelings very much to self	3	2	1	0
Has a pessimistic outlook and resignation that problems are not going to go away.	3	2	1	0

TOTAL   /27

Learning	Considerable influence	Important influence	Slight influence	Not an issue
Low literacy	3	2	1	0
Some speech and language issues	3	2	1	0
Curriculum access is an issue due to learning difficulties	3	2	1	0
Number skills are weak	3	2	1	0
Has problems with personal organisation	3	2	1	0
Keeping up in many lessons is a problem	3	2	1	0
Has difficulty paying attention	3	2	1	0

Social skills and performance	Considerable influence	Important influence	Slight influence	Not an issue
Does not get on well with peers	3	2	1	0
Is easily led by dominant peers	3	2	1	0
Is subject to undesirable peer influence	3	2	1	0
Has many problems in unstructured times	3	2	1	0
Poor social communication skills	3	2	1	0
Has few leisure interests	3	2	1	0
Has been in trouble with the police	3	2	1	0

TOTAL   /21

General behaviour pattern	Considerable influence	Important influence	Slight influence	Not an issue
Has an impulsive nature	3	2	1	0
Can be somewhat aggressive	3	2	1	0
Has an established reputation from earlier years	3	2	1	0
Completing homework is a problem	3	2	1	0
There is some history of truancy	3	2	1	0
Tends to react aggressively when admonished	3	2	1	0
Has problems with a few particular teachers	3	2	1	0

TOTAL   /21

General attitude / coping	Considerable influence	Important influence	Slight influence	Not and issue
Tends to blame others for his/her actions	3	2	1	0
Generally resents authority	3	2	1	0
Finds it hard to accept praise	3	2	1	0
Is poorly motivated	3	2	1	0
Does not readily accept help	3	2	1	0
Handles criticism badly	3	2	1	0
Praise has little positive impact on behaviour	3	2	1	0
Seldom takes responsibility for actions	3	2	1	0

TOTAL   /24

Family/ parenting	Considerable influence	Important influence	Slight influence	Not an issue
Parental control of behaviour seems to be a problem	3	2	1	0
There is a lot of stress in the family	3	2	1	0
Parents do not cooperate well with school	3	2	1	0
Lives in socially disadvantaged family	3	2	1	0
Lives in a re-constructed family (single parent/ step parent)	3	2	1	0

<div align="right">TOTAL   /15</div>

Appendix 3
Evidence of action for pupils at risk of exclusion

Name of Pupil: **DOB:**

School: **Attendance**:

This form should be completed by a member of the school's leadership team with teacher involvement.

Supplementary information can be added to this form such as examples of Support Plans, details and minutes of meetings with parents, Boxall profiles and strategies which have been implemented over time.

Please briefly outline why the pupil is at risk of exclusion:

	Criteria	Supporting evidence	Impact and outcomes from this support and advice
1	Please detail any additional attendance information. *i.e. If the pupil has attended different schools. Please include dates*		

2	When did this pupil's behaviour first become a concern?		
3	Has the pupil been discussed with the SENCO? What assessment has taken place and what does this show? *Give examples. E.g. Have you completed additional observation around the child? Have you completed any assessment around their literacy skills? Have you completed a Boxall profile and implemented strategies?*		
4	Please outline how you have implemented the school's behaviour policy.		
5	Is this a pupil in care? Have you spoken to the Headteacher of the Virtual School? What support is in place through the PEP to help this pupil? *The Headteacher of the Virtual School should be informed of <u>any</u> exclusion of a child in care <u>prior</u> to the exclusion taking place. Please provide details of the actions agreed.*		
6	Please describe the pupil's SEN status *E.g. First identified as SEN support, primary need, date of most recent SEN support plan, current support in place.*		

7	Please describe how you have involved the parents/carers in the support and planning for this pupil? *Please include dates of any structured conversations, planning meetings that has taken place*		
8	Does this child have enhanced provision? Does the child have an EHC? *How much funding is allocated? How long has this been in place? How is this funding used?*		
9	Has the CARE schedule been completed? *Please include dates and how you have addressed the areas identified.*		
10	Has the pupil been discussed with any Specialist Teacher? *Please include dates and detail the strategies and suggestions made and how you have acted on them.*		
11	Has the pupil been discussed at consultation with an Education Psychologist? *Please include dates and detail the strategies and suggestions made and how you have acted on them.*		
12	Has the pupil received any support from the Attendance and Behaviour Service? *Please detail an overview of the help provided.*		
13	Have all health needs been identified and explored with referrals as appropriate? *E.g. Have referrals been sent and advice sought from the Orthoptist Clinic? Speech and Language Therapy Service? Has the child been referred to Woodview? Has the*		

	child been referred to CAMHS? What has the advice and conclusion been? How have you implemented any strategies?		
14	What support is in place for the wider family? *E.g. Has the family's level of need been identified? Is there a CAF? Family Support Worker? Are there any social care needs identified? Please briefly outline involvement.*		
15	Has the pupil had any fixed term exclusions? *Please include dates and reasons for exclusion and a brief outline of the reintegration plan.*		

Name of person completing this form: Role in school:

Signature:
_____

Headteacher signature: _____

Appendix 4   Details of <u>PROPOSED Discretionary</u> Funding Being Requested and Identified Outcomes.   Date from To

Guidance – Element 3 funding is also known as High Needs Funding. This is the additional funding which can be requested from the Local Authority to provide additional support for a child after the Element 1 and Element 2 funding have been allocated

Area of Need	Costed Provision	Who	Whole class/ group/ individual	Outcomes (should be over a year and must be SMART)	Success Criteria at the end of one year review
Cognition and Learning					
Communication and Interaction					
Social, Emotional and Mental Health					
Sensory and Physical					