

Halton Lodge Primary School



Special Educational Needs and Disability Policy

**Last Reviewed and Revised: by the SENDCO and Headteacher on 21st September 2023
(Previously approved and ratified by the governing body during Autumn Term 2022)**

Review Cycle: Annually

Approval Level: Statutory Policy (Governing Body)

Date of next review: Autumn Term 2023 (by the Governing Body)

MISSION STATEMENT

The aim of our school is to create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential; learning together, to achieve high standards.

Signed Anthony Hilldrup

Date: (Headteacher)

Signed Diane Mercer

Date: (SEND Governor)

Signed Naomi Lloyd

Date: 21st September 2023 (SENDCO)

Policy Aims

- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender, special educational need, disability or medical need
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils
- To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development for all staff
- To establish and maintain good home-school communication
- To involve the Parents and the pupil at all stages of the planning and target setting of his/her Support Plan and Review
- To monitor and review individual needs regularly, and to maintain clear records of any action taken
- To review needs and provision termly for budgeting, planning and resourcing for SEND

Policy Objectives

- To identify as early as possible those pupils with SEND and the nature of their needs
- To maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child
- To determine any resource implications and establish whether they will be provided within school or through external sources
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of SEND provision
- To decide if specialist advice is required from outside agencies and make appropriate referrals
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEND
- To ensure that any withdrawal support is temporary and determined by the class teacher and SENDCO in accordance with the SEND Code of Practice 2014

Procedure

- The SENDCO is consulted about any pupil for whom the class teacher has concerns. A school record of pupils with SEND is maintained and updated termly by the SENDCO.
- Parents are informed of any action that the school proposes to take.
- Identification of children with SEND is made on the basis of children making less than expected progress despite the impact of Quality First Teaching.
- Teachers are expected to gather information on specific interventions used to support the child, using the Assess, Plan, Do, Review Model.

School Support

The class teacher has overall responsibility and will:

- Have already provided differentiated work set by a Phase Leader (PL), and/or class teacher and made use of any additional in class support from an additional class teacher or Teaching Assistant (TA).
- Have gathered information about the pupil, and made an initial assessment of the pupil's needs, in consultation with the SENDCO.

- Provide increased differentiation of class work, exploring ways in which increased support might meet the individual needs of the pupil. This is defined as Quality First Teaching.
- Write a Support Plan (see Appendix 1), in conjunction with the SENDCO, Parents and Child.
- Provide opportunities for Quality Interventions which are assessed and monitored for effectiveness and reviewed regularly.
- Hold termly reviews with the child and parents - to complete an evaluation of the targets on the Support Plan and to complete the Review Sheets during the meeting - (See appendix 2)
- Monitor and review the pupil's progress, through interventions.

The SENDCO takes the lead in co-ordinating the pupil's special educational provision, consulting the class Teacher, Phase Leader & TA, who remain responsible for working with the pupil in class and withdrawing the child for planned interventions.

Reasons School Support may be necessary:

- A decision made following the testing and assessment of Quality First Teaching and/or parental concerns, which show that current differentiation of class work and initial interventions is not sufficient to ensure adequate progress is being made.
- A decision by the SENDCO, following discussions between class Teacher and Parents, which indicate that further intervention is necessary. This will be **additional and different** from interventions already being accessed by pupils.

The class teacher (supported by the SENDCo) will:

- Follow the Graduated Process of Assess, Plan, Do, Review, as a model for the cycle of SEND provision.
- Assess the needs of the child using all the available information and collect any additional information from any other appropriate agencies.
- Meet with Parents to inform them of the concerns and plan actions necessary.
- Decide whether to seek further advice from additional Professionals and identify such professionals.
- Write a Support Plan to identify specific outcomes to focus on.
- Make arrangements for monitoring progress and set a review date.
- Review actions taken and measure the impact of the actions.
- Review the Support Plan termly and complete a Review Sheet as a record of the meeting, involving the child and Parents in the review and decision making process. (See Appendix 2)
- Read reports and advice generated by outside agencies and include recommendations within the support plans and planning for teaching and learning.
- Refer to the documents in the Class SEND File – and monitor progress towards set targets.

School Support with Additional Agencies

The SENDCO continues to take a leading role, working closely with the pupil's Teacher and Parents, sharing responsibility for the pupil with external specialist services relevant to the pupil's needs.

The SENDCO (in consultation with the Headteacher and Class Teacher) will:

- Follow the Graduated Process of Assess, Plan, Do, Review, as a model for the cycle of SEND provision.
- Assess the needs of the child using all the available information and contact appropriate external advisory agencies.
- Consult parents and obtain their permission to submit a referral form.
- Collect any additional information from any other appropriate agencies.
- Decide whether to seek further advice from other agencies.
- Support the class teacher to review the Support Plan, with specific outcomes and future referral arrangements.
- Support the class teacher to provide opportunities for **Quality Interventions** which are assessed and monitored for effectiveness and reviewed regularly.
- Make arrangements for monitoring progress and set a review date.
- Support the class teacher to review the Support Plan termly and complete a Review Sheet as a record of the meeting, involving the child and Parents in the review and decision making process. (See Appendix 2)

Reasons School Support with Additional Agencies may be necessary:

- The child is displaying particular difficulties which can only be addressed with advice from professionals. The Parent, Teacher, Phase Leader, TA or other professionals may advise or request additional agency support.
- A decision is taken by consulting all relevant people involved (SENDCO, Parents, Child, Teacher, Phase Leader, Teaching Assistant, Headteacher), that action with external support is necessary. This will be advised if, despite specific interventions being implemented, reviewed half termly, assessed and adapted for the needs of the child, the child is not meeting targets to make the required progress.
- Support may be requested from medical professionals, when a child has medical needs or disabilities that are impacting on daily functioning and/or academic achievement.
- Support will be requested to help the writing of specific Health Care Plans for children with medical conditions.

High Needs Funding

Pupils displaying a Social, Emotional and Mental Health need (SEMH) - and who may be struggling to manage their behaviour in school - may be considered for Discretionary Top Up Funding (DTUF); once steps have been taken in line with the school's behaviour policy to support the child (See Behaviour Management, Positive Handling & Child Restraint Policy). These steps include monitoring behaviour and particularly identifying triggers, implementing strategies to prevent and de-escalate undesirable behaviour, implementing positive behaviour plans and Individual Behaviour Plans (IBPs), and completing CARE (Child At Risk of Exclusion) Schedules.

DTUF will be considered by the Behaviour Support Service Panel and if successful awarded for a period of no longer than a year (or as a one-off payment to school), in order to provide support for the child. During this time it may be necessary to consider whether an EH&CPlan application is appropriate.

Education, Health & Care Plans (EHCP)

Pupils can be considered for an Education, Health and Care Plan (EHCP), should professionals consider there is a significant need for support and there is sufficient evidence from additional agencies and evidence of 'Assess Plan Do Review' (relating to targets detailed on the child's individual support plan) and recommendations to support this within professionals' reports. The responsibility to complete the EHCP application lies with the class teacher – with support from the SENDCO (to ensure the applications contain sufficient detail and accurate information). This collaborative team approach is aimed at giving the child the greatest chance of the application being accepted by the SEN Team.

In rare cases the conclusion may be reached that despite having taken action at School Support, followed by acting on the advice from additional agencies, the child's needs may remain substantial and cannot be effectively met within the resources normally available to school. At this stage, the school may apply for assessment with an Education, Health and Care Plan under the Guidelines from the SEND Code of Practice 2014.

The school will be required to complete the application form, with support from an Assessment Co-ordinator allocated by the SEND Assessment Team (See Appendix 3). A decision will be made by the SEND Assessment Team as to whether to proceed for Assessment. If successful, information and reports will be gathered from all professionals involved, by the Assessment Co-ordinator.

A Person Centred Planning Meeting will be arranged. The child and their family are central to this process and fully involved in the decision making and planned outcomes. The pupil's views will be gathered at an appropriate level for their understanding. The child and family will be consulted about who they would like to attend the Person Centred Planning Meeting and invitations will be made with the child. Parents will be given the option of accessing independent support from SEND Partnership or from Independent Supporters (ISS). At this meeting - and within the application - consideration will be given to the most appropriate educational setting for the child. This will ultimately be decided by the Local Authority in consultation with parents and school representatives.

The Assessment Co-ordinator collates all of the information and produces the Education, Health & Care Plan and sends it to Parents and to the school. The plan is reviewed on an annual basis and the school also updates the Individual Support Plan to reflect objectives outlined in the plan.

The whole process of an EH&CPlan takes approximately 20 weeks to complete.

The role of the SENDCO

The SENDCO at Halton Lodge is Naomi Lloyd and her responsibilities include:

- Managing the day to day operation of the SEND Policy
- Coordinating the provision for children with SEND, including pupils placed in the EYFS/KS1 SEMH Provision.
- Liaising with and advising colleagues.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Managing the school based assessment.

- Liaising with Assessment Co-ordinator to monitor data for SEND pupils.
- Completing the documentation required by outside agencies and the LA.
- Managing a range of resources, human and material, to enable appropriate provision for children with SEND.
- Liaising with additional agencies such as Educational Psychologist, Specialist Teachers, Halton Behaviour Support Service and Health professionals in managing the needs of the pupils.
- Liaising with Pre-school Settings, Secondary Schools and other Primary Schools, to ensure effective transfer of pupils.
- Supporting teachers when writing Support Plans.
- Liaising with support staff who deliver the intervention programmes.
- Assessing provision of interventions by Teacher's and Teaching Assistants.
- Advising on training needs of Teaching Assistants.
- Providing information of SEND to inform the Census.
- Attending SEND Training and Support Groups within the LA.
- Organise SEND Training for staff.
- Provide information to the Headteacher for the Governors report.

The role of the governing body

The named governor responsible for SEND is Diane Mercer. The governing body must make every effort to secure the necessary provision for any pupil identified as having SEND.

The governors ensure, through the Headteacher delegation, that all teachers are aware of the importance of providing for these children.

The monitoring criteria includes:

- The maintenance of accurate, up to date records by the SENDCO and other staff
- Evidence of monitoring classroom practice by SENDCO
- Analysis of pupil tracking data and test results for individuals and groups of pupils
- Value added data for pupils on the SEND register
- Evidence from OFSTED inspection reports

Policy Success Criteria

- Pupils with SEND are thriving at school and develop independent skills in preparation for later life.
- Increased differentiation of the curriculum is provided to meet diverse individual needs
- Staff understand the objectives of their curriculum planning for pupils with SEND
- Regular monitoring and reviews of individual needs take place, with clear records kept of action taken
- Good home/school communication is established and maintained
- The child is at the centre of the process and Parents are involved in the decision making process.
- SEND Policy is regularly reviewed, updated and monitored
- The governing body has agreed this policy

HALTON LODGE PRIMARY SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS

Appendix 1 - HALTON LODGE PRIMARY SCHOOL – MY SEND SUPPORT PLAN

NAME:

Date of Birth:

<p><u>Level of Support</u> * School Support * Additional Agencies * EH&C Plan * Discretionary Top-Up Funding</p>	<p>Date started: Date reviewed Date Finished:</p>	<p><u>What do I need support with?</u></p>	<p><u>My Special Educational Need or Disability</u></p> <ul style="list-style-type: none"> • Communication & Interaction • Cognition and Learning • Social Emotional & Mental Health • Physical & Medical <p><u>Protected Characteristics (Equality Act 2010)</u></p>
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	<p>TARGET What do I need to do?</p>	<p>SUCCESS CRITERIA - How will I know I have achieved my targets?</p>	<p>STRATEGIES - How will people help me to do this?</p>	<p>REVIEW COMMENTS Did I achieve my targets?</p>
1				
2				
3				

<p>How can my family help me?</p>			<p>Who else is helping me? (Additional Agencies)</p>	
<p>What can I do to help?</p>			<p>What needs to happen in the future? (Referrals)</p>	
<p>What will I be doing? (Intervention)</p>	<p>Who will help me? (Staff)</p>	<p>When will this happen? (Frequency/Time)</p>	<p>My signature: _____</p> <p>Parents Signature: _____</p> <p>Class Teacher Signature: _____</p> <p>SENCO Signature: _____</p>	

HALTON LODGE PRIMARY SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS

Appendix 2 - SEND Support Plan Review Sheet

SEND Support Plan Review Sheet Autumn Term /Spring Term/ Summer Term	
Pupil's Name :	Date:
Which targets have been achieved this term?	
Target 1 Yes/No	
Target 2 Yes/No	
Target 3 Yes/No	
Target 4 Yes/No	
What has gone well this since the last review meeting?	
*	
*	
*	
What are the next steps needed?	
*	
*	
*	

HALTON LODGE PRIMARY SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS

Parent's comment on progress made this term

Pupil's comment on progress made this term

Signed by: Teacher Parent Pupil Date:

Received by SENDCo: Date:

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Appendix 3 - HALTON LODGE PRIMARY SCHOOL – MY INDIVIDUAL BEHAVIOUR PLAN (IBP) NAME:

Date of Birth:

(Please highlight one) * School Support * Additional Agencies *EH&C Plan *DTUF	Date started: Date Finished:	What do I need support with?	My SEN Need is... (highlight) <ul style="list-style-type: none"> • Communication & Interaction • Cognition and Learning • Social Emotional & Mental Health • Physical & Medical
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	TARGET What do I need to do?	How will I know I have achieved my targets?	How will people help me to do this?	Did I achieve my targets?
1				
2				
3				

How can my family help me?			Who else is helping me?	
What can I do to help?			What needs to happen in the future?	
What will I be doing?	Who will help me?	When will this happen?	My signature: _____ Parents Signature: _____ Class Teacher Signature: _____ SENCO Signature: _____	

Appendix 4 - Request for Statutory Assessment (EH&CP)

Request for Statutory Assessment of Education, Health and Care Needs

CONTEXT

This information is required in line with the Children and Families Act 2014. In the first instance all educational settings are required to use their best endeavours to meet the needs of children and young people identified with Special Educational Needs.

You may wish to contact a Local Authority Assessment Coordinator who can advise on the application process and evidence required to meet the criteria for an Education, Health and Care Needs assessment.

NB: In order for the Multi Agency Partnership Group to make a fully informed decision on this application, please ensure that the following documents are all enclosed with this application. Applications received without supporting evidence of the graduated approach may be declined.

- One Page Profile
- Evidence of Pupil voice
- Evidence of Parent voice
- Any relevant family background information
- Copies of the child/young person’s current and previous SEN Support Plan
- The external professional advice that has been sought
- Details of the support and interventions that have been provided for the child/young person over time., showing evidence of the graduated response

Child/Young Person’s Full Name:	Educational Setting:		
Date of Birth:	Year Group:	Key Stage:	EYFS:
Address:	LAC: Yes <input type="checkbox"/> No <input type="checkbox"/>		
Parent/Carer Name:	2 nd Parent/Carer Name:		
Relationship:	Relationship:		
Parents Address if different	Parents Address if different		
Phone Numbers	Phone Numbers		

Attendance Record - please provide as much information as possible

Date	Percentage Attended
Current year	
Previous year	

EYFS – how many hours are attended in the setting	
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SECTION A

The identified Special educational Needs – What do you consider the child/young person’s difficulties to be which are acting as barriers to curriculum access and progress. You may wish to complete more than one section.

<p>Cognition and Learning</p>	<p><u>Reasons for concern:</u></p> <p><u>Actions taken to date:</u></p> <p><u>What has been the impact:</u></p>
<p>Communication and Interaction</p>	<p>Reasons for concern</p> <p>Actions taken to date:</p> <p>What has been the impact</p>

Social Emotional and Mental Health	<p>Reasons for concern:</p> <p>Actions taken to date:</p> <p>What has been the impact:</p>
Sensory and/or Physical Needs	<p>Reasons for concern:</p> <p>Actions taken to date:</p> <p>What has been the impact:</p>

Are there any additional significant factors – if the answers is yes please attach copies of relevant information/advice

Health	<p>Reasons for concern:</p> <p>Actions taken to date:</p> <p>What has been the impact:</p>
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Social Care	<p>Reasons for concern:</p> <p>Actions taken to date:</p> <p>What has been the impact:</p>
Social relationships	<p>Reasons for concern:</p> <p>Actions taken to date:</p> <p>What has been the impact:</p>

SECTION B:

Support Provided and Funding - All mainstream settings (except Early Years settings) are provided with delegated resources to support those with additional needs, including students with SEN and disabilities. Please indicate whether you have applied for additional top up funding from the Local Authority. This may be called element 3 funding or enhanced provision.

Has additional funding been applied for? **Yes** **No**

Date funding was applied for:

Was application successful? **Yes** **No**

How many hours/how much funding was approved?

Early Years assessments - age 0 – 4 years (please delete section if not applicable):
Foundation Stage Profile or current levels of attainment

EYFS aspect	Attainment on entry Date:	Current Assessment Date:
Communication and language		
Physical Development		
Personal, Social, Emotional		
Literacy		
Mathematics		
Understanding the world		
Art & Design		

School assessments – Reception to NC Year 6 (Please delete section if not applicable):
Include P levels if working towards Level 1.

Please specify the type of assessment used e.g. B Squared, Standardised Scores etc.

Subject	Attainment last academic year Date:	Current Assessment Date:	Has the progress met predictions?
English			
Maths			
Other- please specify			

School assessments – NC Year 7 – Year 11 (Please delete section if not applicable):
Include P levels if working towards Level 1.

Please specify type of assessment used.

Subject	Attainment last academic year Date:	Current Assessment Date:	Has the progress met predictions?
English			
Maths			
Science			

Post 16 courses (Please delete section if not applicable):

Subject/name of course	Level being studied	Current assessment	Has progress met Predictions	Comments

What are the desired Outcomes for this child/young person and what additional support do you feel is needed to achieve the desired Outcome

Outcomes Sought	Type of Provision	Frequency & Duration	Delivered by

Is the child or young person due to transfer between phases of education?

What setting or type of setting is requested?

Transition Year Group	School Recommendation	Parent's/Guardian's Comments	Child or Young Person's comments
Early Years provider to school			
Infant School to Junior School			
Primary School to Secondary			
Secondary School to a Post 16 setting or Apprenticeship			

SECTION C

Professional Involvement - List details of attached reports/evidence from appropriate Services

Service Provided By	Date of Reports	Name and role of Professional/source of report
Educational & Child Psychology Service		
Speech and Language Therapy Service		
CAMHS		

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Medical		
OT/Physio		
Positive Behaviour Support Service		
Children’s Disability Service		
Social Care		
Early Help and Support		
SEN Specialist Service (eg VI, HI)		
Education Welfare Service		
Other		
Any Referrals Outstanding? Please give details (eg ASC Pathway)		

Settings should discuss this application and seek agreement from parents/carers or the young person before submitting this application.

Document completed by:

Date:

Role:

Headteacher:

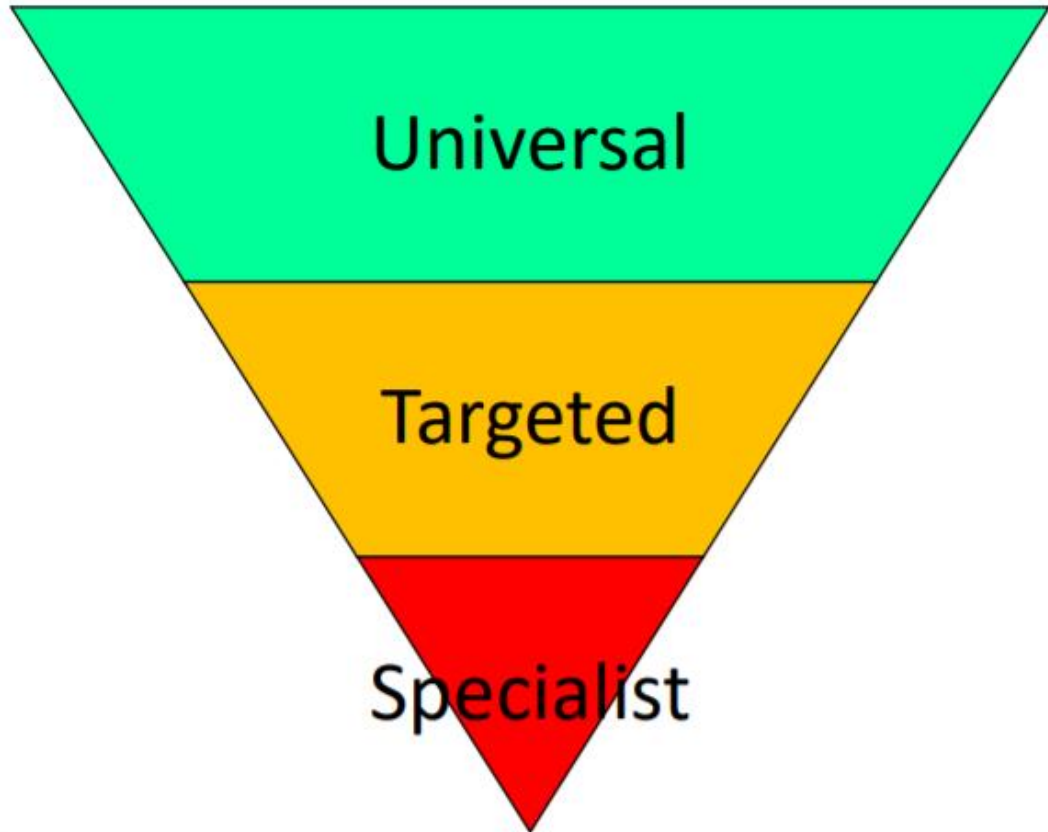
Date:

Send by secure email to: senat@halton.gov.uk

Appendix 5 – CARE FLOW CHART

CARE Flow Chart

Behaviour Strategies:



The flow chart would be used alongside a school's behaviour policy.

The CARE profile is designed to support schools in collecting evidence to support professionals in:

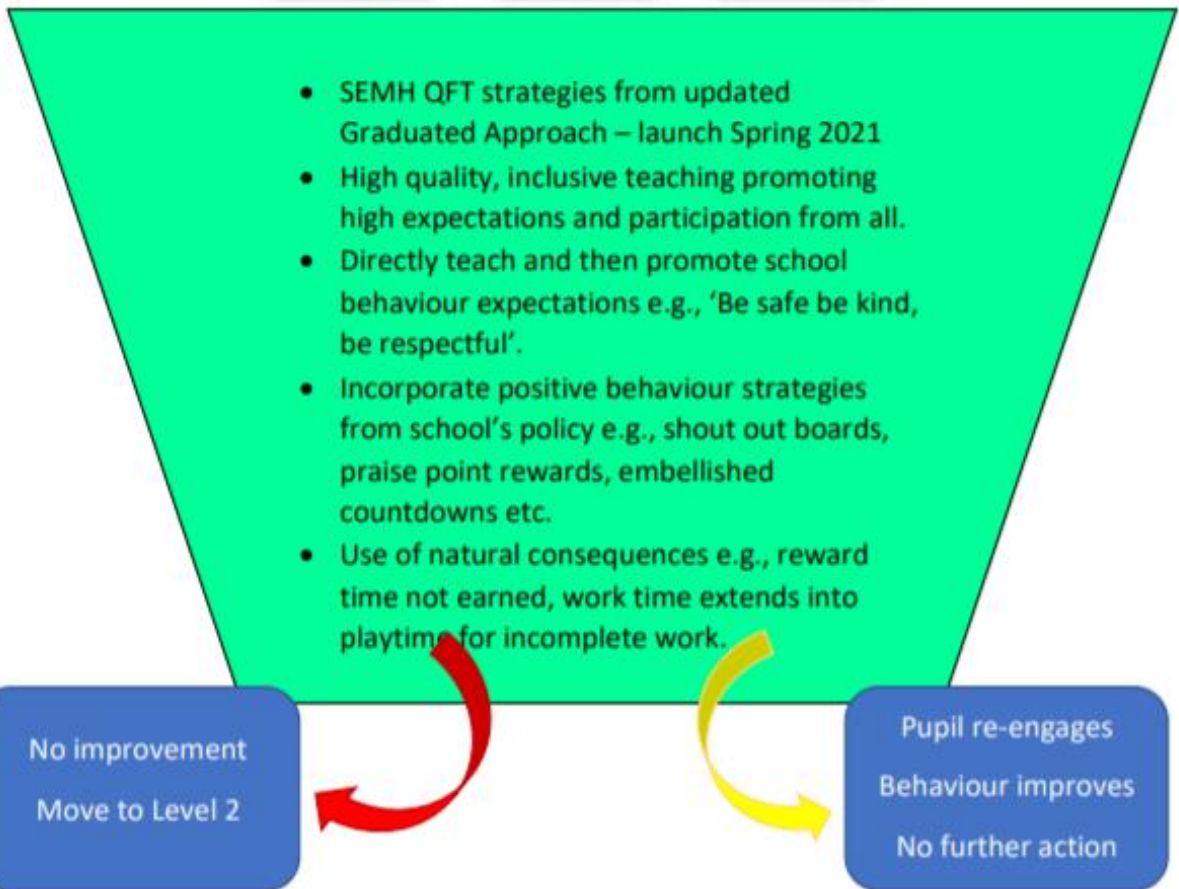
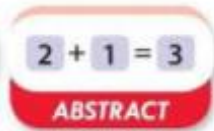
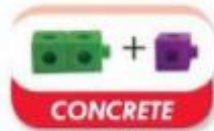
- understanding the child's behaviour and associated needs
- gathering evidence
- making judgements about actions to be taken to support the child.

A decision to exclude rests with HT and Governors – the CARE profile is not intended to 'permit' exclusion. The LA are available to discuss evidence and support prior to an exclusion decision being made.

❖ Child is displaying challenging behaviour.

Universal Intervention Stage: Level 1

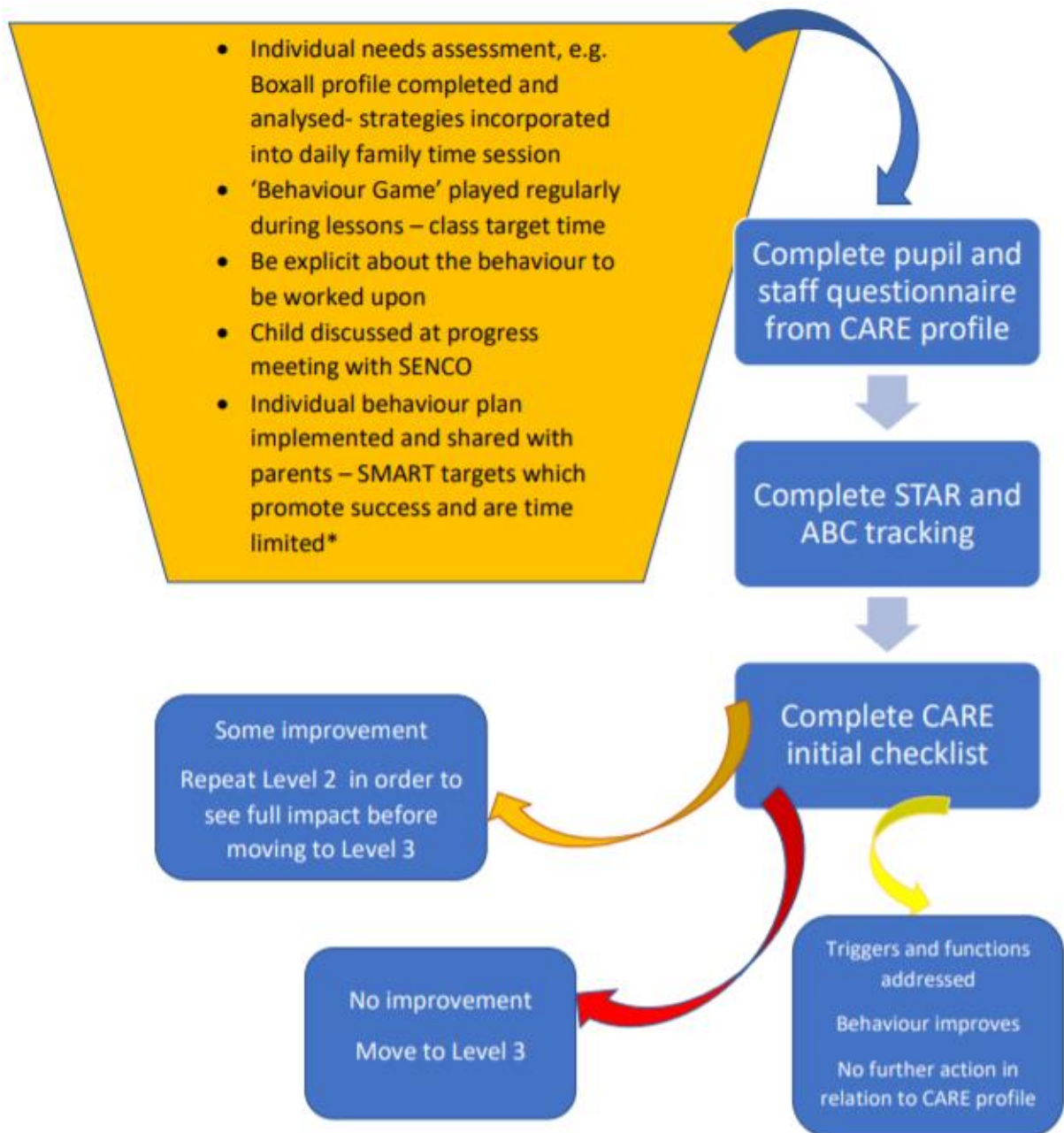
School applies universal strategies which focus on Quality First Teaching strategies and makes use of the Graduated Approach.



❖ Child is displaying more frequent or escalating challenging behaviour.

Targeted Intervention Stage: Level 2 (*3-4 weeks)

School applies targeted intervention strategies which focus on tracking behaviour and identifying triggers and functions. Use SEMH SEND support strategies from Graduated Approach



Specialist Intervention Stage: Level 3

School applies specialist strategies as part of SEN Support Plan or IBP, following the Graduated Approach, to begin behaviour specific cycles of APDR.

- Functional assessment of behaviour
- Observations and discussions with SENCO, parents and HT
- Plan includes personalised reward system
- No longer than 2 cycles of APDR
- Support from external agencies e.g. HBSS specialist teacher, EP, HBSS Family Liaison.
- Application for discretionary top up funding (Primary) Outreach (KS3)

SMART targets with opportunities for success

Completion of Parent/carer questionnaire and meeting with SENCO & teacher

EP Group consultation and/or referral

Revisit CARE checklist and update actions/outcomes

Share evidence of checklist with HBSS for analysis and decision on school or pupil-facing support

No improvement
Consider EHCP assessment for SEMH

Appendix 6 – CARE Analysis Tool



Halton CARE Schedule

Child's Name:	School:
Year Group:	Date:

Wellbeing				
		Pupil	Staff	Parent
1	Often seems to be tired			
2	Low self esteem			
3	Seems somewhat depressed			
4	Seems somewhat anxious			
5	Has very few friends			
6	Is or has been bullied			
7	Is in the midst of significant physical development (e.g. puberty)			
8	Keeps feelings very much to self			
9	Pessimistic outlook and resignation that problems won't go away.			
		0	0	0

Learning				
		Pupil	Staff	Parent
1	Low literacy			
2	Some speech and language issues			
3	Curriculum access is an issue due to learning difficulties			
4	Number skills are weak			
5	Has problems with personal organisation			
6	Keeping up in many lessons is a problem			
7	Has difficulty paying attention			
		0	0	0

Social Skills and Performance				
		Pupil	Staff	Parent
1	Does not get on well with peers			
2	Is easily led by dominant peers			
3	Is subject to undesirable peer influence			
4	Has many problems in unstructured times			
5	Poor social communication skills			
6	Has few leisure interests			
7	Has been in trouble with the police			
		0	0	0

General Behaviour Patterns				
		Pupil	Staff	Parent
1	Has an impulsive nature			
2	Can be somewhat aggressive			
3	Has an established reputation from earlier years			
4	Completing homework is a problem			
5	There is some history of truancy			
6	Tends to react aggressively when admonished			
7	Has problems with a few particular teachers			
		0	0	0

General Attitude and Coping				
		Pupil	Staff	Parent
1	Tends to blame others for his/her actions			
2	Generally resents authority			
3	Finds it hard to accept praise			
4	Is poorly motivated			
5	Does not readily accept help			
6	Handles criticism badly			
7	Praise has little positive impact on behaviour			
8	Seldom take responsibility for actions			
		0	0	0

Family & Parenting				
		Pupil	Staff	Parent
1	Parental control of behaviour seems to be a problem			
2	There is a lot of stress in the family			
3	Parents do not cooperate well with school			
4	Lives in socially disadvantaged family			
5	Lives in a re-constructed family (single parent/ step parent)			
		0	0	0
Totals		0	0	0

Appendix 7 Initial CARE Checklist



THE C.A.R.E Schedule Initial Checklist

Name:	
School/College:	
Date of Birth:	Form/Year Group
Completed by:	
Date:	

What do you consider to be the possible needs that are underlying the pupil's behaviours?	
List the Interventions (formal and informal) that have taken place. How are your actions/interventions supporting the identified needs?	
List any testing or investigations that have taken place	
Current level on the school's Behaviour for Learning Policy	
List any agencies (LA or otherwise) who are currently involved with this child and their family	

Checklist			
Is there evidence that discussion with the SENCO has taken place and has informed consequent strategies, targets and outcomes?		Yes	No
SEN children only	Do we need to escalate support for this child?	Yes	No
	Can we demonstrate that the nominal £6000 SEN funding has been spent meeting this child's needs?	Yes	No
	Is there any additional funding available to support this child's needs?	Yes	No
	Is there robust evidence of cycles of APDR?	Yes	No
Has this child been raised with the EP through conversation, group consultation or individual consultation?		Yes	No
Is there evidence that analysis of behavioural triggers has taken place over a period of time and has informed interactions with this child?		Yes	No
Is there evidence that, despite implementation of strategies, concerns still prevail?		Yes	No
Has the parent been informed of any concerns and given the opportunity to share their views and wishes?		Yes	No
Has the child been given opportunity to share their views and had those views taken into account?		Yes	No
Is this child working at expected level for their age?		Yes	No
Has this child made sufficient progress since the last progress point?		Yes	No
Are there any safeguarding concerns?		Yes	No
Are there any CCE/CSE concerns?		Yes	No
Are there any attendance concerns within the family unit?		Yes	No
Do you think that Family Liaison Officer support would benefit in this case?		Yes	No
Is the EWO involved?		Yes	No
What are the child's strengths? Have the school taken opportunities to allow the child to work to these strengths?			

Appendix 8 - DTUF Application



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

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** _____

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:	CAF*:
Interpreter Needed?	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

*Guidance: Your own format or letter can be attached and numbered as 5.
You do not need to use these headings – they are there to help you if you wish.*

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		
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Appendix 4 Details of PROPOSED Discretionary 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					