

SEND pupils and the Continuum of provision and admission in Warwickshire

Part One: Admission to mainstream settings (School Age)

The Children and Families Act 2014 continues the presumption in favour of mainstream schooling set out in the 1996 Education Act.

In Warwickshire by far the majority of children with Special Educational Needs and Disabilities will attend a mainstream school or college near to home. The capacity of mainstream schools, in terms of experience and confidence, to meet the needs of children with special educational needs and disabilities has increased significantly in recent years. There are now more children than ever with complex and significant barriers to learning who, with carefully planned support, are making both expected and above expected academic and social progress in their local mainstream school. This has enabled children with additional needs to be educated alongside their siblings and other children who live in their community. Some parents (and indeed the young person themselves) express a preference for a school or college which is not the nearest one to home. Parents of children with special educational needs and disabilities have a right to express a preference for a setting which is not the nearest to home, and make an informed choice, in the way that all other parents do. The information that schools publish on their website about the arrangements that are in place for assessing and meeting the needs of children with additional needs will be key in helping parents make informed decisions, as will the welcome and reception they receive when they visit. **All schools, academies and colleges will recognise their duties in relation to the admission of children and young people and will not treat any child less favourably in this respect because of a reason associated with a special educational need or disability.** It is important that all schools reflect an inclusive and welcoming ethos to ensure that parents feel confident to send their children to their local school. Whilst there is a longstanding presumption in law in favour of mainstream education, Warwickshire County Council commissions a range of specialist provision for those children with significant need who fall into the following categories: the wishes of the child's parent, or the young person, is for an alternative to mainstream education and their needs are within the range of complexity and severity that makes inclusion within a mainstream Early Years setting, school or college unsuitable. There are a number of special schools and specialist centres within the boundaries of Warwickshire County Council, which are commissioned by the Local Authority to provide an agreed number of places for children with Education Health Care Plans where their plan specifies this as the school to be attended.

The Council has a long standing and ongoing commitment to provide high quality special school places for those children and young people who require or request it. The special schools in the area (some are Local Authority maintained and others are academies) form an integral and valued part of Warwickshire's family of schools. Our Vulnerable Learners Strategy is committed to further strengthening the partnership between Special Schools and mainstream in each area and the development of more local resourced SEND provision.

The following principles regarding admission are taken from the SEND Code of Practice March 2015.

Relevant legislation: Sections 33 and 39 of the Children and Families Act 2014

9.78 The child's parent or the young person has the right to request a particular school, college or other institution of the following type to be named in their EHC plan:

- maintained nursery school
- maintained school and any form of academy or free school (mainstream or special)
- non-maintained special school
- further education or sixth form college

- independent school or independent specialist colleges (where they have been approved for this purpose by the Secretary of State and published in a list available to all parents and young people)

9.79 If a child's parent or a young person makes a request for a particular nursery, school or post-16 institution in these groups the local authority **must** comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have. Where a local authority is considering the appropriateness of an individual institution, 'others' is intended to mean the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-to-day basis.

9.80 The local authority **must** consult the governing body, principal or proprietor of the school or college concerned and consider their comments very carefully before deciding whether to name it in the child or young person's EHC plan, sending the school or college a copy of the draft plan. If another local authority maintains the school, they too **must** be consulted.

9.83 The nursery, school or college and, where relevant, the other local authority, should respond within 15 days. Where a nursery, school or college identified at 9.78 above is named on an EHC plan they **must** admit the child or young person.

9.84 The child's parent or the young person may also make representations for places in non-maintained early years provision or at independent schools or independent specialist colleges or other post-16 providers that are not on the list mentioned at 9.78 above and the local authority **must** consider their request. The local authority is not under the same conditional duty to name the provider but **must** have regard to the general principle in section 9 of the Education Act 1996 that children should be educated in accordance with their parents' wishes, so long as this is compatible with the provision of efficient instruction and training and does not mean unreasonable public expenditure. The local authority should be satisfied that the institution would admit the child or young person before naming it in a plan since these providers are not subject to the duty to admit a child or young person even if named in their plan.

9.85 Children with EHC plans can attend more than one school under a dual placement. Dual placements enable children to have support from a mainstream and a special school. This can help to prepare children for mainstream education and enable mainstream and special schools to share and develop their expertise in supporting children with different types of SEN.

9.86 Where appropriate, a young person with an EHC plan can attend a dual placement at an institution within the further education sector and a special post-16 institution. The local authority should work with the young person, post-16 provider and independent specialist college to commission such a placement where that will achieve the best possible outcome for the young person. To be deemed as being educated in a mainstream further education institution, young people should spend the majority of their time there.

9.87 The local authority should consider very carefully a request from a parent for a denominational school, but denominational considerations cannot override the requirements of the Children and Families Act 2014.

Where no request is made for a particular school or college or a request for a particular school or college has not been met

Relevant legislation: Sections 33 and 40 of the Children and Families Act 2014

9.88 Where a parent or young person does not make a request for a particular nursery, school or college, or does so and their request is not met, the local authority **must** specify mainstream provision in the EHC plan unless it would be:

- against the wishes of the parent or young person, or
- incompatible with the efficient education of others

9.89 Mainstream education cannot be refused by a local authority on the grounds that it is not suitable. A local authority can rely on the exception of incompatibility with the efficient education of others in relation to maintained nursery schools, mainstream schools or mainstream post-16 institutions taken as a whole only **if it can show that there are no reasonable steps it could take to prevent that incompatibility**. Where a parent's or young person's request for a particular mainstream school or mainstream post-16 institution has not been met, the school or post-16 institution in question becomes a possible candidate for consideration by the local authority according to the conditions in the above paragraph.

9.90 Where the local authority considers a particular mainstream place to be incompatible with the efficient education of others it **must** demonstrate, in relation to maintained nursery schools, mainstream schools or mainstream post-16 institutions in its area taken as a whole, that there are no reasonable steps that it, or the school or college, could take to prevent that incompatibility. Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have. Where a local authority is considering whether mainstream education is appropriate (as opposed to considering the appropriateness of an individual institution) the term 'others' means the children or young people with whom the child or young person with an EHC plan would be likely to come into contact on a regular day-to-day basis. **Where a parent or young person wants mainstream education and it would not be incompatible with the efficient education of others, the local authority has a duty to secure that provision.**

Reasonable steps

9.91 What constitutes a reasonable step will depend on all the circumstances of the individual case. The following are some of the factors that may be taken into account:

- Whether taking the step would be effective in removing the incompatibility
- The extent to which it is practical for the early years provider, school, college or local authority to take the step
- The extent to which steps have already been taken in relation to a particular child or young person and their effectiveness
- The financial and other resource implications of taking the step, and
- The extent of any disruption that taking the step would cause

9.92 The following are examples of reasonable steps that might be taken in different circumstances:

- **Reasonable steps to ensure that the inclusion of a child with challenging behaviour in a mainstream primary school setting is not incompatible with the efficient education of others may include:**
 - addressing factors within the class that may exacerbate the problem, for example using circle time to discuss difficult relationships and identify constructive responses
 - teaching the child alternative behaviour, for example by taking quiet time in a specially designated area at times of stress
 - providing the child with a channel of communication, for example use of peer support
 - using a carefully designed system of behaviour targets drawn up with the child and linked to a reward system which, wherever possible, involves parents or carers
 - ensuring that all staff coming into contact with the child are briefed on potential triggers for outbursts and effective ways of heading off trouble at an early stage
 - drawing up a contingency plan if there is an outburst in class, for example, identifying with the child a key helper who can be called to remove the child from the situation, and

- ensuring that if there is any possibility that positive handling may need to be used to prevent injury to the child, young person or others or damage to property, relevant staff have had training in appropriate techniques, that these have been carefully explained to the child and that the circumstances in which they will be used are recorded in a written plan agreed with and signed by the child and their parents or carers
- Reasonable steps taken to ensure that the inclusion of a child with autistic spectrum disorder who is distracting and constantly moves around in a mainstream secondary school is not incompatible with the efficient education of others may include:
 - ensuring all possible steps are taken to provide structure and predictability to the child's day, for example by the use of visual timetables, careful prior explanation of changes to routines and clear instructions for tasks
 - ensuring that the child is taught a means of communicating wants and needs using sign, symbol or spoken language
 - working with a member of staff on a structured programme of activities designed to prepare him or her for joining in class or group activities, for example by using 'social scripts' to rehearse appropriate behaviour
 - having an individual workstation within a teaching space where distractions can be kept to a minimum and everything needed for the work to be done can be organised in sequence, and
 - ensuring that all staff are briefed on the warning signs which may indicate potential behaviour challenge and on a range of activities which provide effective distraction if used sufficiently early
- **Reasonable steps taken to ensure that the inclusion of a young person with a learning disability who does not use verbal communication in a mainstream course at a further education college is not incompatible with the efficient education of others may include:**
 - the involvement of staff from the college's learning support team in the school-based transition reviews
 - an orientation period during the summer holidays, to enable the student to find his or her way around the college campus and meet the learning support staff
 - opportunities to practise travelling to and from college
 - the development of an individual learning programme outlining longer term outcomes covering all aspects of learning and development, with shorter term targets to meet the outcomes
 - supported access to taster sessions over a first year in college
 - a more detailed assessment of the young person's needs and wishes provided by learning support tutors during a 'taster' year
 - staff development to ensure an understanding of the student's particular method of communication
 - use of expertise in access technology to identify appropriate switches or communication boards to facilitate the student's involvement in an entry-level course, and
 - courses normally covered in one year planned over two years to meet the young person's learning needs

9.93 There may be a range of reasons why it may not always be possible to take reasonable steps to prevent a mainstream place from being incompatible with the efficient education of others – for example, where the child or young person's behaviour systematically, persistently or significantly threatens the safety and/or impedes the learning of others.

9.94 A decision not to educate a child or young person in a mainstream setting against the wishes of the child's parent or the young person should not be taken lightly. It is important that all decisions are taken on the basis of the circumstances of each case and in consultation with the parents or young person, taking account of the child or young person's views.

Local authorities should consider reasonable steps that can be taken for mainstream schools and mainstream post-16 institutions generally to provide for children and young people with SEN and disabled children and young people.

Operational Guidance

All children with EHC plans will have had as part of the assessment or review consideration of how the school provides provision at universal, SEN notional and higher needs element for that child. (SEND Education Matrix of Provision – School Aged)

The presumption is that the ability to meet need will be enhanced by an EHC plan and should not be used as a reason to decline a place.

The local authority will consult with schools chosen by the parent. It will assume where the EHC plan indicates mainstream that all Warwickshire schools can meet need

Where the local authority considers a particular mainstream place to be incompatible with the efficient education of others it **must** demonstrate, in relation to maintained nursery schools, mainstream schools or mainstream post-16 institutions in its area taken as a whole, that there are no reasonable steps that it, or the school or college, could take to prevent that incompatibility.

This requires evidence from the selected school that **there are no reasonable steps it could take to prevent that incompatibility.**

Part Two: Guidance on Admission to SEND Specialist State Funded Provision in Warwickshire (School Age)

Warwickshire has a variety of State Funded Specialist SEND provision. These include:

Generic Special Schools:

Brooke School – Rugby
Overslade Lane
Rugby CV22 6DY
Tel: 01788 812324
admin7023@welearn365.com

Welcombe Hills – Stratford
Blue Cap Road
Stratford-Upon-Avon CV37 6TQ
Tel: 01789 266845
admin7044@welearn3.65com

Ridgeway School – Warwick
Deansway
Warwick CV34 5DF
Tel: 01926 491987
admin7028@welearn365.com

Round Oak School – Warwick
Support Service and Sports College
Brittain Lane
Warwick CV34 6DX
Tel: 01926 423311
admin7030@welearn365.com

Oak Wood Primary– Nuneaton
Morris Drive
Nuneaton
CV11 4QH
Tel: 02476 740907
admin7002@oakwoodschoools.co.uk

Oak Wood Secondary – Nuneaton
Morris Drive
Nuneaton
CV11 4QH
Tel: 02476 740901
admin7046@oakwoodschoools.co.uk

Woodlands – Coleshill
Packington Lane
Coleshill
Birmingham
B46 3JE
Tel: 01675 463590
admin7047@welearn365.com

Specialist Special Schools:

Exhall Grange
Specialist School & Science College
Easter Way
Ash Green
Coventry CV7 9HP
Tel: 02476 364200
admin7000@welearn365.com

Discovery Academy

Satellite provision:

Rokeby Brooke Partnership
Harris Brooke Partnership
Contact details as Brooke

Exhall Grange Learning Pod
Contact details as Exhall Grange

Resourced provision within Mainstream Schools:

Lillington Primary
Cubbington Road
Leamington Spa CV32 7AG
Tel: 01926 425114
admin2621@welearn365.com

Trinity Catholic School
Guy's Cliffe Avenue
Leamington Spa CV32 6NB
Tel: 01926 428416
trinityschooloffice@welearn365.com

Water Orton
Attleborough Lane
Water Orton
Birmingham B46 1SB
admin2618@welearn365.com

- *Current Designated Speech and Language Provisions currently in the middle of a public consultation process regarding future designation.*
- *River House Special School (Boys EBD KS3/4)*
- *Under Review*
- Criteria for admission to all of the provision above can be found in Appendix 1

Referral & Admission to SEND Specialist State Funded Specialist Provision in Warwickshire (School Age)

The following stages are involved:

1. Early exploratory discussions with parents.

It is important that any discussions with parents about a potential request for a specialist placement take place well in advance of a referral to the County Admissions Panel.

- a. These conversations might take place following an EHC Needs Assessment or prior to an Annual Review, but should always be approached with sensitivity. Please note for Primary Secondary transfer changes this discussion would begin in the summer term of year 5.
- b. Parents should be informed of the procedure that needs to be followed and encouraged to visit appropriate potential specialist placements. They can also be supported in this process by the SEND Information, Advice and Support Service (*contact details?*)
- c. Schools should also contact SENDAR to inform them of a proposed referral to the Admissions Panel.

d. Exceptional Circumstances

From time to time exceptional circumstances will arise when pupils will need to be considered for specialist provision where there is no Education Health and Care Plan and/or with little in the way of documentation:

- Pupils recovering from accidents and illnesses with life changing disabilities e.g. acquired brain injuries.
- New arrivals from other countries;
- New arrivals from other Local Authorities;

In these situations Vulnerable Learners Services will need to appoint a Lead Professional to collate whatever information is available and to initiate assessments that will be crucial to deciding on the most appropriate provision

In the short-term, to avoid a pupil being out of school, if appropriate and well enough, a pupil may start specialist provision under assessment without an EHCP. The appropriateness of the provision would then be reviewed, if / when a Draft EHCP is issued and parents asked to name a provision in the Plan.

2. Referral to County Admission Panel

Statutory EHC Assessment or Annual Review (Statement or EHC) identifies a wish by parents to consider specialist placement and evidence from the current school, Educational Psychologist and Specialist Teaching Service support consideration of change of placement.

Referral will be made by the school using evidence from the above and completion of the Referral for Specialist SEND placement form. This can be found in Appendix 2.

3. Consideration by County Placement Panel

Terms of Reference (TOR) for State Funded Specialist SEND Provision Admissions Panel (School Age).

Purpose

- To consider the evidence for placement of children in line with agreed criteria to in county state funded specialist SEND provision
- To ensure the most effective and efficient use of the Local Authority High Needs Block funding.
- Ensure fair and equitable access to educational support for Warwickshire children and young people (5-16) having regard to the views and preferences of those children, young people and their parents and carers.
- To provide transparent and consistent evaluation of the evidence of high level and additional needs. The support provided by the school from Element 1 – (core education funding – AW / PU) and Element 2 – (additional support funding – £6,000) funding for these needs over a minimum of two terms unless there are clear exceptional circumstances, the impact of that support and what robust and impartial monitoring arrangements have been used to identify the impact of support and adjust it in the light of findings. Element 1 and 2 funded support should be informed by Warwickshire's SEND Education Provision Matrix.
- Offer a multi-disciplinary decision making forum in which best outcomes for the child along with alternative options are agreed upon. Having regard to accurate specialist information.
- To ensure our most vulnerable learners with highly complex needs have an appropriate local educational placement.

The panel has a Quality Assurance function that ensures that no reasonable steps could be taken by the LA or existing school to ensure a successful mainstream placement.

Membership

Chair: Service Manager Vulnerable Learners

SENDAR Panel Coordinator

Rolling Representation Special School head teachers (2)

Rolling representation Resourced Provision head teachers or senior specialist teacher (1)

Rolling representative from SENDAR, EPS, Specialist teaching services (3)

Rolling representation from mainstream head teachers and or SENCOs (2)

Frequency

Monthly as required to be administrated by SENDAR panel administrator.

Panel Procedures

The Panel will only be able to consider a referral for admission if the following information is provided two weeks prior to the panel:

- Completed Referral for SEND specialist placement form.
- EHC plan
- Annual Review
- Parental views*
- Childs views*
- Current Pupil Attainment information *
- EP report*
- Specialist Teaching Report*
- Health report if relevant*
- Social Care report if relevant*
- SEN Matrix of provision SEN02*
- Attendance*

Following positive decision of suitability for specialist admission and best fit all papers will be forwarded to the recommended setting for consideration. Each setting will arrange and conduct their own admission arrangement.

Schools/ Settings should ensure that any requests for admission are signposted to the county admissions panel.

*** These do not have to be submitted separately if they are already included with the EHC and or Annual Review.**

Panel dates will be published for the next academic year in July of the previous one.

4. Panel decisions communicated to proposed specialist setting, current school, parents and involved professionals.

To add –

Operational guidance on data base/ decisions/actions.

Decision to include either papers passed to school for consideration or suggestions.

Format for letters to all concerned parties.

5. School/ Academy consider admission request through their admissions process and make decision. Decision communicated to parents, SENDAR, current school and professionals.

To add –

General guidelines/ principles / timescales?

Decision template.

Appendix 1: Criteria for Admission to Warwickshire's Specialist Provision

General Criteria

All pupils in SEND Special Schools and Specialist Settings in Warwickshire will have an Education Health and Care plan/ statement. They will require consistent personalised learning support programmes every day of the week all year round in order to achieve their potential.

All Special Schools and settings provide small classes and a peer group to support both learning and social and emotional development in a nurturing environment.

Parents have expressed a preference for the school.

The school is suitable to the child's age, ability, aptitude and special educational needs.

Consideration will always be given to profile of current cohorts in the schools and settings.

Admission to the school is not incompatible with the efficient education and efficient use of resources.

The school is the nearest appropriate setting.

A. Generic Special Schools

Each pupil within a generic special school will be significantly below expected levels in cognition and learning:

1. Attainment levels across the curriculum which over time remain at least one key stage below those most other learners the same age, and
2. Progress across the curriculum which continues over time to be significantly less than that of other learners with the same starting point, despite relevant and purposeful evidence-based intervention, and
3. Performance below the 2nd percentile on a composite score, or below the 1st percentile on a test of a specific area, on the British Ability Scales (3rd UK Edition) or the Wechsler Intelligence Scale for Children (WISC IV UK), implemented by an appropriately qualified professional. Where standardised tests are not appropriate, suitably-qualified professionals would describe the learner's difficulties as severe in relation to age norms.
4. Other needs will not be excluding factors in recognition of the scope of the special school offer.
5. Placement will be compatible with the safety of other students.

B. Exhall Grange Specialist School

1. Exhall Grange Specialist School is a county-wide specialist provision for pupils aged between 2 and 19. The school meets the needs of pupils who are unable to access the curriculum in a mainstream school owing to their sensory impairment or physical disabilities or the impact of long-term illness or social communication difficulties.
2. Exhall Grange offers the full National Curriculum, which is differentiated according to need. Access to the curriculum is provided through small groups, specialist teaching and adapted resources.

3. The fragile and vulnerable nature of the pupils on roll means that it is not a suitable placement for children whose behaviour is challenging and unpredictable.
4. The child has a statement of SEND/EHC Plan indicating visual impairment, physical disability, complex medical needs or social communication difficulties as their primary area of need.
5. The child/young person has the ability to access a mainstream curriculum.

C. Discovery Academy, Nuneaton

1. The child/young person must have a Statement of Special Educational Need or Education, Health and Care Plan that refers to a social, emotional or mental health need (or BESD under previous code) or an autistic spectrum condition as the main barrier to learning.
2. At the point of referral, many children/young people have additional, associated and sometimes a complexity of needs which may include:
 - ADHD (Attention Deficit and Hyperactivity Disorder);
 - ADD (Attention Deficit Disorder);
 - Obsessive Compulsive Disorder (OCD);
 - Tourette's syndrome;
 - Mental Health Difficulties;
 - Speech and Language Difficulties;
 - Dyslexia;
3. The child/young person will have a history of persistent, complex and long-term learning needs and will often be working at a national curriculum level below their chronological age.
4. Evidence is also likely to exist of:
 - Learning difficulties in a range of curriculum areas, with greater difficulty in acquiring basic literacy and numeracy skills, and understanding concepts;
 - Inadequate progress despite appropriate and sustained interventions within the child's/young person's existing placement;
 - Life-skills well below age-appropriate levels;
 - Vulnerability as a result of their diagnosis or learning needs; Sensory difficulties;
 - Difficulties with social development, communication and interaction;
 - Emotional difficulties including anxiety, distress or other factor arising from an inability to cope with social interactions particularly within existing school placement;
 - Poor communication & self-advocacy skills.

D. Brooke Partnerships at Rokeby Primary and Harris Cof E Academy

1. A child who accesses the partnership must be academically and socially able to benefit from the partnership and achieve rapid progress by being there
2. These students will be at the level of the most academically able from Brooke
3. Children attending the setting will have a statement of SEN or an education, health and care plan, with needs in one or more of the following areas:
 - Communication and Interaction
 - Cognition and Learning
 - Sensory and/or Physical Needs
4. Children attending the setting will also need:
 - To be able to access a mainstream curriculum with appropriate differentiation, appropriate to their age, with or without support
 - To have found a mainstream setting highly challenging (for example the child may have withdrawn from regular school attendance and/or have been removed from a mainstream setting)

- Sustained support in order to develop and maintain peer relationships (i.e. will require regular teaching or intervention from specialist staff)
- Regular access to small group teaching and/or personalised support from specialist staff in order to access mainstream lessons

E. Exhall Grange – Coleshill Learning Pod

1. Pupils attending the setting will be in Year 9 or above
2. Pupils attending the setting will have a statement of SEN or an education, health and care plan.
3. Pupils attending the setting will have had a full and thorough assessment of needs carried out by school with input from external agencies (i.e. EPS, CAMHS, etc) that identified:
 - The Young Person presents with complex social communication and interaction difficulties and/or has a diagnosis of Autism
 - The Young Person has acute and chronic emotional or mental health needs as identified by a mental health practitioner.
 - The mental health practitioner agrees that Young Person does not require the acute services of Tier 4 CAMHS and their needs can be met safely within a local enhanced day education provision.
 - Although there may be gaps in their learning, the Young Person presents with potential to access and manage the National Curriculum.
4. Pupils attending the setting express a willingness to engage with education but the level of need is such that they are unable to attend a mainstream school environment

F. Trinity Catholic School – Resourced Provision

1. Pupils attending the setting will have a statement of SEN or an education, health and care plan.
2. Pupils attending the setting will have had a full and thorough assessment of needs carried out by school with input from external agencies (i.e. EPS, CAMHS, etc) that identified:
 - The Young Person presents with complex social communication and interaction difficulties and has a diagnosis of Autism
 - Although there may be gaps in their learning, the Young Person presents with potential to access and manage the National Curriculum.
 - The Young Person has extreme anxiety associated with their complex communication and interaction difficulties
 - Complex communication and interaction difficulties causing extreme distress which results in physical and/or emotional harm to self.

G. Water Orton Primary – Evergreen

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H. Lillington Primary – Resourced Provision

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I. Proposed criteria for what are currently Designated Speech and Language Provisions (Currently undergoing public consultation on change in designation and management arrangements).

1. Children attending these settings will have a statement of SEN or an education, health and care plan, with identified communication and interaction needs
2. Children attending these settings will need:
 - To be able to access a mainstream curriculum with appropriate differentiation, appropriate to their age, with or without support
 - To have found a mainstream setting highly challenging (for example the child may have withdrawn from regular school attendance and/or have been removed from a mainstream setting)
 - To have exhibited extreme anxiety associated with their communication and interaction needs
 - Sustained support in order to develop and maintain peer relationships (i.e. will require regular teaching or intervention from specialist staff)
 - Regular access to small group teaching and/or personalised support from specialist staff in order to access mainstream lessons

J. River House

At an early stage with governors consideration re change of designation and management arrangements.

Appendix 2: Admissions to Specialist Provision Referral Form *(please refer to Admissions Guidance)*

Name:		Current School:			Pupil Premium: Yes/No															
Date of Birth:		NC Year:			In correct Year Group: Yes/No															
Parent / Carer (s) name (s):																				
<u>ESSENTIAL SUPPORTING DOCUMENTATION:</u> <i>All reports MUST be accurate and up-to-date (6-12 months old maximum)</i> Possible reports: <i>please tick</i> <table border="1" style="margin-left: 20px;"> <tr><td>EHC Plan</td><td><input type="checkbox"/></td></tr> <tr><td>Annual Review</td><td><input type="checkbox"/></td></tr> <tr><td>SEN02 MATRIX of Provision</td><td><input type="checkbox"/></td></tr> <tr><td>EP report*</td><td><input type="checkbox"/></td></tr> <tr><td>Specialist Teaching Report*</td><td><input type="checkbox"/></td></tr> <tr><td>Health Reports if relevant*</td><td><input type="checkbox"/></td></tr> <tr><td>Attendance record*</td><td><input type="checkbox"/></td></tr> </table>				EHC Plan	<input type="checkbox"/>	Annual Review	<input type="checkbox"/>	SEN02 MATRIX of Provision	<input type="checkbox"/>	EP report*	<input type="checkbox"/>	Specialist Teaching Report*	<input type="checkbox"/>	Health Reports if relevant*	<input type="checkbox"/>	Attendance record*	<input type="checkbox"/>	Professionals Involved: Name: Educational Psychologist Service _____ Early Intervention Service _____ Integrated Disability Service _____ Social Care _____ CAMHS _____ Family Support _____		
EHC Plan	<input type="checkbox"/>																			
Annual Review	<input type="checkbox"/>																			
SEN02 MATRIX of Provision	<input type="checkbox"/>																			
EP report*	<input type="checkbox"/>																			
Specialist Teaching Report*	<input type="checkbox"/>																			
Health Reports if relevant*	<input type="checkbox"/>																			
Attendance record*	<input type="checkbox"/>																			
Social Care Needs Assessment *These do not need to be submitted separately if they are already included with the EHC plan and or Annual review. Highlighted reports are essential. Information does not have to be repeated in detail if included in essential reports																				
Primary Area Of need(highlight)	Cognition & Learning	Communication & Interaction	SEMH	Physical & Sensory	Funding band/matrix level:	Current level of funded support (Please attach SEN02)														
Attendance for current year band previous academic year if less than one term (attach SIMs printout)					Full time placement – if not specify hours															
Reason for Referral:																				

Pupils views of current placement and future aspirations <i>(what's working , what's not, even better if):</i>		
Parents views of current placement and future aspirations – Settings visited / requested <i>(what's working , what's not, even better if):</i>		
Current Level of attainment (on track for End of KS measure, include last end of KS statutory measures, teachers views of current progress, if using in school measures, please exemplify)		
Standardised scores from professionals (recent) (eg BPVS, Non-verbal and verbal reasoning, YARC,MALT, BAS)		
Support for family: (CAF, Social care, Family Support Worker, Priority Family)		
Education & Learning: Summary points:	Communication & Interaction: Summary points:	Friendships & relationships: Summary points:
Independence: Summary points:	Physical, Sensory & Health Needs: Summary points:	Social & Emotional Mental Health needs: Summary points:

Form completed by:

Name:	Title:	Date:
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