



**DISABILITY INCLUSION, SPECIAL EDUCATIONAL
NEEDS AND LEARNING SUPPORT POLICY
- SEND**

(Including EYFS)

(October 2023)

The School Mission Statement

To live and learn in harmony,
Caring for each other;
Treating everybody as a sister and a brother;
Reflecting Christ's actions and His message too,
By striving for excellence in all that we do

Date policy adopted: October 2023

Date of next review: October 2026

Persons Responsible: SENDCO & Learning support staff

1. AIM

We aim to ensure pupils achieve their potential by helping them develop and use their gifts and talents given to them by God, within a loving and supportive community. The school promotes a positive climate where self-esteem and confidence of all pupils can flourish, with particular emphasis on co-operative learning among pupils. The school also promotes the wider personal and social development of pupils with or without SEND through opportunities such as serving on the School Council, Eco-committee, being a liturgy representative, or a junior road safety officer.

The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23)

To this end, we aim to: a) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring. b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND. c) Ensure that teaching and learning is multi-sensory. d) Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal. e) Use the most appropriate resources to support learning, taking into account individual learning styles and needs and ensuring that the development of pupils' literacy skills has the highest priority. f) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

2. OBJECTIVES:

Through the application of this policy we wish to:

- a) Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
- b) To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.

- c) Ensure all staff implement the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEND.
- d) Ensure that there is no discrimination or prejudice.
- e) Ensure all pupils have access to an appropriately differentiated curriculum.
- f) Recognise, value and celebrate pupils' achievements at all levels.
- g) Work in partnership with parents/carers in supporting their child's education.
- h) Guide and support all school staff, governors and parents on SEND issues.
- i) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- j) Provide appropriate resources and ensure their maximum and proper use.
- k) Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.
- l) To provide an appropriately qualified Special Educational Needs Co-ordinator (SENDCO) who will oversee and work with the SEND Inclusion Policy.
- m) To provide support and advice for all staff working with pupils who have SEND.
- n) Support pupils with SEND to develop their personality, talents and abilities to the full. (UNCRC Article 23)
- o) Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)
- o) Teach and encourage all pupils with SEND about Fundamental British Values in line with DfE National guidelines and our whole school ethos.

The Ursuline Prep School Ilford welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important, and pupils with physical disabilities are welcome. Pupils, whose Special Educational Needs and Disability (SEND) and learning difficulties are suited to the curriculum, are also welcome, provided that the Learning Support Department can provide them with the help and support that they require, subject to any budgetary constraints. Our SEND coordinator has experience of working with and supporting children with SEND.

3. THE SELECTION PROCESS

The school's selection policy is described in its admissions procedure. Applications from all who have the ability and aptitude to access an academic curriculum and whose parent's value and embrace the school ethos are welcome. However, parents of children with SEND or learning difficulties are advised to discuss their child's requirements with the school's head teacher at the entrance interview. Parents are asked to provide a copy of a medical report or educational psychologist's report.

4. BEFORE ENTRY

Each pupil with SEND requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a pupil at the school. The school currently uses

One Page Profiles and Individual Provision Maps (IPM) to ensure teachers recognise the needs of individual pupils and the nature of the support required. These are to be updated every half term by class teachers, and reviewed, to ensure each child is making adequate progress. These are to be kept in an accessible place within the classroom but where GDPR is conformed with. The accessibility of these documents is to ensure that all adults can access each child's needs. The SENDCO works closely with staff members to support these children and with the learning support team with their one to one or group support.

5. BARRIERS TO LEARNING

The school recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The school aims to work together with families to overcome or minimise these as far as is possible.

Since pupils with SEND have very different needs, the school recognises the importance of communicating closely with parents regarding the learning assessments for their child/ren and related targets for improvement. The school shares targets with pupils and parents through formal and informal meetings with parents with the aim of enabling improvements to be achieved. As well as annual in-class INCAS (Years 1+) and SATs (Y2+) the learning support department conducts the following assessments where appropriate: **Aston Index test, Raven progressive matrices and Alpha to Omega assessment test**. In addition, samples of work and other formative and summative assessments can be used, in particular the Rising Stars assessments for Maths, English Reading and Spelling, Grammar and Punctuation (SPAG). The SENDCO, HEAD OF EY and/or head teacher will undertake observations as required.

6. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified: - Communication and Interaction - Cognition and Learning - Sensory and/or Physical Needs - Social, Mental and Emotional Health.

Whilst it is clear that the purpose of identification is to work out what action the School needs to take, it is not our purpose to fit a pupil into a category. It is solely used to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

The School will always take needs that are NOT SEND but that may impact on progress and attainment into account for example: - Disability - Attendance and Punctuality - Health and Welfare, including mental health and wellbeing - EAL - Being in receipt of Pupil Premium - Being a Looked After Child (LAC) - Being the child of a Serviceman/woman.

The identification of behaviour as a need is not an acceptable way of describing SEND and any concerns relating to a child's behaviour will be described as an underlying response to a need which the school has recognised and identified clearly.

Therefore, in order to work out the appropriate action the School needs to take in order to help pupils make progress, we will identify the pupils who need additional support under the following criteria: A child has a learning difficulty or disability: -

- If he/she has greater difficulty in learning than the majority of children of his/her age and/or a disability which prevents or hinders them from making use of educational facilities/provision that is normally available.
- He/she is not making progress within a curriculum that: a) sets suitable learning challenges b) responds to pupils' diverse learning needs c) aims to help pupils overcome potential barriers to learning

LEVELS OF NEEDS

The graduated response to a child's learning difficulty or disability consists of three levels which are as follows:

Part 1 - Cause for Concern

This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up. A pupil in this category may have one of more of the following indicators:

- a) Be at risk of not meeting their target
- b) Currently working at a standard below National expectations and their targets will not bring them above this level
- c) New entrants to the school whose needs are still being assessed
- d) Currently have barriers to their learning e.g. 1. Their behaviour is disruptive 2. There are attendance/lateness issues 3. Concerns over their mental health 4. The family is currently experiencing challenges 5. English is not the first language for them or their family (EAL)

All class teachers are required to keep a list of pupils who they are monitoring at 'Cause for Concern' level and to identify and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the class teacher, SENDCO and parents which will include problem-solving, planning support and strategies for the individual pupils.

Pupils at this level of need DO NOT form part of the School's Record Of Needs and, in line with the Code of Practice, the School ensures that everything is done at an early a stage as possible to avoid the need for SEND Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEND support.

Part 2- SEND Support Pupils

- Pupils are placed onto the Record Of Needs at this level after assessment and consultation between the SENDCO and Class Teacher when it is established that they have a significant learning difficulty and they need provision that is additional and different.
- At this point, parents/carers will be informed of the decision and the School will continue to work in partnership with them, listening to their views and those of the pupil, and involving them proactively in planning and decision making.
- This will take the form of an 'Assess- Plan-Do –Review' Cycle, which is at least termly.

Assess –

1. Teacher's high quality, accurate formative assessment and experience of child.
2. Pupil progress, attainment and behaviour.
3. Development and attainment in all areas in comparison to peers.
4. Views and experiences of parents.
5. The child's own views.
6. If relevant, assessments, views and advice from external services.

Plan

A plan will be drawn up by SENDCO and class teacher in consultation with parents and child. It will include:

1. The outcomes agreed for the next term.
2. The support and interventions to be put in place.
3. The expected impact on progress, development or behaviour.
4. A clear date for review.
5. The plan will be recorded on the pupil's Individual Provision Map. (IPM).
6. A copy will be given to the parents.

Do

- The class teacher remains responsible for working with the child on a daily basis and works closely with TAs or specialist staff to plan and assess the impact of the interventions.
- The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support
- The SENDCO monitors this provision.

Review

1. Parents will be invited to attend termly review meetings with the SENDCO (where appropriate), the class teacher and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.
2. A new plan will then be drawn up and added to the ongoing Individual Provision Map.
3. Parents will be given copies of all notes from the review and the new IPM.

Part 3- Involving Specialists

If a child continues to make little or no progress over a sustained period, or where they continue to work at levels substantially below age expected despite SEND Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

Education, Health and Care Plan

Pupils who need more specialist provision and whose needs cannot be wholly met at SEND Support level will be the subject of Statutory Assessment. This is completed by the SENDCO who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents and Carers views and those of the child are obtained and will be considered in order for a recommendation for statutory assessment to be made by

the Local Authority. The LA then consider the application and issue an EHCP as appropriate. There is a statutory requirement to review an EHCP annually (6 monthly for EYFS) This review meeting is held at the school with parent, child and all professionals involved invited to attend. In addition, pupils with an EHCP are subject to the termly Assess-Plan-Do-Review Cycle.

CRITERIA FOR EXITING THE SEN RECORD OF NEED

The SENDCO has responsibility for the removal of a pupil from support on the Record of Need. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents.

PHYSICAL ACCESSIBILITY

Parents of current and prospective pupils with disabilities may wish to obtain copies of the school's accessibility plan from the school office. This shows the ways in which the governors plan to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. The school has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its buildings, site and resources.

OTHER ADJUSTMENTS

Depending upon need, children can use laptop computers in class, and can be given large print or documents printed on coloured paper if required.

Menus can be devised to cater for special dietary requirements.

PUPILS WITH STATEMENTS AND CARERS

Pupils with statements (or Education, Health and Care plan [EHC plan]) from their local authorities who are suited to the school's educational offer are welcome. If a pupil with a statement requires their dedicated carer in school, for example, to assist with personal care, writing, etc this can be accommodated provided that the carer has an enhanced DBS check arranged by the school and complies with the child protection regulations in force at the time. The school would require a carer (like a new member of staff) to sign a written agreement undertaking to comply with the school's child protection policies and to attend the child protection induction briefing that is given to all new members of staff before working unsupervised on site.

A pupil's dedicated carer is not a school employee and the pupil's parents would be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child.

CHARGING POLICY

Whether or not it is appropriate to levy any further fees for additional support for individual pupils this will be considered on a case-by-case basis, on the basis of what is reasonable.

SCHOOL BEHAVIOUR AND DISCIPLINE

The school takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils, from the youngest in the Nursery upwards, are taught that victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a pupil with SEND, or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies/school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the school has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

ENGLISH AS AN ADDITIONAL LANGUAGE

In order to cope with the high academic and social demands of The Ursuline Prep School Ilford, pupils must be fluent English speakers. A child will never be regarded as having a learning difficulty, solely because the language at home is different from the language in which he/she will be taught. The school may recommend that some children, whose first language at home is not English, receive tuition in English as an additional language.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

1. The School recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including educational visits and physical education. Some, but not all, children with medical conditions may be disabled and where this is the case, the School will comply with its duties under the Equality Act 2010.
2. Some, but not all, pupils, may also have SEND and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.

3. The School has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions. (See the School policy for supporting Pupils with Medical Conditions for more detailed information).
4. The school follows statutory guidance published by the DfE , 'Supporting Pupils with Medical Conditions at School' Sept 2014. Last updated August 2017. This can be found on www.gov.uk/government/publications/

ROLE OF THE SCHOOL GOVERNORS

Our school governors:

- Ensure that the school has a policy on SEND including early identification and monitoring procedures, appropriate staffing and INSET arrangements, and provision for SEND to be reviewed annually;
- Ensure that pupils with SEND are integrated and not discriminated against
- Ensure that parents are informed regarding school procedures.

Our school has a designated school governor, especially responsible for coordinating SEND issues.

ROLE OF THE HEAD TEACHER

- 1 To ensure professional development needs are identified through the School's appraisal system, self- evaluation and quality assurance processes and feed into the School Improvement and Development Plan.
- 2.To oversee the professional development of all teaching and support staff which occurs during whole school training days and by attending courses.
3. To encourage colleagues attending courses to disseminate and share relevant knowledge with other staff within the School.
4. To ensure newly appointed teaching and support staff undertake an induction meeting with a member of the Senior Leadership Team who will explain systems and structures in place around the School's SEND provision and practice.

ROLE OF THE CLASS TEACHER

All teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. 'Quality First' teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the additional needs most frequently encountered. Close liaison is maintained with all members of staff by the SENDCO to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

The school trains its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of gifted and talented pupils). The SENDCO liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties. The SENDCO has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in exams.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress, given their age and starting point, they should be given extra support.

Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEND support that is required to support the child. Specific forms are used as guidance and to be able to follow the pathway for the child.

Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place.

Assess, Plan, Do, Review (this is the graduated approach called SEND Support)

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school should consider involving specialists, including those from outside agencies. A cause for concern form is used by all staff to highlight the areas of difficulties. These are put into four categories. Once an observation has taken place, the SENDCO will then work with the class teacher and parents to put a plan in to place. Resources are consistently updated for support for both teachers and parents/carers.

Where a pupil is receiving SEND support, schools should meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.

The provision made for pupils with SEND should be accurately recorded and kept up to date. ISI will expect to see evidence of the support that is in place for pupils and the impact of that support on their progress as part of any school inspection.

All staff (including teaching and support staff) are given regular annual training on working with SEND by the SENDCO. This training focuses on helping each child to reach their maximum potential, the appropriate adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the school to the greatest extent possible.

ROLE OF TEACHING/ LEARNING SUPPORT STAFF

1. The role of the Teaching / Learning Support Assistant is to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the Senior Leaders and Class teachers. The learning of all pupils remains the responsibility of the class teacher.
2. Support Staff are encouraged to take an active part in all school functions/training including leading after-school clubs.
3. **Designated Safeguarding Leads:** Headteacher, M.Sales
After school club: S. Smith
4. **Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of pupils:**

ROLE OF THE SENDCO

The SENDCO is responsible for:

- a) Assessing specific needs of students with SEND, including application for Statutory assessment.
- b) Managing the screening of pupils for specific learning difficulties such as dyslexia, dyscalculia, poor phonological awareness, working memory development.
- c) Liaising with other schools to aid transition
- d) Ensuring all relevant information is forwarded on to new school.
- e) Day-to-day operation of the school's SEND Policy including ensuring that the APDR Cycle is taking place.
- f) Liaising and advising class teachers and support staff.
- g) Maintaining the SEND Record of Need and the records of all pupils with SEND.
- h) Liaising with parents/carers of pupils with SEND.
 - i) Liaising with external services including the Educational Psychology Service, Social Care, Early Support etc
- j) Attending/holding review meetings for pupils with SEN including those with an EHCP.
- k) Applying for access arrangements e.g. additional time for KS2 SATs.
- l) The SENDCO will additionally liaise with LB Redbridge's support services for children in the Nursery (and Reception) where appropriate, such as Pre-School Liaison Group (PSLG), Early Years Advisory and Support Service (EYASS), Educational Psychology Service (EPS), Children with Disabilities Team (CWDT), Redbridge Child Development Centre, Special Educational Resource Centre (SERC), Speech and Language Therapy Service (NELFT) and Physiotherapy Service (NELFT).
- m) The SENDCO undertakes an annual Audit of Staff Skills and SEND Knowledge in order to recognise and address gaps within the School and for individuals.
- n) The SENDCO will ensure that all new staff are given clear information about the needs of individual pupils in the class where they are directly working before they commence working.

THE LEARNING SUPPORT DEPARTMENT

The learning support department has staff who are able to support each pupil with a specific learning difficulty in the following areas (see above):

Dyslexia, dyscalculia, ADHD, global delay and delayed learning.

Some disabled pupils may also require specialist support from the learning support department. This would normally be discussed with parents before their child enters the school. Pupils with identified, or suspected, learning difficulties will be assessed at their parents' expense by a specialist so that the areas that require support can be identified. *Specialist one-to-one lessons and help with study skills are offered when required outside the normal curriculum, though our school policy is for most support to be offered in the normal classroom.* The school works closely with the child and their parents and to help them to overcome the barriers that their difficulties present.

The class teacher, supported by the learning support department, will prepare a One Page Profile for each child, setting achievable targets. This is also completed with the child to talk about their own targets and thoughts. The child, together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

PARTNERSHIP WITH PARENTS

The school's hope is that all parents will feel able to share any concerns about their child with the school staff in order that a healthy partnership for the care of their child can be developed. The SENDCO, class teachers, and other teaching staff who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum or individual education plan followed by their child might be in their best interests, or if there was a specific concern.

COMPLAINTS

The school naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is published on the website for any parent who wishes to use it. Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

STORING AND MANAGING INFORMATION

The School complies with General Data Protection Regulations (GDPR) – March 2018. The Schools uses the DfE's Data Protection: a toolkit for schools (April 2018) as guidance. All staff have received GDPR training and are aware of confidentiality requirements with regard information about pupils and families.

The SENDCO understands that elements of special educational needs data are sensitive and it is the School's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law. (see the School's GDPR Policy and Privacy Notices.)

Explicit consent is always sought from parents and carers for the following:

- Involvement of outside professionals to observe/assess or work with their child e.g. Educational Psychologist; Speech and Language Therapist; SEND Specialists.
- Inclusion in the interventions supporting Social, Emotional, Mental Health e.g. 1:1 Counselling or mentoring; Play/Art Therapy; Small group therapy

The SENDCO ensures that all sensitive personal information, about individual pupils and/or their families, e.g. their SEN file, is stored securely and is not freely accessible.

The SENDCO ensures that any documents with sensitive personal information about individual pupils and their families that need to be shared with other professionals outside the School are sent through encrypted, secure emails.

When a pupil with SEND moves to another school, their SEND files are, wherever possible, delivered to the receiving school by hand and a signed file transfer receipt is required from the school. If this is not possible, the files are sent by recorded delivery post. Should the SENDCO not receive the signed receipt back from the receiving school within 10 working days, this will be followed up with a phone call to the school.

The SENDCO ensures that no sensitive, personal data about individual pupils with SEND is visible anywhere in the school including, offices; staffroom; classrooms, unless it is required for Safeguarding e.g. medical needs such as allergies, in which case, explicit consent is gained.

URPSI SEND forms

See appendix



One Page Profile

Date Completed:

Completed by:

Review Date:

Pupil Information

Name:

DOB:

Year:

Key Staff:

SEND Action: SEND Support

Category of Need:

Cognition and Learning

Communication and Interaction

Social, Mental, Emotional Health

Sensory/Physical

Photo of
child

I would like you to
know that:

I find it difficult
to:

People
admire and
like me
because:

I hope to achieve the following:

The best way to support me is:

I can do this by:

Update: (To be completed at the end of
every term)

Medical information

Additional Support I have access to:

Redbridge Child Development Centre, Kenwood Gardens, Barkingside, Ilford, Essex IG2 6YG
Tel: (020) 8924 6111 Fax: (020) 8924 6110

Redbridge Child Development Centre is a centre for assessment of any child considered to have developmental needs. Children qualify for referral when there are two or more areas of developmental delay or concern and are resident in Redbridge. Referral will not be accepted without signed parental consent.

REFERRAL TO REDBRIDGE CHILD DEVELOPMENT CENTRE

First name:		Last name:	
Dob:	Male/female:	NHS number:	
Address			Postcode:
Telephone No (Home):		Mobile:	
GP		Pre School / School:	
POST CODE:			
Health Visitor / School Health Advisor:		Clinic / HC:	
First language / dialect:		Is an interpreter needed?	Yes / No

PARENT/CARER DETAILS

Full Names	
Address (if different from above)	POSTCODE:
Tel No:	Work/mobile No:

BACKGROUND INFORMATION

BIRTH HISTORY/MILESTONES/HOSPITALS ATTENDED/IMMUNISATIONS

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CHILD'S CURRENT DEVELOPMENT

Reason for referral (please include child's behaviour)
<p><u>General Health:</u></p>
<p><u>Speech & Language:</u></p>
<p><u>Fine Motor:</u></p>
<p><u>Gross Motor:</u></p>
<p><u>Vision:</u></p>
<p><u>Hearing:</u></p>
<p><u>Emotional / Behaviour:</u></p>
<p><u>Self-help Skills:</u></p>
<p><u>Attention:</u></p>
<p><u>Social / Environment:</u></p>

MEDICAL HISTORY / RELEVANT FAMILY HISTORY

Is the child known to any of the following: Please give details.
REFERRER – please enclose copies of reports and results if available.

	NAME	SITE
GP		
SN / HEALTH VISITOR		
HOSPITALS / OTHER DOCTORS		
OCCUPATIONAL THERAPIST		
PHYSIOTHERAPIST		
SPEECH & LANG THERAPIST		
AUDIOLOGY / ENT		
ORTHOPTIST		
CHILD & FAMILY CONS SERVICE		
EDUCATION SERVICES		
EQUAL CHANCES		
SOCIAL SERVICES		
OTHERS		

SIGNED DESIGNATION

REFERRER
 PRINT NAME DATE

ADDRESS TEL

I HAVE READ THIS REFERRAL AND AGREE FOR MY CHILD
 TO BE REFERRED TO REDBRIDGE CHILD
 DEVELOPMENT CENTRE. I GIVE PERMISSION FOR INFORMATION TO BE SOUGHT FROM /
 SHARED WITH THE PROFESSIONALS LISTED WHO MAY KNOW MY CHILD.

PARENT / CARER'S SIGNATURE

NAME DATE

.....(please print
 ETHNIC GROUPING

WHITE:

BLACK OR BLACK BRITISH:

- | | | | | | |
|---|-------------------------------|--------------------------|---|-------------------------------|--------------------------|
| A | BRITISH | <input type="checkbox"/> | M | CARIBBEAN | <input type="checkbox"/> |
| B | IRISH | <input type="checkbox"/> | N | AFRICAN | <input type="checkbox"/> |
| C | ANY OTHER WHITE
BACKGROUND | <input type="checkbox"/> | P | ANY OTHER BLACK
BACKGROUND | <input type="checkbox"/> |

MIXED CATEGORIES:

OTHER ETHNIC:

- | | | | | | |
|---|-------------------------------|--------------------------|---|---------------------------|--------------------------|
| D | WHITE AND BLACK
CARIBBEAN | <input type="checkbox"/> | R | CHINESE | <input type="checkbox"/> |
| E | WHITE AND BLACK AFRICAN | <input type="checkbox"/> | S | ANY OTHER ETHNIC CATEGORY | <input type="checkbox"/> |
| F | WHITE AND ASIAN | <input type="checkbox"/> | | | |
| G | ANY OTHER MIXED
BACKGROUND | <input type="checkbox"/> | | | |

ASIAN OR ASIAN BRITISH:

- | | | | | | |
|---|-------------|--------------------------|---|----------------------------|--------------------------|
| H | INDIAN | <input type="checkbox"/> | J | PAKISTANI | <input type="checkbox"/> |
| K | BANGLADESHI | <input type="checkbox"/> | L | ANY OTHER ASIAN BACKGROUND | <input type="checkbox"/> |

REFUGEE FAMILY Yes / No

This information is being collected in order to effect appropriate service planning to meet the needs of the local population and will be treated with the strictest confidence. Please note that you have the right not to provide this information if you do not wish to do so.

Please return to: REDBRIDGE CHILD DEVELOPMENT CENTRE, KENWOOD GARDENS,
 BARKINGSIDE IG2 6YG Tel: (020) 8924 6111 Fax: (020) 8924 6110

CHILD DEVELOPMENT CENTRE USE ONLY

DATE RECEIVED:	APPOINTED	NOT APPOINTED
INTAKE MEETING DATE:	RETURNED TO REFERRER	<u>OR</u>
TO SEE:	PAEDIATRICIAN	CON:
	PLAY BASED ASSESSMENT	DATE
	STAFF GRADE PAED	

HV contacted: Labels: Returns Form:

ICD	Developmental Categories	Parental Concern	Level of Concern	
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GM	Gross Motor		0	1	2	3	N	0 – No concern
FM	Fine Motor		0	1	2	3	N	
GD	General Developmental Delay		0	1	2	3	N	1 – Suspected
BE	Behavioural/Emotional		0	1	2	3	N	
SM	Specific Medical Concerns		0	1	2	3	N	2 – Moderate
HE	Hearing Concerns		0	1	2	3	N	
VI	Visual Concerns		0	1	2	3	N	3 – Severe
CR	Case Conference Referrals		0	1	2	3	N	
SL	Speech & Language		0	1	2	3	N	N – Not tested

REFERRAL FORM SPEECH & LANGUAGE THERAPY SERVICE

North East London 
NHS Foundation Trust

North East London Community Services

Please complete in **CAPITALS**. Please complete **ALL SECTIONS**. We regret that we may need to send referral forms back to the referrer if all details are not completed.

Child Details

SURNAME: _____ FIRST NAME: _____

D.O.B. _____ SEX: MALE FEMALE

NHS NUMBER:

ADDRESS:

POST CODE: _____

HOME TEL NO: _____ WORK
NO/MOB: _____

IS THIS CHILD A LOOKED-AFTER CHILD? YES NO

FIRST LANGUAGE: _____ Is an interpreter required? YES NO

HOW LONG HAS THE CHILD BEEN EXPOSED TO ENGLISH?:

GP Name & ADDRESS:

Referral Information

HAS THE SCHOOL DISCUSSED THIS CHILD WITH A MEMBER OF THE SLT TEAM?:

Yes. Please attach a copy of the **Universally Speaking Checklist**. If you received a therapist's **Advice Form** please attach this also.

No.

REASON FOR REFERRAL:

Talking: No words Few words Short sentences No concerns

Understanding: Following instructions Understanding meanings of words No concerns

Voice: Husky Loss of voice Hoarse No concerns about vocal quality

Speech sounds: Misses out sounds or substitutes No concerns: says all sounds in words
(e.g. 'tat' instead of "cat", "fellow" instead of "yellow")

Stammering/Stuttering: Repeats sounds / syllables words Gets 'stuck' on certain words
 No concerns

Social interaction: Has difficulties interacting with others No concerns: interacts well

Feeding/Swallowing: PLEASE USE FEEDING REFERRAL FORM INSTEAD

DEVELOPMENTAL MILESTONES:

Babble _____ First Word _____ Two words together _____

Using a sentence _____ Sitting _____ Walking _____

HAS HEARING BEEN TESTED?:

Yes. Date & Outcome: _____ No

BIRTH HISTORY AND GENERAL HEALTH INFORMATION (please include information regarding any diagnoses):

OTHER PROFESSIONALS INVOLVED WITH THE CHILD: _____

Educational Details

SCHOOL/NURSERY/PLAYGROUP ADDRESS: _____ Year Group: _____

SCHOOL TO COMPLETE THE FOLLOWING EDUCATIONAL INFORMATION:

NATIONAL CURRICULUM / FOUNDATION STAGE LEVELS:

Speaking & Listening _____ Reading _____

Writing _____ Maths _____

SEN CODE OF PRACTICE:

None School Action School Action + Statement

Please attach a copy of the **child's most recent IEP**.

WHAT SUPPORT DOES THE CHILD CURRENTLY HAVE IN PLACE?:

Referrer Details

Referred by: _____ Signature: _____

Designation: _____ Date: _____

Address of Referring Agent: _____

Parent Consent

Please discuss this referral and the reasons for referring with a person who has parental responsibility for the child. Please ask this person to complete below:

I _____ (parent name) agree:

*to my child _____ (child name) being seen by a Speech & Language Therapist.

*For the Speech and Language Therapist to share and gather information from other professionals involved in my child's care (please contact us on 020 8822 4116 if you would like further information regarding this).

Parent Signature

Date

Please send form to: Speech & Language Therapy Service, Children's Resource Centre, North Central, Manford Way, Chigwell, Essex IG7 4DA

NOTE: AN INITIAL ASSESSMENT APPOINTMENT WILL BE OFFERED WITHIN 12 WEEKS OF RECEIPT OF THIS REFERRAL – PLEASE TELL PARENTS

Pupil Cause for Concern Form – SEN

Please complete with as much information as possible and then discuss and pass to the SENCo.

Name of pupil:	Class/Year group:	Date of Birth:
Any existing SEN: (Y/N) give details/areas of need:	Form completed by:	

Main areas of concern:

- Communication and interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and / or physical

<p>Main concerns (please detail): How are they having difficulty accessing the curriculum?</p>

Briefly explain what you have put in place to support them (differentiation, how you have adapted the planning/curriculum, personalised learning etc.):

Please detail any other information about the child:

Please detail any conversations you have held with parents or other outside agencies:

Action to be taken by SENCo: