

St. Anthony's PS Special Needs Policy



Rationale

St. Anthony's Primary School is committed to the provision of a broad and balanced curriculum which offers equal access for all children, to a high quality education. As a school we recognise that there is a continuum of Special Educational Needs. It is our aim, through appropriate provision in the short or long term, to meet the needs of those pupils identified with Special Educational Needs and to minimise barriers to learning and participation that can hinder or exclude a child with SEN. Staff will be positive and proactive when establishing and implementing this policy to promote an inclusive ethos in our day to day practice. Our provision will reflect the broad range of Special Education Needs and difficulties experienced by some of our pupils.

Definitions

Special Education Need

Is defined as a learning difficulty which calls for special educational provision to be made.

Special Educational Provision

Educational provision which is different from or additional to, or otherwise, the educational provision made generally for children of comparable age. (COP 1998 paragraph 1.4)

Learning Difficulty

A child has a learning difficulty if s/he has significantly greater difficulty in learning than the majority of children of his age and/or has a disability which either prevents or hinders him/her from making use of educational facilities.

Disability

At St Anthony's PS we adhere to the following as an accepted definition of the term disability:-

"Someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities".

(Disability Discrimination Act 1995)

Schools have a duty to make reasonable adjustments for children with a disabilities

Aims Of SEN and Inclusion Policy

Key Principals of inclusion

Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school (Removing Barriers to Achievement, 2004).

In order to make sure that we meet our pupils' needs and include them in all aspects of school life, this SEN policy links closely with all our other policies in supporting pupils such as: Positive Behaviour, Child Protection, Health and Safety and Medical Needs. It also links with our policies for pupils with Additional Needs such as Gifted and Talented or English as a Second Language. For example:

- a pupil may have English as an Additional Language but also have a Specific Literacy Difficulty;
- a pupil may be Gifted or Talented in one area yet have communication difficulties/ASD;
- a pupil may have a medical diagnosis which has an impact on their learning.

The following areas encompass all aspects of SEN/Disability:

1. Cognition and Learning (CL) – language, literacy, mathematics, numeracy

- a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD) - language/literacy
- b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) - mathematics/numeracy
- c) Moderate Learning Difficulties (MLD)
- d) Severe Learning Difficulties (SLD)
- e) Profound and Multiple Learning Difficulties (PMLD)

2. Social, Behavioural, Emotional and Well-being (SBEW)

- a) Social and Behavioural Difficulties (SBD)
- b) Emotional and Well-being Difficulties (EWD)
- b) Severe Challenging Behaviour associated with SLD and/or PMLD (SCB)

3. Speech, Language and Communication Needs (SLCN)

- a) Developmental Language Disorder (DLD)
- b) Language Disorder associated with a differentiating/ biomedical condition (LD)
- c) Communication and Social Interaction Difficulties (CSID)

4. Sensory (SE)

- a) Blind (BD)
- b) Partially Sighted (PS)
- c) Severe/Profound Hearing Impairment (MMHI)
- d) Mild or Moderate Hearing Impairment (MMHI)
- e) Multi-sensory Impairment (MSI)

5. Physical Need (PN)

Pupils should be under this category if they have a medical diagnosis that requires provision in addition to reasonable adjustments.

***Under Assessment (U)**

A pupil with SEN who is recorded in any one of the five overarching SEN categories and who has been assessed by the Educational Psychology Service at the current Stage 3 of the Code of Practice (1998) can be recorded as Under Assessment (U) if no other descriptor applies and:

either

1. They have been referred for a medical diagnosis and are on the waiting list.

or

2. They are too young for an educational psychologist to make a clear category determination and they plan to follow up.

or

3. They have been placed in a specialist provision by Statutory Operations as an emergency placement and are undergoing statutory assessment.

A new separate medical diagnosis register will be used.

The following is a list of the key medical diagnoses as commonly identified and agreed by the Department of Health which occur within the school population:

- Acquired Brain Injury
- Anaphylaxis
- Anxiety Disorder (includes social anxiety, phobia, school refusal, obsessive compulsive disorder)
- Asthma
- Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder (ASD)

- Cerebral Palsy
- Complex Healthcare Needs
- Depression
- Developmental Language Disorder (Medical)
- Diabetes
- Down Syndrome
- Dyspraxia/ Developmental Co-ordination Disorder
- Eating Disorder
- Epilepsy
- Global Developmental Delay
- Hearing Impairment
- Muscular Dystrophy
- Other Medical Conditions/ Syndrome
- Other Mental Disorder
- Physical Disability
- Psychosis
- Spina Bifida - with Hydrocephalus
- Spina Bifida - without Hydrocephalus
- Visual Impairment

Source: *Guidance for Schools: Recording Children with Special Educational Needs – SEN Categories (Department of Education, 2005)*

Policy Aims

- Provide a broad, balanced, relevant and differentiated curriculum as a right for all children so they can develop as valuable members of society
- Identify children with SEN/Disability as early as possible through a range of assessment procedures and in consultation with teachers, parents, outside agencies and other appropriate personnel. (*Ref: Good Practice Guidelines*)
- Use a range of assessment procedures to gather information about a child's difficulties and to use these to inform planning and provision for that child.
- Ensure that all children with SEN/Disability feel valued and have a positive self-image. To Offer opportunities for curricular, pastoral and extra- curricular experiences to develop their knowledge understanding and skills, promoting success and self-confidence.
- Encourage and support parental involvement in all aspects of SEN including co-operation between various external agencies and parents in the diagnosis and provision for pupils with SEN/Disability. and inclusion in the IEP writing process
- Consider the wishes of the child when planning and implementing SEN provision. Taking into account, his/her age and powers of understanding.

- Strive for close co-operation between all services and agencies concerned in order to achieve an effective multi-disciplinary approach to meeting SEN.
- Offer experiences and opportunities, which allow pupils to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence.
- Develop a system for recording continued assessment so that each pupil's performance can be monitored.
- Promote the inclusion of all pupils with SEN/Disability into the mainstream classroom. (Linked Classes- with LSC1/2)
- Make reasonable adjustments to ensure a child's inclusion is compatible with the efficient education of other children
- Encourage the use of a range of teaching strategies which incorporate different learning styles and ensure maintenance of interest and effective learning for all.
- Create a caring and supportive environment in which pupils can learn to contribute to the planned provision in relation to their individual learning needs.
- Continue to develop the professional knowledge of teaching and non-teaching staff in the area of Special Educational Needs and Learning Difficulties.
- Meet the needs of all pupils who have a SEN/disability by offering appropriate forms of educational provision and the most efficient use of available resources.
- Promote collaboration amongst teachers in the implementation of the SEN policy.

- Work closely with all Education Authority (EA) departments and other outside agencies in order to improve the quality of support available for each pupil with SEN.

Arrangements For Co-ordinating SEN Provision

The Board of Governors has delegated responsibility for pupils with special educational needs to Mrs Girvan. She is responsible for the daily operation and co-ordination of SEN provision within the school. She will liaise with class teachers, parents and other agencies.

Role of the Board of Governors

The role of the Board of Governors of a mainstream school is to exercise its functions in relation to the school with a view to ensuring that provision is made for registered pupils with special educational needs. The Board of Governors has a statutory duty to:

- Take account of the provisions in the DE Code of Practice on identifying and assessing special educational needs;
- Use their best endeavours to provide for pupils identified with SEN and that parents are notified of their child's special needs;
- Maintain and operate a policy on SEN;
- Ensure that where a registered pupil has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that the teachers in the school know the importance of identifying those registered pupils with SEN and of providing appropriate teaching; and
- Allocate funding for special educational needs and disability; and

- Prepare and take forward a written accessibility plan.

Role of the Principal

The Principal should:

- Keep the Board of Governors informed about SEN/Disability issues;
- Work in close partnership with the SENCOs;
- Where necessary, liaise with parents and external agencies;
- Delegate and monitor the SEN budget.
- Ensure that the SLT are actively involved in the management of SEN within the school. SLT members should ensure consistency of practice and contribute to the realisation of the School Development Plan
- Provide a secure facility for the storage of records relating to SEN

Role of the SENCO

The SENCO should:

- Co-ordinate the day to day provision of the school's SEN and Inclusion Policy;
- Be responsive to requests for advice from other teachers;
- Co-ordinate SEN provision;
- Determine who is placed on the SEN Register and Maintain the SEN Register;
- Liaise with parents of children with special educational needs;
- Establish the SEN in-service training requirements of the staff and contribute, as and when appropriate to their training;
- Liaise with external agencies.

Role of Class Teacher

The class teacher should:

- Be aware of current SEN and Disability legislation
- Keep up to date with the information on the SEN Register

- Gather information/evidence through assessment and observation and record it
- Develop an inclusive classroom where learning activities are differentiated;
- Work closely with other staff to plan for learning and teaching;
- Write, contribute to, manage and review records of concern and individual education plans in consultation with the pupil,(The child's classroom assistant if that is applicable) parent and SENCo
- Involve classroom assistants as part of the learning team;
- Liaise with the special needs teaching assistant and any outside agencies involved with a child in their class;
- Keep an SEN file

Role of Special Needs Support Staff

The special needs teaching assistant should:

- Be aware of the staged approach to special needs as outlined in the Code of Practice;
- Be familiar with the administrative process within the school
- Be involved in testing and recording data for the SEN register
- Provide additional support for pupils who are on Stage 2 – 5 of the Code of Practice. The provision can be through in-class or withdrawal support, identified by Support Staff, the class teacher, SENCo, and Vice Principal depending on the needs of the child and assessment data.
- Liaise with the SENCO, Vice Principal and the class teacher to ensure that the needs of the pupils with SEN are being met
- Implement the delivery of suitable programmes for all identified pupils with SEN/Disability which promote progression within an inclusive setting;
- Contribute to Individual Education Plans (IEPs) which inform learning and teaching;
- Monitor and review progress;
- Be involved in the Annual Review process; and
- Attend professional development training
- Share good practice.

Role of the Classroom Assistant/ SEN Support Staff

To liaise with the class teacher to contribute to, support and implement the targets set out in the pupils IEP. The classroom assistant for a pupil with Special Educational Needs will work with the class teacher to assist with setting appropriate targets for the child on the IEP. S/he will observe the child's right to confidentiality and be fully involved in the provision for the child, assisting with monitoring S/He will also look for the positives by talking to the child about their strengths, provide practical support for them and listen to the child/speak to staff on the child's behalf. They will also explain boundaries and operate these consistently and fairly. Classroom assistants will monitor progress and contributing to reviews keeping records and attending meetings. The school will support the Classroom Assistant in accessing training, according to the needs of the child to whom they provide support.

Role of the Pupil

Depending on the age, maturity and the ability of the child, he/she will be encouraged to work with the class teacher to set targets and work towards achieving them. He/She will contribute to assessment and be involved in the reviewing process.(Annual Review and in Transition-P7)

Role of the Parent

The partnership between parents and the school is paramount when working with children who have a SEN.

SEND0 2005 'there is a duty to inform the parent where special educational provision is made'

The child learns best when all three partners work together in harmony. Parent-Pupil-Teacher

It is essential that parents inform the relevant school staff of any significant needs their child may possess. They should do this as early as possible. For example, important information may need to be made available by a parent upon a child's entry to the school. They should work in partnership with the school to support their child's learning. It is important that parents ensure that their child attends school regularly and also attends appointments with support agencies e.g. Occupational Therapy and/or Speech and Language Services.

It is the school's responsibility to inform parents when staff are considering placing the pupil's name on the SEN register or moving the child to a higher or lesser stage of need.

Parental consent will be sought when child's name is being placed on the SEN register in St Anthony's. They will be provided with any EA information leaflets on SEN which give advice and information. Parents can also access this information– on the EA website

All parents will be invited as necessary to

- Meet with staff to discuss their child's needs
- Attend review meetings
- Inform staff of changes in circumstances
- Support targets on IEPs

Admission Arrangements

The admission arrangements with respect to the majority of pupils with SEN must be consistent with the school's general arrangements for all other pupils.

Children with Statements of Special Educational Needs are placed in the school at the request of the EA. When seeking to place a child with Special Educational Needs in the mainstream school the EA takes into account the wishes of the child's parents, the provision of

efficient education for other children in the class or school and the efficient use of resources in order to determine the suitability of the placement.

This arrangement is in line with SENDO legislation.

Accessibility

St Anthony's P.S will take all reasonable measures to ensure that the school environment is conducive to meeting the needs of all of its pupils. St Anthony's P.S aims to provide for each child access to an appropriate education that affords them the opportunity to achieve their potential in terms of age and ability, aptitude and any SEN that he/she may have. We work with various outside agencies to ensure our facilities are accessible to all our SEN children.

- At present pupils with SEN/disabilities have equal access to all areas of the school building.
- The school is fully accessible to wheelchair users; and/or
- There is a well-equipped SEN teaching/resource base and facilities for personal care, including a toilet adapted for use by persons with the disabilities.
- Access to a broad and balanced curriculum can be facilitated appropriate to age, ability, aptitude and attainments.

In St Anthony's we also have a hygiene room with a changing bench, adopted toilet and sink and a hoist. A lift is in situ to bring our pupils to the second floor of the school

Learning Support Classes/ Autism Resource Provision Class

The Education Authority seek to place pupils with Statements of Special Educational Needs in our Key Stage 1 or 2 Learning Support Classes. / Autism Provision Class 1or 2. The same consideration is given to placement in our LSCs/ ARP's as in the mainstream school. Children with a variety of difficulties and or with other Special Needs are placed in the LSCs by the Education Authority. It is advised that the enrolment does not exceed twenty-four pupils between the two

classes. In the ARP 1 Class we have currently an enrolment of eight children and four children in ARP2.

Children attending our Learning Support Classes/ Autism Resource Provision Classes, as well as pupils with Special Educational Needs in mainstream classes, are valued members of our school community. They are offered appropriate curricular opportunities and extra-curricular experiences and after school clubs along with their peers. Children attending the Learning Support Classes/ Autism Resource Provision Classes are ensured full involvement in school life through membership with a link mainstream class, with whom they share school assemblies, break and lunchtime, school outings, community visits and religious ceremonies. Pupils join their link classes for various lessons including P.E, Art and Design or R.E course of the week during the according to their timetable.

Children from our LSC's/ ARP's are encouraged to attend and participate in Local speech and Drama festival's. The LSC2 and ARP2 class attend the south lake leisure centre for weekly swimming lessons. LSC1 have Music Therapy sessions throughout the year and participate in activities arranged by Disability sport NI. The LSC2 / ARP2 class attend equine therapy sessions and activities arranged by disability sport. Both LSC's and ARP's have a variety of outings/ trips arranged for them during the course of the year corresponding with their topics of work. All the staff work in a close knit team.

Identification and Assessment of SEN

"It is vitally important that children with SEN are identified as early as possible and that an awareness of their difficulties is clearly communicated between all professionals involved with their development."

(Code of Practice 1998)

The following strategies are used as a means of identifying children with special needs in our school:

- Professional judgement- Teacher recognises that there is a need for input above and beyond the norm
- Observations
- Parental information or other concerns

- Information from past teacher, Nursery or other transferring school – June Meeting
- School reports
- Psychological reports
- Medical data
- Test results- standardised and diagnostic –
Nursery/F.S.:WellComm,BVPS, Q.Skills, MIST, Benchmarking
K.S.1/2:Class Tests, Benchmarking, PIE/PIM, CAT4, NRIT, Neale Analysis
- Teacher reports/Observations
- Attendance records
- Meetings with parents
- Meetings with other agencies
- Interview with pupil
- Statements of Special Educational Need
- Care Plans
- Personal Education Plans for looked after children and
- IEP Reviews
- On some occasions it may be appropriate to include information from other sources e.g.: professional reports such as social workers, health visitors, doctors and therapists.

The Structure of SEN in St Anthony's PS *(See Appendix 1)*

The Code of Practice sets out a five-staged approach to which Education Authorities, schools and all others, should have regard when identifying, assessing and making provision for pupils with SEN. Responsibility for pupils within Stages 1 lies with the school, involvement of external agencies at Stage 2. Stage 3 is when the child has a statement.

The school will follow the three-staged model as outlined in The Code of Practice.

Stage 1

- School delivered special educational provision
- PLP required
- **The majority of SENs will be met through this stage.**
- The responsibility lies with the school
- In mainstream schools and classes.
- Reasonable adjustments and additional strategies and approaches aimed at meeting and addressing the child's SEN.

Stage 1 – school delivered special educational provision

- The teacher and Learning Support Co-ordinator (LSC), have identified that school needs to make special educational provision for the child despite fully implementing whole school educational provision in dealing with a concern that a child may have a SEN
- The teacher identifies the appropriate provision drawn from the school's special educational provision map
- The child is placed on the **SEN register**
- A PLP is prepared to reflect the SEN category (or categories), the special educational provision being made and implemented, which is subject to regular review

The PLP should contain the core information/evidence of the school action to inform a request, if considered necessary, for access to EA SEN services at Stage 2. However, many children with SEN will make appropriate progress with Stage 1 provision.

Stage 2

- **School delivered special educational provision plus external provision e.g. the EA or a HSC Trust**
- PLP required
- **A smaller number of children will need this provision.**
- The responsibility lies with the school plus external provision from EA
- In mainstream schools and classes (and by exception in a special school or Learning Support Centre (LS Centre) for the purpose of assessment)
- Reasonable adjustments, additional strategies and approaches plus resources, advice, guidance, support and training provided through the EA SEN support services to address the child's SEN

Stage 2 – school delivered special educational provision plus external special educational provision

The child will only move to Stage 2 once any external special educational provision is being implemented.

- The SEN register is updated to reflect that the child is at Stage 2
- The PLP is updated to reflect that the child is at Stage 2, the SEN category (or categories) and the special educational provision to be made and is subject to regular review
- School will access resources, advisory and support services and training made available by the EA through the EA Plan of arrangements for special educational provision

If the child is not making adequate progress, despite the external support from the EA, the child may require consideration for a statutory assessment.

Stage 2 includes the statutory assessment process by EA. The pupil will only be recorded as Stage 3 when the final Statement is issued.

Stage 3
• Statement of SEN • School and EA delivered special educational provision plus any relevant treatment or service identified by a HSC Trust • PLP Required • A smaller number of children will need this provision • The responsibility lies with the school and the EA – with input from a HSC Trust where relevant. • In mainstream schools, LS Centre attached to mainstream schools or special schools (as determined within the Statement) • Reasonable adjustments, school delivered special educational provision plus EA provision as set out in the Statement.

Stage 3 – a Statement

At this stage, the child has a **statement** and is receiving special educational provision.

- a) The school retains responsibility for the day to day learning of the child, sharing responsibility with the EA and, where appropriate, the HSC Trust
- b) The SEN Register is updated to reflect that the child is now Stage 3
- c) The pupil's PLP should be revised, to reflect the content of the Statement (as it relates to the PLP)
- d) The pupil's PLP will be subject to regular monitoring, review and evaluation and will form the key basis of the educational information to inform the annual review of the Statement.

The Annual Review

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is the subject of a Statement of Special Educational Needs, whether attending a special or mainstream school, must be reviewed annually, to make sure that the needs of the child or young person are still being met and to consider the appropriateness of the placement. Annual Reviews should be seen as part of the process of continuous monitoring of the child's progress.

The Annual Review will:

- gauge the child's progress towards meeting the objectives specified in the statement;
- review the special provision made for the child, including placement;
- consider the appropriateness of maintaining the Statement of SEN.

The Annual Review will:

- be conducted by relevant school staff who will undertake the Review on behalf of the EA.
- take place in school, chaired by the Principal (or other person as delegated).
- be documented on the relevant forms and EA guidance for this process is available from Special Education.

Exceptional Cases

In most cases transition through the five-staged assessment process occurs in sequence. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a higher stage of need is necessary immediately.

Record Keeping

The SENCo keeps the following records

- SEN Register
- Records of Concern

- Education plans/reviews
- Statements/Annual Reviews
- Assessment results/data
- Individual Pupil Files
- Record of liaison/meetings with Board/Health Services
- Minutes of meetings with parents
- Staff support, advice and training records

Monitoring the Progress of Pupils with SENs

The SENCo will ensure that the progress of pupils on the SEN register is monitored.

- IEPs monitored for quality, progression and appropriateness through meeting with teachers on a regular basis;
- Monitor evidence that the pupil is making progress;
- Monitor reviews of IEPs and other relevant and purposeful measures that focus on educational outcomes to inform future planning and inform movement either up or down through the Code of Practice Stages.

Professional Development

The Principal oversees the professional development of all staff in school in consultation with the SENCo.

- Whole staff training reflects development in provision for Special Educational Needs and guidance by the EA.
- SENCo keeps a record of all training relating to SEN.
- Staff keep up-to-date with developments in the whole area of SEN in order to provide effectively for pupils.
- Staff attending INSET should disseminate the training with colleagues. During Staff meetings, year group meetings and key stage meetings.

SEN Register

A Special Educational Needs register will be kept and updated appropriately. IEPs and reviews will be kept in the SEN file on Sims and in each class teachers SEN file. We will try to ensure that SEN

pupils are given extra support from either the special needs teaching assistant or from designated classroom assistants.

A variety of teaching strategies will be adopted to cater for the range of learning styles.

Pupils' work will be differentiated to take into account pupil age and ability.

Partnerships

In St Anthony's Primary School we have developed partnerships with each of the following:

EA Support Services (for example)

- Audiology
- Autistic Spectrum Disorder (ASD)
- Behaviour Support
- Language and Communication team
- Specific Literacy Difficulties (SPLD)
- Visual Impairment/ Sensory support services
- Interdisciplinary Services RISE NI

Other Support Services (for example)

- Child & Adolescent Mental Health Services (CAMHS)
- Child Development Clinic (CDC)
- Barnardos
- Counselling Services
- HUB- Craigavon

Complaints Procedures

All complaints regarding SENs in your school will be dealt with in line with school's existing complaints procedures.

Parents are encouraged to contact the school if they are concerned that their child's needs are not being met. They are invited to attend termly review meetings with their child's teacher and encouraged to share their concerns regarding their child's progress and/or provision.

Advice and Information Services

The EA have set up an SEN Advice and Information Service to provide support in relation to children with Special Educational Needs. Details of this service can be found on the EA website:

How Children's learning is supported in Primary School
EA SEND Publication

Annual Report

The BOG will report each year on SEN provision in school. Information for this report should be collated by the SENCo and the Principal.

Dispute Avoidance and Resolution Service (DARS)

The Dispute Avoidance and Resolution Service (DARS), was established in September 2005 as part of the implementation of the Special Needs and Disability Order (SENDO). It aims to provide an independent, confidential forum to resolve or reduce the areas of disagreement between parents and schools/Boards of Governors or the EA for pupils who are on the Code of Practice, in relation to special educational provision. Where interested parties have made an attempt to resolve a disagreement and this has been unsuccessful, a referral may be made to DARS.

Members of the DARS team will facilitate the possible resolution of disagreements (in a separate venue from home or school) but do not have the authority to resolve a dispute. DARS is a service which is separate and independent from the EA's Special Education Section.

Involvement with DARS will not affect the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). Parents/Guardians may contact this service directly.

Special Educational Needs and Disability Tribunal (SENDIST)

Where agreement cannot be reached between a parent and the EA with regard to a child's special educational needs, legislation gives the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST). This body considers parents' appeals against decisions of the Education Authority and also deals with claims of disability discrimination in schools.

Policy Review and Further Information

This policy will be monitored and reviewed to take into account changes in legislation or practice. This will happen in consultation with all members of staff parents and external agencies

If you require further information regarding the school's Special Needs and Inclusion Policy or you have any issues or concerns you wish to discuss please contact the Principal, Mr Patrick Mallon or the Special Needs Co-ordinator/ Learning Support Co-ordinator, Mrs Eleanor Girvan,.

Policy Date: January 2022

Signature of

Principal:.....

Signature of Chairperson of Board of Governors:

.....

Review Date: This policy is to be ratified at the Board of Governors meeting January 2022

Record Of Concern		
Pupil Name:	D.O.B:	Class:
Teacher:	Attendance: %	Date:
SENCo: E Girvan		

Record Of Concern		
Pupil Name:	D.O.B:	Class:
Teacher: SENCo: E Girvan	Attendance: %	Date:
Area of Concern		
☐ Cognition& learning (Language Literacy, Mathematics, Numeracy) (CL) ☐ Social, Behavioural, Emotional and Well- Being (SBEW) ☐ Speech, Language & Communication Needs (SLCN) ☐ Sensory (Hearing, Sight, Multi-Sensory) (SE) ☐ Physical (PN)		
Reason for Concern: (Relationships adults/peers, <i>concentration/listening/communication, motorskills</i> -fine gross, basic concepts <i>numeracy/literacy</i> , involvement in <i>play</i> - solitary/parallel/group)		
Comment on pupil's strengths and weakness : Please add any available scores from tests		
Action Taken and Reasonable Adjustments to Date by Teacher		
Review Meeting Date: Evaluation and Review of Actions:		
Received by SENCo ☐ Date: Signed:		
Action ☐ Pupil not placed on register ☐ Pupil placed on Stage 2 of Register ☐ Pupil Removed from Record of concern ☐ Other _____ Date:	Communication with Parents ☐ Meeting ☐ Telephone call Parent Comments (If any): _____ _____	

Appendix 1 (i)

Record Of Concern		
Pupil Name:	D.O.B:	Class:
Teacher: SENCo: E Girvan	Attendance: %	Date:
Area of Concern		
☐ Cognition& learning (Language Literacy, Mathematics, Numeracy) (CL) ☐ Social, Behavioural, Emotional and Well- Being (SBEW) ☐ Speech, Language & Communication Needs (SLCN) ☐ Sensory (Hearing, Sight, Multi-Sensory) (SE) ☐ Physical (PN)		
Reason for Concern:		
Comment on pupil's strengths and weakness : Please add any available scores from tests		
Action Taken and Reasonable Adjustments to Date by Teacher		
Review Meeting Date: Evaluation and Review of Actions:		
Received by SENCo ☐ Date: Signed:		
Action ☐ Pupil not placed on register ☐ Pupil placed on Stage 2 of Register ☐ Pupil Removed from Record of concern ☐ Other _____ Date:	Communication with Parents ☐ Meeting ☐ Telephone call Parent Comments (If any): _____ _____	

