**SEN Advice and Support Allocation Panel (SEN ASAP)**

**Request for Involvement/Applications for Individual Pupil Support Funding or Early Years Inclusion Fund**

* **Please read the information provided in the Appendices before completing this form.**
* **All contact details can be found at the end of the document.**

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| **What are you requesting?** | **Yes/No** |
| Involvement of SEN Specialist Staff for Advice and Support only (complete Section 1 of Form) | **X** |
| Individual Pupil Support Funding - schools (complete Sections 1 and 2) |  |
| Early Years Inclusion Funding (complete Sections 1 and 3) |  |

**Section 1 – All Requests for Involvement, IPS Funding and EY Inclusion Fund Applications**

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| **Name of pupil/student: X** | | **DoB** | **05/04/2015** | **Yr Gp** | **2** |
| **Address:** | | | | | |
| **Parent/carer Contact details:** | | | | | |
| **School/setting:** | | | | | |
| **Name and designation of person making request:** | | | | | |
| **Date of request: 04/10/21** | **Contact number/email:** | | | | |

**Area of CoP considered to be primary area of need: *(highlight/indicate below)***

Communication and Interaction (0 -18y) SEMH (0 – 18y)

Cognition and Learning (0 – 18y) Physical/Sensory (0 – 4y)

**If there is a secondary area of need, please specify**: Cognition and Learning

**Is this request for a Looked After Child? (*Please specify which LA if not Newcastle*)** Y/N

**If there is an Early Help Plan, please provide name of Lead Professional:** Yes- Paul Backhouse (Intensive Family Support Worker).

**Does the pupil have English as an Additional Language?** Yes/No

**Does the pupil receive Pupil Premium?** Yes/No

**Current attendance (this academic year) 100%**

**Attendance for previous academic year 92.4%**

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| **Brief description of concerns and needs of child/young person:** |
| X has a diagnosis of Autism. She usually comes to school happily with a big smile on her face each day. X is making slow and steady steps of progress at school. She is able to access short tasks set at an appropriate level and follows a familiar routine each day. X has her own area within the classroom which she accesses throughout the day. X chooses between sitting at the table with her peers and having some quiet time at her table. She usually sits with her peers for registration and her morning task but moves away to her box and area during whole class teaching input. X has a cosy corner with soft furnishings and a box with equipment in, such as counting objects, ear defenders and fidget toys. X often plays with small world or looks at story books during her independent time. She is beginning to interact with some of her peers by showing them the characters she is playing with or a page from the book.  X struggles with change and transition. School have put visuals into place to support X. X uses a Now and Next board and a visual timetable at school. Teachers have prepared visuals that have been sent home, put into her box and placed on the wall. X sometimes responds to these however she usually acts on her own agenda and it can be difficult to encourage her to do something if she refuses. X often completes a short task with an adult then goes to choose in her calm corner quietly while the rest of the class work. X can access the classroom environment but finds it difficult when the class is noisy or there is a lot of moving around.  X has made some positive steps in developing her independence, such as: going to the toilet with little support and carrying her tray at lunch time. However, X still relies heavily on adult support throughout the day. X needs lots of reassurance and usually completes tasks on a one to one basis. X needs some support with unzipping her coat and hanging it on her peg. X is often reluctant to try things independently and requires adult support, modelling and encouragement to have a try herself.  X finds communication difficult. She usually communicates through words or short phrases, noises and gestures. X has made good progress with her speech however it is still sometimes difficult to understand what she is trying to say. X can get frustrated if she is not understood or cannot convey her wants and needs effectively. Visuals are used to support X’s communication however she is often reluctant to use these. For example: when X needs the toilet, she will often hold her tummy and look to an adult to be asked if she needs the toilet.  X often gets upset at times of change or transition. X comes into school through the school office as she finds the playground busy and loud. X is collected from the office by a familiar adult then taken to breakfast club. X often brings her cuddle cat Coco and her blanket Gary to school, she cuddles and carries these as a form of comfort. X usually puts these into her bag but if she is feeling worried or sad she will carry them around and stroke them. X uses her ear defenders if it is too loud. X will get them or gesture for them if she needs them. |

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| **Other involvement from Education/ Health/Social Care** (e.g. EPS, SEND Outreach Service, HI, VI, NHS Speech Therapy, NHS OT, CYPS).  *Please provide date of involvement ,brief summary of outcomes and attach any relevant report):* |
| -June 2021- NHS Occupational Therapy- No report to date.  -December 2020- Speech and Language- No new report. X has been working on 3 key word level programme, general classroom strategies and Black Sheep vocabulary builder. |

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| **Summary of Progress and Attainment** |
| X accesses short tasks one to one with an adult or in a small group of children (maximum of 3 other children). X is currently working within Standard 2 in Maths on the Pre-Key Stage tracker. She has a good understanding of numbers to 5. X can recognise numbers 1-5 with some consistency but struggles to recognise numbers beyond 5. Each day X completes short, repetitive tasks to embed concepts. X tries hard and wants to learn but needs lots of repetition and consolidation. Tasks are often completed outside of the classroom or in a quiet space with an adult; this avoids distraction and allows X to access a calm and quiet space which she feels comfortable in.  X is currently working within Standard 2 in Reading on the Pre-Key Stage tracker. X knows the majority of the set 1 Read, Write Inc. sounds. X still needs some support, visual reminders and gestures to recall these sounds, for example: rhymes or sound mat prompts. X cannot blend sounds together. She struggles to hear blends when an adult sounds out words, for example: c-a-t.  X is working within Standard 1 of the Writing- Composition on the Pre-Key Stage tracker. X uses her knowledge of set 1 RWI sounds to support her writing. X can recall these sounds but is not yet consistent with them. Visual support is often needed. X has a growing vocabulary but struggles to write her ideas down. X has been completing tasks based on speaking and listening, role play, consolidating set 1 sounds and is beginning to write CVC words based around the set 1 sounds that she is confident with. X’s tasks are planned with a child centered approach based on her interests to ensure that the tasks are motivating for example: X has thoroughly enjoyed The Jolly Postman book therefore her English and Maths tasks (where appropriate) have linked to the story.  X completes short tasks for 10-15 minutes with an adult then goes back to the classroom to complete a further task or independent activity. X usually goes to her quiet space to access her task then accesses activities in her box. |

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| **Details of intervention/support provided by school/setting**  **Include frequency, length of time and staffing** | **Outcomes achieved** |
| Speech and Language Intervention- 3 times a week for 20 minutes with SEND LSA. Work on 3 key word programme and building vocabulary. | X is completing tasks well on a one to one basis. X is beginning to apply this within the classroom with adult prompt and support. |
| One to one English and Maths tasks. 4 times a week for 10-15 minutes with Class Teacher | X needs to access tasks on a one to one basis or a small group. X needs lots of repetition and to follow a familiar routine. X is still working on a numbers to 5 and set 1 sounds. She has been working on these since Reception. |
| Emotional Literacy- 2 times a week for 15 minutes with SEND LSA. Working on recognising and understanding emotions. | X is beginning to use ‘sad’ and ‘happy however this is not consistent. Mum has discussed using emotions chart at home too. |
| Access to own area in the classroom. Calm, quiet area with independent tasks in a box. Quiet den area underneath the table with cushions and blankets. | X accesses this area whenever she needs it. This seems to calm X and she enjoys her own space which is calm and she is in control of it. |
| Ongoing support with toileting. Regular check ins with X. Adult support walking to the toilet. Occasional support with toileting. | X uses gestures to let staff know that she needs the toilet. Visuals have not worked. |
| Access to soft toys from home (Gary the blanket and Coco the cuddle cat). Daily use by X. Adult support to remind X to put cat and blanket in her bag during P.E and dinner time. | X uses these when she is sad/upset. They seem to calm X down. |
| Use of ear defenders and fidget toys. Daily use, X usually decided when she needs to use them however this is often prompted by an adult if X needs support regulating herself. (Occasionally). | Fidget toys and ear defenders have a positive impact but they need usually need to be prompted by an adult if X is in distress. |
| Support with tasks such as lining up, taking coat on and off, putting letters into bag etc. Daily by the class teacher. | X requires regular check ins and reassurance from an adult. Often X will try to opt out of tasks so she needs lots of reassurance. |
| Individual, personalised curriculum in all curriculum areas. Planned and carried out by class teacher. | X is working well on a one to one basis with her Teachers. |
| Use of whole class visual timetable. Daily use. | X looks at this with adult prompt. She does not seem to respond well to visuals. |
| Use of Now and Next board. Daily. Transition between activity/task. | We have introduced this after using now and next language however X does not consistently respond to this. |
| One to one during P.E sessions. Weekly. Class Teacher. X needs an adult with her during P.E sessions for encouragement and in case of issues with communication between X and P.E teacher (Outside provider). Teacher there to monitor toileting needs of X and to physically take her to the toilet area. | X likes to see a familiar adult in the room with her. She will hold her tummy when she needs to go to the toilet. |

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| **Please specify what you are hoping to achieve through the SEN ASAP process.** |
| **Additional support for X due to her increasing needs.** |

**Any other information (relevant documents such as SEN support plans individualised target setting should also be attached).**

**For children and young people attending pre-school settings or post 16 settings please provide the following information:**

**Key worker/SENCO \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact number \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Attendance (please tick below)**

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Morning** |  |  |  |  |  |
| **Afternoon** |  |  |  |  |  |

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| **SEN Advice and Support Allocation Panel (ASAP) Request**  **Parent’s/Carer’s Views** |

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| Child / Young Person’s Name: X |
| \*Parent / Carer’s Name |

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| Have you discussed progress/any concerns with teachers and other professionals? | YES | X | NO |  |  |
| If YES, who have you discussed your child with?  SENCO  Assistant SENCO  Class Teachers  Intense Family Support Worker | | | | | |
| SENDIASS | | | | | |
| Has someone explained what the SEN Advice and Support Allocation Panel can provide?  ? | YES | X | NO |  |  |
| If YES, who has explained to you?  SENCO | | | | | |
|  | | | | | |
| How do you think it will help your child?  Mum thinks that this will be really helpful for X to support her in school and in the future. | | | | | |
| \* If this child/young person looked after (LAC), this must be signed by the person with designated parental responsibility | | | | | |

I consent to information being discussed as part of the SEN Advice and Support Allocation Panel in the Local Authority decision-making process.

X

**Parent/Carer’s signature Date**

**or**

**Young person’s signature……………………………………………………..Date…………..**

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For information on how to find out about the data we hold and other rights you have under General Data Protection Regulation, visit our website: Newcastle City Council - <https://www.newcastle.gov.uk/local-government/access-information-and-data/open-data/privacy-notice>

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| **SEN Advice and Support Allocation Panel Request**  **CHILD/YOUNG PERSON’S VIEWS** |

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| X said she is happy. She likes Goldilocks and The Jolly Postman story. X told me parts of the story. She said “Knock knock. It’s a letter. Thank you.”  X said “Like school. Happy.” |

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| Name: |
| Signature: |
| Date: |

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| Completed by: |
| Signature: |
| On behalf of: X |
| Date: 11/10/21 |