

##  Request for Additional Support –Paving The Way

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| Name of pupil: | Harry Potter |
| Year/Class Name: | Year 4 |
| Date of Birth: | 26.06.2011 |
| Age: | 9 |
| Ethnicity: | White British |
| Home Language: | English |
| Unique Pupil Number: | 123456799 |
| Pupil Address: | 19 Diagon Alley Road, Sutton, SM7 1HP |
| Parent/Carer Contact Number: | 9782 1234 654 |
| Parent/Carer Email Address: | parents@interrnet.com |
| GP Address: | Dr Who, Cherry Orchard Practice, Sutton SM9 2AB |

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| School: | The Hogwarts Primary School |
| School Address: | Hogwarts Lane, Sutton, SM1 2HP |
| Name of School Contact: | Mrs Snape |
| Job Title: | SENCo |
| Email:  | florentine.snape@hogworts.com |
| Contact number: | 012 345 6789 |

**Pupil and school information:**

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| LAC (Looked after child) | Yes/No |
| PP (Pupil Premium) | Yes/No |
| CIN (Child in Need) | Yes/No |
| CP (Child Protection Plan) | Yes/No |
| Other Family Intervention | Yes/No |

**Please Specify:**

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| Does this child have a disability or diagnosis?Yes/No? | If yes, please specify:No  |
| Is there an EHAT currently open for this child?Yes/No? | Yes EHAT completed |
| Stage of SEN Code of Practice (where appropriate) | K |

**School Information:**

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| Briefly provide a description of the behaviours to warrant a referral: (Please describe the indicators around the criteria) |
| 1. Harry is having difficulties making and maintaining friendships especially during unstructured times, for example in the playground
2. Harry can become physical towards his peers when play situations become exciting and stimulating, resulting in others getting hurt
3. Harry struggles taking turns with his peers and this can result in conflict and frustrations, he finds group work challenging as he will not allow others to share their thoughts, preferring to take control of this learning activity
4. Harry will react negatively to constructive feedback relating to his work and will leave the class without permission, usually hiding in the toilets
5. Harry is easily frustrated when he perceives he has done something wrong and his mood will change quickly and drastically
6. Harry finds it hard to take ownership of his behaviours and to understand the impact that his behaviour can have on others
7. Harry is frequently late into school due to anxieties related to getting himself ready and organised in the morning at home
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| Briefly describe the actions taken by the school to support the need(s), and the impact so far: |
| 1. Harry has taken part in a friendship and social skills group – with limited impact
2. Harry has a check in system before playtimes, where he is reminded of the rules to support him in getting on with his peers – Harry needs these reminders daily to support him in embedding the rules of social play. Harry also has a check in with staff at the end of break times where he can ‘park’ any conflicts that have occurred so that this does not come back into the classroom
3. Harry is always paired up with peers that are positive role models and who will be patient with him.
4. We have tried to give Harry praise before giving any constructive feedback, but he does not like to be publicly praised. Harry has made slight improvement in this area.
5. Harry is always given differentiated work that is pitched at his level – we encourage him to try and have a go at more challenging work, but he resists anything he feels he cannot do
6. Harry has attended 6 x ELSA sessions (completed December 2020), however, these have had little impact
7. The school have a positive relationship with Harry’s parents and are supporting them in structuring the morning to support Harry’s routine
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| What are you hoping the outcomes from the requested support to be? |
| * For Harry to have more skills to manage his anxieties and regulate his emotions safely
* A full assessment to help everyone understand Harry’s behaviour presentation and needs which might lead to further assessments if deemed appropriate
* Support and advice to school and family on helping Harry with his difficulties
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| Details of other agency involvement, past and present. (For example EP,SALT,OT,EAL,FAMILY SUPPORT,CAMHS). Please provide the dates and outcomes of any previous agency involvement: |
| * CAMHS referral to request for an assessment for possible Autism– declined (2019)
* Early Help support for the family – closed September 2020 Parents are happy for the closing summary to be shared
* SALT – intervention when in Reception (Report available)

(Once the referral has been reviewed, you will be contacted to provide the reports of previous agency involvement before the referral is accepted onto the waiting list). |

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| Has the child received any fixed term exclusions in the past 3 months? (If yes please provide details of how many incidents) |
| None |

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| Signed (by school): | Mrs Snape |
| Date: | 12.01.2021 |

**Parent/Carer Information:**

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| Comment from parent/carer: (Please note, where appropriate, reports may be shared with other professionals) | We would welcome any support from your service as we are really struggling to know how best to help Harry. He is sad all the time and this makes us feel sad. Harry’s behaviour is impacting on all the family and his younger sister is becoming scared to be around him.Thank you. |
| Has the parent/carer attended any parenting groups? | If yes, please specify:Incredible Years – when Harry was in Reception |
| Parent/Carer signature and full names: | Mr Potter and Miss Weasley |

Please send referrals to:

Email: **earlyintervention@cognus.org.uk**

Address: Paving the Way, 24 Denmark Road Carshalton Surrey SM5 2JG

Telephone Number: 0208 770 4552

Please note: if any parts of the referral form are incomplete this will not be accepted and will be returned to the referrer.

**Admin use only:**

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| Date referral is received: |  |
| Confirmation e-mail sent to school: |  |
| Date referral is allocated: |  |