

## Special Educational Needs and Disability

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### Contents

1.	Aims of Special Educational Needs and Disability Policy .....	2
2.	Roles and Responsibilities .....	2
3.	Arrangements for Co-Ordinating Educational Provision for SEN Students .....	2
4.	Provision Management.....	3
5.	Allocation of Financial Resources .....	3
6.	Identification, Assessment and Monitoring .....	3
7.	Gathering of Information and Increased Differentiation .....	4
8.	SEND Support - Student Provision .....	4
9.	Support Involving Outside Agencies.....	5
10.	Statutory Assessment Submission .....	5
11.	Statemented Students' Provision .....	5
12.	Monitoring and Review Procedures.....	5
13.	Programme of Support for Students on SEND Register .....	6
14.	Special Needs and Disabilities and EAL Support .....	6
15.	Keyworkers with Specific Expertise .....	7
16.	Partnership with Parents/Carers.....	7
17.	Concerns and Complaints Procedures .....	7
18.	In-Service Training for Staff Relating to Special Educational Needs .....	8
19.	Evaluative Procedures.....	8
20.	Integration of School SEND and Behaviour Policies .....	8
21.	Links with Outside Services.....	9
22.	Retention and Data Protection .....	9
23.	Reviewing.....	10
	Appendix 1 - Cause For Concern Form .....	11
	Appendix 2 - Classroom Observations .....	12
	Appendix 3 - Cause For Concern Slips.....	13

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## 1. Aims of Special Educational Needs and Disability Policy

- 1.1. This policy has been re-written to take account of the changes laid down in the new SEN Code of Practice, as the changes in the Children and Families Act (2014) affect the way children with special educational needs (SEN) are supported in schools. The new approach began in September 2014 and places students at the centre of planning. The key principles of the new legislation are:
  1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
  2. Education, Health and Care plans (EHC) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
  3. School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support.
- 1.2. At Isleworth & Syon School, we aim to ensure that all of our students have access to the broad and balanced curriculum that is their entitlement.
- 1.3. The School seeks to support the local authority policy through a whole school approach, which recognises the continuum of special needs, and the associated spectrum of provision required to meet these.
- 1.4. Though every student is perceived as individual in their needs, it is acknowledged that certain, more vulnerable students will have particular special needs, which may require enhanced provision.
- 1.5. It is also recognised that some students on the SEN Profiles list may be recognised as having a disability. This is in accordance with the Equality Act 2010 and the definition of disability within that Act.
- 1.6. Each member of staff accepts the responsibility for and challenge of responding to students' needs and will work closely with the students, their parents/carers and outside agencies, to create a secure, stimulating and supportive environment enabling progression and continuity to be experienced. All staff will endeavour to meet students' needs by delivering the curriculum in a relevant and differentiated manner, including support both in class and in extraction, as appropriate.

## 2. Roles and Responsibilities

- 2.1. **PERSON RESPONSIBLE FOR SEND PROVISION WITHIN THE SCHOOL**  
The Headteacher.
- 2.2. **GOVERNOR WITH SPECIAL RESPONSIBILITY FOR SEND**  
There is a named governor - details available from the school.
- 2.3. **SCHOOL SEND CO-ORDINATOR**  
The SEND Co-Ordinator is responsible for the day-to-day operation of send policy and for co-ordinating provision for students with special need.
- 2.4. It is recognized that SEND provision and response is a whole school issue and all staff have a responsibility for SEND student provision.

## 3. Arrangements for Co-Ordinating Educational Provision for SEN Students

The SENDCo will:

- Have a responsibility to the Headteacher and Governors for the overall operation of the SEND department and will involve the appropriate governor(s) in the provision of student requirements.
- Ensure that policy aims and objectives are fulfilled with due regard to the Code of Practice for SEN (2014).
- Ensure that identified students with special needs are included on the SEND Register at the appropriate level of support.
- Allocate each student the appropriate SEND provision.
- Liaise with and offer advice regarding provision to staff and faculty heads.
- Ensure SEND representation at pastoral, faculty and senior staff meetings.
- Liaise with external agencies and co-ordinate all referrals to such agencies.
- Liaise with the SEND Department of the Local Authority and provide necessary data to enable the SEND Panel to make decisions regarding SEND students.
- Co-ordinate all reviews for students with a Statement/EHC plan and monitor students on the SEND Support Register

- Ensure that mainstream staff have access to the appropriate copies of SEND material.
- Ensure that mainstream staff complete causes of concern forms for students not on the SEND register, and register their concerns for those receiving SEND provision.
- Investigate staff concerns about students not currently on the register.
- Assess student needs and respond appropriately.
- Ensure appropriate records are maintained for students on register.
- Co-ordinate all examination support, for example internal examinations, any national tests and GCSE/A-Level requirements.

## 4. Provision Management

In terms of prioritising resource allocation for SEND students:

- Provision made is needs-led.
- Those students with a statement/EHC plan will be allocated resources as per their statement of need.
- Year 7 students are targeted for more intensive provision related to basic skills acceleration and receive a greater allocation of support time than students in other years overall.
- Students deemed to be vulnerable to risk of failure in mainstream receive an enhanced level of provision.
- Key Stage 4 students' provision is geared to GCSE examination requirements and needs.

## 5. Allocation of Financial Resources

5.1. The Local Authority has developed a financial system of delegating resources for students requiring additional special educational needs support. Each school in Hounslow receives:

- a) A fixed delegated income, and
- b) An allocated income. This is based on numbers of newly-statemented students with low incidence needs, exceptional SEND funding allocated by the SEND panel, and additional funding for out-of-borough students with statements.

5.2. Staff at Isleworth & Syon School are using the delegated funding system to implement a staged programme of provision planning. This is for students requiring additional support within the school.

## 6. Identification, Assessment and Monitoring

### 6.1. IDENTIFICATION PROCEDURES

6.1.1. In accordance with the Code of Practice, students entering in Year 7 who have featured on their primary school's SEND Register will be identified on transfer documents. IEPs and review reports will accompany students.

- Feeder schools supply current school file information and National Curriculum levels. Formalised testing is held in July, prior to entry in September. MidYis tests are held in September. Staff will be made aware of the results of these screenings.
- Each child is interviewed with his parents/carers by senior members of staff prior to entry. Parents/carers are asked if they have any concerns regarding possible SEND requirements at this meeting. SENDCo is alerted to concerns.
- The Pastoral Leader for Year 7 communicates with each feeder school prior to transfer (through a visit or telephone call), to elicit details of new entrants who have special needs and discuss current provision with primary class teachers.
- The SENDCo meets with the SENDCos from feeder schools to formally discuss transition plans.

6.1.2. Utilising the above sources of information, an initial "assessment" group of students is identified by the SENDCo.

6.1.3. Each child in the assessment group is assisted in class on their first days in school. SEND staff make themselves known to these students. All students in the group are observed formally by SEND staff in mainstream classes. Following this, each is interviewed to establish his own perceptions of strengths and weaknesses and SEND history.

### 6.2. DIAGNOSTIC TESTS

6.2.1. Diagnostic tests currently used include:

- AR STAR Test

- Initial Identification - Diagnostic Reading Analysis (Hodder)
- Detailed Assessment of Speed of Handwriting
- GLA Single Word Spelling Test
- Wide Range Achievement Test 4
- York Assessment of Reading Comprehension.

**6.2.2.** Parents/carers are alerted to school concerns and invited to contribute to proposals for provision.

**6.2.3.** SENDCo formally registers students from the group on the SEND Register and allocates each student to a keyworker as appropriate.

### **6.3. NEW ENTRANTS TO YEARS 8-13**

When students transfer in years other than Year 7, efforts are made to establish support needs prior to transfer. This allows plans to be made for immediate support on transition.

- Parents/carers and students are interviewed by senior staff prior to admission.
- Details of the student's SEND status are elicited from the transferring school prior to admission. IEPs and review documents are requested for students receiving SEND provision.
- SENDCo will contact transferring school to discuss any student on SEND Register.
- On transfer, the student is interviewed, observed and assessed as before.
- SENDCo registers student at the correct SEND section and alerts staff to student needs.
- A keyworker is assigned to the new entrant who will be responsible for the SEND provision provided.

### **6.4. STUDENTS CURRENTLY ON SCHOOL ROLL (NOT ON SEND REGISTER)**

When staff have concerns regarding established student's progress, the staged procedure which follows is applied in accordance with the Code of Practice. In addition, as part of the school's monitoring and review cycle, staff are formally requested to refer any other students of concern.

## **7. Gathering of Information and Increased Differentiation**

1. Subject, form teacher or parent has concerns about child not currently on SEND Register. SENDCo is informed.
2. Discussions held with interested parties e.g. child, parent/carer, Pastoral Leader, Head of Faculty.
3. Child's SEND identified and information/evidence collected.
4. SENDCo informed; arranges SEND registration meeting.
5. Child is registered at appropriate stage and parents/carers are informed by SENDCo and invited to contribute to records.
6. Faculties informed of amendments to SEND Register by SENDCo.
7. Teacher/tutor works closely with child in normal setting.
8. Teacher/tutor monitors child's progress and reviews targets. Information is passed to SENDCo.

## **8. SEND Support – Student Provision**

1. Concerns expressed for lack of progress at reviews suggest further intervention.
2. Teacher/tutor informs SENDCo who arranges SEND registration meeting with keyworker/Head of Section/form tutor/concerned parties.
3. Keyworker consults staff, parents/carers (where possible) and child, and reviews information available.
4. Keyworker draws up initial Provision Plan detailing needs and support provision.
5. SENDCo informs parent/carer of registration and invites contribution to target setting.
6. Targets implemented and reviewed twice a year. Parents/carers involved in reviews and invited to attend annual review.
7. Keyworker is responsible for maintaining records and targets.

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8. SENDCo informs Subject Leaders/Heads of Department of any SEND registrations requiring school support.
  9. SENDCo incorporates details of students from subject teachers/pastoral staff for inclusion in the school provision.

## **9. Support Involving Outside Agencies**

1. Concerns expressed indicate need for further intervention discussed at Social Inclusion meeting
2. Pastoral Leaders/Inclusion Manager/SENDCo meet with parents to get approval to involve outside agencies.
3. Inclusions team refer to EHH.
4. SENDCo alerts faculties to changes in SEND registrations.
5. Learning Passport updated.

## **10. Statutory Assessment Submission**

1. Further concerns which suggest student's support needs outside normal resources of school.
2. SENDCo reviews evidence bank relating to previous support provision.
3. SENDCo agrees submission of information for a statutory assessment with educational psychologist/keyworker/Head of Section/tutor/parents/carers.
4. SENDCo prepares statutory assessment submission. Headteacher requests statutory assessment.
5. Keyworker amends school provision in interim.
6. SENDCo alerts faculties to changes in SEND registration.
7. SENDCo requests details from subject teachers/pastoral staff for inclusion in the school provision.

## **11. Statemented Students' Provision**

1. Keyworker will maintain school provision and review with SENDCo.
2. LA will request annual reviews of statement involving parents/SENDCo/keyworker/tutor/Head of Section/LA/educational psychologist/other involved agencies.
3. Reports will be requested from relevant staff.
4. SENDCo will be responsible for all annual review reports and documentation.
5. SENDCo will request subject reports prior to review.
6. Review reports will be circulated.
7. Reviews will be conducted according to department policy.
8. Students will attend reviews unless otherwise indicated.

## **12. Monitoring and Review Procedures**

**12.1.** Each student who features on the SEND Register is formally reviewed twice a year.

**12.2.** Staff are issued with:

1. The current SEND Register.
2. Details of needs of registered students.
3. SEND registered students referral forms.
4. Referral documents for use in alerting SENDCo to concerns regarding students not currently on SEND Register.
5. Assessment data and PARS records.

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- 12.3. Parents/carers are encouraged to contribute to SEND provision and to attend progress meetings. At each review, progress is assessed, new targets agreed and further review date set.
  - 12.4. Information regarding mainstream teachers' concerns are acted upon by SEND staff.
  - 12.5. SENDCo amends SEND Register termly to reflect review outcomes.
  - 12.6. Staff referral forms for students not on the SEND Register are available and will lead to a student assessment.
  - 12.7. Adequate staffing is essential so that keyworkers can fulfil their roles and students can receive their SEND provision.

## 13. Programme of Support for Students on SEND Register

### 13.1. YEARS 7, 8 & 9

Years 7-9 receive the following:

1. In-class support
2. Withdrawal groups for basic literacy and numeracy provision
3. Informal, emotional and homework support at breaks/lunchtimes
4. Reading development with non-teaching assistants/volunteers
5. Counselling sessions with pastoral staff
6. Home-school reading/spelling programmes

### 13.2. YEARS 10, 11 & 12

Years 10-12 receive the following:

1. In-class support
2. Withdrawal groups
3. Coursework support via vocational education programme (Years 10 and 11 only). This programme allows students more time for coursework and core skills.
4. Counselling sessions with pastoral staff

13.3. The provision is negotiated with students. All students and parents/carers are invited to join in evaluation procedures.

13.4. Resources are available from SEND bases to support mainstream class teachers in their work with SEND students.

13.5. All students receive a broad and balanced curriculum. Maximum access to the National Curriculum is maintained by ensuring that any support offered in withdrawal is:

- a) With student agreement.
- b) Arranged by appointment on a rotation basis.
- c) Arranged to accommodate staff requests where possible.

13.6. Support is offered for SEND students for all assessments including:

- a) In-class support for national curriculum assessments.
- b) Differentiated or taped versions of internal assessments.
- c) Full support for the National Curriculum and school examinations include separate rooms; reading of text; concrete demonstration of task; reader; amanuensis.
- d) Support for statemented students in GCSE examinations as arranged with examination boards.

## 14. Special Needs and Disabilities and EAL Support

### 14.1. PURPOSE

To clarify the issues concerning EAL and SEN support.

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## **14.2. RESPONSIBILITY**

The SENDCo and EAL Coordinator.

- 14.3. The EAL Department and SEND Department liaise and provide relevant assessment data; for example, mother tongue assessments, cognitive assessments, reading and comprehension assessments to ascertain a student's needs.
- 14.4. EAL support is given to students who have a linguistic difficulty.
- 14.5. SEND support is given to EAL students if their learning disability is linked to a physical disability, a behavioural, emotional and social disability, or to a cognitive concern.

## **15. Keyworkers with Specific Expertise**

Staff are welcome to discuss specific learning difficulties with any members of SEND staff, but a number of keyworkers have particular knowledge of and experience in the following areas:

- Specific Learning Difficulties and Diagnostic Testing
- EAL Co-ordinator and Literacy Intervention Programme
- Mentoring Programme
- Behaviour Modification Programme.

## **16. Partnership with Parents/Carers**

- 16.1. All provision made in school for SEND students is negotiated with parents/carers.
- 16.2. Any concern expressed by parents/carers regarding SEND provision is treated in the same manner as concerns expressed by staff. Staff who receive such expressions of concern from parents/carers pass them immediately to the SENDCo. Parents/carers will then be invited to discuss their concerns with SEND staff and, if appropriate, adjustments may be made to the SEND Register.
- 16.3. Parents/carers will always be alerted when students are placed on the SEND Register and invited to discuss possible provision.
- 16.4. The name of their child's SEND keyworker will be made known to them.
- 16.5. Students on the SEND Register are reviewed twice a year. Parents/carers are invited to contribute to these reviews and to attend the annual review.
- 16.6. Information on parents/carers' legal rights regarding SEND provision will be made available at all meetings. This information is stocked in Braille and ethnic minority languages, as well as on audiotape.
- 16.7. Parents/carers are encouraged to play an active and full part in promoting the progress of their son/daughter with SEND. Home-school reading and spelling programmes are arranged. Parents/carers of students who follow behavioural programmes in school will negotiate the management of behavioural difficulties regularly with SEND and pastoral staff. Any behavioural agreement will be made in full consultation with parents/carers and will be signed by staff, student and parents/carers.
- 16.8. The SENDCo and relevant keyworkers attend every school Parents' Evening. These evenings are used not only for consultations but to promote the advancement of literacy for all students. The SENDCo endeavours to speak to all parents/carers attending meetings to ensure that they are aware that ready contact is available.
- 16.9. Specific evenings for learning support discussions are arranged to enable parents/carers to become more fully involved in provision for their son/daughter/ward.
- 16.10. Parental requests for referral to outside agencies will be considered and met wherever possible.

## **17. Concerns and Complaints Procedures**

- 17.1. Parents/carers who have concerns regarding their son/ward's SEND provision and who make contact with the school, will be put in touch with the SENDCo.

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- 17.2.** Parents/carers will be invited to discuss their concerns and an appropriate course of action will be agreed. Any action will be confirmed by the SENDCo following such discussions.
- 17.3.** It is hoped that as parents/carers will be fully involved in planning SEND provision for their son/ward, that there will be few instances of complaint. However, in the case of any unresolved concern by parents/carers:
1. A meeting will be offered to parents/carers with the Deputy Headteacher with responsibility for curricular or pastoral SEND provision and the SENDCo.
  2. If concerns of parents/carers remain unresolved, they may complain formally in writing to the responsible person (the Headteacher) in the school and the Governor with responsibility for oversight of SEND provision. Parents/carers will be offered a further appointment to discuss remaining difficulties. Any agreed outcome from such meeting will be actioned immediately by the SENDCo.
  3. If these negotiations fail, parents/carers will be given the name of the senior SEND officer for the LA and advised to contact the Local Authority directly.
  4. The Liaison Officer for the LA has the responsibility to support parents/carers during the statementing process and any complaints that may arise.
  5. An independent consultant may be approached by parents/carers. Consultants from IPSEA (The Independent Panel for Special Education Advice) respond to parental concerns about Special Needs provision.

## **18. In-Service Training for Staff Relating to Special Educational Needs**

- 18.1.** A whole school approach to SEND provision relies upon whole staff awareness of issues and procedures concerning students with special needs. New staff will meet with the SENDCo to ensure continuity of approach.
- 18.2.** All staff are made familiar with the requirements of the Code of Practice for Special Educational Needs 2014.
- 18.3.** An induction programme is provided by the SENDCo, in liaison with senior teachers in charge of INSET provision and professional development, for all beginner teachers, newly-qualified teachers and new staff.
- 18.4.** This focuses upon:
1. School SEND Policy
  2. Legal requirements relating to SEND
  3. Practical strategies
  4. Provision planning
- 18.5.** The senior teacher in charge of INSET provision ensures that all teaching staff have access to information about available INSET relating to SEND.

## **19. Evaluative Procedures**

The following procedures will be adopted to ascertain the level of success of SEND provision within the school:

- Yearly analysis of change in individual student scores on formalised tests applied by SEND staff. Analysis of examination results.
- Completion of evaluation sheets by supported students and analysis of results.
- Analysis of movements on the SEND Register.
- Analysis of level of NC dis-applications made on behalf of students with special needs.
- Analysis of responses made by parents/carers of supported students at review meetings.
- Monitoring of lessons.
- Work scrutiny of student's work.
- Examination of school documentation e.g. exclusions, PARS records.
- Responses from multi-agency staff.

## **20. Integration of School SEND and Behaviour Policies**

- 20.1.** Many students who feature on the SEND Register may have emotional and/or behavioural difficulties. SEND and pastoral staff work closely to establish the nature of any observed behavioural difficulties. Students identified as having such special needs are subject to the same staged procedures as those students with other learning difficulties.
- 20.2.** Persistent infringements of behaviour policy by a student will trigger a referral from pastoral staff to SENDCo for assessment of any special needs. Assessment will be based upon detailed observation and interview.



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**20.3.** Support for students with behavioural concerns will feature:

- Constructive teaching; measures to raise self-esteem;
- Behavioural programmes and/or agreements negotiated with student and parents;
- Early intervention by outside agencies;
- Infrequent withdrawal;
- Completion of behaviour support programmes within school.

**20.4.** Antecedents and consequences will always be fully explored for severe behavioural problems. Students with behavioural problems and requiring no literacy/numeracy support will have their needs managed by the pastoral team and Learning Support staff, where appropriate. Students with particular social, emotional and behavioural issues will be discussed at the Social Inclusion Panel meetings.

**20.5.** School responses via behavioural and SEND policies will reflect the advice of DfE Circulars.

## **21. Links with Outside Services**

**21.1.** Full use is made of advice available for students with special needs from outside agencies. All referrals to outside agencies for students featuring on the SEND Register are made by the SENDCo, who is responsible for supplying evidence to support the referral.

**21.2.** Advice is most frequently sought from:

**21.2.1. Early Help Hounslow (EHH)**

Civic Centre, Lampton Road, Hounslow, Middlesex TW73 4DN

**21.2.2. Department of Child & Adolescent Mental Health Services**

92 Bath Road, Hounslow

**21.2.3. Department for Social Services**

Civic Centre, Lampton Road, Hounslow, Middlesex TW73 4DN

**21.2.4. Special Educational Needs Department**

Civic Centre, Lampton Road, Hounslow, Middlesex TW73 4DN

**21.2.5. Education Welfare Department**

Civic Centre, Lampton Road, Hounslow, Middlesex TW73 4DN

**21.3.** Close contacts are kept with further education establishments which offer courses suitable for students with special needs, including:

- West Thames College, London Road, Isleworth
- Richmond-upon-Thames College, Egerton Road, Twickenham

Colleges are alerted to students' special needs prior to transfer.

**21.4.** Advice may be sought from special schools and units:

- The Cedars School, Cranford
- Marjory Kinnon School, Hatton Road, Hounslow
- Unit for Deaf/Partially Hearing Students, Heston School, Heston
- Unit for Physically Handicapped Students, Feltham School
- Unit for Speech & Language, Lampton School

## **22. Retention and Data Protection**

Through the application of this policy, the School may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of the Data Protection Legislation (being (i) unless and until the GDPR is no longer directly applicable in the UK, the General Data Protection Regulation ((EU) 2016/679) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998). Records will be kept in accordance with our Privacy Notices, our Retention & Destruction Policy and in line with the requirements of the Data Protection Legislation.

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## **23. Reviewing**

The governing body will review the policy as required or every three years, to ensure the effectiveness of the procedure and make changes where necessary.



## Student Information

<b>NAME:</b>		<b>FORM:</b>	
<b>FORM TUTOR:</b>		<b>SUBJECT AREA (IF APPROPRIATE):</b>	

## Observations

### BEHAVIOUR

- On Task
- Distracted
- Isolated
- Disruptive
- Attention-seeking
- Noisy
- Withdrawn
- Constantly out of seat
- Poor self-esteem
- Punctual

### WRITING

- Legible
- Cursive
- Correct use of upper/lower case
- Correct pen grip
- Correct sitting position
- Correct use of punctuation
- Letters evenly sized
- Reversal of letters

### READING

- Fluent
- Able to read class texts
- Reads with understanding
- Reads with no understanding
- Makes errors
- Careless reader
- Very poor

### SPELLING

- Can spell most words
- Can spell simple words
- Phonetic speller
- Copied incorrectly from book
- Copied incorrectly from board

### NUMERACY

- Uses fingers to count
- Recognises 2, 3, 4 digit numbers
- Knows four rules
- Knows times tables
- Recognises shapes
- Can use linear scale

### SPEAKING & LISTENING

- Speaks clearly
- Listens carefully
- Hears well
- Mature language
- Good use of language

### PHYSICAL DEVELOPMENT

- Physical development in line with peers
- Physical disability
- Average fine motor skills
- Average gross motor skills

### MEDICAL

- Glasses worn
- Hearing loss
- Asthma
- Epilepsy
- Others

### OTHERS

- Uses ruler effectively
- Good motor skills
- Good book appearance

Details of a student already entered on the SEND Register and providing cause for concern.

<b>NAME:</b>		<b>FORM:</b>	
<b>FORM TUTOR:</b>		<b>SUBJECT AREA (IF APPROPRIATE):</b>	

**Supporting Evidence**

PLEASE PROVIDE BRIEF SUPPORTING EVIDENCE OF YOUR CONCERN(S).

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<b>SIGNATURE:</b>		<b>DATE:</b>	
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Details of a student already entered on the SEND Register and providing cause for concern.

<b>NAME:</b>		<b>FORM:</b>	
<b>FORM TUTOR:</b>		<b>SUBJECT AREA (IF APPROPRIATE):</b>	

**Supporting Evidence**

PLEASE PROVIDE BRIEF SUPPORTING EVIDENCE OF YOUR CONCERN(S).

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<b>SIGNATURE:</b>		<b>DATE:</b>	
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